

UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

Three Year Summative Log for Tenured/Non-Tenured (circle one) Teachers/Pupil Personnel (circle one)

Academic Year 2001-'02

Narrative:

Miss Camp's first year has been a positive learning experience. She has organized a learning environment in her third grade classroom that maximizes student time on task. She has learned to plan for effective use of time and resources in setting goals and meeting student needs by relating content to student interests and experiences. Her lessons are appropriate to her students' abilities and learning styles.

Miss Camp strives to develop a positive self-concept in each of her students and establishes and applies rules with fairness and consistency. Miss Camp communicates a genuine interest in her students' welfare and treats all students with respect and politeness creating opportunities for them to be successful.

Miss Camp is very aware of current issues in education and understands that graduate study theory (philosophy) can't always be applied in the classrooms setting. Something that only by actually teaching within a school environment has Miss Camp come to realize this year

Miss Camp interacts and communicates effectively with parents. She has had a wide variety of situations within her classroom this year that she has dealt with in very confidential ways. This has helped in her gaining more confidence and experience in handling these types of delicate situations. She will seek out advice from her grade level colleagues, our early literacy team leader, the psychologist, and the home school counselor in trying to assist her students in need.

Miss Camp has also worked very successfully this year with Miss Spak, our 12:1:1 teacher at the 3rd grade level, in integrating Miss Spak's students into her regular education classroom. Much collaboration has taken place between the two teachers in making this a positive experience for these special needs students. Again, a wonderful learning experience for Miss Camp.

For Miss Camp's professional performance goal this year, she has chosen the Individual/Collaborative options to work with her third grade colleagues and reading teachers in integrating Science, Social Studies, and Growing Healthy into the Language Arts Curriculum in accordance with the New York Standards. What I have reviewed so far has been well done.

Keep up the good work, Caryn. Your conscientiousness, continual self-reflection and candid honesty has helped you to grow during your first year of teaching.

Professional Activities/Achievements (attach extra page if needed):

Memberships in Professional Organizations:

ISTE (International Society for Technology in Education)

NCTE (The National Council of Teachers of English)

International Reading Association

NCTM (National Council of Teachers of Mathematics)

NCSS (National Council for the Social Studies)

Participation in 2001-2002 Study Groups:

Guided Readers and Writers in Grades 3-6 (leader Lauren Wilcox)

Integrating Science and Social Studies into the Third Grade Language Arts Curriculum (leader Nancy Green)

Current Graduate Work:

ED635 Thinking About Technology (University of Alaska online)

Teacher Response:

My first year of teaching has been an amazing experience. What I have learned most this year is how rewarding, meaningful, and fun it is to collaborate with other teachers. In addition to my participation in two study groups, I have had some specific opportunities for collaboration this year that have served as turning points for me.

The first turning point for me was in January when I had the opportunity to visit Lauralee Kephart's third grade classroom for the whole day. Being able to see the "big picture" of a day – in – the – life – of – a third grade-classroom" was invaluable for me. In addition, I was able to see how one can manage small reading groups without any other adults in the classroom for support. Lauralee's modeling, as well as her willingness to share ideas and materials, provided me with what I needed to set up the same independent literacy centers in my room. My students and I love it! Donna Spak (the 12:1:1 teacher for seven of my students) and I had the opportunity to attend an all-day seminar on differentiating curriculum for different ability levels, and we had a half-day together for planning as a follow-up. Through these experiences, I learned how to modify my literacy centers to be successful for all the learners in my classroom.

The next turning point for me was later in January when I had the opportunity to begin collaborating with Nancy Green, the lead reading specialist in our school. After observing in my classroom over the course of one or two weeks, Nancy and I met to discuss how to have guided readers and writers in my class. Since then, we have met at least once a week, either after school or on the weekend, to plan for the next week. Nancy leads one group while I observe and take notes, and then I lead the other two groups using the same "teacher language" that I have learned from Nancy's modeling. When we meet, we look over what we have "learned from the kids"- what their results show us- and decide how to proceed based on the needs of the students. In effect, we have been doing "classroom research," and it has been very exciting for me to reflect daily on the results that we are developing.

Finally, I have had the opportunity to talk with a few of the other third grade teachers and learn of their interest in collaboration, in being a "team" that plans together and continually strives to improve using creative ideas.

In sum, I have learned that collaboration with colleagues who WANT to collaborate is a very joyful, stimulating, productive, and rewarding experience. It helps us to become better teachers, to be "learners" as well as teachers, to serve as springboards for each other's ideas, and to feel supported while we teach.

RECOMMENDATION - Non-tenured only (check one)

Non-continuation of Services

Continuation of Services

Tenure Appointment

The signatures below indicate that a conference was held and that the Summative Log has been reviewed with the teacher:

ADMINISTRATOR'S SIGNATURE:

Jean A. Poulson

DATE

3/27/02

DIRECTOR'S/COORDINATOR'S
SIGNATURE (if applicable):

TEACHER'S SIGNATURE:

Carrie Camp

DATE

3-27-02

UNION-ENDICOTT CENTRAL SCHOOL DISTRICT

Three Year Summative Log

Tenured/Non-Tenured (circle one) -- **Teachers/Pupil Personnel** (circle one)

TEACHER: Caryn Camp	BUILDING: LWW
ASSIGNMENT: Third Grade	DATE (3-year Period): 2001-2004

Academic Year <u>2001-'02</u> Admin. <u>Jean A. Donlon</u>	Performance Criteria			Academic Year _____ Admin. _____	Performance Criteria			Academic Year _____ Admin. _____	Performance Criteria		
NY State Criteria	Unsatisfactory	Proficient	Exemplary	NY State Criteria	Unsatisfactory	Proficient	Exemplary	NY State Criteria	Unsatisfactory	Proficient	Exemplary
Classroom management				Classroom management				Classroom management			
Collaboration		X		Collaboration				Collaboration			
Content Knowledge		X		Content knowledge				Content knowledge			
Instructional delivery				Instructional delivery				Instructional delivery			
Planning/preparation		X		Planning/preparation				Planning/preparation			
Reflective/responsive practice		X		Reflective/responsive practice				Reflective/responsive practice			
Student assessment				Student assessment				Student assessment			
Student development				Student development				Student development			

ORIGINAL: PERSONNEL FILE: COPIES: TEACHER, BUILDING PRINCIPAL, ADMINISTRATOR

