



Teacher Documentation Log Cover Sheet

Name Kathleen Campbell
Grade/Subject/Position Math (7th Graders)

Date: 2012-2013
5 Years of T-Scale Service

Reflection (REQUIRED) *Adapted from NBPTS*

After completing the documentation log below, respond to the following questions.

1. In thinking about your professional activities, what was most effective in impacting student learning? Why?

I feel that some of the summer work that I have done (not listed on the current Professional Activities Summary due to it being from a prior school year) has been the most effective in impacting student learning. Collaboration with my peers across the county has given me so many valuable ideas that I have been able to adapt or implement in my classroom. This work has continues into our countywide tests, and I really find my peers to be such a valuable resource that I don't always have the ability to call on, outside of those other math 7 teachers at .

2. Considering the patterns evident in your professional activities, what is your plan to further impact student learning in the future?

I am planning on continuing to present at the Technology Symposium held in the summer, to help other teachers learn how to better use technology in their classrooms, and to learn from them as well. When the resources are available to us, it would be a shame not to put them to the best use to ensure students have a variety of meaningful learning experiences. It might be interesting to combine this love of technology with my previously mentioned desire to share thoughts and lessons with other teachers around the county. It could be a benefit to the students if I find an efficient and less onerous way for teacher to share ideas on our countywide blackboard, or though some other means.

Evidence

Each teacher, each year gathers one piece of evidence for each standard.

Standards	Evidence Included In this column, describe what evidence you are including and how it is an example of your best work in this standard. The evidence submitted for standards 1-6 does not need to be related to the SMART goal. The box will expand to fit your text. *Contingent of FERPA photo policy and opt out forms
1. Professional Knowledge/ Knowledge of the Learning Community	<ul style="list-style-type: none">• Year 1• Year 2: Adding Integers Lesson Plan –I selected this lesson plan to show my professional knowledge because it shows how I try to make real world connections between the students and their math class. It is also a good example of reinforcing correct math vocabulary in my classroom. I also think that the multiple representations of addition are very important for students, not only because that is a new emphasis on the SOL. Students are better able to connect when they have multiple approaches to choose from.• Year 3

2. Instructional Planning/Program Planning and Management	<ul style="list-style-type: none"> • Year 1 • Year 2: Analysis of countywide assessment –This is an example of analysis of classroom assessment. When comparing the item analysis with my fellow math 7 teachers, we were able to discuss why there might be differences in our scores. For example, I was able to get advice on how to cover the topic in the first question, because my peers must have focused more on that than I did, given my high percent of students not getting that question correct. It was also useful as a tool to see why all of us had students who struggled with specific questions, whether it was that we had not taught the topic yet, it was a poorly worded question, or we had not tried a certain approach across the board. This information was valuable to inform instruction. • Year 3
3. Instructional Delivery/Program Services	<ul style="list-style-type: none"> • Year 1 • Year 2: “Dinner Time” Work Sample –As an example of instructional delivery, I included this work sample to show an example of a class work assignment for math 8. These students were given this challenge as an assessment of their understanding, as well as an application of their knowledge that allowed them to connect their learning to everyday life. Students developed the idea that finding tax and tip on each individual item would give them the same total as finding the tax and tip on the total, while also using that individual tax and tip information to help them budget their money. • Year 3
4. Assessment of and for Student Learning/Assessment	<ul style="list-style-type: none"> • Year 1 • Year 2: Scoring Rubric for Rich Tasks –This rubric helps students self-assess, as well as guide, their thinking for what is necessary to have a complete answer. It helps me to evaluate students on their proficiency, while allowing for multiple methods to approach a problem. • Year 3
5. Learning Environment/Communication and Collaboration	<ul style="list-style-type: none"> • Year 1 • Year 2: Photos of classroom set-up –This demonstrates the environment of trust and respect in my classroom. Student desks are arranged that they can work with their table partner, or in small groups, as well as participate in full class discussions with ease. The classroom expectations are also posted in a prominent location for students to be aware of and to follow daily in class. • Year 3
6. Professionalism	Summary of Professional Activities Form
7. Student Academic Progress/Learner or Program Progress	SMART Goal Form and data



Arlington Public Schools

Lesson Plan

Subject Area Math 7

Lesson Elements	
Topic	Adding Integers Activity
Enduring Understandings	The sums of integers are either positive, zero, or negative. How can this be demonstrated? This can be demonstrated through the use of patterns and models.
Essential Questions	Is the sum of two integers positive, negative or zero? How can you tell?
Standards	SOL 7.3 a) and b)
Content Objectives	The students will create multiple representations for addition of integers
Language Objectives	The students will describe different representations for addition of integers
Key Vocabulary	Integers, whole numbers, opposite, number line, algebra tiles
Materials	Integer counters
Procedure: Motivation	Students will connect the idea of integers to real life experiences: net result of a play in football (8-yard loss for example as -8 yards), the net score on a video game (gaining and losing points as addition of integers).
Presentation	Discussion of the motivating situations, demonstration of how to use integer chips while practicing the vocabulary for addition of integers. I will model use of integer chips as well as number lines for several examples, and discuss with students how they represent the same information, while reinforcing proper math vocabulary.
Practice	Students will practice using the integer chips and number lines to solve several problems in their workbooks, in activity 4. Students will then check with their desk-partner and justify their work. Students take turns explaining their partner's work to the class. The class will brainstorm rules for how to add integers of the same and different signs.
Application	Students will work in pairs. One student describes adding integers with the same sign giving examples. The other student probes for more information. Students then switch roles and repeat the process for adding integers with different signs. I will walk around the classroom listening to the pairs and ask questions to ensure understanding.
Plan for Differentiation/ Accommodation / Adaptation (see page 3)	Differentiating for visual learners: review the commutative property of addition with a number line. Students should see from the movement on the number line that the sum is always the same, regardless of the direction of the movement. Vocabulary: Write a table of opposites on the board (little vs. big, forward vs. backwards, etc.) and allow students to add to this. Ask students to name pairs of opposite numbers and how those can be represented by words in the table.



Lesson Plan

	<p>For students who require extension: (who have shown mastery and understanding of the topic)</p> <h2>Magic Squares with Integers</h2> <p>According to a legend, the Chinese Emperor Yu-Huang saw a magic square on the back of a turtle. In a <i>magic square</i>, the sum of the numbers in each row, column, and diagonal are the same. This sum is called the magic sum.</p> <p>This magic square uses integers -6 to 2 exactly once. The magic sum is -6.</p> <table><tr><td>1</td><td>-6</td><td>-1</td></tr><tr><td>-4</td><td>-2</td><td>0</td></tr><tr><td>-3</td><td>2</td><td>-5</td></tr></table> <p>Diagonal 1: $-3 + (-2) + (-1) = -6$</p> <p>Row 1: $1 + (-6) + (-1) = -6$</p> <p>Row 2: $-4 + (-2) + 0 = -6$</p> <p>Row 3: $-3 + 2 + (-5) = -6$</p> <p>Diagonal 2: $1 + (-2) + (-5) = -6$</p> <p>Column 1: $1 + (-4) + (-3) = -6$</p> <p>Column 2: $-6 + (-2) + 2 = -6$</p> <p>Column 3: $-1 + 0 + (-5) = -6$</p>	1	-6	-1	-4	-2	0	-3	2	-5
1	-6	-1								
-4	-2	0								
-3	2	-5								
Formative or Summative Assessment	Summative assessment during the next lesson – assessing accuracy on homework and warm up addressing these new ideas of									
Home School Connection	Parents can use the idea of a hike (or maybe even go on a hike!) to reinforce ideas about integers: when is it helpful to assign direction (positive or negative) on a walk? When is it helpful to ignore the direction and use the absolute value?									

School				School				School				Sch	
Math 7				Math 7				Math 7				Mat	
Benchmark #1				Benchmark #1				Benchmark #1				Benchr	
MASTER				Teacher 1				Teacher 2				Teac	
Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item
1	67	317	21%	1	32	79	41%	1	12	79	15%	1	8
2	65	317	21%	2	17	79	22%	2	22	79	28%	2	4
3	32	317	10%	3	12	79	15%	3	7	79	9%	3	0
4	64	317	20%	4	14	79	18%	4	13	79	16%	4	4
5	77	317	24%	5	21	79	27%	5	24	79	30%	5	6
6	263	317	83%	6	69	79	87%	6	66	79	84%	6	13
7	75	317	24%	7	18	79	23%	7	23	79	29%	7	8
8	88	317	28%	8	21	79	27%	8	30	79	38%	8	7
9	127	317	40%	9	48	79	61%	9	26	79	33%	9	8
10	28	317	9%	10	11	79	14%	10	8	79	10%	10	1
11	227	317	72%	11	63	79	80%	11	59	79	75%	11	17
12	158	317	50%	12	51	79	65%	12	38	79	48%	12	8
13	36	317	11%	13	6	79	8%	13	9	79	11%	13	3
14	27	317	9%	14	16	79	20%	14	3	79	4%	14	1
15	242	317	76%	15	63	79	80%	15	66	79	84%	15	16
16	128	317	40%	16	35	79	44%	16	34	79	43%	16	7
17	286	317	90%	17	77	79	97%	17	75	79	95%	17	14
18	101	317	32%	18	27	79	34%	18	30	79	38%	18	7
19	180	317	57%	19	50	79	63%	19	45	79	57%	19	11
20	151	317	48%	20	45	79	57%	20	40	79	51%	20	11

Cell auto-coloring key indicates percentage range for students missing that problem: yellow 30%, orange 40%, red 50%+

School		School				School				School			
Math 7		Math 7				Math 7 SC				Math 7 for 6th			
Benchmark #1		Benchmark #1				Benchmark #1				Benchmark #1			
Teacher 3		Teacher 4				Teacher 5				Teacher 6			
# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item
17	47%	1	2	14	14%	1	5	18	28%	1	4	28	14%
17	24%	2	2	14	14%	2	12	18	67%	2	1	28	4%
17	0%	3	1	14	7%	3	4	18	22%	3	3	28	11%
17	24%	4	4	14	29%	4	17	18	94%	4	4	28	14%
17	35%	5	4	14	29%	5	9	18	50%	5	4	28	14%
17	76%	6	7	14	50%	6	13	18	72%	6	24	28	86%
17	47%	7	3	14	21%	7	4	18	22%	7	5	28	18%
17	41%	8	6	14	43%	8	13	18	72%	8	5	28	18%
17	47%	9	4	14	29%	9	11	18	61%	9	10	28	36%
17	6%	10	0	14	0%	10	5	18	28%	10	1	28	4%
17	100%	11	8	14	57%	11	17	18	94%	11	23	28	82%
17	47%	12	3	14	21%	12	13	18	72%	12	16	28	57%
17	18%	13	1	14	7%	13	10	18	56%	13	4	28	14%
17	6%	14	0	14	0%	14	2	18	11%	14	2	28	7%
17	94%	15	9	14	64%	15	11	18	61%	15	20	28	71%
17	41%	16	6	14	43%	16	15	18	83%	16	8	28	29%
17	82%	17	13	14	93%	17	17	18	94%	17	27	28	96%
17	41%	18	4	14	29%	18	14	18	78%	18	8	28	29%
17	65%	19	9	14	64%	19	17	18	94%	19	14	28	50%
17	65%	20	6	14	43%	20	18	18	100%	20	16	28	57%

School				School				School			
Math 7 for 6th				Math 7 for 6th				Math 7 for 6th			
Benchmark #1				Benchmark #1				Benchmark #1			
Teacher 7				Teacher 8				Teacher 9			
Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item	Question	# of students who missed this item	# of students in course	% of students who missed this item
1	3	28	11%	1	0	28	0%	1	1	26	4%
2	1	28	4%	2	5	28	18%	2	1	26	4%
3	1	28	4%	3	3	28	11%	3	1	26	4%
4	1	28	4%	4	7	28	25%	4	0	26	0%
5	4	28	14%	5	4	28	14%	5	1	26	4%
6	26	28	93%	6	21	28	75%	6	24	26	92%
7	3	28	11%	7	3	28	11%	7	8	26	31%
8	1	28	4%	8	2	28	7%	8	3	26	12%
9	6	28	21%	9	5	28	18%	9	9	26	35%
10	1	28	4%	10	0	28	0%	10	1	26	4%
11	12	28	43%	11	13	28	46%	11	15	26	58%
12	8	28	29%	12	9	28	32%	12	12	26	46%
13	0	28	0%	13	0	28	0%	13	3	26	12%
14	2	28	7%	14	1	28	4%	14	0	26	0%
15	21	28	75%	15	14	28	50%	15	22	26	85%
16	7	28	25%	16	7	28	25%	16	9	26	35%
17	25	28	89%	17	25	28	89%	17	13	26	50%
18	4	28	14%	18	3	28	11%	18	4	26	15%
19	13	28	46%	19	12	28	43%	19	9	26	35%
20	4	28	14%	20	6	28	21%	20	5	26	19%

Name Mod 10Date 1/14/13*Dinner Time!*

Imagine you and a friend are going out to dinner and Ms. Campbell is paying! She gives you \$100 to spend, but that includes the tax and the tip. You need to buy as close to \$100 worth of food as possible, or Ms. Campbell will want her money back. Each food item needs to be different. The tax percent is 9% but the tip percent is up to you. Ms. Campbell says that, to be fair to the waiters, you must tip between 15-20-1. Record the name of the restaurant and the tip percent below:

Tax percent = 9% = 0.09Name of restaurant = Saran Indian Vegetarian CuisineTip percent = 15% = 0.15

Food item	Price	Tax (Price times tax percent)	Tip (Price times tip percent)	Total (Price plus Tax plus Tip)
Tomato Soup	\$12.99	\$4.48	\$2.70	\$19.17
Saran Thali	\$13.99	\$1.25	\$2.10	\$17.34
Vegetable Samosa	\$1.00	15¢	\$2.00	\$3.15
saag makkhi roti	\$10.99	99¢	\$1.65	\$13.63
Kachori	\$1.00	15¢	\$2.00	\$3.15
Dal SOUP	\$2.99	27¢	\$4.48	\$7.74
Mixed Vegetable	\$8.99	80¢	\$1.79	\$11.58
Palak Paneer	\$13.99	\$1.25	\$2.10	\$17.34
HOUSE Special	\$13.99	\$1.25	\$2.10	\$17.34

76.48
+17.34
93.82

Meal Total: 93.82

9.70
+1.79
11.58

8.99
x 0.20
1.798
000

8.99
x 0.09
80.91
000

76.72
76.48
80.91
80.91

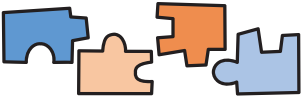
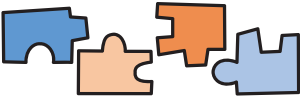
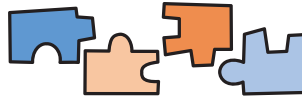
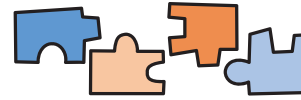

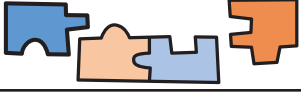
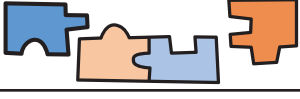
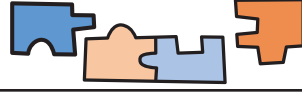
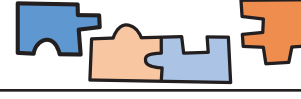
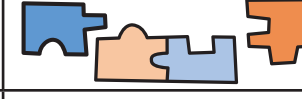





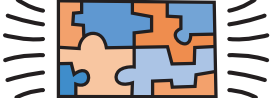
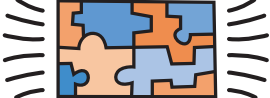
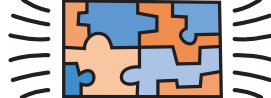
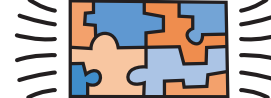
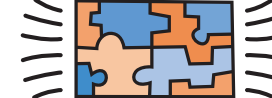
70.72
58
34
24

6.10
72
24
48

17.34
13.63
6.72
3.15
40.84

48.64
6.72
11.58
17.58
76.72

Exemplars® Jigsaw Student Rubric

Level	Problem Solving	Reasoning and Proof	Communication	Connections	Representation
Novice Makes an effort No or little understanding	I did not understand the problem. 	My math thinking is not correct. 	I used no math language and/or math notation. 	I did not notice anything about the problem or the numbers in my work. 	I did not use a math representation to help solve the problem and explain my work. 
Apprentice Okay, good try Unclear if student understands	I only understand part of the problem. My strategy works for part of the problem. 	Some of my math thinking is correct. 	I used some math language and/or math notation. 	I tried to notice something, but it is not about the math in the problem. 	I tried to use math representation to help solve the problem and explain my work, but it has mistakes in it. 
Practitioner Excellent Clear Strong understanding Meets the standard	I understand the problem and my strategy works. My answer is correct. 	All of my math thinking is correct. 	I used math language and/or math notation accurately throughout my work. 	I noticed something about my math work. 	I made a math representation to help solve the problem and explain my work, and it is labeled and correct. 
Expert Wow, awesome! Exceptional understanding!	I understand the problem. My answer is correct. I used a rule, and/or verified that my strategy is correct. 	I showed that I knew more about a math idea that I used in my plan. Or, I explained my rule. 	I used a lot of specific math language and/or notation accurately throughout my work. 	I noticed something in my work, and used that to extend my answer and/or I showed how this problem is like another problem. 	I used another math representation to help solve the problem and explain my work in another way. 





Standard 6: Professional Activities Summary

Please indicate on this form all Professional Learning since July 1 of the current school year.

Name Name Grade/Subject Math 7 and 8 Date 5/7/2013

1. Recertification Areas

Option 1: College Course(s) (maximum of 180 points in this area)

Title: _____ College/University: _____ Credit Hours: _____

Option 2: Professional Conference (maximum of 45 points in this area)

Title: Arlington Technology Symposium (Presenter) Date: July 25-26th, 2012

Option 3: Curriculum Development (maximum of 90 points in this area)

Title: _____ Date: _____

Option 4: Publication of an Article (maximum of 90 points in this area)

Title: _____ Magazine: _____ Date: _____

Option 5: Publication of a Book (maximum of 90 points in this area)

Title: _____ Date: _____

Option 6: Mentorship/Supervision (maximum of 90 points in this area)

Person: _____ Dates Supervised: _____
Name 8/12-6/13

Option 7: Educational Project (maximum of 90 points in this area)

Title: _____ Date: _____

Option 8: Professional Development Activities (maximum of 180 points in this area)

Title: _____ Date: _____ Presenter(s): _____

2. Professional Committees

3. Honors/Awards

4. Student Related Activities



Standard 7: SMART Goal Setting Form

Teacher's Name: _____

Subject/Grade or Position: Math 7 School Year: 12 - 13

Directions: This form is a tool to assist teachers in setting a SMART goal that results in measurable learner progress.

NOTE: When applicable, learner achievement/progress should be the focus of the goal. Enter information electronically into the cells (the boxes will expand to fit the text).

Initial Goal Submission (due by _____ to the evaluator)

I. Setting (Describe the population and special learning circumstances.)	<i>I will focus on my 11 math STAR students. 10 of these students were recommended for math support by their 6th grade math teachers, but not for the math strategies extra class. One student was identified through the pre-assessment, and is new to Swanson. This group contains two special education students. It also includes one student who speaks Portuguese at home, one student who speaks Somali at home, one student who speaks Amharic at home, and two students who speak Spanish at home. There are 8 girls and 3 boys.</i>								
II. Content/Subject/Field Area (The area/topic addressed based on learner achievement, data analysis, or observational data.)	<i>Based on the pre-assessment data, I will be focusing on these students' number & number sense skills.</i>								
III. Baseline Data (What is shown by the current data?)	<i>Currently, students do not show mastery of this subject. Number & number sense was one of the lowest scoring categories on the pre-assessment for these students.</i> <input checked="" type="checkbox"/> <i>Data attached</i>								
IV. SMART Goal (Describe what you want learners/program to accomplish.)	<i>By the end of the 3rd quarter, all of the students in my math STAR will make at least a 20 percentage points of progress in number & number sense, as measured by end-of quarter assessments.</i>								
V. Means for Attaining Goal (Strategies used to accomplish the goal)									
Instructional Strategy	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Evidence</th> <th style="width: 30%;">Target Date</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px; vertical-align: top;"><i>Planning cooperatively with other math 7 teachers to design number sense benchmarks</i></td> <td style="padding: 5px; vertical-align: top;"><i>10/1</i></td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"><i>Quarterly benchmarks on number & number sense.</i></td> <td style="padding: 5px; vertical-align: top;"><i>11/6, 1/18, 3/22</i></td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"><i>STAR remediation & review 3 days a week</i></td> <td style="padding: 5px; vertical-align: top;"><i>Ongoing</i></td> </tr> </tbody> </table>	Evidence	Target Date	<i>Planning cooperatively with other math 7 teachers to design number sense benchmarks</i>	<i>10/1</i>	<i>Quarterly benchmarks on number & number sense.</i>	<i>11/6, 1/18, 3/22</i>	<i>STAR remediation & review 3 days a week</i>	<i>Ongoing</i>
Evidence	Target Date								
<i>Planning cooperatively with other math 7 teachers to design number sense benchmarks</i>	<i>10/1</i>								
<i>Quarterly benchmarks on number & number sense.</i>	<i>11/6, 1/18, 3/22</i>								
<i>STAR remediation & review 3 days a week</i>	<i>Ongoing</i>								

Teacher's -Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name: _____

☐ Principal forwards one copy to the Professional Development Office

End of Year Teacher Reflection ☒ *Data attached*

By the end of 3rd quarter, 9 of my 11 students reached the goal of 20 percentage point improvement, with 3 students actually making a 37 percentage point jump in their scores. Upon reflection, the STAR remediation did not follow a more formal lesson plan format, but had to be more responsive to my students' needs at the time. Some of the time they needed to

review basics like integers or fractions, but at other times they needed assistance with their current materials. Though the subject matter covered by the number sense benchmarks was a good goal to work towards, some of the standards covered are 4th quarter objectives. For example, negative exponents were on the pre-assessment, but not covered until the middle of May in class. I feel that if the final post-assessment had been given at the end of 4th quarter, greater gains would have been seen all around. While not all of my students made the projected progress, they all still made progress in the area of number sense. I feel that it was beneficial to the students, as they gained more confidence about math through my STAR, which helps them to perform better on tests and quizzes as well as on the benchmarks.

Teacher's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Print or Type Evaluator's Name:

Student	Pre-Assessment	End of Quarter 1	Percentage Points increased	End of Quarter 2	Percentage Points increased since Pre-Assessment	End of Quarter 3	Total improvement
1	0%	16%	16	37%	37	37%	37
2	32%	37%	5	37%	5	53%	21
3	16%	21%	5	26%	10	37%	21
4	37%	37%	0	53%	16	58%	21
5	0%	21%	21	37	37	37%	37
6	16%	37%	21	53%	37	53%	37
7	16%	21%	5	37%	21	37%	21
8	11%	11%	0	37%	26	37%	26
9	16%	11%	-5	16	0	21%	5
10	16%	21%	5	37%	21	37%	21
11	42%	53%	11	53	11	53%	11

Increase
Decrease
No change

Made 20 point improvement
Did not make 20 point improvement