Lakeshore School Division
Teacher Clinical Evaluation Report

Teacher:	**Krista Byers**
School:	**Ashern Central School**
Subject/Grade:	Social Studies 10F ELA 20F ELA 30S ELA 40S

The teacher and administrator will review Administrative Regulations and Procedures *Evaluation Process-Professional Staff (2.3)*

I)   Date and Focus of Teacher/Administrator Pre-Conferences and Post Conferences

1.   Social Studies 10F   2011 09 27   8:55 a.m. – 11:45 a.m.

Pre-conference: Discussion of what the class has been working on to this point.
                    (Identity brochures; cross-country road trip project, others)
Daily routine at the start of class:
          - focusing activity / problem
          - word of the day
Use of stations/centres, with groups set by KB
          - students will establish their own governments
          - stations to include: election platforms, towns, vocabulary, forms of government

Post-conference: The focus of the post-conference was on the issue of generating student
                    interest and participation. Several students appeared to be generally
uninterested and unmotivated throughout the class, while others participated freely and well.
We discussed the possibility that students were unable to participate meaningfully in the
"activating activities" spread throughout the class because they lacked sufficient knowledge of
the topic to share their thoughts with others. With many of our students experiencing very
significant academic delays coming into grade 9, we acknowledged the need to first find out
what our students might know about a topic, before presupposing even a rudimentary
knowledge. "Teaching the students, not the course"

2.   ELA 20F   2011 10 04   12:45 p.m. – 2:50 p.m.

Pre-conference: starting Book Club; drawing names from a hat to see who chooses what
books.   Introduction to what book club do; appropriate behaviours, roles for individuals; what
to do when you finish; how to get started; pre-reading. Skills students need to work on, and
sheets students do while they're reading. Discussion questions at start of class.

Fairy tales – fairy tale menus.   Students re-write, changing some details.

Film study.   Just finished watching "UHF".   Debriefed about how Weird Al Yankovic uses different forms of parody. Also Youtube video. Whole group discussion, and analysis.

To note:
- Students glad to get past To Kill A Mockingbird.
- Some students refusing to complete a final assignment.
- Students' understanding and appreciation of the daily agenda.

Post-conference: Discussion of the thoroughness of Krista's preparation for her classes. There is an agenda for each class, posted on the screen for students. There is a security for students in knowing what it is that they will be engaging in each day. We also discussed whether there might be too many "things to do", and whether a more focused agenda might better assist student learning of the day's key learning goal(s).

3.   Social Studies 10F   2011 10 11   10:30 – 11:45 a.m.

Pre-conference: The class has been learning about the different levels of government, and their respective responsibilities.   They have also been learning about what government policies and bills are.

Post-conference: Some time was again spent on a discussion of the merits of "focusing" the learning for students – on knowing what the essential understandings are in a lesson, and how best to focus and foster student learning of these understandings.
We also discussed possible applications of a knowledge of reading comprehension strategies, and how to assist students in using these strategies as they are working through their textbook and other textual materials they are working with.

II)   Classroom Visits – Date(s) and Subject(s) Taught

see above

III)   Criteria of practice for evaluation:

Domain 1: Professional Responsibilities

1a   Demonstrating knowledge of curriculum content
1b. Demonstrating knowledge of students
1c. Selecting appropriate instructional goals
1d. Demonstrating knowledge of resources
1e. Effective Instructional Design
1f. Assessment of Student Learning
1g. Maintaining accurate records

Administrator's Comments

Background knowledge - Subject matter; Curriculum; Resource:

Krista's education is in the realms of ELA and the social sciences. She displays a substantial mastery of the essential subject matter in these areas.

Krista has clearly devoted a great deal of time to familiarizing herself with the detailed curricula in these two subjects. She is acquainted enough with them to already have begun distinguishing between those essential outcomes/understandings upon which she wishes to focus with her students, and those which are of relatively less importance.

She has put in a very great deal of time to search out available resources for these courses. For example, she has been comfortable undertaking a book study with the ELA 20 class, wherein students may be working with 8 – 10 novels at a time, rather than a whole class novel study. This has required more background work on her part, and a more nuanced handling of day to day class routines, but Krista is comfortable with this.

Assessment; Reporting; Record-keeping:

Krista's assessment principles are based on solid ground. She understands the importance of ongoing formative assessment. This includes her own assessments in order to guide her own practice, and student self and even peer assessments to facilitate student metacognition.

Krista keeps accurate, up-to-date records of student progress. This includes data on student progress toward meeting key outcomes, and tracking of formative and summative assessments.

Teacher's Reflections
I have taught ELA 20 in previous years, as a student teacher, but never envisioned the amount of work I would have to take on, even though I have always done a considerable amount of work behind the scenes. At the beginning of my time at Ashern Central School, I did not know that there were essential outcomes that were chosen by the division to focus on. Now, however, I know which ones I should focus on, but still teach the ones I believe are important. Additional time to get this sorted out (likely during the summer), will be vital to this. I envision having a chart with each of my units and projects for my students, and which outcomes they address. I have started this already, but until I complete more in-class work with my students – developing these assignments – I do not believe I could create this chart and make it work.

I focus on reading in my classes. Students are always given a choice of books, and I have invested a lot of time and effort into developing my classroom library. I encourage students to choose a book of their choosing to bring to their book clubs. They read at their own pace, and are asked to finish at least one novel over the course of the unit. Many of my students had completed three or four by the end of the unit. One student in particular, a self proclaimed "non-reader" devoured four

and a half books by the end of the unit. At the end, I conducted interviews with each of my students. This is where the formative assessment comes in. I sit down with my students and we discuss what they liked about each of the books they read, and what they are interested in in terms of their exam. Using their personal interests, I developed individual exams for each of my grade 10 students. There were similarities, of course, where each student responded to the same image, but I had 19 different articles, stories, and quotes for them to respond to.

In my social studies class, I conducted a pre-test for each student, using a variety of matching, comprehension, and synthesis activities. I also asked them individual questions and conducted part of the pre-test in that way. I charted their progress and tailored my work with them with the areas they needed to work on. After the test, I provided a "make-up" activity for students who achieved less than 75% on our test. This was originally formative assessment, as I wanted to see what they knew, but ended up becoming an assignment. I sat down with each student and worked out a list of achievable ways to show their understanding for each topic. In the event that students were not able to think of ways to show me their understanding, I suggested different ways (ie, making note cards and memorizing definitions, a matching activity with different physiographic regions of Canada, etc). While meeting with each student, I wrote down their ideas for how they will show me they have learned the different topics, and how they will know that they have learned it (ie, achieving a mark of 8 out of 10 or they will be able to recite three definitions orally). I provided each student with the materials they required (note cards, sticky notes, paper clips, etc) to ensure they did not encounter any roadblocks. Each period I met with each student and tracked their progress. This tracking allowed each student to work at his or her own pace, but still be accountable for what they had accomplished.

This tracking of student progress is something I have found works with my students, both in social studies and in English. In my quarter 2 class, I have individualized novel studies for each of my students. I meet with them each day and work on skills, keep them on track, and discuss grammar with them.

Domain 2: Educational Environments

2a.   Creating an environment of respect and rapport
2b.   Establishing a culture for learning
2c.   Establishing and maintaining classroom procedures
2d.   Managing student behaviour
2e.   Organization of physical space

Administrator's Comments

Krista's classroom is an attractive and flexible space. She has used live plants of various sizes and species to provide an element of "life" in the space. Tables, desks and chairs are arranged in a variety of ways over time, suitable to the work that students are doing, and facilitating her own movement around the classroom

to work with individual students or with small groups.

Krista is not at all reluctant to use other spaces in the school in addition to her own classroom. Students have worked on research and projects in the library, and individuals or small groups have worked in the hallway or stairwell when appropriate.

The screen and whiteboard are used to provide students with a daily agenda for the class, and Krista has begun to provide the day's learning goals as well.

The first part of the daily agenda with classes is designed to "ease" students into the day's learning, and to establish an environment of comfort and respect. There is also an expectation that students will begin and continue learning – the "word of the day" is an exercise for students that has them researching a word's meaning and relevance at the beginning of each class. The agenda, projected on the screen, having students "register" as in or out each day, and other strong routines indicate an expectation that the class, while comfortable, is not "casual". Every class is about learning.   It is evident that students have clearly understood this, with few exceptions.

Krista's manner is quiet but purposeful. During classroom visits, very few instances of off-task behaviour have been observed, and these students have been redirected back to their learning tasks with no rancour and with no offense given. Where Krista has had ongoing issues with students who are unwilling to commit to their learning tasks, Krista has sought advice from myself or her colleagues.

Teacher's Reflections
I have had the opportunity to make my classroom my own, and it is currently in a developing stage. I do not have the posters a typical classroom teacher may have, but I do try to develop these materials on my own.

My students are interested to see the new things that pop up on occasion in the classroom, such as a new outfit for Mr. or Mrs. Potatohead, new quotes or posters around the classroom, a new plant, or a new design for the classroom.

I have my tables set up so that all students are facing me, but are in "learning pods". The tables are not set up in groups, but in diagonal lines facing each other. I have one table in the middle of the room where I do my conferences, testing, and meeting with students. At this table, I have materials for students, my materials, and an up-to-date record of where each student should be in their assignments and work. As well as their individual due dates.

I have a running agenda, as Neil has said, which starts out with the "word of the day", a logic problem, and often a reading of a few strange facts. Students are expected to slide their names in and out when they enter the classroom at the beginning of the day and leave at the end, mainly so I can learn their names at the beginning of the quarter, but also in the event I am ill, a substitute would know who is present that day.

I am developing my own sense of limits for what I will tolerate in the classroom. I have begun to have more meaningful conversations with students, but often receive confusing or conflicting advice from colleagues. This will require more

reflection and thought on my part. I have developed better relationships with students who I may not have had a particularly good relationship with prior, and have conducted a pre-quarter interview with guidelines and consequences for behaviour.

Domain 3: Teaching and Learning

3a.   Communicating instruction; pedagogy
3b.   Questioning and discussion techniques
3c.   Student Engagement
3d.   Effective feedback for students
3e.   Flexibility and Responsiveness

Administrator's Comments

Krista has employed a wide range of teaching and learning activities to meet the disparate learning styles and multiple intelligences of her students. She appears comfortable leading the class in question and answer sessions and in class or small group discussions. Other times, students may be working individually, in pairs or in small groups, following instructions both for the learning task itself, and for their learning behaviours explicitly set out by herself in advance of the exercise. Most students appear comfortable in moving from one style to the next, and this has proved to be an appropriate way to vary activities in the class to maintain engagement and interest. We have discussed the possibility that this may sometimes be taken too far, in the effort to fulfill the day's agenda. Krista is being encouraged to be responsive to the students' levels of engagement, and to modify her plan for the day "on the fly" as appropriate.

As Krista has settled into her position, and begun to know her students better, she has made efforts to appropriately differentiate both their learning activities and the assessments she uses for these individual students. We have had discussions that it is perhaps unrealistic for her to have set a goal of differentiating for every individual in the class. However, with the relatively small class sizes she has, she is determined to work at this goal, for now at least.

Student work is often set up in such a way that students can monitor their own progress, for example, with the use of checklists.   Krista is also beginning to collect appropriate exemplars of student work for use in future courses and years. She herself provides feedback on ungraded, formative assessments, as well as in their graded summative assessments.

Teacher's Reflections
I make sure that students receive the individual instruction and attention they deserve. I am currently working with smaller class sizes, so my students know that they must be accountable not only to me, but themselves as well.

Responding to student engagement is something I have been working on, and monitoring student progress. Coming from a time where students merely engaged in a "sit, git, and spit" activity, they are now being more challenged. Yes, they are still sitting, but they are doing more than "gitting" and "spitting", they are understanding, rewording, and connecting.

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To encourage students to become engaged, I will often tackle two different units in a day, each period being consumed with a different unit. Each unit has its own goals, but students are not expected to do more than what can be done in an hour and a quarter long period.

One thing I believe I need to work on is the timeline of my marking. It is not unusual for an assignment to go more than two weeks without being returned. I have attempted to alleviate this concern during the current quarter and am proud to say I am doing a much better job at it.

Domain 4: Professional Relationships

4a.   Effective communication with families
4b.   Self-Assessment and Reflection
4c.   Contribution to School and District
4d.   Growing and developing Professionally
4f.   Professionalism

Administrator's Comments

Krista has made efforts to reach out to families where she believes it is appropriate to do so. Her interim reports and report cards have provided effective information about the students' progress.

Krista has demonstrated that she is very aware of her own development as a teacher. In our post conference meetings, and on other occasions, she has shown that she is very aware of her own strengths, and of those areas where progress should be made.

Krista is an effective member of the staff team. As a first year teacher, she does not presuppose that she has more to contribute than others might. That said, she speaks within the group as appropriate. She has also begun to avail herself of opportunities to grow professionally. She is sitting on the grades 11 and 12 divisional literacy cohort, and is participating in the mRLC new teacher cohort. She is reading professionally, and working very hard (too hard?) to grow, while at the same time being completely prepared for all of her students.

Krista is well accepted by the staff and students. She volunteered to arrange for and order staff jackets, and is this year's yearbook advisor.

Teacher's Reflections
I have had discussions with some parents about their child's progress, but because I often have such a close working relationship with students, unless it is a behaviour issue, I do not find myself having to call home with "bad news". I try to gather as much information as I can to further my development as a teacher, and feel very fortunate that at the beginning of the year Neil was able to sit in for nearly entire mornings or afternoons to evaluate me. Being fresh out of university has allowed me to become comfortable with people sitting in on my classes, but I really value the feedback from colleagues and administration, mostly because they are able to notice things about my teaching that I would not normally notice.

I am still growing in my efforts to become a contributing member of the staff team, I often send out emails to other colleagues with websites, documents, and other interesting snippets of information I find that they may find useful. I have given a number of resources to other teachers, as well as guided a fellow new teacher in how to write a research report step-by-step, where she was able to create a template and send out to the other teachers in our school.

IV) Administrator's General Comments Related to the Teacher's Performance during the Evaluation

Krista has made an excellent start here at ACS. Her work ethic is noticed and appreciated. She seems to have an innate ability to manage her classes in such a fashion that students are comfortable and on-task with their learning behaviours, without needing to resort to heavy-handed measures of censure or consequences. She has a solid grasp of her subjects, her curricula, appropriate pedagogy and assessment practices. As she becomes more comfortable herself, we trust that she will flex into more "responsive" handling of her classroom routines, recognizing to a greater degree when students need more time on a particular task, or need to move on to something else. Her recognition of this, and willingness to discuss it bodes very well for the future.

V) Teacher's Reflections: Professional Goals and Activities to be Addressed

I anticipate taking the time to work on charting the essential outcomes and understandings for each of my courses, as well as developing a variety of assignments and units for a variety of courses. I hope to become more comfortable in the school community and assert myself with students with behaviour issues. I have begun working on this, but I would like to continue working on it. I would also like to do some reading professionally on differentiating assessment, and putting my formative assessments together with the summative assessments and creating a grade for students, not just a number of what they have created as a product on a good day, or on a bad day. I would also like to get to know my students better than I already do, they're complex beings, and they should be treated as such.

VI) Administrator's Recommendations

Comments:

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I have read and discussed this evaluation report with the Administrator.

- **A teacher may comment, in writing, within 5 teaching days of receiving the report.**
- **The teacher receives the original copy of this completed and signed form.**
- **A copy of this completed and signed form must be forwarded to the Superintendent on or before November 30th and March 31st of the current school year.**

_____   _____
          Teacher's Signature   Date

_____   _____
          Administrator's Signature   Date