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## SUMMATIVE EVALUATION 2008/09

**Amber Clark**  
**Jonas Samson Junior High**

### **Shared Purpose**

Amber has had a successful 1st year at Jonas Samson Junior High. Some of her extra-curricular activities have included Grade 7 boys basketball and helping with volleyball wherever needed. Amber shared her technology skills with the school and was the web designer and webmaster for the Jonas homepage. Amber also helped organize the Kids Carnival and supervised whenever the need arose. For PD, Amber attended the Safe Schools Conference as well as the division sponsored workshops and PLCs. Amber prides herself in being well-read on current educational research and literature.

### **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. The teaching of Science and Health was new to Amber this year and she was able to borrow units from other teachers. Math was a subject she was familiar with, having taught it in Alberta. Amber was encouraged to do some explicit teaching each period, even if it is simply a "mini-lesson" to review a previously taught concept. Planning for the use of inquiry would be encouraged also in the new curriculum.

### **Classroom/School Organization and Management**

A nice classroom climate and a positive learning environment have been created. Students were willing contributors and generally cooperative. Amber gains the attention of students before teaching and does a nice job of circulating to help students and keep them on task during seatwork. Praising answers and recognizing good behaviour are other techniques that have worked for Amber. Classroom routines have been effectively established with a firm but fair management style. A sense of humour has been noted.

Amber has felt that classroom management got better as relationships with students were formed and she got more used to what to expect from middle years students. She learned to treat students as people first and students second.

### **Instructional Strategies**

A wide variety of instructional strategies have been used which include: direct instruction, demonstrations, discussion, teacher lead reading, drill and practice, guided note taking, problem solving, question and answer, seatwork, brainstorming, use of technology, group work, experiments and projects. Amber's classes are very skill based. The use of mini-whiteboards served to be motivating for students to do computation and problem solving. SMART board technology has been used as well as powerpoints and other visual materials.

### **Assessment and Evaluation**

Amber has a wide range of marks from which to base report card marks. Students know in advance how they are going to be marked. Oral questioning, use of rubrics, direct observation, project evaluations, 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 uses a checklist format where she itemizes objectives from the curriculum and checks what students can and cannot do. Pre and post testing is done in some areas. Ambers sees the benefit of identifying Essential Learning Outcomes in each subject area.

### Communication Skills

Amber has good 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.

### Professional and Personal Attributes

Amber has a strong work ethic and is prepared to teach each day. She is enthusiastic about her teaching and wants her students to be successful. Her targets for the future include balancing her work life and professional life as well as adopting strategies that would release more of the authority for learning over to the students, such as inquiry methods of instruction.

Teachers' signature: Amber Paul Date: June 17/09

Superintendent's signature: Burdell Date: June 15/09

Principals' signature: R. Patterson Date: June 15/09

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.