



Foundations For the Future Charter Academy

Teacher Evaluation Report

TEACHER: Margaret Geary

SCHOOL: NEE Campus

EVALUATOR: Midge Levson –Principal Educator

DATE: May 3, 2016

1. INTRODUCTION

This report provides a summative evaluation of teaching practice during her first year with Foundations of the Future Charter Academy (FFCA) NEE Campus. The report begins with the purpose and possible outcomes of the evaluation. Next, the evaluation context is described. An overview of the processes utilized within the evaluation framework of FFCA Practices and Procedures AP-G-201.1 *Teacher Growth, Supervision and Evaluation* is then provided. Subsequent sections assess Margaret Geary's teaching performance in relation to the *Teaching Quality Standard for Alberta* (TQS). The conclusion presents the evaluator's reasoned professional judgment of the quality of Margaret Geary's teaching practice in relation to the overall expectations of the TQS.

2. EVALUATION PURPOSES AND POSSIBLE OUTCOMES

The primary purpose of this evaluation is to determine whether Margaret teaching practice meets the expectations of the TQS for teachers in her current assignment. Identifying teaching strengths and recommendations for improvement are two additional purposes. One possible outcome of this report is that it may be used as the basis for future teacher growth planning for Margaret. It may also be used as a basis for determining her future contract status with FFCA.

3. EVALUATION CONTEXT

Margaret Geary is in her first year teaching Music at Foundations for the Future Charter Academy Northeast Elementary Campus. She received a Bachelor of Music Degree and a Bachelor of Education Degree from the University of Lethbridge. She is currently teaching in a temporary contract position which began August 2015. She was a member at large on the Lethbridge Orff Chapter Board. She received specific training in FFCA practices and methodologies. Margaret has worked with a FFCA coach throughout the year.

4. EVALUATION PROCESS

The evaluation of her teaching practice has been conducted in accordance with FFCA Practices and Procedures AP-G-201.1 and that the final summative report is based on evidence gathered and recorded over the course of the evaluation period. The following data sources were noted.

- classroom observations (informal and formal),
- evaluation conferences,
- teacher prepared planning and assessment documents,
- conversations/evidence regarding practices and beliefs about teaching and learning .

Comment: Information was gathered from these four sources: classroom observations, teacher plans, evaluations discussions, and conversations/evidence regarding her practices and beliefs about teaching and learning. Evidence to support the evaluative comments in section five of this report was collected for each of the TQS's 17 descriptors of teaching practice.

5. DOMAINS OF PRACTICE – THE TEACHING QUALITY STANDARD

This evaluation is focused on the *Teaching Quality Standard for Alberta – Ministerial Order (#016/97)*. The *Teaching Quality Standard* is as follows:

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning in students.

The descriptive and evaluative comments that follow have been arranged in relation to the 17 *Descriptors of Knowledge, Skills and Attributes Related to Interim Certification (KSAs)* with the four teaching domains outlined in FFCA Practices and Procedures AP-G-201.1: (1) planning and preparation, (2) classroom environment, (3) instruction and (4) professional responsibilities. Each section starts with a summary of the domain's KSAs along with a short overview of the processes used to guide their assessment. Descriptions of selected teaching practices in the domain are followed by related evaluative comments.

Domain One – Planning and Preparation

Descriptor 2a – *Teachers demonstrate consistently that they understand contextual variables affect teaching and learning.*

Descriptor 2b – *Teachers demonstrate consistently that they understand the structure of the Alberta education system.*

Descriptor 2c – *Teachers demonstrate consistently that they understand the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach.*

Descriptor 2d – *Teachers demonstrate consistently that they understand the subject disciplines they teach.*

Descriptor 2f – *Teachers demonstrate consistently that they understand purposes of short, medium and long term range planning.*

Comment:

Margaret is detailed and thorough in her lessons and planning. She has worked with other FFCA music teachers to develop a yearlong plan which follows the Alberta Education Program of Studies. The main resource she uses in her planning is the Game Plan which is an active music curriculum for children.

The observational evidence in this portion of the evaluation indicates that FFCA's expectations for teachers in the area of instructional planning and preparation are being met.

Domain Two – Classroom Environment

Descriptor 2g – *Teachers demonstrate consistently that they understand students' needs for physical, social, cultural and psychological security.*

Descriptor 2h – *Teachers demonstrate consistently that they understand the importance of respecting students' human dignity.*

Comment:

Margaret has created a respectful and inclusive classroom environment. She values and encourages each of her students. She states her expectations positively for her classes and uses praise for proper student behavior. Her classroom invites open and honest communication with each other and herself. She builds a classroom where each child's dignity is upheld. She encourages those students who are struggling to ask for assistance which helps to build their confidence. She incorporates songs that help to develop character in her students.

Data gathered through visits to Margaret's classroom and other conversations indicate that her practice meets expectations for the creation and maintenance of a positive classroom learning environment.

Domain Three – Instruction

Descriptor 2e – *Teachers demonstrate consistently that they understand all students can learn, albeit at different rates and in different ways.*

Descriptor 2i – *Teachers demonstrate consistently that they understand there are many approaches to teaching and learning.*

Descriptor 2k – *Teachers demonstrate consistently that they understand the purposes of student assessment.*

Descriptor 2j – *Teachers demonstrate consistently that they understand the functions of traditional and electronic teaching/learning technologies.*

Descriptor 2m – *Teachers demonstrate consistently that they understand student learning is enhanced through the use of home and community resources.*

Formal and informal classroom observations and conversations indicate that the KSAs in *Domain Three – Instruction* are evident in Margaret's practice.

Comment:

Margaret is skilled in the use of Smartboard technology and incorporates it daily into her instruction of her lessons. Her use of visuals in her instruction help to meet the needs of our high ESL population. She makes use of the music curriculum- Game Plan in her daily instruction. Her students learn a variety of instruments throughout the year: Orff and percussion instruments, and recorders. Margaret has a good understanding of assessment practices and using them effectively with her students in the area of voice and instruments. She is respectful and graceful while giving students opportunities to assess again or improve.

The observational evidence in this portion of the evaluation indicates that Margaret meets FFCA's expectations in Domain 3-Instruction

Domain Four – Professional Responsibilities

Descriptor 2l – Teachers demonstrate consistently that they understand the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching.

Descriptor 2n – Teachers demonstrate consistently that they understand the importance of contributing, independently and collegially, to the quality of their school.

Descriptor 2o – Teachers demonstrate consistently the importance of career-long learning.

Descriptor 2p – Teachers demonstrate consistently the importance of guiding their actions with a personal, overall vision of the purpose of teaching.

Comment:

Margaret is a very active member of our Special Events Committee. She organized the Remembrance Day and Christmas Assemblies for our students and staff. As well, she organized and directed a successful school musical play – Bugz. This was her first school play and she did a remarkable job and the students and staff loved it. Margaret also helped with Airband, which is a lip-sync activity for our grade 3 and 4 students. Margaret also did a good job at conducting our school choir –SAM Club. Her choir had over 150 students' grades 2-4. She was also involved in creating a schedule for the Volunteer Tea, where the SAM Club performed. Margaret does all of these activities with a positive attitude. She has a great sense of humour which is very helpful in these kinds of activities.

The observational evidence in this portion of the evaluation indicates that Margaret's practice meets and exceeds FFCA's expectations in Domain Four – Professional Responsibilities

6. SIGNIFICANT TEACHING STRENGTHS

Based on the visits to classroom over the year and a careful review of the other data outlined in section four of this report, her practice in this assignment exhibits the following significant teaching strengths:

1. She has good organizational, preparation and planning skills.
2. She has good knowledge of the music curriculum and makes good use of her resources in applying them to the classroom.
3. She enjoys teaching.
4. She is a team player with a great sense of humour.

5. She shows care and respect for her students.

7. RECOMMENDATIONS FOR GROWTH

In the interests of career-long learning component of the *Teaching Quality Standard* and based on the evidence of teaching considered through this evaluation process, the following recommendations are provided.

1. She has taken advice and has shown improvement in the area of classroom management but can continue to make improvements in this area.
2. Continue to work on the art of questioning with your students.

8. CONCLUDING STATEMENT

In my opinion, at this time and in this assignment, Margaret Geary's professional practice meets the expectations contained in the Teaching Quality Standard for teachers, as well as the Distinctive Characteristics of Teaching Practices at FFCA.

9. SIGNATURES

I certify that in the preparation of this evaluation report, I have provided with:

- a written plan indicating the evaluation's purpose, process, criteria and timeline.
- an opportunity to discuss the report's contents and to respond to a draft of the report.
- a copy of the report.
- a copy of Foundations for the Future Charter Academy Practices and Procedures AP-G-201.1 *Teacher Growth, Supervision and Evaluation*.

Midge Lewson
Principal Educator

May 5, 2016
Date

I certify that I have been apprised in advance of the purpose, process, criteria and timeline used in the development of this report.

- Been given the opportunity to discuss its contents and to respond to a draft of the report.
- Received a copy of Foundation for the Future Charter Academy Practices and Procedures AP-G-201.1 *Teacher Growth, Supervision and Evaluation*.

Margaret Geary
Teacher

May 5th, 2016
Date