



***Peace River School Division***

***Summative Teacher Evaluation Form***

***Permanent Certificate  
TQS 3***



## Peace River School Division No.10 Teacher Performance Assessment Report

Teacher: Heather Morren                      Date: April 22, 2013  
 School: E. E. Oliver Elementary  
 Grade(s) and/or Subject(s): Grade 2 all subjects  
 Education (Training): Bachelor of Education  
 Evaluator: Gell Mackey    Position: Principal

**Contract Held**

- Probationary
- Temporary
- Interim

**Certificate**

- Permanent
- Other

**Purpose of Assessment**

- Contract Status
- Teacher Performance Review
- x Permanent Certification
- Teacher Requested
- Other

Dates of Pre and  
Post Conferences:

- 1. Oct. 18/12
- 2. Oct. 29/12
- 3. Feb. 07/13
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

Dates of Classroom Observations:

- Initial Meeting    Oct. 09
- 1. Oct. 24/12
  - 2. Feb.01/13
  - 3. April 18/13
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
  - 6. \_\_\_\_\_

Dates of Classroom Walk

- Throughs:
- 1. Usually on a weekly basis
  - 2. \_\_\_\_\_
  - 3. \_\_\_\_\_
  - 4. \_\_\_\_\_
  - 5. \_\_\_\_\_
  - 6. \_\_\_\_\_



## Peace River School Division No.10 Summative Teacher Evaluation Form

Permanent Certificate

Level of Performance	Distinguished	Proficient	Satisfactory	Unsatisfactory	
					<p><b>DISTINGUISHED</b> – Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.</p> <p><b>PROFICIENT</b> – Teacher clearly understands the concepts underlying the component and implements it well.</p> <p><b>SATISFACTORY</b> – Teacher understands the concepts underlying the component and attempts to successfully implement its elements.</p> <p><b>UNSATISFACTORY</b> – Teacher does not yet appear to understand the concepts underlying the component.</p>
					<b>Comments</b>
<p><b>Planning</b> (TQS Correlation: 3 a, b, c, d, e, f, g, h, i, j, k)</p>		x			<p>Planning: The Long Range and daily lesson plans that Miss Morren develops certainly reflect the Alberta Program of Studies. Miss Morren addresses the variance of abilities and modes of learning of her students within her planning. The materials and manipulatives that the students need for their lessons are immediately available so no time or flow of the lessons is lost. Miss Morren's lessons are clear, concise and appropriate for the students. Miss Morren is knowledgeable of her students skills and their individual abilities. She continues to reflect and evaluate her lessons.</p>
<p><i>• Develops Long Range Plans • Curriculum Alignment • Knowledge of Prerequisite Curriculum • Lesson and Unit Structure • Daily Instructional Planning • Lesson Objectives • Resources for Teaching • Resources for Students • Instructional Materials and Resources • Knowledge of Content • Learning Activities • Suitability for All Students • Knowledge of Students Skills and Knowledge • Reflecting on the Lesson and Plan • Revision of Lessons for Future Teaching</i></p>					
<p><b>Classroom Management</b> (TQS Correlation: 3 a, b, c, d, f, g, h, i, j)</p>		x			<p>Classroom Management: Miss Morren has the complete attention and respect of all her students. She exhibits a genuine caring and understanding of their needs. She always encourages her students to do their best and encourages them to take chances. Her students know the rules of the classroom and are very comfortable with them. Her classroom is calm and focused.</p>



- Expectations
- Monitoring of Student Behaviour
- Student Pride in Work
- Student Interaction
- Response to Student Misbehaviour
- Teacher Interaction with Students
- Teacher Encouragement
- Appreciation of the Student

Level of Performance	Distinguished	Proficient	Satisfactory	Unsatisfactory	
<b>Instructional Strategies</b> (TQS Correlation: 3a, b, c, d, e, f, g, h, i, j, k)		x			<p><b>DISTINGUISHED</b> – Teachers at this level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.</p> <p><b>PROFICIENT</b> – Teacher clearly understands the concepts underlying the component and implements it well.</p> <p><b>SATISFACTORY</b> – Teacher understands the concepts underlying the component and attempts to successfully implement its elements.</p> <p><b>UNSATISFACTORY</b> – Teacher does not yet appear to understand the concepts underlying the component.</p> <p>Instructional Strategies:            Miss Morren is very familiar with her students' strengths and needs. As a result, she uses this information when developing her teaching and learning strategies. She allows for the varied learning styles of her students and responds with a diversity of teaching styles and strategies. Miss Morren's activities and lesson plans are customized to the age group, attention spans and abilities of her individual class members. Her use of manipulatives and having her students move to various centers within the classroom, allow for maximum learning opportunities for each student.</p>
<ul style="list-style-type: none"> <li>• Presentation of Content</li> <li>• Appropriate Level Instruction</li> <li>• Variety of Instructional Strategies</li> <li>• Activities and Assignments</li> <li>• Grouping of Students</li> <li>• Promotes Active Student Participation</li> <li>• Persistence in Student Learning</li> <li>• Importance of Positive Learning Environment</li> <li>• Timeliness of Feedback</li> <li>• Lesson Adjustment(Reflection)</li> <li>• Lesson Introduction(Bellwork)</li> <li>• Higher Thinking Skills (Bloom's Taxonomy)</li> <li>• Directions and Procedures</li> <li>• Closure Summary and Future Expectations</li> <li>• Management of Instructional Groups</li> <li>• Effective Questioning Techniques</li> <li>• Knowledge of Characteristics of Age Group</li> <li>• Knowledge of Students' Skills and Knowledge</li> <li>• Structure and Pacing</li> </ul>		x			
<b>Learning Environment</b> (TQS Correlation: 3a, b, d, e, f, g, h, i, j, k)		x			<p>Learning Environment:            Miss Morren's classroom is well organized and appealing to the eye. The walls are covered in relative information like class rules, math facts etc. Students work is on display along with colourful posters on relative subject matters. The desks are arranged in rows in such a way that allows the teacher easy access to individual students. There is a reading and math corner which allows the students to move from their desks to learn.</p>
<ul style="list-style-type: none"> <li>• Accessibility to Learning and Use of Physical Resources</li> <li>• Safety and Arrangement of Furniture</li> <li>• Management of Handouts and Supplies</li> <li>• Performance of Non-Instructional Duties</li> <li>• Supervision of Volunteers and Para-professionals</li> <li>• Management of Transitions</li> <li>• Time on Task</li> <li>• Health and Safety</li> </ul>					



## Recommendations

### Evaluator Comments:

- Miss Morren should be commended for her enthusiasm and willingness to assist with various co-curricular and extra-curricular projects.
- Miss Morren should be commended on the relationships she has built with students, staff and community members.
- Miss Morren should be commended for her classroom management skills and developing strong routines and expectations.
- Miss Morren is recommended for Permanent Certification contract for next year.

Date: April 22/13 Evaluator's Signature Gael Mackay

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### Teacher Comments:

Date: Apr. 22/13 Teacher's Signature Morren

The above evaluation of my work as a teacher in Peace River School Division #10 is well understood and acknowledged by me. By signing this document I do not necessarily agree with the contents in part or in whole.