**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.