

**Augusta Technical College – Adult Education Department
Instructor Quarterly Goals/Progress Form FY20**

Instructor: Part-time Morning

Locations: Augusta Main Campus

1st Quarter July - September	2nd Quarter October - December	3rd Quarter January- March	4th Quarter April - June
MSG Goal: 35% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 45% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 55% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 65% MSG Actual: _____ Were Goals Met? Y or N
Contact Hour Goal Per Week: 192 hours 1st Quarter: 2,112 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours 2nd Quarter: 2,112 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours 3rd Quarter: 2,304 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours Per Quarter: 2,112 hours Actual Hours: _____ Were Goals Met? Y or N

**Augusta Technical College – Adult Education Department
Instructor Quarterly Goals/Progress Form FY20**

Instructor: Part-time Morning – Rural

Locations: Rural Site

1st Quarter July - September	2nd Quarter October - December	3rd Quarter January- March	4th Quarter April - June
MSG Goal: 35% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 45% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 55% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 65% MSG Actual: _____ Were Goals Met? Y or N
Contact Hour Goal Per Week: 128 hours 1st Quarter: 1,408 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours 2nd Quarter: 1,408 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours 3rd Quarter: 1,536 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 192 hours Per Quarter: 1,408 hours Actual Hours: _____ Were Goals Met? Y or N

**Augusta Technical College – Adult Education Department
Instructor Quarterly Goals/Progress Form FY20**

Instructor: Fulltime Instructor

Locations: Augusta Main Campus

1st Quarter July - September	2nd Quarter October - December	3rd Quarter January- March	4th Quarter April - June
MSG Goal: 35% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 45% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 55% MSG Actual: _____ Were Goals Met? Y or N	MSG Goal: 65% MSG Actual: _____ Were Goals Met? Y or N
Contact Hour Goal Per Week: 315 hours 1st Quarter: 3,465 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 315 hours 2nd Quarter: 3,465 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 315 hours 3rd Quarter: 3,780 hours Actual Hours: _____ Were Goals Met? Y or N	Contact Hour Goal Per Week: 315 hours Per Quarter: 3,465 hours Actual Hours: _____ Were Goals Met? Y or N

Name: _____

Date: _____

Augusta Technical College

Adult Education Department

Instructor Performance Improvement Plan

Please reflect on this past week of instruction and planning. Please answer all questions below.

1. All instructors are required to post the Daily Agenda (or provide a paper copy of the Daily Agenda) on the board each day. This shows the framework of the class session for the day. Please provide a sample of one Agenda you posted this week. (This can be in the form of a photo or written copy).
2. All instructors should have an opening or warm-up for each class session. This sets the tone for your class day and also gets the brain activated. What were some of your warm-ups this week? (Current events are not allowable warm-ups).
3. Lessons Taught – Did you provide lessons that focused on **Reading and Mathematics** and were appropriate for the levels in your classroom, according to the TABE 11/12 Blueprints? Please provide evidence and justification by completing the table below. (Please also have copies of documents and/or presentations available if requested).

Reading			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L			
Level E			
Level M			
Level D			
Level A			

Math			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L			
Level E			
Level M			
Level D			
Level A			

4. Besides TABE 11/12 and TABE Academy, what other type of assessment(s) did you provide to students to measure learning?

5. Did you provide homework? If yes, what type (not including TABE Academy)?

6. Please list the names of students who post-tested this week. Indicate if an MSG was earned.

7. Did you submit or do the following this week:
 - a. Attendance, Sign-in Sheets & Excel (please check each applicable day)
 - i. Mon___ Tue___ Wed___ Thurs___ Fri___ Sat___
 - b. Class Entry Form:
 - i. Did you need to submit this week?
 - c. Lesson Plans (Bi weekly)
 - i. What day did you submit to Ms. Carlton? _____
 - d. SMURF
 - i. Which students:

 - e. Update TABE Academy
 - i. Which students

 - f. Give practice test to students who are close to post-testing? Y___ N___
 - i. Which students:

8. Do you feel you met the learning needs of your students this week? Please explain.

9. Are there any skills you need assistance with to better help you prepare for next week?

Name: _____

Date: _____

Augusta Technical College
Adult Education Department

Instructor Performance Improvement Plan – ESL

Please reflect on this past week of instruction and planning. Please answer all questions below.

1. All instructors are required to post the Daily Agenda (or provide a paper copy of the Daily Agenda) on the board each day. This shows the framework of the class session for the day. Please provide a sample of one Agenda you posted this week. (This can be in the form of a photo or written copy).

2. All instructors should have an opening or warm-up for each class session. This sets the tone for your class day and also gets the brain activated. What were some of your warm-ups this week? (Current events are not allowable warm-ups).

3. Lessons Taught – Did you provide lessons that focused **on Reading, Writing, Listening, and Speaking** and were appropriate for the levels in your classroom? Please provide evidence and justification by completing the table below. (Please also have copies of documents and/or presentations available if requested).

ESL Components				
Student Level	Reading Lesson/Activity Taught	Writing Lesson/Activity Taught	Listening Lesson/Activity Taught	Speaking Lesson/Activity Taught
Level 1				
Level 2				
Level 3				
Level 4				
Level 5				

4. Besides Best Literacy, what other type of assessment(s) did you provide to students to measure learning each day?
5. Did you provide homework? If yes, what type (not including TABE Academy, Khan Academy, or USA Learners)?
6. Please list the names of students who post-tested this week. Indicate if an MSG was earned.
7. Did you submit or do the following this week?
 - a. Attendance, Sign-in Sheets & Excel (please check each applicable day)
 - i. Mon___ Tue___ Wed___ Thurs___ Fri___ Sat___
 - b. Class Entry Form:
 - i. Did you need to submit this week?
 - c. Lesson Plans (Bi weekly)
 - i. What day did you submit to Ms. Carlton? _____
 - d. SMURF
 - i. Which students:
 - e. Update TABE Academy
 - i. Which students
 - f. Give practice test to students who are close to post-testing? Y___ N___
 - i. Which students:
8. Do you feel you met the learning needs of your students this week? Please explain.
9. Are there any skills you need assistance with to better help you prepare for next week?

Name: _____
10/29/19 _____

Date: _____

Augusta Technical College
Adult Education Department
Instructor Performance Improvement Plan

Please reflect on this past week of instruction and planning. Please answer all questions below.

1. All instructors are required to post the Daily Agenda (or provide a paper copy of the Daily Agenda) on the board each day. This shows the framework of the class session for the day. Please provide a sample of one Agenda you posted this week. (This can be in the form of a photo or written copy).

2. All instructors should have an opening or warm-up for each class session. This sets the tone for your class day and also gets the brain activated. What were some of your warm-ups this week? (Current events are not allowable warm-ups). COMMON CORE CRITICAL THINKING BRAIN TEASERS.

3. Lessons Taught – Did you provide lessons that focused on **Reading and Mathematics** and were appropriate for the levels in your classroom, according to the TABE 11/12 Blueprints? Please provide evidence and justification by completing the table below. (Please also have copies of documents and/or presentations available if requested).

Reading			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L			
Level E	2.RI.1	37%	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Level M			
Level D			
Level A			

Math			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L			
Level E	3.NBT.1	28%	Division of fractions and Multiplication of Numbers
Level M			
Level D			
Level A			

4. Besides TABE 11/12 and TABE Academy, what other type of assessment(s) did you provide to students to measure learning? The students that are on TABE, we measure learning on class work hand outs which we do together as a unit within classroom and they take for homework if they are not finished. Students are also encourage to take advantage of AAAMath.com, Aztec Learning, and Khan Academy.
5. Did you provide homework? If yes, what type (not including TABE Academy)? Students were assigned to complete the math division of fractions worksheets. Writing argumentative essays that they will complete at home and edit in class (this pertains to the Tues/Thurs evening class)
6. Please list the names of students who post-tested this week. Indicate if an MSG was earned.
Shaffer, P. Harris, L. Harris, M. Benjamin, C.
7. Did you submit or do the following this week:
 - a. Attendance, Sign-in Sheets & Excel (please check each applicable day)
 - i. Mon___ Tue_X_ Wed_X_ Thurs_X_ Fri_X_ Sat_X_
 - b. Class Entry Form:

- i. Did you need to submit this week? SAT
 - c. Lesson Plans (Bi weekly)
 - i. What day did you submit to Ms. Carlton? Lesson plans The day it was due. _____
 - d. SMURF
 - i. Which students:
 - e. Update TABE Academy
 - i. Which students
 - f. Give practice test to students who are close to post-testing? Y__ N_X_
 - i. Which students:
8. Do you feel you met the learning needs of your students this week? Please explain. Yes, I went beyond their expectations. Students were in engaged in the learning process
9. Are there any skills you need assistance with to better help you prepare for next week?
- Nope.

Name: _____

Date: 10/25/2019

Augusta Technical College
Adult Education Department
Instructor Performance Improvement Plan

Please reflect on this past week of instruction and planning. Please answer all questions below.

1. All instructors are required to post the Daily Agenda (or provide a paper copy of the Daily Agenda) on the board each day. This shows the framework of the class session for the day. Please provide a sample of one Agenda you posted this week. (This can be in the form of a photo or written copy).

Agenda for Today: 10/21/2019 (as written on whiteboard)

9 – 9:45 (AM) / 5 – 6 (PM)

*SLP/TABE Academy/Testing

Testers: AM Class – MAPP, OGLESBY

*Brain Teasers: 1. I am an odd number. Take away one letter, and I become even. What number am I?
2. What belongs to you, but other people use it more than you? 3. Which travels faster, hot or cold?

*For Starters (Warm-Up): Please pick up packet in chair (below)

9:50 – 10:50 (AM) / 6:05 – 7:05 (PM)

*Focus #1: Ratio, Rate, and Unit Rate

CCB Math pp. 212 – 215, 218 – 219

10:50 – 11:05 (AM) / 7:05 – 7:25 (PM)

*BREAK

11:15 – 12:00 (AM) / 7:25 – 8:30 (PM)

*Focus #2: Understanding Details, Making Inferences, and Using Quotes

TABE Workbooks E (pg. 14), M (pg. 9), D (pg. 4)

2. All instructors should have an opening or warm-up for each class session. This sets the tone for your class day and also gets the brain activated. What were some of your warm-ups this week? (Current events are not allowable warm-ups).

Each day, I post 1-5 "Brain Teasers" on the board, and I give a "Warm-Up" or "For Starters" worksheet students receive as they come in to class. This week, a couple of examples of the brain teasers included:

1. What do the numbers 11, 69, and 88 all have in common?
2. In the given picture, you can see that 20 matchsticks are used to create five squares. Your job is to form seven squares by moving only TWO matchsticks.

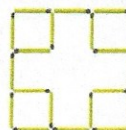
Rules:

You cannot overlap the matchsticks

You cannot break the matchsticks

All squares must be closed

Move two matchsticks to
form seven squares!



PrepLounge

A couple of examples of the "For Starters" included:

1. Page 204 from McGraw Hill's "Preparation for the GED Test 2nd Edition" book – reading a passage and answering 2 multiple choice questions (copied as handout)
2. Page 99, ques. 9-14 from McGraw Hill's "Common Core Basics: Mathematics" – intended as review of prior lessons on fractions in preparation for this week's ratio/rate/proportion lessons (copied as handout)
3. Lessons Taught – Did you provide lessons that focused on **Reading and Mathematics** and were appropriate for the levels in your classroom, according to the TABE 11/12 Blueprints? Please provide evidence and justification by completing the table below. (Please also have copies of documents and/or presentations available if requested).

Reading			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L	N/A	N/A	N/A
Level E	2.RI.1	37%	Understanding key details of a text, identifying quotes that answer WHO, WHAT, WHEN, WHERE, and WHY; use of TABE Scoreboost Level E workbook pp. 14-16
Level M	5.RL.1, 5.RI.1	47%	Identifying quotes from texts that support information and inferences; use of TABE Scoreboost Level M workbook pp. 9-15
Level D	7.RL.1, 7.RI.1	47%	Using quotes and other textual evidence to support analysis of a text; use of TABE Scoreboost Level D workbook pp. 4-9
Level A	N/A	N/A	N/A

Math			
Student Level	Standards	Blueprint %	Lesson Taught/ Activity
Level L	N/A	N/A	N/A

Level E	N/A	N/A	N/A
Level M	Numbers and Operations – Fractions; Ratios and Proportional Relationships	20%; 3%	Apply fractions operations to ratio, rate, and proportion problems; use of Common Core Basics: Mathematics book pp. 212-229
Level D	Ratios and Proportional Relationships	10%	Apply fractions operations to ratio, rate, and proportion problems; use of Common Core Basics: Mathematics book pp. 212-229
Level A	N/A	N/A	N/A

4. Besides TABE 11/12 and TABE Academy, what other type of assessment(s) did you provide to students to measure learning?

Students were given pp. 216-217 from Common Core Basics: Mathematics book (copied and given as handouts) as a timed assessment

5. Did you provide homework? If yes, what type (not including TABE Academy)?

Yes! In addition to lessons assigned on TABE Academy, students were given the following assignments to work on/complete outside of class this week:

1. Unit Rate Activity – students had to go home and create a grocery list with at least 5 items on it. Using a sale paper or store website, they were to look up the cost of each item and calculate its unit price by unit sold AND by weight (ex. Student writes “can of tuna” on his/her list; price listed in store sales paper is \$2.99 for a pack of four 6-oz. cans. Student must calculate how much it costs per can, and then use that to calculate how much the tuna costs per ounce)
2. Proportions Worksheet (<http://cdn.kutasoftware.com/Worksheets/PreAlg/Proportions.pdf>)

6. Please list the names of students who post-tested this week. Indicate if an MSG was earned.

1. Kevin – earned MSG
2. Korease – still has Reading part to complete
3. Leah – still has Reading part to complete, is returning on Tuesday night (ONLY testing; will attend SMURF meeting on 11/18 in order to return to class)
4. Robert – no MSG
5. Carlton – earned MSG
6. D'Andre – still has Math part to complete

7. Did you submit or do the following this week:

- a. Attendance, Sign-in Sheets & Excel (please check each applicable day)

i. Mon ☒ Tue ☒ Wed ☒ Thurs ☒ Fri ☐ Sat ☐

- b. Class Entry Form:

i. Did you need to submit this week? Not applicable this week

- c. Lesson Plans (Bi weekly)

i. What day did you submit to Ms. Carlton? 10/23/19

d. SMURF

i. Which students: Not applicable this week

e. Update TABE Academy

i. Which students: Michael [REDACTED] (reactivate); Kevin [REDACTED] (update test score); Korease [REDACTED] (update test score), Carlton [REDACTED] (update test scores), Robert [REDACTED] (update test scores), D'Andre [REDACTED] (update test score)

f. Give practice test to students who are close to post-testing? Y ☒ N ☐

i. Which students: Kevin [REDACTED], Candice [REDACTED], Quantavious [REDACTED], Skylar [REDACTED]

8. Do you feel you met the learning needs of your students this week? Please explain. Yes, I feel that met my students' learning needs because by the end of the night on Thursday's class, my students could: tell me what "inference" means and provide an example; apply a new way to determine if a sentence/quote from a passage really supported the central idea of a paragraph and/or entire text; teach each other how to convert a ratio into a unit rate and how to use unit rates to determine total cost and distances/times; and convert between decimals, fractions, and percents. It was a great learning week!
9. Are there any skills you need assistance with to better help you prepare for next week? Lesson plans assistance to ensure I am completing the new template correctly