**Meeting Notes with Ms. Fustanio**

**Meeting Title:** Binder Expectations and Preparation Guidance

**Date:** June 3, 2024

**Attendee:**

* **Teacher:** Ms. Fustanio

**Agenda:**

1. Discuss binder expectations for her upcoming evaluation.
2. Provide guidance and outlines to assist in preparing the binder.
3. Address any questions or concerns Ms. Fustanio may have as a new teacher.

**Discussion Points:**

1. **Welcome and Introduction:**
   * Welcomed Ms. Fustanio to the school and expressed excitement about having her as part of the teaching team.
   * Highlighted the importance of her upcoming evaluation and how the binder will play a key role in showcasing her teaching abilities and student progress.
2. **Introduction to Binder Expectations:**
   * Explained that the binder is a critical component of the evaluation process, serving as a comprehensive record of her teaching practices, lesson plans, student work, and reflections.
   * Emphasized the importance of the binder in providing a structured and organized presentation of her professional practices and student outcomes.
3. **Providing Outlines and Guidelines:**
   * Shared a detailed outline for organizing the binder, including sections for:
     + Lesson Plans
     + Student Work Samples
     + Assessments
     + Reflective Notes
   * Provided a checklist to ensure all required documents and artifacts are included, making the preparation process more manageable for a new teacher.
4. **Binder Organization Tips:**
   * Suggested using clear and consistent labeling for each section to facilitate easy navigation and review.
   * Recommended including a table of contents at the beginning of the binder for quick reference.
   * Advised using dividers or tabs to separate each section for better organization and presentation.
5. **Content and Quality Expectations:**
   * Discussed the need for diverse and representative samples of student work that demonstrate varying levels of achievement and progress.
   * Highlighted the importance of reflective notes that provide insight into her teaching practices, what worked well, and areas for improvement.
   * Encouraged her to include evidence of differentiated instruction to meet the diverse needs of her students.
6. **Evaluation Criteria and Support:**
   * Reviewed the evaluation criteria, including alignment with curriculum standards, evidence of student growth, and reflective teaching practices.
   * Offered examples of high-quality artifacts and documentation that meet these criteria, providing a clearer understanding of what is expected.
7. **Addressing Questions and Concerns:**
   * Ms. Fustanio, being new to the school, expressed concerns about balancing the preparation of the binder with her teaching duties.
   * Reassured her by suggesting strategies to manage her time effectively, such as setting aside regular intervals to work on the binder.
   * Offered ongoing support and emphasized that assistance is readily available to help her succeed.

**Action Items:**

1. **Ms. Fustanio:**
   * Begin organizing the binder using the provided outline and checklist.
   * Collect and compile lesson plans, student work samples, and reflective notes.
   * Reach out for support or clarification as needed to ensure the binder meets expectations.