

SCHOOL DISTRICT OF JANESVILLE
Janesville, Wisconsin

Summary Report

Staff Member: Ms. Cheryl Williams
School: Marshall Middle School
Class/Subject Area: Library Media Specialist

Principal: Synthia Taylor
Date: June 12, 2009

1. Current Information/Professional Growth:

Ms. Williams is completing her twenty-fifth year as a professional educator, the last eleven of which have been at Marshall Middle School. Since the 2004-05 school year, Ms. Williams has served as our Marshall Middle School Library Media Specialist. Prior to her current position, Ms. William also successfully served as Marshall's Orientation and Mobility Specialist and Teacher of the Visually Impaired. As our Library Media Specialist, Cheryl shares many of her skills and talents with students and staff alike. Ms. William has developed an appreciation for how to further enhance relationships with her colleagues, motivate them to try new research applications (e.g. Big 6), and develop a better understanding for each of the core curriculum areas.

Upon receiving her Bachelor of Science degree and Masters of Science Degree from Western Michigan University- Kalamazoo, Ms. Williams earned her Orientation and Mobility Specialist (826), and Teacher of Visually Impaired (825) certification from the Department of Public Instruction. Cheryl returned to school in 2002 to earn certification as a Library Media Specialist (License #901 and 902).

Ms. Williams values her professional development. In the year since her last summative performance appraisal, she has actively participated in a number of worthwhile programs: WEMA Conference in Madison, 2008 and SmartBoard User Group. Ms. Williams has also served on the district's Technology Plan committee and as a PTA Representative, Marshall Homepage webmaster, Marshall Library Media webmaster, Technology Advisor for Marshall staff and administration, Reading Olympics co-chair, Book Fair Chairperson & Coordinator, and also maintains our monthly/quarterly Informational Newsletter for staff. Ms. Williams has provided staff development using SmartBoards, Photostory, Office 2007, Gmail and Online Databases. In addition, Ms. Williams assists others in their professional development (e.g. Big 6 Training, Co-Teaching with Mrs. Nancy Sonka Communication Arts Teacher, etc.). Lastly, Cheryl writes a monthly newsletter designed to update staff members of the latest happenings (e.g. "new toys", "Copyright Corner", "Computer Care", "Wireless Lab", "Collection Development", and "New Videos and Orders").

Currently, Ms. Williams is a member of several professional organizations: RVUT, JEA, WEA, and NEA.

2. Implementation of *Beyond 2005* priorities, district policies, building initiatives and procedures and personal action plan objectives.

As part of her Professional Development Plan, Ms. Williams developed the following goals, which promote the districts *Beyond 2010* plan and Marshall Middle School's Continuous Growth Plan:

1. Promotes student achievement by developing information literacy skills by using the Big 6 research process.
2. Teach students and staff how to maximize the uses of online database.
3. Teach others how to utilize interactive whiteboard technology and integrate it into their curriculums.
4. Teach others how to utilize Photostory software and integrate it into their curriculums/projects.

Both classroom observations of Ms. Williams were lessons involving information and technology literacy skills. Cheryl has provided various training sessions for students and individual staff members. She will continue to expand sessions to a wider group of staff in the future. Finally, Ms. Williams has enhanced her own professional development this year by attending the Wisconsin Education Media Association conference and trainings for the new catalog system and digital tools.

Ms. Williams and I met to establish her goals, review her progress, and assess her results on November 17, February 9 and June 12.

3. Indicators of Teaching Effectiveness:

The Marshall Middle School Administrative team had the opportunity to observe Ms. Williams and students in a variety of settings (e.g. professional development trainings, meetings, networking / curriculum planning with colleagues, and visiting at parent conferences). In addition, Ms. William met with administration to pre-conference, observe her performance, and post conference on two occasion. Administration was able to observe Ms. Williams counsel with her co-teachers in preparation for the formal classroom observation

The following effective teaching behaviors are taken directly from one of the observation summaries completed during the school year:

Purpose of the lesson:

Mr. Fuhrmann's Social Studies Class has researched a historical African-American in honor of Black History Month (2 days of research) 10 dates, 5 words, 3 quizzes at the end of the Smartboard lesson (see attached.) Students will design a Smartboard lesson for all of the other students in the class. Students will be required to present to each other upon the completion on Monday (4 days.)

Ms. Williams demonstrates to the students all of the required features of the Smartboard lesson. After demonstration, Ms. Williams walks students through setting up their lesson. Packets of instructions are provided (see attached.) Students were to make 6 slides and get all of their text entered into their lesson.

Summary of the Observation:

10:40 – 11:03 AM Smartboard demonstration with students.

11:03 – 11:32 AM Students go to the computer lab to begin their lesson.

Strengths of Ms. Williams during my observation

- Stresses the importance of citing work and reintroduces the importance to avoid plagiarism. Relates to a current event that just occurred with a high school student.
- Ms. Williams extends to students that there are more ways to achieve the same goal, “You find something better and use it, whatever works for you.”
- Assures students pro-actively, “Hey, if you make a mistake don’t panic, here is how you can adjust your error.”
- During the demonstration she notes, “Watch what happens to the little A....”
The entire lesson was highly visual and well structured for the desired outcomes.
- Uses specific vocabulary at all times during the lesson.
- Keeps students on task by stressing the importance of typing first, edit later. She assures students, “There are several background options but you need to remain consistent,” and “You will be able to customize your font and size.”

Questions for discussion

- What are the top three positive outcomes that come from supporting/creating a student lesson? **Students are stimulated and engaged... They have a new tool to work with. Exciting for students to learn a new tool. High motivation to contribute to student learning and achievement.**
- What are the top three challenges that you face when working with staff on a lesson? **Having enough time to deliver the message. Teachers have a reality of a narrow window to accomplish their objectives. I wish I could do more follow up with them if they are falling behind. Photo story is an example of a tool that I have taught students and then the following year worked with students again. It is a benefit; you can do more than the year before.**
- What are your concerns about having MORE Smartboards in the school? **I am banking that one person on the team would take ownership of the board. Find more time to train them on the board. It was Shawn Kane that came to me and asked if I would be willing to help him with this. I was flexible and I felt included in their students learning. I went off and developed my part and fit it in to their schedule.**

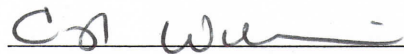
4. **Commendations/Recommendations:**

Ms. Williams is a knowledgeable and resourceful staff member. Her open approach and willingness to help in various capacities is never overlooked, nor is it unappreciated. Ms. Williams's work ethic is impressive. For example, she demonstrates on a daily basis her dedication to the success of our students and staff. Whether she is managing the additional needs of the library, assisting with the technology needs of the staff or providing literacy circle opportunities to students on the lunchroom, Ms. Williams always finds a way to make it happen. Her high level of integrity, desire to "get the job done well," and infectious sense of humor sustains her as a most valued member of our Marshall Staff. She is a true teacher leader, in every sense of the word, in our school and throughout the School District of Janesville.

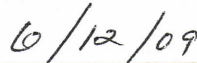
The following recommendations come as a result of our school and district initiatives. They should *not* be construed as a deficiency in performance. These recommendations may look familiar, as they were included in the previous summative evaluation, while others may be new:

- ✓ Continue utilizing student performance data in order to promote with teachers the importance of individualization and differentiation in instruction (e.g. standardized testing, teacher anecdotal, best practices, etc.)
- ✓ Continue seeking and providing teachers' strategies that promote rigorous and relevant instruction.
- ✓ Continue to seek programs and workshops that will enhance classroom instruction for the students of Marshall Middle School.
- ✓ Explore and share best practices for enhancing instruction for students of color, special needs students, and the economically disadvantaged.

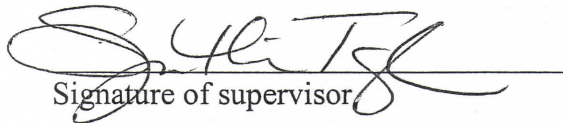
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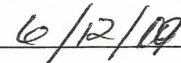
Signature of staff member



Date



Signature of supervisor



Date

Copy: Staff Member
Principal
Director of Human Resources

Cheryl Williams, Library Media Specialist – Marshall Middle School

Pre-Conference: 2/9/09

Observation: 2/9/09 4th Period (LMC)– 7th Grade SG/Fuhrman

Post Conference: 5/22/09

Observation Completed By Synthia Taylor, Principal

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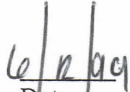
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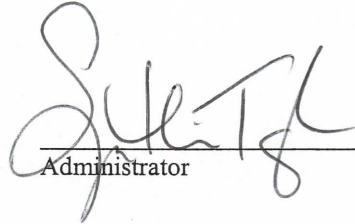
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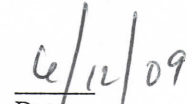
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Staff Member


Date


Administrator


Date