JOHN F. KENNEDY SCHOOL
TEACHER PERFORMANCE EVALUATION

NAME: **CAMILLE**   **CASSES**   **AREA: MIDDLE SCHOOL**
                 Last Name   First Name

TEACHING ASSIGNMENT: 7TH GRADE GEOGRAPHY   **DATE: JUNE 23, 2014**

Philosophy

The purpose of evaluation for teachers is to improve performance. For teachers, evaluation is, primarily, a way to document growth in the profession. Although professional growth is of primary importance, evaluation may also be used to document areas of concern. Assessing a teacher's performance may include formal observations, informal observations, stakeholder perceptions, teacher reflection, and coordinator feedback.

It is important that all teachers of the JFK understand, support and celebrate the school's mission, vision, philosophy and beliefs. Along with maintaining a strong tradition of high quality American-type bicultural education, the school has a commitment to innovation, constantly reflecting on best professional practice.

Evaluation Procedure

Staff will have two formal evaluations per year. The first evaluation will be completed in November (formative), and the second evaluation will occur in April-May (summative). Each page of the Evaluation must be initialed by the teacher and the evaluator, and the final page, including the Professional Growth Plan, must be signed by both the teacher and the evaluator.

Professional Feedback – Key Terms

Systematic: The procedure, practice, or expectation is embedded in the structure of the course, daily instruction, and the learning environment

Evident: The procedure, practice, or expectation is noticeable in the structure of the course, daily instruction, and the learning environment

Action Plan – concrete steps to make a procedure, practice, or expectation more systematic by embedding it in the structure of a course, daily instruction, or learning environment

Experimentation: The procedure, practice, or expectation is being experimented with in order to develop systematic structures for the course, daily instruction, and the learning environment

Inconsistent: The procedure, practice, or expectation is not being implemented consistently in the structure of the course, daily instruction, or the learning environment

Not Evident: The procedure, practice, or expectation is not clearly visible in the structure of the course, daily instruction, and the learning environment

1. **Sets High Expectations for Student Learning**
   - Students understand the goals of a unit and know why they are studying a particular topic
   - Students are asked and respond to questions that require higher order critical thinking
   - Teacher encourages students to take risks in learning without fear of negative feedback
   - Demonstrates enthusiasm for teaching

Systematic

During classroom observations, students consistently understood the goals of a unit, and upon questioning, were able to articulate why they were studying a particular topic in World Geography. Camille displayed inquiry debate questions clearly and visibly in the room at all times to reinforce higher order critical thinking skills. Students completed a number of inquiry charts throughout the year with sophisticated scaffolding of factual and conceptual knowledge. All students took significant risks without fear through their participation in mock trials, MUN-style debates, and fashion shows. They also proved to be fearless in tackling some of the more difficult written tasks and analysis assignments.

Camille demonstrates a genuine enthusiasm for teaching humanities and teaching children in general. This fact is recognized by all students, staff, parents, and administrators across sections.

2. **Structures Problem-Based Learning Experiences that use Inquiry to Engage Students**
   - Students are actively engaged in real-world problem-solving experiences
   - Students engage in inquiry-based learning through relevant debate questions that require them to prepare, investigate, create, and reflect on an opinion/hypothesis
   - Scaffolds and structures learning experiences over time to prepare students to solve real-world problems or answer higher order critical thinking questions
   - Structures experiences to emphasize key ATL skills, such as time management, personal responsibility, organization, and collaboration

Systematic

Camille consistently challenged students to address real world issues, whether debating the future of the Amazon or the burqa law in France. Students completed a number of inquiry charts – designed by Camille in the planning process - that required them to meaningfully prepare, investigate, form an opinion, and reflect on knowledge after having the opportunity to share with peers. MYP Unit Planners show an emphasis on ATL skills, with much emphasis placed on the research skills required of IB students.

Action Plan: Display visually and reinforce global contexts during instruction so that students develop an awareness of the context in which learning takes place by December 2014

3. **Uses Research-Based Strategies to Teach Key Concepts and Course Content**
    - Students process and interact with new knowledge through metaphors, analogies, classifying, comparing and contrasting, mental maps, mental pictures, and 3-2-1 active reading
    - Students record and represent knowledge through different graphic organizers (Venn Diagram, inquiry tables, mental maps or webbing, cause and effect, argument ladder, models)
    - Students have frequent opportunities to engage in discussions with teachers and peers (brainstorming, think-pair-share, literature circles, world cafes, carousel, role-play, fishbowl, four corners, MUN, panel discussions, movable chairs)
    - Students understand how knowledge is created and expressed (particularly written knowledge) in the subject area

Systematic

Camille used 3-2-1 reading strategies, mental maps, and metaphors to guide students in their interactions with new knowledge. This is particularly important since many students have never studied or seen the topics covered by Camille in World Geography. Camille taught important vocabulary through mental maps to enhance understanding of key concepts and also created different graphic organizers to help students form and structure knowledge when forming opinions. Students had frequent and varied opportunities to engage in discussion with her and with peers through the creative application of MUN-style dynamics, mock trials, think-pair share, and panel discussions. These opportunities for discussion were important in deepening student understanding of the various key concepts in the course.

Action Plan: Creation and use of graphic organizers to reinforce cause and effect relationships, analysis, key vocabulary and research that can be shared with the MYP Humanities Academia Department by December 2014. This plan is to reinforce Camille's future role as the MYP Best Instructional Practices meeting leader for Humanities.

4. **Uses Effective Strategies in the Moment**
    - Explains content in multiple ways to differentiate instruction to different students
    - Notices when students are not engaged and makes appropriate in-the-moment changes
    - Provides opportunities for students to talk about themselves and their own experiences in relation to course content
    - Uses verbal and non-verbal behaviors that show caring attitude toward students

Systematic

Camille explains content in multiple ways to differentiate instruction. She used a simulation to teach about apartheid so that students could feel what discrimination means as well as a fashion show to discuss globalization. In daily instruction, Camille combines strategies for visual and auditory learners and often explains

instructions to individual students that need the special attention to start and stay-on task. Camille has great teaching instincts as well that allow her to make the necessary in-class adjustments to keep students consistently engaged.

5. Effectively Monitors Progress through Assessment and Feedback

- Students are given challenging IB Assessment tasks based on MYP Subject descriptors
- Communicates summative assessment instructions clearly and discusses expectations with students through the subject rubrics so that they understand how their work is assessed
- Provides timely and meaningful feedback on IB assessments and indicates how students could achieve higher levels of achievement
- Provides a wide variety of quality formative assessment tasks directly related to the IB subject rubrics
- Students respond to teacher feedback to make corrections and improve their work
- Students are provided with exemplars of high quality work
- Effectively communicates academic progress to parents

Experimentation

Camille has been an enthusiastic experimenter with the IB Assessment techniques discussed in our academia meetings. She is grasping how summative and formative assessment in the IB work and contributed examples of student work for moderation in academia meetings. She has even led moderation meetings in my absence. My decision to label this category experimentation is more due to where we are at as a school in our implementation of the IB. Next year, I look forward to reviewing her feedback on student work for summative assessment and reaching the systematic level.

Camille consistently communicates academic progress to parents in a way that demonstrates genuine caring for the individual child. Parents always talk about Camille in glowing terms and look forward to having their child in her class.

Action Plan: The action plan for assessment will be determined by middle school goals for the 2014-2015 school year.

6. Establishes Classroom Rules and Procedures

- Students understand and follow classroom rules, routines, behavioral expectations and consequences established by the teacher
- Acknowledges adherence or lack of adherence to rules and procedures and applies logical consequences and limited choices based on our Stage 1-2 positive discipline framework
- Maintains positive relationships with students to create a safe, secure, and friendly environment
- Uses movement and both verbal and nonverbal actions to provide feedback to students
- Transitions smoothly and efficiently between activities

Systematic

Camille has high expectations and is unafraid to tell students when they fail to meet these academic and behavior expectations. Students understand her rules, procedures, and expectations, and they follow them consistently without much prompting from her. She maintains very positive relationships with students and is one of the most popular teachers amongst the student body. She has created an unbelievably safe, secure, and friendly environment where students feel comfortable taking risks without the fear of negative feedback. From an

administrative point of view, her consistent use of Google Docs to record discipline issues has allowed us to coordinate and collaborate on individual action plans for students to reach our high expectations.

7. **Supports a Digital Learning Environment**
   - Students use digital tools or technology to gather, evaluate, and use information
   - Students use digital tools to conduct research or solve problems
   - Uses Google Docs to communicate and work collaboratively
   - Uses Turnitin.com, Achieve 3000, Khan Academy, Nearpod and other programs to enhance student learning and differentiate instruction

Evident

Camille presented the use of Wikispaces in one of our professional development workshops and is a big proponent of using technology to differentiate and enhance instruction. She has frequently used the IPAD cart when available to gather and use information for research purposes, and I expect her to do even more as technology becomes more widely available in middle school. She positively contributes to all of our shared Google Docs for inquiry, discipline, and awards. Her problem-based learning experiences are also prominently displayed on our MYP blog, and I look forward to making her an author on the blog for the 2014-2015 school year.

Action Plan: The school needs to create wider access to IPAD carts and other technological resources to support Camille's instructional needs. Until that happens, Camille is maximizing the use of technology in her classes.

Completes Professional Responsibilities
   - Attends and contributes to IB MYP and grade level meetings
   - Arrives to meetings, school events, and other school functions punctually
   - Uses Edline efficiently as a platform to updates grades (every Monday), inform students of work needed to be completed, and provide additional class resources
   - Supports administration by using Google Docs to record Stage 1 and Stage 2 behavior incidents
   - Satisfactorily completes mentoring responsibilities
   - Maintains a collegial work atmosphere and collaborates well with others
   - Responds timely to electronic communication

Systematic

Camille uses Edline with incredible efficiency. Students can expect all assignments to be posted properly and on-time, with grades uploaded every Monday. She responds quickly to electronic communication and to parent emails. She is a fantastic and popular mentor with students and takes those responsibilities with the seriousness they deserve. She not only has volunteered to be the sponsor of Model UN, but she has transformed the club into an honor for students and a source of pride in the school. She consistently volunteers for extra tasks and leadership responsibilities and has been more than willing to sub to support a fellow colleague. She is a wonderful teacher and a wonderful person respected by all of her peers.

Action Plan: I am recommending that Camille take over leadership of our MYP Academia Humanities Best Instructional Methods meetings due to the exemplary teaching and leadership skills I have seen over the past year.

Appendix: Evaluation Evidence

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