

Appendix A

Summative Report Form for New Teachers (Approved Form)

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (see section 277.32 of the Education Act), as long as this does not affect the substance of the form or mislead, and as long as the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Ahn

Teacher's First Name

Kee Seop

Principal's Last Name

McKay-Keenan

Principal's First Name

Marvin

Name of School

Eenchokay Birchstick School

Name of Board

Pikangikum Education Authority

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, elementary/secondary, etc.)

Kee Seop teaches grade 4. He teaches math, science, social studies, English language arts, health, art, drama, and music. Kee Seop is a full-time elementary school teacher.

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Tuesday, November 30, 2021

Tuesday, November 30, 2021

Instructions to the Principal

1. This report must be completed after the post-observation meeting.
2. A copy of the report signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is not *Satisfactory*, the principal must follow the steps outlined in section 12.2.1 of the *Teacher Performance Appraisal Technical Requirements Manual* (2010).
3. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
5. In preparing the summative report, the principal must:
 - assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency;
 - indicate the induction elements in which the teacher has participated;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (check all that apply):

Orientation

Mentoring

school PD

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

- 1) I visited Kee Seop's classroom on November 30 at 1:40 PM to observe a literacy lesson.
- 2) I visit Kee Seop's classroom most days of the week to do a walk-through to observe student-teacher interactions and the work that students are doing.

Instructions to the Principal: A comment must be provided for each competency.

Domain: Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

Kee Seop takes good care of his students. He works hard to make sure that his students work in a safe, an interesting, and an academically rewarding class.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

Kee Seop works hard to support pupil learning in his classroom. Kee Seop's interesting lessons and dynamic teaching help his students achieve academic success.

The teacher treats all pupils equitably and with respect.

Kee Seop treats all of his students equitably and in a respectful manner.

The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society.

The learning environment that Kee Seop has worked hard to create since the start of the 2021-2022 school year encourages his pupils to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society.

Domain: Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Kee Seop is knowledgeable about the required Ontario curriculum. He also obeys education-related legislation.

Domain: Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

Kee Seop is new to teaching in Canada. He taught the Alberta education curriculum in Korea before going to teachers college. Kee Seop uses the knowledge that he learned in Korea and in university, in addition to what he has learned this school year as a classroom teacher to promote the learning and achievement of his students. Kee Seop makes learning goals for his students visible in his classroom at all times.

The teacher communicates effectively with pupils, parents, and colleagues.

Kee Seop communicates effectively with his pupils, their parents, and his colleagues. Kee Seop's students are mostly Ojibway first language speakers. Kee Seop speaks clearly to his students to help them better understand the English as a second language being used in his classroom.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Kee Seop conducts ongoing assessment of his student's progress, and their academic achievement. Kee Seop reports this progress to pupils on a daily basis and to their parents through the student report cards that he prepares.

Additional Competencies

Kee Seop submitted to the principal year plans for all subjects that he teaches.

Kee Seop prepared emergency plans to be used when he is unexpectedly absent from work.

Kee Seop prepared a daily schedule of his teaching duties.

Kee Seop meets with the other grade 4 teachers to jointly plan lessons and to deal with other grade issues. Kee Seop is the grade 4 team leader.

Kee Seop makes effective use of his Native Language Teacher.

Overall Rating of Teacher's Performance

(Check the appropriate box.)

Satisfactory

Development Needed

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

Satisfactory

Unsatisfactory

Growth Strategies for the Teacher

(Check the appropriate box.)

An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development:

Growth Strategies: I recommend that Kee Seop take professional development when it is available.

Principal's Summary Comments on the Appraisal (optional)

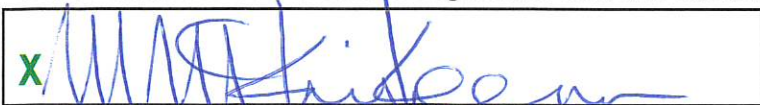
- 1) I am satisfied with the work demonstrated by Kee Seop so far during the 2021-2022 school year.
- 2) I am happy that Kee Seop works well with his students, their parents, his colleagues, and the school administration.
- 3) I recommend that Kee Seop continue to work on differentiating his instruction to meet the different academic and social needs of his students.
- 4) I recommend that Kee Seop continue to work with the special education team at Eenchokay Birchstick School on developing and implementing individual education plans for students in his class who have learning challenges.
- 5) I recommend that Kee Seop continue learning how to use learning centers in his classroom to help improve student learning.
- 6) I recommend that Kee Seop continue learning about the Ontario teaching curriculum and different ways to effectively teach the curriculum.
- 7) I recommend that Kee Seop continue taking professional development offered by the school.

Teacher's Comments on Progress to Date (optional)

I appreciate the specific feedback given and recommendations on developing my current teaching strategies used (e.g. centres, collaboration with other teachers, etc.). On top of the recommendations, I look forward to working with EBS staff on implementing school programs (i.e. math club, waste reduction program).

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the *Education Act* and Ontario Regulations 99/02, as amended.



2022/03/07

M. McKay-Keenan
Teacher's Signature

Date (yyyy/mm/dd)

My signature indicates the receipt of this summative report.

X 

2022 / 03 / 07

Date (yyyy/mm/dd)

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