

MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS



May 18, 2018

Michael R. Robicheaux
6312 Gentle River Dr.
Dallas, TX 75241

VIA EMAIL: Robicheaux20@gmail.com

Dear Mr. Robicheaux:

You have requested a copy of the nonrenewal documentation and campus file related to Michael R. Robicheaux (ID #79224), employee at Paul L. Dunbar Learning Center. Attached is the responsive information. Please note that personally identifiable information of students has been redacted as required by the Family Educational Rights and Privacy Act (FERPA). Please let me know if additional information is needed.

Sincerely,


Leticia D. McGowan
Assistant General Counsel

Sanchez, Rita

From: Dallas ISD Finance/HR System <NoReply@dallasisd.org>
Sent: Wednesday, April 11, 2018 11:31 PM
To: Serrano, Patricia; Gomez, Mary J
Subject: Separation Alert: ROBICHEAUX, MICHAEL RYAN II (79224) at 139-DUNBAR ES

EMPLOYEE: ROBICHEAUX, MICHAEL RYAN II
EMPLOYEE ID: 79224
POSITION: DUNBAR ELEMENTARY.TEACHER.CTU.199-11-00-11.F
LOCATION: 139-DUNBAR ES
SEPARATION REASON: RESIGNED IN LIEU OF NON-RENEWAL
ACCEPTED TERM DATE: 11-APR-18
ACTUAL TERM DATE: 06-JUN-18
NOTIFIED TERM DATE: 11-APR-18
TERM ACCEPTED BY:
LAPTOP DATA:
MAKE:
MODEL:
DECAL:
SERIAL NUMBER:
VOL. RETURN DATE:
POSITION NUMBER:
REPORTING TO POSITION NUMBER:

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Sanchez, Rita

From: Dallas ISD Finance/HR System <NoReply@dallasisd.org>
Sent: Wednesday, April 11, 2018 8:51 AM
To: Gomez, Mary J
Subject: FYI: Receipt of Notice of Separation from Employment
Attachments: Notification Detail.html

To **GOMEZ, MARY**
Sent **11-APR-2018 08:49:05**
ID **11371578**

ROBICHEAUX, MICHAEL RYAN II (ID: 79224) has engaged in the separation process and is awaiting your approval. The proposed separation date is: 06-JUN-2018
(S54_URL=https://disdops.dallasisd.org:443/OA_HTML/RF.jsp?function_id=32986&resp_id=57644&resp_appl_id=800&security_group_id=0&lang_code=US&reqType=APPROVER&empId=178990&separationId=24968) -----

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i Information

This notification has been closed and did not require a response.

Receipt of Notice of Separation from Employment

To **ER Approver(s) for
Employee ID:
79224**

Sent **04-11-2018
08:49:05**

Closed **04-11-2018
08:50:33**

ID **11371578**

Responder

ROBICHEAUX, MICHAEL RYAN II (ID: 79224) has engaged in the separation process and is awaiting your approval. The proposed separation date is: 06-JUN-2018 (S54_URL=https://disdops.dallasisd.org:443/OA_HTML/RF.jsp?function_id=32986&resp_id=57644&resp_appl_id=800&security_group_id=0&lang_code=US&reqType=APPROVER&empId=178990&separationId=24968)

[Click here to view Account Codes
for Requisitions, Purchase Orders
and Expense Reports](#)



Dallas Independent School District
 School Administration Building * 3700 Ross Ave.
 Dallas, Texas 75204

Name: ROBICHEAUX, MICHAEL RYAN II
 EMPID: 79224
 Contract Status: ACCEPTED

EDUCATOR PROBATIONARY CONTRACT
 (One Year Contract)

The BOARD OF TRUSTEES [hereinafter, Board] of the DALLAS INDEPENDENT SCHOOL DISTRICT, hereby employs the undersigned professional Educator, and the Educator accepts employment on the following terms and conditions:

1. The Educator shall be employed for the scholastic year 2017-2018, beginning with the first duty day of the school year and according to the hours and dates set by the District as they exist or may hereafter be amended.
2. The Board shall pay the Educator an annual salary pursuant to a schedule of workdays and applicable compensation policies as adopted by the Board, but in no event less than the state minimum salary. The Educator understands and agrees that only the Board is authorized to establish an annual salary and that any representation made by any other person regarding salary is of no effect and shall not be relied upon. The employee's salary includes consideration for all assigned duties, responsibilities, and tasks, regardless of the actual number of hours or days (including weekends and days designated as "holidays" on the district's duty schedule) that the Educator works during the contract period. The Employee shall not be paid on a daily basis, although the District may use a daily rate for other purposes, such as to calculate deductions for paid leave taken but not earned or in excess of days available. The District shall also provide benefits to the Educator as provided by state law and Board policy. The District reserves the right to amend its policies at any time during the term of this Contract to reduce or increase these benefits, at the Board's sole discretion. If the Educator qualifies, the Educator may receive incentive pay or pay for performance under the District's compensation plan, federal law, or state law, including Education Code Chapter 21, Subchapter O. An incentive payment is not an entitlement as part of the Educator's salary. If the District implements a furlough under TEC 21.4021, your salary will be reduced in proportion to the number of furlough days. The reduction will be equally distributed over the remainder of the applicable school year.
3. It is understood and agreed by the parties to this contract that the Superintendent or designee shall have the right to assign or reassign the Educator to positions, duties, or additional duties, as the Superintendent or designee shall deem proper, and, since the Educator is not employed to fill a specific position or assignment, the Superintendent or designee may assign or reassign the Educator to other or additional duties or assignment for which he or she is professionally certified or otherwise qualified to perform.
4. Supplemental duties, as defined by the District, and any payment and/or stipend that may be paid for such duties and/or assignments are not covered by this contract. Any such payments are not included as part of the annual salary under this contract. This contract does not create a property interest or right under this contract to the assignment of any such supplemental duties or any stipend or payment for such supplemental duties. No property right to continued employment exists in such supplemental duties.
5. This contract is conditioned on Educator's satisfactorily providing the certification, service records, teaching credentials, and other records required by law, the Texas Education Agency ("TEA"), the State Board for Educator Certification ("SBEC"), or the District, before the first duty day. Misrepresentation or fraud by the Educator in any of these records or the employment application shall be grounds for termination or dismissal, as applicable. If the Educator is a classroom teacher, this contract is also conditioned on the Educator becoming and remaining "highly qualified," as that term is defined under the No Child Left Behind Act of 2001, 20 U.S.C. 7801, and by the TEA, to the extent required by law. Failure of the Educator to maintain licensure and/or certification in the position(s) assigned may also be grounds for termination or dismissal, as applicable. In accordance with state law, the District may provide you with notice that this contract is void if the Educator does not hold a certificate or permit issued by SBEC or if the Educator fails to fulfill the requirements necessary to extend the Educator's temporary or emergency certificate or permit. If the contract is rendered void, the Educator is not entitled to a Chapter 21 hearing if the District terminates, suspends with or without pay, or decides to retain the Educator for the remainder of the school year on an at-will employment basis in a position other than a classroom teacher.
6. It is understood and agreed by the parties to this contract that the Educator shall carry out his or her duties set forth in job description or as assigned to the satisfaction of the District and shall discharge the duties required by the federal law, by school laws of this state, and by the District with reasonable care, skill, and diligence. The Educator shall be subject to and shall comply with all state and federal laws, District policies, procedures, administrative directives, rules and regulations that are in effect as of the effective date of this contract or that may be adopted or amended during the term of this contract. However, such laws, policies, procedures, directives, rules and regulations are not incorporated into this contract and shall not be considered as terms of this contract.
7. The Educator represents that the Educator has disclosed to the District, in writing, any conviction, probation, deferred adjudication, no contest or guilty plea, or other adjudication of the Educator for any felony or any other offense listed at 19 Tex. Admin. Code 249.16(b) or in Board policy. Educator agrees to submit to a review of his or her criminal history record at the beginning of this Contract and at any time during the term of this Contract, if required by the District, TEA, or SBEC. The Educator understands that a criminal history record at the beginning and during the term of this Contract, acceptable to the District, at the District's sole discretion, is a condition of this contract and any criminal history unacceptable to the District shall be good cause grounds for termination at any time during the Contract term.
8. The Board may terminate Educator's contract or suspend Educator without pay during the term of this contract for good cause; good cause being the failure to meet the accepted standards of conduct for the profession as generally recognized and applied in similarly situated school districts in this state. The Superintendent or designee may suspend the Educator with pay pending a determination of whether good cause to dismiss exists. In the event the Board proposes to terminate this contract or suspend Educator without pay for good cause, the Educator shall be afforded all the rights set forth in Board policies and, if a hearing is requested, shall be entitled to a hearing before a hearing examiner appointed by the Commissioner of Education and a decision by the Board under Subchapter F, Chapter 21, of the Texas Education Code if applicable.
9. In addition, in accordance with Board policy, the Educator agrees that any action or event that the Board determines creates a financial exigency or the Superintendent determines is a program change, which results in a need to reduce expenditures for personnel, shall constitute good cause for termination at any time during the Contract term. Financial exigency, as used herein, includes, but is not limited to, any decline in the District's financial resources brought about by a decline in enrollment, cuts in funding, a decline in tax revenues, or any other actions or events that create a need for the District to reduce financial expenditures for personnel. A program change, as used herein, includes, but is not limited to, any elimination, curtailment, or reorganization of a , program, department, school operation or curriculum offering, including, for example, a change in curriculum objectives, modifications of the master schedules, due to either a lack of student response to particular course offerings, the restructuring of an instructional delivery method, legislative revisions to program funding, or a reorganization or consolidation of two or more individual schools, school programs, areas, departments or divisions. Program change shall also include a Districtwide change in curriculum objectives, or a modification or reorganization of staffing patterns in a department, on a particular campus or Districtwide.
10. Employment in federally or categorically funded positions is expressly conditioned upon the availability of full funding for the position. Thus,

the Educator agrees that any reduction in such funding shall be good cause grounds for termination during the contract term.

11. The Educator's employment may be terminated in accordance with Subchapter C, Chapter 21, Texas Education Code, if applicable, and Board policy, at the end of the contract term, if, in the Board's judgment, the best interests of the District will be served. If applicable, the Board shall give Educator notice of its intention to terminate the employment no later than the 10th day before the last day of instruction required under the current contract. The Board's decision is final and may not be appealed.

12. The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure or any other contractual obligation or other expectancy of continued employment or claim of entitlement is created beyond the contract term.

13. Educator shall serve a probationary period, as provided in Texas Education Code Chapter 21, Subchapter C, if applicable, for a maximum of three school years of continuous employment with the District unless, during the third year of the Educator's probationary contract, the Board determines that it is doubtful whether the Educator should be given a term contract. If the Board makes that determination, the District may contract with the Educator for a fourth consecutive probationary contract. However, unless otherwise agreed, the probationary period shall be a maximum of one year for a person who has been employed as a "teacher" (as defined by Texas Education Code Section 21.101) in public education for at least five of the eight years prior to District employment.

14. After Educator has begun performance of this probationary contract, Educator may be released from this contract only with District approval, pursuant to local policy. If the Board does not consent to the release of the Educator and the Educator nevertheless abandons the Contract, the District may file a complaint seeking sanctions against the Educator, with the appropriate credentialing agency.

15. Educator may resign without penalty from this probationary contract before the beginning of the school year specified in this contract by filing with the administrative head of Human Resources a written resignation no later than the 45th day before the first day of instruction for the school year specified in the contract.

16. This contract is conditioned on the teacher on a permit or a non-renewable permit issued by SBEC completing all requirements by the end of each scholastic year as detailed in their individual Statement of Understanding.

17. The Educator shall satisfactorily submit or account for all grades, reports, school equipment, or other required items at the end of the contract term. The Educator agrees that the last salary payment under this contract is conditioned upon receipt from the Educator of all such items under Educator's control and authorizes the District to withhold such final payment until all items are returned or submitted. Except as otherwise provided by law, Educator also authorizes the District to deduct from said final payment any compensation necessary to reimburse the District for District property under Educator's control, which is lost or misplaced. The Educator also agrees that the District may deduct any wage overpayments under this contract from one or more of the Educator's paychecks.

18. Texas law shall govern construction of this Contract. If any provision of this Contract is, for any reason, held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision of this Contract.

19. The parties agree that this contract combines all prior agreements and representations concerning employment of the Educator into one document. This contract supersedes all prior contracts and representations concerning employment. This Contract does not constitute a "unified contract" with any supplemental duties agreement between the parties. No amendments to this contract shall be binding unless authorized by the Board, reduced to writing, and signed by both parties.

20. The Educator agrees to keep a current address on file with Human Resources. The Educator agrees that the District may meet any legal obligation it has to give the Educator written notice regarding the Educator's employment by hand delivering the notice to the Educator or by sending the notice by certified mail, regular mail, and/or express delivery service to the Educator's address on file with Human Resources.

21. This offer of employment shall expire unless this contract is signed by Educator and received by the administrative head of Human Resources by the date established by the school district. Failure to return the signed contract by this date shall constitute a rejection of the employment offer. Current employment, if any, shall terminate at the end of the existing contract term.

I have read this contract and agree to abide by its terms and condition:

ROBICHEAUX, MICHAEL RYAN II

2017-08-16

Educator Signature

Date



2017-08-16

Superintendent on Behalf of the Board of Trustees
Dallas Independent School District

Date

The Dallas Independent School District does not discriminate on the basis of sex, disability, race, religion, color, age, gender, sexual orientation, and/or national origin in educational programs or activities which it operates, and it is required by Title IX, Section 504, and Title VII, not to discriminate in such a manner. This policy not to discriminate extends to employment in and admission to such programs and activities.

MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS



NOTICE OF INTENT TO RECOMMEND NON-RENEWAL OR TERMINATION
AT THE END OF THE CONTRACT TERM

(PROBATIONARY AND TERM CONTRACT)

March 29, 2018

MICHAEL ROBICHEAUX
6312 GENTLE RIVER DR.
DALLAS, TX 75241

Employee ID: 79224

Dear MICHAEL ROBICHEAUX:

This letter is to provide you with advance notice that the Superintendent of Schools of the Dallas Independent School District (the "District"), intends to recommend, for approval, to the Board of Trustees, pursuant to Texas Education Code 21.103 and District Board Policies DFAB (LEGAL) or DFBB (LEGAL/LOCAL), that it is in the best interests of the District that your contract end at the conclusion of the contract period.

You have the option to voluntarily resign from the District. If you choose to do so, District administration will accept your resignation, effective for the end of the 2017-2018 school year, and, a recommendation for the non-renewal or termination of your contract will not be made to the Board of Trustees.

Although we understand that this decision is time sensitive, in order for this recommendation not to be presented to the Board, your resignation must be submitted in the Oracle Self-Service system no later than Wednesday, April 11, 2018 at 12:00 p.m.

Sincerely,

A handwritten signature in cursive script, appearing to read "Karry L. Chapman".

Karry L. Chapman
Chief, Human Capital Management

KLC:la

Via Regular and Certified Mail
Return Receipt Requested No. _____

Date: _____

If hand delivered: Michael Robicheaux
Employee Name (Print)

mlr
Employee Signature

Letter Served By: Verna Farmer
Supervisor Name (Print)

Verna Farmer
Supervisor Signature

Witness: Deeann Jones Date Served: 03.29.2018

Employee Contact Phone No.: 469-268-1054

Non-Renewal Documentation Checklist

Documentation Checklist

Instructions: The Administrator's Documentation binder should have all documents presented in chronological order beginning with the start of the school year (August) to present. Include the documents listed below without categorizing them with tabs/dividers, staples or paper clips.

Reminder: All documents should include employee signatures.

☐ **Administrator's Documentation Binder:**

- Recommendation Letter
- Documentation Table of Contents
- Documentation Checklist
- DFAB/DFBB Checklist

☐ **Appraisal Documentation:**

- Appraisal Checklist
- Observations
- Intervention Plan(s)
- Feedback forms
- Summative Performance Evaluation
- Other

☐ **Written Communications:**

- Summary of Conference(s)
- Letters of Concern
- Reprimand Letters

☐ **Cumulative Data**

☐ **Other Administrative Actions:**

- Child Abuse Report(s)
- Investigation
- Other

Documentation Table of Contents

Employee: <u>Robichaux</u>	<u>Michael</u>	<u>79227</u>
Last Name	First Name	ID#
Campus: <u>Paul L. Dunbar</u>	Feeder Pattern: <u>TSN</u>	
Principal: <u>Verna Farmer</u>	Exec. Dir. / Assist. Superintendent: <u>Leslie Williams</u>	
Assigned Appraiser: <u>Brandon Foster</u>	Position: <u>Asst. Principal</u>	
	Conference Date	Comments
Summative Conference	<u>3/26/18</u>	

Note: Documentation should be listed in chronological order.

Dates	Type(s) of Documentation
Jan. 26, 2018	Example: Summary of Conference – Professional Conduct
10-17-17	1st Six-Weeks Low Common Assessment Data letter
11-6-17	Balanced Literacy Expectations Letter Checklist
11-7-17	Balanced Literacy Expectations Letter
11-10-17	Intervention Plan
11-16-17	SPOT Observation
12-7-17	SPOT Observation
1-16-18	SPOT Observation
1-22-18	SPOT Observation
2-5-18	Administrative Notice
2-15-18	Early Learning Coach Action Plan
	Other Anecdotal Data
	TEJ Scorecard
	2nd Grade Math Intervention Plan
	Common Assessment Data
3-19-18	Extended Observation
3-26-18	Summative Observation

Verna Farmer 3-25-18
Name of Supervisor (Print) Date

Verna Farmer 3-25-18
Supervisor Signature Date

MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS



Employee		
Last Name	First Name	ID#
Smith	John	101
Johnson	Jane	102
Williams	James	103
Miller	Jessica	104
Wilson	Michael	105
Moore	Emily	106
Taylor	David	107
Anderson	Sarah	108
Thompson	Robert	109
White	Michelle	110
Clark	Christopher	111
Green	Amanda	112
Adams	Matthew	113
Baker	Stephanie	114
Nelson	Kevin	115
Roberts	Lauren	116
Wright	Brandon	117
Scott	Olivia	118
Kim	Justin	119
Young	Madison	120
Allen	Anthony	121
King	Chloe	122
Wells	Nathan	123
Long	Grace	124
Green	Isaac	125
Adams	Abigail	126
Baker	Ethan	127
Nelson	Sophia	128
Roberts	Lucas	129
Wright	Mia	130
Scott	Benjamin	131
Kim	Charlotte	132
Young	Henry	133
Allen	Amelia	134
King	Sebastian	135
Wells	Harper	136
Long	Julian	137
Green	Emily	138
Adams	Michael	139
Baker	Madison	140
Nelson	Christopher	141
Roberts	Olivia	142
Wright	Matthew	143
Scott	Chloe	144
Kim	Anthony	145
Young	Grace	146
Allen	Isaac	147
King	Abigail	148
Wells	Ethan	149
Long	Sophia	150

[illegible]

Name of Supervisor (Print)	Date	Supervisor Signature	Date
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Non-Renewal Recommendation Letter

February 20, 2018

TO: Human Capital Management

FROM: Verna Farmer, Principal

I am recommending to the Superintendent of Schools that the employment for Michael Robicheaux, ID#79227, 2nd Grade Math Teacher at Paul L. Dunbar Learning Center Non-Renewal of contract pursuant to *Board Policy DFBB(Local) and DF Local*.

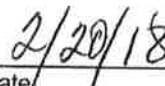
The recommendation for **Non-Renewal of contract** is being made for the following reasons:

- Consistently lacking student improvement or growth
- Insubordination, including refusal or failure to perform work assigned and/or refusal to obey orders of supervisors.
- Pattern of excessive absences, tardiness, or job abandonment
- Inefficiency, incompetence, or inability to perform assigned duties.

Thank you.



Principal/Evaluator



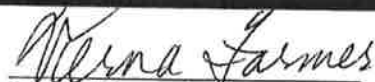
Date

Non-Renewal/Termination DFBB (LOCAL) Checklist

Employee:	Robicheaux	Michael	79227
	Last Name	First Name	ID#
Campus:	Paul L. Dunbar LC		
Assignment:	Paul L. Dunbar LC - 2nd Math		
Principal/Supervisor:	Verna Farmer		
Appraiser (if other than the Principal):	Title:		
Executive Director:	Leslie Williams - ISN		
Feeder Pattern:	Leslie Williams - ISN		

Select the reason(s) below for the recommended non-renewal/termination. Supporting documentation must be submitted for each selection.

- ☒ Deficiencies pointed out in observation reports, appraisals or evaluations, supplemental memoranda, or other communications
- ☒ Failure to fulfill duties or responsibilities
- ☒ Incompetency or inefficiency in the performance of duties
- ☒ Inability to maintain discipline in any situation in which the employee is responsible for the oversight and supervision of students.
- ☐ Insubordination or failure to comply with official directives
- ☒ Failure to comply with Board policies or administrative regulations
- ☐ Excessive or a pattern of, absences and/or tardiness
- ☐ Conducting personal business during school hours when it results in neglect of duties
- ☐ The employee is not retained at a campus in accordance with the provisions of a campus turnaround plan. [See AIC]
- ☐ Failure to meet the District's standards of professional conduct. [See DH(EXHIBIT)]
- ☐ Failure to comply with District requirements regarding training or professional improvement
- ☐ Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, or colleagues. [See also DH(LOCAL) and DH(EXHIBIT)]
- ☒ A lack of significant student progress attributable to the educator
- ☐ Behavior that presents a danger of physical or mental harm to a student or to other individuals
- ☐ Use of profanity or lewd, obscene, offensive, or derogatory language in the course of performing any duties of employment, whether on or off school premises, in the presence of students, staff, or members of the public, if reasonably characterized as professional
- ☐ Falsification of records or other documents related to the District's activities
- ☐ Misrepresentation of facts to a supervisor or other District official in the conduct of District business
- ☐ Failure to fulfill requirements for state licensure or certification, including passing certification or licensing examinations required by state or federal law or by the District, for the employee's assignment
- ☐ Failure to fulfill the requirements of a deficiency plan under an Emergency Permit, a Special Assignment Permit, or a Temporary Classroom Assignment Permit
- ☐ Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel
- ☐ Failure to successfully fulfill the requirements of an Intervention Plan


Principal/Supervisor Signature


Date

Letter of Concern

PAUL L. DUNBAR LEARNING CENTER

October 17, 2017

TO: Michael Robicheaux, 2nd Grade Teacher, ID#79224
FROM: Verna Farmer, Principal
SUBJECT: 1st Six-Weeks Low Common Assessment Data and Classroom Discipline

Dear Mr. Robicheaux:

Your 1st six-weeks Common Assessment data was 14.5% passing at 60% passing rate. You have been observed by Mr. Foster, Math Asst. Principal, Math CIC, fellow teachers, and myself struggling with ineffective classroom management. As a result, you were moved from 5th grade to 2nd grade at the beginning of the second six-weeks in an effort to find a grade level where you would be successful. The second grade class you were moved to had structure and effective classroom management. I discussed with you methods to keep the systems and procedures in place and not to allow them to erode. We are now in your second week in your new position and you have reverted back to the ineffective classroom management strategies where no student can learn.

Second grade is a critical grade level where reading and math is solidified and student skills and abilities can be taken above grade level. It is your sole responsibility to ensure that your classroom is engaging and purposeful instruction is taking place. That will cut down on your classroom management issues. To ensure you are properly instructed and informed of my expectations, you are hereby directed to:

- Ensure that you are prepared on a daily basis to deliver math instruction
- Plan out your lessons and practice delivering them prior to your presentation with students
- Attend the Power Struggles/De-Escalating Student Behavior workshops on Tuesday, October 17th and Wednesday, October 18th afterschool
- Re-establish effective classroom management strategies to regain control of your classroom

Failure to comply with the policies and directives contained in this letter will constitute insubordination and may result in adverse action against you.

Your signature below acknowledges that you have received this letter and that you agree to abide by the policies and directives contained within.

Acknowledged and Received:

Print Name: Michael Robicheaux Signature: [Signature]
Employee Employee

Print Name: Verna Farmer Signature: [Signature]
Witness (Optional) Witness (Optional)

Date: 10/18/17

Early Learning Collaborative Coaching Plan

Specialist:	CLISBIAS MARSH	Teacher:	MICHAEL ROBICHEAUX(MROBICHEAUX)
Start Date:	11/08/2016	End Date:	
School:	Paul L Dunbar Learning Center (139)	Section:	2E
Goal:	Classroom management/ productivity		

Coaching Cycle			
Element of Cycle		Dates	Notes
Build Relationships	Consistent communication	Nov. 9 Nov. 13	Classroom setup. Classroom setup.. Look fors
	Meetings	Oct. 23	Met to help with classroom checklist and plan for day 2 of instruction.
Identify	Coaching conversation	Oct. 30	Instructed T on what he was missing with calendar math.
	Observe	Oct. 16 Oct. 23 Oct. 30	Observe morning routine. Students were doing drops in the bucket. No calendar. Observe morning routine after professional development class on calendar math. Observe morning routine again.
Learn	Co-teaching	Nov. 27	Co-taught the calendar. Co-taught the lesson over fractions.
	Coaching conversation	Nov. 27	Spoke about making sure all items were ready for students for centers. Instructed with classroom management.
	Direct to resources	Nov. 27 Nov. 12	Made suggestion for classroom management and using sticks to call students names. Directed T to resources for his balanced math block.
	Modeling	Nov. 16	Modeled calendar math again, then proceeded to the math block.

Visit/Review Tracker						
Date	Arrive	Depart	What was happening	What I did/Next Steps	TA Info	Data Review
11/27/2017	7:30am	12:00pm	Morning routine	Check with T to see how he's following the balanced math model.		
11/16/2017	1:30pm	4:00pm	math routine/ lesson	review expectations for math lesson and calendar routine		
11/13/2017	11:30am	12:30pm	math lesson	review look fors with classroom environment.		
11/09/2017	10:00am	12:00pm		worked on classroom environment		
10/30/2017	8:00am	10:00am	Calendar math/guided math	Help with setup of materials/expectations of math calendar.		
10/23/2017	3:00pm	4:00pm	planning	Planned for next day, classroom checklist.		

Early Learning Collaborative Coaching Plan

Specialist:	CLISBIAS MARSH	Teacher:	MICHAEL ROBICHEAUX(MROBICHEAUX)
Start Date:	11/08/2016	End Date:	
School:	Paul L Dunbar Learning Center (139)	Section:	2E
Goal:	Classroom management/ productivity		

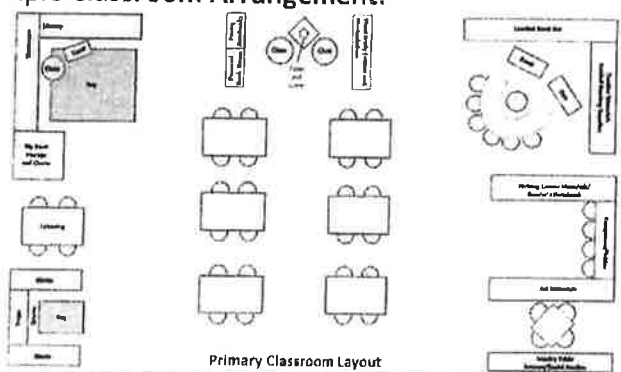
Coaching Cycle			
Element of Cycle		Dates	Notes
Build Relationships	Alignment of goals	Dec. 7	Decided to work on our goal of math routines with behavior management at the same time. No class instruction happening due to classroom behavior.
	Consistent communication	Dec. 7	Email about classroom management.
	Meetings	Dec. 7	Met with Robicheaux after calendar and explained to him that he needed to have expectations for his students.
	Coaching conversation	Dec. 7	Decided to implement some basics of class into his goal, working on Emotional support.
Identify	Observe	Nov. 29	Observed Mr. Robicheaux try to get through a lesson. Understood that classroom behavior was getting in the way.
Learn	Co-teaching	Dec. 7	Worked with him to direct students with positive classroom management.

Visit/Review Tracker

Arrive	Depart	What was happening	What I did/Next Steps	TA Info	Data Review
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Teacher: <i>Mr. Rubicheaux</i>	Lunch time:	School:	Feeder: ISN
T.A.: None	Planning:	Date: <i>11-6-17</i>	Specialist: Esther Castro

Kindergarten-2nd Grade Classroom Checklist

Classroom Arrangement	Classroom Management & Environment
☒ <u>Organized, clean, and adequate space</u> for students to move around ☒ <u>Desk/chairs arranged</u> in groups for collaboration (no rows!) ☒ Designated area for <u>small group instruction</u> ☒ Classroom materials and shelves neatly <u>labeled</u> with words and pictures/icons ☒ Classroom Library organized with shelves/bins <u>labeled</u> ☐ <u>Daily Schedule</u> posted with words and pictures/icons. <i>coming Mrs. Marsh</i> ☒ High Frequency and Content <u>Word Wall(s)</u> current, accessible and clearly visible to all students. ☒ <u>Content Word Walls</u> showing words accompanied by a picture or icon related to a particular subject or theme ☒ <u>Student names</u> are visible in the classroom in multiple places. (helper chart, center schedule, word wall, etc.) ☒ Current and <u>Authentic student work</u> displayed in the room. ☒ <u>Meaningful Print</u> in the classroom (Literary charts, math charts, student writing, morning message) ☒ <u>Manipulatives</u> organized and accessible (blocks, magnetic letters, play money, counters, etc.)	Classroom Management ☒ <u>Class Expectations</u> posted and visible to all students ☒ <u>Helper/Jobs Chart</u> clearly visible to all students ☐ <u>Must Dos/Can Dos</u> posted (-OR- "What to do when I'm Finished" options posted)
	Daily 5 or Literacy Center Management ☐ Daily 5 or Literacy Centers <u>Student Schedule</u> ☒ Daily 5 <u>anchor charts</u> or Centers rules posted and visible to all students ☒ Daily 5 centers (Read to Self, Read to Someone, Listen to Reading, Word Work, Work on Writing) or Centers <u>organized for students</u> to use without teacher assistance -OR- ☐ At least 5 centers <u>organized for students</u> to use without teacher assistance (labeled containers, labeled shelves)
	Classroom Environment (Social Emotional) ☐ Teacher and students have positive, warm relationships. ☐ Teacher and students are enthusiastic about learning. ☒ Teacher and students are respectful of one another. ☒ Teacher uses non-punitive <u>discipline methods</u> (redirection, attention to positive behavior, etc) ☒ Teacher addresses student needs effectively and provides appropriate levels of support ☐ Teacher creates an <u>environment</u> where students feel safe..
Example Classroom Arrangement:  Primary Classroom Layout	<i>Very disruptive - no classroom rules and consequences</i>

Teacher: <u>Mr. Robreche</u>	Lunch time:	School:	Feeder: ISN
T.A.: None	Planning:	Date: <u>11-6-17</u>	Specialist: Esther Castro

Sound Cards: are missing.
 Meeting area (rug).

Instruction	Language Development
☒ Lesson Objective aligned to <u>Texas Essential Knowledge and Skills</u> Student Expectations (TEKS SEs) ☒ Lesson Objective is clear and understandable to all ☒ Direct instruction and activities support the learning of the posted lesson objective ☒ Evidence of <u>science investigations</u> , exploring and sorting activities (charts, graphs, experiments) ☒ <u>Daily math routines</u> are used ☐ Evidence of <u>Shared/Interactive Writing</u> ☐ <u>Guided reading</u> occurs at least 4 days per week. (guided reading groups posted; guided reading materials visible; guided reading lesson plans visible, designated area for guided reading) ☒ <u>Journals</u> are accessible to students and are used on a regular basis. ☐ Flags, Maps (U.S. & Texas), and globes present for social studies instruction	☐ Teacher encourages and expands on student talk ☒ Student talk outweighs teacher talk ☐ <u>Social conversations</u> occur with teachers and peers ☐ Teacher exposes students to new vocabulary <i>Students yell out -- Teacher has a very difficult time redirecting off-task behavior</i>
Additional Components for Dual Language Classrooms	
Language of Instruction (LOI) ☐ LOI Schedule is posted in correct language ☐ Math LOI is English ☐ Science LOI is Spanish ☐ Social Studies LOI is Spanish ☐ RLA LOI is Spanish (120 mins-PreK-1st); RLA LOI is 60 mins Eng/ 60 mins Span	Bilingual Labels ☐ Items labeled in both languages using blue for English and red for Spanish ☐ Items labeled appropriate to grade level
Language of the Day ☐ LOD sign is clear and visible in the correct language MWF-Spanish/T-Th <u>English</u>	Student Generated Alphabet (SGA) ☐ SGA posted in both languages: <u>Eng, Spanish</u> ☐ SGA is clear, visible and flexible ☐ SGA includes a visual, label and/or sentence
Conceptual Refinement	Interactive Word Walls (IWW)

Teacher: <u>Mr. Rob Chen</u>	Lunch time:	School:	Feeder: ISN
T.A.: None	Planning:	Date: <u>11-6-17</u>	Specialist: Esther Castro

☐ Occurs for the last 15 minutes of Math/Science/Social Studies <u>Bilingual Pairs (BP)</u> ☐ <u>Bilingual Pairs</u> chart is posted ☐ Bilingual Pairs chart is clear and visible with student names ☐ Bilingual Pairs chart is flexible ☐ Bilingual Pairs chart is color coded ☐ Desks/Tables arranged to promote bilingual pairs interactions and teamwork <u>Bilingual Learning Centers (BLCs)</u> ☐ Minimum of one BLC for RLA/Math/Science/Social Studies ☐ BLC activities are authentic and designed for Bilingual Pairs ☐ Equal amount of English and Spanish activities available at each BLC ☐ BLCs are posted on daily schedule for at least 30 minutes	☐ IWWs are posted in English and Spanish for language and literacy ☐ IWWs are flexible and interactive for language and literacy <u>Content Area Bulletin Boards (CABBs)</u> ☐ CABBs are clearly defined for Math, Science, Social Studies, RLA/SLA ☐ CABBs are in Language of Instruction ☐ <u>Content word walls</u> for Math, Science, Social Studies are posted in Language of Instruction <u>*Full Dual Language Components Checklist</u>
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Notes:



Letter of Concern

November 7, 2017

TO: Michael Robicheaux ID #79224
FROM: Verna Farmer, Principal V. Farmer
SUBJECT: Dallas ISD's Balance Literacy Classroom Expectations

On Monday, November 6, 2017, I conducted an Early Learning Classroom Checklist Walkthrough with our campus Early Learning Specialist and their supervisor. The Early Learning Dept. has provided support for Dunbar from the beginning of the school year. The specialist have provided feedback to you and helped you with the transition to Dallas ISD's Balanced Literacy. To ensure you are properly instructed and informed about the district and the school's expectations in preparation for our **November 16th Early Learning Walkthrough**, you are hereby directed to correct the following items on the attached checklist including the following:

- Ensure your classroom is decluttered
- Ensure Daily Schedules are Posted Visibly
- Ensure that the school Data Chart is complete
- Ensure that you correct every item that has an "X" on your attached walkthrough form
- Ensure all PreK – 2nd grade student names or posted either on their desk/table or on the back of their chair. **THIS IS NON-NEGOTIBLE**
- Ensure all centers are labeled and organized for students with rules for each center.
- Ensure that all corrections are made by **Monday, November 13th by 3:00 pm.**

Failure to comply with the policies and directives contained in this letter will constitute insubordination and may result in adverse action against you. We are in the 3rd Six-Weeks and everything must follow the expectations outlined for Classroom Arrangement and Classroom Management and Environment for Early Learning.

Your signature below acknowledges that you have received this letter and that you agree to abide by the policies and directives contained within.

Acknowledged and Received:

Print Name: Michael Robicheaux Signature: [Signature]
Employee Employee
Print Name: Verna Farmer Signature: [Signature]
Witness (Optional) Witness (Optional)
Date: 11/7/17

Teacher Intervention Plan

Teacher: Michael Robicheaux Assignment/Grade: 2nd Grade Math ID #: 79224
 Evaluator: Verna Farmer Campus Name: Paul L. Dunbar Learning Center

Performance Area <i>Domain(s)/ Indicator(s) from TEI Performance Rubric</i>	Performance-Improvement Activities <i>Directives for Changes</i>	Indicators of Success <i>Evidence that will be used to determine if teacher/professional behavior has changed</i>	Start Date	End Date
Domain 1 1.1 - Content Expertise 1.2 - Learner Focused 1.4 - Data Usage	- Teacher must collaboratively create rigorous weekly lesson plans with partner Math teacher. - Teacher must use instructional strategies taught during Dallas ISD summer workshop. - Exhibit solid awareness of student misconception. - Accommodates for varied student learning must be in lesson plans and the use of flexible groupings. - Utilize data to design and adjust lessons - Records progress using meaningful and useful analysis	- Math/Science weekly lesson plans - SPOT Observation and Early Learning Specialist Feedback Documentation - SPOT Observations - Lesson Plans and SPOT Observations - Data Dialogue and Intervention Form for the 2nd Six-Weeks Common Assessments compared to the 1st six-weeks data - Three week Benchmark assessment results	November 13, 2017 November 13, 2017 December 1, 2017 November 13, 2017	December 8, 2017 November 16, 2017 December 1, 2017 December 8, 2017
Domain 2 2.1 - Alignment 2.2 - Mastery 2.3 - Delivery	- Establish standards-based objectives that are stated clearly, measurable, and focused towards mastery - Monitor progress toward mastery with checks for understanding - Adjust lesson based on data - Re-teach content to address misunderstandings and differentiate instruction. - Deliver content clearly, accurately, and coherently	- LO's and DOL's displayed daily in Quad - Observed during SPOT Observations - Mastery of DOL artifacts, re-teaching of content not mastered by weekly mini assessments to show mastery - SPOT Observations	November 13, 2017	December 8, 2017

Domain 3 3.1 - Procedures and Systems	- Establish routines, procedures, and transitions that allow for maximized instructional time. - Utilizes efficient techniques to start and end lessons. - Arranges and uses class space to ensure learning outcomes. - Communicate specific, concrete, expectations and norms. - Utilize varied strategies to focus student behaviors without disruption to lesson momentum.	- SPOT Observations - SPOT Observations - Adherence to Early Learning Classroom Arrangement Checklist - SPOT Observation - Effective use of Class Rules and Expectations	November 13, 2017	December 8, 2017
Domain 4 4.1 - Attendance 4.2 - Compliance 4.3 - Professional Development	- Adhere to professional standard of attendance as outlined by district policy. - Develop an efficient system for maintaining accurate up-to-date academic records. - Participate in relevant/current research based professional development	- Biometric clock report audit - GradeSpeed audit - Grade Level, PLC, Professional Development, and Faculty Sign-In Sheets	August 17, 2017	December 8, 2017

My evaluator, principal, and I have discussed this Intervention Plan. My signature does not indicate whether I agree or disagree with this plan.

W. L. V.
Employee Signature

11/10/17
Date

Verne Farmer
Principal's Signature (if principal is not the evaluator)

11-10-17
Date

Verne Farmer
Evaluator's Signature

11-10-17
Date

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FARMER, VERNA (Leadership)

Overall Score 9.5 
Formative

Observation Date 11/16/2017

Observation Type Full

Educator's Section Mathematics - Mathematics 2
(2D)-1509984, 18 students

Domain / Indicator	Score	Comments
SPOT OBSERVATION	9.5  Formative	
2.1 Are All Students Engaged In Well-organized Objective Driven Lesson And Content Appropriate To Standards For Subject, Grade, And Level?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:23 PM Established standards based LO
2.2 Are All Students Able To Master The Learning Objective Appropriate To Standards For Subject, Grade And Level?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:25 PM Sometimes develops a method to measure student mastery (i.e. DOL/exit ticket, projects, etc.)
2.3 Are All Students Able To Understand The Content In A Clear And Cohesive Manner?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:26 PM Teacher models an example of the fraction 1/2 in different forms with familiar objectives
2.4 Are All Students Engaged In Appropriately Challenging/demanding Content?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:28 PM Only half of the students engaged. A hand full of students responded to teachers questions.
3.1 Are All Students Able To Access The Classroom In A Manner That Optimizes On Task Instruction?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:30 PM The academic vocabulary was not visible. Students needed to refer to the AV words as they learned the lesson to tie together and make connections.
3.2 Do All Students Comply With Established And Communicated Expectations For Behavior?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 10:35 PM Small groups students are placed in are unclear. Students are non=compliant
3.3 Do All Students Maintain A Respectful Academically Accountable Classroom?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:02 PM No systems and procedures are in place

Extended comments

Reviewer: FARMER, VERNA

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

12/13/2017 at 10:56:58 PM

Despite the lack of systems and procedure, some students understood the content taught.

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, done to push students to more clearly & accurately understand the concept and why?

12/13/2017 at 11:12:08 PM

Domain 3.1: Procedures and Systems - ensure that you plan your lesson the day before and pull all materials to create small group learning

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include

clear actions, owners and timelines).

12/13/2017 at 11:12:08 PM

Set classroom rules —do not allow students to respond to answers if they do not raise their hands and are called on to provide an answer to the question.

Structures need to be in placed and reinforced everyday.

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FARMER, VERNA (Leadership)

Overall Score 7.5 
Formative

Observation Date 12/07/2017

Observation Type Full

Educator's Section Mathematics - Mathematics 2 (2E)-1509985,
14 students

Domain / Indicator	Score	Comments
SPOT OBSERVATION	7.5  Formative	
2.1 Are All Students Engaged In Well-organized Objective Driven Lesson And Content Appropriate To Standards For Subject, Grade, And Level?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:18 PM Scholar will be able to solve one step and multi step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value including algorithms
2.2 Are All Students Able To Master The Learning Objective Appropriate To Standards For Subject, Grade And Level?	1.5  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:26 PM Given 4 real world problems, scholars will be able to solve one step and multi step word problems involving addition and subtraction within 1,000 using a variety of strategies based on place value at 75%
2.3 Are All Students Able To Understand The Content In A Clear And Cohesive Manner?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:30 PM Teacher implementing 20 minute small group instruction with other stations clearly defined and set-up
2.4 Are All Students Engaged In Appropriately Challenging/demanding Content?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:32 PM Other students reviewed concepts previously taught at stations —money, 1 station, place value, addition, and word problem stations
3.1 Are All Students Able To Access The Classroom In A Manner That Optimizes On Task Instruction?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:33 PM Small group stations were in place
3.2 Do All Students Comply With Established And Communicated Expectations For Behavior?	1.0  Progressing	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:35 PM They were working fairly well on this day without major disruptions
3.3 Do All Students Maintain A Respectful Academically Accountable Classroom?	0.5  Unsatisfactory	Reviewer Comments: FARMER, VERNA 12/13/2017 at 11:38 PM Need to set high expectations for learning in classrooms

Extended comments

Reviewer: FARMER, VERNA

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

12/13/2017 at 11:41:46 PM

Continue to demonstrate Early Learning Math PD on small group instruction

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, or done to push students to more clearly & accurately understand the concept and why?

12/13/2017 at 11:41:46 PM

Domain 3.3: Climate and Culture

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners and timelines).

12/13/2017 at 11:41:46 PM

Continue to develop small group instruction and stations

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FARMER, Verna (Leadership)

Overall Score 8.5 
Formative

Observation Date 01/16/2018

Observation Type Full

Educator's Section Science/Health - Science/Health 2
(2D)-1510027, 18 students

Domain / Indicator	Score	Comments
SPOT OBSERVATION	8.5  Formative	
2.1 Are All Students Engaged In Well-organized Objective Driven Lesson And Content Appropriate To Standards For Subject, Grade, And Level?	0.5  Unsatisfactory	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:32 PM Little to no evidence of : An aligned, standards-based lesson objective. Last weeks LO still posted
2.2 Are All Students Able To Master The Learning Objective Appropriate To Standards For Subject, Grade And Level?	0.5  Unsatisfactory	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:32 PM Little to no evidence of a method to measure student mastery. Last weeks DQL posted
2.3 Are All Students Able To Understand The Content In A Clear And Cohesive Manner?	1.5  Progressing	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:39 PM Teacher discussing the weather during the science block. They were asked ways they can determine the weather. Uses limited verbal and nonverbal techniques to convey concepts and their value with some irrelevant information or with some non-academic language
2.4 Are All Students Engaged In Appropriately Challenging/demanding Content?	1.5  Progressing	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:41 PM The level of rigor was not challenging. Students were asked to draw a picture of what the weather looked like outside. Appropriate usage of varying of questions and suggestions that help push student understanding of the content, but not beyond initial thinking
3.1 Are All Students Able To Access The Classroom In A Manner That Optimizes On Task Instruction?	1.5  Progressing	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:44 PM Some students are engaged and 3 boys have their heads down on their desk and not engaged. Some loss of instructional time due to inappropriate or off-task student behavior - Some rules, routines and procedures are in place but are leniently enforced and require significant teacher prompting. Students are idle for short periods of time while waiting for the teacher
3.2 Do All Students Comply With Established And Communicated Expectations For Behavior?	1.5  Progressing	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:48 PM For the most part, the students were compliant Some students follow behavior expectations and/or directions
3.3 Do All Students Maintain A Respectful Academically Accountable Classroom?	1.5  Progressing	Reviewer Comments: FARMER, Verna 01/16/2018 at 6:49 PM Students behavior much better than normal. Keeps half of the students engaged by using a limited range of engagement strategies, and misses several opportunities to use a strategy

Extended comments

Reviewer: FARMER, Verna

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

01/16/2018 at 06:53:15 PM

Student behavior has improved

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners and timelines).

01/16/2018 at 06:53:15 PM

Post current lesson plans in folders and change out your LO and DOL

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, or done to push students to more clearly & accurately understand the concept and why?

01/16/2018 at 06:53:15 PM

Domain 3 - Procedures and Systems

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FARMER, Verna (Leadership)

Overall Score 7.5 
Formative

Observation Date 01/22/2018

Observation Type Full

Educator's Section Mathematics - Mathematics 2 (2E)-1509985,
14 students

Domain / Indicator	Score	Comments
SPOT OBSERVATION	7.5  Formative	
2.1 Are All Students Engaged In Well-organized Objective Driven Lesson And Content Appropriate To Standards For Subject, Grade, And Level?	1.5  Progressing	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:07 PM Little to no evidence that instructional goals are appropriately demanding for grade, course, time in school year, and/or IEP goals
2.2 Are All Students Able To Master The Learning Objective Appropriate To Standards For Subject, Grade And Level?	1.5  Progressing	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:07 PM Does not assess student growth at lesson closure in a manner appropriate to mode of instruction
2.3 Are All Students Able To Understand The Content In A Clear And Cohesive Manner?	1.5  Progressing	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:10 PM Teacher is providing a lesson on deposits and withdrawals. Teacher mentioned to look at a pattern for students to observe but, did not elaborate to help students draw conclusion.
2.4 Are All Students Engaged In Appropriately Challenging/demanding Content?	2.0  Proficient	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:10 PM Using Class Dojo to choose students to answer questions
3.1 Are All Students Able To Access The Classroom In A Manner That Optimizes On Task Instruction?	1.0  Progressing	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:14 PM Classroom set with groups of 4 students. Some students were in their groups. Messy areas around student desk. Much loss of instructional time due to inappropriate or off-task student behavior leading to lack of clarity and disruption of learning
3.2 Do All Students Comply With Established And Communicated Expectations For Behavior?	0.0  Unsatisfactory	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:13 PM No expectations for behavior—took 5 minutes to correct behavior Very few students follow behavior expectations and/or behaviors
3.3 Do All Students Maintain A Respectful Academically Accountable Classroom?	0.0  Unsatisfactory	Reviewer Comments: FARMER, Verna 02/15/2018 at 3:15 PM Tried to have students raise their hands. They still yell out cannot sit down – other students calling out the answers. Students seldom interact positively and respectfully with each other

Extended comments

Reviewer: FARMER, Verna

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

02/15/2018 at 03:20:06 PM

Trying to teacher money and how it works.

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked,

or done to push students to more clearly & accurately understand the concept and why?

02/15/2018 at 03:20:06 PM

Domain 3.3 - Climate and Culture

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners and timelines).

02/15/2018 at 03:20:06 PM

Classroom discipline regressed today. The K-2 MMCI Class you have been directed to attend strategies are not visible or implemented in your classroom.



PAUL L. DUNBAR LEARNING CENTER



Motto: "We believe because, I believe in ME!"

ADMINISTRATIVE NOTICE

TO: Mr. Robicheaux

Date: 2-5-18

FROM:

- ☒ V. Farmer, Principal
☐ D. Jones, AP
☐ B. Foster, AP

CC: Personnel File
 Teacher Copy

*Meet with him
3:15 pm*

As you are aware, we each have various assignments to ensure the smooth operations of our campus. As a team, we can ensure that an educational climate of excellence prevails.

THE FOLLOWING WAS OBSERVED TODAY:

- ☐ Failed to call the main office and notify the appropriate personnel of your absence and return date by the designated time. TEI 4.1
- ☐ Failed to call the main office to say you were late, but never arrived on campus. TEI 4.1
- ☐ Failed to clock in on time. Signed in at _____ on _____ (date). TEI 4.1
- ☒ Failed to maintain six weeks grades according to district policy. TEI 4.2
- ☒ Failed to have LO/DOL/Agenda posted when I visited your class. Date: 2/5 *not up to date* TEI 2.1
- ☒ Failed to have current student generated work/word walls/graphic organizers displayed. TEI 2.2 *old*
- ☒ Failed to have lesson plans and/or seating chart/substitute folder available during your absence. TEI 1.5 *no instructional calendar*
- ☐ Failed to mark attendance correctly or complete a correction form when requested. TEI 4.2
- ☐ Failed to submit attendance. TEI 4.2
- ☐ Failed to send electronic student referral to administrator TEI 4.2
- ☐ Failed to be in your classroom with your students on _____ at _____. TEI 4.2
- ☐ Failed to be in the hallway during passing periods. TEI 4.2
- ☐ Failed to attend a scheduled faculty meeting/department meeting/ PLC. TEI 4.3
- ☐ Failed to attend a required staff development session. TEI 4.3
- ☐ Failed to submit _____ on time. TEI 4.2
- ☐ Put student out of class and sent student to an administrator's office without proper documentation. TEI 4.2
- ☐ Failed to follow campus policy "no passes allowed." TEI 4.2, 3.1
- ☐ Dismissed students too early for lunch. TEI 4.2, 3.1
- ☐ Dismissed/released class before the end of the period. TEI 4.2, 3.1
- ☐ Left the campus/job assignment without informing the appropriate personnel. TEI 4.2
- ☐ Did not escort/pick-up students from assembly or event. TEI 4.2
- ☐ Insubordinate and/or unprofessional behavior. TEI 4.2
- ☒ Other/Additional Comments Last lesson plan Week 1-22, no anchor charts

Note: Please sign and return to the administrator below. We will make a copy for your record/file.

Your signature is not an indication of agreement. It is an indication that you have received this copy. Thank you.

Administrative Signature

Mr. Farmer

Employee Signature

ml vx

Core Values: Accountability for All, Collaboration and Teamwork, Maximized Time on Task

Intensive Support Network Classroom Look Fors

Teacher: Mr. Eduechian Date: 2-5-18

ISN Look Fors	Notes / Feedback
ISN Quad	X
Data Wall	X
Interactive Word Wall	X
Writing Journals (RLA)	X
Silent Sustained Reading (RLA)	X
Interactive Notebooks (Math, Science, SS)	X
Anchor Charts	X
Multiple Response Strategies	Not observed
Student Work Wall	Old work 9/13
Student Engagement	Some off track
Lesson Plans posted (Posted and on Google)	Not up-to-date
Instructional Planning Calendars (Posted and on Google)	Not up-to-date

DISD - Biometric Timeclock Information by Date
01-AUG-17 - 20-FEB-18

Report Date: 20-FEB-2018 10:17
Page: 1 of 4

DUNBAR ELEMENTARY

Employee Name	Empl #	Date Worked	Hours	Total Hours	Time In	Time Out	Time Clock	Element Name
ROBICHEAUX, MICHAEL RYAN II	79224	07-AUG-2017 MON	8.0	8.0				
		08-AUG-2017 TUE	8.0	8.0				
		09-AUG-2017 WED	8.0	8.0				
		10-AUG-2017 THU	8.0	8.0				
		11-AUG-2017 FRI	8.0	8.0				
		14-AUG-2017 MON	8.0	8.0				
		15-AUG-2017 TUE	8.0	8.0				
		16-AUG-2017 WED	8.0	8.0	07:48 AM			139F-DUNBAR ES
		17-AUG-2017 THU	8.0	8.0	07:55 AM			139F-DUNBAR ES
		18-AUG-2017 FRI	8.0	8.0	07:33 AM			139F-DUNBAR ES
		21-AUG-2017 MON	8.0	8.0	08:05 AM			139F-DUNBAR ES
		22-AUG-2017 TUE	8.0	8.0	07:58 AM			139F-DUNBAR ES
		23-AUG-2017 WED	8.0	8.0	08:05 AM			139F-DUNBAR ES
		24-AUG-2017 THU	8.0	8.0	07:57 AM			139F-DUNBAR ES
		25-AUG-2017 FRI	8.0	8.0	07:54 AM			139F-DUNBAR ES
		28-AUG-2017 MON	8.0	8.0	07:30 AM			139F-DUNBAR ES
		29-AUG-2017 TUE	8.0	8.0	07:27 AM			139F-DUNBAR ES
		30-AUG-2017 WED	8.0	8.0	07:36 AM			139F-DUNBAR ES
		31-AUG-2017 THU	8.0	8.0	07:32 AM			139F-DUNBAR ES
		01-SEP-2017 FRI	8.0	8.0	07:43 AM			139F-DUNBAR ES
		04-SEP-2017 MON						-ONE HOLIDAY NO PAY
		05-SEP-2017 TUE	8.0	8.0	07:41 AM			139F-DUNBAR ES
		06-SEP-2017 WED	8.0	8.0	07:38 AM			139F-DUNBAR ES
		07-SEP-2017 THU	8.0	8.0	07:31 AM			139F-DUNBAR ES
		08-SEP-2017 FRI	8.0	8.0	07:30 AM			139F-DUNBAR ES
		11-SEP-2017 MON	8.0	8.0	07:50 AM			139F-DUNBAR ES
		12-SEP-2017 TUE	8.0	8.0	07:39 AM			139F-DUNBAR ES
		13-SEP-2017 WED	8.0	8.0	07:50 AM			139F-DUNBAR ES
		14-SEP-2017 THU	8.0	8.0	07:53 AM			139F-DUNBAR ES
		15-SEP-2017 FRI	8.0	8.0	07:41 AM			139F-DUNBAR ES
		18-SEP-2017 MON	8.0	8.0	08:04 AM			139F-DUNBAR ES
		19-SEP-2017 TUE	8.0	8.0	08:03 AM			139F-DUNBAR ES
		20-SEP-2017 WED	8.0	8.0	07:41 AM			139F-DUNBAR ES
		21-SEP-2017 THU	8.0	8.0	07:40 AM			139F-DUNBAR ES
		22-SEP-2017 FRI	8.0	8.0	07:38 AM			139F-DUNBAR ES
		25-SEP-2017 MON	8.0	8.0	07:42 AM			139F-DUNBAR ES
		26-SEP-2017 TUE	8.0	8.0	07:46 AM			139F-DUNBAR ES
		27-SEP-2017 WED	8.0	8.0	07:38 AM			139F-DUNBAR ES
		28-SEP-2017 THU	8.0	8.0	07:41 AM			139F-DUNBAR ES

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DISD - Biometric Timeclock Information by Date
01-AUG-17 - 20-FEB-18

Report Date: 20-FEB-2018 10:17
Page: 2 of 4

DUNBAR ELEMENTARY

Employee Name	Empl #	Date Worked	Hours	Total Hours	Time In	Time Out	Time Clock	Element Name
ROBICHEAUX, MICHAEL RYAN II	79224	25-SEP-2017 FRI	8.0	8.0	07:41 AM			139F-DUNBAR ES
		02-OCT-2017 MON	8.0	8.0	07:41 AM			139F-DUNBAR ES
		03-OCT-2017 TUE	8.0	8.0	07:49 AM			139F-DUNBAR ES
		04-OCT-2017 WED	8.0	8.0	07:38 AM			139F-DUNBAR ES
		05-OCT-2017 THU	8.0	8.0	06:33 AM			139F-DUNBAR ES
		06-OCT-2017 FRI	8.0	8.0				AESOP
		09-OCT-2017 MON	8.0	8.0	07:21 AM			139F-DUNBAR ES
		10-OCT-2017 TUE	8.0	8.0	07:30 AM			139F-DUNBAR ES
		11-OCT-2017 WED	8.0	8.0	07:40 AM			139F-DUNBAR ES
		12-OCT-2017 THU	11.3	11.3	07:40 AM	06:57 PM		139F-DUNBAR ES
		13-OCT-2017 FRI	8.0	8.0				FAIR FAIR DAY
		16-OCT-2017 MON	8.0	8.0	07:48 AM			139F-DUNBAR ES

FBUS PERS BUS

17-OCT-2017 TUE	8.0	07:48 AM	139F-DUNBAR ES
18-OCT-2017 WED	8.0	07:49 AM	139F-DUNBAR ES
19-OCT-2017 THU	8.0	07:43 AM	139F-DUNBAR ES
20-OCT-2017 FRI	8.0	07:50 AM	139F-DUNBAR ES
23-OCT-2017 MON	8.0	07:34 AM	139F-DUNBAR ES
24-OCT-2017 TUE	8.0	07:39 AM	139F-DUNBAR ES
25-OCT-2017 WED	8.0	07:32 AM	139F-DUNBAR ES
26-OCT-2017 THU	8.0	07:33 AM	139F-DUNBAR ES
27-OCT-2017 FRI	8.0	07:32 AM	139F-DUNBAR ES
30-OCT-2017 MON	8.0	07:32 AM	139F-DUNBAR ES
31-OCT-2017 TUE	8.0	07:48 AM	139F-DUNBAR ES
01-NOV-2017 WED	8.0	07:43 AM	139F-DUNBAR ES
02-NOV-2017 THU	8.0	07:37 AM	139F-DUNBAR ES
03-NOV-2017 FRI	8.0	07:27 AM	139F-DUNBAR ES
05-NOV-2017 MON	8.0	07:44 AM	139F-DUNBAR ES
07-NOV-2017 TUE	8.0	07:41 AM	139F-DUNBAR ES
08-NOV-2017 WED	8.0	07:41 AM	139F-DUNBAR ES
09-NOV-2017 THU	8.0	07:39 AM	139F-DUNBAR ES
10-NOV-2017 FRI	8.0	07:36 AM	139F-DUNBAR ES
13-NOV-2017 MON	8.0	07:43 AM	139F-DUNBAR ES
14-NOV-2017 TUE	8.0	07:42 AM	139F-DUNBAR ES
15-NOV-2017 WED	8.0	07:54 AM	139F-DUNBAR ES
16-NOV-2017 THU	8.0	07:39 AM	139F-DUNBAR ES
17-NOV-2017 FRI	8.0	07:38 AM	139F-DUNBAR ES
20-NOV-2017 MON			
21-NOV-2017 TUE			
22-NOV-2017 WED			
23-NOV-2017 THU			
24-NOV-2017 FRI			

PILL PERSONAL ILL ~~3~~

HNP HOLIDAY NO PAY
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DISD - Biometric Timeclock Information by Date
01-AUG-17 - 20-FEB-18

DUNBAR ELEVATORY

Employee Name	Empl #	Date Worked	Hours	Time In	Time Out	Time Clock	Element Name
ROBICHEAUX, MICHAEL RYAN II	79224	27-NOV-2017 MON	8.0	07:39 AM		139F-DUNBAR ES	
		28-NOV-2017 TUE	8.0	07:48 AM		139F-DUNBAR ES	
		29-NOV-2017 WED	8.0	07:44 AM		139F-DUNBAR ES	
		30-NOV-2017 THU	8.0	07:43 AM		139F-DUNBAR ES	
		01-DEC-2017 FRI	8.0	07:44 AM		139F-DUNBAR ES	
		04-DEC-2017 MON	8.0	07:45 AM		139F-DUNBAR ES	
		05-DEC-2017 TUE	7.6	07:46 AM	03:19 PM	139F-DUNBAR ES	TUTOR
		06-DEC-2017 WED	0.1	03:19 PM		139F-DUNBAR ES	
		07-DEC-2017 THU	8.0	07:46 AM		139F-DUNBAR ES	
		08-DEC-2017 FRI	8.0	07:40 AM		139F-DUNBAR ES	
		11-DEC-2017 MON	8.0	07:44 AM		139F-DUNBAR ES	
		12-DEC-2017 TUE	8.0	07:55 AM		139F-DUNBAR ES	
		13-DEC-2017 WED	8.0			AESOP	PBUS PERS BUS X
		14-DEC-2017 THU	8.0			AESOP	WC WORKERS COME X
		15-DEC-2017 FRI	8.0				
		18-DEC-2017 MON	8.0	07:44 AM		139F-DUNBAR ES	
		19-DEC-2017 TUE	8.0				
		20-DEC-2017 WED	8.0				
		21-DEC-2017 THU	8.0				
		22-DEC-2017 FRI	8.0				
		25-DEC-2017 MON	8.0				
		26-DEC-2017 TUE	8.0				
		27-DEC-2017 WED	8.0				
		28-DEC-2017 THU	8.0				
		29-DEC-2017 FRI	8.0				
		01-JAN-2018 MON	8.0				
		02-JAN-2018 TUE	8.0				
		03-JAN-2018 WED	8.0				
		04-JAN-2018 THU	8.0				
		05-JAN-2018 FRI	8.0				
		08-JAN-2018 MON	8.0	07:48 AM		139F-DUNBAR ES	

PILL PERSONAL ILL ~~3~~
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HNP HOLIDAY NO PAY

09-JAN-2018 TUE	8.0	8.0	07:25 AM	139F-DUNBAR ES
10-JAN-2018 WED	8.0	8.0	07:27 AM	AESOP
11-JAN-2018 THU	8.0	8.0	07:48 AM	139F-DUNBAR ES
12-JAN-2018 FRI	8.0	8.0	07:48 AM	139-DUNBAR ES
15-JAN-2018 MON	8.0	8.0	08:41 AM	139-DUNBAR ES
16-JAN-2018 TUE	8.0	8.0	08:05 AM	139F-DUNBAR ES
17-JAN-2018 WED	11.8	11.8	07:15 AM	139F-DUNBAR ES
18-JAN-2018 THU	8.0	8.0	07:53 AM	139-DUNBAR ES
19-JAN-2018 FRI	8.0	8.0		

FILL FAMILY ILL
FNP HOLIDAY NO PAY

Report Date: 20-FEB-2018 10:17
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DISD - Biometric Timeclock Information by Date
01-AUG-17 - 20-FEB-18

DUNBAR ELEMENTARY

Employee Name	Smp#	Date Worked	Hours	Time In	Time Out	Time Clock	Element Name
ROBICHEAUX, MICHAEL RYAN II	79224	22-JAN-2018 MON	8.0	08:08 AM		139F-DUNBAR ES	
		23-JAN-2018 TUE	8.0	07:29 AM		139F-DUNBAR ES	
		24-JAN-2018 WED	8.0	07:17 AM		139F-DUNBAR ES	
		25-JAN-2018 THU	8.0	07:37 AM		139F-DUNBAR ES	
		26-JAN-2018 FRI	8.0	07:40 AM		139F-DUNBAR ES	
		29-JAN-2018 MON	8.0	07:58 AM		139F-DUNBAR ES	
		30-JAN-2018 TUE	8.0			AESOP	PILL PERSONAL ILL
		31-JAN-2018 WED	8.0			AESOP	PILL PERSONAL ILL
		01-FEB-2018 THU	8.0			AESOP	PILL PERSONAL ILL
		02-FEB-2018 FRI	8.0			AESOP	PILL PERSONAL ILL
		05-FEB-2018 MON	8.0	07:47 AM		139F-DUNBAR ES	
		06-FEB-2018 TUE	8.0	07:22 AM		139F-DUNBAR ES	
		07-FEB-2018 WED	8.0	07:16 AM		139F-DUNBAR ES	
		08-FEB-2018 THU	8.0	06:56 AM		139F-DUNBAR ES	
		09-FEB-2018 FRI	8.0	07:36 AM		139F-DUNBAR ES	
		12-FEB-2018 MON	8.0	07:35 AM		139F-DUNBAR ES	
		13-FEB-2018 TUE	8.0	07:37 AM		139F-DUNBAR ES	
		14-FEB-2018 WED	8.0	07:07 AM		139F-DUNBAR ES	
		15-FEB-2018 THU	8.0	07:15 AM		139F-DUNBAR ES	
		16-FEB-2018 FRI	8.0	07:37 AM		139F-DUNBAR ES	
		19-FEB-2018 MON	8.0			AESOP	PILL PERSONAL ILL
		20-FEB-2018 TUE	8.0				

Total: 998.8

2nd Grade Math Intervention Plan

1. Whole class review of low student expectations
2. Small group review of low student expectations with center review stations (I-Station, teacher-led station, hands-on station, etc.)
3. After-school tutoring of targeted student expectations
4. Using designated supports with students; drawing base ten blocks, number lines, place value chart, and hundreds chart
5. Thanksgiving holiday packet of low student expectations

Low Student Expectations-ACP Blueprint

SEs	Percentage
2.2B-Use standard, word, and expanded forms to represent numbers up to 900.	55%
2.2D-Use place value to compare and order whole numbers up to 900 using comparative language, numbers, and symbols.	14%
2.2F-Name the whole number that corresponds to a specific point on a number line.	45%
2.4B-Add up to four two-digit numbers and subtract two-digit numbers using mental strategies and algorithms based on knowledge of place value and properties of operations.	56%
2.5A-Determine the value of a collection of coins up to one dollar.	58%

*Additional SEs to be tested on ACP:

2.3D-Identify examples and non-examples of halves, fourths, and eighths.

2.4D-Generate and solve problem situations for a given mathematical number sentence involving addition and subtraction of whole numbers within 50

2.8B-Classify and sort three-dimensional solids

Local Assessment Data Sheet

Content: 2nd Grade Math Assessment Name: 2nd Six Weeks Common Assessment Teacher/Class: Robicheaux 2D

[illegible]

Local Assessment Data Sheet

Content: 2nd Grade Math Assessment Name: 2nd Six Weeks Common Assessment Teacher/Class: Robicheaux 2E

Quintile 1		Quintile 2		Quintile 3		Quintile 4		Quintile 5	
Does Not Meet		Approaches		Checkpoint		Meets		Masters	
0% - 52%		53% - 58%		59% - 74%		75% - 88%		89% - 100%	
[REDACTED]	33.3%			[REDACTED]	61.1%	[REDACTED]	77.8%	[REDACTED]	94.4%
[REDACTED]	50%			[REDACTED]	72.2%	[REDACTED]	77.8%		
[REDACTED]	44.4%			[REDACTED]	72.2%				
[REDACTED]	27.8%			[REDACTED]	72.2%				
				[REDACTED]	66.7%				
				[REDACTED]	72.2%				
				[REDACTED]	61.1%				
				[REDACTED]	50 %				
Declined				Grew < 10%				Grew > 10%	

Assessment Name _____

Teacher/Class: _____

[illegible]

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FOSTER, BRANDON (Leadership)

Overall Score 8.5 
Formative

Observation Date 03/07/2018

Observation Type Full

Post-Obs. Conference 03/19/2018

Educator's Section Mathematics - Mathematics 2 (2E)-1509985,
15 students

Confirmation of receipt By selecting "Acknowledge" you are indicating receipt of this document. Your signature does not indicate agreement or disagreement with the information reflected in the document.

Signed By :

Reviewer

BRANDON FOSTER ID# 74817

03/07/18

Educator

MICHAEL ROBICHEAUX ID# 79224

03/07/18

Domain / Indicator**Score****Comments****EXTENDED: INSTRUCTIONAL PRACTICE**6.0 

Formative

Reviewer Comments:

FOSTER, BRANDON 03/07/2018 at 5:08 PM

The instructional component of the lesson was decent, but if indicator 2.4 was improved it would help with the classroom management issues. The students completed the task easily and then started to use the idle time to mess with each other.

2.1 Structures Well-organized Objective Driven Lesson
And Content Appropriate To Standards For Subject,
Grade, And Level

1.5 

Progressing

Reviewer Comments:

FOSTER, BRANDON 03/07/2018 at 5:08 PM

SWBAT tell time to the nearest minute using analog clocks. The teacher focuses students at the beginning and throughout the lesson so that most can clearly explain based on their subject, grade, and level: Student was asked what they were learning about and the student responded time, and I asked why and the student replied: "I don't know."

2.2 Ensures Mastery Of Learning Objective Appropriate
To Standards For Subject And Grade

2.0 

Proficient.

Reviewer Comments:

FOSTER, BRANDON 03/07/2018 at 4:55 PM

The DOL could be identified at lesson closure in a manner appropriate to mode of instruction. The DOL was able to be completed independently at a high level by most students. When I checked the student's worksheets it was evident that most of the students mastered the standard.

2.3 Explains Instructional Content Clearly And Cohesively

1.5 

Progressing

Reviewer Comments:

FOSTER, BRANDON 03/07/2018 at 5:02 PM

The teacher used a song to help the students count by five to recognize the minutes on the clock. The teacher then modeled different times on the computer with an analog and digital clock. The delivery supported the learning of the posted objective. This would be an excellent opportunity to walk around and have the students show you the time on their clocks.

2.4 Engages Students In Appropriately Challenging
Content

1.0 

Progressing.

Reviewer Comments:

FOSTER, BRANDON 03/07/2018 at 5:05 PM

The teacher had some appropriate usage of varying of questions and suggestions that help push student understanding of the content, but not beyond initial thinking. The students got bored easily and were able to master the TEK with little effort. This would have been an excellent place to introduce word problems that dealt with time and even addition and subtraction problems dealing with time to stretch their thoughts.

Domain / Indicator	Score	Comments
EXTENDED: CLASSROOM CULTURE	2.5 Formative	Reviewer Comments: FOSTER, BRANDON 03/07/2018 at 5:25 PM This section of your evaluation can vastly improve if you have students working bell to bell with less idle time. When the students were working they were engaged but the second they finished and did not have anything extra to do they started fighting and disrupting the learning environment.
3.1 Organizes Classrooms To Allow For Optimal On Task Instruction	0.5 Unsatisfactory	Reviewer Comments: FOSTER, BRANDON 03/07/2018 at 5:19 PM The desks are arranged haphazardly and not really conducive to a learning environment. There is an ample amount of loss of instructional time due to inappropriate or off-task student behavior leading to lack of clarity and disruption of learning. Students scream shut-up and that they just want to listen to other students in the classroom. Students ask to use the bathroom repeatedly during the whole group instruction and it is evident that there are non-existent or inefficient routines and procedures in place. Very little of the class space supports and extends learning. The small group table is covered in random papers which only allows Mr. Robicheaux space to work with one student.
3.2 Establishes, Communicates, And Maintains Clear Expectations For Student Behavior	1.0 Progressing.	Reviewer Comments: FOSTER, BRANDON 03/07/2018 at 5:18 PM Mr. Robicheaux generally responds to off-task behavior, however, sometimes does not respond appropriately and the response results in only some positive behavioral change. Students continue to hit each other or exhibit off-task behavior.
3.3 Maintains A Respectful Academically Accountable Classroom	1.0 Progressing.	Reviewer Comments: FOSTER, BRANDON 03/07/2018 at 5:23 PM Students seldom interact positively and respectfully with each other. There is a lot of fighting and arguing between the teacher and tattle-telling. Class Dojo was on Mr. Robicheaux phone, but it would have been great to hear the points being added or deducted from the computer.

Extended comments

Reviewer: FOSTER, BRANDON

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

03/07/2018 at 05:28:51 PM

The students were able to master the TEK and was eager to demonstrate how much they learned.

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, or done to push students to more clearly & accurately understand the concept and why?

03/07/2018 at 05:28:51 PM

How could you have embedded more challenging content to help reduce the idle time after the students mastered the concept?

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners and timelines)

03/07/2018 at 05:28:51 PM

1. Have additional work ready for students who finish early 2. Connect Class Dojo on your computer so they can hear points being added or deducted. 3. Arrange the desk in a manner that is conducive to learning. 4. Set clear expectations. 5. Whenever you model a problem, make the students write down what you have modeled.

ROBICHEAUX, MICHAEL Educator at Paul L Dunbar Learning Center

ID# 79224

Reviewed By FOSTER, BRANDON (Leadership) Overall Score 30.5

Observation Date 03/26/2018

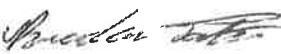
Observation Type Full

Post-Obs. Conference 03/26/2018

Educator's Section Mathematics - Mathematics 2 (2E)-1509985, 15 students

Confirmation of receipt By selecting "Acknowledge" you are indicating receipt of this document. Your signature does not indicate agreement or disagreement with the information reflected in the document.

Signed By: 

Reviewer 

BRANDON FOSTER ID# 74817

03/26/18

Domain / Indicator	Weights	Score	Comments
SUMMATIVE: PLANNING & PREPARATION		3.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 11:04 AM This is the area that intertwines with the classroom management in your classroom. If the preparation and lesson design were more intentional, the classroom management piece would follow. Using assessment data to provide a data-driven environment would also allow the students to engage in a self-correcting behavior. Lastly, allowing data to drive your small groups and differentiating your students based on ability would allow you to provide work for those students who finish fast and disrupt the class.
1.1 Demonstrates Knowledge Of Content, Concepts, And Skills	1 x Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 10:53 AM Mr. Robicheaux demonstrates familiarity with the content, and Mr. Robicheaux is aware of prerequisite knowledge, key concepts, and skills, and can accurately convey information to students. However, Mr. Robicheaux expresses some awareness of gaps in student learning and may not plan for common student misconceptions.
1.2 Utilizes Formal And Informal Knowledge Of Students In Lesson Design	1 x Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 10:43 AM Mr. Robicheaux obtains knowledge of students through passive means, as needed. Mr. Robicheaux understands the academic level of each of students but often fails to differentiate work according to their skill level.
1.3 Plans And Selects Aligned Formative And Summative Assessments	1 x Score	0.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 10:46 AM Mr. Robicheaux some assessments are planned or selected prior to designing instructional activities. There is minimal evidence of alignment of rigor between assessments and corresponding standard(s), and assessment method is often at a low level of rigor (as defined by the level of cognition required). The test scores have also regressed significantly from ACP data.
1.4 Analyzes And Integrates Student Performance Data To Inform Instructional Decisions	1 x Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 10:48 AM Mr. Robicheaux is sometimes able to identify student deficiencies and but struggles to act on data through re-teaching and to adjust

Domain / Indicator	Weights	Score	Comments
			lesson design and learning goals. About half of the students know their progress toward mastery.
1.5 Develops Appropriately Challenging Standards-based Units And Lessons That Accommodate Prerequisite Relationships Among Concepts And Skills	1 × Score	0.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 10:53 AM Lesson plans rarely (less than half of the time), if at all, include daily objectives and do not provide students multiple opportunities to engage in the appropriate level of rigor required by objectives.
SUMMATIVE: INSTRUCTIONAL PRACTICE		16.5	Reviewer Comments: FOSTER, BRANDON 03/25/2018 at 12:17 PM The lessons are well-intentioned, but the lack of preparation overshadows the effectiveness of the teaching. This domain would improve and can be proficient, but the ineffective planning directly impacts the instructional delivery.
2.1 Structures Well-organized Objective Driven Lesson And Content Appropriate To Standards For Subject, Grade, And Level	3.3 × Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 11:19 AM Focuses students at the beginning and throughout the lesson, but only half can clearly explain based on their the subject, grade, and level: Some instructional goals are appropriate for grade, course, and time in the school year. However, only half of the students can articulate based on their subject, grade, and level:
2.2 Ensures Mastery Of Learning Objective Appropriate To Standards For Subject And Grade	3.3 × Score	2.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 11:22 AM Can be identified at lesson closure in a manner appropriate to mode of instruction. The lesson objective could be completed independently at a high level by most students.
2.3 Explains Instructional Content Clearly And Cohesively	3.3 × Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 11:24 AM Uses limited verbal and nonverbal techniques to convey concepts and their value with some irrelevant information or with some non-academic language.
2.4 Engages Students In Appropriately Challenging Content	3.3 × Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 11:46 AM Uses a limited repertoire of response and instructional strategies that: Engage only half of the students, but may not be tightly linked to the lesson objective(s)
SUMMATIVE: CLASSROOM CULTURE		3.3	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:27 PM This domain is where the most improvement needs to happen for you to be successful as a classroom teacher. The classroom culture is not welcoming, and the students consistently fight and bicker amongst each other. The effort is there on your part to redirect negative behavior, but it is evident that students have tuned you out.
3.1 Organizes Classrooms To Allow For Optimal On Task Instruction	3.3 × Score	0.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:20 PM There is much loss of instructional time due to inappropriate or off-task student behavior leading to lack of clarity and disruption of learning. There are non-existent or inefficient routines, rules, and procedures leading the teacher to direct every activity. The transitions are long and fully directed by the teacher. Students sit idly waiting for directions for significant periods of time. Students are frequently disengaged or left with nothing meaningful to do.
3.2 Establishes, Communicates, And Maintains Clear Expectations For Student Behavior	3.3 × Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/25/2018 at 12:20 PM The teacher generally responds to off-task behavior, however, sometimes does not respond appropriately and the response results in only some positive behavioral change.
3.3 Maintains A Respectful Academically Accountable Classroom	3.3 × Score	0.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:23 PM Students seldom interact positively and respectfully with each other. There is a lot of fighting and tattle-telling in the classroom.

Domain / Indicator	Weights	Score	Comments
SUMMATIVE: PROFESSIONALISM & COLLABORATION			Students consistently put each other down and do not value other students answers or opinions
		7.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:47 PM The attendance and data-driven discussion is an area of opportunity for you. You definitely express a willingness to learn and improve your pedagogy, however even though you implement the suggestions rarely are they implemented with fidelity.
4.1 Models Good Attendance For Students	1 x Score	0.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:32 PM Mr. Robicheaux has poor attendance (misses 6 or more days). Sometimes does not leave directions and lessons for substitutes. Frequently misses deadlines and/or arrives late.
4.2 Follows Policies, Procedures, And Maintains Accurate Student Records	1 x Score	2.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 1:23 PM Attends meetings on school-wide operating procedures, and implements them as required.
4.3 Exhibits A Commitment To Continual Professional Growth	1 x Score	2.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:39 PM Consistently engages in current research-based job-embedded professional development activities. Accurately self-reflects on practice and welcomes feedback.
4.4 Engages In Collaborative Relationships With Colleagues To Support Learning Community	1 x Score	1.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:42 PM Maintains cordial relationships with most colleagues to fulfill the duties that the school requires.
4.5 Establishes Relationships With Families And Communities Through Meaningful Ongoing Communication	1 x Score	2.0	Reviewer Comments: FOSTER, BRANDON 03/26/2018 at 12:48 PM Mr. Robicheaux encourages family involvement in the classroom and school-wide activities and in student learning.
SUMMATIVE: BASE POINT		0.7	
Base Point: EVALUATORS SHOULD SELECT A SCORE OF 1 FOR ALL TEACHERS BEING EVALUATED	0.7 x Score	1.0	

Extended comments

Reviewer: FOSTER, BRANDON

PRAISE - What were the instructional strengths of the lesson and what did that look like with respect to student actions?

03/26/2018 at 01:00:44 PM

The students were able to complete the DOL at a high level and eager to demonstrate what they learned.

QUESTION - Which indicator has the most potential to be improved that ties into what the teacher could have said, asked, or done to push students to more clearly & accurately understand the concept and why?

03/26/2018 at 01:00:44 PM

The Planning and Preparation of your lesson can be executed at a higher level. This would negate the idle time that students spend waiting for the next assignment or task.

POLISH/NEXT STEP - What specific instructional practices will you and the teacher develop over the next cycle? (include clear actions, owners and timelines)

03/26/2018 at 01:00:44 PM

Have additional work ready for those students who finish early. If students exhibit mastery on a specific TEK then use the data to reteach areas where they struggled in. Arrange desks in a manner that is conducive to learning. Set clear expectations on how to answer questions and how to ask for assistance. When modeling problems make sure, the students are also writing down what you have modeled.

2017-18 Effectiveness Level

Progressing I

2016-17 Average Evaluation Score and Evaluation Rating

44 – Progressing I

Category A Evaluation Ratings

Unsatisfactory	Progressing I	Progressing II	Proficient I	Proficient II	Proficient III	Exemplary
0 - 41	42 - 52	53 - 63	64 - 79	80 - 88	89 - 96	97 - 115

2015-16 Category B Evaluation Score: 39

2016-17 Category A Evaluation Score: 44

TEI Evaluation Component	Points Possible	Result / Information	Points Earned
Teacher Performance	50	Summative: 37.8 Points: 50% of 37.8	19
Student Experience	15	77% favorable responses	9
Student Achievement	35		16
School STAAR	5		2
Student Learning Objective (SLO)	5		4
Template: MS Science	25	151 students	10
ACP Semester 1 Science (Grades 6-8)	10	% tests passed: 49.0 (2) ACP CEI: 41.5 (2) % scores over peer group average: 38.5 (4)	4
ACP Semester 2 Science (Grades 6-8)	15	% tests passed: 53.7 (6) ACP CEI: 47.9 (6) % scores over peer group average: 43.8 (6)	6

Distinguished Teacher Review

Application

Application: Leadership

Application: Lifelong Learning

Application: Contributions to Profession

Tier 1 Service while DTR eligible

INFORMATION ABOUT DTR ELIGIBILITY FOR 2017-18:

Teacher is not eligible to apply for Distinguished Teacher Review in 2017-18 because (1) the teacher did not earn a summative score of at least 65; (2) the evaluation score was not in the top 30% of scores in Category A (minimum score: 75). Go to www.dallasisd.org/te/ for information about DTR eligibility requirements and the DTR application process.

① Average evaluation score computed only if scores are from the same category. Prior and current categories are different.

School STAAR Detail

SEGOVILLE MIDDLE SCHOOL

% tests that "met grade level" standard: 21.4 (1)

2

STAAR SEI: 46.9 (2)

% scores over peer group avg: 43.2 (2)

Teacher: Michael Ryan II
Robicheaux - 19224

Month: All

Date	Content goal & focus area	Content specific	Coaching goal	Observations on goal	Coaching action	Additional coaching action	Notes on coaching action(s)	Next Steps	Additional notes (Optional)	Final (Optional)
1/22/2018	Classroom Organization: Environment & Daily Schedule	starting the math block correctly with implementation of the math calendar. successful completion of the calendar. barely. Classroom management is not allowing him to teach	Coaching goal: starting the math block correctly with implementation of the math calendar. successful completion of the calendar. barely. Classroom management is not allowing him to teach	Identity: Coaching conversation	Learn: Coaching conversation		I was unrolling late. Still working on classroom management. I'm really trying to complete the math, but due to such terrible classroom management he is unable to do so successfully.	classroom management. I can't teach due to is out of control. Kids yelling in class, teaching trying to teach over students. Need to find options for him to implement seriously. Modeling positive behavior expectations and classroom management with the teachers. Will be working on a plan of action with the two teachers	need to find a better classroom management help for him. He won't be successful due to classroom management.	
1/25/2018	Classroom Organization: Environment & Daily Schedule	starting the math block correctly with implementation of the math calendar. Did not observe goal at that moment, but did work on classroom management in transitions	Coaching goal: starting the math block correctly with implementation of the math calendar. Did not observe goal at that moment, but did work on classroom management in transitions	Identity: Coaching conversation	Learn: Coaching conversation		Classes are out of control. Before the class started we reviewed on CLASS video on classroom management. Told we would focus on positive behavior.	Modeling positive behavior expectations and classroom management with the teachers. Will be working on a plan of action with the two teachers		
2/15/2018	Emotional Support	Classroom management. Still a work in progress. Students tested his weak and he had extra students. Worked on classroom management.	Coaching goal: Classroom management. Still a work in progress. Students tested his weak and he had extra students. Worked on classroom management.	Learn: Coaching conversation	Learn: Coaching conversation		Before the class started we reviewed on CLASS video on classroom management. Told we would focus on positive behavior.	Modeling positive behavior expectations and classroom management with the teachers. Will be working on a plan of action with the two teachers		
2/15/2018	Emotional Support	Classroom management. Still a work in progress. Students tested his weak and he had extra students. Worked on classroom management.	Coaching goal: Classroom management. Still a work in progress. Students tested his weak and he had extra students. Worked on classroom management.	Learn: Coaching conversation	Learn: Coaching conversation		Before the class started we reviewed on CLASS video on classroom management. Told we would focus on positive behavior.	Modeling positive behavior expectations and classroom management with the teachers. Will be working on a plan of action with the two teachers		

People

Name

Last **ROBICHEAUX**

First **MICHAEL**

Title

Prefix

Suffix **II**

Middle **RYAN**

Gender **Male** Action

Person Type for Action

Person Types

EMPLOYEE

Identification

Employee **79224**

Social Security **643-10-7115**

Personal Employment Office Details Applicant Background Further Name Other Benefits

Birth Date **08-JAN-1990** Age **28**

Town of Birth

Region of Birth

Country of Birth

Status

Nationality

Registered Disabled

Effective Dates

From **02-JUN-2017** To

Latest Start Date **25-AUG-2014** | **11** |

Address Picture Assignment Special Info Others...

Address(ROBICHEAUX, MICHAEL RYAN II)

Address 6312 GENTLE RIVER DR

City Dallas State TX Zip Code 75241

County Dallas Country United States

Telephone #1 Telephone #2

Type US MAIL ☒ Primary

Effective Dates

From 31-AUG-2015 To [...]

Taxation Address

City State

County Zip

Assignment(ROBICHEAUX, MICHAEL RYAN II)

Organization	DUNBAR ELEMENTARY	Group	
Job	6000.TEACHER.CTU.TEAC	Position	DUNBAR ELEMENTARY.TEACHER.CTU.199
Grade	TEACHER.TE1.187.NR.E187	Payroll	MONTHLY
Location	139-DUNBAR ES	Status	ACTIVE
		Vacancy	

Assignment Number 79224 Collective Agreement

Assignment Category PROFESSIONAL ER Actions Pending: Non-Renewal

Salary Information Supervisor Probation & Notice Period Standard Conditions Statutory Information

Name FARMER, VERNA MAE

Worker Number 23445

Assignment Number

Effective Dates

From 03-OCT-2017 To

Performance Others...

[illegible]

Terminate(ROBICHEAUX, MICHAEL RYAN II)

Date Start **25-AUG-2014**

Leaving Reason

Length of Service

This Service		Total Service	
Years	Months	Years	Months
3	7	3	7

Termination Dates

Notified		Projected		Actual	
		Last Standard Process		Final Process	

Person Type and Assignment Status for Terminated Employee

Type		Status	
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Termination Accepted By

Date		Name		Number		[]
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MICHAEL HINOJOSA, ED.D.
SUPERINTENDENT OF SCHOOLS



Non-Renewal Recommendation Letter

February 20, 2018

TO: Human Capital Management

FROM:

Verna Farmer, Principal

A handwritten signature in cursive script, appearing to read "Verna Farmer".

I am recommending to the Superintendent of Schools that the employment for Michael Robicheaux, ID#79227, 2nd Grade Math Teacher at Paul L. Dunbar Learning Center Non-Renewal of contract pursuant to Board Policy DFBB(Local) and DF Local.

The recommendation for **Non-Renewal of contract** is being made for the following reasons:

- Consistently lacking student improvement or growth
- Insubordination, including refusal or failure to perform work assigned and/or refusal to obey orders of supervisors.
- Pattern of excessive absences, tardiness, or job abandonment
- Inefficiency, incompetence, or inability to perform assigned duties.

The recommendation has the concurrence of my **Assistant Superintendent, Leslie Williams - ISN.**

Thank you.

A handwritten signature in cursive script, appearing to read "Leslie Williams".

Department Head/Executive Director/Deputy Chief/Chief

4-10-18

Date