

Korea International School - Jeju

Teacher-Performance Assessment

Teacher: Michael Ates

Date: October 24, 2013

Teaching Assignment (Subjects and Grade Levels): Grade 6 Social Studies

Evaluator: David Swanson

Title: MS Principal

Evaluation Policy Statement

At KIS we believe that professional appraisal is a constructive process. The main purpose of professional appraisal is to continually improve the quality of education offered by the school. It is the responsibility of the school leadership to evaluate the professional teaching staff, but it is really the responsibility of the teacher to be a reflective practitioner.

Informal observation of all teachers is ongoing and an integral part of completing the following evaluation. Each teacher will be formally evaluated using this form at least once each semester by his or her supervisor. Completed evaluations for all teachers will be placed on permanent file.

The evaluations will be supported by:

- a. A completed Goal Setting Sheet
- b. Student Survey Feedback
- c. Parent Survey Feedback
- d. A Portfolio collection which demonstrates goal attainment and included items such as:
 - Pre and post tests from students
 - Evidence of attendance and/or presentation at workshops
 - Exemplar unit and/or lesson plans
 - Rubrics
 - A reflection

Indicators of Effective Teaching

I. Planning and Preparation

- | | | | | | |
|-----|---|----------------------|-------------------|-------|----------------|
| 1) | The teacher carefully plans lessons and units with the expected learning outcomes in mind. (As evidenced by unit plan and/or lesson plan attached.) | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 2) | The objective of each lesson is stated and/or written explicitly so that all students have a clear understanding of what they are learning. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 3) | The teacher presents content that aligns with the department AERO standards and the school's curriculum plan. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 4) | The sequence of lessons and units is logical and easy to follow. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 5) | The teacher understands his or her students' abilities, learning styles, dispositions, cultural backgrounds, etc. | <u>Distinguished</u> | Proficient | Basic | Unsatisfactory |
| 6) | The teacher is knowledgeable and competent in his or her subject area. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 7) | The teacher chooses resources (articles, websites, videos, etc.) that are appropriate to an international school environment and to the developmental level of the students. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 8) | The teacher is engaged in curriculum development and works to establish a clear foundation and long-range plan for instruction using Atlas Rubicon. | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 9) | The teacher is intentional about helping students make progress towards achieving the Expected School-wide Learning Results (ESLR's). | Distinguished | <u>Proficient</u> | Basic | Unsatisfactory |
| 10) | The teacher is reflective and uses past success or failure to improve his or her instruction. | <u>Distinguished</u> | Proficient | Basic | Unsatisfactory |

Comments: Mr. Ates has continued to develop his abilities in the area of curriculum planning. He uses the AERO standards as the basis for creating the Grade 6 Social Studies Curriculum and has worked in collaboration with the Grade 6 English teacher to develop lessons based on the over-arching Humanities theme of "Identity." Vocabulary building, as it relates to the content, is a key component of the curriculum. A focus on reading comprehension is also important to Mr. Ates as he develops lessons. Mr. Ates chooses resources that are engaging and appropriate for grade 6. Working to bring more depth to the curriculum and rigor to lessons could be an area of focus for future lessons.

II. Management of The Classroom Environment

- 1) **The teacher promotes a positive learning environment and is able to build good rapport with students.**
Distinguished Proficient Basic Unsatisfactory
- 2) **Students are engaged in learning and active participants in the teacher's classroom.**
Distinguished Proficient Basic Unsatisfactory
- 3) **Students display appropriate behavior in the teacher's classroom.**
Distinguished Proficient Basic Unsatisfactory
- 4) **An effective daily routine is utilized which leads to more and better quality instruction.**
Distinguished Proficient Basic Unsatisfactory
- 5) **The teacher is able to start class, transition between learning activities and bring about closure in a smooth and efficient manner.**
Distinguished Proficient Basic Unsatisfactory
- 6) **The teacher has an encouraging, constructive approach (as expressed through positive reinforcement, word choice, tone of voice, body language, etc.) which demonstrates that he or she cares for students.**
Distinguished Proficient Basic Unsatisfactory
- 7) **The teacher treats students with respect and is respected in return.**
Distinguished Proficient Basic Unsatisfactory
- 8) **The teacher is the leader of the classroom and in control of the environment.**
Distinguished Proficient Basic Unsatisfactory
- 9) **The teacher is focused on the students and giving them his or her full attention.**
Distinguished Proficient Basic Unsatisfactory
- 10) **The teacher encourages students to develop their English language skills and utilizes strategies to support English language acquisition.**
Distinguished Proficient Basic Unsatisfactory

Comments: One of Mr. Ates primary strengths is his ability to build positive rapport with students. He greets students each class period with a "high 5." Students have great affection for Mr. Ates, often stating that he is their favorite teacher. Students enjoy attending Mr. Ates' classes and feel secure in asking questions or taking risks in learning. Students are eager to share their thoughts and ideas. Mr. Ates changes learning activities throughout the period with appropriate frequency so that students remain engaged. Students are involved in the learning process throughout each lesson, which leads to increased learning. Maintaining a firmer teacher-student boundary at times, so that students clearly understand the difference between teacher and friend may be something for consideration.

III. Instruction and Assessment

- 1) **The teacher uses appropriate and effective instructional techniques.**

	<u>Distinguished</u>	Proficient	Basic	Unsatisfactory
2)	The teacher differentiates instruction and/or meets the needs of all learners, using a variety of instructional techniques.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
3)	The teacher continuously monitors student learning and adjusts his or her instruction when necessary.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
4)	The teacher utilizes current technology to facilitate learning and teaches students how to make use of technology in their work.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
	The technology tools have used to enhance instruction: PowerSchool, OpenClass, Keynote, videos, Podcasts, Blogs, developing Personal Learning Networks			
5)	The teacher is fair in his or her evaluation of student achievement.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
6)	The teacher provides timely feedback to students.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
7)	The teacher utilizes a variety of assessment and evaluation techniques that effectively measure student achievement.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
	Types of assessment used: Projects, group work, blogs, quizzes, tests			
8)	The teacher makes use of external evaluation tools to inform his or her instruction. (Such as standardized tests, professionally developed assessment tools, performance or competition outside of school, etc.)			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
	Type(s) of external assessment used: MAP testing.			
9)	The teacher is able to show that students have learned what is taught and that they have met expected standards.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
10)	The teacher implements strategies and activities that encourage students to reach higher orders of thinking (see Bloom's taxonomy).			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory

Comments: Mr. Ates chooses instructional strategies and learning activities intentionally so that students are engaged and able to easily grasp concepts as a result. He is conscious of the connection between the brain and physical movement and its impact on learning for students at the Grade 6 age level. Mr. Ates frequently relates content to students' lives and delivers material in an engaging manner. Mr. Ates continues to develop his methods of assessment utilizing the standards-based approach. Continuing to find ways of leading students to higher levels of thinking could be a goal for future lessons.

IV. **Professional Responsibilities**

- 1) **The teacher makes positive contributions towards school improvement and the school climate.**

	<u>Distinguished</u>	Proficient	Basic	Unsatisfactory
2)	The teacher communicates effectively and clearly.			
	<u>Distinguished</u>	Proficient	Basic	Unsatisfactory
3)	The teacher meets expected deadlines, is on time and prepared for class, required meetings and duties.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
4)	The teacher utilizes e-mail, social media and other technology tools effectively and appropriately in accordance with school policy.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
5)	The teacher interacts positively and effectively with colleagues, staff members and administrators.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
6)	The teacher makes an effort to be at school every day and does not abuse or overuse leave days.			
	<u>Distinguished</u>	Proficient	Basic	Unsatisfactory
7)	The teacher updates lesson and homework information on Open Class on a regular basis, including posts progress/grades on Powerschool as required.			
	<u>Distinguished</u>	Proficient	Basic	Unsatisfactory
8)	The teacher conducts him or herself ethically.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
9)	The teacher follows all policies as spelled out in the guidebook and faculty handbook.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory
10)	The teacher presents him or herself professionally and in a manner that advances the school's reputation.			
	Distinguished	<u>Proficient</u>	Basic	Unsatisfactory

Comments: Mr. Ates is a positive individual who spreads this positivity to the greater school community. He contributes to building staff morale and an overall school environment that is cheerful and collaborative. He works well with all other faculty members and administrators. He communicates openly and effectively. Mr. Ates is a valuable member of his grade level team and the KIS Jeju faculty.

Professional development events that the teacher has or will attended this academic year which will help in achieving the school-wide or his or her professional goals: COETAIL, IB Course, Google Apps

Committees or teams the teacher has served on this academic year: Grade 6 Team, Social Studies

Department

Leadership roles the teacher has held this academic year: Service Learning Destination Leader

The teacher has been involved in “school life” by participating in these special events, clubs, athletic teams, dorm courses, tutoring, etc.: Badminton Club, Basketball Coach

Scoring (optional):

- “Distinguished” = 3 points
- “Proficient” = 2 points
- “Basic” = 1 point
- “Unsatisfactory” = 0 points

Planning and Preparation:	____/30 = ____%
Management of the Classroom Environment:	____/30 = ____%
Instruction and Assessment:	____/30 = ____%
Professional Responsibilities:	____/30 = ____%

A score of less than 60% in any given area is considered substandard.

Areas of Strength:

- Rapport with students
- Engaging learning activities
- Self-reflective
- Integrating technology in a responsible manner
- Passion for teaching
- Positive presence on campus

Suggestions for Improvement:

- Continue to make clear learning outcomes for students

Evaluator’s Signature: 

Date: October 24, 2013

Evaluator’s Title: Middle School Principal