

TEACHER EVALUATION



St. Albert
PUBLIC SCHOOLS

Employee Information

Teacher's Name: **Ryan Clarke** Date: May 7, 2020

Present Contract Status: Probationary Temporary Continuous

School Name:
Evaluator Name
and Position:

Review Period: **to**
Teaching
Assignment:

Purpose of evaluation:

- Recommendation of contract change for a teacher on a temporary or probationary contract
- Teacher has requested an evaluation
- Teacher performance is deemed of concern or may not be meeting the Teaching Quality Standards as determined through the supervision process
- Teacher requires an evaluation for Permanent Certification

Record of Classroom Observations

Formal Observations:

Evaluation Date #1: **November 21, 2019**

Evaluation Date #2: **December 11, 2019**

Evaluation Date #3: [Click here to enter a date.](#)

Specific and accurate recording of dates is required.

Review Guidelines

The purpose of this evaluation is to provide a teacher, evaluator and district a written record of the teacher's performance. This evaluation is based upon the competencies that comprise the Teaching Quality Standard and St. Albert Public Schools Policy D-100, Certificated Staff Growth, Supervision and Evaluation.

Quality Practice Standard – 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 by students.

Achievement of competence is demonstrated through evidence such as: Classroom Observation, Classroom Communication, Assessment, Planning Records, Student Evidence of Learning, Portfolios, Teaching Resources, TQS Reflection, PLC's/Learning Teams and Notes/Handouts.

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Evaluation Descriptors

FOSTERING EFFECTIVE RELATIONSHIPS

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Areas of Strength:

Ryan exudes compassion, respect, and empathy. He is a diligent teacher who genuinely cares about the well-being of his students. He is always willing to go the extra mile. He is approachable and personable, and his students appreciate his kind demeanor in the classroom. Ryan is a very conscientious teacher who works hard to build positive rapport with his students.

Ryan is relaxed in the classroom, and chats and jokes with students as they are coming into class. He is obviously at ease and so are the students. He has fostered a sense of trust and respect for his students. A good example is his clear, unobtrusive system used when students have to leave the classroom to go to the washroom. Students quietly get up, write their name on a side whiteboard and leave the room. When they return, they erase their name. Students know that Ryan trusts them. In return, his lesson is not interrupted and he knows which student is out of the room at any point in time.

Ryan keeps in touch with parents through frequent emails, phone calls, and video conferences. He makes every effort to keep them informed on the progress their children are making in class, and to address any issues or concerns they may have.

During his time at Paul Kane this year, Ryan has also worked to build positive relationships with other staff members. In addition to working collaboratively with other members of the Social Studies department, Ryan also sought out conversations with staff in other departments to learn from their practices in the classroom. Coming from a smaller rural school (where he was the only academic social teacher) prior to working at Paul Kane, I was impressed with Ryan's eagerness to collaborate with others.

Ryan volunteered this year as a co-coach for the mixed curling team, and he assisted with our First Nation Metis & Inuit and Friends Club. He also attended some of the SAGA (gay-straight alliance) meetings to make himself visible to the LGBTQ community in the school.

Areas of Growth (moving forward):

Ryan has expressed that if he would like to involve himself more in the school community.

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ENGAGING IN CAREER-LONG LEARNING

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Areas of Strength:

One of Ryan's greatest strengths is his ability to self-reflect, improve his teaching practice and help students learn in a more meaningful way in the classroom. He is very receptive to feedback.

As a member of the Social Studies department at Paul Kane, Ryan has frequently sought the advice of other teachers and incorporates good ideas and methods into his own lessons. He has been an active team player who advocates for collaboration within the department.

Our school has created inter-department Professional Learning Groups. Ryan joined the "Agile Schools" group based on the work of Simon Breakspear. Teachers are implementing "learning sprints" in order to increase student achievement. The idea is that it is difficult for teachers to implement sweeping changes to their practice overnight, but there are small changes that can be implemented easily and quickly. This PLC group gave Ryan the chance to discuss, learn and collaborate with co-workers from other departments. Ryan is very willing to take the best of what he knows and the best of what he is learning and fuse them into highly effective classroom practices.

Ryan's use of technology in the classroom is seamless. He is always striving to incorporate technology into his lessons in a way that is meaningful and benefits student learning in the classroom, as opposed to simply using technology for the sake of using it.

If there is one silver-lining that has come out of the Covid pandemic and online education, it is that Ryan has had the opportunity to grow greatly in the area of using technology. He has been meeting with his students over Google Meets, recording video lectures with Loom, and using other online applications such as Flipgrid to engage his students and collect assessments.

Areas of Growth (moving forward):

Ryan has indicated that he would like to become even more proficient with educational technologies.

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DEMONSTRATING A PROFESSIONAL BODY OF KNOWLEDGE

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction and assessment practices to meet the learning needs of every student.

Areas of Strength:

Ryan takes a deep interest in the subject that he teaches, and is always reading and learning new things to further his knowledge base. Ryan puts in a great deal of effort to create comprehensive, organized plans to keep his students on track and cover the curriculum in a meaningful way. He is an organized professional who has a clear understanding of where he needs to take his students throughout the semester. Both his daily lesson plans and long-range plans are excellent.

Ryan is an expert in his area and his Social Studies students have achieved consistently high results every year. This year, once again, Ryan's Social Studies students achieved stellar results significantly above the provincial average on the diploma exam.

In terms of instruction, Ryan strives to differentiate and include a variety of lessons to meet the learning needs of all students. Within a single lesson Ryan may incorporate a combination of lecture, video, class reading, and discussion /debate. He tries to switch things up to motivate students and keep their attention.

Ryan does a lot of project-based learning in groups using technology. An environment of collaboration is encouraged. Generally students present these projects to the class. Ryan is passionate that students should build presentation and public speaking skills. Through these projects, Ryan also differentiates for assessment, allowing for different products to be submitted that show evidence of student learning.

Because many students are leery of presenting to the whole class Ryan has developed a fun way for students to gradually become more and more at ease answering questions and speaking. He has everyone stand up and listen to class discussions. They toss a small football around and whoever has the football is the one with the right to speak much like the traditional "talking stick."

Critical thinking is one of the areas that Ryan is most passionate about. A constant focus of Ryan's classes is looking at issues from multiple perspectives, and then having students reflect on their own positions. This is done through discussion and by looking at multiple sources. When showing videos in class, he will also discuss with his students their bias and point of view to provide context. Ryan has expressed to me that he has even received

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positive feedback from parents during parent-teacher interviews about his emphasis on critical thinking in the classroom. Parents have said that they were impressed that his class stressed critical thinking skills, as opposed to just rote memorization of facts and concepts.

In terms of assessment, beyond just differentiation, Ryan has effectively used a combination of both formative and summative assessment to assess for student learning. Students are given feedback on their larger assessments, and opportunities are then provided to show improvement on those assessments. Ryan clearly communicates to students the expectations for their assessments, as well as the purpose of why they are doing them and how they relate to the program of studies.

Areas of Growth (moving forward):

Although I do not have any significant concerns in this area, one Ryan's goals from his professional growth plan is about assessment. His goal was to "improve my assessment practices" by "find[ing] strategies to get assignments, both summative and formative, back to students in a more timely manner," and "to find more effective methods of review once formative assessments are handed back to students."

One method Ryan has used to help work towards this goal has been completing more assessments through Google Docs and Google Classroom instead of traditional paper submissions. This has allowed Ryan to provide quicker, more direct feedback to his students. Using online grading rubrics has also helped Ryan to improve the efficiency of his marking and provide accurate, constructive and timely feedback to students.

ESTABLISHING INCLUSIVE LEARNING ENVIRONMENTS

4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Areas of Strength:

Ryan's classroom is one that promotes and values diversity in all forms. He works to ensure that his classroom is a safe space for all students. In Social Studies, contentious issues are often discussed, such as those relating to the rights of minorities, LGBTQ people, women and Indigenous peoples among others. When opinions are expressed in class that are problematic or discriminatory, Ryan works calmly to make it a teachable moment and discuss the importance of protecting the rights of all people in society.

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Ryan ensures the class explores the underlying values of different ideological perspectives on various issues, he works to ensure that students from diverse backgrounds know they are valued and to make them feel as welcome as possible in the classroom environment.

As mentioned under Section 6 of this document, Ryan's Metis background and knowledge of FNMI culture and history has allowed him to be especially effective at this when discussing Indigenous issues in the classroom.

Ryan is an empathetic teacher that listens to his student's concerns and works to accommodate their needs. When students have spoken to Ryan about issues they are experiencing, such as mental health problems or problems at home, he has worked with them to be flexible and ensure that their needs are met.

Ryan has also worked closely this year with our inclusive education coordinator to ensure that all students' needs are met. As mentioned under the "demonstrating a professional body of knowledge" section, Ryan differentiates in his classroom for instruction, assessment, and interest. This has helped Ryan to build an inclusive classroom environment that effectively meets the learning needs of all students.

Areas of Growth (moving forward):

Ryan has I don't have any major concerns for Ryan in this area. He himself has indicated that he will be working on differentiating for ESL students

APPLYING FOUNDATIONAL KNOWLEDGE ABOUT FIRST NATIONS, METIS AND INUIT

5. A teacher develops and applies foundational knowledge about First Nations, Metis and Inuit for the benefit of all students.

Areas of Strength:

As a person of Metis background, Ryan has a sound understanding of Indigenous issues and perspectives. Ryan and I have had several conversations about his ability to incorporate this perspective into his lessons to make them more engaging and meaningful for the benefit of all students. One of Ryan's great strengths in the classroom is his ability to moderate discussions that can be controversial or sensitive, and to encourage students to share their opinions without feeling vulnerable to their peers. Discussing Indigenous issues in the

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classroom, such as collective rights, land claims, and the role governments can play in reconciliation, can sometimes evoke passionate responses from students on both sides. Despite this, Ryan does not shy away from such conversations with his students, but rather encourages constructive dialogue in the classroom for students to try and understand each others' perspectives. This is especially relevant in Social 10-1 where there is a heavy emphasis on how to achieve reconciliation and on the impacts of imperialism on indigenous peoples.

Ryan has strong foundational knowledge about a wide variety of topics relating to Indigenous issues and history in Canada. He has a deep understanding of not only the historical knowledge, but also the contemporary implications and legacies of policies inflicted upon Indigenous peoples in our nation's history. Much of the interest in this subject area comes from his own family history. For example, his grandfather attended a residential school, and Ryan has been able to share some of his grandfather's experience with his classes. Ryan keeps up to date on current affairs relating to Indigenous issues and strives to incorporate them into his lessons.

Ryan's background has also allowed him to speak to and connect with Indigenous students in a meaningful way. There have been several times this year when Ryan has received positive feedback from Indigenous parents about tackling sensitive subjects in the classroom, and for taking time to debrief with their children after to hear their thoughts and concerns.

Areas of Growth (moving forward):

Ryan has expressed interest in continued learning and in supporting our First Nations Metis, Inuit and Friends Club. Ryan is a terrific leader in this area.

ADHERING TO LEGAL FRAMEWORKS AND POLICIES

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Areas of Strength:

Ryan has demonstrated an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system. He has demonstrated professionalism in every way during his time working at Paul Kane. He has proven himself to be a caring, knowledgeable and reasonable teacher who has his students' best interests and needs in mind.

One day while I was in his class a student came up and asked Ryan to remark a paper that her friend had submitted to her own teacher, the Social Studies Department Head. Ryan handled this potentially tricky situation with much aplomb indicating that the process we have for remarking papers involves three teachers much like the checks and balances that exist in

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our three levels of government. He guided her as to where the friend should go with her mark concerns while using a Social Studies analogy to clarify the process.

Areas of Growth (moving forward):

I don't have any concerns about Ryan in this particular area.

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Overall Assessment:

Based upon the observations and comments noted in this report, I consider the performance of this teacher to:

MEETS the *Teaching Quality Standard* and is expected to continue to demonstrate and meet the standard.

DOES NOT MEET EXPECTATIONS the *Teaching Quality Standard*.

Recommendations:

***Note - Human Resources may require a further evaluation where applicable.**

I recommend that this teacher be issued Permanent Alberta Professional Certification provided the Department records show that he/she has completed all the requirements. (400 days)

I recommend that this teacher receive a further contract dependent on division needs.

Teacher Comments: (optional)

Verification of Review

I hereby certify that I have read and received an original copy of this evaluation summary. I understand the contents of this document and acknowledge that a copy will be placed in my central Human Resources personnel file.

I, _____ acknowledge the efficacy of my professional development activities throughout the school year and commit to ongoing professional growth consistent with the *Teaching Quality Standard*.

Employee Signature

Date

Evaluator Signature

Date
