

Name _____ FIRE Teacher _____ FIRE Room _____

FIRE Crew Leader – Quarter Personal Reflection & Evaluation

Please complete each item below and include specific personal details!!!

1. Describe your attendance and timeliness in arrival to FIRE period. Can you improve and how?

2. Describe your achievement of recommended daily tasks with your FIRE students. Can you improve and how?

3. Describe your level of daily personal interaction with your FIRE students. Can you improve and how?

4. Describe how effective you have been in helping to administer the FIRE class. Can you improve and how?

5. Describe your strengths in working with your FIRE students. Can you improve and how?

6. Describe weaknesses or challenges you are facing or have faced this quarter in FIRE. Can it improve and how?

7. Personal Action Plan – list three specific ways you can improve your performance as a FIRE Crew leader.

- 1) _____
- 2) _____
- 3) _____

Complete & return to Mrs. Carr's (Miss McIntyre's) box in the office no later than November 18

Read description & circle level that best describes your participation in Q1...be VERY honest!!!

Highly Effective	Effective	Satisfactory	Needs Improvement	Unsatisfactory
<p>Organization: Maintains FIRE binder with all documents, hand-outs, support materials and weekly newsletters; binder is accessible on a daily basis; contents are used daily to facilitate FIRE activities; prints needed documents from website as needed</p>	<p>Organization: Maintains FIRE binder with most documents, hand-outs, support materials and weekly newsletters; binder is accessible most days and is rarely left "at home"; contents are used when available to facilitate FIRE activities; prints needed documents from website as needed</p>	<p>Organization: Maintains FIRE binder with some documents, hand-outs, support materials and weekly newsletters; binder is sometimes accessible, but sometimes left "at home"; contents are occasionally used to facilitate FIRE activities; asks for documents as needed</p>	<p>Organization: Started a FIRE binder but hasn't maintained it; binder is usually not accessible, but crew leader "borrows" a partner's binder as needed; contents are rarely used to facilitate FIRE activities; asks for documents if prompted</p>	<p>Organization: No FIRE binder available; doesn't have documents needed on a daily or weekly basis</p>
<p>Structure: FIRE leader constantly expresses and enforces expectations of FIRE student behavior; provides a predictable structure daily with required activities; FIRE students always feel comfortable that they know what is expected of them daily and that their work will be actively monitored</p>	<p>Structure: FIRE leader regularly expresses and enforces expectations of FIRE student behavior most of the time; provides a predictable structure daily with required activities; FIRE students usually feel comfortable that they know what is expected of them daily and that their work will be monitored</p>	<p>Structure: FIRE leader regularly expresses expectations of FIRE student behavior; provides some structure daily based on required activities; FIRE students usually feel comfortable that they know what is expected of them daily but feel that their work will NOT always be monitored</p>	<p>Structure: FIRE leader has sometimes expressed expectations of FIRE student behavior; rarely provides structure based on required activities; FIRE students not clear on what is expected of them daily and feel that their work will NOT always be monitored</p>	<p>Structure: FIRE leader has rarely, if ever, expressed expectations of FIRE student behavior; rarely provides structure based on required activities; FIRE students not clear on what is expected of them daily and feel that their work will NOT be monitored</p>
<p>Administration: Strictly tracks and enforces attendance and tardiness daily; reports information to class teacher daily; reviews agendas daily; reviews and initials passes daily; completes and initials grade checks weekly; verifies parent signatures on weekly grade checks; strictly enforces completion of "weekly action plans" by all students</p>	<p>Administration: Tracks and enforces attendance and tardiness daily; reports information to class teacher daily; reviews agendas regularly; reviews and initials passes regularly; completes and initials grade checks most weeks; regularly verifies parent signatures on grade checks; regularly checks completion of "weekly action plans" by all students</p>	<p>Administration: Tracks and enforces attendance and tardiness daily; reports information to class teacher daily; reviews agendas most days; reviews and initials passes most days; completes and initials grade checks some weeks; randomly verifies parent signatures on grade checks; assumes and sometimes checks for completion of "weekly action plans" by all students</p>	<p>Administration: Tracks and enforces attendance and tardiness most days; reports information to class teacher most days; reviews agendas some days; reviews and initials passes some days; completes and initials grade checks once in a while; rarely verifies parent signatures on grade checks; rarely checks completion of "weekly action plans" by all students</p>	<p>Administration: Tracks and enforces attendance and tardiness haphazardly; reports information to class teacher some days; reviews agendas rarely, if ever; reviews and initials passes rarely, if ever; completes and initials grade checks rarely, if ever; never verifies parent signatures on grade checks; never completion of "weekly action plans" by all students</p>
<p>Supervision: Actively supervises FIRE students throughout period; enforces on-task behavior in every student for 30 minutes; regularly completes random checks on "traveling" students; verifies daily that work is being completed; regularly counsels and advises FIRE students on academic progress and requirements</p>	<p>Supervision: Supervises FIRE students throughout period; enforces on-task behavior in most students for 30 minutes; sometimes completes random checks on "traveling" students; verifies regularly that work is being completed; sometimes counsels and advises FIRE students on academic progress and requirements</p>	<p>Supervision: Supervises FIRE students at the start of the period; looks for on-task behavior in most students for 30 minutes; once in a while completes random checks on "traveling" students; verifies randomly that work is being completed; on occasion counsels and advises FIRE students on academic progress and requirements</p>	<p>Supervision: Supervises FIRE students during part of the period; sometimes looks for on-task behavior in students at the start of the period; rarely, if ever, completes checks on "traveling" students; verifies rarely that work is being completed; rarely, if ever, counsels and advises FIRE students on academic progress and requirements</p>	<p>Supervision: Rarely supervises FIRE students; rarely looks for on-task behavior in students during period; never completes checks on "traveling" students; assumes that work is being completed</p>
<p>Feedback: Feels comfortable discussing problem behavior or lack of progress with students; actively addresses problems and develops solutions; enforces behavioral or academic change; communicates regularly with teacher to help address issues or problems</p>	<p>Feedback: Able to discuss problem behavior or lack of progress with students; addresses problems and tries to develop solutions; tracks behavioral or academic change; communicates as needed with teacher to help address issues or problems</p>	<p>Feedback: Recognizes problem behavior or lack of progress with students; discusses problems with partners, but has trouble developing solutions; hopes for behavioral or academic change; communicates rarely with teacher to help address issues or problems</p>	<p>Feedback: Feels helpless with problem behavior or lack of progress with students; not sure about developing solutions; does not communicate with teacher to help address issues or problems</p>	<p>Feedback: Doesn't recognize problem behavior or lack of progress with students; doesn't attempt to develop solutions; leaves it up to others to solve problems</p>

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