

This form must be used. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory office.

Teacher's Name
Last Name

Harrod

First Name

Chris

Principal's Name
Last Name

McLellan

First Name

Michael

School

Roch Carrier Elementary School

Assignment Type

Grade 4 Reg program

Length of Assignment

1 year

Classroom Observation date (yy/mm/dd)

4/27/2006

Other evaluation input (for example, parental and student input)

- formal observation
- informal observations / drop-in visits
- feedback from her peers...Director's Citation nomination letter
- participation during staff meetings, team meetings, school council meetings
- teacher/principal meetings about students
- unsolicited feedback from teachers and other colleagues
- teacher questionnaire/rubric
- teacher portfolio & ALP

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy signed by the principal must be provided to the teacher within twenty school days after the classroom observation.
3. The teacher must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate board with a copy of the teacher's Annual Learning Plan for the year.
5. The principal must evaluate the teacher on all sixteen competencies. Comments must be provided for each competency.

Instructions to the Principal: A comment must be provided for each competency.

Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

From the observed class, drop in visits and lesson planning, it is clear that Chris shapes instruction appropriately so that it is helpful to students who learn in a variety of ways. With a range of strategies that include the use of AV/media cart, visuals and graphic organizers, he effectively motivates students to improve students learning. Chris approaches lessons and the class with enthusiasm and always has a ready smile to share with his students and colleagues. During his teaching and in report card comments, he motivates his students with constructive praise and commendation.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

Chris' lesson plan and classroom delivery demonstrate how he assists learners in practicing new skills by providing opportunities for shared and guided practice. Students approach new vocabulary in a variety of ways in order to ensure that they are developing key focus areas. He employs a good balance of student/teacher directed discussion. For example, in the observed lesson, he guided students through a large group discussion about strategies they employ when encountering words they do not understand and modeled it with them. He followed up with cooperative small group work where they had the opportunity to explore and demonstrate their skills.

The teacher treats all pupils equitably and with respect.

Drop in visits and the observed lesson present much evidence that Chris demonstrates care and respect for students by maintaining positive interactions. An excellent model for students, he promotes polite and respectful student interaction at all times. Chris has high expectations for behaviour, and addresses inappropriate student behaviour in a positive manner. Chris deals with small, day to day incidents immediately and in a supportive manner and collaborates with administration when needed. His concern for and ability to differentiate curriculum help to ensure student success and to minimize behaviour issues.

The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, lifelong learners, and contributing members of a changing society.

The observed lesson was a wonderful example of how Chris provides learners with a voice as well as with appropriate opportunities for independent practice of new skills. The students worked well in a range of settings. They handled the change from large group work to small group work with ease. Transitions are smooth and routines well established. Throughout the lesson, Chris showed that he employs effective questioning techniques that encourage thinking.

Professional Knowledge

The teacher knows his or her subject matter, the Ontario Curriculum, and education-related legislation.

Chris' planning along with his teaching demonstrate that he understands the curriculum and that he can easily deliver extensions as required in response to students questions and or interest. . Chris uses a variety of effective resources to enhance learning, including math manipulatives and numerous literacy resources from both the book room and his personal resources. He pursues professional development regularly, and incorporates new learnings/readings into his practice. He can differentiate/modify delivery of content based on student need and curriculum expectations. Chris presents accurate and up to date information.

The teacher knows a variety of effective teaching and assessment practices.

Chris demonstrates comprehensive knowledge of effective teaching/effective assessment practices. During the course of his teaching, Chris delivers constructive advice as part of the ongoing evaluation. His classroom is well organized and displays student/teacher generated anchor charts and graphic organizers. The learning time is well used and the student participation level is high. He makes use of an effective lesson design: i.e.) motivation, anticipatory set; prior learning; guided practice; independent practice.

The teacher knows a variety of effective classroom management strategies.

Chris uses consistent and proactive discipline. He has established routines for daily task and has orchestrated smooth transitions and continuity of classroom momentum.. he balances variety and challenges in student activity and anticipates potential problems. Chris makes use of space, proximity, or movement around the classroom for nearness to trouble spots and to encourage attention. He implements rules of fairly and reinforces and reiterates expectations for positive behaviour. He demonstrates comprehensive knowledge of effective classroom management strategies and seeks opportunities to expand this knowledge.

The teacher knows how pupils learn and factors that influence pupil learning and achievement.

The teacher demonstrates comprehensive knowledge of factors that influence pupil learning and achievement seeks opportunities to expand this knowledge. His comprehensive knowledge of factors that influence pupil learning and achievement. Such as : social/emotional factors (belonging, acceptance) has created a good place to learn for all his students. His lessons illustrate that he has knowledge of modeling, small group cooperative learning, experiential, hands-on learning,demonstrations, teacher-directed, integration etc.

Teaching Practice**The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.**

Integration of subject areas and the application of real-life experiences are used extensively. An effective link between daily lesson plans and long-range plans is clear and evident. Plans incorporate an effective curriculum design and implementation process built on the "design down" model of curriculum planning; "keeping the end in mind". Inclusion of differentiation and modification strategies are part of the plan. His teaching reflects a repertoire of classroom management strategies which support learning and respect student dignity. Chris has a comprehensive and effective behaviour management plan.

The teacher communicates effectively with pupils, parents, and colleagues.

Chris exhibits active listening and shows concern for his students' emotional and physical well-being. He demonstrates a proactive and responsive approach to communication that builds trust with students, colleagues, parents and the community. He communicates with students and when appropriate parents, what is to be learned and why. He makes use of phone calls, e-mail and agendas. Chris communicates the assessment criteria to the students at the beginning of the unit and/or assignment. He has effectively completed report cards on Trillium this year and has acted as a resource person for staff in this area.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

He makes uses of a variety of ongoing assessment strategies in order to identify and respond to the learning needs of his students.. Rubrics are comprehensive and easily understood and the criteria in the rubric are directly linked to the expectations for the task. Individual assessment records are kept and data is used for evaluation/reporting as well as for providing feedback to students. Chris uses a variety of evaluation strategies to report on achievement and set goals for the student's future learning.

The teacher adapts and refines his or her teaching practice through continuous learning and reflection, using a variety of sources and resources.

Chris actively reflects on his practice in light of his knowledge and integration of current research. These reflections include ongoing professional dialogue with his peers. His professional reading has included: "*Strategies that work*", "*Guided Writing Instruction*", "*When Kids Can't Read*", "*Reading Is Seeing*", "*Literature Circles*", "*Revisit, Reflect, Retell*", "*Guided Reading*"...and more. He has made excellent use of the professional resources at school and in so doing has implemented his ALP: Learning about and Implementing a Balanced Literacy program.

The teacher uses appropriate technology in his or her teaching practice and related professional responsibilities.

Report cards are carefully and accurately completed as he spends a considerable amount of time mentoring and assisting other teacher as they work at integrating the use of Trillium into their practice. His students use multimedia components in class presentations and numerous websites are used to support program delivery. Many appropriate technology activities are embedded in program delivery. Chris uses BEAM as a tool of communication. Chris has acted as computer contact for the school and as such has collaborated with our ETI.

Leadership and Community

The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and in the school.

Chris attends and actively contributes at team/division/departments meetings where he interacts positively to build a "learning community" within a staff. Chris interacts with all staff, in a professional and respectful manner and collaborates with colleagues to support program delivery and school-based initiatives. He regularly works with LST's, EAs and Board resource people, community services. He participates in mentoring, sharing knowledge with others, and assuming professional responsibilities (computer contact and junior Math contact).

The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Chris works positively with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs. He works with co-op students/volunteers in a welcoming and supportive manner. On a school wide basis, he has helped organize: the Terry Fox run, the Ski Club, the Earth care Ctte, the Computer Club, and a class fundraiser for Child Find Ontario. Chris is frequently called upon by staff to assist with the set up of computers and technology for special events...and this first year there have been many. He always responds to these requests with a smile and timely support.

Ongoing Professional Learning

The teacher engages in ongoing professional learning and applies it to improve his or her teaching practice.

Chris engages in a variety of learning opportunities, both individual and collaborative, that are integrated into practice for the benefit of his student's learning. He attends/ workshops, icourses and reads professionally. He has professional dialogue with colleagues on staff and with others in the Board through his involvement in an iMath group and an Intermediate Science group. Chris makes use of and applies electronic resources available on BEAM, the web, etc. He self-identifies areas for professional growth as outlined in his ALP.

Summative Report Form**Additional Competencies**

Chris is a conscientious professional who takes pleasure in teaching and values what students say. He has contributed positively to the school climate through his consistent effort to assist and support his peers.

Modeled the importance of continuous learning through...

- collaborative work with the junior teaching team
- his personal reading
- her attendance at workshops...15 in the past 3 years
- his use of OCDSB resource people...E.T.I. specialist.

Chris is a true professional who:

- displays continuing search for best practice
- demonstrates genuine caring and respect for individual students
- supports: students, staff, administration and the school community

Chris is a respected member of the Roch carrier Elementary School team.

Summative Report Form**Overall Performance Rating of Teacher**

(Click on the appropriate box.)

☐ Exemplary ☐ Good ☐ Satisfactory ☐ Unsatisfactory

Exemplary: Performance that consistently exceeds the expectations for the set of competencies.

Good: Performance that consistently meets the expectations for the set of competencies.

Satisfactory: Performance that does not always meet all the expectations for the set of competencies.
Performance should be improved.

Unsatisfactory: Performance that does not meet expectations for the set of competencies.
Performance must be improved.

Principal's summary comments on the evaluation (optional)

Teacher's comments on the evaluation (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted
in accordance with Part X.2 of the Education Act and Ontario Regulations 98/02 and 99/02.

Date (yy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yy/mm/dd)