

Teacher Evaluation Observation Instrument For Permanent Certification

Name: Jo-Ella Stevens

Date: April 2012

Teaching Assignment: Special Education/Jr.&Sr.High School: St. Andrew's

Observer(s): Marc Lamoureux

Experience: 1 Year

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 Catholic:

- | | |
|--|----|
| a) Is a practicing Catholic | NA |
| b) Permeates Catholic faith in and outside of formal religion classes, celebrations and exercises | NA |
| c) Follows a lifestyle and deportment in harmony with the Catholic church, its teachings and the principles of the Gospel | NA |
| d) Undertakes periodic professional development related to Catholicity to fully support the spiritual development of students. | NA |

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:

- Mrs. Sevens participated in the Division Religious institute and attends school masses and celebrations.
- Mrs. Stevens is also a participant in the parish RCIA program.
- Jo-Ella is planned to be Confirmed on April 29th, 2012.

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

Standard 2

An effective teacher's application of pedagogical knowledge, skills and attributes is based on his/her ongoing analysis of contextual variables.

Descriptors:

The teacher:

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|---|----|
| a) analyzes student variables and makes reasoned judgments and decisions about specific strategies to provide students the best possible opportunity to learn | EX |
| b) analyzes regulatory variables and makes reasoned judgments and decisions about specific strategies to provide students the best possible opportunity to learn | E |
| c) analyzes school variables and makes reasoned judgments and decisions about specific strategies to provide students the best possible opportunity to learn | E |
| d) analyzes teacher variables and makes reasoned judgments and decisions about specific strategies to provide students the best possible opportunity to learn | E |
| e) analyzes parent and social variables and makes reasoned judgments and decisions about specific strategies to provide students the best possible opportunity to learn | E |

Comments:

- Jo-Ella cares about students and actively seeks to know and understand them.
- Mrs. Stevens understands the dynamic and diverse student population she serves.
- Mrs. Stevens is effective in establishing relationships with parents and our community. Her past experiences in aboriginal communities have been an asset in her work to support her students.
- Mrs. Stevens' empathy has helped her in her work with sensitive student and parent situations.

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

Standard 3

The teacher understands the legislated, moral and ethical frameworks within which he/she works.

Descriptors:

The teacher:

- | | |
|---|--------------------------|
| a) functions within a policy-based and results-oriented education system | <input type="checkbox"/> |
| b) demonstrates a commitment to teaching practices that meet the Board's Quality Practice Standard | <input type="checkbox"/> |
| c) demonstrates standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with custody, care and education of students | <input type="checkbox"/> |
| d) acknowledges his/her obligations to students, parents, administrators, school authorities, communities and society at large and acts accordingly | <input type="checkbox"/> |
| e) accepts responsibility for instructional and non-instructional obligations | <input type="checkbox"/> |
| f) carries out those duties which are assigned to the teacher by the principal or Board (School Act, 18(1)g subject to any applicable collective agreement and the teacher's contract of employment | <input type="checkbox"/> |
| g) stays informed and applies policies and regulations applicable to the teacher's position | <input type="checkbox"/> |
| h) adheres to the Code of Professional Conduct as set out by the Alberta Teacher's Association | <input type="checkbox"/> |
| i) treats people fairly, equitably and with dignity and respect | <input type="checkbox"/> |
| j) protects the rights and confidentiality of students and staff | <input type="checkbox"/> |
| k) demonstrates appreciation for and sensitivity to the diversity in the school community | <input type="checkbox"/> |
| l) fulfills legal and contractual obligations fairly, wisely and considerately | <input type="checkbox"/> |
| m) selects appropriate channels for resolving concerns/problems | <input type="checkbox"/> |

Comments:

- Mrs. Stevens adheres to the Code of Professional Conduct as set out by the Alberta Teacher's Association.
- When in doubt, Mrs. Stevens does not hesitate to seek information from administration or colleagues so as to be able to better understand the school, her students, the community and her profession.
- Mrs. Stevens is becoming more comfortable in her role as a Special Education Coordinator and has a better understanding of her role and responsibilities.

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable
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Standard 4

The teacher understands the subject disciplines that he/she teaches.

Descriptors:

The teacher:

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|---|---|
| a) demonstrates understanding of the knowledge, concepts, methodologies and assumptions of the subject disciplines he/she teaches | E |
| b) demonstrates understanding of how the knowledge of each discipline is created and organized | E |
| c) demonstrates understanding of subject disciplines and their relevance and importance in everyday life at the personal, local, national and international level | E |
| d) understands that students bring preconceptions and understandings to a subject | E |
| e) utilizes strategies and materials that are of assistance in furthering students' understanding | E |
| f) demonstrates knowledge of child development, learning and theories. | E |

Comments:

- Mrs. Stevens displays a sound understanding of the subjects she teaches through the choice of activities she creates, in her lesson delivery, and in her ability to respond to her students' questions.
- Mrs. Stevens displayed a sound understanding of art in her classes and displayed a passion for art in her work with her students. Mrs. Stevens has helped support students

with artistic talent with scholarship information and encouragement/guidance for post secondary studies.

- Mrs. Stevens took a course in native arts through a local instructor in Driftpile this winter to better serve her students in her art classes.

Standard 5

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

Descriptors:

The teacher:

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|--|--------------------------|
| a) appreciates individual differences and believes all students can learn, albeit at different rates and in different ways | <input type="checkbox"/> |
| b) recognizes students' different learning styles and the different ways they learn | <input type="checkbox"/> |
| c) accommodates differences in individuals and groups of students including students with special needs | <input type="checkbox"/> |
| d) demonstrates an understanding of the fluidity of teaching and learning | <input type="checkbox"/> |
| e) constantly monitors the effectiveness and appropriateness of teaching practices and changes them as needed. | <input type="checkbox"/> |

Comments:

- Mrs. Stevens demonstrated an ability to adjust her lesson when un-expected technology issue occurred in a lesson I observed.
- Mrs. Stevens is attentive to her students and their efforts. She circulates and assists them in their assigned learning activities.
- Mrs. Stevens records issues she has had with the lesson delivery and takes time to analyse them so as to improve her practice. This is an important practice that will serve you and your students well over time.

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

Standard 6

The teacher engages in a range of planning activities.

Descriptors:

The teacher:

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|--|--------------------------------|
| a) maintains current long-range lesson plans that reflect the Program of Studies | <input type="text" value="E"/> |
| b) maintains unit plans that reflect topical planning | <input type="text" value="E"/> |
| c) maintains daily lesson plans that reflect instruction for a particular lesson | <input type="text" value="E"/> |
| d) develops plans using contextual variables | |
| e) integrates current learning with prior learning and provides opportunities for students to relate their learning to the home, community and broader environment, e.g. thematic/concept planning | <input type="text" value="E"/> |
| f) cooperates with other teachers in course planning | <input type="text" value="E"/> |
| g) provides adequate plans and procedures for substitute teachers | <input type="text" value="E"/> |
| h) involves students in the planning process, where applicable | <input type="text" value="E"/> |
| i) develops and maintains Individual Program Plans (IPP's), as necessary, in consultation with the Special Education Coordinator | <input type="text" value="E"/> |
| j) monitors and assesses student learning on an on-going basis and modifies plans accordingly | <input type="text" value="E"/> |
| k) establishes candid, open and on-going lines of communication with students, parents, colleagues and other professionals and incorporates information gained into his/her planning. | <input type="text" value="E"/> |

Comments:

- Mrs. Stevens presented me with electronic copies of the lesson plans for the classes I observed. These plans were detailed and were reflective of the lesson plans I found in her planning folders.
- Mrs. Stevens maintains clear year and unit plans filed in the school's electronic plan bank on teacher share.
- Mrs. Stevens lesson resources are built on a Powerpoint platform to aide her students and herself.

- Mrs. Stevens maintains her year and unit plans in a folder on her school profile.
- Mrs. Stevens has begun pacing her lessons on a paper calendar. She is working to move this calendar to an electronic format.
- Mrs. Stevens has grown in the area of planning. Her plans are now easily found in her My Documents folder. Plans are found in well labeled folders discrete to each course and lesson. Lessons are labelled and are stored sequentially. The lessons' attendant resources are stored appropriately in these same folders. Well done Jo-Ella. I believe this way of working will be efficient and alleviate stress over time.

Legend:	EX – Exemplary	E – Effective	RI – Requires Improvement	UN – Unacceptable	NA – Not Applicable
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Standard 7

The teacher creates and maintains environments that are conducive to student learning.

Descriptors:

The teacher:

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|--|----|
| a) establishes safe and caring learning environments wherein students feel physically, emotionally, socially, spiritually and culturally secure | E |
| b) respects the human dignity of students and seeks to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony | EX |
| c) models the beliefs, principles, values and intellectual characteristics outlined in the "Guide to Education" and "Program of Studies" and guides students to do the same | E |
| d) works independently and cooperatively to make his/her classroom and school a stimulating learning environment | E |
| e) maintains acceptable levels of student conduct and uses discipline strategies that result in a positive environment conducive to student learning | E |
| f) works with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities | E |
| g) organizes facilities, materials, equipment and space to provide students equitable learning opportunities and to provide for students' safety | E |
| h) where community members work with students and where students are engaged in school-sponsored off-campus activities, strives to ensure these situations are | E |

secure and positive environments, conducive to student learning

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|---|---|
| i) maximizes use of instructional time | E |
| j) involves students in establishing, communicating and maintaining acceptable standards such as respect for the rights, opinions, property and contributions of others | E |
| k) uses appropriate strategies to maintain on-task student behavior and provides feedback to students | E |
| l) promotes self-discipline by holding students accountable for their learning, work and behavior – moves students from a dependence on extrinsic motivation to a balance including intrinsic rewards | E |
| m) positively reinforces students' appropriate behavior and a sense of pride in their work and the school community | E |
| n) manages discipline in accordance with policies, regulations and legal requirements | E |
| o) deals effectively with discipline problems by focusing on appropriate behavior, allowing students to maintain dignity | E |
| p) visibly demonstrates a positive attitude and personal enthusiasm toward his/her teaching and students | E |

Comments:

- Mrs. Stevens has developed positive rapport with her students.
- During my visits, I observed that Mrs. Stevens is attentive to student behavior whether positive or negative. She addresses these appropriately.
- Mrs. Stevens used positive reinforcement to encourage student answers and good behavior.
- When students are upset with events in class, Mrs. Stevens provides them time to calm and then organizes a meeting to see how she can support their success.
- Mrs. Stevens circulates in her class so as to help her students as they work.
- Mrs. Stevens likes students to work in strategic peer grouping so that they can support each other with their strengths.
- Jo-Ella struggled at times to meet Division deadlines with submissions of paperwork. She is targeting this as an area for improvement next year, now that she fully understands the process and the product required for Provincial Achievement Exam accommodations and exemptions.
- Mrs. Stevens has clear elocution and legible handwriting.

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

Standard 8

The teacher translates curriculum content and objectives into meaningful learning activities.

Descriptors:

The teacher:

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|---|--------------------------------|
| a) communicates short and long range learning expectations to students and communicates how those expectations are to be achieved and assessed | <input type="text" value="E"/> |
| b) engages students in meaningful activities that motivate and challenge students to achieve established expectations | <input type="text" value="E"/> |
| c) implements instructional strategies that are responsive to students' multiple intelligences, learning styles, rate of learning and are congruent with the topic being taught | <input type="text" value="E"/> |
| d) incorporates a variety of teaching strategies in keeping with contextual variables, subject content, desired objectives and the learning needs of individuals and groups of students | <input type="text" value="E"/> |
| e) provides opportunities for students to demonstrate their learning in various ways | <input type="text" value="E"/> |
| f) prepares teaching materials as outlined in daily planning in advance of the lesson | <input type="text" value="E"/> |

Comments:

- Mrs. Stevens' students were generally engaged in her reading comprehension classes and were very involved in the variety of art activities she organized for them.
- Mrs. Stevens creates Powerpoints from which she teaches. The documents provide her students with lesson objectives and the concepts to be explored.

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

Standard 9

The teacher applies a variety of technologies to meet students' learning needs.

Descriptors:

The teacher:

- a) uses a variety of teaching/learning resources and maintains an awareness of emerging technological resources E
- b) integrates available media and technology to enhance opportunities for students' learning and effective communication E
- c) develops his/her own and students' proficiencies in using the technologies purposefully E

Comments:

- A review of Mrs. Stevens' lesson materials and student work revealed that she uses a variety of teaching strategies to assist her students.
- Mrs. Stevens teaches from Powerpoint documents she creates to provide information, guide activities and engage students.

Legend: EX – Exemplary E – Effective RI – Requires Improvement UN – Unacceptable NA – Not Applicable
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Standard 10

The teacher gathers and uses information about students' learning needs and progress.

Descriptors:

The teacher:

- a) monitors students' actions on an on-going basis to determine and respond to their learning needs E
- b) develops an evaluation plan as part of the program long-range plan E
- c) uses a variety of diagnostic methods that include observing students' activities, analyzing students' learning difficulties and strengths, and interprets the results of assessments and information provided by students, their parents, colleagues and other professionals E
- d) selects and develops a variety of classroom assessment strategies and instruments to assess the full range of learning objectives e.g. portfolios, tests, anecdotal notes, assignments, projects, etc. E
- e) administers provincial achievement tests, where acceptable, and uses the results for the benefit of students E

- | | |
|---|---|
| f) records, interprets and uses the results of his/her assessments to modify his/her teaching practices and students' learning goals | E |
| g) helps students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students | E |
| h) helps students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals | E |
| i) uses his/her interpretations of diagnoses and assessments, as well as students' work and results, to guide his/her own professional growth | E |
| j) assists School Councils and members of the community to understand the purposes, meanings, outcomes and implications of assessment | E |
| k) promotes age-appropriate student involvement in self-assessment and reflection | E |
| l) provides parents/students with specific feedback in a timely manner | E |

Comments:

- Jo-Ella has completed the WJ-III assessment training so that she is able to effectively utilize this instrument. She is able to interpret the results for students, parents and staff and recommend appropriate strategies.
- Jo-Ella works effectively with a contracted psychologist in de-briefing assessments for parents and staff.
- Mrs. Stevens maintains marks in Gradebook. The number of marks and their nature are supportive of good evaluation standards. Student return rates on activities are high.
- Mrs. Stevens employs rubrics on a regular basis to assess her students work. In reviewing her Gradebook marks, I also observed that she employs projects, assignments, quizzes, and tests as part of her assessment practices.
- When 8 students were transferred into her course mid-semester Mrs. Stevens supported their transition by teaching them what they had missed in preparation for their final exam. This was well done.

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

Standard 11

The teacher establishes and maintains partnerships among school, home and community, and within his/her own school.

Descriptors:

The teacher:

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|--|----|
| a) is an advocate of Catholic education in Holy Family Catholic Schools | E |
| b) actively participates in the development, implementation and evaluation of the School Education Plan | E |
| c) engages in activities that contribute to the quality of the school as a learning and working environment | E |
| d) works with others to develop, coordinate and implement programs and activities that characterize effective schools | E |
| e) works cooperatively with all members of the school team including colleagues, support staff, administration and School Council | EX |
| f) strives to involve parents in their children's schooling – partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning | E |
| g) seeks out and incorporates community resources into his/her instruction and encourages students to use home and community resources in their learning | E |
| h) makes connections between the school, home and community in order to enhance the relevance and meaning of learning and to increase understanding of the knowledge, skills and attributes needed to participate in and contribute positively to society | E |
| i) promotes a positive image of the school system, school and teaching profession | E |
| j) supports and assists the administration in carrying out public relations and communication activities | E |
| k) communicates effectively with students, parents, administration and the community at large | E |
| l) is receptive to parental input when it relates to student development | E |
| m) supports and participates in student/parent/teacher activities | E |
| n) demonstrates knowledge of community, resources, needs and endeavors | E |
| o) values and respects each member of the school community | E |

p) presents a professional appearance appropriate to the learning activity and the teaching profession

E

Comments:

- In addition to her colleagues, Mrs. Stevens has a support network to support her in the form of past university teachers and past colleagues.
- Mrs. Stevens regularly calls her students' parents to support positive relationships with them.
- Mrs. Stevens has supported the graduating class by working on the grad organization committee.
- Mrs. Stevens understands the importance of a positive and constructive approach when working with students and parents in her teaching and special education roles. She communicates effectively in emotionally charged or sensitive meetings.

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

Standard 12

The teacher is a career-long learner.

Descriptors:

The teacher:

- a) demonstrates commitment by participating in professional activities, e.g. professional growth plan, professional organizations, course work, workshops, conferences, etc. E
- b) cooperates with colleagues in improving personal and professional growth E
- c) takes advantage of opportunities to learn from colleagues, students, parents and community E
- d) keeps abreast of developments in subject matter, teaching/learning technology and other issues related to teaching E
- e) recognizes his/her own professional needs and works with others to meet those needs E
- f) shares his/her professional expertise to the benefit of others in his/her school, community and profession E

Comments:

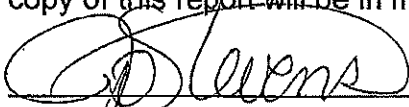
- The role of Student Services was very new to Jo-Ella this year but by working collaboratively and with her willingness to learn, she demonstrated proficiency in this position.
- Mrs. Stevens is an honest and open person who has shown herself willing to learn. She has served as an effective role model for the values we are hoping to teach to our students.
- Mrs. Stevens has participated in professional development opportunities available to her.

Teacher Comments:

I look forward to continuing my development as a teacher. This year was an awesome opportunity for growth; as I tried to discover my roles as Special Ed. I believe now I will be even more successful next year in this role. One strategy I am using is an calendar that specifies deadlines with all the pre-deadline specifications per month.

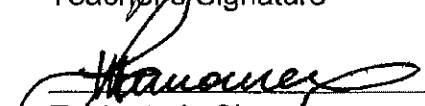
Contract Recommendations:

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.



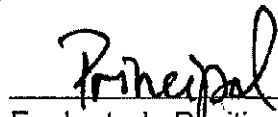
Teacher's Signature

Date: April 27/2012



Evaluator's Signature

Date: April 27/2012



Evaluator's Position

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