STATE OF OHIO DEPARTMENT OF EDUCATION

5 Year Professional Elementary (1-8) License

DAMION R CREEL

THIS LICENSE AWARDED TO

OH1229864 05/17/2016

07/01/2016 to 06/30/2021

EDUCATOR STATE ID

ISSUE DATE

EFFECTIVE DATES

The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education and The holder of this credential is responsible for being knowledgeable about current requirements for maintaining the credential. the laws of Ohio, is authorized to teach the subject(s) or serve in the area(s) listed on this document for the period specified.

This official document was created by the Ohio Department of Education and represents a true copy of a legal educator license as referenced in Ohio Revised Code Section 3319.36.

Credential # 21267468 <

Interim Superintendent of Public Instruction

Employers may verify this credential by going to Educator Profile on education objector and ensuring that the unique credential number appearing on this credential matches the person's records in Educator Profile, which is the official record of educator credential history.



Verbal Warning - Student Information

1 message

Robert Hardis <rph@beachwoodschools.org>
To: Damion Creel <dcreel@beachwoodschools.org>
Cc: Evan Luzar <eal@beachwoodschools.org>

Mon, Dec 17, 2018 at 1:34 PM

Mr. Creel,

This email serves as written documentation of the verbal warning I delivered to you on December 5, 2018, when we met at the Fairmount building with BFT President Evan Luzar and Assistant Superintendent Ken Veon present. This email will be printed and placed in your personnel file.

When we met, I informed you that it was a violation of the Family Educational Rights and Privacy Act (FERPA) to share certain information about students with persons who are not employees of the district. Your April 25, 2018 email to Bennett Adelson and Dawann Gray that contained grades was such a violation. You told me when we met that had provided you express approval to share this information with those two men. The legal standard for doing so would have been for to sign a release permitting us to share this information. When I asked you what the relationship was between would need to ask

On October 16, 2018, you sent an email to Mr. Adelson that included the October 12, 2018 official's report from the Harvey High School football game. This report included, by name, players who were ejected from the game for fighting. Multiple Harvey students' names were included, as well as that of a Beachwood student. Unlike distributing a roster with players' names, or similar published material, providing a person who is not an employee of the district with disciplinary information about a student is improper.

During our meeting, you were warned against providing information like this and you stated that you fully understood this directive and would comply in the future. As a teacher and coach, you interact with many different people and groups who may desire information about your students and/or players. You must mind your communications, written, verbal or otherwise, with these people/groups very carefully so as not to violate FERPA and other confidentiality standards and to exercise caution in all matters of student records and personally identifiable information about your students/players.

Thank you for your attention to this email,

Bob Hardis

Robert P. Hardis Superintendent Beachwood City Schools on 05/18/2016 01:49 PM TRAN000009672603

Creel dcreel4@gmail.com

Damion

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Education

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From American College

American College of Education

101 West Ohio Street Suite 1200 Indianapolis, IN 46204 www.ace.edu

Original Start Date: 8/27/2012 Student GPA: 3.66 Student ID: 1211035555 DOB: 7/5/1976 Student: Damion R Creel Credits Credits Quality Credits Credits Grade Quality Course Course Grade Course Course **Points** Attempted Earned **Points** Code Description Attempted Earned Code Description Program: Educational Leadership 2.67 10.68 2.67 Enrollment #: CR12116099 Status: Graduate Term GPA: 4.00 **Cum GPA: 3.75** Start Date: 8/27/2012 Grad Date: 7/6/2014 Term: INTPORT-TS Internship Portfolio Internship Experience for Educational 0.00 CR 0.00 6/3/2013 7/7/2013 EL510# 0.00 Term: 13JUNE03 June 03, 2013 LIT5203 Strengthening Literacy 3.00 3.00 12.00 0.00 0.00 0.00 3.00 3.00 12.00 Term GPA: 0.00 **Cum GPA: 0.00** Term GPA: 4.00 **Cum GPA: 3.80** 120 Hour internship requirement met 7/15/2013 8/18/2013 Term: 13JUL15 July15, 2013 Term: 12NOV26 November 26, 2012 11/26/2012 1/13/2013 Resource and Fiscal Management 3.00 3.00 9.00 EL5723 Classroom Management: Creating Safe 2.67 8.01 ED503EL 2.67 and Supportive Learning Environments 3.00 3.00 9.00 2.67 2.67 8.01 Term GPA: 3.00 **Cum GPA: 3.68** Term GPA: 3.00 Cum GPA: 3.00 August 26, 2013 8/26/2013 9/29/2013 Term: 13AUG26 2/24/2013 Term: 13JAN21 January 21, 2013 1/21/2013 EL5653 Professional Communities of Practice 3.00 3.00 12.00 10.68 Educational Leadership Foundations 2.67 2.67 EL590 3.00 3.00 12.00 2.67 2.67 10.68 **Cum GPA: 3.71** Term GPA: 4.00 Cum GPA: 3.50 Term GPA: 4.00 October 07, 2013 10/7/2013 11/10/2013 Term: 13OCT07 Term: 13MAR04 March 4, 2013 3/4/2013 4/14/2013 EL5703 School Improvement 3.00 3.00 9.00 Diverse Learners: Classrooms to 2.67 2.67 10.68 ED512 Support Learning for All 3.00 3.00 9.00 2.67 10.68 2.67 Cum GPA: 3.62 Term GPA: 3.00 Term GPA: 4.00 Cum GPA: 3.67 April 22, 2013 4/22/2013 5/26/2013 Term: 13APR22 ED505 Community Engagement: Building 2.67 10.68 Community Partnerships for Learning

Page 1 of 2

^{**} Indicates Retaken Course
R* Indicates Retaken Override

[#] Indicates Pass/Fail Course
• Indicates Associated Course

Official Academic Transcript from

American College of Education

Statement of Authenticity

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Sending School Information

American College of Education Registrar's Office 101 West Ohio Street Suite 1200 Indianapolis, IN 46204 Telephone: 800-280-0307

School Web Page: www.ace.edu

Accreditation: North Central Association of Colleges and Schools, The Higher Learning Commission (NCA-HLC)

Student Information

Student Name: Damion R Creel Numeric Identifier: 1211035555

Birth Date: 7/5/1976

Student Email: dcreel4@gmail.com

Receiver Information

Damion Creel dcreel4@gmail.com

Document Information

Transmitted On: Wed, 18 May 2016 Transcript ID: TRAN000009672603

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Page 2 of 2

From American College of Education to Damion Creel dcreel4@gmail.com on 05/18/2016 01:49 PM TRAN00009672603

American College of Education

101 West Ohio Street Suite 1200 Indianapolis, IN 46204 www.ace.edu

ourse ode	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description	Atte
rm: 13NOV18	November 18, 2013		11/18/2013	1/12/	2014			
.5623	Developing Teachers	3.00	3.00	В	9.00	Education	nal Leadership	GPA: 3.66
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rm: 14MAR03	March 03, 2014		3/3/2014	4/6/2	014			
5153	Research Methods	3.00	3.00	Α	12.00			
		3.00	3.00		12.00	District Control		
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L509#	Capstone Experience for Educational Leadership	0.00	0.00	CR	0.00			
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Term GPA:	0.00 Cum GPA: 3.68				48.			

Stephanie Hinshaw Senior Director of Student Operations

AMERICAN COLLEGE OF EDUCATION

Office of Registration and Records 101 West Ohio Street, Suite 1200 Indianapolis, Indiana 46204

ACADEMIC CALENDAR / CREDITS

American College of Education operates on 5 week terms, 8 terms per year for Master level degree/certificate programs and 10 week terms, 4 terms per year for Doctorate and Advanced Studies level programs/certificates.

Until January 01, 2013, the College operated under the quarter credit system. As of January, 2013 the College began offering semester credit programs and courses to all new incoming students, all re-entering students and all students changing their program. Semester credits for all other students began June 03, 2013. Beginning June 2013, all quarter credits were converted to semester credits. All cumulative totals for students who have attended under both types of credit are expressed in semester credits. All credits on this transcript have been converted to semester credits using this formula: quarter credits were converted to semester credits by dividing the number of quarter credits by 1.5 (for example, 36 quarter credits \div 1.5 = 24 semester credits.)

ACCREDITATION

American College of Education is accredited by the Higher Learning Commission, 230 South LaSalle Street, Suite 7-500, Chicago, Illinois 60604, telephone: (800) 621-7440. For specific program information, please refer to the Catalog (available at www ace edu).

RELEASE OF INFORMATION

This educational record is subject to the Family Educational Rights and Privacy Act of 1974, as amended. It is furnished for official use only and MAY NOT be released to, or accessed by, outside agencies or third parties without the written consent of the student concerned.

COURSE NUMBERING SYSTEM

500-599	Graduate Level Courses
5000-5999	Graduate Level Courses
6000-6999	Doctorate or Advanced Studies Courses

GRADING SYSTEM

Grade	Description	Grade Point Value
A	Excellent	4.0
В	Good	3.0
C	Average	2.0
D	Poor	1.0
F	Failure	0
W	Withdrawn	N/A
P*	Pass	N/A
NP*	Non-Pass	N/A
TR*	Transfer Credit	N/A
I**	Incomplete	N/A
CR*	Credit/Complete	N/A
PR*	Progress	N/A
RV*	Review	N/A

* Grade is not included in grade point average computation

** "1" (Incomplete) grades that are not resolved according to the Incomplete Grade policy in the Catalog (available at www.ace.edu) are changed to "F" (Failure) grades. "I" grades are not included in the grade point average computation.

TRANSFER CREDIT

American College of Education awards transfer credit in accordance with the Transfer Credit policy in the Catalog. Transfer credits are notated on the transcript with a grade of "TR" and the name of the institution where the coursework was completed. Transferred credits are counted toward the total program completion credits required for graduation, but are not calculated into the cumulative grade point average.

ACADEMIC STANDING

Students who do not meet the standards for Satisfactory Academic Progress as outlined in the Catalog will fall out of good standing. A cumulative grade point average of 3.0 ("B") or higher and academic progress within the established incremental maximum timeframe indicate that a student is in good academic standing at American College of Education. See the Satisfactory Academic Progress policy in the Catalog for more information (available at www ace edu).

DEGREE REQUIREMENTS

To earn a degree at American College of Education, students must be in good standing, earn a minimum of a 3.0 cumulative grade point average, and complete the program within a maximum timeframe of completion. Program-specific graduation requirements are listed in the Catalog (available at www.ace.edu)

AUTHENTICATION OF THE RECORD

American College of Education's official transcripts are printed on security paper and do not require a raised seal. The face of this document has a blue background and the institution's logo watermarked in blue. The registrar's official signature appears pre-printed in white If the transcript was issued to the student, the watermark stating "Issued to Student" will appear on the transcript.

TO TEST FOR AUTHENTICITY: This transcript was delivered through the Credentials eScrip-Safe® Global Transcript Delivery Network. The original transcript is in electronic PDF form. The authenticity of the PDF document may be validated at escrip-safe com by selecting the Document Validation link. A printed copy cannot be validated

This document cannot be released to a third party without the written consent of the student. This is in accordance with the Family Educational Rights and Privacy Act of 1974. ALTERATION OF THIS DOCUMENT MAY BE A CRIMINAL OFFENSE!

From American College of Education to Damion Creel dcreel4@gmail.com

05/18/2016 01:49 PM TRAN000009672603

American College of Education

101 West Ohio Street Suite 1200 Indianapolis, IN 46204 www.aca.edu

Course Code	Course Description	Credits Attempted	Credits Earned	Grade	Quality Points	Course Code	Course Description		Credi Attempte		Grade	Quality Points
Program: Enrollment #: Start Date: Term: INTPORT-	8/27/2012	Status: Grad Date:	: Graduate : 7/6/2014			Tenn GPA:	4.00	Cum GPA: 3.75	2.67	2.67		10.68
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L590	Educational Leadership Foundations	2.67	2.67	A	10.68	EL5653	Professional Com	munities of Practice	3.00	3.00	A.,	12.00
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** Indicates Retaken Course R* Indicates Retaken Override

Indicates Pass/Fail Course • Indicates Associated Course

Date:

American College of Education

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101 West Onlo Street Suite 1200 Indianapolis, IN 46204 www.ace.edu Page 2 of

Term: 13NOV18	Course	Course	Credits	Credits	Grade	Quality	Course	Course	11.0	Credits	Credits Grade	
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THE WORDS "AMERICAN COLLEGE OF EDUCATION" AND "COP



BEACHWOOD CITY SCHOOL DISTRICT 24601 Fairmount Boulevard Beachwood, OH 44122 Phone: 216 464 2600

June 19, 2015

Damion Creel

Dear Mr. Creel:

It is a pleasure to offer you a teaching position in Beachwood City Schools. You will be recommended for employment to the Board of Education at the June 22, 2015 meeting, as described below:

Assignment: Physical Education Teacher, Beachwood City Schools

Supervisor: Building Principal

Compensation: 2014-2015 Schedule C, MA, Step 18, 1.0 FTE, \$85,253.00

Term: 1-year limited contract for the 2015-2016 school year

Effective: August 17, 2015

Please be aware that the job offer extended in this letter of intent is contingent upon completion of the school district's pre-employment procedures, including a Bureau of Criminal Identification and Investigation (BCII & FBI) review. The Ohio Department of Education requires a criminal background check processed by the BCII before employing new school district employees. You may be asked to begin work while the pre-employment procedures are still in progress. The Board retains the right to rescind any offer of employment and to cease any employment already begun for failure to complete successfully any of the pre-employment procedures.

Assuming your employment is renewed for each of the succeeding school years prior, your continued employment after the 2018-2019 school year is contingent upon, among other factors, your attainment of Ohio Department of Education Multi-age Health licensure prior to May 2019. You will be required to demonstrate substantial progress toward attainment of this licensure in May 2016 and May 2017.

Please contact Cathy Jones, Administrative Assistant, at 216-464-2600 ex. 228 to set up an appointment to complete the pre-employment process. If you have any questions or concerns please let me know.

Please indicate your acceptance of this job offer and acknowledge receipt of the enclosed documents by signing below. After the pre-employment process is complete, you will receive a contract for your review and signature.

We look forward to you joining the Beachwood City Schools' team.

Sincerely,

Robert P. Hardis

) (mild

Superintendent

My signature indicates that I accept the above job offer with the understanding that this offer is contingent upon Board of Education approval and the successful completion of the school district's pre-employment procedures.

I agree to attend new employee orientation meetings and complete any/all required training as scheduled.

Name: Damion R. Creel
PRINT NAME

Signature: D = R. < 1 Date: 6-19-15

Record of: Damion R Creel

Course Level: Undergraduate



1.00 B-

3.00 B

TO

PTS F

9.99

2.67

9.00

Institution Information continued: THEA 150 INTRODUCTION TO THEATRE

TCH COMM LAB

Term: Ehrs: 17:00 GPA-Hrs: 17:00 QPts: 45.63 GPA: 2.68

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All required Ohio Department of Education

licensure testing has been successfully completed.

Degrees Awarded Bachelor of Arts 16-MAY-1998 Phre: 120 97 GPA-Hrs: 119 97 OPEs: 351.62 GPA:

Ditto: 100.21 Dr.			4-10-10 J. Sept. 1	1 2 2 2 7 3
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	EDUC 352	CHILDREN'S LITERATURE	2.00 A-	1.34
	EDUC 353	CHLD LIT/RD LAB	1.00 B-	2.67
INSTITUTION CREDIT:	EDUC 356	TCH EL COMM AR	3.00 B	9.00

SUBJ NO.

EDUC 357

EDUC 358

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MATH 100	FUNDAMENTALS	3.33 A	13.32	EDUC 610	ELEMENTARY TUTORING	1.00 P	0.00
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Term:	Winter 1995			Term:	Spring 1997	1. h	222
FSEM 135	EDUC: HERITAGE	3.33 B-	8.89	ART 251	TEACHING VISUAL ARTS PREK-12	3.00 A-	11.01
MATH 196	COLLEG ALGEBRA	3.33 B	9.99	EDUC 354	EL MTH SC SS I	4.00 C+	9.32
SOAN 155	INTRODUCTION	3.33 C	6.66	EDUC 355	E MTH SC SS II	3.00 B-	8.01
Term: Ehra:	9.99 GPA-Hrs: 9.99 QPts:	25.54 GPA:	2.55	MATH 381	TPC: ISSUES IN TEACHING MATH	3.00 C+	6.99
20 T (100)	Further of Large B			PHED 164	SWIM/STAY FIT	1.00 A	4.00
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PSEM 136	EDUC:20C SCHLS	3.33 B	9.99			A THE THE	di co
MUSI 101	INTRODUCTION	3.33 C+	7.75	Term:	Fall 1997		

1900	3.133 2				5.700
MUSI 101	INTRODUCTION 3.33 C+ 7.75	Term:	Fall 1997		
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Term	Fall 1995	INTD 360	LITERATURE AND AGING	4.00 B-	10.68
HIST 121	EUROPE 500-1450 4.00 B 12.60	Term: Ehrs:	17.00 GPA-Hrs: 17.00 QPts:	52.39 GPA:	3.08
MATH 105	FUNDAMENTALS OF MATHEMATICS 3.00 B- 8.01				
MUSI 295	MUSIC FOR THE ELEN TEACHER 3.00 A 12.00	Term:	Spring 1998		
PHED 386	SCHOOLS & COMM HLTH/MVMNT EDUC 3.00. A- 11.01	INTD 340	FORMATION OF THE IMAGE	4.00 D+	5.32
Term? Ehrs:	13.00 GPA-Hrs: 13.00 QPts: 43.02 GPA: 3.30	MATH 108	STATISTICS	4.00 C+	9,32
A		MUSI 103	WORLD MUSIĆ	3 00 B+	9,99
Termi	Spring 1996	PHED 203	FITNESS MANAGEMENT	1.00 A	4.00
CHBM 204	PHYSICAL SCIENCE 3.00 B- 8.01	PHED 281	INDEPENDENT STUDY	2.00 A	8.00
EDUC 232	CH DEV/TCH BLE 4.00 C+ 9.32	RELG 207	AMERICAN RELIGIOUS EXPERIENCE	3.00 B	9.00

PRECALCULUS MATHEMATICS ***** CONTINUED ON NEXT COLUMN **

1.00 A

TECHNOLOGY FOR TEACHERS

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4.00

on blue SCRIP SAFE* security paper with the name of the codings printed in white type across the face of the document. A raised seal is not required. When introtocopied a sociarity statement containing the institution name will appear. A BLACK ON WHITE Institution name will appear.

EDUC 3755

ginia L. Taylor, Registrar

OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND Student No: 397007056

Record of: Damion R Creel



STUDENT

Earned Hrs GPA Hrs

TOTAL INSTITUTION 120.97 119.97

120.97 119.97

* END OF TRANSCRIPT,

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Virginia L. Taylor, Registrar

OFFICIAL SIGNATURE IS WHITE WITH A BLUE BACKGROUND

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EMPLOYER COPY

Department of Education

5 Year Professional License

This License Awarded To: DAMION R. CREEL OH1229864 License Number:

07/01/2011 - 06/30/2016 FROM:

Issue Date: 06/15/2011

The holder of this credential, having satisfactorily completed the requirements prescribed by The State Board of Education, is authorized to teach the subject(s) or serve in the area(s) listed below for the period specified.

Elementary (1-8)

PERSONAL TENDETHER STANDING SANDERS TANDED TANDED TO SANDERS TO SA

1172014



RE: Sick/Personal Time Transferred

1 message

Browne, Jennifer

Fri, Oct 9, 2015 at 12:18 PM To: Damion Creel <dcreel@beachwoodschools.org>, Cathy Jones <cij@beachwoodschools.org>

Good afternoon,

I was reviewing my email correspondence and it appears that the sick leave transfer for Damion Creel was not forwarded to Beachwood City School District. If this a duplicate request, please disregard this message.

This certifies that Damion Creel, SSN and a former employee of Shaker Heights City Schools, has a total of 47.50 days in accumulated, unused sick leave as of 09-01-15. We are transferring this balance to Beachwood City Schools.

Per Section 143.29 of the Ohio Revised Code, "an employee who transfers from on public agency to another shall be credited with the unused balance of his/her sick leave, provided that such reemployment takes place within ten years of the date of the last termination of public service." Please contact me if any additional information is required.

Thank you,

Jennifer Browne

Senior Accounting Specialist - Payroll

Shaker Heights City Schools

Phone: 216-295-4337

Fax: 216-295-4344

Email: browne_j@shaker.org

From: Damion Creel [mailto:dcreel@beachwoodschools.org] Sent: Friday, September 18, 2015 11:49 AM To: Browne, Jennifer; Cathy Jones Subject: Sick/Personal Time Transferred Hello Mrs. Browne -This is Damion Creel emailing you the contact persons info in Beachwood so that I can get my sick/personal time transferred over to Beachwood. Her name is Cathy Jones and her email is cij@beachwoodschools.org **BisonNation!** Damion R. Creel Physical Education Teacher, Beachwood Middle School Head Football Coach, Beachwood High School 2860 Richmond Road Beachwood, Ohio 44122 Phone: 216-831-0355 Ext. 158 Fax: 216-831-1891 dcreel@beachwoodschools.org Follow me on Twitter - @dcreel4 "Concern for man and his fate must form the chief interest of all endeavors. Never forget this in the midst of your diagrams and equations." -Albert Einstein

PLEASE NOTE: This message and any response to it may constitute a public record and, therefore, may be subject to disclosure upon request under Ohio law. However, if electronic communications contain student records or medical information, they shall be maintained as confidential to the fullest extent of the law. If you have received this electronic communication erroneously, please notify the sender immediately.



Policy Notice and Documentation

Builying and Other Forms of Aggressive Behavior (Policy 5517.01)

The Beachwood City School District Board of Education is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students. The Board encourages the promotion of positive interpersonal relations between members of the school community. Aggressive behavior toward a student, whether by other students, staff, or third parties is strictly prohibited and will not be tolerated. This prohibition includes physical, verbal, and psychological abuse. The Board will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation. This policy applies to all activities in the District, including activities on school property or while enroute to or from school and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business.

Anti-Harassment (Policy 5517.01 Students, Policy 4362 Classified Staff, Policy 3362 Professional Staff)

It is the policy of the Board of Education to maintain an education and work environment which is free from all forms of unlawful harassment, including sexual harassment. This commitment applies to all School District operations, programs and activities. All students, administrators, teachers, staff, and all other school personnel share responsibility for avoiding, discouraging, and reporting any form of unlawful harassment. This policy applies to unlawful conduct occurring on school property, or at another location if such conduct occurs during an activity sponsored by the Board.

In support of the Anti-Harassment Policy and the Bullying and Other Forms of Aggressive Behavior Policy, the Beachwood Board of Education is providing you with a copy of the two policies outlined above. As a new Beachwood staff member you are required to read each policy in their entirety and acknowledge receipt of both policies.

Beachwood Staff Signature

8-12-15

Date

I have received and read each of these Board approved policies in their entirety.



BEACHWOOD BOARD OF EDUCATION

24601 Fairmount Boulevard Beachwood, OH 44122 Phone: 216.464.2600

Fax: 216-763-0414

To:

New Beachwood City Schools Employees

From:

Linda LoGalbo, Director of Curriculum & Instruction/HR

Re:

Beachwood Board of Education Policies

I acknowledge that I have been directed to review all of the Beachwood Board of Education policies available online at:

http://www.neola.com/beachwoodcity-oh/

After reviewing these policies, I will be provided the opportunity to ask questions for clarification in regards to these policies by contacting the Human Resources Office at 216-464-2600 x228.

I understand that this certification will be placed in my personnel file for the purpose of confirming my receipt of these materials. A second copy of this document has been provided to me for my reference.

Damion R. Creel

CAREER OBJECTIVE

To obtain a Teaching position and a Head Varsity Football coaching position

EDUCATION

American College of Education, Indianapolis, Indiana Graduated 2014

Masters of Education in Educational Leadership

Hiram College, Hiram, Ohio Graduated 1998

• Bachelor of Arts in Elementary Education

Major: Elementary Education

Minor: Math

Certification: Grades 1-8

<u>EXPERIENCE</u>

Shaker Heights Middle School, Shaker Heights, Ohio 2013 - Present

Physical Education Teacher for grades 7 and 8

Wiley Middle School, University Heights, Ohio 2003 - 2013

Math Teacher for grades 6, 7 and 8

Aurora Upper Intermediate School, Bedford Heights, Ohio 2001 - 2003

• Math Teacher for grade 6

Broadleigh Elementary School, Columbus, Ohio 1998 - 2001

Math and Science Teacher for grade 4

LEADERSHIP

Science Advocate for Wiley Middle School

Implemented pilot for Target Teach Program

- Trained as an instructor for "Success for All" reading program
- Supervisor of Safety Patrol for the current school year
- · Initiated and coordinated 2003 class trip to Chicago, IL
- Organized guarterly Team Awards Assembly
- Collaborated with a team that created the Sixth Grade Science Curriculum Resource Manual
- Created a Curriculum map for the Seventh Grade Math Curriculum
- Contributed and provided insight to a Conscious Discipline and Critical Friends Professional Learning Group
- Mentored pre-service student teachers and high school students interested in a career as a teacher
- Member of TAP Team
- Professional Learning Community (PLC) Team Trainer
- IB Training proficient

Date Submitted: 5/26/2015 Creel, Damion - AppNo: 14700 **Personal Data** Name: Mr. **Damion** R Creel (Title) (First) (Middle Initial) (Last) Other name(s) under which transcripts, certificates, and former applications may be listed: Other: (First) (Middle Initial) (Last) (Title) **Email Address: Postal Address Permanent Address Present Address** Number & Street: Number & Street: Apt. Number: Apt. Number: City: City: State/Province: State/Province: Zip/Postal Code: Zip/Postal Code: Country: United States of America Country: Daytime Phone: Phone Number: 0 Home/Cell Phone: **Employment Desired**

Closed Vacan	cy Desired:	Date Last Submitted	Experience in Similar Positions
JobID: 552	High School Teaching: Physical Education Teacher at Beachwood High School	5/26/2015	2 years

Experience in Similar Positions

High School Teaching
1. Physical Education

Position Desired:

2 years

Experience

Please list ALL relevant work experience beginning with the most recent.

Current or Most Re	ecent Position	Employer Contact I	nformation	Supervisor/Refer Information	ence Contact	
Shaker Heights City Schools 7/8 Physical Education		20600 Shaker Blvd. Shaker Heights, Oh 216-295-4100	44122	Miata Hunter 216-295-4100 hunter m@shaker.org		
Date From - Date To:	09/2013 -	Full or Part Time:	Full	Last Annual Salary:	84,000	
Reason for Leaving:	Not leaving					
May we contact this employer?	Yes					
Responsibilities/ Accomplishments at this Position						

Beachwood City School District Online Application

Creel, Damion - AppNo: 14700

Date Submitted: 5/26/2015

Experience Continued

Previous Position Held Cleveland Heights-University Heights City Schools 7th Grade Math Teacher		Employer Contact I	Employer Contact Information		rence Contact
		2181 Miramar Boulevard University Heights, OH 44118 216-371-7270		Octivia Reid 216-798-0090 O Reid@chuh.org	
Date From - Date To:	09/2003 - 06/2013	Full or Part Time:	Full	Last Annual Salary:	\$70,400
Reason for Leaving:	Opportunity for adva	Opportunity for advancement			
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position		My responsibilities are infinite, but my mission is to guide each student on the road of success and develop lifelong learning skills by providing a nurturing, respectful, high quality learning environment.			

Previous Position Held Bedford City Schools 6th Grade Math Teacher		Employer Contact Information 475 Nothfield Road Bedford Heights, OH 44146 440-439-1500		Supervisor/Reference Contact Information Iwanda Showers	
Reason for Leaving:	Opportunity for Adv	ancement		•	
May we contact this employer?	Yes				
Responsibilities/ Accomplishments at this Position				each student on the road of suc h quality learning environment	

Previous Position Held Columbus Public Schools 4th Grade Teacher		Employer Contact Information 270 East State Street Columbus, Oh 43215 614-365-5000		Supervisor/Reference Contact Information Steven Pritts	
Reason for Leaving:	Proximity for Person	al Family Matters			
May we contact this employer?				0.000	
Responsibilities/ Accomplishments at this Position				each student on the road of succ h quality learning environment	

Creel, Damion - AppNo: 14700 Date Submitted: 5/26/2015

Experience Continued

Previous Position Held City of Beachwood Sports Camp Director		Employer Contact I	Employer Contact Information 25325 Fairmount Boulevard Beachwood, Oh 44122 216-292-1970		rence Contact	
		Beachwood, Oh 441			Pete Conces 216-409-1035 Pete.Conces@BeachwoodOhio.com	
Date From - Date To:	06/2000 -	Full or Part Time:	Part	Last Annual Salary:	\$20 per hour	
Reason for Leaving:						
May we contact this employer?	Yes					
Responsibilities/ Accomplishments at this Position	handle discipline	My responsibilities as the Sports Camp Director are to hire staff, organize and schedule weekly field trips, and handle discipline through out the camp. As the administrator I have to ensure that each camper has an enjoyable and safe summer at the Beachwood Sports Camp.				

Student Teaching

	First	Second
School	James A. Garfield Elementary School	91
Location	Garretsville, OH	- s 5
School Phone #	330-527-7436	
School Year	1998	
Grade Level(s)/ Subject Area(s) Taught	4th Grade/All Subjects	
Name and Phone of Cooperating Teacher	Paula Kline	
Name and Phone of Additional Cooperating Teacher		
Name and Phone of University Supervising Contact		
Academic Grade Received	A	

Education

Please tell us about your educational background beginning with the most recent.

High School Attended:

Beachwood High School - Beachwood, OH

Graduation Status:

H.S. Diploma

Colleges, Universities and Technical Schools Attended:

Education Continued

Name and location	Dates Attended: From - To	Major area of study and number of semester hours	Minor area of study and number of semester hours	Degree	Date Conferred or Expected	Graduated
American College of	11/2012	Masters of	Hrs:	Administra	iθ 6 /2014	
Education -	05/2014	Educational				
Indianapolis, IN		Leadership				
		Hrs:				
Hiram College - Hiram,	09/1994	Education	Math	Yes	05/1998	
ОН	05/1998	Hrs: 120	Hrs:			

Creel, Damion - AppNo: 14700

Date Submitted: 5/26/2015

Education Continued

Undergraduate Graduate
Overall GPA 2.8/4 3.0/4
Major GPA 3.0/4 /4

Highest Degree Attained Number of graduate hours beyond your Grad Program Of Study

highest degree:

19

Education Leadership (Administration)

List honors, awards or distinctions you have earned:

Semester Hours

MA/MS/etc.

For the subject areas below in which you have 15 or more semester hours/credits, please indicate how many university semester hours/credits you have and/or if you are endorsed.

No Semester Hours Entered

Certification/Licensure

Do you hold National Board for Professional Teaching Standards certification?

Do you hold or anticipate an Ohio certificate/license?

Certificate/License is held

Гуре	Certificate/License Number	Expiration Date	Status
Elementary (,)	OH1229864	6-30-16	Current

No

Please list any other endorsements and/or verifications documented on your certificate/license(s):

Do you hold a current out-of-state certificate/license? No

State	Туре	Certificate/License Number	Expiration Date	Current?

List your out-of-state certified teaching/administration fields:

Highly Qualified Teacher

* Have you previously obtained Highly Qualified status from a school district?

Yes
If Yes, what type of school district considered you Highly Qualified?

K-8

Creel, Damion - AppNo: 14700

Date Submitted: 5/26/2015

Highly Qualified Teacher Continued

For the subject areas below in which you meet the federal highly qualified standard, select the method used to meet the standard. Only select a method for those subjects in which you meet the federal highly qualified standard.

Subject Area	Method	Subject Area	Method
Mathematics	State Content Test/Praxis/NTE		

Extracurricular Activities

Athletic	Badminton	Baseball	Basketball	Football
	Track	Trainer		
Club	Concessions	Detention Supervisor	Intramurals	Saturday School

Please provide more details regarding your experience or interest in your selected extra curricular activities. For instance, provide details on any experience as a participant at the high school or college level or as a director, coach, supervisor, or sponsor.

I am currently an assistant coach at Cleveland Heights High School, Previously I held the title of Offensive Coordinator and Defensive Coordinator at Glenville High School.

I was the Defensive Coordintor at Richmond Heights in 2007-2008.

I also was the Assistant Varsity football coach at St. Edwards High School for the 2009-2010 season.

I was the Head JV Boys Basketball Coach at Cleveland Heights High School 2002-2010.

I was the Head Girls Basketball Coach at Bedford High for 2 years in 2000-2002.

Statement

Tip: Use your word processor to copy and paste in your answers. Copy your answers from the word processor and then hit CTRL+V for PC or OpenApple+V for Mac to paste.

1. Describe the skills or attributes you believe are necessary to be an outstanding teacher.

There are 4 attributes that make an outstanding teacher. The first is the teacher having command of the content that is being taught. Students need to feel the teacher's command of the material so that they can truly make an impact. Secondly, caring deeply about student's accomplishments and monitoring their growth is essential. I also feel that having the ability to build strong positive relationships with your students is a very important attribute. The third attribute that is a necessity is having distinctive character. Students remember outstanding teachers with character. The type of teachers that have command over content, sincere student interest, the ability to build positive relationships, and character of integrity are outstanding teachers.

2. How would you address a wide range of skills and abilities in your classroom?

To address a wide range of skills in your classroom a teacher needs to differentiate their instruction. All students learn differently, so to get all students to achieve (which is the goal of a teacher) a teacher must modify their instruction so all students can learn. In terms of Physical Education, like the classroom, every student's skill level and knowledge level are not the same. Therefore, I need to meet my students where there are and focus on achieving continuous growth all year, differentiated instruction is the key to reaching that goal.

Language Skills

Do you know any language other than English? No

Beachwood City School District Online Application
Creel, Damion - AppNo: 14700
Date Date Submitted: 5/26/2015

Professional References

	Reference 1	Reference 2
Name:	Danny Young	Miata Hunter
School/Org:	Woodbury Elementary School	Shaker Heights Middle School
Current Position:	Principal	7th GradeAssistant Principal
Home Phone:		
Cell Phone:	216-385-7846	216-408-9154
Work Phone:	216-295-4150	216-295-4100
Mailing Address:		
Email:	young h@shaker.org	hunter m@shaker.org
Relationship to Candidate:	Former Principal	OTES Evaluator
Years Known:	10	2
	Reference 3	Reference 4
Name:	Dr. Octavia Reid	Pete Conces
School/Org:	Administration	City Of Beachwood
Current Position:	Coordinator of Elementary Education	Recreation Supervisor
Home Phone:		
Cell Phone:	216-798-0090	216-409-1035
Work Phone:		216-292-1970
Mailing Address:		
Email:	o reid@chuh.org	Pete.Conces@BeachwoodOhio.com
Relationship to Candidate:	Former Principal	My Supervisor
Years Known:	5	20
	Reference 5	Reference 6
Name:	Ted Ginn Sr.	Karen Carmen
School/Org:	Ginn Academy	City Of Beachwood
Current Position:	Executive Director of Ginn Academy	Director Of Community Services Department
Home Phone:		
Cell Phone:	216-406-9131	216-409-5006
Work Phone:		216-292-1970
Mailing Address:		
Email:	teddyginn@yahoo.com	Karen.Carmen@BeachwoodOhio.com
Relationship to Candidate:	Coaching Colleague	
Years Known:	4	Over 15 years

Referrals

How did you hear about employment with us?

District Employee

Beachwood City	v School District Online At	polication

Creel, Damion - AppNo: 14700

Date Submitted: 5/26/2015

Additional Information

Disclosures

List any additional information which will help in determining your professional qualifications for a position.

I grew up in Beachwood and I am a graduate of Beachwood High School. I have been a part of the athletic program for quite some time. I currently serve the Beachwood community as the Director of the Recreation's Summer Sports Camp. I fully understand the values and needs of the community. I consider my ability to build relationships a strength that can be used to service Beachwood students.

Contract Status	Δ	
* Are you currently under contract?	Yes	
If Yes, which district?	Shaker Heights City School End of June Anytime	
If Yes, when does it expire?		
When may your present employer be contacted?		
Professional Status	g#	
* Have you obtained tenure status in any other School District?	No	
If Yes, where?		
When?		
* Have you ever been denied tenure?	No	
If Yes, explain:		
* Have you ever had a teaching certificate or teaching license revoked or suspended?	No	
If Yes, explain:		
* Have you ever failed to be rehired, been asked to resign a position, resigned to avoid termination, or terminated from employment?	No	
If Yes, explain:		
* Are you a relative of any board member, administrator, or supervisor who is currently	No	
serving the School District?		
Name:		
Position:		
Relationship:		
* Can you perform all the essential job function(s) of the position(s) for which you are applying, with or without reasonable accommodation?	Yes	

Creel, Damion - AppNo: 14700	plication
	Date Submitted: 5/26/2015
Disclosures continued	·
List any accommodations:	
egal Information	
Please note: Applicants are not obligated to disclose sealed or expunged records of conviction	or arrest.
* Are you eligible to work in the United States?	Yes
* Have you ever been arrested, charged or convicted of a criminal offense other than a minor traffic violation?	No
If yes, explain, giving dates:	
Please Note: A conviction will not necessarily bar you from employment. Facts, such as date of occurrence and rehabilitation will be considered. This information permitted by applicable law.	nation will be used only for job-related purposes and only to the
	nation will be used only for job-related purposes and only to the
extent permitted by applicable law.	

Beachwood City School District is an Equal Opportunity Employer. Beachwood City School District ensures equal employment opportunities regardless of race, creed, gender, color, national origin, religion, age, sexual orientation or disability. Beachwood City School District has a policy of active recruitment of qualified minority teachers and non-certified employees. Any individual needing assistance in making application for any opening should contact the Department of Human Resources.

Deachwood City School District Offills Application	Beachwood Cit	y School District Online A	D	plication
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Creel, Damion - AppNo: 14700

Date Submitted: 5/26/2015

Applicant's Acknowledgment and Agreement

By checking the box below, candidate authorizes the school district to conduct an investigation of candidate pursuant to The School Code to determine whether candidate has been convicted of any criminal or drug offenses as set forth in such statute, and, upon request, agrees to execute an investigation authorization form as a condition for candidate's employment. The School Code also stipulates that the School District perform a check on the Statewide Sex Offender Database. Candidate may not be employed unless such investigations have been initiated.

I certify that the information given by me in this application is true in all respects, and I agree that if the information given is found to be false in any way, it shall be considered sufficient cause for denial of employment or discharge. I authorize the use of any information in the application to verify my statement, and I authorize past employers, all references and any other person to answer all questions asked concerning my ability, character, reputation, and previous employment record. I release all such persons from any liability or damages on account of having furnished such information.

I, Damion Creel, agree to all of the terms above.

⊠ I agree

BCII and FBI results

* As part of the requirements of the Ohio Department of Education, all educators and employees must have a current BCII and FBI background check completed. Have you had your background check done

Yes

When did you have your background checks completed?

Last month through the City of Beachwood

Skills

* Computer Knowledge

Microsoft Word

Microsoft Excel

Microsoft Power Point

Other computer skills

I am a Mac user.



PROFESSIONAL LIMITED CONTRACT 2018-2019

TEACHER: Damion Creel DEGREE: MA STEP: 20/2 SCHEDULE: C

EMPLOYMENT RESOLUTION: #05-18-146

DATE: May 14, 2018

EFFECTIVE DATE OF CONTRACT: August 13, 2018

BASE COMPENSATION: \$94,804.00 (based on 2017-2018 salary schedule)

FTE: 1.0

TOTAL COMPENSATION: \$94,804.00

AN AGREEMENT by and between the person whose name appears herein above in this contract and who is referred to hereinafter as the "Teacher," and the Board of Education of the Beachwood City School District, pursuant to the resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in this contract:

WHEREAS, the Teacher does not have continuing service status in the Beachwood City School District, and the Teacher has been recommended for employment or re-employment for not to exceed one (1) school year by the Superintendent of Schools of the Beachwood City School District, and the Board of Education has approved such recommendation; and,

WHEREAS, the Teacher has been notified as required by Section 3307.58, Ohio Revised Code, of his/her duties and obligations under Chapter 3307, Ohio Revised Code, being laws pertaining to the State Teachers Retirement System, as a condition of his or her employment.

NOW, THEREFORE, IT IS MUTUALLY AGREED that on and after the effective date of employment under this contract as hereinabove set forth in this contract, the Teacher shall be employed in the public schools of the Beachwood City School District for the school year hereinabove set forth in this contract, or such part thereof as may succeed the effective date of employment under this contract, or until such earlier time as the Teacher, in accordance with law, resigns, elects to retire, or is retired, or until such earlier time as this contract, as provided by law, is terminated or suspended; and the Teacher accepts the provisions of the laws pertaining to the State Teachers Retirement System as a part of this contract as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by policies and regulations adopted by the Board of Education for the government of its employees, to teach annually the number of school days prescribed by the Board of Education during the term of this contract, and that the duties to be performed by the Teacher under this contract shall be those as have in the past been performed by teachers in the Beachwood School District and those duties directed and assigned by the Superintendent of Schools pursuant to Section 3319.01, Ohio Revised Code, including but not by way of limitation those duties and obligations set forth as follows:

- 1. Classroom supervision, instruction, diagnostic and achievement testing, evaluation and grading of pupils in subjects of instruction not inconsistent with the Teacher's certification on days when schools are open for instruction and in session; the planning of curricula, and the preparation of instructional plans and materials;
- 2. Cooperative work with resource staff members such as psychologists, speech and reading teachers and others in specialized fields;
- 3. Non-classroom and non-instructional classroom supervision of pupils, and supervision of authorized extra-curricular student activities in accordance with policies adopted by the Board of Education;
- 4. Preparation for, attendance at and participation in workshops, in-service sessions, committee sessions, conferences, and meetings as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 5. Conferences with the parents or guardians of pupils as requested by such parents or guardians or as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 6. Preparation and timely submission of reports, records, evaluations, and instructional plans as required by the state laws, regulations and rules or by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the teacher is assigned, or by the chairman of any department to which the Teacher is assigned.

IN CONSIDERATION of such service and performance of such duties, the Board of Education agrees to pay the Teachers for the school year as set forth in this contract or such part thereof as may succeed the effective date of employment under this contract, at the rate per school year, set forth in this contract, payable as provided by resolution of the Board of Education duly adopted and in twenty-four (24) equal payments.

IN WITNESS WHEREOF, the Board of Education by its President and Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BOARD OF EDUCATION BEACHWOOD CITY SCHOOL DISTRICT	
By: Solller 1999	By:
President's Signature	Teacher's Signature
Miller & Moas	10-18-2018
Treasurer's Signature	Date
11/1/18	
Date	

PLEASE SIGN AND RETURN TO THE OFFICE OF HUMAN RESOURCES, BEACHWOOD BOARD OF EDUCATION, 24601 FAIRMOUNT BLVD., BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.



SUPPLEMENTAL CONTRACT FOR ATHLETICS 2018-2019

THIS LIMITED CONTRACT for additional duties entered into by and between **Damion Creel**, hereinafter referred to as the "Teacher," and the Board of Education of the Beachwood City School District of Cuyahoga County, Ohio, pursuant to the resolution duly adopted by the Board of Education on February 12, 2018, Resolution #02-18-049.

In addition to the Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and on behalf of the Board of Education for the 2018-2019 school year:

BASED ON 1.0 = \$4,948.00 (2017-2018 base rate)

ASSIGNMENT:

Football Head Coach

BUILDING:

Beachwood High School

RATIO RANGE:

1.50/1.55/1.60/1.65

RATIO:

1.65

COMPENSATION:

\$8,164.20

*SEASON DATES:

7/30/2018-11/2/2018

TOTAL WORK HRS:

318.75

It is further mutually agreed that the Teacher's obligation to perform the extended time duties provided for herein, and the Board of Education's obligation to accept Teacher's performance of such duties shall terminate at the end of the period provided for herein, and the Board of Education shall not be obligated to compensate said Teacher for any such duties performed after said period.

In consideration of the performance of said duties by said Teacher, the Board of Education promises to pay the Teacher compensation in two (2) installments within thirty (30) days after the Treasurer has received notification from the Athletic Director authorizing said payment.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BEACHWOOD BOARD OF EDUCATION
BEACHWOOD CITY SCHOOLS

President's Signature

Employee Signature

8-3-18

Date

PLEASE SIGN AND RETURN TO THE <u>ATHLETIC OFFICE</u>, BEACHWOOD HIGH SCHOOL, BEACHWOOD, OH 44(22) A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.

^{*}Any work completed outside of the official season will be considered volunteer work.





PROFESSIONAL LIMITED CONTRACT 2017-2018

TEACHER: Damion Creel

DEGREE: MA

STEP: 20

SCHEDULE: C

EMPLOYMENT RESOLUTION: #05-17-142

DATE: May 8, 2017

EFFECTIVE DATE OF CONTRACT: August 14, 2017

BASE COMPENSATION: \$94,804.00

FTE: 1.0

TOTAL COMPENSATION: \$94,804.00

AN AGREEMENT by and between the person whose name appears herein above in this contract and who is referred to hereinafter as the "Teacher," and the Board of Education of the Beachwood City School District, pursuant to the resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in this contract:

WHEREAS, the Teacher does not have continuing service status in the Beachwood City School District, and the Teacher has been recommended for employment or re-employment for not to exceed one (1) school year by the Superintendent of Schools of the Beachwood City School District, and the Board of Education has approved such recommendation; and,

WHEREAS, the Teacher has been notified as required by Section 3307.58, Ohio Revised Code, of his/her duties and obligations under Chapter 3307, Ohio Revised Code, being laws pertaining to the State Teachers Retirement System, as a condition of his or her employment.

NOW, THEREFORE, IT IS MUTUALLY AGREED that on and after the effective date of employment under this contract as hereinabove set forth in this contract, the Teacher shall be employed in the public schools of the Beachwood City School District for the school year hereinabove set forth in this contract, or such part thereof as may succeed the effective date of employment under this contract, or until such earlier time as the Teacher, in accordance with law, resigns, elects to retire, or is retired, or until such earlier time as this contract, as provided by law, is terminated or suspended; and the Teacher accepts the provisions of the laws pertaining to the State Teachers Retirement System as a part of this contract as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by policies and regulations adopted by the Board of Education for the government of its employees, to teach annually the number of school days prescribed by the Board of Education during the term of this contract, and that the duties to be performed by the Teacher under this contract shall be those as have in the past been performed by teachers in the Beachwood School District and those duties directed and assigned by the Superintendent of Schools pursuant to Section 3319.01, Ohio Revised Code, including but not by way of limitation those duties and obligations set forth as follows:

Creel, Damion

- 1. Classroom supervision, instruction, diagnostic and achievement testing, evaluation and grading of pupils in subjects of instruction not inconsistent with the Teacher's certification on days when schools are open for instruction and in session; the planning of curricula, and the preparation of instructional plans and materials;
- 2. Cooperative work with resource staff members such as psychologists, speech and reading teachers and others in specialized fields;
- 3. Non-classroom and non-instructional classroom supervision of pupils, and supervision of authorized extra-curricular student activities in accordance with policies adopted by the Board of Education;
- 4. Preparation for, attendance at and participation in workshops, in-service sessions, committee sessions, conferences, and meetings as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 5. Conferences with the parents or guardians of pupils as requested by such parents or guardians or as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 6. Preparation and timely submission of reports, records, evaluations, and instructional plans as required by the state laws, regulations and rules or by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the teacher is assigned, or by the chairman of any department to which the Teacher is assigned.

IN CONSIDERATION of such service and performance of such duties, the Board of Education agrees to pay the Teachers for the school year as set forth in this contract or such part thereof as may succeed the effective date of employment under this contract, at the rate per school year, set forth in this contract, payable as provided by resolution of the Board of Education duly adopted and in twenty-four (24) equal payments.

IN WITNESS WHEREOF, the Board of Education by its President and Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BOARD OF EDUCATION
BEACHWOOD CITY SCHOOL DISTRIC

D---

President's Signature

Treasurer's Signature

Date

By:

Teacher's Signature

5-31-17

Date

PLEASE SIGN AND RETURN TO THE OFFICE OF HUMAN RESOURCES, BEACHWOOD BOARD OF EDUCATION, 24601 FAIRMOUNT BLVD., BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.





SUPPLEMENTAL CONTRACT FOR ATHLETICS 2017-2018

THIS LIMITED CONTRACT for additional duties entered into by and between **Damion Creel**, hereinafter referred to as the "Teacher," and the Board of Education of the Beachwood City School District of Cuyahoga County, Ohio, pursuant to the resolution duly adopted by the Board of Education on March 13, 2017.

In addition to the Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and on behalf of the Board of Education for the 2017-2018 school year:

BASED ON 1.0 = \$4,948.00

ASSIGNMENT:

Football Head Coach

BUILDING:

Beachwood High School

RATIO RANGE:

1.50/1.55/1.60/1.65

RATIO:

1.65

COMPENSATION:

\$8,164.20

*SEASON DATES:

8/1/2017 - 11/3/2017

TOTAL WORK HRS:

318.75

It is further mutually agreed that the Teacher's obligation to perform the extended time duties provided for herein, and the Board of Education's obligation to accept Teacher's performance of such duties shall terminate at the end of the period provided for herein, and the Board of Education shall not be obligated to compensate said Teacher for any such duties performed after said period.

In consideration of the performance of said duties by said Teacher, the Board of Education promises to pay the Teacher compensation in two (2) installments within thirty (30) days after the Treasurer has received notification from the Athletic Director authorizing said payment.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BEACHWOOD BOARD OF EDUCATION BEACHWOOD CITY SCHOOLS	D-RC?
President's Signature	Employee Signature
rulle F. News	5/10/17
Treasurer's Signature	Date
1/66/2	
Date	

PLEASE SIGN AND RETURN TO THE <u>ATHLETIC OFFICE</u>, BEACHWOOD HIGH SCHOOL, BEACHWOOD, OH (44)22. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.

^{*}Any work completed outside of the official season will be considered volunteer work.





PROFESSIONAL LIMITED CONTRACT 2016-2017

TEACHER: Damion Creel

DEGREE: MA

STEP: 19

SCHEDULE: C

EMPLOYMENT RESOLUTION: #05-16-152

DATE: May 9, 2016

EFFECTIVE DATE OF CONTRACT: August 15, 2016

BASE COMPENSATION: \$90,828.00

FTE: 1.0

TOTAL COMPENSATION: \$90,828.00

AN AGREEMENT by and between the person whose name appears herein above in this contract and who is referred to hereinafter as the "Teacher," and the Board of Education of the Beachwood City School District, pursuant to the resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in this contract:

WHEREAS, the Teacher does not have continuing service status in the Beachwood City School District, and the Teacher has been recommended for employment or re-employment for not to exceed one (1) school year by the Superintendent of Schools of the Beachwood City School District, and the Board of Education has approved such recommendation; and,

WHEREAS, the Teacher has been notified as required by Section 3307.58, Ohio Revised Code, of his/her duties and obligations under Chapter 3307, Ohio Revised Code, being laws pertaining to the State Teachers Retirement System, as a condition of his or her employment.

NOW, THEREFORE, IT IS MUTUALLY AGREED that on and after the effective date of employment under this contract as hereinabove set forth in this contract, the Teacher shall be employed in the public schools of the Beachwood City School District for the school year hereinabove set forth in this contract, or such part thereof as may succeed the effective date of employment under this contract, or until such earlier time as the Teacher, in accordance with law, resigns, elects to retire, or is retired, or until such earlier time as this contract, as provided by law, is terminated or suspended; and the Teacher accepts the provisions of the laws pertaining to the State Teachers Retirement System as a part of this contract as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by policies and regulations adopted by the Board of Education for the government of its employees, to teach annually the number of school days prescribed by the Board of Education during the term of this contract, and that the duties to be performed by the Teacher under this contract shall be those as have in the past been performed by teachers in the Beachwood School District and those duties directed and assigned by the Superintendent of Schools pursuant to Section 3319.01, Ohio Revised Code, including but not by way of limitation those duties and obligations set forth as follows:

Creel, Damion

- 1. Classroom supervision, instruction, diagnostic and achievement testing, evaluation and grading of pupils in subjects of instruction not inconsistent with the Teacher's certification on days when schools are open for instruction and in session; the planning of curricula, and the preparation of instructional plans and materials;
- 2. Cooperative work with resource staff members such as psychologists, speech and reading teachers and others in specialized fields;
- 3. Non-classroom and non-instructional classroom supervision of pupils, and supervision of authorized extra-curricular student activities in accordance with policies adopted by the Board of Education;
- 4. Preparation for, attendance at and participation in workshops, in-service sessions, committee sessions, conferences, and meetings as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 5. Conferences with the parents or guardians of pupils as requested by such parents or guardians or as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 6. Preparation and timely submission of reports, records, evaluations, and instructional plans as required by the state laws, regulations and rules or by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the teacher is assigned, or by the chairman of any department to which the Teacher is assigned.

IN CONSIDERATION of such service and performance of such duties, the Board of Education agrees to pay the Teachers for the school year as set forth in this contract or such part thereof as may succeed the effective date of employment under this contract, at the rate per school year, set forth in this contract, payable as provided by resolution of the Board of Education duly adopted and in twenty-four (24) equal payments.

IN WITNESS WHEREOF, the Board of Education by its President and Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BOARD OF EDUCATION BEACHWOOD CITY SCHOOL DESTRICT By: President's Signature	By: Teacher's Signature
nuelle E. Miles	5-26-16
Treasurer's Signature	Date
Coliolia.	
Date	

PLEASE SIGN AND RETURN TO THE OFFICE OF HUMAN RESOURCES, BEACHWOOD BOARD OF EDUCATION, 24601 FAIRMOUNT BLVD., BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.





SUPPLEMENTAL CONTRACT FOR ATHLETICS 2016-2017

THIS LIMITED CONTRACT for additional duties entered into by and between **Damion Creel**, hereinafter referred to as the "Teacher," and the Board of Education of the Beachwood City School District of Cuyahoga County, Ohio, pursuant to the resolution duly adopted by the Board of Education on May 9, 2016.

In addition to the Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and on behalf of the Board of Education for the 2015-2016 school year:

BASED ON 1.0 = \$4,728.00		16-17
ASSIGNMENT:	Football Head Coach	
BUILDING:	Beachwood High School	

TOTAL WORK HRS: 318.75

RATIO RANGE: 1.50/1.55/1.60/1.65 RATIO: 1.65

COMPENSATION: \$7,981.05 *SEASON DATES: 8/1/2016 - 12/10/2016

It is further mutually agreed that the Teacher's obligation to perform the extended time duties provided for herein, and the Board of Education's obligation to accept Teacher's performance of such duties shall terminate at the end of the period provided for herein, and the Board of Education shall not be obligated to compensate said Teacher for any such duties performed after said period.

In consideration of the performance of said duties by said Teacher, the Board of Education promises to pay the Teacher compensation in two (2) installments within thirty (30) days after the Treasurer has received notification from the Athletic Director authorizing said payment.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BEACHWOOD BOARD OF EDUCATION BEACHWOOD CITY SCHOOLS	D
President's Signature	Employee Signature
Ruber E. Mills	5-26-16
Treasurer's Signature	Date
Date 6/10/16	

PLEASE SIGN AND RETURN TO THE <u>ATHLETIC OFFICE</u>, BEACHWOOD HIGH SCHOOL, BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.

^{*}Any work completed outside of the official season will be considered volunteer work.



CERTIFICATED PERSONNEL REVISED SALARY NOTIFICATION 2015-2016 School Year

CERTIFICATED EMPLOYEE: Damion Creel

CONTRACT STATUS: Limited

DEGREE: MA

SCHEDULE: C

STEP: 18

FTE: 1.0

CONTRACT DAYS: 186

TOTAL COMPENSATION: \$86,965.00

Treasurer's Signature

Date





PROFESSIONAL LIMITED CONTRACT 2015-2016

TEACHER:

Damion Creel DEGREE: MA

STEP: 18

SCHEDULE: C

EMPLOYMENT RESOLUTION: #06-15-263

DATE: June 22, 2015

EFFECTIVE DATE OF CONTRACT: August 17, 2015

BASE COMPENSATION: \$85,253.00* based upon the 2014-2015 salary schedule

FTE: 1.0

TOTAL COMPENSATION: \$85,253.00* based upon the 2014-2015 salary schedule

AN AGREEMENT by and between the person whose name appears herein above in this contract and who is referred to hereinafter as the "Teacher," and the Board of Education of the Beachwood City School District, pursuant to the resolution duly adopted by the Board of Education numbered and dated as hereinabove set forth in this contract:

WHEREAS, the Teacher does not have continuing service status in the Beachwood City School District, and the Teacher has been recommended for employment or re-employment for not to exceed one (1) school year by the Superintendent of Schools of the Beachwood City School District, and the Board of Education has approved such recommendation; and,

WHEREAS, the Teacher has been notified as required by Section 3307.58, Ohio Revised Code, of his/her duties and obligations under Chapter 3307, Ohio Revised Code, being laws pertaining to the State Teachers Retirement System, as a condition of his or her employment.

NOW, THEREFORE, IT IS MUTUALLY AGREED that on and after the effective date of employment under this contract as hereinabove set forth in this contract, the Teacher shall be employed in the public schools of the Beachwood City School District for the school year hereinabove set forth in this contract, or such part thereof as may succeed the effective date of employment under this contract, or until such earlier time as the Teacher, in accordance with law, resigns, elects to retire, or is retired, or until such earlier time as this contract, as provided by law, is terminated or suspended; and the Teacher accepts the provisions of the laws pertaining to the State Teachers Retirement System as a part of this contract as a condition of the employment provided for herein.

IN CONSIDERATION of the salary provided for herein, the Teacher agrees to abide by policies and regulations adopted by the Board of Education for the government of its employees, to teach annually the number of school days prescribed by the Board of Education during the term of this contract, and that the duties to be performed by the Teacher under this contract shall be those as have in the past been performed by teachers in the Beachwood School District and those duties directed and assigned by the Superintendent of Schools pursuant to Section 3319.01, Ohio Revised Code, including but not by way of limitation those duties and obligations set forth as follows:

- Classroom supervision, instruction, diagnostic and achievement testing, evaluation and grading of pupils in subjects of instruction not inconsistent with the Teacher's certification on days when schools are open for instruction and in session; the planning of curricula, and the preparation of instructional plans and materials;
- 2. Cooperative work with resource staff members such as psychologists, speech and reading teachers and others in specialized fields;
- 3. Non-classroom and non-instructional classroom supervision of pupils, and supervision of authorized extracurricular student activities in accordance with policies adopted by the Board of Education;
- 4. Preparation for, attendance at and participation in workshops, in-service sessions, committee sessions, conferences, and meetings as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 5. Conferences with the parents or guardians of pupils as requested by such parents or guardians or as required by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants of the school to which the Teacher is assigned, or by the chairman of any department to which the Teacher is assigned;
- 6. Preparation and timely submission of reports, records, evaluations, and instructional plans as required by the state laws, regulations and rules or by the Board of Education, the Superintendent or his Assistants, or by the principal, or his assistants, of the school to which the teacher is assigned, or by the chairman of any department to which the Teacher is assigned.

IN CONSIDERATION of such service and performance of such duties, the Board of Education agrees to pay the Teachers for the school year as set forth in this contract or such part thereof as may succeed the effective date of employment under this contract, at the rate per school year, set forth in this contract, payable as provided by resolution of the Board of Education duly adopted and in twenty-four (24) equal payments.

IN WITNESS WHEREOF, the Board of Education by its President and Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BOARD OF EDUCATION BEACHWOOD CITY SCHOOL DISTRICT

President's Signature	By: Teacher's Signature
Treasurer's Signature	Date

PLEASE SIGN AND RETURN TO THE OFFICE OF HUMAN RESOURCES, BEACHWOOD BOARD OF EDUCATION, 24601 FAIRMOUNT BLVD., BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.



SUPPLEMENTAL CONTRACT FOR ATHLETICS 2015-2016

THIS LIMITED CONTRACT for additional duties entered into by and between **Damion Creel**, hereinafter referred to as the "Teacher," and the Board of Education of the Beachwood City School District of Cuyahoga County, Ohio, pursuant to the resolution duly adopted by the Board of Education on January 4, 2016.

In addition to the Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and on behalf of the Board of Education for the 2015-2016 school year:

BASED ON 1.0 = \$4,728.00

ASSIGNMENT:

Track Asst. Coach

BUILDING:

Beachwood High School

TOTAL WORK HRS:

260

RATIO RANGE:

1.10/1.15/1.20/1.25

RATIO:

1.20

COMPENSATION:

\$5,673.60

It is further mutually agreed that the Teacher's obligation to perform the extended time duties provided for herein, and the Board of Education's obligation to accept Teacher's performance of such duties shall terminate at the end of the period provided for herein, and the Board of Education shall not be obligated to compensate said Teacher for any such duties performed after said period.

In consideration of the performance of said duties by said Teacher, the Board of Education promises to pay the Teacher compensation in two (2) installments within thirty (30) days after the Treasurer has received notification from the Athletic Director authorizing said payment.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BEACHWOOD BOARD OF EDUCATION	
BEACHYOOD CITY & CHOOLS	
With the	DACO
President's Signature	Employee Signature
Nuclelle F. Sues	1/28/16
Treasurer's Signature	Date / /
2/4/16	
Date	

PLEASE SIGN AND RETURN TO THE ATHLETIC OFFICE, BEACHWOOD HIGH SCHOOL, BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.





SUPPLEMENTAL CONTRACT FOR ATHLETICS 2015-2016

THIS LIMITED CONTRACT for additional duties entered into by and between **Damion Creel**, hereinafter referred to as the "Teacher," and the Board of Education of the Beachwood City School District of Cuyahoga County, Ohio, pursuant to the resolution duly adopted by the Board of Education on June 22, 2015.

In addition to the Teacher's regular teaching duties, said Teacher does hereby promise and agree to perform the following duties for and on behalf of the Board of Education for the 2015-2016 school year:

BASED ON 1.0 = \$4,635.00

(2014-2015 base rate)

ASSIGNMENT:

Football Head Coach

BUILDING:

Beachwood High School

TOTAL WORK HRS:

318.75

RATIO RANGE:

1.50/1.55/1.60/1.65

RATIO:

1.65

COMPENSATION:

\$7,647.75

30180120

It is further mutually agreed that the Teacher's obligation to perform the extended time duties provided for herein, and the Board of Education's obligation to accept Teacher's performance of such duties shall terminate at the end of the period provided for herein, and the Board of Education shall not be obligated to compensate said Teacher for any such duties performed after said period.

In consideration of the performance of said duties by said Teacher, the Board of Education promises to pay the Teacher compensation in two (2) installments within thirty (30) days after the Treasurer has received notification from the Athletic Director authorizing said payment.

IN WITNESS WHEREOF, the Board of Education by its Treasurer has set its hand on the date herein set forth below, and the Teacher has set his or her hand on the date set forth below:

BEACHWOOD BOARD OF EDUCATION BEACHWOOD CITY SCHOOLS

/ IALXXXX

President's Signature

Muller E- Mul

Treasurer's Signature

21/20618

Doto

Employee Signature

Date

PLEASE SIGN AND RETURN TO THE OFFICE OF HUMAN RESOURCES, BEACHWOOD BOARD OF EDUCATION, 24601 FAIRMOUNT BLVD., BEACHWOOD, OH 44122. A COPY WILL BE FORWARDED TO YOU AFTER ALL HAVE SIGNED.



2017-2018

Creel, Damion R (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul R (OH1273271)

Status: Completed

The educator completed this form on 3/7/2018 3:12:07 PM. The evaluator completed this form on 3/7/2018 9:53:48 AM.

Formal Observation

Date of Observation:

2/22/2018

Beginning Time:

9:10:00 AM

Ending Time:

9:43:00 AM

Subject:

PE 7/8

Observation Notes:

The students began class with warmups including jogging and jump rope. Mr. Creel explained the badminton activities. The groups were divided into girls and boys. The students started with their dominant hand and then moved to their non-dominant hand as they hit the birdie up and down in the air. This was the warmup activity. Mr. Creel circulated as students practiced. (consider for competition, have students paid up and count how many they can get in a row in a two minute period. Create class rankings. Do the same competition in a few weeks). Serving will start initially underhand. Mr. Creel explained that the two yellow lines acted as service lines. The student who caught the birdie had to attempt to catch it with their racket without using their free hand. For the next several minutes, boys and girls split into pairs and practiced serving. Mr. Creel walked around providing assistance with form and technique. Mr. Creel reminded students to serve higher. The birdie in many cases would not make it over the net. After a few minutes Mr. Creel reminded students that Monday nets would go up. The next activity had students volley back and forth as many times as possible.



2017-2018

Creel, Damion R (OH1229864)

Overall Rating

Overall Rating:

Skilled



2017-2018

Creel, Damion R (OH1229864)

Teacher Comments (Optional)

Teacher Comments:

Paul you didn't mark anything down for the category of professionalism.

Instructional Planning						
	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED		
Focus for Learning (Standard 4: Instruction) Sources of Evidence: Pre- Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measureable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goa (s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course and school goals for content learning and skills.		
Evidence:			The students will be reviewing and attempting master badminton forehand and backhand skills.			
Assessment Data (Standard 3: Assessment) Sources of Evidence: Pre- Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may have difficulty analyzing data to	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and analyzes data to effectively	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessments interest learning needs are accurately identified through an analysis of student data; the teacher uses assessment data to identify		

effectively inform instructional

planning and delivery.

inform instructional planning and

delivery.

student strengths and areas for

student growth.



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Prior Content Knowledge/Sequence/Conn ections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.

The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.

The students will partner up and work on serving. They will be observed understanding that the birdie needs to go over a service line.

The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts and processes in school and district curriculum priorities and in state standards.

The teacher uses the input and contributions of families. colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.

Evidence:

This entire group played badminton in 6th and 7th grade and have attempted the skills before and learned the rules. However this was done a year ago and the students will need a refresher.



2017-2018

Creel, Damion R (OH1229864)

Knowledge of Students (Standard 1: Students)

Sources of Evidence: Analysis of Student Data, Pre-Conference The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.

The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.

The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.

The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content and delivery that will meet the needs of individual students and groups of students.

Evidence:

There are 28 students in 7th and 8th grade class.



2017-2018

Creel, Damion R (OH1229864)

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence: Formal Observation, Classroom Walkthroughs/ Informal Observations

INEFFECTIVE

A teacher's explanations are unclear, incoherent or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.

DEVELOPING

Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher reexplains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.

SKILLED

Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking. The teacher effectively addresses confusion by reexplaining topics when asked and ensuring understanding. The teacher employs effective. purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.

ACCOMPLISHED

Teacher explanations are clear. coherent, and precise. The teacher uses well-timed. individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is studentled, with the teacher in the role of facilitator



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Differentiation (Standard 1: Students: Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal **Observations**

The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.

The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.

The teacher supports the learning needs of students materials and/or pacing that

through a variety of strategies. make learning accessible and challenging for the group

The students completed a series of activities and skills to begin the badminton unit. After the warmup activities, Mr. Creel had students complete a variety of skills. The first skill asked students to volley as much as possible with themselves. Ultimately the students needed to keep the birdie in the air as many times as possible. The other activities included volleying

with other students and practicing serving. During each activity Mr. Creel gave an explanation to the students. After the explanation, the activity began. Students were engaged throughout the lesson. Trying to volley as many times as possible created a sense of competition and engagement. Areas of Focus: As discussed in the post observation, utilize and promote the sense of competition. You told students who completed the most volleys for the day. They seemed to enjoy attempting to break that record. Document these records for each grade level both male and female. Create a record book for each year and each grade.

> The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent. collaborative and whole-class instruction to support individual learning goals and provides varied options for how students will demonstrate mastery.



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Evidence:

Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.

The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.

needed remediation.

Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively

engaging students.

The students were taught skills

throughout each lesson. Allowing students to learn badminton skills before competing allowed students to engage in activities and feel confident. Mr. Creel took specific students off to the side and worked with them if they

Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

The class utilized birdies and rackets.

Date Printed: 5/29/2018 1:54:35 PM



2017-2018

Creel, Damion R (OH1229864)

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures: students seem unclear about what they should be doing or are idle.Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families.Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.

The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall wellbeing.Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner.Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.

The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eye contact and connects with individual students.Routines and procedures run smoothly throughout the lesson and students assume ageappropriate levels of responsibility for the efficient operation of the classroom. Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class. cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate and effective.

The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences, thoughts and opinions. For example, the teacher responds quietly, individually and sensitively to student confusion or distress.Routines are wellestablished and orderly and students initiate responsibility for the efficient operation of the classroom Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer. community and family partnerships which contribute to student learning and development.A classroom management system has been designed, implemented and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.



2017-2018

Creel, Damion R (OH1229864)



There are consistent warmup routines throughout the year. Mr. Creel has worked with the other PE teachers to secure the locker rooms and make sure students are supervised. So far, locker room situations are greatly reduced this year. The students participated throughout the lesson and were engaged. The students played, laughed, and worked together while practicing different skills. Transitions between the skills were quick. Directions were prompt and students quickly moved to the new activity.



2017-2018

Creel, Damion R (OH1229864)

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations, Post-Conference The teacher does not routinely use assessments to measure student mastery. The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion. The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggests the approach is not succeeding. The teacher does not provide students with feedback about their learning.

The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information. The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion. The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students. Students receive occasional or limited feedback about their performance from the teacher.

The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles. The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification. The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. The teacher provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality.

The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles. The teacher continually checks for understanding and makes adjustments accordingly (wholeclass or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class. The teacher provides substantive. specific and timely feedback to students, families and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in selfassessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.



2017-2018

Creel, Damion R (OH1229864)



Mr. Creel routinely contacts parents for disciplinary situations. Mr. Creel should continue to do this but also consider making phone calls when he sees improvement. Mr. Creel is the varsity football coach. Mr. Creel routinely works with high school students and teachers on grades in relation to academic success and football. Mr. Creel is given 25 minutes at the end of each day to visit teachers and students at the high school. Mr. Creel should continue this approach and consider visiting these students in class with teacher permission during this time.



2017-2018

Creel, Damion R (OH1229864)

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication: Standard 7: Professional Responsibility and Growth)

Sources of Evidence: **Professional Growth Plan** or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others

INEFFECTIVE

clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.

DEVELOPING

The teacher fails to communicate The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.

SKILLED

The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice. analyze student work and identify targeted strategies. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based shortand long-term professional goals and takes action to meet these goals.

ACCOMPLISHED

The teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.

Evidence:



Final Summative Rating of Teacher Effectiveness

2017-2018

Creel, Damion R (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul R (OH1273271)

Admin: Chase III, Paul R (OH1273271)

Status: Completed

The educator completed this form on 4/30/2018 4:43:24 PM.
The administrator completed this form on 4/30/2018 3:58:25 PM.

1. Proficiency on Standards/Educator Performance

	Ineffective	Developing	Skilled	Accomplished
Teacher Formal Observation / Performance Rubric (2.0) Overall Rating I 11/6/2017			x	
Teacher Formal Observation / Performance Rubric (2.0) Overall Rating I 2/22/2018			x	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)			x	

2. Student Growth Data

	Least Eff.	Approaching Avg.	Average	Above	Most Eff.
Student Growth Measure of Effectiveness					x

3. Final Summative (Overall) Rating

Areas of reinforcement:	
Areas of refinement:	

	Ineffective	Developing	Skilled	Accomplished
Final Summative (Overall) Rating				x
Improvement plan initiated by District	No			
Improvement plan required due to ineffective final summative rating.	No			



2017-2018

Creel, Damion R (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul R (OH1273271)

Status: Completed

The educator completed this form on 12/11/2017 7:26:58 AM.
The evaluator completed this form on 12/10/2017 8:08:48 PM.

Formal Observation

Date of Observation:

11/6/2017

Beginning Time:

9:10:00 AM

Ending Time:

9:45:00 AM

Subject:

PE 7/8

Observation Notes:

The students began class with their typical warmup run and stretching. The students were completing their shuttle run. Mr. Creel had one student demonstrate the proper technique. Sprint, pickup the block, make sure you run through the black line at the end. The students were given times. Girls 9.9 14 year olds. Boys 10.6 12 yrs old etc... Each time for age and gender was given. Mr. Creel also discussed the top times from the day thus far. The quickest distance in math is a straight line. Girls started with volleyball. Boys began shuttle sprints. You get two tries.

The first two boys began. One student received an 8.6. (Make sure you remind students to not laugh at each other's times. The girls were having some difficulty getting started. Consider choosing teams beforehand). Mr. Creel complimented and congratulated the students as they finished. The students were competitive. They all worked hard. The competition seemed like a positive experience for most of them. Mr. Creel discussed with the students ways to improve on times. As students raced at the end, times were matched up. Iron sharp as iron. Match up times.

Post-conference:

How do you improve on the times? How often is this activity? The testing is done now and in the Spring. Fitness days focus on upper body strength and agility. Distant running occurs during the warm weather. Continue to hit upper body strength and agility.



2017-2018

Creel, Damion R (OH1229864)

Overall Rating

Overall Rating:

Skilled

2 of 13



2017-2018

Creel, Damion R (OH1229864)

Teacher Comments (Optional)

Teacher Comments:

Instructional Planning						
	INEFFECTIVE	DEVELOPING	SKILLED	ACCOMPLISHED		
Focus for Learning (Standard 4: Instruction) Sources of Evidence: Pre- Conference	The teacher does not demonstrate a clear focus for student learning. Learning objectives are too general to guide lesson planning and are inappropriate for the students and/or do not reference the Ohio standards.	The teacher communicates a focus for student learning, develops learning objectives that are appropriate for students and reference the Ohio standards but do not include measureable goals.	The teacher demonstrates a focus for student learning, with appropriate learning objectives that include measurable goal(s) for student learning aligned with the Ohio standards. The teacher demonstrates the importance of the goal and its appropriateness for students.	The teacher establishes challenging and measurable goa (s) for student learning that aligns with the Ohio standards and reflect a range of student learner needs. The teacher demonstrates how the goal(s) fit into the broader unit, course and school goals for content learning and skills.		
Evidence:			The students should understand how to run a shuttle. They should understand their time and how to improve their time in the future. This is test number 1.			
Assessment Data (Standard 3: Assessment) Sources of Evidence: Pre-Conference	The teacher does not plan for the assessment of student learning or does not analyze student learning data to inform lesson plans. The teacher does not use or only uses one measure of student performance.	The teacher explains the characteristics, uses, and limitations of various diagnostic, formative and summative assessments but does not consistently incorporate this knowledge into lesson planning. The teacher uses more than one measure of student performance but does not appropriately vary assessment approaches, or the teacher may	The teacher demonstrates an understanding that assessment is a means of evaluating and supporting student learning through effectively incorporating diagnostic, formative, and/or summative assessments into lesson planning. The teacher employs a variety of formal and informal assessment techniques to collect evidence of students' knowledge and skills and	The teacher purposefully plans assessments and differentiates assessment choices to match the full range of student needs, abilities, and learning styles, incorporating a range of appropriate diagnostic, formative and summative assessments intelesson plans. Student learning needs are accurately identified through an analysis of student data; the teacher uses		

have difficulty analyzing data to

effectively inform instructional

planning and delivery.

analyzes data to effectively

delivery.

inform instructional planning and

assessment data to identify

student growth.

student strengths and areas for



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Prior Content Knowledge/Sequence/Conn ections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference The teacher's lesson does not build on or connect to students' prior knowledge, or the teacher may give an explanation that is illogical or inaccurate as to how the content connects to previous and future learning.

The teacher makes an attempt to connect the lesson to students' prior knowledge, to previous lessons or future learning but is not completely successful.

The student times will be recorded. Portion of students will be observed playing volleyball and running.

The teacher makes clear and coherent connections with students' prior knowledge and future learning—both explicitly to students and within the lesson. The teacher plans and sequences instruction to include the important content, concepts and processes in school and district curriculum priorities and in state standards.

The teacher uses the input and contributions of families. colleagues, and other professionals in understanding each learner's prior knowledge and supporting their development. The teacher makes meaningful and relevant connections between lesson content and other disciplines and real-world experiences and careers as well as prepares opportunities for students to apply learning from different content areas to solve problems. The teacher plans and sequences instruction that reflects an understanding of the prerequisite relationships among the important content, concepts and processes in school and district curriculum priorities and in state standards as well as multiple pathways for learning depending on student needs. The teacher accurately explains how the lesson fits within the structure of the discipline.

Evidence:

The students learn how to walkjog. Each lesson works on agility.



2017-2018

Creel, Damion R (OH1229864)

Knowledge of Students (Standard 1: Students)

Sources of Evidence: Analysis of Student Data, Pre-Conference The teacher demonstrates a lack of familiarity with students' backgrounds and has made no attempts to find this information. The teacher's plan for instruction does not demonstrate an understanding of students' development, preferred learning styles, and/or student backgrounds/prior experiences.

The teacher demonstrates some familiarity with students' background knowledge and experiences and describes one procedure used to obtain this information. The teacher's instructional plan draws upon a partial analysis of students' development, readiness for learning, preferred learning styles or backgrounds and prior experiences and/or the plan is inappropriately tailored to the specific population of students in the classroom.

The teacher demonstrates familiarity with students' background knowledge and experiences and describes multiple procedures used to obtain this information. The teacher's instructional plan draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, and backgrounds and prior experiences.

The teacher demonstrates an understanding of the purpose and value of learning about students' background experiences, demonstrates familiarity with each student's background knowledge and experiences, and describes multiple procedures used to obtain this information. The teacher's analysis of student data (student development, student learning and preferred learning styles and student backgrounds/prior experiences) accurately connects the data to specific instructional strategies and plans. The teacher plans for and can articulate specific strategies, content and delivery that will meet the needs of individual students and groups of students.

Evidence:

Third period class includes 28 students.



2017-2018

Creel, Damion R (OH1229864)

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence: Formal Observation, Classroom Walkthroughs/ Informal Observations

INEFFECTIVE

A teacher's explanations are unclear, incoherent or inaccurate, and are generally ineffective in building student understanding. The teacher uses language that fails to engage students, is inappropriate to the content and/or discourages independent or creative thinking. The teacher fails to address student confusion or frustration and does not use effective questioning techniques during the lesson. The lesson is almost entirely teacher-directed.

DEVELOPING

Teacher explanations are accurate and generally clear but the teacher may not fully clarify information based on students' questions about content or instructions for learning activities or the teacher may use some language that is developmentally inappropriate, leading to confusion or limiting discussion. The teacher reexplains topics when students show confusion, but is not always able to provide an effective alternative explanation. The teacher attempts to employ purposeful questioning techniques, but may confuse students with the phrasing or timing of questions. The lesson is primarily teacher-directed.

SKILLED

Teacher explanations are clear and accurate. The teacher uses developmentally appropriate strategies and language designed to actively encourage independent, creative and critical thinking. The teacher effectively addresses confusion by reexplaining topics when asked and ensuring understanding. The teacher employs effective. purposeful questioning techniques during instruction. The lesson is a balance of teacher-directed instruction and student-led learning.

ACCOMPLISHED

Teacher explanations are clear, coherent, and precise. The teacher uses well-timed. individualized, developmentally appropriate strategies and language designed to actively encourage independent, creative, and critical thinking. including the appropriate use of questions and discussion techniques. The teacher accurately anticipates confusion by presenting information in multiple formats and clarifying content before students ask questions. The teacher develops high-level understanding through effective uses of varied levels of questions. The lesson is studentled, with the teacher in the role of facilitator.



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations The teacher does not attempt to make the lesson accessible and challenging for most students, or attempts are developmentally inappropriate.

The teacher relies on a single strategy or alternate set of materials to make the lesson accessible to most students though some students may not be able to access certain parts of the lesson and/or some may not be challenged.

The teacher supports the learning needs of students through a variety of strategies, materials and/or pacing that make learning accessible and challenging for the group.

The teacher matches strategies, materials, and/or pacing to students' individual needs, to make learning accessible and challenging for all students in the classroom. The teacher effectively uses independent, collaborative and whole-class instruction to support individual learning goals and provides

varied options for how students will demonstrate mastery.

The students in the class completed a shuttle run exercise. This exercise was timed and was part of the yearly testing requirements for students to complete. Before the activity began, Mr. Creel shared national averages for the shuttle run and the current record this school year. The activity was demonstrated using the blocks the students had to carry. Early in the term Mr. Creel was observed during a walk through. The students were practicing walk/runs for the mile. Mr. Creel and Mrs. Dietrick demonstrated the strategies to run on the straight away and walk on the turns. Areas of Focus: When reviewing directions for the shuttle run, remind several of the students to not laugh at each other. This may be detrimental to some of the students who struggle with the activity, During the post conference, we also discussed pre-determining the girls volleyball teams. This would be best to avoid any conflict.



2017-2018

Creel, Damion R (OH1229864)

Evidence:

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Evidence:

Instructional materials and resources used for instruction are not relevant to the lesson or are inappropriate for students.

The teacher uses appropriate instructional materials to support learning goals, but may not meet individual students' learning styles/needs or actively engage them in learning.

The boys completed the shuttle run and the girls were playing volleyball on the other half of the gym.

Instructional materials and

Mr. Creel had two groups

completing different activities.

Instructional materials and resources are aligned to the instructional purposes and are appropriate for students' learning styles and needs, actively engaging students.

Instructional materials and resources are aligned to instructional purposes, are varied and appropriate to ability levels of students, and actively engage them in ownership of their learning.

Resources included volleyball, volleyball net, shuttle relay blocks, and a stop watch.



2017-2018

Creel, Damion R (OH1229864)

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

There is little or no evidence of a positive rapport between the teacher and students. For example, the teacher may respond disrespectfully to students or ignore their questions or comments. There are no evident routines or procedures; students seem unclear about what they should be doing or are idle.Transitions are inefficient with considerable instructional time lost. Lessons progress too slowly or quickly so students are frequently disengaged. The teacher creates a learning environment that allows for little or no communication or engagement with families. Expectations for behavior are not established or are inappropriate and/or no monitoring of behaviors occurs. The teacher responds to misbehavior inappropriately.

The teacher is fair in the treatment of students and establishes a basic rapport with them. For example, the teacher addresses students' questions or comments but does not inquire about their overall wellbeing.Routines and procedures are in place, but the teacher may inappropriately prompt or direct students when they are unclear or idle. The teacher transitions between learning activities, but occasionally loses some instructional time in the process. The teacher welcomes communication from families and replies in a timely manner. Appropriate expectations for behavior are established, but some expectations are unclear or do not address the needs of individual students. The teacher inconsistently monitors behavior.

The teacher has positive rapport with students and demonstrates respect for and interest in all students. For example, the teacher makes eve contact and connects with individual students.Routines and procedures run smoothly throughout the lesson and students assume ageappropriate levels of responsibility for the efficient operation of the classroom, Transitions are efficient and occur smoothly. There is evidence of varied learning situations (whole class. cooperative learning, small group and independent work). The teacher engages in two-way communication and offers a variety of volunteer opportunities and activities for families to support student learning.A classroom management system has been implemented that is appropriate and responsive to classroom and individual needs of students. Clear expectations for student behavior are evident. Monitoring of student behavior is consistent, appropriate and effective.

The teacher has positive rapport with students and demonstrates respect for and interest in individual students' experiences. thoughts and opinions. For example, the teacher responds quietly, individually and sensitively to student confusion or distress.Routines are wellestablished and orderly and students initiate responsibility for the efficient operation of the classroom. Transitions are seamless as the teacher effectively maximizes instructional time and combines independent, collaborative and whole-class learning situations. The teacher engages in two-way, ongoing communication with families that results in active volunteer. community and family partnerships which contribute to student learning and development.A classroom management system has been designed, implemented and adjusted with student input and is appropriate for the classroom and individual student needs. Students are actively encouraged to take responsibility for their behavior. The teacher uses research-based strategies to lessen disruptive behaviors and reinforce positive behaviors.



2017-2018

Creel, Damion R (OH1229864)



Mr. Creel has created routines for warmups and attendance. These routines allow students to change quickly and begin the daily lesson. Mr. Creel has worked with the other PE instructors on locker room supervision. So far this school year, behavior has been good in the locker rooms. This supervision should continue. Mr. Creel has also consistently met with classes and reminded them of the locker room rules and policy.



2017-2018

Creel, Damion R (OH1229864)

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence: Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations, Post-Conference The teacher does not routinely use assessments to measure student mastery. The teacher rarely or never checks the students' understanding of content. The teacher fails to make adjustments in response to student confusion. The teacher persists in using a particular strategy for responding to misunderstandings, even when data suggests the approach is not succeeding. The teacher does not provide students with feedback about their learning.

The teacher uses assessments to measure student mastery, but may not differentiate instruction based on this information. The teacher checks for student understanding and makes attempts to adjust instruction accordingly, but these adjustments may cause some additional confusion. The teacher gathers and uses student data from a few sources to choose appropriate instructional strategies for groups of students.Students receive occasional or limited feedback about their performance from the teacher.

The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, although the teacher may not be able to anticipate learning obstacles. The teacher checks for understanding at key moments and makes adjustments to instruction (whole-class or individual students). The teacher responds to student misunderstandings by providing additional clarification. The teacher gathers and uses student data from a variety of sources to choose and implement appropriate instructional strategies for groups of students. The teacher provides substantive, specific and timely feedback of student progress to students, families and other school personnel while maintaining confidentiality.

The teacher uses assessment data to identify students' strengths and needs, and modifies and differentiates instruction accordingly, as well as examines classroom assessment results to reveal trends and patterns in individual and group progress and to anticipate learning obstacles. The teacher continually checks for understanding and makes adjustments accordingly (wholeclass or individual students). When an explanation is not effectively leading students to understand the content, the teacher adjusts quickly and seamlessly within the lesson and uses an alternative way to explain the concept.By using student data from a variety of sources, the teacher appropriately adapts instructional methods and materials and paces learning activities to meet the needs of individual students as well as the whole class. The teacher provides substantive. specific and timely feedback to students, families and other school personnel while maintaining confidentiality. The teacher provides the opportunity for students to engage in selfassessment and show awareness of their own strengths and weaknesses. The teacher uses student assessment results to reflect on his or her own teaching and to monitor teaching strategies and behaviors in relation to student success.



2017-2018

Creel, Damion R (OH1229864)

Evidence:

The students' times were recorded during the shuttle run. Students will be assessed during the spring term for the second shuttle run.



2017-2018

Creel, Damion R (OH1229864)

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence: Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others

Evidence:

INEFFECTIVE

The teacher fails to communicate clearly with students and families or collaborate effectively with professional colleagues. The teacher fails to understand and follow regulations, policies and agreements. The teacher fails to demonstrate evidence of an ability to accurately self-assess performance and to appropriately identify areas for professional development.

DEVELOPING

The teacher uses a variety of strategies to communicate with students and families and collaborate with colleagues, but these approaches may not always be appropriate for a particular situation or achieve the intended outcome. The teacher understands and follows district policies and state and federal regulations at a minimal level. The teacher identifies strengths and areas for growth to develop and implement targeted goals for professional growth.

SKILLED

The teacher uses effective communication strategies with students and families and works effectively with colleagues to examine problems of practice, analyze student work and identify targeted strategies. The teacher meets ethical and professional responsibilities with integrity and honesty. The teacher models and upholds district policies and state and federal regulations. The teacher sets data-based shortand long-term professional goals and takes action to meet these goals.

ACCOMPLISHED

The teacher communicates effectively with students, families and colleagues. The teacher collaborates with colleagues to improve personal and team practices by facilitating professional dialogue, peer observation and feedback, peer coaching and other collegial learning activities. The teacher meets ethical and professional responsibilities and helps colleagues access and interpret laws and policies and understand their implications in the classroom. The teacher sets and regularly modifies short- and long-term professional goals based on self-assessment and analysis of student learning evidence.

Mr. Creel works well with his department and colleagues. Mr. Creel has developed strong relationships with many students. Every Friday Mr. Creel runs a boys group for African American boys. Mr. Creel partners with an African American police officer in the building to help provide mentoring to students who are at risk academically and behaviorally. Recently Mr. Creel has began working with Diversity Matters in Beachwood.



2016-2017

Creel, Damion R (OH1229864)

LEA: Beach

Beachwood City (043554)

Building(s):

Beachwood Middle School (042614)

Evaluator:

Chase III, Paul R (OH1273271)

Status:

Completed

The educator completed this form on 5/5/2017 7:21:26 AM.

The evaluator completed this form on 4/5/2017 11:37:28 AM.

Formal Observation

Date of Observation:

3/6/2017

Beginning Time:

9:50 AM

Ending Time:

10:25 AM

Subject:

PE 7/8

Observation Notes:

The students arrived to class and went to the lockers to change. Mrs. Rotman supervised the girls locker room. When students came out of the locker room they began to warm up with ten push ups and ten sit ups. The students then jogged and ran around for warm ups. Be careful of running into walls or the bleachers. Boundaries for out of bounds was shared. The black line and the blue line were shared. The service line goes from blue line and turns into red. If I am playing against Jordan he has to serve it over the service line. Two serves to get the birdie over. Students were asked to sit up as Mr. Creel spoke. There was a reminder that both people have to serve. A person asked a question. The student asked about the service line. If it lands in bounds and goes out of bounds, does it count. If the birdie lands on the line, it is in. It is where the birdie lands at. The team that is on that side will call it. We go with the call. Your first round game is...... Teams played round robin. The scores go to 11. (How were teams determined?) (Do you consider equalling up the talent?) (Why does that work or not work? Kids want to be with their friends. It runs to competitive) The students picked teams and partnered up. They had to pick a street name in Beachwood.

During the remainder of the class Mr. Creel circulated and made sure students were participating and keeping score in a fair manner. One girl's team was a team of three, the girls rotated in every few serves. The rotation was good because the teams had the opportunity to play different completion. Some games may be very competitive and teams might play against another dominant team. Regardless of the score, teams always moved on to play another team. (How do you handle disputes? Integrity and character, ask them to get both sides. Re-do).

Once your game was over, the winner needed to see Mr. Creel.

Overall Rating



2016-2017

Creel, Damion R (OH1229864)

Overall Rating:

Skilled

Teacher Comments (Optional)

Teacher Comments:

Date Printed: 5/26/2017 1:07:07 PM



2016-2017

Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

Rubric

Instructional Planning

Focus for Learning (Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The kids will learn how to hold the racket properly, backward, forward swings, and the serving properly in a modified environment.

Assessment Data (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students will be assessed through observation and participation.

Prior Content Knowledge/Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

They have played badminton last year. They should be stronger with the skills this year eventually.

Knowledge of Students (Standard 1: Students)

Sources of Evidence:

Analysis of Student Data, Pre-Conference

Rating:

Notes for Skilled

There are 37 students and an aide to supervise locker rooms.

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3 of 6



2016-2017

Creel, Damion R (OH1229864)

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence:

Formal Observation, Classroom Walkthroughs/ Informal Observations

Rating:

Notes for Skilled

Mr. Creel followed normal, consistent routines for warmups. These included stretching and jogging. The lesson consisted of students playing badminton against each other. The teams were formed through student choice. Before the matches began, students were reminded of rules and expectations. The black line and the blue line were shared. "The service line goes from blue line and turns into red. If I am playing against Jordan he has to serve it over the service line. Two serves to get the birdie over." The matches went well and students were engaged. The competition seemed far for the most part. Eventually students would be matched against students of equal talent.

Suggestions: As discussed in the post observation, could random team selection make the games run more fairly? Consider the benefit of playing with friends verse trying to make teams equal.

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The students were able to choose their teammates. This allowed students to feel comfortable with their partner.

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

There were several badminton courts setup. Birdies and rackets were available for all students.



Teacher Formal Observation / Performance Rubric (2.0)

2016-2017

Creel, Damion R (OH1229864)

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The students were respectful in the class. The students listened to directions and all participated in the matches. There was limited arguing over out of bounds rules. If students were not sure, they "re-did" a serve or play.

The expectations for being on time, warming up, and participating have all been established consistently.

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations,

Post-Conference

Rating:

Notes for Skilled

The students were assessed through observation. Mr. Creel charts participation and timeliness each day.

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence:

Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily

interaction with others

Rating:

Notes for Skilled



Teacher Formal Observation / Performance Rubric (2.0)

2016-2017

Creel, Damion R (OH1229864)

Mr. Creel is an active member of his department. He has recently been involved with writing the new BMS Health curriculum.

Mr. Creel is the head football coach at the high school. Mr. Creel should continue to utilize this position to build relationships with students. Continue to utilize this position to promote hard work and academic achievement.

Mr. Creei has been a member of the school wide PBIS team.

Continue to work on your health education certificate. It is critical that you complete this as soon as possible to expand your opportunities within Beachwood City Schools.

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Final Summative Rating of Teacher Effectiveness

2016-2017

Creel, Damion R (OH1229864)

LEA:

Beachwood City (043554)

Building(s):

Beachwood Middle School (042614)

Evaluator: Chase III, Paul R (OH1273271)

Admin: Chase III, Paul R (OH1273271)

Status: Completed

The educator has not completed this form.

The administrator completed this form on 5/5/2017 9:57:39 AM.

1. Proficiency on Standards/Educator Performance

	Ineffective	Developing	Skilled	Accomplished
Teacher Formal Observation / Performance Rubric (2.0) Overall Rating 12/1/2016			x	
Teacher Formal Observation / Performance Rubric (2.0) Overall Rating 3/6/2017			x	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)			x	

2. Student Growth Data

Least Eff.	Approaching Avg.	Average	Above	Most Eff.	A
Student Growth Measure of Effectiveness				X	

3. Final Summative (Overall) Rating

Areas of reinforcement

Areas of refinement:

	Ineffective	Developing	Skilled	Accomplished
Final Summative (Overall) Rating				x
Improvement plan initiated by District	No			
Improvement plan required due to ineffective final summative rating.	No			

Educator Comments

paul.chaseiii



Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

LEA: Beach

Beachwood City (043554)

Building(s):

Beachwood Middle School (042614)

Evaluator:

Chase III, Paul R (OH1273271)

Status:

Completed

The educator completed this form on 12/23/2016 5:25:22 PM.
The evaluator completed this form on 12/23/2016 12:28:58 PM.

Formal Observation

Date of Observation:

12/1/2016

Beginning Time:

9:06 AM

Ending Time:

9:41 AM

Subject:

PE 7/8

Observation Notes:

Mr. Creel took attendance. The students began with a spot on the floor then moved into warmups which included walking their warmup. Warmup went on for several minutes using the whistle. The students were accustomed to this routine. The students moved into the volleyball/nukem game. The rules were explained. When a student missed catching the ball, they were out. The students were reminded to serve behind the yellow line. Girls and boys were required to rotate serves. If they catch it, they set and bump it. The students although frustrated did listen and go to the sideline when they were out. The teams were equally divided girls and boys. Mr. Creel differentiated to the students in the class. Certain students with disabilities were given additional opportunities for success.

Mr. Creel was engaged and the setting was controlled. Mr. Creel took opportunities for students to re-set and bump the ball. Mr. Creel also restarted the game after a few minutes to get kids involved again. (Any reason you did not use both courts. Maybe run your simulation game and have another regular game running next to you. Half way through, you could rotate. You could also consider skills stations and the rotate to the simulation Nukem).

Overall Rating

Overall Rating:

Skilled

Teacher Comments (Optional)



Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

Teacher Comments:



Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

Rubric

Instructional Planning

Focus for Learning (Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students should understand the rules of volleyball and utilize the proper techniques such as bumping or setting.

Assessment Data (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students will be assessed through observation. There has been bumping and setting practice and assessment with a partner before this lesson.

Prior Content Knowledge/Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The types of serves have been taught, the two types of ways to pass the ball, and the two types of scoring system. The rules, boundaries, and dimensions have been discussed. The basic fundamentals of the game.

Knowledge of Students (Standard 1: Students)

Sources of Evidence:

Analysis of Student Data, Pre-Conference

Rating:

Notes for Skilled



Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

This is third period class with 37 students some of which have disabilities.

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence:

Formal Observation, Classroom Walkthroughs/ Informal Observations

Rating:

Notes for Skilled

Mr. Creel has created routines for attendance and student warm up on a daily basis. The students, walk, run, do sit-ups, and pushups to warm up. The activity in the class was geared around simulated volleyball (Nukem). Correctives and feedback were given throughout the lesson. Students had the opportunity to try bumping and serving several times. Mr. Creel helped facilitate positive interactions and peer involvement with students who had disabilities.

Suggestions: As discussed in the post observation, consider splitting students up on both sides of the court. Although the instructional aides cannot teach the class, they can help you supervise two simultaneous games at the same time. You could differentiate based on skill. You could continue to monitor the students that need more feedback.

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

Mr. Creel used Nukem to ease students into the volleyball rules and playing the game. The rules of Nukem give students the opportunity to try volleyball skills with less pressure.

Suggestions: As noted, try to find ways to differentiate skill using two different games.

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The students used volleyballs and a volleyball net. The students were in uniform.



Teacher Formal Observation / Performance Rubric (2.0)

Creel, Damion R (OH1229864)

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Accomplished

The rapport of the class is very good. The students followed routines and interacted with Mr. Creel routinely. Mr. Creel transitioned from warmup to volleyball very well. There were no behavioral problems in this class.

As discussed before, continue to monitor the locker rooms. Utilize the additional staff members to make sure they are covering the girls locker rooms.

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations,

Post-Conference

Rating:

Notes for Skilled

The students were assessed through observation of skills. Assessment has been ongoing throughout the unit. Students are given participation points daily for participating.

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence:

Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily

interaction with others

Rating:

Notes for Skilled

Mr. Creel is an active member of his department. He has recently been involved with writing the new BMS Health curriculum.

Mr. Creel is the head football coach at the high school. Mr. Creel should continue to utilize this position to build relationships with students. Continue to utilize this position to promote hard work and academic achievement.

Mr. Creel has been a member of the school wide PBIS team.

Continue to work on your health education certificate. It is critical that you complete this as soon as possible to expand your opportunities within Beachwood City Schools.



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul (OH1273271)

Status: Completed

The educator has not completed this form.

The evaluator completed this form on 11/22/2015 5:37:26 PM.

Formal Observation

Date of Observation:

11/19/2015

Beginning Time:

10:02 AM

Ending Time:

10:36 AM

Subject:

PE 7/8

Observation Notes:

The students came to class and changed. Attendance was taken. Students warmed up with a jog. Mr. Creel took several minutes to describe the team handball game. These included how to shoot the ball. How to score, and males and females being equally involved. He also reminded students of the proper rotation. Some students started, the other team waited on the side line. "Dana, take your orange jersey off and move to the purple team." The students began to play. The group on the sideline listened. and waited for their turn. The sideline group could help the teams, by receiving and giving passes. Possession changed with every time the ball hit the ground. Mr. Creel used hi whistle to facilitate the game.

Students seemed engaged and were competitive. The students also followed the rule throw it to a female student well. Every third pass went to a girl. The groups were rotated every three to four minutes. The passes and strategies in the game varied. The purple team put a few sideline players on the end to make long passes. The purple team did a nice job having everyone participate. Mr. Creel often reminded teams to pass to girls. Mr. Creel reminded students that they can take two big steps before they pass.

Overall Rating

Overall Rating:

Skilled

Teacher Comments (Optional)



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

Teacher Comments:

Date Printed: 1/5/2016 12:29:40 PM



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

Rubric

Instructional Planning

Focus for Learning (Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students were playing a game that is known as team handball, however there are variations to this game to make it more interesting and fun.

Assessment Data (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students are periodically assessed with fitness tests and skills tests such as throwing and running.

Prior Content Knowledge/Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

Data on physical ability and competitive nature has been observed and collected in fitness tests. Teams are chosen by students, however they are balanced by Mr. Creel.

Knowledge of Students (Standard 1: Students)

Sources of Evidence:

Analysis of Student Data, Pre-Conference

Rating:

Notes for Skilled



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

The class has a variety of students who enjoy PE and may be reluctant to participate. There are students of all ability levels.

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence:

Formal Observation, Classroom Walkthroughs/ Informal Observations

Rating:

Notes for Skilled

The class was effective. The students enjoyed the game, and most importantly, the students all participated. The rules were explained and students were able to participate most of the game. Even when students were on the side-lines, they were able to receive a pass.

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The class was differentiated because Mr. Creel balanced teams and made sure all students participated. After every second or third throw, Mr. Creel would blow the whistle and say girl. This required the team to make sure a pass went to a female student. If this was not done, the possession would change.

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

A ball was utilized and students shot at round basin nets under each basketball hoop.

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Accomplished

Date Printed: 1/5/2016 12:29:40 PM



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

The routines in the classroom were established. The students had assigned seats for attendance. This allowed the class to start quickly. The warmup activities included jogging. Consider adding other warmup features as well (stretching, aerobic activity, basic strength etc..).

The atmosphere was friendly and inviting. Students really seemed like they wanted to play and compete. The students followed the rules and there was never arguing when Mr. Creel made a call.

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations,

Post-Conference

Rating:

Notes for Skilled

The assessment was done informally during the game and corrective feedback was given throughout and when the activity began.

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence:

Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily interaction with others

Rating:

Notes for Accomplished

Mr. Creel has transitioned well to Beachwood City Schools. He has found a good balance between PE teacher and football coach. Mr. Creel has used his teaching opportunities and coaching opportunities to build rapport with many students. Mr. Creel has worked well with his department even when this may have been difficult at times. Mr. Creel should be complimented for his work ethic as head football coach.

Date Printed: 1/5/2016 12:29:40 PM



Final Summative Rating of Teacher Effectiveness

2015-2016

Creel, Damion (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul (OH1273271)

Admin: Chase III, Paul (OH1273271)

Status: Completed

The educator completed this form on 5/5/2016 9:27:37 AM.

The administrator completed this form on 4/27/2016 11:40:00 AM.

1. Proficiency on Standards/Educator Performance

	Ineffective	Developing	Skilled	Accomplished
Teacher Formal Observation / Performance Rubric (AY15-16) Overall Rating I 2/23/2016			x	
Teacher Formal Observation / Performance Rubric (AY15-16) Overall Rating I 11/19/2015			x	
Cumulative Performance Rating (Holistic Rating using Performance Rubric)			x	
Areas of reinforcement/refinement:	-	***************************************		

2. Student Growth Data

	Least Eff.	Approaching Avg.	Average	Above	Most Eff.
Student Growth Measure of Effectiveness					, x
Areas of reinforcement/refinement:					

3. Final Summative (Overall) Rating

	Ineffective	Developing	Skilled	Accomplished
Final Summative (Overall) Rating				x
Improvement plan initiated by District	No	-		
Improvement plan required due to ineffective final summative rating.	No			

Educator Comments

damion.creel



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

LEA: Beachwood City (043554)

Building(s): Beachwood Middle School (042614)

Evaluator: Chase III, Paul (OH1273271)

Status: Completed

The educator completed this form on 3/14/2016 11:42:27 AM. The evaluator completed this form on 3/13/2016 7:08:37 PM.

Formal Observation

Date of Observation:

2/23/2016

Beginning Time:

9:10 AM

Ending Time:

9:45 AM

Subject:

PE 7/8

Observation Notes:

Mr. Creel began class with typical routines. This included attendance while students sat in their assigned spot. The students then moved to warmups which included jogging and stretching. The students understood these regular routines. Mr. Creel then explained the significance of the activity and divided students into teams. One team was given red to distinguish teams. The basketball game itself was modified. The game required students to make passes using the baseline or sideline. Students were required to pass after three dribbles. This could include making passes to the people on the baseline or the sideline. After 5-7 minutes, the teams were rotated.

Mr. Creel spoke about his rational involving the sidelines and baseline. The passing and three dribbles allowed students that did not have the same skill set to participate freely. Other rules were also enforce including no pressing before half court. The game itself definitely allowed students the opportunity to learn skills. If students made mistakes, they were given an opportunity to follow the rules properly. In one case a girl travelled. She was allowed to go back to her original spot and begin again.

(I noticed Maya was the only girl during one of the rotations, did this occur as a coincidence or on purpose?)

One group of boys was allowed to play unlimited later in the period. Mr. Creel changed the rules to allow for regular basketball and the scaffolded basketball.

Why can't we press? You have to allow the other people half court. This will allow them to pass and move the ball up.

Can someone tell me a type of pass bounce pass, chest pass.



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

Overall Rating

Overall Rating:

Skilled

Teacher Comments (Optional)

Teacher Comments:



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

Rubric

Instructional Planning

Focus for Learning (Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students were playing basketball and modified basketball based on skill set. A particular focus was placed on dribbling and chest passes.

Assessment Data (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

Mr. Creel has assessed students throughout the year on different basketball skills. The competition level, teams, and rules were to be modified based on these skills.

Prior Content Knowledge/Sequence/Connections (Standard 1: Students; Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference

Rating:

Notes for Skilled

The students needed to have a basic understanding of dribbling, passing, and shooting.

Knowledge of Students (Standard 1: Students)

Sources of Evidence:

Analysis of Student Data, Pre-Conference

Rating:

Notes for Skilled

The class had about 35 students. The students had varying skill sets and ability.



Teacher Formal Observation / Performance Rubric (AY15-16)

2015-2016

Creel, Damion (OH1229864)

Instruction and Assessment

Lesson Delivery (Standard 2: Content; Standard 4: Instruction; Standard 6: Collaboration and Communication)

Sources of Evidence:

Formal Observation, Classroom Walkthroughs/ Informal Observations

Rating:

Notes for Skilled

The basketball game took on a variety of forms. To include more students who were waiting, students were allowed to pass to teammates who were lined up on the baseline. This strategy promoted more passing. Students were also required to pass after three dribbles. Mr. Creel also reminded boys to pass to girls. As the class progressed, certain rotations were allowed to play basketball with full rules. This varied based on groups and skill.

Suggestion: Continue to consider ways to include students who may not be included. This could require passing to a new person that you haven't passed to on one rotation.

Differentiation (Standard 1: Students; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The students were placed in rotations based on ability. The students who struggled, continued to play with modified rules to have an opportunity to participate. Skilled groups were able to play competitively.

Resources (Standard 2: Content; Standard 4: Instruction)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:

Notes for Skilled

The main resource of the class was basketballs and basketball hoops. Practice jerseys were given to students.

Classroom Environment (Standard 1: Students; Standard 5: Learning Environment; Standard 6: Collaboration and Communication)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations

Rating:



Teacher Formal Observation / Performance Rubric (AY15-16)

Creel, Damion (OH1229864)

Notes for Skilled

Mr. Creel has created a fun and safe learning environment. Mr. Creel has established solid rules for the gym classes. Mr. Creel developed strong rapport with many of his classes. Mr. Creel has set routines for attendance and stretching.

Suggestions:

Continue to review expectations for behavior throughout the year. Remind students to lock all items in lockers. Also continue to establish procedures for the locker room and locker room safety.

Assessment of Student Learning (Standard 3: Assessment)

Sources of Evidence:

Pre-Conference, Formal Observation, Classroom Walkthroughs / Informal Observations,

Post-Conference

Rating:

Notes for Skilled

Mr. Creel used informal evaluation throughout the observation. Students were asked questions throughout the games. Some these included the purpose of pressing and the different types of passes in basketball.

Professionalism

Professional Responsibilities (Standard 6: Collaboration and Communication; Standard 7: Professional Responsibility and Growth)

Sources of Evidence:

Professional Growth Plan or Improvement Plan, Pre-Conference, Post-Conference, daily

interaction with others

Rating:

Notes for Accomplished

Mr. Creel has transitioned smoothly with the Beachwood City Schools. Mr. Creel has worked well with his department. Mr. Creel is open to new ideas and implements these ideas in his classroom. Mr. Creel runs a voluntary lunch group every Friday with at risk students. Mr. Creel is the head varsity football coach. He has balanced these roles well.