

## Teacher Evaluation Observation Instrument – Interim Certificate

Name: *Jo-Ella Stevens*Date: *Nov. 16, Nov. 18*Teaching Assignment: *Student Services, Science 14, Art 10,20,30*School: *St. Andrew's*Observer(s): *Karen Nielsen*Experience: *1*

**Teacher Quality Standard:** Quality teaching occurs when the ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

**Alberta Education 2009**

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

**Exemplary (EX):**

Performance is consistently exceptional for the essential requirement of the position.

**Effective (E):**

Performance that meets the essential requirements of the position.

**Requires Improvement (RI):**

Areas of concern do not consistently meet the essential requirements of the position.

**Unacceptable (UN):**

Unacceptable performance that does not meet the essential requirements of the position.

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

### Standard 1:

The teacher lives a Christian lifestyle that supports the teachings of the Catholic Church and the policies adopted by the Holy Family Catholic Regional Division No. 37.

#### **Descriptors**

The teacher, if **not** Catholic:

- a) Is respectful to the teachings and traditions of the Catholic church and understands that Catholic faith is permeated throughout the school and all subjects. E
- b) Participates in religious celebrations and exercises as appropriate. E
- c) Follows a lifestyle and deportment in harmony with the Catholic church, its teachings and the principles of the Gospel. E
- d) Undertakes periodic professional development related to Catholicity to fully support the spiritual development of students. E

#### **Comments:**

- Jo-Ella participated in the Division Religious institute and attends school masses and celebrations. ✓
- Jo-Ella is also a participant in the parish RCIA program. ✓
- Jo-Ella was able to relate her mask making project in Art to Mardi Gras and Lent and the significance of Lent in the Catholic Church. ✓

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

### Standard 2

An effective teacher demonstrates consistently that they understand contextual variables affecting teaching and learning.

#### **Descriptors:**

The teacher:

- a) understands there are many contextual variables that affect teaching. E

- b) Responds to contextual variables and makes appropriate decisions about their teaching practice and students' learning.

E

**Comments:**

- Jo-Ella is very much aware of her students capabilities and understands their needs and learning style. She demonstrates this in her teaching and in her planning. She also assists teachers in this area with Individual Program Plans. ✓
- Jo-Ella takes practical approaches when working with students. ✓
- Jo-Ella cares about students and actively seeks to know and understand them. ✓

**Standard 3**

The teacher understands the structure of the Alberta education system.

**Descriptors:**

The teacher:

- a) demonstrates knowledge of the different roles in the system and how responsibilities and accountabilities are determined, communicated and enforced.
- b) understands the expectations held of them under the Certification of Teachers Regulation and the Division's policy and procedures.

E

E

**Comments:**

- At this time, Jo-Ella appears to understand her teaching and professional responsibilities. She works within the Division's policy and procedures. ✓

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

**Standard 4**

The teacher understands the purposes of the Guide to Education and programs of study in the subject disciplines they teach.

**Descriptors:**

The teacher:

a) uses the Guide to Education and programs of study to inform and direct their planning.

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b) uses the Guide to Education and programs of study to instruct and in their assessment of student progress.

E

**Comments:**

- Jo-Ella has accessed Programs of Study for Art and Science to guide her planning and instruction. ✓

**Standard 5**

The teacher understands the subject disciplines that they teach.

**Descriptors:**

The teacher:

a) demonstrates understanding of the knowledge, concepts, methodologies and assumptions of the subject disciplines he/she teaches.

E

**Comments:**

- Jo-Ella is able to relate content to everyday life. I observed in her Science class that she gave the students practical, real life examples of why they needed to know about heat transfer. Examples included running machines, vehicles and taking care of our bodies. In Art, for the mask making project, Lent was used as an example. ✓

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

**Standard 6**

The teacher knows all students can learn, albeit at different rates and in different ways.

**Descriptors:**

The teacher:

a) knows how (including when and how to engage others) to identify students' different learning styles and ways to learn.

E

- b) understands the need to respond to differences by creating multiple paths to learning for individual students and groups of students, including students with special learning needs.

E

**Comments:**

- In Science 14 I observed that Jo-Ella uses a point and team system to engage students, keep them on track and encourage positive participation. Lessons presented had visual content in the form of video clips and power-point, group work, oral reading and repetitive questioning. ✓
- Jo-Ella also participates in the Student Learning meetings and assists with implementing strategies to support students. ✓
- Jo-Ella works collaboratively with staff and parents in the development and management of student IPP's. ✓

**Standard 7**

The teacher engages in short, medium and long-range planning.

**Descriptors:**

The teacher:

- a) translates curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students.
- b) understands the need to vary their plans to accommodate individual students or groups of students.

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E

**Comments:**

- Jo-Ella has completed a course outline and unit plans for Art and Science. Unit plans identify general and specific outcomes, knowledge, skills, and I can statements. They also include assessment strategies that are comprised of pre-assessment, formative and summative activities. Lastly, the unit plan contains a daily learning/teaching plan that identifies the activity for each day. ✓
- In viewing Jo-Ella's Art plan there appears to be a lack of clarity in alignment of the daily plan with her unit plan. I was not able to clearly identify which unit the daily plan was aligned with. I was also not able to identify where Jo-Ella is in terms of her program pacing. ✓
- It is recommended that Jo-Ella would do well to ensure that her daily plans align with the unit plan. Please ensure that the unit plan is identified on the daily plan, and that unit plans are given the same title as those identified on the course outline. Currently this labelling or lack of it is confusing and difficult to determine. ✓

- In the Course outline and Unit plans for Science 14, there is more clarity and the planning is aligned. I do have a concern however that Jo-Ella may need to pick up the pace to ensure that she completes the course at the end of the term. At the time of my observation Jo-Ella was at the halfway mark of the second unit. There are still 2.5 units remaining, each with 27 lessons which would be approximately 54 days and an additional 14 days are required to complete unit. This is significantly more days than number of days left in the semester. ✓

### **Standard 8**

The teacher creates and maintains environments that are conducive to students' needs for physical, social, cultural and psychological security.

#### **Descriptors:**

The teacher:

- a) engages students in creating effective classroom routines. E
- b) Applies a variety of management strategies that are in keeping with the situation and that provide for minimal disruptions to students' learning. E

#### **Comments:**

- As students entered the Science room they were to take their recipe cards and review/write notes about heat transfer. These notes were used for their heat transfer review. This was also indicated on the power-point so that students could easily see what to do when entering the room. ✓
- Knocks on the door and requests to go to the washroom during class were handled with minimal interruption to the lesson and student learning. Jo-Ella followed the washroom procedure put in place by the junior and senior high staff. ✓
- Students were consistently given positive praise for effort, participation and positive behaviour. ✓
- Jo-Ella also ensured that she had the attention of the students prior to giving instruction and directions. ✓

### **Standard 9**

The teacher respects students' human dignity.

#### **Descriptors:**

The teacher:

- a) Establishes a professional relationship with students that is characterized by mutual respect, trust and harmony. E

#### **Comments:**

- In Jo-Ella's classes I observed that students were treated with respect and dignity. Comments made to the students were positive and her interactions were appropriate. Inappropriate behaviour such as walking on the table was dealt with by Jo-Ella approaching the student and asking him if there was another way to get to where he was going. He agreed that there was.

### Standard 10

The teacher knows there are many approaches to teaching and learning.

#### **Descriptors:**

The teacher:

- a) Demonstrates a broad range of instructional strategies appropriate to their area of specialization and subject discipline they teach. E
- b) Uses strategies that are appropriate to help different students achieve different outcomes. E

#### **Comments:**

- In Science I observed technology being used in the form of power points and video clips to demonstrate concepts. Students used a textbook, Jo-Ella gave instruction, and group work was also used. In Art, technology was used for research, power points and students were given a hands-on project which was to create their own mask. In both classes I also noticed that individual students were approached and given direction, assistance and prompting to guide them to where they needed to go with the tasks.

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable
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### Standard 11

The teacher understands the functions of traditional and electronic teaching/learning technologies.

#### **Descriptors:**

The teacher:

- a) Knows how to use and how to engage students in using these technologies to present and deliver content. E



b) Uses technology to communicate effectively with others.

E

c) Uses technology to find and secure information, research, word process, manage information and keep records.

E

**Comments:**

- Jo-Ella demonstrates proficiency in using technology in her teaching and her student services role.
- Jo-Ella would do well to ensure that she is embracing the use of student technology in her classes. In reading the course outlines for Science and Art, the following statement is written- *"there are no i-pods, cellphone or other electronic devices."* This is in fact a contradiction of what has been discussed and implemented at the start of the year staff meeting. I did however observe that students were using i-pods to listen to music and that another student had a picture of a mask on his tablet that Jo-Ella viewed. Please ensure that rules/expectations are truly aligned with school and division protocols.

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Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

**Standard 12**

The teacher understands the purpose of student assessment.

**Descriptors:**

The teacher:

a) assesses the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments.

E

b) Analyzes the results of classroom and large scale assessment instruments, including provincial assessment, and uses the results for the ultimate benefit of the students.

E

**Comments:**

- Jo-Ella uses rubrics to guide students in creating a finished product. Assignments are also identified as formative and summative.
- Jo-Ella would do well to ensure that she is avoiding, as much as possible, assigning zero's to students. This is considered a punitive practice in Assessment Procedure #360. I did observe this practice in her Grade Book. In questioning Jo-Ella she did indicate that she had made efforts to obtain the work from the students in question but to no avail.

### **Standard 13**

The teacher engages parents purposefully and meaningfully in all aspects of teaching and learning.

#### **Descriptors:**

The teacher:

- a) Develops and implements strategies that create and enhance partnerships among teachers, parents and students.

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#### **Comments:**

- Jo-Ella participated in Parent-teacher interviews, is a staff rep for School council and works collaboratively with parents to support students' learning.

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable

### **Standard 14**

The teacher enhances learning through the use of home and community resources.

#### **Descriptors:**

The teacher:

- a) Identifies and incorporates home and community resources relevant to teaching and learning objectives.

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#### **Comments:**

- Jo-Ella's Art classes painted windows for the community's Festival of Trees at the nursing home.

### **Standard 15**

The teacher contributes independently and collegially to the quality of their school.

#### **Descriptors:**

The teacher:

- |  |    |
|--|----|
| a) is an advocate of Catholic Education in Holy Family Catholic Schools.   | E  |
| b) engages in activities that contribute to the quality of the school as a learning and working environment.                       | E  |
| c) works with others to develop, coordinate and implement programs and activities that characterize effective schools.             | E  |
| d) works cooperatively with all members of the school team including colleagues, support staff, administration and School Council. | Ex |

**Comments:**

- Jo-Ella is very much a team-player. She willingly offers to assist others- staff, students and parents.

✓

**Standard 16**

The teacher is a career-long learner.

**Descriptors:**

The teacher:

- |  |   |
|--|---|
| a) assess their own teaching and implements professional development to achieve personal goals.                        | E |
| b) takes advantage of opportunities to learn from colleagues, students, parents and community.                         | E |
| c) keeps abreast of developments in subject matter, teaching/learning technology and other issues related to teaching. | E |

**Comments:**

- Jo-Ella participated in the Division mentorship in-service prior to the start of the school year. She has also completed a professional growth plan and does not hesitate to seek out advice from staff members.

✓

## **Standard 17**

The teacher knows the importance of guiding their actions with a personal, overall vision of the purpose of teaching.

### **Descriptors:**

The teacher:

- a) is able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.

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### **Comments:**

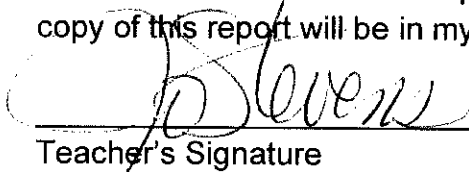
- Jo-Ella has changed her vision as a result of her current assignment. In discussing her vision she indicated that she now has a more holistic view of education. She believes in success for all students and understands that success is different for everyone and not every student needs the same things.

**Teacher Comments:**

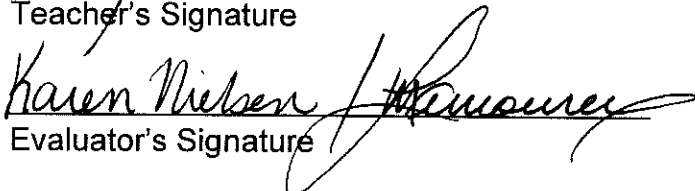
Enjoyed the process it encouraged myself to take a "whole" picture account of my practices and provided a guideline of strengths and weaknesses.

**Contract Recommendations:**

I have received and had the opportunity to respond to this report. I understand that a copy of this report will be in my personnel file.

  
Teacher's Signature

Date: Dec 2, 2011

  
Evaluator's Signature

Date: Dec 2, 2011

Vice-Principal / Principal.  
Evaluator's Position

Personnel have the right to request a review of an evaluation. Procedures are found in Administrative Procedure 421 Teacher Growth, Supervision and Evaluation.