



SUMMATIVE TEACHER EVALUATION REPORT

Teacher - Choco

Assignment – G-4

Date – May 2017

Standard 1: The Learning Environment....

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation
<ul style="list-style-type: none"> Is welcoming and inspiring 		<ul style="list-style-type: none"> Encourages a growth mindset Allows students to take part in some classroom decisions (ie. voting, open discourse) Students are aware of/reminded to show empathy, perseverance by having discussions and using ClassDojo Big Series
<ul style="list-style-type: none"> Encourages independent responsibility and collaborative endeavors. 	<ul style="list-style-type: none"> Independent responsibility could be more evident by having a 100% of students check their Google Classroom and email when needed 	<ul style="list-style-type: none"> Students have classroom jobs Use of numbered heads together and group games to encourage cooperation (ie. I Have..Who Has..) Use of appointments allow working with different partners Independent thinking shown through number talks and quick write
<ul style="list-style-type: none"> Is respectful of the population of English language learners. 		<ul style="list-style-type: none"> Double checks student understanding of instructions by repeating, modeling and fill in the blanks of the process Guided reading program catered to their reading abilities

Standard 2: Instruction...

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation

<ul style="list-style-type: none"> Is developmentally and culturally appropriate 		<ul style="list-style-type: none"> Making sense of the world involving using real life examples from Burmese daily life Handpicked activities that are well suited for their understanding (ie. designing a rollercoaster for energy unit)
<ul style="list-style-type: none"> Honors individual learning styles 		<ul style="list-style-type: none"> Various activities allow different students to excel in their own way Creative tasks, locomotor tasks, speaking tasks
<ul style="list-style-type: none"> Adheres to ISM standards and benchmarks for curriculum 	<ul style="list-style-type: none"> I have not fully understood the standards in the beginning especially Science standards due to the complexity of its nature and Social Studies standards as it was vague 	<ul style="list-style-type: none"> Most writing and math standards have been met Use of Everyday Math as a curriculum To a certain point, Mystery Science and Inspire Science were used as a program for some units
<ul style="list-style-type: none"> Units are designed and written collaboratively 	<ul style="list-style-type: none"> Never really a chance to work on a lesson as a team or with local teacher 	<ul style="list-style-type: none"> Have talked about what unit was completed and what unit will be tackled next during grade level meetings (only about 5 -8 times in the year)

Standard 3: Learning Activities...

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation
<ul style="list-style-type: none"> Are designed to enable critical thinking and authentic problem solving skills 		<ul style="list-style-type: none"> When possible, real life situations in Burmese daily life are integrated in the learning to achieve maximum understanding (ie. Math - use of Myanmar Kyat as currency, Social Studies - forms of government and Yangon Downtown tour in understanding critically about Myanmar history) Mathematical Number Talks and the use of mental math strategies to deepen students' understanding of numbers Morning Meetings consist of This Day in History where there is time to discuss global issues faced in historical moments

<ul style="list-style-type: none"> ● Allow for students to use effective communication skills 	<ul style="list-style-type: none"> ● There are times when as a teacher, talk more than the students in certain lessons 	<ul style="list-style-type: none"> ● Total Participation Techniques are implemented (ie. Quick Write, Gallery Walk, Appointments, Think Pair Share, Numbered Heads Together) to decrease Teacher talking time and increase Student talking time
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Standard 4: Learning Experiences...

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation
<ul style="list-style-type: none"> ● Require goal setting and self reflection 	<ul style="list-style-type: none"> ● It could be more explicitly evident by having students write their AHA moments on a journal ● Students don't personally set goals to start the unit 	<ul style="list-style-type: none"> ● Student objectives are stated in the beginning of the unit ● Use of exit tickets some time in the school year to assess their understanding ● Use of fist to five to clearly address their skills and capabilities regarding a unit
<ul style="list-style-type: none"> ● Provide opportunities for transfer and application of skills and concepts 	<ul style="list-style-type: none"> ● I will be honest and say it does not happen as often as I personally would want it to 	<ul style="list-style-type: none"> ● Group activities and experiments at the end of the unit are opportunities for students to show what they have achieved (ie. Science - Erosion Lab, Math - Number Talks, Lang Arts - Research Skills)

Standard 5: Assessment...

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation
<ul style="list-style-type: none"> ● Occurs in a variety of methods and formats 		<ul style="list-style-type: none"> ● Assessment not strictly in a pen and paper format ● Numerous activities (ie. I Have Who Has, Numbered Heads Together, Kahoot!, Math/Spelling Bee) offers variety and can even help students who still struggle with the unit

<ul style="list-style-type: none"> Is aligned with the essential questions and enduring understandings 	<ul style="list-style-type: none"> EQs and ENs were not evident the first half of the school year 	<ul style="list-style-type: none"> Latter half of the school, more of the essential questions (why?) and enduring understandings are seen through explicitly stating student objectives in the beginning of the unit, asking why it is important and reinforcement of skills through weekly activities
<ul style="list-style-type: none"> Provides students with meaningful, informative and goal driven feedback 	<ul style="list-style-type: none"> Sometimes was not able to give an informative feedback due to lack of knowledge on how to, especially in individual works Goal driven feedbacks sometimes were not revised or returned to 	<ul style="list-style-type: none"> Gives student meaningful and goal driven feedbacks through whole class discussions, group discussions, and individual teacher conferences

Standard 6: School Community...

Criteria	Does Not Meet Performance Expectation	Meets Performance Expectation
<ul style="list-style-type: none"> The teacher uses the Staff Handbook as a guideline for professional behavior 		<ul style="list-style-type: none"> Understands the rules and regulations of the school through the Handbook
<ul style="list-style-type: none"> The teacher demonstrates a positive approach to school life 		<ul style="list-style-type: none"> School isn't seen as a threat to well being Show care and respect towards students Tries and experiments different ways of teaching a skill versus context through constant self reflection

<ul style="list-style-type: none"> ● The teacher is an active, contributing member of the ISM community 		<ul style="list-style-type: none"> ● Part of the admission committee ● Attends staff meetings ● Contributes ideas when it needs to be said ● Consults with the principal about a concern or suggestion ● Coached the High School Womens' Varsity Soccer Team
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Goals: a.) Have a multi level learning classroom
b.) Integrate technology when possible
c.) Find strategies for reading comprehension

Comments: a.) Differentiation can be seen in Guided reading groups and stations; b.) Technology integrated in most subject areas to enhance learning; c.) Use of Guided reading and leveled books help to deconstruct strategies for various readers

As a relatively new teacher you have shown a remarkable maturity for teaching which comes mostly from your passion and desire to better yourself. Some of the aspects you mention above related to your team not functioning effectively. I admire that you are willing to be creative and try new things and that you are not afraid to make suggestions for improvement. This is a team effort and as such it needs all to contribute. (It takes a village to raise a child) Thank you for your contributions. It is hoped that through the PD process we have begun that we will all have a better understanding of the UbD process and the standards and how they apply. This is relatively new to all so we are all learning together. Success breeds success and enthusiasm is contagious. You demonstrate those qualities and the affect can be seen in your students. Motivating students and inspiring them only comes if we are motivated and inspired to be better. You model those things and as team leader next year with a new team you have the chance to motivate and inspire adults more than you have this year. I am proud to have you as one of my team members.

Teacher signature: _____ **Date:** _____



Principal signature:

Date: 9 May 2017

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