

The Louisiana Department of Education (LDOE) recognizes that great teachers and school leaders are critical to student success. Annually, the LDOE, in partnership with Dream Teachers, honors the state's most exceptional teachers through the Teacher of the Year program.

The Louisiana Teacher of the Year awards program is an annual event designed to recognize and honor outstanding teachers from local school systems throughout the state. The program provides an opportunity to focus public attention on those teachers who are ensuring that students make academic progress that leads to college or a career.

**Submission Guidelines:**

**Application:**

- Applicants must use the application template provided, using 12 point, single-spaced font (Times Roman, Arial, Calibri, or Cambria) and adhere to page limitations.
- Instructional video must be submitted as a You Tube video link in your application. Your Teacher of the Year coordinator must also include the link in the district nominations tracker.
- Applicant's Compass and student growth data will be considered.

**File Submission:**

- Each application should be sent as one single PDF file, with the application first followed by the supplemental documents as listed in section IV.
- When emailing the application, the PDF file name and the subject line of the email should be titled as follows: district/LEA's name and applicant's first and last name (e.g. Acadia: Jane Doe Elementary TOY Application).
- Only complete application packets will be accepted (refer to submission guidelines and supplemental checklist).
- Submissions, including the district nominations tracker, must be emailed to [excellenteducators@la.gov](mailto:excellenteducators@la.gov) **no later than 5 p.m. CT on Thursday, January 8, 2015.**

Please email [excellenteducators@la.gov](mailto:excellenteducators@la.gov) with any questions on the application process.

**I. BASIC INFORMATION**

**Name:** Nicole Vasquez

**Phone Number:** 603-7019

**Preferred Email:** [navasquez@caddoschools.org](mailto:navasquez@caddoschools.org)  
**District/LEA:** Caddo

**School:** Captain Shreve High School

**Current Grade(s) Taught:** 9th 10th 11th 12th

**Subject(s):** English I, English II, Liberal Arts I

**How many years have you been a classroom teacher?** 7



## II. STUDENT DATA REFLECTION

What were your goals for students last year? What were the most important things you did to achieve these goals? Did students achieve your goals? If so, what led to that? If not, what would you have done differently?  
(Two pages or less)

Two goals drove my instruction and assessment last year for my English I and English II students. Both of these goals reflect instruction, learning, and assessment that focus on problem solving, creative and critical thinking, and responsibility taking.

Because my English I students were already high performing, I needed to create a way to meet them at their current level and watch for individual improvement. I set my SLT for English I so at least 71% of students would improve their scale score range on the Performance Series Baseline Test by 100 points in some area of relative weakness from pre to post test. This goal accommodated their need for individualized instruction and individualized improvement in their own areas of relative weakness.

To achieve this goal, I collected data from the LEAP, Performance Series Baseline Test, STAR test, and practice tests; data was recorded and monitored for every student and for each area of instruction with each practice test. I used a variety of methods to support their needs as they met their goal. The most significant strategy I used was tracking their progress through every step, keeping them informed of their growth and setbacks (which they enjoy tracking), and facilitating activities that strengthened their skills, even if they didn't realize that a "fun" activity was actually instructional. The results of their post test were exciting for all of us! All students grew in their weak areas; each student grew 100+ points in their respective weak area, with about half of them growing in nonfiction, and the others growing in long passage or vocabulary.

My English II students needed more leadership to drive their motivation. While extremely capable, this class as a whole was less motivated to achieve under pressure and was comprised of a wider range of strengths and weaknesses. The goal for this class was for at least 76% of the students to score a good or excellent on the English II EOC. Since this goal was clearly based on a standardized test, I had to emphasize more often to them that the test is just one step in ensuring they have the skills to succeed in adulthood through the use of creative and critical thinking and problem solving skills.

As with English I, data was collected and charted for every student and for each area of instruction. I collected pretest data from EAGLE, iLEAP, Performance Baseline Testing, Explore, and STAR. The data sheet was updated with each practice assessment (formal and informal) and information was returned to the student. Class activities were created that increased in challenge throughout the year, constantly pushing students at a slightly higher difficulty level than they were comfortable. These students really enjoy being teachers in their strong areas, so I jumped on their excitement and designed a variety of activities where they were able to teach each other their skills. We used stations often in this class, which gave them a chance to be in small groups; within those groups, each student was able to be a natural leader at one of the stations. Overall, these types of activities increased their confidence and communication skills, and allowed us to move comfortably to those more challenging, daunting tasks.





While this class endured many struggles throughout the year, 100% of students met their goal to score a good or excellent with 85% scoring excellent and 15% scoring good. I distributed feedback to the students after the EOC and other formal assessments so they could continue to focus on their own areas of weakness.

My responsibility as a teacher has always been to focus on the skills that matter; students must have the skills solve the problems that they face. They need the ability to think creatively to arrive at multiple solutions to problems, and they have to feel personal responsibility for their own learning. In all my classes, these skills are the focus of my instruction and facilitation. It is so easy for students to experience burn out from the amount of standardized assessments they encounter. My role is to focus on the big picture. When students can think for themselves and take responsibility for their own growth, they are much better prepared for success as adults.



### III. INSTRUCTIONAL PRACTICE REFLECTION

Please reflect on your video lesson and respond to the following questions. What was the objective in this lesson? To what extent did students meet the objective? How do you know? How is this lesson connected to your overall goal for students this year? Cite specific examples. (Two pages or less)

The goal for this English I class is to improve their Explore test scores so that they are able to achieve as high as possible when they get to the ACT. While they aren't quite prepared to focus on tuition for the future, my focus is for them to be prepared and have options available after they graduate. The objectives in this lesson are for students to cite strong thorough textual evidence to support their analysis of the text, analyze an author's rhetoric, and pose and respond to questions that relate texts to broader themes. Since the learning target for the class this year is that 40% of students will score at least a 20 on the reading portion of the Explore test, my priority content for instruction is on reading and comprehending texts, citing evidence to support analysis, determining central ideas, determining meanings of words and phrases, and analyzing how sources are structured. These focus points not only prepare them for high scores on the Explore and Act, but prepare them for critical and creative thinking and problem solving in the real world. Today's lesson provides specific practice for some of the overall goals for the year.

As freshmen, they are still learning how to initiate and participate in discussions as a whole class, and they are beginning to make connections to major themes in literature and the relationship of those themes to the real world. Since they are still a little wary of their own strengths and abilities, I facilitate more by spot checking their questions before the seminar begins and having them help each other to strengthen their questions to ensure the questions are worded true to the students' intentions. In this lesson, I inserted some of my own prompts in the Seminar to model how to expand on their peers' ideas and to encourage referencing the text in their discussion.

For the objective of citing strong thorough evidence to support analysis, 50% of the class achieved the goal as observed through the discussion and tracked on a checklist. Follow up to this objective will occur in the following class period as the students complete an essay prompt which requires textual evidence to support their analysis of the speech.

Achievement of the second objective, analyzing the author's rhetoric, was tracked through the Seminar discussion, the questions students wrote, and through the annotations individuals wrote on the speech. Forty-four percent of students met or exceeded the objective through discussion, questioning writing, and annotations. Nineteen percent partially met the objective through discussion alone. Thirty-seven percent of students partially met the objective through question writing and annotations alone. This data illustrates that the students need more practice questioning and analyzing the rhetorical strategies used by authors. I will continue modeling the action of writing and posing questions that analyze rhetoric, and then I will strategically group students who met or exceeded that objective with students who partially met the objective in order to provide peer collaboration to strengthen every student's skills. We will also continue focusing specifically on rhetorical strategies and devices used in nonfiction.





The third objective, that students will pose and respond to questions that relate texts to broader themes, resulted in 50% of students partially attaining the objective, 38% of students meeting or exceeding expectations, and 12% not meeting the objective. Data was obtained by student written questions prior to the seminar, and additional questions asked by individuals during the seminar. I will continue to focus on this skill with all students to strengthen their question writing. The 12% that did not meet the objective will need more one-on-one guidance to strengthen their question writing skills and will then be prepared to move on to peer collaboration in the question writing process.

The closure of the Socratic seminar lesson is a practice that aims to strengthen their critical thinking skills and provide quick feedback for their performance. As students evaluate strengths and weaknesses of their discussion, they create components for consideration to add to the rubric for our next seminar. The feedback was compiled and written on the attached lesson plan in the reflection section; I presented the feedback to the class at the next lesson. Students review the rubric each time we have a seminar so that they address their own weaknesses and find ways to improve their discussion skills.

I use Socratic seminars as a way for students to become comfortable with ideas, analyzing texts, and supporting statements with evidence. The seminar format provides an opportunity for students to improve these skills in an informally written manner, and through discussion; seminars create a foundation of skills for students to use in future tasks. Socratic seminars improve students' essay writing and their collaboration skills while increasing critical thinking and problem solving skills. Socratic seminars increase the role of personal responsibility as students control the content and depth of discussion. Students know exactly what behaviors earn the score they want to achieve as they have control over the descriptors in the rubric. Today's lesson shows the big picture in my classroom. I prepare students by helping them learn to manage information, express their ideas, support their analysis, and take responsibility for their learning.



**IV. SUPPLEMENTAL DOCUMENTATION**

- Applicant's résumé (limit: 2 pages)
- Applicant's 2013-14 student learning targets, with results
- Applicant's 2014-15 student learning targets
- You Tube link to instructional video (max length: 15 minutes) <http://youtu.be/EZRLXrQzL9k>
- Lesson plan which corresponds to teaching video
- [Teacher confidentiality waiver](#) for instructional video
- [Student confidentiality waivers](#) for instructional video complete and on file at your school (Do not submit)
- Up to three letters of recommendation, using the [LDOE recommendation form](#)

**V. SIGNATURES**

Applicant: <i>Nicole Vasquez</i>	Date: <i>12/3/2014</i>
Principal (required): <i>Sandra M. Cook</i>	Date: <i>12/3/2014</i>
Superintendent/CEO (required):	Date:



## **Nicole Vasquez**

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### **Education, Teaching Experience, and Academic Involvements**

Obtained Certification in Secondary Social Studies, Northwestern State University, 2011

Obtained M.Ed. in Special Education, Gifted, Northwestern State University, 2010

Obtained B.S. in Secondary English, Northwestern State University, 2007

Captain Shreve High School teaching assignments: 9<sup>th</sup> and 10<sup>th</sup> grade English; 11<sup>th</sup> and 12<sup>th</sup> grade Liberal Arts I (Philosophy and Multicultural Perspectives); general, enriched, honors, and gifted phases.

Developed and organized information for SACS Accreditation in 2007 and 2012.

Wrote and updated syllabi for English I and II Gifted and Liberal Arts I Gifted and Enriched.

Taught Summer School in 2013 and 2014 for 9-12 English and Social Studies.

### **Professional Experience**

Throughout my seven years at Captain Shreve, I've participated in a variety of professional development activities. Those listed below are provided to illustrate the range of experiences that has impacted my teaching.

#### **LCTE Presenter, Natchitoches, La- October 2013**

Presented to groups of educators

Modeled how to conduct Socratic Seminars, adapt to types of classrooms, create effective questions

Taught educators how to teach students to create effective questions, and modeled how to facilitate leadership roles in the classroom.

#### **School-Based Professional Development**

Modeled how to conduct Socratic Seminars, adapt to types of classrooms and content areas, facilitate the students' writing of effective questions, and facilitate leadership roles in the classroom.

Redelivered strategies learned from parish and outside professional development.

#### **AP Summer Training, Florida**

Learned strategies to support pre-AP instruction, including increasing writing skills.

Redelivered instructional strategies to colleagues.

#### **Bobot and Animation Training, Shreveport, La**

Learned how to use programming software to manipulate Bobots. Impacted instruction by collaborating STEM with humanities and reading for technical understanding.

Learned how to use animation software; information passed to students who show interest in animation for film industry.

### **Co-Teaching Training, Shreveport, La**

Learned effective lesson planning and teaching strategies for true cooperative teaching. Implemented seamless co-teaching strategies so all students benefit while students with special needs receive their accommodations.

### **School Involvements**

2013-Current- Gifted Department Head

2011-Current- Youth and Government Sponsor

2007-2010- Drama Club Sponsor: codirected three musicals and three sets of one-act plays

2007-Current- Volunteer roles: faculty powder-puff team; faculty cheerleader; faculty volleyball team; whiffle ball tournament; participation in pep rallies; participation in KGTR skits and interviews; chaperone for Homecoming and Sadie Hawkins Dances; talent skit in Faculty Talent Show; co-host, judge for Z-Club's Miss Ugly Captain Shreve Pageants; booth for Z-Club's Gators For Good Carnival Fundraiser; judge for Key Club's Showboat student talent show.



## Student Learning Target

**Evaluation Type:** T - Compass Teacher Rubric  
**Course Category:** ENGL - English **Grade:** 10 - TENTH **Number of Students:** 14  
**Interval of Instruction:** 01 - Full Academic Year  
**Rating Score:** 4.00 Exceptional Attainment of Target

### Student Assessment Name

N/A

### Student Learning Target

At least 76% of my English II students who took the EAGLE pre-test will attain a score of Good or Excellent on the English II End-of-Course assessment.

### Rationale for SLT

It is typical for many students to dip in achievement in ELA as they enter high school. They largely have command of basic literacy skills, but struggle with the higher-order thinking skills and analysis that high school English classes demand. In order for them to be successful in future English classes and eventually be ready for college-level literature, they'll need to concentrate on the literary analysis GLEs in the curriculum that are much different from what they experienced in middle school. According to the EAGLE pre-test, I have 14 students who are struggling with these particular skills. They should make good progress this year on high-level skills from the Common Core Standards like: determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide objective summary of the text (9-10.RL.RI.02); analyze how complex characters develop, interact with others, and advance the plot (9-10.RL.03); analyze how author choice on structure creates mystery, tension, or surprise (9-10.RL.05); determine the meaning of words and phrases in context, including figurative and connotative meanings; analyze the impact of word choice on meaning and tone(9-10.RI.04); analyze how author choice on ideas are developed and refined by sentences and portions of the text (9-10.RI.05); analyze the representation of a subject in various accounts (9-10.RI.07); draw evidence from literature and informational texts to support analysis, reflection, and research; apply reading standards to literature (9-10.W.09a); and determine the meaning of unknown and multiple-meaning words and phrases in context (9-10.L.04a).

### Baseline Data

69% of students answered 51% more of the EAGLE pretest correctly  
 85% of the students who took the iLEAP scored Mastery or Advanced (2011)  
 64% of the students scored Above Avg on the Reading portion of the LEAP 21 (2012)  
 On the Performance Baseline Reading Data Test, 16% scored High Average; 58% scored Above Average; 16% scored Low Average; and 8% scored Below Average  
 On the Explore 2013 Reading test, 42.86% scored a 24 or 25; 21.43% scored a 21; 14.29% scored an 18 or 19; 7.14% of students scored a 15; 14.29% scored a 12.

### Student Achievement Results

100% of my English II students scored Good or Excellent on the EOC. 85% scored Excellent, and 15% scored Good.

### Employee Report Results Comments

Employee Report Results Date: 5/7/2014

Students worked very hard in their individual areas of weakness throughout the school year. While there was much growth, individual students will receive recommendations for future practice to continue their improvements.

## Student Learning Target

Evaluator Comments

Evaluator Comments Date: 5/15/2014

Ms. Vasquez achieved exceptional attainment of the learning target.

### Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<p><b>Achievement Range:</b> Achievement range: 0%-53% (0-7 students) of students of students scored Good or Excellent on the English II EOC.</p>	<p><b>Achievement Range:</b> Achievement range: 57%-70% (8-9 students) of students of students scored Good or Excellent on the English II EOC.</p>	<p><b>Achievement Range:</b> Achievement range: 71%-83% (10-11 students) of students of students scored Good or Excellent on the English II EOC.</p>	<p><b>Achievement Range:</b> Achievement range: 84%-100% (12-14 students) of students scored Good or Excellent on the English II EOC.</p>



## Student Learning Target

**Course Category:** ENGL - English

**Grade:** 09 - NINTH

**Number of Students:** 7

**Interval of Instruction:** 01 - Full Academic Year

**Rating Score:** 4.00 Exceptional Attainment of Target

### Student Assessment Name

999 - Other Performance Series Baseline Test

### Student Learning Target

At least 71% of my English I students will improve their scale score range on the Performance Series Baseline Test by 100 points in some area of relative weakness from pre to post test.

### Rationale for SLT

My English I students will demonstrate mastery of skills and content required to excel for next year's PARCC Testing. Some focused skills will be from the CCSS : Demonstrate understanding of information in grade-appropriate texts using summarizing, paraphrasing, comparing and contrasting, examining sequence, making inferences, and making predictions ( RL 9-10.1, 2, RI.9-10.1, 2, 3, 5, 6, RL.11-12.2, RI.11-12.2, 3).

Analyze in oral and written responses distinctive elements including theme, structure, characterization ( RL.9-10.5).

Analyze information within and across grade-appropriate texts using various reasoning skills, including identifying cause-effect relationships, raising questions, reasoning inductively and deductively, generating a theory, and distinguishing facts from opinions ( RI.9-10.8)

Use word processing to draft, revise, and publish various works ( W.9-10.8)

Using the Performance and Achievement Test Series is new to our school this year, and it is difficult to predict what growth will look like within the data. However, the seven English I students I teach did fairly well on this data, showing individual areas of relative weakness in vocabulary, fiction, nonfiction, or long passage. Overall, the students scored high, both in the district percentile and the national percentile. The focus for increasing achievement will be targeted toward individual strengths and weaknesses. By using Achievement Series testing, which should align with both Performance and future PARCC testing, students will receive assessments to test gains their particular areas of weakness.

### Baseline Data

57% of students achieved Above Average on the LEAP.

43% of students achieved Basic on the LEAP.

The average SIP on the pretest was 86.17%. 100% of students scored 79% or higher on their SIP for Performance Baseline Testing. By using Achievement Series testing, which should align with both Performance and future PARCC testing, students will receive assessments to test gains their particular areas of weakness.

### Student Achievement Results

100% of students grew in their weak areas. 28.5% grew 100+ points in Long Passage; 42.8% grew 100+ points in Non Fiction; and 28.5% increased 100+ points in Vocabulary.

### Employee Report Results Comments

**Employee Report Results Date:** 5/7/2014

Students will continue to receive instruction based on current weak areas, including exercises in reading and responding to Fiction.

### Evaluator Comments

**Evaluator Comments Date:** 5/15/2014

Ms. Vasquez achieved exceptional attainment of the learning target.

## Student Learning Target

### Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> Achievement range: 0-21% of students attain gain 4 points on their SIP. 0-1	<b>Achievement Range:</b> Achievement range: 22%-51% of students attain gained 4 points on their SIP. 2-3	<b>Achievement Range:</b> Achievement range: 52%-85% of students attain gained 4 points on their SIP. 4-5	<b>Achievement Range:</b> Achievement range: 86%-100% of students gained 4 points on their SIP. 6-7 students



# Student Learning Target

*Marie Eakin*

Evaluator Signature

*05/15/14*

Date

*Nicole Vasquez*

Employee Signature

*5/15/2014*

Date

LOUISIANA DEPARTMENT OF EDUCATION  
Compass Information System  
Compass  
Evaluation Report

Page: 1  
Date: 5/15/2014  
Time: 1:45 PM

School Session: 2013 - 2014  
LEA: 009 - Caddo Parish  
School: 009013 - Captain Shreve High School  
Employee: NICOLE A VASQUEZ

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Evaluation Type: T - Teacher  
Overall Evaluation Rating: Highly Effective (4.00)  
Overall Professional Practice Rating: Highly Effective (4.00)  
Overall Student Growth Rating: Highly Effective (4.00)  
Transitional Student Growth Data  
Composite Percentile: The Louisiana Department of Education has not yet released this information.  
Student Learning Target Rating: N/A  
Intensive Assistance Required? No  
Evaluator General Comments: Having submitted appropriate documentation for SLTs and based on observations during SY 2013-2014, Ms. Vasquez receives the evaluation rating listed.  
Professional Practice Comments:  
Student Growth Comments:  
Date Evaluation Completed: 5/15/2014  
Employee Acknowledgement Comments:  
Employee Acknowledgement Date:

I have reviewed my final evaluation in its entirety. I acknowledge that I have been given an opportunity to provide a written response and to discuss the evaluation results with my evaluator, upon my request.

Signatures (optional):

Nicole Vasquez  
Employee Signature

5/14/2014  
Date

Marie Eakin  
Evaluator/Supervisor Signature

05/15/14  
Date

# Student Learning Target

**Evaluation Type:** T - Compass Teacher Rubric

**Course Category:** ENGL - English **Grade:** 09 - NINTH

**Number of Students:** 35

**Interval of Instruction:** 01 - Full Academic Year

**Rating Score:**

## Student Assessment Name

999 - Other Explore

## Student Learning Target

Forty percent of students will score at least a 20 on the reading portion of the EXPLORE.

## Rationale for SLT

The Common Core Career and College Readiness standards support priority content to focus on those that help students gain the ability to evaluate arguments, improve reading comprehension, analyze sources, synthesize complex information, and overcome challenges presented in texts. The students in my two English I sections already have a solid foundation in these strengths, and priority content will center on furthering their abilities to analyze and assess what they read. In order to be successful after high school, students need to be proficient in these areas of reading comprehension.

Priority content will focus on

- a) reading and comprehending independently and proficiently. (R10)
- b) citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (R1)
- c) determining central ideas, and providing accurate summaries that makes clear relationships among key details. (R2)
- d) determining the meaning of words and phrases as they are used in a text and analyzing how an author uses and refines the meaning of the course of a text. (R4)
- e) analyzing in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (R5)

## Baseline Data

The most recent set of assessment data on file for the 35 students includes the 8th grade EXPLORE data and iLEAP scores for secondary data. Achievement on the Reading portion of the 8th grade EXPLORE is used to determine college readiness.

26% scored a 20 or higher on the Reading section of the EXPLORE

6% scored a 19 on the Reading section of the EXPLORE

15% scored an 18 on the Reading section of the EXPLORE

9% scored a 17 on the Reading section of the EXPLORE

12% scored a 15-16 on the Reading section of the EXPLORE

32% scored a 13-14 on the Reading section of the EXPLORE

The English scores on the EXPLORE were taken into consideration in evaluating the potential for more students to increase their scores to the learning target.

Thirteen students scored below a 15 on the 8th grade EXPLORE; they will need additional assistance and motivation in order to increase their acquisition of the necessary skills for college readiness.

## Student Achievement Results



## Student Learning Target

Employee Report Results Comments

Employee Report Results Date:

Evaluator Comments

Evaluator Comments Date:

<b>Scoring Plan</b>			
<p><b>Insufficient Attainment of Target (1):</b></p> <p>Demonstrated an insufficient impact on student learning by falling far short of the target.</p>	<p><b>Partial Attainment of Target (2):</b></p> <p>Demonstrated some impact on student learning, but did not meet the target.</p>	<p><b>Full Attainment of Target (3):</b></p> <p>Demonstrated a considerable impact on student learning by meeting the target.</p>	<p><b>Exceptional Attainment of Target (4):</b></p> <p>Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.</p>
<p><b>Achievement Range:</b></p> <p>29% or fewer students score at least a 20 on the reading portion of the EXPLORE.</p>	<p><b>Achievement Range:</b></p> <p>30-39% of students score at least a 20 on the reading portion of the EXPLORE.</p>	<p><b>Achievement Range:</b></p> <p>40-50% of students score at least a 20 on the reading portion of the EXPLORE.</p>	<p><b>Achievement Range:</b></p> <p>51% or more score at least a 20 on the reading portion of the EXPLORE.</p>

## Student Learning Target

Course Category: OTHR - Other

Grade: 11 - ELEVENTH

Number of Students: 28

Interval of Instruction: 01 - Full Academic Year

Rating Score:

### Student Assessment Name

999 - Other ACT

### Student Learning Target

Sixty-four percent of juniors enrolled in both semesters of Liberal Arts I will score at least a 20 on the Reading portion of the ACT.

### Rationale for SLT

Priority Content: The Common Core College and Career Readiness Standards in Social Studies focuses on improving reading comprehension, understanding discipline-unique elements of reading, analyzing, evaluating, and differentiating primary and secondary sources, and synthesizing complex information. In order to be successful after high school, students need to be proficient in these areas of reading comprehension.

Priority content will focus on

- a) reading and comprehending history/social studies texts 11-CCR text complexity band independently and proficiently. (R10)
- b) citing specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. (R1)
- c) determining central ideas, and providing accurate summaries that makes clear relationships among key details. (R2)
- d) determining the meaning of words and phrases as they are used in a text and analyzing how an author uses and refines the meaning of the course of a text. (R4)
- e) analyzing in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. (R5)

End-of-Year Assessment Method and Name:

The state administers the ACT to all juniors to assess students' attainment of these standards. The score accepted by TOPS is a 20, which provides a learning target for my students in Liberal Arts I, most of whom are college or military-bound.

The Explore Reading Test assesses students' understanding of the following items:

1. what is directly stated
2. statements with implied meanings

The ACT Reading Test assesses students' abilities to use referring and reasoning skills to perform the following tasks:

1. determine main ideas
2. locate and interpret significant details
3. understand sequences of events
4. make comparisons
5. comprehend cause and effect relationships
6. determine the meaning of context-dependent words, phrases, and statements
7. draw generalizations
8. analyze the author's or narrator's voice and method

Using the ACT will allow me to assess attainment of key skills for college and career readiness, but will require the use of other assessments to check progress towards their goal.

Using the ACT will allow me to assess attainment of key skills for college and career readiness, but will require the use of other assessments to check progress towards their goal.

# Student Learning Target

## Baseline Data

The most recent set of assessment data on file for the 28 students includes the 9th grade EXPLORE data and the 10th grade PLAN data. Achievement on the Reading portion of those assessments is used to determine college readiness.

64% have scored 18 in the Reading section of the PLAN

7% scored a 17 in the Reading section of the PLAN

0% scored a 16 in the Reading section of the PLAN

18% scored a 15 in the Reading section of the PLAN

11% scored an 11 in the Reading section of the PLAN

## Student Achievement Results

Employee Report Results Comments

Employee Report Results Date:

Evaluator Comments

Evaluator Comments Date:

### Scoring Plan

Insufficient Attainment of Target (1):	Partial Attainment of Target (2):	Full Attainment of Target (3):	Exceptional Attainment of Target (4):
Demonstrated an insufficient impact on student learning by falling far short of the target.	Demonstrated some impact on student learning, but did not meet the target.	Demonstrated a considerable impact on student learning by meeting the target.	Demonstrated an outstanding impact on student learning by surpassing the target by a meaningful margin.
<b>Achievement Range:</b> 49% or fewer juniors enrolled in both semesters score at least a 20 on the reading portion of the ACT.	<b>Achievement Range:</b> 50%-59% of juniors enrolled in both semesters score at least a 20 on the reading portion of the ACT.	<b>Achievement Range:</b> 60-69% of juniors enrolled in both semesters score at least a 20 on the reading portion of the ACT.	<b>Achievement Range:</b> 70% or more juniors enrolled in both semesters score at least a 20 on the reading portion of the ACT.



# Student Learning Target

*Marie Eakin*

\_\_\_\_\_  
Evaluator Signature

*Nicole Vasquez*

\_\_\_\_\_  
Employee Signature

*10/16/14*

\_\_\_\_\_  
Date

*10/16/14*

\_\_\_\_\_  
Date

Nicole Vasquez	Date: 12.1
Title: Hope Despair and Memory	
Primary Subject Area: English I Enriched	Grade Level(s): 9

**Reading (RL) and Reading Informational Text (RI)**

**(RI) 1.** Cite strong thorough textual evidence to support analysis of explicit meaning and inferences drawn.  
**(RI)2.** Determine theme and analyze development; provide objective summary of text. **(RI)3.** Author unfolds analysis or series of ideas; connections made. **(RI)4.** Determine meaning of words and phrases in context, figurative and connotative; analyze impact of word choice on meaning and tone.  
**(RI)5.** ideas are developed and refined by sentences/portions **(RI)6.** how author uses rhetoric **(RI)8.** Delineate and evaluate the argument and specific claims in a text; validity, relevance, sufficient; identify false statements and fallacious reasoning. **(RI)10.** Read and comprehend literature at high end of range.

**Standards for Speaking and Listening (SL)**

**(SL)1.** Initiate and participate in discussions, building on others' ideas and expressing own. a. prepared with materials; referring to materials. b. work with peers to set rules for discussions and decision-making, clear goals, deadlines, individual roles. c. pose and respond to qs that relate current discussion to broader themes; incorporate others into the discussion; clarify/verify ideas and conclusions. d. respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement; make new connections. **(SL)3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify fallacious reasoning, exaggerated evidence. **(SL)4.** Present info clearly, concisely, logically; appropriate development, substance, style

**Language Standards (L)**

**(L)4.** determine meaning of unknown and multiple-meaning words and phrases. a. context b. patterns of word changes for parts of speech c. reference materials d. verify meanings through dictionary/context **(L)6.** acquire and use accurately words and phrases, sufficient for reading, writing, speaking, and listening at the college/career readiness level; demonstrate independence in gathering vocabulary knowledge when word is important to meaning.

**Objectives**

TLW cite strong thorough textual evidence to support their analysis of texts.  
 TLW analyze and author's rhetoric.

TLW pose and respond to questions that relate texts to broader themes.

**BELLRINGER**- on projector: list materials needed so that class can begin quickly.  
 Reminder for those who were absent the previous class to get their materials from the make-up work folder.

**ACTIVITIES**

1. Students circle up. Making pairs, or trios where necessary, students will review the speech, add annotations, clarify their understanding, and review major points. Then students will check their partner's questions. TTW have on projector: Check for clear questions; offer ways to strengthen or clarify. Number paragraphs. TTW walk around the circle while students review and check questions.
2. Review over rubric, TTW check if students need to add anything to the rubric.
3. Students begin Socratic Seminar. TTW designate a moderator/facilitator. That student will chart interactions on a grid with names and behaviors; TTW use that sheet in addition to teacher-observed interactions and student written elements. TTW take notes on the seminar and intervene to model extension of

**EARLY FINISHERS**

Read AR, take test, check out book/  
 Study Vocabulary:  
 Quizlet (my set, or their own),  
 vocabulary book activities

Early finisher will not apply today as all students are kept together with the process of the seminar. Early finishers on small tasks know to move forward to the next portion of the task;



<p>discussion or prompt specific behaviors when needed.</p> <p><b>CLOSURE</b> Students circle on their rubric how they feel they performed in the areas of analysis and reasoning, discussion skills, and civility. Then students write areas of weakness illustrated in this seminar and areas of strength in order to improve future discussions and adjust the rubric.</p> <p><b>MATERIALS NEEDED:</b> Prewritten student questions; Student-annotated "Hope, Despair, Memory" by Wiesel; Socratic Seminar question writing guide; Socratic Seminar Rubric;</p> <p><b>GROUPING: W,P,S,O:</b> Pairs to review speech, and check quality of questions; whole group for seminar</p> <p><b>GUIDING QUESTIONS:</b> Student generated questions</p> <p><b>HOMEWORK:</b> none</p>	<p>example: after reviewing the speech, begin evaluating buddy's questions.</p>
<p style="text-align: center;"><b>ASSESSMENT</b></p> <p><input type="checkbox"/> formative                      <input type="checkbox"/> summative                      <input type="checkbox"/> rubric available</p> <p><input type="checkbox"/> teacher observation                      <input type="checkbox"/> group work</p> <p><input type="checkbox"/> presentation                      <input type="checkbox"/> guided practice</p> <p><input type="checkbox"/> independent practice                      <input type="checkbox"/> written work/journals</p> <p><input type="checkbox"/> oral responses/discussion                      <input type="checkbox"/> reflection</p> <p><input type="checkbox"/> quiz/test                      <input type="checkbox"/> project                      <input type="checkbox"/> other:</p>	<p><b>DIFFERENTIATION</b></p> <p><input type="checkbox"/> ability    <input type="checkbox"/> modality</p> <p><input type="checkbox"/> interest    <input type="checkbox"/> other</p>
<p><b>REFLECTION:</b> 12/2/14</p> <p>Student generated feedback to add to rubric: No restating topics; not everyone asked a question or responded; more people need to talk instead of the same people; topics weren't well developed; should have been more prepared; should have talked more about what happened in the speech; set a time limit for speaking; wait until a person stops talking before another student speaks; we need to work on being more willing to volunteer to ask questions rather than waiting to be asked by moderator; make sure not to stay on one topic too long; make sure to branch to different things that can help lead onto something new; don't talk at the same time; repeating topics-some kept saying the same ideas again and again; be more prepared to find topics; waiting on others to get done speaking before we speak; one weakness that we had was that there was a little bit of "dead air" where no one asks questions; talking louder; more people need to talk in each conversation;</p>	<p><b>ACCOMMODATIONS</b></p> <p>J: extended time if needed; tardy to class not counted. Large print materials.</p>

**VIDEO CONSENT FORM FOR TEACHERS**

I, Nicole A. Vasquez, do hereby perpetually and irrevocably grant to the Louisiana State Department of Education, its officers, agents, employees, students, assigns, and licensees, [hereinafter referred to as LDE] the absolute right, permission, and license to record my likeness and/or voice with still photography, film, videotape, digital recording or storage device and to edit such still photographs, film, videotape, or digital files at LDE's discretion, and to use, reproduce, display, and/or distribute, and/or to make derivative works from, any of them for educational purposes.

I do hereby waive any right to inspect or to approve the still photographs, films, and/or videotapes, digital files or presentations or the editorial or printed matter that may be used in conjunction therewith. I further waive any claim that I have or may have with respect to the eventual use to which any of the aforementioned materials are or may be applied. Such still photographs, films, and/or videotapes, or digital files may be used at LDE's sole discretion, with or without my name, alone or in conjunction with any other material of any kind or nature.

I further expressly agree that the foregoing release is intended to be as broad and inclusive as is permitted by the laws of the State of Louisiana and any applicable federal law, and that if any portion thereof is held invalid, it is agreed that the balance shall, notwithstanding, continue in full legal force and effect.

I acknowledge that I have read this document and understand its terms. I am signing the release freely and voluntarily.

Name: Nicole A. Vasquez

Signature: Nicole A. Vasquez

Date: 12/2/2014



The Louisiana Department of Education (LDOE) recognizes that great teachers and school leaders are critical to student success. Annually, the LDOE honors the state's most exceptional educators through the Teacher and Principal of the Year program.

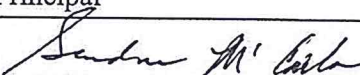
Part of the selection process allows educators, parents, and community members to provide recommendations for Teacher and Principal of the Year candidates using this form. When complete, please email this form to your candidate's Teacher/Principal of the Year coordinator. Contact information for this individual will be provided by the candidate.

Below are some of the factors which will be considered as part of the Teacher and Principal of the Year selection process. You may choose to address one or more of these factors in your recommendation.

- Teaching skill and dedication;
- Respect for and rapport with students with parents and/or coworkers;
- Contributions to school and/or community groups and activities.

If you have questions or concerns, please email [excellenteducators@la.gov](mailto:excellenteducators@la.gov).

TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Teacher
Nominee's name	Nicole Vasquez
School district	Caddo
School	Captain Shreve High School

RECOMMENDER INFORMATION	
Recommender name	Sandra McCalla
Recommender's relationship to nominee	Principal
Recommender signature	

Letter of Recommendation (please limit to 250 words)
<p>Nicole Vasquez is a candidate for the Teacher of the Year Award as the selection of the faculty at Captain Shreve. Mrs. Vasquez is an exceptional educator and represents our profession in an exemplary manner. She is the teacher we would wish for our children. Therefore, it is my pleasure to present to you, Nicole Vasquez, a candidate who merits serious consideration.</p> <p>Mrs. Vasquez has served the students and teachers in this parish with exceptional skill. She sets worthy standards for achievement in the classroom. Standards demand high quality instruction and assessment. Both are in great supply in Mrs. Vasquez's classes no matter the achievement level of the students. Her impact on the academic and personal lives of students has exceeded the walls of her classroom to their involvement in extracurricular activities. She is always there whenever her students participate.</p> <p>The rigor of her program is tempered with compassion when merited. The hours she spends in behalf of her</p>



students are countless. She can be found assisting students before and after school as well as during her lunch break and on out of town school trips. As an educator, Mrs. Vasquez invests in the future of our profession by serving as a master teacher in an informal, mentoring capacity for teachers. She is a trusted colleague to experienced teachers and administrators. Because of the manner in which Mrs. Vasquez has defined her role in our profession, it is my honor to recommend her to you. She truly celebrates young people.

\*Teacher and Principal of the Year coordinators- Please save electronic copies of these letters in your files throughout this process.

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TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Teacher
Nominee's name	Nicole Vasquez
School district	Caddo
School	Captain Shreve High School

RECOMMENDER INFORMATION	
Recommender name	Kris Heckelman
Recommender's relationship to nominee	Mentor Teacher
Recommender signature	Kris Heckelman

Letter of Recommendation (please limit to 250 words)
<p>"Mrs. Vasquez is a Rock Star!" That is a quote from one of Mrs. Vasquez's students to me when I was her mentor teacher. It was a unanimous consensus among her students. Mrs. Vasquez is a Rock Star. Why? When students find someone who sees and respects them as a unique individual, they will respond and follow that person because they trust and believe in them. From the quietest bookworm to the most gregarious performer, Mrs. Vasquez is able to connect individually by accepting students where they are. Mrs. Vasquez has indeed mastered the art of individualization. She doesn't see students as a bunch of ingredients that need to be homogenized. She truly sees the value in their differences and celebrates and cultivates their individual gifts. They trust that she respects them and will help them develop thinking and writing skills while maintaining their individual voice and personal integrity. This knack of making students feel special and important just as they are is integral to their success as students and to her as a teacher. Mrs. Vasquez helps each student find his own path to success using his own unique qualities. Her students are all better students for having a teacher who believed in them and showed them how to develop their individual gifts. Mrs. Vasquez knows that "one size fits all" education is not a philosophy worthy of her students.</p>



She respects their differences and is willing to reach each in his own way. They respond - unanimously.

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TEACHER/PRINCIPAL OF THE YEAR INFORMATION	
Indicate Teacher or Principal	Teacher
Nominee's name	Nicole Vasquez
School district	Caddo
School	Captain Shreve High School

RECOMMENDER INFORMATION	
Recommender name	Robin DeBusk
Recommender's relationship to nominee	Former Evaluator/Assistant Principal
Recommender signature	<i>Robin DeBusk</i>

Letter of Recommendation (please limit to 250 words)
<p>To Whom It May Concern:</p> <p>Nicole Vasquez is a true educator. I had the opportunity to work with Mrs. Vasquez as she served as a Gifted/Honors English teacher at Captain Shreve High School. As an assistant principal at Captain Shreve, I served as Mrs. Vasquez's evaluator. I also had the pleasure of hiring Mrs. Vasquez as a teacher when I served as principal for the Caddo Parish Summer High School in 2013.</p> <p>Hard work and dedication are evident in the lessons that Mrs. Vasquez plans and the content she teaches to her students. She is extremely knowledgeable of her subject matter and does not hesitate to research for new topics and ideas. Mrs. Vasquez's students truly feel valued and respected in her class.</p>

Mrs. Vasquez gives of herself not only to her students, but also to her peers. She is always willing and available to work with students and faculty members. Each of these groups knows that Mrs. Vasquez truly cares and is willing to help. She eagerly takes on leadership roles within the school. At Captain Shreve Mrs. Vasquez worked with other teachers to incorporate the Socratic Seminar in their classrooms.

I am so proud to have worked with Mrs. Vasquez as a faculty member at Captain Shreve High School and look forward to her continuing with a successful career in education. I wholeheartedly recommend Nicole Vasquez as a candidate for the Caddo Parish High School Teacher of the Year.

Sincerely,

*Robin DeBusk*

Robin DeBusk