Teacher Evaluations

November 27, 2024

- 2023-24 school year was the first year of the 5-year rotation of teacher evaluations

- 58 of 59 evaluations were completed

- Divisionally we didn't do as well with required evaluations for first year teachers or teachers new to Sunrise

- Division Principals are available to assist schools with heavy evaluation workloads

General Observations

- All evaluations met expectations, ranging from satisfactory to very good

- Different perspectives/experiences about what could or should go into writing an evaluation

- Inconsistency on how the group sees comments vs scoring rubric

- Very few identified growth areas for teachers

What are the components of a good evaluation report?

- Focuses on trends or patterns and not single examples (unless used to reinforce a point)

- Reinforces strengths and identifies areas for growth
  - Provides supporting details

- Provides suggestions or resources for how to improve

- Identifies outcomes of teacher behaviors/strategies
  - When you do this, this is what occurs
  - If you did this, this is what is likely to occur

What are the components of a good evaluation report?

- Evaluates performance against specific criteria
  - Four Domains of Professional Practice

- Speaks to evaluation criteria only

- Comments on each of the Four Domains of Professional Practice

- Honest, respectful and is written with positive intent

		Component 2b: Establishing a culture for learning			
			LEVEL OF PERFORMANCE		
ELEMENT	UNSATISFACTORY	SATISFACTORY	PROFICIENT	DISTINGUISHED	SCORE
Importance of the Content	The teacher or students convey a negative attitude toward the content.	I communicate the importance of the content. ✓	I convey enthusiasm for the content and subject.	Students demonstrate through their active participation, curiosity and attention to detail, that they value the content's importance.	/4
Expectations for Learning and Achievement	Students demonstrate little or no pride in their work. Instructional goals, activities and the classroom environment convey only modest expectations for student achievement. An interest in the completion of assigned work is not conveyed.	Students invest some energy in the quality of their work. Instructional goals, activities and the classroom environment convey expectations for student achievement. Assigned work is checked.	I insist that student work must be of a high quality. Students develop a realistic self-image, a feeling of self-worth and pride in their work. Instructional goals, activities and the classroom environment convey high expectations for student achievement. I consistently expect completion of assigned work.	Students take obvious pride in their work and actively try to improve its quality. Students participate in the planning of instructional goals and activities in the classroom. I encourage excellence, commitment and a seriousness of purpose in all assigned work.	/4
				Tally	/8

Evidence: Do you have a mechanism for ensuring engagement/on task and completion? How do you engage kids who are done?

Component 2c: Managing classroom procedures

ELEMENT	LEVEL OF PERFORMANCE				SCORE
	UNSATISFACTORY	SATISFACTORY	PROFICIENT	DISTINGUISHED	
Management of Instructional Groups	Group work tasks are not explained and the purpose of the tasks is unknown to the students. Students not working with the teacher are often not on task.	Group work tasks are explained and organized. Students are generally on task when I am involved with another group.	Tasks for group work are clearly explained and well organized. Students understand what they are expected to do. The groups are well managed and are on task.	Task-focused behaviour is maximized. Groups working independently are productively engaged, with students assuming responsibility for productivity.	/4
Management of Transitions and Materials	Much instructional time is lost during transitions and the handling of materials/ supplies.	Transitions during instructional time and routines for handling materials/ supplies are consistent, and function satisfactorily.	Transitions during instructional time and routines for handling materials/ supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming some responsibility for efficient operations in the classroom.	/4
				Tally	/8

Evidence:
Carpet routine is well-established.
Expectations of task are clear
Good @ circulating to support weaker kids but
what to others to while they wait for the
next task?
How might materials distribution be
smoother? (lost attention during this.)

41

	Component 2d: Managing student behavior				
ELEMENT	**LEVEL OF PERFORMANCE**				**SCORE**
	UNSATISFACTORY	**SATISFACTORY**	**PROFICIENT**	**DISTINGUISHED**	
Standards of Conduct	Rules and standards of conduct have not been established or students are confused as to what the standards are.	Standards of conduct have been established and students are aware of consequences.	Standards of conduct are clear to the students. I use effective behaviour management techniques.	Standards of conduct are clear to students and have been developed with student participation. I share effective behaviour management techniques with others.	/4
Monitoring of Student Behaviour	Student behaviour is not monitored consistently. Teacher is often unaware of what students are doing.	I am aware of student behaviour but may miss the activities of some students.	I monitor student behaviour and expect students to monitor and correct their own behaviour.	My monitoring is subtle and preventative. Students monitor their own and their peers' behaviour, correcting one another respectfully.	/4
Response to Student Misbehaviour	The teacher does not respond to misbehaviour, or the responses are inconsistent, extremely negative or do not respect the students' dignity.	I respond to student misbehaviour.	I correct student behaviour in a dignified, objective, fair and positive manner, striving towards student self-control and maintaining appropriate records. I remain objective in dealing with controversial matters. Student behaviour is generally appropriate.	My response to misbehaviour is highly effective and sensitive to students' individual needs, or, student behaviour is completely appropriate.	/4
				Tally	/12

Respectful verbal management. How might you proactively prevent management issues? What are the consequences?

SUNRISE
SCHOOL DIVISION

Teacher Name _____ School _Centennial_

Grade Level _____ Subject _Math_ School Year _2024-25_

Observer Name _David Ogren_ Position _principal_

1. Creating an Environment of Respect and Rapport

3
- +ve interactions teacher ⟷ students, student ⟷ student.
- "Calm, +ve, matter of fact management style." "...I need you to pause."
  "a, wait. Wait." "a, you too." "What's your job right now?"

2. Establishing a Culture for Learning

2
- good reminders of what they know
- Math stretch = engaging beginning + I like the "why"
- a few kids challenged themselves, & ___ but many did minimum thinking.
- do you have a mechanism for ensuring engagement + completion?

3. Managing Classroom Procedures

2
- use of carpet is a practiced & seamless routine.
- explanations of tasks are clear.
- you are good at circulating + guiding [BUT] what are kids doing when they're done? How might you keep them on-task when you're spending time catching others up? Do you have

4. Managing Students Behaviour

2/3
- you have a very calm, manipulatives expectation? "Put them in matter of fact management the corner of your desk." style. Respectful verbal management ~~handing stuff out~~ had disengagements that the kids responded to.
- How might you plan activities to proactively prevent management issues? (I noticed off task w/ blocks when kids were done, talking & being down while waiting for base 10 blocks, off task while waiting for #s and while reading #s.) Pace?

5. Organizing Physical Space

3
- Safe, stimulating.
- organized. #line + blocks were accessible.
- good use of different learning spaces - desk, carpet.
- dealt w/ kids coming in late effectively.

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11:20 - gr. 7 band.

S enter + set up chairs + stands.

Bell
Completing attn.
S knocks fire extinguisher off wall.
Helps; someone moves chairs away from ext.
Ss warming up.
Helps S with reed.
23 Raise hand "eyes up here" instant quiet
Asks how doing, vKd-
Tells plan
  warm-up,
  new activity. - classic music, old music, weird - connect to current

Well scale.
  -T demo
    using strong but gentle air for clean sound.
  - counts in with snaps
  - strong sound, try gentle not blasty
    demo blasty "punch in the face... ear"

T

flute clar   sax
X
Tuba   Trom   Trumpets

Choice?

routines established

Direct → guided
feedback ←

Left page:

you will know these so well
it won't matter
- what is the base.
- $\log_3 7 = y$
- incl student responses
- found 2 ways.
- checked calc.
- discussed how it looks on calc.
- find the mode that looks like
  log □

- showing laws work + practice
  with calc
- goes through examples +
  checks that calc work.
- goes through reductions
  + mental calc.
- does that make sense
- going to have variables
  so won't be able to use
  calc.
- either bringing together to
  single log or expanding
- S - that's P the right
  yes let's do it.
  what law next.
- exp

(blue annotations)
?
options based on prof
from other yrs.
* made sure S knows how
to check ans.
* Guided prac
? Always have S
giving ans?
That was unusual
but some others usually
? Pause for questions
(longer)
the g only ask 1-1
Point out sticking points
* S partic (only 1 S)
? Call on ppl
sometimes
younger grades

Right page:

Do what first
S rep
yes - k you do it
S asks process
yes
S-connect to solving for mult
variables
- wants to do method.
S - just let her show.
S+4 - laughed about something
3 - talking over T to S4
- continue talking, eating chocolate
kept teaching
* this will be on test
- provide steps. + walks
  through them with
  expl. why.
- asks ?
- Ss offer
- walks through "almost there"
- S reduces
D gets tougher but not too bad.
No law for + inside argument
Discuss struggles from last unit
$\log(x+1)$

S offers first step
1 mark for Power Law.
Takes S long + uses math terms

(blue annotations)
? first w/ S1
? Normal
? Wait for att.
not great but put
aren't doing well
expectations (build)
? Reach back let first when
she tries to add
Explanation "reach back maybe..."
* Imp of steps
* Math long

Try the last one and   * S try
I'll put it on the
board after.
All working.
S3 still joking.
S3 taking food from S3
Wacks in front.
Answer keys sometime put
as ridiculs buts not
needed unless solving
S1 walks thru answer.
Boys continue talking
while T explaining next
section.
Try 1st one w/o me.
S3+4 not trying.
S1 asks can I do it another
order.
T explains need to do
power law last.
opp of last time
S1 can I please use the washroom
You can.
S3+4 not sure what?
S5 + S4 talking about test scores
Boys not responding or listening.
S5 walks through. ex
S6 "I did it right!"

↳ Check on each
S work.
Ind. feedback!

↳ Talk through
? why the
process
changed

? Common

· make sure simplify first
· make sure bases are same.
· refer back to what was
learned yest
· C
S3 looks lost.
I won't give you ?o with such
high #s on tests.
S3+4 play on calc + laugh.
S1 + S5 compare.

These are not good #s to
do in your head.

One more then done.
S1 we get free time?
No haha - you have work time

Gives extra?
Ss-did you make this up   Ugg

S1 walks thru.
You did this in your head?
thats pretty good
S3 offers another way
yes that works too

·That boosted my ego 15%
"So glad we did that"

? written
· down
somewhere
Yes/
prev. lesson
↳ ref lesson

? where are
?s from
lots of places
↳ re-do with
better #s

? trying
to show
something
practice
↳ tell them tht
you connect
↳ appl. to
new thing home

Enviro + Culture
- Students are asking ?s
- Serious subject, light atmosphere.
- some jokes
- T mistakes corrected by S
- Praise for new thinking
- some participation

Procedures + B/h
- notes booklet, examples, practice
- direction start point + waiting for all to be ready
- state topic
- connect to prior learning
-    "   exam
- ask S for ans/next steps as working through
- S chatting are ignored.
- using math lang.
- reminders to get to work
- movement around class

Space.
- 2-person tables - rush seating
- white board at front

Feedback
- guided practice
- help on ind practice
- Assessment?

Ideas
• Spend more time connecting to prev. concepts at start.
• Identify sticking points to students
   - go through example with that
• Call on individual students to keep them focused and reduce chatter.
• Build classroom expectations for behavior and work ethic
   - seperate if they can't follow
• Plan "Reach Back" lesson for one concept from each unit that they all struggled with
• Share your thought process as you work through examples so they see how you think in addition to what you do.
• Identify what situation is seen in each (clearly state) example.
• Tell them when + how they will be assessed.

Sunrise School Division
Professional Growth Plan

Conference Sheet

Teacher: _____   Date: _____

Coach/Mentor/Administrator: Anthony Penner   School: Gillis

Grade/Subject: _____   Track: _____

Conference Notes:

Supports Needed:

Product:

Goal:

Observations:

Conversations:

What will success look like?

_____   _____
Coach/Mentor/Administrator Signature   Teacher's Signature

Track 1 PLP Pre-Observation Form

Name:

Date of Pre-observation conference: Date of Observation:

Subject Area:

What are the goals of this lesson? What do you want the students to learn?

How will you differentiate to meet the needs of all learners?

What criteria will you use to determine if your lesson is successful? (Think triangulation)

Is there anything you would like admin to specifically watch for and provide feedback on from this lesson (e.g. pacing, classroom management, wait time, engagement, questioning, etc.)?

Next Steps

Today:

- Opportunity to review evaluations from some of your colleagues against the identified criteria
- Opportunity to review your evaluations against the identified criteria

Going forward:

- Try to create consistency between the use of the rubric and comments across schools. Clearer definition of Satisfactory, Proficient & Distinguished

- Review the labels/process we use when evaluating teachers on the 5-year rotation