



TEACHER EVALUATION

HILLSIDE COLLEGIATE &
IYA SKOLA INTERNATIONAL

TEACHER'S NAME: Kee Seop Ahn

DATE: May 24th, 2019



TEACHER EVALUATION

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|------------------------------|--|
| Teacher: Kee Seop Ahn | Position: Teacher -Grade 4/5 |
| Evaluator: Rick Angus | Position: Principal |
| Principal: Rick Angus | School: Hillside Collegiate |
| Date: May 24th, 2019 | Teacher's Copy: <input checked="" type="checkbox"/> Principal's Copy: <input checked="" type="checkbox"/> Human Resources Copy: <input type="checkbox"/> |

PART ONE: PURPOSE OF EVALUATION

This evaluation is being conducted for the purpose indicated below:

- For recommendation on contract status for a teacher on temporary, interim or probationary contract.
- For recommendation for a permanent professional teaching certificate.
- For a continuous contract teacher who requests an evaluation.
- For possible promotion purposes.
- When the principal, through supervision, has concerns about some aspects of the performance of a teacher.

Observation Record:

| CLASS | DATE OF OBSERVATION | LENGTH OF OBSERVATION |
|---------------|---------------------|-----------------------|
| Math | January 26th, 2019 | 90 minutes |
| Language Arts | May 24th, 2019 | 70 minutes |
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PART TWO: CONTEXT OF TEACHING

Teacher's application of pedagogical knowledge and abilities is based on their ongoing analysis of contextual variables.

In the box below, describe your current teaching situation using such variables as:

Student variables: demographics, maturation, abilities and talents, subject areas of study, socio-economic status, cultural background, linguistic variables.

School variables: resources availability, teaching assignment, class size and composition, collegial and administrator support, physical plant.

Teacher variables: teaching experience, learning experiences.

Parental and Societal Variables: parental support, parental involvement, community support, multiculturalism, cultural pluralism, inter-agency cooperation.

Regulatory variables: School policies, Guides to Education, Programs of Study, *Teaching Profession Act, Child Welfare Act, School Act, Government Organization Act.*

TEACHER COMMENTS:

My classroom's demographics ranged from grades 4-7 up until January, 2019, leaving me with grades 4 and 5 students. The grade 7 students' math lessons were differentiated to grade 10 mathematics and another one of my students is diagnosed with dyslexia and dysgraphia. Additionally, more than half of my students are English language learners. As a result, many students were working towards building their writing to meet the grade-level expectations. However, most students were above average on their mathematics and science knowledge and application. The general socio-economic level of our class is upper middle class based on the living arrangements and overall spending behaviors (going overseas for the holidays, having several game consoles, and so on).

There were limited resources for science and math activities for the grades 4 and 5 level. We have base-ten blocks, counters, rulers, and calculators. We do have some money to buy resources which we are reimbursed for. However, several materials are hard to acquire as we are located in a remote region (an island in Korea). My current teaching assignment is a grades 4 and 5 class teaching at their respective grade-level outcomes. The grade 7 students were only differentiated for math at a higher level (grade 10) and were taught to address grade 5 outcomes. My classroom ranged from 6 to 8 students throughout the year with mostly Korean students and a few other students from various countries. Our school principal was very supportive by taking students who displayed consistent disruptive behavior and meeting with our student with learning needs 3 times a week to work on writing.

I am teaching in my second year at Hillside Collegiate as a classroom teacher and am currently TEFL certified.

Parents are very involved at our school. Some parents ensure that their child gets through all of their homework daily, encouraging their child to build their stamina in concentration. We have a multicultural classroom. School Policies are fair and clear. Guides to Education (i.e. acts and regulations, program planning, program administration and delivery, student assessment, and so on) closely follow the Alberta Curriculum Standard. Finally, my Program of Study is a double major in Mathematics and Philosophy.

PART THREE: RUBRICS FOR STANDARDS OF TEACHING PRACTICE

These are used as working copies in observations.

PART FOUR: SUMMARY SHEET

| Classroom Environment | Exceeds Standard | Meets Standard | Below Standard |
|--|----------------------------------|----------------------------------|-----------------------|
| Creates an environment of respect and rapport. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Establishes a culture for learning. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Manages classroom procedures. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Manages student behavior. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Organizes physical space. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| | | | |
| Planning and Preparation | Exceeds Standard | Meets Standard | Below Standard |
| Demonstrates knowledge of students. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Demonstrates knowledge of content, pedagogy, and resources for teaching. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Selects appropriate instructional goals. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Assesses student learning, gives feedback to students | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Designs coherent instruction. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | | | |
| Instruction and Presentation | Exceeds Standard | Meets Standard | Below Standard |
| Engages students in learning. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Demonstrates flexibility and responsiveness. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Communicates clearly and accurately, uses questions and discussion techniques. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | | | |
| Professional Responsibilities | Exceeds Standard | Meets Standard | Below Standard |
| Communicates with families. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Maintains accurate records. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| Grows and develops professionally, contributes to the school. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reflects on teaching, shows professionalism. | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Maintains an awareness of emerging technologies. | <input type="radio"/> | <input checked="" type="radio"/> | <input type="radio"/> |
| | | | |

EVALUATOR'S COMMENTS:

The first observation in Kee Seop's class was a math lesson, second block in the morning. Kee Seop had students settle in quickly with the learning objective clearly stated on the board and referred to in his introduction. It was evident that Kee Seop has built positive relationships with his students. Student work was displayed around the room. A lesson plan was provided that spoke to what the students would learn but lacked a little structure in terms of pacing. Students were mostly engaged in the morning activities but Kee Seop did experience some challenges in getting one student to focus on his lesson. Call outs towards the latter part of the lesson became somewhat disruptive. There was evidence of formative assessment practices consistently taking place in the class and the student binders were well organized. Kee Seop proved to be particularly adept at using his floor to ceiling window as a "writing board" to deliver part of his lesson. No succinct closure of lesson or concept review.

Recommendations based on observations:

- It is important that lessons be introduced and concluded with what you wanted the students to be able to do at the conclusion of the lesson - these need to be transparent and clear for all students.
- Explore behaviour management techniques more thoroughly to deal with disruptions during whole group instruction and to assist individual students who may require additional supports; ie. 1-2-3 Magic, behaviour modification charts, intrinsic and extrinsic motivators, etc.

The second observation in Kee Seop's class was a language arts grammar lesson based on prefixes, suffixes and root words. Again, objectives for the lesson was clearly stated on the board. A much more structured lesson plan was provided for this lesson and the pacing ensured maximum instructional time was being utilized. Lesson started with a review to determine student's prior knowledge. This lesson was more engaging for all students and more structured than the previous observed lesson. Kee Seop integrated technology into his lesson through the use of an interactive program named Mentimeter. Formative assessment practices were again evident after reviewing the student binders. Kee Seop's expectations for attentiveness during instruction were much clearer and I was pleased to see him infuse some humor into his lessons. We spoke about ensuring there is activities for those students who finish early.

Recommendations based on observations:

- Ensure there are activities available for those students who finish early. This might include additional activities to reinforce the objective(s) being taught, student workbooks with open ended activities such as writing prompts, computer programs if technology is available, etc.
- Continue to explore behaviour modification techniques and teaching strategies that will lend themselves to even larger class sizes in the future.

Observations about Planning:

Kee Seop has a complete year plan and it is evident that it is used throughout the year and changed as necessary. Kee Seop completes and uses weekly plans to guide his lessons but they are very brief and would benefit from being a little more comprehensive (i.e. stating the learning objectives). Student work is kept in binders and organized by subject areas. He has conducted PM Benchmark testing and results that coincide with our term report cards have been posted on our Google Drive.

Recommendations based on observations:

- Kee Seop is encouraged to continue working on ensuring his daily lessons plans are more comprehensive and serve as a solid template to help guide instruction.

PRINCIPAL'S RECOMMENDATION:

| Temporary, Interim, Probationary Contract Teacher | | Continuous Contract Teacher | |
|---|--|-----------------------------|------------------|
| <input checked="" type="checkbox"/> | Highly Recommended for Further Contracts | <input type="checkbox"/> | Exceeds Standard |
| <input type="checkbox"/> | Recommended for Further Contracts | <input type="checkbox"/> | Meets Standard |
| <input type="checkbox"/> | Recommended with these Conditions: a) b) c) | <input type="checkbox"/> | Below Standard |
| <input type="checkbox"/> | Recommended for another evaluation | | |
| <input type="checkbox"/> | Not Recommended | | |

PRINCIPAL'S COMMENTS:

This is Kee Seop's second year at Hillside Collegiate as a Division Two teacher. He started the year with students in grades 4 and 5 and was also asked to program for two students in grade 7 until January, 2019. This was no easy task but I did not once hear Kee Seop express displeasure or frustration with this assignment. It is a testament to the fact that Kee Seop does not mind working hard in ensuring the success of all students. Kee Seop was also encouraged to take some risks this year in regards to lesson delivery and differentiated programming. This he did with increasing confidence throughout the year. Did all lessons turn out the way he envisioned? Absolutely not but I strongly believe that Kee Seop is a much stronger teacher due to these experiences. He reflects on all his lessons and he actively seeks out feedback and guidance which he then works diligently to put into practice. It is these qualities and more that leave me confident Kee Seop will one day be a master teacher. Kee Seop fosters a classroom environment where student interactions are polite and respectful. He has demonstrated consistent growth since the beginning of the school year in avoiding power struggles with disagreeing students and he has worked very hard at building relationships with the students in his class, understanding that this does not mean being their friend but more of establishing a climate of mutual respect. He is well prepared for class and uses class time efficiently and the physical resources available to him skillfully. Kee Seop has worked diligently in learning the Program of Studies and his lessons are always related to the prescribed curriculum. Assessment practices are sound and Kee Seop has a firm understanding that the formative assessments drive the summative. He has also demonstrated real improvement in limiting the loss of instructional time during transitions between activities and classes and while dealing with behavioural concerns within the class.

As a staff member, Kee Seop is always professional in working with others and he collaborates with his colleagues frequently. This year he carefully planned and led a number of whole school activities, facilitated a school wide Talent Show and he is always willing to help out where needed. Kee Seop is responsive to parental questions and requests and he does a great job with his weekly newsletter to parents. He is always diligent in carrying out supervision duties, attending staff meetings and participating in professional development events. It is evident that Kee Seop strives to be the best teacher he can be and he takes pride in the work that he does while engaging in reflective practice in order to continually grow as an educational practitioner.

Kee Seop, I have enjoyed watching you grow as a teacher this year and I hope you always retain the passion that you demonstrate in working with students. Ours is not a static type of work so I hope you continue to stay current with research being conducted in the field of education and continue to refine your practice based on the many experiences you will have in the classroom. I wish you all the best as you continue to build that teacher toolkit and pursue your teaching degree. The profession will be lucky to have you.

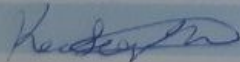
TEACHER'S COMMENTS:

We had very clear expectations, specifically with having clear outcomes in class, ensuring we had bookends in our lessons and maintaining a classroom environment that is respectful. Under the strong support and invaluable wisdom of our highly experienced principal, I was not only able to tackle head on in what I considered a challenging task (split grade 4&5 classroom with two grade 7 students whom I taught grade 10 mathematics), but I did it with the confidence that I can confide in and be assisted through his pedagogy and availability to assist during trying times in the classroom. I was able to work on a variety of strategies. One of the strategies I employed was the use of recording math lessons at home for the older students. This was highly valuable (given that I had to give 3 different lessons) because it gave me time to focus on the grades 4 & 5 students and not take away from any of the students' learning. It also gave the grade 7 students the opportunity to slow the lesson down, replay it, and pause it to write notes down. I regularly checked on their progress and understanding to ensure that they stayed engaged.

It was through the positive reinforcement and encouragement that I was able to put in my best work towards implementing the constructive criticism in a timely manner. One feedback that I believe was vital in my development as a teacher this year was working with behavioral management and watching out for power struggles. This year was one of deep meditation on what it means to expect respect from my students without having to demand it. This included learning to use preemptive behavior modification strategies and appropriate responses towards blatant disrespectful behavior without having a power struggle. It has been a very important learning experience in which I was pushed to practice these strategies in a very deep and meaningful way.

This year has been a very incredible experience. It gave me the opportunity to wrestle with learning outcomes and planning them so that I can meet those goals without rushing students to finish assessments. Having to work with a new grade and prepare the learning outcomes that are regularly visible in the classroom has also given me a new found confidence in planning lessons for the future. Having outcomes easily visible in the classroom, consistently focusing on maintaining student engagement, and providing additional early finishers' materials that are just a touch above the level of learning are some of the invaluable strategies that I've learned throughout this year to add to my teaching toolkit.

TEACHER'S SIGNATURE:

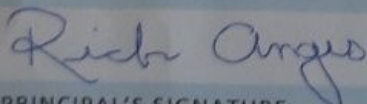


DATE:

June 10th, 2019

*I have read and discussed this report with the principal.

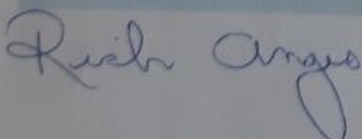
EVALUATOR'S SIGNATURE:



DATE:

June 10th, 2019

PRINCIPAL'S SIGNATURE:



DATE:

June 10th, 2019