

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

<p>1. ELA Comp. Focus 30S</p> <p><i>Pre-conference:</i> The class is working on “Lord of the Flies” as a novel study. Krista has a handout with a chart, which she will begin filling out with students using the projector, and have them then continue on their own.</p> <p><i>Post-conference:</i> We discussed the feeling of “ease” in the room; Krista gives every appearance of being at ease with the students, and they with her and with the subject matter.</p>	<p>2012 02 15</p>	<p>12:45 – 2:00</p>
<p>2. ELA 20F</p> <p><i>Pre-conference:</i> Book club groups. Krista will be meeting with groups. Each group has two booklets, one for the group, and an individual booklet.</p> <p>To note:</p> <p>Students glad to get past To Kill A Mockingbird. This was from 1st quarter</p> <p>Some students refusing to complete a final assignment. This was from 1st quarter</p> <p>- Students’ understanding and appreciation of the daily agenda.</p> <p><i>Post-conference:</i> Krista has the students working effectively (for the most part) in their groups. The structure has something of an “artificial” feeling to it, but Krista has noticed an increase in comfort level for students within the structure. Flexibility is demonstrated in reacting to where students are in the process of working in these groups, before moving on to the next activity.</p>	<p>2012 02 21</p>	<p>9:00 – 10:15 a.m.</p>
<p>3. ELA 20F</p> <p><i>Pre-conference:</i> Ideas from PLC group. Instead of spending whole period doing book club, do a whole class activity on previewing the text (e.g. Karen David ideas). Identifying headings, making connections, labeling elements of nonfiction and fiction texts.</p>	<p>2012 02 28</p>	<p>9:00 – 10:15 a.m.</p>

Post-conference: Krista has used grade 10 science texts (with which students are familiar) to bring out a host of text features used in this textbook, and to initiate discussion about their purpose. An organizing chart is used on the projector to initiate this process with Krista leading the discussion, before responsibility is given to students to continue with the exercise.

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

English Language Arts is Krista's chosen area of expertise, and it shows in the comfort with which she utilizes the "lingo" of ELA. Further, she has repeatedly shown an ability to engage students in the process of constructing meaning from texts that they are working with. Krista accepts that the teaching of reading is central to the work of ELA teachers, even at the secondary level. She has already begun to amass a significant body of resources upon which she draws in designing her lessons.

Although we haven't discussed it in our meetings, upon reflection it is also evident that Krista has succeeded to a large degree in using the deconstruction of text and reconstruction of meaning to have her students working at higher levels of Bloom's taxonomy. The degree of organization she has provided her students through the use of the organizers they work with has allowed them to "drill down" to deeper meanings in the text. She has shown no evidence of accepting limits for her students, and has facilitated discussions wherein many students have gone beyond the surface features of plot and characterization, to search for themes of the author and possible extensions to the contemporary world of these students.

Krista has carried out early diagnostic testing of her students at the start of the course to get a sense of the levels at which they are working. She remains sensitive to that, and differentiates as appropriate to allow students to work within their zone of proximal development. The organizers which she provides are flexible enough to provide springboards for those ready and prepared to work at higher levels, while scaffolding for those who need that help.

As the course proceeds, students are provided with multiple opportunities to demonstrate their learning, in a variety of modalities. Students have a significant degree of choice about the texts they work with. When students are not able to demonstrate mastery of outcomes, they have opportunities to “redo and/or retest”, after more work has been completed. Krista remains in touch with the learning of the students in her classes throughout the process, and provides appropriate descriptive feedback for improvement, both in conversation with students and in writing as appropriate.

Records of assessment have been kept accurately. Krista is well prepared for our move to an outcome based assessment modality next year, as she has been “thinking” in those terms already throughout this year.

Teacher’s Reflections

Due to my students’ learning needs, I have adapted my instruction and assessment as necessary. Going back, I would change a number of aspects of what I have done from the first, second, and even the third quarter, but with any course, changes can always be made.

I am currently “experimenting” with outcome based assessment where students see the “outcome lingo” in layman’s terms. Currently, my rubrics are moving from process and product-based assessment toward outcomes being assessed. I believe I have assessed based on outcomes in the past, but they were never explicit in the rubrics. I am now making the outcomes very apparent to prepare for next year. In explaining the outcomes of an assignment to my students, I am showing them what the assessment (marks and percentages in relation to assignments) will look like next year. I also have my students marking assignments so they begin to get comfortable with this new assessment.

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

It seems to be completely natural for Krista to treat everyone she meets, including her students, with complete respect. She has shown that she is able to interact with her students in a completely natural way, without ever creating a sense that they are peers. It is clear that there is no sense of feeling threatened on the part of the students, either by Krista herself or by the work they are undertaking together. Rather, it would seem that they are well aware that she is there to guide and support them in their learning.

In having a daily agenda posted for students as they enter the room, and immediately engaging in a discussion of the "WOTD" (word of the day) and a logic problem, the focus is on learning from the start of every class. Krista has naturally adopted the practice of sharing learning goals for the students with them every day. Again, the agenda leads then directly to work on these goals, in whatever manner the day's lesson plan sets out.

Krista has had a great deal of success, as a first year teacher, in managing the behaviours of students to maintain this focus on learning, and to subtly discourage off task behaviours. This has a great deal to do with her naturally respectful tone with her students, and clearly communicated expectations. There is also great consistency from one day to the other, so that students will already know as they enter the class what sort of behaviour is expected of them. Having said all of this, Krista is still working on how to manage situations where students are off task or misbehaving. She has demonstrated skill in using such "subtle" techniques as proximity, and not reinforcing negative behaviours and thereby extinguishing them. On those occasions where off task or misbehaviours persist, she has acknowledged not being sure where to draw the line, and how to react. It is notable that she has been open to seeking advice from others, including myself, about how to handle these situations. She has a natural humility and a reflective nature that is serving her well as she acknowledges difficulties, and ponders how to overcome them.

Krista has put thought and effort into creating a physical environment conducive to the work she and her students are doing. Real and artificial plants, appropriate subject content and motivational posters, and flexible groupings for students create an attractive and welcoming environment for students every day that they come to class. Krista has also made good use of the computers and other resources available in the library, and her classes transition smoothly between the rooms.

Teacher's Reflections

I attempt to maintain a positive rapport and respectful relationship with students, staff, and administration. I believe in honesty, nearly in all cases. This quarter I

misplaced one of my students' pieces of work. I was frantic and embarrassed because I remembered the student gave me the assignment, but the student simply asked in a respectful and confident way, "could I go and print another one?" Relieved, I agreed. The other students in the room asked if I had ever lost other student work before. I said that I had, and it was very embarrassing, especially when I remembered having the work handed in. The entire class and I had a back-and-forth conversation about how sometimes we (both students and teachers) can be overwhelmed with work, especially paperwork. I appreciated their ability to be honest and as helpful as possible under that specific circumstance. Horrifyingly, that same day, I discovered I misplaced two other pieces of student work from the other class. We had nearly the exact same conversation, while I explained what happened that morning. Not 5 minutes after the conversation was over (for the second time), I found all three pieces of work and we were able to celebrate together.

I agree with Neil's comments about sometimes being hesitant or unsure about student discipline, but from my student teaching days I believe I have come a long way. I believe it helps having a supportive administration, behaviour reports, and especially by having the vice-principal two doors down the hall. I have removed students from the classroom more this quarter than in either of the previous quarters.

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

As mentioned previously, Krista conducts each day's classes within a structure that provides a clear learning purpose to students. Further, it is also clear throughout the class exactly what it is that students are supposed to be doing, and how this is related to the stated learning goals. Again, the organizers and other structures which Krista has either collected or created provide a framework for the learning of her students. She verbalizes instructions as well as providing them on paper or on the projector. Students are aware throughout any given class that they are able to ask questions for clarification, either of Krista or by consulting other students; and they avail themselves of this often, and usually without causing any disturbance. In fact, these questions have been seen to lead to useful clarification for the entire class, or to a more in-depth discussion of the topic at hand. Even when the questions seem to have obvious answers, or off-topic, Krista has treated the questioner with respect and has handled those situations with aplomb.

When she is the one who is asking questions of students, or leading a discussion, Krista has made every effort to involve every student in the room. Even in the few observations made this year, it has also been noted that students are able to

discuss and even disagree with one another respectfully, with Krista stepping aside and monitoring the discussion. This has been further facilitated through the group work, such as the book clubs, so that students are explicitly made aware that the teacher is not the only resource in the room; that sometimes they or their peers have questions and answers which can further their learning. Krista has shown a great deal of flexibility, both in the planning of different types of work for students, and in responding to the day to day vagaries of how a lesson progresses. We've discussed how a class rarely goes exactly as planned, and how this is absolutely normal if one is to be responsive to the needs of the students.

Krista's work in trying to provide work for students at a level appropriate for each of them has facilitated their engagement. For example, she has provided novels on a variety of topics, and at a variety of reading levels, such that virtually every student has been able to find something to read and think about within their zone of proximal development.

Feedback is provided to students both verbally and in writing. Its focus is tied to the stated learning goals, and encourages students to move deeper in their learning. Krista moves about the room when students have time to work independently or in groups, monitoring their discussions, and asking or answering questions to retain a sense of where students are at in their learning. As she noted in the response to her first evaluation, she has also made an effort to be more timely in providing feedback for the written work that students submit. It's an ongoing challenge for ELA teachers to be selective in the assessing, both formative and summative, that they choose to do in written form. Krista's very strong work ethic has not dulled her view of the necessity to be careful about taking on too much of this. As her career progresses, and less time is required for preparation, she will be able to give more thought to how to provide this descriptive feedback more efficiently.

Teacher's Reflections

Over the next few months, I am planning on simplifying the classroom learning goals. With the semester system approaching, I am anticipating how to best deal with this. Currently, I am re-writing the ELA outcomes in layman's terms, or "kid-friendly" language, beginning with the words "I can..." Eventually, students will be able to assess themselves on whether or not they can meet the learning goal(s) or outcome(s).

Next year/quarter, I will be implementing a "check mark" system where students "check off" when they have handed in an assignment/project/handout. This will provide immediate feedback of whether or not they have completed what they need to do to obtain their credit.

I am long-winded by nature – but often not until after much thought. I am hoping the "outcome rubrics" will allow me to write fewer comments about the outcomes and more comments about the content of the writing pieces, instead of writing

comments about outcomes and content. Next quarter, during my prep, and over the summer, I hope to develop my units for next year, paying more attention to the assessment aspect, as well as the recording of outcomes.

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

Because Krista is so conscientious about maintaining solid records of student progress toward identified learning outcomes, she has been able to provide solid feedback to both students and their parents about their learning. She acknowledges a natural reluctance to initiate contact with parents, but has done so on occasion, and is very approachable when working with them.

It is one of Krista's great strengths that she is reflective about the work that she is doing with her students. She is not one to leap to conclusions, but rather has demonstrated a thoughtfulness about both her strengths and her acknowledged challenges that is serving her well. As we have had our postconferences, or engaged in numerous other discussions about teaching and learning, it has become abundantly clear that she wants to learn more; about pedagogy, about classroom management, about assessment, about differentiation and a host of other topics. Krista is an excellent example of the teacher as chief learner in the classroom, not least of all from her own students.

As mentioned in the first evaluation, Krista is an effective member of the school staff. Her confidence and breadth of knowledge has been acknowledged by others on the staff, and she has served as a resource and support for another first year teacher in particular. She is well read, both professionally and otherwise, and has expressed a strong interest in pursuing that learning. She is an active participant in the school's planning team for literacy (reading to learn). This summer she has enrolled in a seminar in Cleveland, which the Rock and Roll Museum will be facilitating for language teachers to draw links between music and the learning of language skills. Krista has also taken on the large task of being the school's yearbook advisor, and facilitated the ordering of school staff jackets.

Teacher's Reflections

I have reached out to parents more since the first quarter, and am looking at the variety of ways I can manage my time to have deeper/more frequent discussions with parents.

I appreciate the resources Lakeshore School Division has offered for classrooms and for learning. I personally spend much of my down time reading education texts as well as the books in my classroom. I am constantly surprised with my students and the texts which interest them. It is difficult to engage in a conversation with a student about a book when you have never read it yourself. After reading Harry Wong's *First Days of School* the night before the first day of school (and with that text being the motivation and backbone of my initial instruction/routines), I have decided to branch out into Fred Jones' text, *Tools for Teaching: Discipline, Instruction and Motivation*. I have read the first section of the book, noticing some similarities with my classes, and am confident that this will be the backbone for my next "step" in teaching.

I am enthused about the opportunity to work with the Rock and Roll Hall of Fame Museum in Cleveland, as many other teachers will be there and the focus will be on creating lessons. I anticipate creating units and lessons for all high school levels centered around poetry, music, history, and writing, as well as receiving and sharing work with and from other teachers around North America. The divisional PLC on literacy in grades 11 and 12 is providing me with a number of resources which I am excited to integrate into my teaching - after significant thought of course. In addition, I find myself having moments of excited "research spurts" where I (usually) spend an entire evening looking for resources online and printing and/or saving them and sharing them with other staff. During discussions with other teachers, I have found myself saying "I have something that may help!" and forwarding either a lesson, document, activity, or worksheet for their information or use. I believe in spreading anything education related, especially if it will help out a colleague or a student.

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

Krista has already demonstrated that she is a strong member of the ACS staff. Throughout this process of observations and discussion, Krista has been open to suggestions that have been offered, and demonstrated that wants to learn more about both her subject, and about the pedagogy that supports student learning. It has been a pleasure to work with her throughout.

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

I hope to grow professionally in the following ways:

- Outcome based assessment – rubrics, both generic and assignment specific
- Outcome based assessment – reporting in layman's terms to students and/or parents
- Outcomes – re-wording into student/kid-friendly language or layman's terms
- Literacy – using a school-wide vocabulary daily with students (I am starting this more regularly, but I still need to make more of an effort)

- Student discipline – being more confident and tolerating less in the classroom

VI) Administrator’s Recommendations

Comments:

We would welcome an opportunity to have Krista continue to teach at Ashern Central School, particularly within the subject area of English Language Arts.

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