

# EVALUATION REPORT FOR PERMANENT STANDARD CERTIFICATION

**TEACHER:** Michelle Vidotto

**SCHOOL:** Burdett School

**DATE:** November 19, 2009

**GRADE/S:** Four

**SUBJECT/S:** LA & Science

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The "Professional Model of Teaching" stated in the provincial Quality Teaching document underlies discussion in the following six PERFORMANCE AREAS. Teaching is an activity characterized by professional judgment and decision making. Teachers have the responsibility and authority to analyze and respond to the context in which they teach by making reasoned judgments and decisions, and applying the pedagogical knowledge and abilities that will provide students with the best possible opportunity to learn.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

This document sets out the following six PERFORMANCE AREAS for the evaluation of teaching performance in relation to "The Teaching Quality Standard". The KSAs identify the activities that good teachers undertake as they go through their day-to-day work in schools and classrooms. In most cases, the KSAs serve as areas of assessment and/or areas for improvement in summative evaluation processes.

## **A. ACCOMMODATION FOR CONTEXT AND LEARNING NEEDS**

**KSA #1: The teacher analyzes contextual variables in making reasoned decisions about their teaching practice and students' learning**

**KSA #2: The teacher understands the legislated moral and ethical framework within which they work**

### **OBSERVATIONS/COMMENDATIONS:**

- Michelle is aware and works within the cultural beliefs and expectations of the large Mennonite population in her classroom and the school.
- Michelle gets to know her students likes and dislikes early in the year through a unit she teaches called "All About Me". She also contacts parents at the beginning of the year to introduce herself.
- Michelle is involved in IPP meetings and discussions with the grade 3 teacher which also gives her insights into her students.
- During LA class, one of Michelle's grade 4 students goes to a different class and a Grade 5 student comes to her class. This is due to an AISI project on leveled reading groups that has been established by the Grade 4 – 6 teachers in the school.
- Michelle makes good use of a TA in her Language Arts class to help students who need a little extra help.
- Michelle is very professional in appearance and tone.

### **RECOMMENDATIONS:**

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## **B: PLANNING AND PREPARATION**

**KSA #3: The teacher understands the subject disciplines that they teach**

**KSA #5: The teacher engages in a range of planning activities**

### **OBSERVATIONS/COMMENDATIONS:**

- Michelle is extremely well planned in terms of having her smart board lessons and all materials ready to go including on this occasion a Science experiment with 16 stations.
- Michelle maintains long range plans along with very detailed daily lesson plans.

- Michelle uses the Program of Studies as her guide for developing her long range and daily lesson plans.
- Michelle displays an agenda for the afternoon on her white board.

#### **RECOMMENDATIONS:**

- In addition to the agenda, communicate to the students the specific objective for the lesson. For example you might say, "At the end of today's lesson after completing all of the tasks in the agenda, you will be able to ....."

### **C: CLASSROOM ORGANIZATION AND MANAGEMENT**

#### **KSA #6: The teacher creates and maintains environments that are conducive to student learning**

##### **OBSERVATIONS/COMMENDATIONS:**

- Michelle has implemented several excellent routines and procedures with her students including bell work at the start of the day and the use of hands-up during classroom discussions.
- Michelle assigns different jobs to various students that aid in the completion of various "house keeping tasks" that keep the class well organized and running smoothly.
- Michelle makes use of 5-4-3-2-1 during transitions from one activity to another in order to get students' attention.
- During independent student work, the students were very well mannered and once again made excellent use of hands-up when they had a question or needed Michelle's attention.
- It is clear that the students in Michelle's class feel safe, respected and comfortable.
- The classroom is very well decorated, including the display of student work. This shows value for her students and helps create a positive learning environment.
- Michelle has a very organized classroom where things are labeled and students have individual mailboxes. Students know where to get supplies, hand things in and pick up homework.
- Student engagement is very high.
- When the bell rang to end LA class, the students kept on working until Michelle instructed them to put their LA materials away and get ready for Science.
- When dismissing the students from the classroom, Michelle had the students quietly line up at the door before letting them go.
- The students were very cooperative and well behaved throughout the afternoon.

## **RECOMMENDATIONS:**

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## **D. PERFORMANCE AREA: INSTRUCTION AND PEDAGOGY**

**KSA #4: The teacher understands that there are many approaches to teaching and learning**

**KSA #7: The teacher translates curriculum content and objectives into meaningful learning activities**

**KSA #8: The teacher applies a variety of technologies to meet students' learning needs**

## **OBSERVATIONS/COMMENDATIONS:**

- Michelle makes daily use of her smart board.
- After reviewing the agenda with the class, Michelle lead the class in a brainstorming session about descriptive words they could use in the stories they were writing about wacky characters. Michelle called on different students for suggestions and wrote them on the smart board for all the students to see and use once they started writing.
- When the students were independently working on their stories, Michelle went around to the students individually giving them feedback based on what they had written so far.
- Michelle modifies assignments and differentiates her teaching in response to student needs.
- Michelle has good voice quality using appropriate language and terminology.
- Transition between LA class and Science class was very smooth.
- In teaching about transparent, opaque and translucent in Science class, Michelle asked the students to make connections with items they encounter in their day to day lives. This brings more meaning to the students with regards to the concept being taught.
- Prior to staring the experiment, Michelle showed a short video clip on the smart board demonstrating how to conduct the experiment.
- At the conclusion of the experiment, Michelle reviewed with the students the key concepts learned.
- Michelle chooses activities that seem to motivate the students and keep them engaged like the wacky animal writing assignment that also had an artistic and creative element.

## **RECOMMENDATIONS:**

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## **E: STUDENT EVALUATION AND ASSESSMENT**

### **KSA #9: The teacher gathers and uses information about the students' learning needs and progress**

#### **OBSERVATIONS/COMMENDATIONS:**

- Michelle uses a variety of assessment tools for both summative and formative purposes including observations, class discussions, checklists, rubrics, assignments, projects, quizzes and tests. She also uses Senteo technology to assess student learning.
- While the students worked independently, Michelle assessed the spelling work they had completed earlier in the day. She also walked around from student to student giving formative feedback on their stories, asking probing questions and encouraging them to add more detail.
- Michelle also believes in getting feedback to students very quickly so that the feedback is more meaningful and pertinent.

#### **RECOMMENDATIONS:**

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## **F: PERSONAL/PROFESSIONAL ATTRIBUTES**

### **KSA #10: The teacher establishes and maintains partnerships among school, home and the community**

### **KSA #11: The teacher demonstrates the characteristics of a career-long learner**

#### **OBSERVATIONS/COMMENDATIONS:**

- Michelle sends home a weekly newsletter detailing activities for the week so that parents know what the students are doing at school and in order to invite them to participate in special projects.
- Michelle also calls parents if she has concerns.
- Michelle attends various community events in order to make connections with the community.
- Michelle is aware of and makes use of as needed various educational partners including REACH, Occupational Therapy, FSLW and more.

- Michelle meets with the Grade 5 and 6 teachers for PLC meetings to discuss and plan an AISI project around leveled reading and writing groups. She also meets with the Grade 3 teacher as needed.
- Michelle also collaborates with the Grade 2 teacher who teaches Michelle's grade four art, health, and music, while Michelle takes the grade two students to physical education.
- Michelle has taken part in professional development opportunities such as David De Coste for math as well as other opportunities offered through the division's AISI coordinators. She has presented at the Senator Gershaw Technology conference the past 3 years on the use of smart board technology.
- Michelle contributes further to her school by coaching mini volleyball, basketball and badminton for the Grades 3 – 9.

## **RECOMMENDATIONS:**

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## **SUMMARY**

Michelle is an experienced teacher that has been teaching at Burdett School for the past 8 years on a full time continuous contract. This evaluation was requested by Michelle in order to keep her portfolio up to date and for the purpose of her own continual growth as an educator.

Michelle demonstrates a good understanding of her students and the community in which they live. She makes modifications as needed to accommodate the many ESL students in her classroom. Michelle is extremely organized and well prepared each day with a good understanding of the outcomes her students need to achieve based on the Program of Studies. Her lessons are composed of several different activities, including the daily use of technology, that meet the needs of various learning styles and motivate student interest. Routines and procedures are well established and her students are well behaved and cooperative. A variety of assessment tools are used for both formative and summative purposes. The consistent use of all these skills has resulted in positive learning environment where students are highly engaged, cooperative and successful.

Based on this observation and discussions with school administration it is my opinion that Michelle consistently displays the KSA's for a teacher with a Permanent Certificate as prescribed by Alberta Education. Michelle is providing her students an excellent education and is a contributing member of the Burdett School staff.

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The signatures affixed below do not necessarily signify agreement with the statements contained herein, but that the contents of the document have been discussed in an interview between both individuals.

*M. Vidotto*

**Teacher**

*Brook Vallum*

**Assistant Superintendent**

**Teacher Comments:**

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