



Sep 4, 2014 - Present

SUPERVISORY REPORT



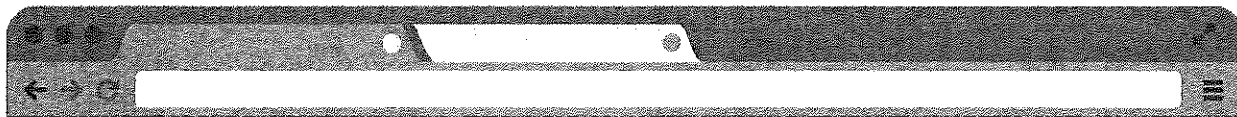
Marzano's research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

Effective leadership and supportive policies can greatly impact the learning environment. Marzano's research on effective schools reports that strong leadership is one of the top five school-level factors impacting academic outcomes for students.

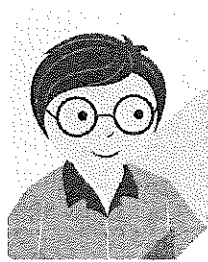
In schools that support 21st Century Learning, leaders regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. However, many teachers do not feel that their school is making 21st Century Learning a priority. According to a Waldon Univeristy study, only 66% of teachers feel that administrators are supportive of new technology use, yet 92% of administrators state that they are supportive of new technology use.

Rewarding and acknowledging teachers' use of new technologies is a critical piece of the puzzle. Clarity CASE data from thousands of schools reveals that only 28% of teachers feel that they are rewarded for using technology more than half of the time. Furthermore, 17% of all Clarity teachers believe that school Internet filters thwart the learning process more than half of the time.

Creating an environment that supports and acknowledges teachers for their efforts with new technologies is necessary for transormational learning to happen system-wide.



MY PROFESSIONAL PORTFOLIO



68%
of teachers feel recognized for using technology in their teaching more than half the time



100%
of teachers report that technology is part of classroom observations or visits more than half the time



59%
of teachers report that technology is a topic at department or grade-level meetings more than half the time



0%
of teachers believe that school internet filters get in the way of learning more than half the time

Contributing Factors

The factors that most contribute to the success of your organization include ...



68% of teachers feel rewarded for using technology more than half the time



100% of teachers report that technology is part of classroom observations or visits more than half the time



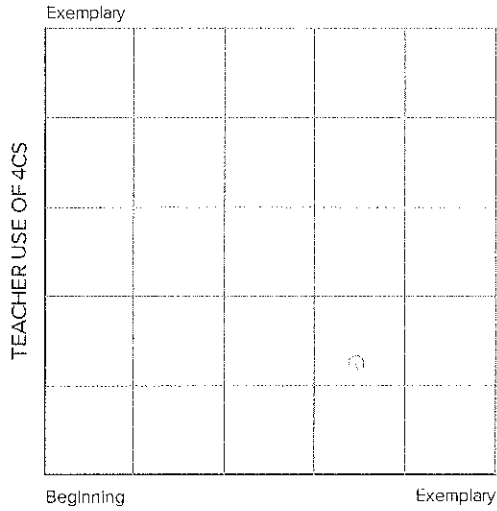
59% of teachers report that technology is a topic at department and grade-level meetings more than half the time



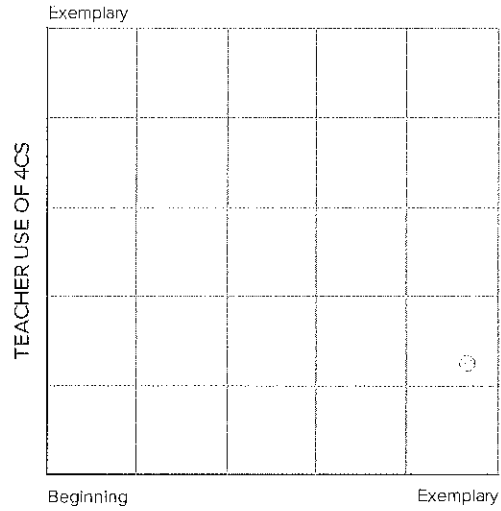
0% of teachers believe that school filters get in the way of learning more than half the time

CASE[™] Score Legend ● **Beginning** ● **Emerging** ● **Proficient** ● **Advanced** ● **Exemplary**
800-899 900-999 1000-1099 1100-1199 1200-1300

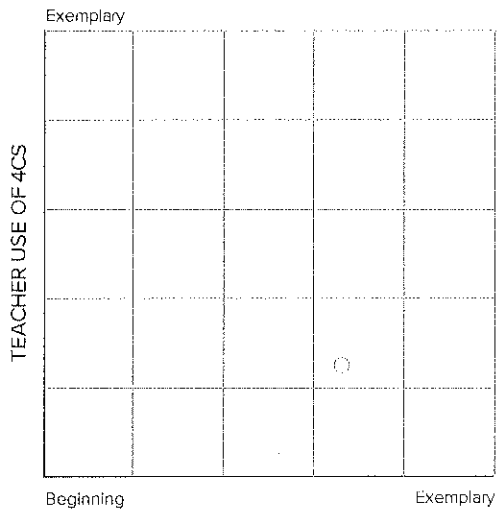
Scatterplots



TEACHER TECH USE REWARDED



TEACHER TECH USE PART OF OBSERVATIONS



TEACHER TECH USE PART OF MEETINGS

CASE* Score Legend

● **Beginning**
800-899

● **Emerging**
900-999

● **Proficient**
1000-1099

● **Advanced**
1100-1199

● **Exemplary**
1200-1300

SCHOOL SCORECARD

Technology Use is Rewarded

● Advanced

Technology Use in Observations

● Exemplary

Technology Use in Meetings

● Advanced

CASE™ Score Legend

● **Beginning**
800-899

● **Emerging**
900-999

→ **Proficient**
1000-1099

● **Advanced**
1100-1199

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1200-1300