

AP 410 Appendix A - Professional Learning Matrix

Summative Teacher Evaluation Report

Teacher:

School Administrator:

School:

Observation:

Date:	Grade / Subject(s):	Observer:

Name: Date: Subject:

Yellow = seen in one observation
Green = demonstrated a second time
Purple = demonstrated a 3rd time

Skills	Competence	Proficiency	Excellence
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Planning <i>I can...</i>	<i>Demonstrate an understanding of the components of a curriculum.</i> <i>Create long-range plans (year) that are aligned to curriculum outcomes/indicators; appropriate to the level of the students and follow a specific scope and sequence. (N/A for LAT)</i> <i>Create unit plans that include all components of the LCSD Unit Planning Checklist</i> <i>Demonstrate a daily level of preparedness through a structure that ensures another teacher could use if required.</i> <i>Select, organize and use LCSD approved resources: i.e. ELA Resource Anchor, Google Drive, LCSD Way, etc)</i> <i>Illustrate how I have incorporated Catholic Faith in my plans.</i> <i>Illustrate the use of Treaty Education within your long-range and unit plans.</i> <i>Create unit plans that build in a method of pre-assessment to gauge students' readiness for the topic.</i> <i>Ensure pre-assessments are completed in a timely manner to enable changes to planning if required.</i>	<i>Discuss, at an appropriate level, subject matter related to my assignment with students, educators, parents.</i> <i>Collaborate with colleagues to focus on high quality teaching, data driven decision making and individual student success (including appropriate consultation with school division supports)</i> <i>Demonstrate the effectiveness for a continuous liaison with the LAT, classroom teachers and/or Instructional Supervisor to assist in implementing special programs and instruction for my students who require assistance.</i> <i>Research and identify different ways to meet learner needs including classroom adaptations.</i> <i>Explore, with increased frequency, permeation of Catholic faith in lessons.</i> <i>Communicate to students a clear plan for note taking, where student work should be, (expectations for titles, dates, location of text).</i>	<i>Use a variety of instructional models to accommodate my students' varied learning styles and to enhance real life learning opportunities.</i> <i>Using multiple print, non-print, and technology resources, to plan for differences in student learning needs, pace of learning, and range of experiences.</i> <i>Seek out current ideas, concepts, and resources to adapt, supplement, and enrich a program to meet individual student needs in my classroom.</i> <i>Adjust planning for differences, abilities, pace experiences and learning needs.</i> <i>Create opportunities for students to connect Catholic faith to their learning.</i> <i>Demonstrate a high knowledge of curricula by developing cross curricular units.</i> <i>Use student data to guide planning.</i> <i>Demonstrate the intentional plan and purposeful implementation of cross-curricular competencies (6 C's) throughout unit.</i>
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Long Range Planning Checklist and Interview: Date Completed:
Summative Comment:

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Instruction and Lesson Presentation <i>I can...</i>	<i>Secure (providing a good motivational set) and maintain the attention of my students during instruction.</i> <i>Utilize learning targets in an ongoing manner, (including connection to assignments) and engage students in reflection.</i> <i>Provide students with sufficient guided and independent practice to learn new skills (gradual release of responsibility).</i> <i>Distribute questions equitably among students and demonstrate adequate wait time.</i> <i>Ask clear and concise questions that vary in levels of thinking and provide appropriate feedback to students' answers. Ensures open ended questions are asked at an appropriate ratio.</i> <i>Utilize instructional strategies that maximize student engagement.</i> <i>Adjust my instruction based on student engagement, motivation, and understanding.</i> <i>Review content of previous lessons and provide a rationale for my lesson that conveys its purpose.</i> <i>Applies Tier 1 RTI Universal Classroom-based interventions into classroom practice.</i>	<i>Identify errors made by students and provide appropriate, constructive feedback in a timely manner.</i> <i>Provide clear and purposeful assignments that allow students to develop a sense of deep learning of the concept.</i> <i>Utilize questioning techniques to effectively encourage critical thinking and facilitate students' participation.</i> <i>Summarize learning after major points and at the conclusion of the lesson (connect past, present and future learning).</i> <i>Present with smooth transitions and appropriate timing and pacing.</i> <i>Focus on vocabulary development within the lesson.</i> <i>Incorporates student-led learning opportunities.</i>	<i>Encourage and maintain appropriate levels of student focused, inclusive discussion and comments.</i> <i>Use a variety of teaching strategies to meet the varied needs of my students.</i> <i>Vary the level of questions to appropriately challenge the thinking of individual students.</i> <i>Respond to student questions and comments in a manner that promotes inquiry and learning for other students.</i> <i>Facilitate a learning environment in which students demonstrate learning in ways that best meet their individual needs and/or styles.</i> <i>Enhance real-life learning opportunities for students by utilizing outside resources.</i> <i>Integrate Catholic faith teachings into lessons in an authentic manner.</i> <i>Facilitate structures that encourage students to formulate many of the questions being asked in the class and allows their peers to be actively engaged in answering them.</i>

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1. Lesson Observation: Evidence:
Date: Subject:
Notes:

2. Lesson Observation: Evidence:
Date: Subject:
Notes:

3. Lesson Observation: Evidence:
Date: Subject:
Notes:

Summative Comment:

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Classroom Organization and Management <i>I can...</i>	<i>Be present in the classroom before the bell to create a welcoming environment, start promptly, and monitor established routines.</i> <i>Use Bell Work consistently.</i> <i>Keep my students focused on their assigned task.</i> <i>Effectively establish, reflect and practice classroom routines and procedures (including LAT and EAs for consistency in application).</i> <i>Interact with students showing dignity and respect, consistent with Catholic faith teaching.</i> <i>Deal with personal individual student situations privately.</i> <i>Create and maintain a positive learning environment.</i> <i>Involve administration and parent with behavioural concerns appropriately.</i> <i>Model care and respect for all school materials.</i> <i>Ensure a safe, organized physical learning environment.</i> <i>Move about the room to monitor independent and group work.</i> <i>Apply Tier 1 Behavior RTI interventions into classroom practice in order to proactively manage the classroom.</i> <i>Manage instructional time in a productive and efficient manner.</i>	<i>Maintain appropriate student behaviour in the classroom without interrupting instruction.</i> <i>Utilize proactive procedures to prepare and manage the use of technology.</i> <i>Handle behavior problems to limit or minimize emotional extremes.</i> <i>Maintain a record for all behavioral concerns and corrective actions taken in alignment to school practice.</i> <i>Display purposeful and timely student work in the classroom.</i> <i>Work collaboratively with administration to ensure placement and plans for students in Tier 2 and 3 are appropriate.</i> <i>Create structures to be in place for students to use each other for support.</i>	<i>Exhibit flexibility in situations requiring changes in instructional approaches to better meet the needs of students.</i> <i>Create an environment that enriches the instructional program and enhances student learning.</i> <i>Use a variety of reinforcement techniques to differentiate between my students' needs.</i> <i>Demonstrate consistent proactive management, clarify behavioral expectations, the safe and responsible use of technology and provide appropriate feedback.</i> <i>Create structures for students to take an active role in managing groups and transitions.</i>

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1. Lesson Observation: Evidence:

Date: Subject:

Notes:

2. Lesson Observation: Evidence:

Date: Subject:

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3. Lesson Observation: Evidence:

Date: Subject:

Notes:

Summative Comment:

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Assessment and Evaluation <i>I can...</i>	<i>Locate and highlight current use of AP 360.</i> <i>Show the connection between the learner outcomes, appropriate instructional strategies and assessment practices.</i> <i>Assess and return student work promptly.</i> <i>Plan for an effective and equal distribution of summative data collection.</i> <i>Provide appropriate, meaningful and timely feedback to students.</i> <i>Use varied and sound evaluation methods.</i> <i>Demonstrate a system to maintain student achievement records and methodology for student reporting.</i> <i>Implement appropriate assessment rubrics.</i> <i>Assist my students in appraising their own work and set goals based on their findings.</i> <i>Use assessments and data to guide my instruction and planning.</i>	<i>Consistently show my students how to connect their learning targets to their level of understanding.</i> <i>Use common team, school and division assessment to guide instruction.</i> <i>Work collaboratively with administration to place and plan appropriately for students in RTI Tier 2 and 3.</i> <i>Implement relevant exemplars to model student expectations.</i> <i>Show students how to identify the learning targets they wish to review before a summative assessment.</i> <i>Build in strategies to allow students to track their learning.</i>	<i>Develop and implement common team, school and division assessment to help the learner identify his/her strengths and areas to improve.</i> <i>Demonstrate a system to share examples of individual student achievement with students, staff and parents.</i> <i>Consistently refine methods of evaluation that are varied, effective, and reflect individual student needs and choice.</i> <i>Implement a peer feedback model in my classroom that is effective.</i>

Long Range Planning Checklist and Interview: Date Completed:

Summative Comment:

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Interpersonal Relations and Communication Skills <i>I can...</i>	<i>Adhere to AP 360A- Key Communicators.</i> <i>Maintain positive relationship with students, colleagues, parents and administrators by demonstrating tact, self-control, respect and courtesy.</i> <i>Model effective and correct language when speaking and writing.</i> <i>Address students appropriately.</i> <i>Adhere to AP 149.</i> <i>Be accessible to students who need assistance, encouragement or advice.</i> <i>Maintain accurate records and respond to requests by meeting assigned tasks and deadlines.</i> <i>Respect the confidentiality between student, parent and teacher.</i> <i>Contribute to the collaborative culture of my learning team.</i>	<i>Be supportive in accepting responsibility for difficult or demanding assignments (Duty to Accommodate).</i> <i>Model web sharing and communication beyond email with students and colleagues.</i> <i>Offer feedback and accept different points of view.</i> <i>Listen carefully and respond constructively to students, staff members, and parents.</i> <i>Create and grow a personal Professional Learning Network.</i> <i>Engage with colleagues in ways that will enhance the group's learning and lead to enhanced practice.</i>	<i>Engage colleagues in the design and implementation of RTI Strategies.</i> <i>Participate in and model opportunities for peer observation.</i> <i>Be proactive in effectively managing potential conflict in and out of the classroom.</i> <i>Design and facilitate professional learning opportunities within the school and school division.</i>

Long Range Planning Checklist and Interview: Date Completed:

Summative Comment:

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Professionalism <i>I can...</i>	Assume responsibility for my professional learning and development, including attending all LCSD required sessions. Respond constructively to supervision: accept administrative direction, professional suggestions and advice. Serve as a productive member of my professional learning team. Practice appropriate grooming and professional dress habits. Comply with administrative timelines. Seek clarification of policies and procedures that I don't understand. Demonstrate enthusiasm in the performance of duties. Share in the responsibility of the non-instructional activities in my school. Represent the profession and school division in a positive manner outside the school as per the STF Code of Ethics. Handle confidential information in a discreet professional manner. Effectively navigate and manage local and cloud-based drives and data including Google Classroom, and email. Understand and implement LCSD Way practices. Assume reasonable responsibility for student behaviour and well-being both inside and outside of the classroom. Ensure best practices are implemented into my teaching.	Seek ways to improve in my ability to share the Catholic faith in the classroom. Evaluate personal teaching competencies objectively as a basis for continued professional learning. Demonstrate a desire to improve my professional competency through the use of an Instructional Supervisor. Implement professional learning in my practice. Collaborate with my learning team by listening to others, contributing and reflecting on best practices for students. Extend my professional learning community to include the larger web-based community (ie. Twitter).	Take an active role in ensuring growth of Catholic culture within the school setting. Contribute to current research and developments in teaching. Organize my online learning communities and social media for professional use. Connect personal professional learning to my students' needs. Consistently demonstrate care and concern for my colleagues' professional learning. Take steps to foster a growth mindset in students. Participate in the development and maintenance of school procedures as required. Engage colleagues in academic and/or behavioural RTI interventions. Engage in exploring best practices in teaching with an Instructional Supervisor and design an action plan.

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Summative Comment:

Final Comments

Comments for Reflection

Although a nice statement could be included, comments should be constructive.

Signatures

Teacher

Date

School-Based Administrator

Date

Superintendent of Learning

Date

Note: The teacher's signature indicates that an opportunity has been provided to discuss the report; it does not necessarily indicate the teacher's agreement with the appraisal.