



| | | | | |
|--|--|--|----------------------------------|----------------------|
| Teacher: Momina Khattak | Observer: Erin Letourneau | Grade (1-6): 1 | Date: 11/25/2015 | |
| | | Time/Location: 9:00 am ELL room | | |
| Subject: ELL- Phonics | Focus of Observation: Phonics-vowels | Class: ELL | Mixed/Set: 1Girl 4Boys | |
| | | No. Present: 5 | No. SEN: 0 | No. EAL: 5 |
| Context of Lesson (Lesson objective or description of activity) Students will identify and read short and long vowels in words | | | | |

Key Aspects of Teaching & Learning

(P=Progress, L= Learning, T=Teaching, A=Assessment)

| | Outstanding 1 | Very Good 2 | Good 3 | Acceptable 4 | Weak 5 | Very Weak 6 |
|--|------------------|----------------|-----------|-----------------|-----------|----------------|
| P. Quality of student progress in lessons. | | | ✓ | | | |
| L. Students' engagement in and responsibility for their own learning. | | ✓ | | | | |
| L. Students' interactions, collaboration and communication skills. | | ✓ | | | | |
| L. Application of learning to the world and making connections between areas of learning. | | | | | | |
| L. Innovation, enterprise, enquiry, research, critical thinking and use of learning technologies. | | | | ✓ | | |
| T. Teachers' knowledge of their subjects and how students learn them. | | ✓ | | | | |
| T. Lesson planning, the learning environment and the use of time and resources. | | ✓ | | | | |
| T. Teacher-student interactions including the use of questioning and dialogue. | | ✓ | | | | |
| T. Teaching strategies to meet the needs of individuals and groups of students. | | ✓ | | | | |
| T. Teaching to develop critical thinking, problem solving, innovation and independent learning skills. | | | ✓ | | | |
| A. Analysis of assessment data to monitor students' progress. | | ✓ | | | | |
| A. Use of assessment information to influence teaching, the curriculum and students' progress | | ✓ | | | | |
| A. Teachers' knowledge of, and support for, students' learning. | | ✓ | | | | |
| A. Quality and effectiveness of oral and written feedback to students. | | ✓ | | | | |

Summary Grades (use evidence from Key Aspects and Comments as appropriate)

| L: Quality of Students' Learning (3.2) | T: Teaching for effective learning (3.1) | A: Assessment (3.3) | Student Progress (1.2) | Students' Attitudes and Behaviour (2.1) |
|--|---|--|-------------------------------|--|
| 2 | 2 | 2 | 3 | 2 |
| Teacher Signature: Momina Khattak  | | Observer Signature: Erin Letourneau  | | Date: 11/25/2015 |
| | | | | Feedback on: 12/9/2015 |

Person Being Appraised: Momina Khattak Appraiser: Erin Letourneau Date: June 16, 2016

| Appraisal Area (With possible discussion cues) | Comments & Area Rating | | | | | | | | | | | | |
|---|--|---|---|---|---|---|---|---|---|--|--|--|--|
| <u>Teaching for learning</u> <ul style="list-style-type: none"> • Student progress • Use of assessment data • Planning • Knowledge of subject and curriculum • Use of technology • Pastoral care | Tracks student progress with formative and summative assessments. Incorporates the use of meaningful technology. Plans for different learning styles of students using assessment information. Exceptional knowledge of subject and curriculum <table border="1" style="float: right; margin-top: 10px;"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> <tr><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | | X | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| | X | | | | | | | | | | | | |
| <u>Academic Duties</u> <ul style="list-style-type: none"> • Documentation and data recording • Reporting • Home communication e.g. Edline • Meeting deadlines • Class/learning environment • After school activities | Outstanding parent communication and rapport. Records well kept, deadlines always met, and meetings run smoothly. Volunteers to do additional duties for the better of the program. <table border="1" style="float: right; margin-top: 10px;"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> <tr><td>X</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | X | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| X | | | | | | | | | | | | | |
| <u>Collaboration and Professionalism</u> <ul style="list-style-type: none"> • Daily attendance and punctuality • Contribution to team and wider school planning • Contribution to school PD and events • Demonstration of collegial support • Discharge of supervisory duties • Professional dress and cultural understanding | Cooperative team player. Advocates for students, teachers and parents. Always willing to share ideas, strategies and materials. Volunteers for extra activities or work that needs to be completed. <table border="1" style="float: right; margin-top: 10px;"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> <tr><td>X</td><td></td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | X | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| X | | | | | | | | | | | | | |
| <u>Personal development</u> <ul style="list-style-type: none"> • Quality of personal goals • Initiative in achieving goals • Commitment to personal development | Achieving personal goals by obtaining higher education <table border="1" style="float: right; margin-top: 10px;"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> <tr><td></td><td>X</td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | | X | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| | X | | | | | | | | | | | | |
| <u>Leadership</u> <i>(only to be completed for leadership posts)</i> <ul style="list-style-type: none"> • Ensuring high quality teaching for learning • Using data to ensure student progress • Team review and improvement planning • Ensuring professional & collegiate team • Ensuring team documentation and deadlines are met • Ensuring high quality student personal and social development | NA <table border="1" style="float: right; margin-top: 10px;"> <tr><th>1</th><th>2</th><th>3</th><th>4</th><th>5</th><th>6</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 | | | | | | | | |
| | | | | | | | | | | | | | |

(1 = Outstanding, 2 = Very Good, 3 = Good, 4 = Acceptable, 5 = Weak, 6 = Very Weak)

Overall Self-Rating: (1-6)

Teacher's Reflection/Accomplishments in This Area: SEE GOAL REFLECTION COMMENT BELOW-2 Very Good

Overall Appraiser Rating: (1-6)

Appraiser Feedback: Momina is an extremely productive member of the ELL team. We are lucky and grateful to have her at CAS. 2-VERY GOOD

Date: May 25, 2016

| Objectives this year | Achieved | In Progress |
|---|----------|-------------|
| 1. Use a variety of technology resources (at least one per lesson) to differentiate, scaffold instruction and add variety to lessons. | X | |
| 2. Incorporate data for assessment of student needs and self-evaluation. | | X |
| 3. Include whole class innovative projects to encourage critical and high order thinking skills. | X | |

Appraiser summary comments:

None

Teacher summary comments:

I incorporate the use of meaningful technology, where possible. I try and make sure that at a portion of every lesson involves activities using _-pads, smartboard and audio/visual aids to cater for different learning styles of students.

We have worked on two innovation projects during this semester. I was very happy with the feedback and students' responses. I have loads of ideas for the next term that I would like to try with the new ELLs.

| Objectives for next year |
|--|
| 1. To align concepts/topics covered in the ELL classroom with the ELA concepts/topics covered in the homeroom at that time, where possible. |
| 2. To encourage more student-directed activities that encourage independent learning |
| 3. To continue to record students formative and summative assessment scores on data sheets to help with student achievement and self-evaluation. |

Appraiser Summary Comments, If Any:

Every child is aware of their progress and understands what they need to do to improve. They are independent learners on an ambitious journey of improvement who get the support they need to succeed.

| Name: | September | | | | In-Year | | | | May/June | | | | Notes |
|--|-----------|---|---|---|---------|---|---|---|----------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | |
| High quality teaching and learning | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I design highly focused learning tasks with high demands of student engagement. | | | ✓ | | | | | | | | ✓ | | |
| b) I ensure that lessons are planned to include all students needs. | | ✓ | | | | | | | | ✓ | | | |
| c) I use higher order questioning during lessons | | ✓ | | | | | | | | ✓ | | | |
| d) I promote student discussion of learning, individually and in groups. | | | ✓ | | | | | | | | ✓ | | |
| e) I promote pupil independence in leading their own learning. | | ✓ | | | | | | | | ✓ | | | |
| f) I promote the five key elements of the PYP in my practice (if applicable) | | | | | | | | | | | | | |
| Target setting and tracking | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I ensure students are aware of their specific learning targets and the steps in achieving them. | | | ✓ | | | | | | | ✓ | | | |
| b) I use progress data and formative assessment to identify individual and group targets. | | ✓ | | | | | | | | ✓ | | | |
| c) I adjust teaching and intervention programmes in the light of data and formative assessment. | | ✓ | | | | | | | | ✓ | | | |
| d) I provide regular feedback to parents on progress and next steps. | | | | | | | | | | ✓ | | | |
| Focused assessment | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I incorporate learning objectives, learning outcomes and success criteria into day to day practice | | | ✓ | | | | | | | ✓ | | | |
| b) I support pupils in assessing and evaluating their learning through peer and self-assessment | | ✓ | | | | | | | | ✓ | | | |
| d) I work with Student Services to create strategies for students requiring support within my lessons. | | | ✓ | | | | | | | ✓ | | | |

Every child is aware of their progress and understands what they need to do to improve. They are independent learners on an ambitious journey of improvement

who get the support they need to succeed.

| Name: | September | | | | In-Year | | | | May 2013 | | | | Notes | |
|--|-----------|---|---|---|---------|---|---|---|----------|---|---|---|-------|---|
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | |
| e) I incorporate individual plans into the overall approach to intervention | | | ✓ | | | | | | | | | | | |
| Pupil grouping | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I evaluate the quality and impact of current support services. | | ✓ | | | | | | | | ✓ | | | | |
| b) I evaluate the impact of learning groups and plan appropriately (sets, bands, mixed ability, gender) | | ✓ | | | | | | | | ✓ | | | | |
| c) I incorporate a range of pupil grouping options (whole class, small groups, pairs) in lessons | | ✓ | | | | | | | | ✓ | | | | |
| d) I personalise learning as an integral part of lesson organisation | | | | | | | | | | ✓ | | | | |
| The learning environment | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I adapt the organisation of the classroom/learning environment to the pupils' developmental and learning needs | | | ✓ | | | | | | | ✓ | | | | |
| b) I develop the use of learning resources and particularly ICT | | | ✓ | | | | | | | ✓ | | | | |
| c) I facilitate the use of ICT to support access for students with special needs. | | | ✓ | | | | | | | ✓ | | | | |
| d) Where appropriate I make effective use of outdoor learning environments | | ✓ | | | | | | | | ✓ | | | | |
| Curriculum organisation | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) Based on assessment data, I modify the curriculum to cater for the needs of all pupils. | | ✓ | | | | | | | | ✓ | | | | |
| b) I ensure that the inquiry process and IB methodology is central to planning a transdisciplinary approach to learning. | | | | | | | | | | | | | | |
| c) I incorporate student input in ensuring that learning involves the student voice. | | | | | | | | | | | | | | |
| The extended curriculum | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | (1 = Outstanding, 2 = Good, 3 = Acceptable, 4 = Unsatisfactory) |
| a) I offer well planned and stimulating after school activities. | | | ✓ | | | | | | | ✓ | | | | |

Comments

Positive aspects observed:

Interactive Smartboard assessment/game

Differeing levels and grouping-matching words (sight words on cards)

Community collaborative learning feeling in classroom

Use of activities to show what students know and/or need to practice more

Each activity natural growth in difficulty and expectations

Lots of time for students to practice seeing, saying and doing

Suggestions:

Move specific lesson objective to prominent place for lesson time

Review pictures before activity

Separate I cans into must, should, could (all can, most can, some can)

Students distracted with single student at smartboard-put activity on i-pad with headphones

Not evidenced in lesson and/or found acceptable: Application of learning to world and making connections between learning areas; innovation, enterprise, enquiry, research, critical thinking. Lack of evidence of these due to basic skills relation of lesson.

Summary of Main Points

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