
SUMMATIVE EVALUATION 2009/10

Amber Clark
Carpenter High School

Shared Purpose:

Amber has had a very successful 1st year of teaching at Carpenter High School. Amber is involved in the life and work of the school and took on the job of coaching the Senior Girls Volleyball Team where she put in over 170 hours. For professional development, Amber attended a leadership forum on self empowerment in Sacramento California. Targets that Amber has set for herself are in the areas of further developing her ELA units and how to make learning outcomes better match student needs. She is also interested in learning more about teaching and supporting at-risk students.

Planning and Preparation:

Amber is very well planned and lessons go smoothly as a result. Materials, hand-outs and graphic organizers are prepared in advance and ready for class. A lot of work has been spent developing and solidifying units of study. This work will serve Amber well in subsequent years, as many units have now been established. Amber plans for a variety of choices in student assignments and in terms of content. Amber integrates the 6 Trait Writing Method into her planning for Language Arts. In bridging, providing students the opportunity to share their work with others and work in pairs or groups has been suggested, as students tend to work largely independently.

Classroom/School Organization and Management:

A nice classroom climate and a positive learning environment have been created. In her bridging classes, Amber has created a flexible learning environment where students are able to successfully complete tasks before beginning another. Work is broken down into manageable chunks. Because excellent rapport has been established, students are cooperative and compliant with classroom rules and expectations. Amber gains the attention of students before teaching and does a nice job of recognizing appropriate student behaviour. Circulating and helping individual students as they work on projects also helps keep students on task. The use of "bell work" to settle students into learning has been noted.

Instructional Strategies

A wide variety of instructional strategies have been used which include: direct instruction, modeling, discussion, teacher and student lead reading, research, guided note taking, question and answer, seatwork, brainstorming, group work and projects. Amber's classes are very skill and process based. Amber does a nice job of building on previous knowledge and lessons move from simpler examples to more complex.

Assessment and Evaluation:

Oral questioning, use of rubrics, direct observation, peer and self evaluation, project evaluation, use of checklists, tests, quizzes and assignments have been some of the assessment techniques used. Circulation while students are working enables Amber to address problems and questions as they arise. Amber works hard at getting assignments and projects back to students in a timely fashion. Students in Amber's classes are clear on how they are being evaluated.

Communication Skills:

Amber has excellent communication skills. Oral directions are reinforced with visuals and written instructions. Good two-way communication is evident and students feel like they are listened to. Amber has created an environment where students are not afraid to ask questions. Lessons are well paced and Amber has a good sense of when it is time to move on. Good questioning helps engage students in the formal part of the lesson.

Professional and Personal Attributes:

A patient, professional approach has been observed. Classes have a high level of cooperation from students. An atmosphere of mutual respect has been created. Amber has compassion for students who struggle with the regular stream of education.

Teachers' signature: Amber Abel Date: June 16/10

Superintendent's signature: [Signature] Date: June 4/10

Principals' signature: [Signature] Date: June 6-2010

Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with the contents of the report. Teachers will have the right to respond in writing to their evaluations and may attach personal comments to the final summative report.