

Sample Completed Summative Report Form for a Secondary Teacher¹

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 an appropriate supervisory officer.

Teacher's Last Name

Wong

Teacher's First Name

Jerome

Principal's Last Name

Principal

Principal's First Name

A.

Name of School

Secondary School

Name of Board

An Ontario Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Mr. Wong has a full-time assignment teaching intermediate and senior English. His course assignment includes grade 9 Academic English, grade 10 Applied English, Grade 11 University, and Grade 12 College.

Instructions to the Principal

1. This report is to be completed during the performance appraisal process.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is *Unsatisfactory*).
3. The teacher can add comments and must sign this report to acknowledge receipt of the report. 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 board.
5. In preparing the summative report, the principal must:
 - consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal²;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher's development.

¹ This sample form is intended for learning purposes only and is not intended to be replicated for performance appraisals taking place in schools. The name used in this sample is not intended to reflect the performance appraisal of any practicing teacher either now or in the future.

² Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule I of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

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

Pre-observation:

January 14, 2008

Classroom Observation:

February 2, 2008

Post-observation:

February 15, 2008

Focus of the Classroom Observation³

The pre-observation meeting provided an opportunity for Mr. Wong and I to discuss which competencies could be the focus of the performance appraisal, including the classroom observation.

- Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.
- Teachers know how pupils learn and factors that influence pupil learning and achievement.
- Teachers communicate effectively with students, parents and colleagues.
- Teachers work with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.
- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Other Appraisal Input (Please specify)

Additional input attached

- Person-to-person dialogue
- Short and long range plans
- Report card comments
- Parental input
- Teacher's portfolio

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Instructions to the Principal: Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Mr. Wong consistently demonstrates commitment to the well being and development of all students. He applies knowledge effectively about how students develop and learn physically, socially, and cognitively and shapes instruction appropriately so that it is helpful to students who learn in a variety of ways. Mr. Wong effectively motivates students to improve their learning through self-assessment and peer-assessment. Mr. Wong provides responsive and thoughtful feedback on assignments. He effectively uses student work to diagnose learning difficulties and provides appropriate remediation. He effectively supports and/or assists students in meeting their academic, social and emotional needs by addressing their individual needs. He demonstrates a positive rapport with students and recognizes student difficulties by employing effective assessment strategies. This year, Mr. Wong and his department are focusing on differentiated learning and assessment which will further his expertise and repertoire.

Of particular interest are the modifications he has made to the assignments for a student who is on an Individualized Education Plan. Mr. Wong has worked closely with the special education resource teacher to provide a program that contributes to student success and the student is making considerable gains with acquisition of further literacy skills.

Domain: Professional Knowledge

- The teacher knows his or her subject matter, the Ontario curriculum and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Mr. Wong exhibits an understanding and ability to explain subject areas. His passion for his subject is evident in the delivery of his lessons. The lessons observed were part of a unit of study on famous Canadian authors and Mr. Wong had arranged for visits from several local authors.

Mr. Wong provides constructive criticism as part of evaluation. He aligns assessment strategies with learning objectives and uses appropriate diagnostic techniques to assess student difficulties. He employs formative and summative assessments to check for understanding. Assessment binders indicated a variety of assessment tools in use.

I observed a Grade 10 Academic English class. During my classroom visit, the students moved quickly and efficiently from one English program activity to another. Mr. Wong's skill in assisting that transition was most proficient. His students were actively engaged in their learning. Frequent and effective use of questioning aided in the development of key understandings for the novel. There was a balance of student and teacher directed discussion on the novel study. Mr. Wong focused on higher order thinking skills in group discussion, whole class discussion and debate. Students were focused and during the introductory part of the lesson, co-operative learning techniques were used. It was evident that students were familiar with co-operative learning techniques as they moved from role to role with little direction from the teacher. The students began with grammar building exercises and moved to comprehension and vocabulary development related to text. When students had difficulty during independent study, questions were handled with the developmental characteristics of adolescents in mind with humour and compassion.

Domain: Professional 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
- **The teacher communicates effectively with pupils, parents and colleagues.**
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement and reports results to pupils and parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Mr. Wong makes effective links between daily lesson plans and long-range plans. He has worked collaboratively with a colleague to create units of study that incorporates all aspects of literacy and encourages creativity in presentation. He engaged students in a debate which successfully promoted the development of higher order thinking skills.

Mr. Wong conducts on-going assessments of his students' progress, evaluates their achievement and reports results to students and parents regularly. He uses appropriate assessment tools. A variety of rubrics, checklists and anecdotal comments were shared with me. The rubric he designed for use with the pre-work for the novel study was an effective tool for assisting students with targeting areas they may still need to cover in the assignment. He engages in meaningful dialogue with his students to provide feedback during the teaching and learning process. Mr. Wong has developed a feedback questionnaire which he encourages students to respond to on the web site. He asks for the most interesting thing they learned each week, what they found difficult and in what areas they would like further help/instruction. Feedback in his portfolio from several parents indicates that this initiative is appreciated by parents as well as students.

Domain: Leadership in Learning Communities

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- **The teacher works with other professionals, parents and members of the community to enhance pupil learning, pupil achievement and school programs.**

Mr. Wong is an active participant in department and divisional meetings. He assists with setting the agenda and has taken a leadership role in providing the professional development piece of the agenda. He has shared strategies and materials from workshops attended and initiated a peer mentor sharing session for new staff.

Mr. Wong has been an active member on School Council. This year, he is a member of a sub committee of School Council exploring ways to increase parent/teacher/student communication to support student learning.

Mr. Wong is also a member of the Commencement Committee and he is involved with assisting with the drama production.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Mr. Wong consistently engages in ongoing professional learning as it applies to improve teaching practice. He seeks input from colleagues, consultants and/or other appropriate support staff and effectively applies it to enhance teaching practice. Mr. Wong identifies areas for professional growth such as differentiated instruction and has incorporated the skills he has learned into his grade 9 English classes. He is able to effectively apply information to enhance teaching practices.

Mr. Wong has attended both literacy and leadership focused conferences. His portfolio documents his participation in a board workshop, 'Connecting Teachers', and his on-going communication with participants. Ideas that were shared are evidenced in several lesson plans.

In reviewing his ALP, Mr. Wong has an interest in the topic of communication between school and home. This year, he has joined a School Council committee working on defining strategies to increase communication. In his personal growth, he has developed processes to encourage three way communications between teacher, student and parent. In his portfolio, he has further documented and illustrated his work in this area.

Additional Competencies

No additional competencies have been identified by the Board.

Overall Rating of Teacher's Performance

(Check the appropriate box.)

- Satisfactory* *Unsatisfactory* (If the teacher received an *Unsatisfactory* rating, an Improvement Plan will also be developed)

Comments on the Overall Rating of the Teacher's Performance

If the teacher received a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Mr. Wong has a sound knowledge of the curriculum and brings meaningful and engaging lessons to his students. Mr. Wong is respected and appreciated by students and parents. He actively pursues professional learning and networking opportunities with colleagues and the school community.

Mr. Wong has aligned his professional growth plans with the goals of the school with a major focus this year on school/home communication. He has taken a leadership role on a School Council committee and has been most successful in fostering positive relationships with parents and the community. Mr. Wong is a positive role model for staff and students.

In summary, Mr. Wong is dedicated and committed to his profession and to students and an asset to our school.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account when developing his or her Annual Learning Plan (ALP).

Continue to explore communication strategies between home and school.

Continue to work with colleagues in the English department to share and align assessment, instruction, and evaluation practices. For topics related to literacy, suggestions include the ministry *Think Literacy* documents, *Many Roots Many Voices – A guide for supporting ELL students*, and the board document on assessment and evaluation in secondary schools.

Continue to look at ways to incorporate technology in the classroom. Consider the integration of media and literacy and employing media strategies for enhancing literature.

Principal's Additional Comments on the Appraisal (Optional)

Teacher's Comments on the Appraisal (Optional)

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 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)

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