

Name of School: St John Paul II Collegiate	
Teacher Name: Taylor Fornwald	
Principal Name: Marco Pacione	Evaluator's Name: Marco Pacione
Date: 2020-04-27	

Teacher Assignment
Drama 7 Drama 8 (0.4 FTE)

Rating Scale	
Exemplary	The teacher regularly models highly effective practice, demonstrating superior knowledge, skills and attitudes for the domain.
Proficient	The teacher consistently demonstrates effective understanding and practice in the domain.
Limited	The teacher requires continued growth in this domain to further meet expectations.
Unacceptable	The teacher does not meet the minimum requirements expected in this domain.
N/A	Not Applicable

1. Catholic Vocation & Permeation of Faith	Rating
<ol style="list-style-type: none"> 1. Treats students and others with respect and dignity; seeking reconciliation and responding with charity. 2. Seeks personal spiritual and faith growth through prayer, study, acts of generosity and commitment to evangelization. 3. Understands Catholic teachings and doctrine 4. Brings a Catholic perspective to learning and life 5. Permeates faith during the school day through prayer, rituals, faith displays and routines 6. Witnesses a life of faith in words and actions; in the school, parish and community 7. Fosters relationships among students and staff to build trust and belonging 8. Recognizes and affirms the giftedness of all students 9. Builds relationships between school, home, and parish <p>Review and Reflection: The Excellent Catholic Teacher, CCSSA Review and Reflection: Handbook - Permeation from Edmonton Catholic document to be referenced.</p>	Proficient
Comments	
Taylor models her faith by incorporating scriptural references, prayer, and faith reflections into her day to day class activities and introductions, and by the care, compassion, and genuine relationships she forms with her students.	

2. Professionalism	
General	Rating
<ol style="list-style-type: none"> 1. The teacher represents their profession, including the, School Act, ATA code of conduct and adherence to Christ the Redeemer's expectations, policies, regulations and professional duties 2. The teacher directs concerns to appropriate personnel and respects the confidentiality of others. 3. The teacher consistently strives to improve their professional practice through appropriate professional development. 4. The teacher responds positively to coaching and mentorship. 5. The teacher arrives punctually, makes him or herself appropriately available outside of instructional hours and attends scheduled meetings. 6. The teacher creates relationships based on fairness, respect and integrity with students, staff, and parents and represents their school and school division in a positive manner. 7. The teacher supports the vision, mission and fundamental beliefs of the Division in word and action. 8. The teacher enhances their understanding of First Nations, Metis and Inuit worldviews, cultural beliefs, languages and values. 9. The teacher maintains an awareness of emerging technologies to enhance knowledge and inform practice. 	Proficient
Physical Environment	Rating
<ol style="list-style-type: none"> 1. The physical arrangement of the room creates an effective learning environment. 2. The classroom environment is organized, neat and includes exemplars of student work and reference materials. 3. The classroom is decorated in a manner that promotes and enkindles faith. 4. The classroom environment supports the mission and vision of the school and school division. 5. The physical environment of the classroom should be reviewed, maintained and updated regularly. 	Exemplary
Collaboration with Colleagues	Rating
<ol style="list-style-type: none"> 1. The teacher demonstrates commitment, accountability and willingness to participate during school based and divisional team meetings and professional development. 2. The teacher shows respect for the time and commitment of others by attending meetings punctually, participating productively and following up on action items. 3. The teacher cooperates with colleagues, administration and committees. 4. Teacher professionally participates in the decision making process and then supports the consensus of team decisions. 	Proficient
Communication with Parents	Rating
<ol style="list-style-type: none"> 1. The teacher communicates with the home regarding issues or concerns and works collaboratively to resolve the issue; e.g. uses face to face interviews, telephone calls and written communication appropriately to deal with issues. 2. The teacher frequently communicates successes with parents. 3. The teacher communicates progress of students and keeps marks current. 4. The teacher keeps a record of parent interactions as appropriate. 	Proficient
Contribution to School Life	Rating
<p>The teacher leads or participates in a variety of extra-curricular activities.</p> <p>The teacher regularly attends, organizes and contributes to school and parish events as organized by the school.</p>	Exemplary

Comments

Taylor has a strong sense of professionalism. Her classroom has several important visuals displayed, including expectations, prayers, and positive messages for her students. During mentorship opportunities she sought out constructive feedback, was open to coaching, and worked to build suggestions into her practice. She contacts parents on important issues in a timely manner on important issues, and maintains a clear and well organized gradebook. While working on a part-time contract Taylor strove to participate as fully as possible in staff professional development and collaboration, and took on the significant extra-curricular task of producing the school's drama production. She also implemented an extra drama club for students who may not have been able to participate as actors in the production, but still wanted to engage in extra-curricular drama. Taylor devoted significant hours of her own time, well after her her instructional time had ended (i.e. finished teaching at 1:15 and regularly stayed at school for 3:15 to 5:00 p.m. Drama Club).

3. Classroom Management

Rating

1. Students are aware of and adhere to expectations including: rules, routines, transitions, minimizing distractions; and maximizing learning, because the teacher gives clear, specific, and detailed expectations in advance.
2. Students who exhibit positive behaviours are reinforced by the teacher.
3. Students respond appropriately to the teacher's low-key, escalating interventions.
4. Students respond and participate appropriately.
5. Students respond well to the teacher's authentic presence, awareness and "withitness" during all classroom activities.

Proficient

Comments

In all observations it was clear that Taylor consistently communicates and implements classroom guidelines and behavioural expectations. All students were expected to participate as fully as possible, and a safe space for risk taking and engagement was created. Even in activities where participation may have students feeling vulnerable or anxious, there was full class participation and high engagement. Taylor's thorough planning, with relevant and engaging activities occurring in her class from bell to bell, keeps students' attention focused on meaningful work and maintains appropriate behaviour. When students are working in groups or individually Taylor is constantly circulating, providing feedback, and monitoring behaviour.

4. Curriculum Alignment and Planning

Rating

1. Planning is organized around the alignment of the outcomes from the Program of Studies and appropriate supporting resources.
2. Course timelines are established and adhered to.
3. Daily lesson plans are sufficiently detailed and are based on achieving specific outcomes from the Provincial Program of Studies.
4. Students are aware of the learning outcomes.
5. Basic lesson elements such as review, modeling, guided practice, checking for understanding and independent practice are evident as applicable and appropriate.
6. Opportunities to actively engage, discuss, problem-solve, make connections and practice are in evidence.
7. Pacing is appropriate for the lesson elements.
8. The needs of all learners are met via the use of a sufficient variety of learning activities, differentiation of instruction and/or assessment and appropriate accommodations for students with special needs.
9. Lessons, resources and activities are age/grade/curriculum appropriate and provide sufficient level of academic challenge.
10. Planning acknowledges the interconnectedness of all subject areas and cross curricular connections and are used where appropriate.
11. Lessons are infused with meaningful opportunities for students to develop literacy and numeracy.
12. Lessons are infused with meaningful opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First nations, Metis and Inuit.

Exemplary

Comments

Taylor's daily lessons are carefully planned with appropriate review, introduction, direct instruction, and collaborative work time. Her thorough planning keeps kids working on curricular material from bell to bell with smooth transitions from one activity to another. During class discussion she engages all learners and incorporates appropriate questioning techniques and wait time. Learning outcomes and a class schedule are clearly displayed on the board throughout the lesson, and there are regular reminders of longer term learning and where the class is in the scope of the course and curriculum. Activities are designed to foster participation of all students and provide meaningful growth and challenge for more confident or advanced students.

5. Assessment and Checking for Understanding

Rating

1. Students are given the opportunity to show they understand during scheduled review, modeling, guided practice, independent practice and homework completion.
2. Students have multiple opportunities to demonstrate their understanding at various points during multi-day assignments, projects or presentations.
3. Students are given the opportunity to show they understand in diverse ways (e.g. observation, conversation and product). The teacher adjusts their instruction appropriately in response to ongoing formative assessment.
4. The teacher has collected formative and summative data to accurately represent student progress.
5. The evidence of student learning is shared appropriately with students, parents and administration in a timely manner.
6. The teacher has made professional judgements and determined levels of student learning based on evidence.

Exemplary

Comments

Throughout the course of a class Taylor is regularly gathering information about the current status of the students' skills and progress through appropriate review, questioning, observation, and circulation. Students are given significant amounts of formative feedback in their practice through one on one or small group suggestions. Taylor modeled what success looked like on assigned tasks regularly through direct demonstration and participating in activities alongside the students. Summative assessment was fair for both struggling and strong learners, and blended participation, improvement, and technical skill effectively.

6. Questioning Techniques

Rating

1. Student volunteers and non-volunteers participate in large numbers as the teacher uses wait time, distributes questions evenly and reinforces hand-raising expectations.
2. Students respond thoughtfully to the varied levels of questioning representing Bloom's taxonomy.
3. Students are engaged and challenged by the questions used to advance the lesson, promote higher level thinking and deepen understanding.
4. Inaccurate student responses are appropriately addressed.
5. Students have the opportunity to respond to questions in diverse ways, e.g. non-verbal responses, written forms, oral responses; pair-share, etc.
6. Students are visibly engaged as evidenced by a high number of hands being raised during large-group checking for understanding.
7. Many different students are called on to respond during large-group checking for understanding.
8. Students are able to explain the rationale for their responses.

Proficient

Comments

Taylor questions her students effectively during direct instruction and class review times. She implements appropriate wait times and has well established expectations and routines for appropriate student participation. Many students participate voluntarily with raised hands during class questioning. In her professional growth Taylor could focus on intentional randomization when selecting students to increase the number of students participating, and focusing on more open ended and deep thinking type questions.

7. Review, Practice, Scaffolding & Spiral Curriculum

Rating

<ol style="list-style-type: none"> 1. Appropriate time is allocated within the lesson for review of concepts and skills. 2. The lesson typically begins with accessing students' prior knowledge and makes connections to previous lessons. 3. Students have frequent opportunities to review conceptual knowledge and skills (scheduled review) 4. There is evidence that previously learned knowledge and skills are incorporated into, and serve as, a scaffold for new learning activities. 5. The teacher is knowledgeable of the spiral nature of curriculum. 	<p>Exemplary</p>
<p>Comments</p> <p>Taylor's lessons begin with appropriate review of both skills that will be used during that class period, and skills taught previously. Throughout the course she has students build on basic skills as the tasks grow in complexity and provides them with significant opportunities and assistance to synthesize multiple techniques and tasks. The final class projects tie several skills together in a highly supported environment with ample feedback and guidance, and appropriate chunking of tasks.</p>	
<p>8. Modeling</p>	<p>Rating</p>
<ol style="list-style-type: none"> 1. Teacher clearly explains new knowledge using definitions, multiple examples, anticipating common errors and providing clear responses to questions. 2. The teacher identifies and demonstrates key skills and complex processes. He or she explains them in clear understandable steps. 3. The teacher makes good decisions regarding when additional modeling is required after checking for understanding. 4. Exemplars of high-quality completed work are used as core teaching tools. 	<p>Exemplary</p>
<p>Comments</p> <p>Throughout lessons, Taylor is continually modelling success for her students. She participates in student games and activities, demonstrates skills effectively, and works alongside students as they rehearse and practice. Larger tasks are chunked into approachable skills, and relevant basics are reviewed and demonstrated regularly.</p>	
<p>9. Guided and Independent Practice</p>	<p>Rating</p>
<ol style="list-style-type: none"> 1. Guided practice is used to gather information about student learning. 2. Students gradually accept increasing responsibility for completing the work during large group guided practice and they demonstrate sufficient understanding before being allowed to engage in independent practice. 3. Students are actively monitored by the teacher when engaged in independent practice in the classroom. 4. Students engage in meaningful homework that can be completed independently. 	<p>Proficient</p>
<p>Comments</p> <p>Taylor provides students with meaningful practice and feedback that fosters engagement from all of her students. Student behaviour is generally good when students are given freedom to rehearse in multiple spaces such as a hallway. Taylor can further enhance student practice by breaking up longer rehearsal times with intermediate activities and check-ins.</p>	
<p>10. Rapport and Relationships</p>	<p>Rating</p>
<ol style="list-style-type: none"> 1. Teachers look to see the face of Christ in each child fostering an authentically inclusive learning environment. 2. Students appear to value the relationship with the teacher. 3. Students are comfortable approaching the teacher and sharing questions, thoughts and concerns. 4. Genuine empathetic and culturally appropriate relationships are nurtured at all levels (student, parents, peers) in and out of the classroom. 5. The teacher establishes relationships based on mutual trust which honours cultural diversity and protocols with our First Nations, Metis, and Inuit partners. 6. The teacher demonstrates appropriate personal warmth, humour and sharing of self, and interest in students' lives. 7. The teacher builds capacity by collaborating with school administration, community service professionals (including mental health, social services, justice, health and law enforcement, immigration services) and district personnel to ensure they contribute to the creation of a safe and caring environment. 	<p>Proficient</p>

Comments

Taylor's classroom is a safe place for students to take risks and build relationships with her, and each other. She is willing to take risks in front of her students in order to build rapport. In a drama class where not all of her students may be enthusiastic about the subject, Taylor does well at building relationships with all of her students.

11. Engagement	Rating
<ol style="list-style-type: none"> 1. Students are given opportunities to access prior knowledge in advance of learning. 2. Students are given opportunities to process new information and construct meaning using a variety of methodologies independently and with peers (e.g. draw a picture, make a chart, paraphrase notes, vote with their feet, retell a story, make an analogy or comparison, offer a personal example, relating material to their lives). 3. Students are given opportunity to engage in activities that address the variety of learning styles, strengths and interests in a classroom. 4. Students are engaged in meaningful activities including the appropriate use of digital technology. 5. Learning time on task is maximized. 6. The teacher is passionate about teaching and learning which has a positive effect on student engagement. 7. Teacher recognizes and responds when students are engaged or not engaged. 8. The teacher will provide students opportunities for leadership. 	Exemplary

Comments

Taylor generates very high levels of engagement in her drama classes. Students in these classes may not have a strong interest in the subject, or be anxious about the activities or performing in front of their peers. Nonetheless, in classroom visits the significant majority of students in her class were highly engaged nearly all of the time. Taylor's knowledge of the subject, and direct modelling of skills, allowed students to feel comfortable engaging. Lessons were highly structured and students were kept busy with a variety of curricular tasks. Off task behaviour and lack of engagement are addressed respectfully and effectively with low key strategies.

12. Differentiation of Instruction	Rating
<ol style="list-style-type: none"> 1. The teacher demonstrates flexibility regarding the timing of student submissions and establishes effective homework practices. 2. Students are held accountable for submitting assigned work without using punitive grading methods. 3. The teacher provides scheduled help sessions as appropriate before, during or after school. 4. The teacher provides varied instruction and opportunities for differentiated assessment based on an understanding of the students' abilities. 5. The teacher re-teaches when students are not achieving outcomes and reassesses to confirm learning. 6. The teacher goes beyond the textbook and basic knowledge to enhance learning and achieve curriculum outcomes. 7. The teacher identifies children who need extra assistance and works collaboratively with support personnel to meet student needs. 8. The teacher will communicate high expectations for all students. 	Proficient

Comments

There is a high expectation of meaningful participation in class activities, balanced with a high level of respect for individual student personalities and comfort zones. The process of risk taking and improvement is honored effectively in Taylor's feedback and in student assessment.

Overall Ratings and Final Comments:

Areas of Strength:

You have shown continual growth throughout your first year of teaching. Some of your areas of strength include:

- careful, detailed planning
- lessons and activities that appeal to students
- high level of student engagement
- strong knowledge of subject area
- active circulation and classroom management
- regular and meaningful feedback to students
- well designed physical classroom environment
- clear lesson objectives visible to students
- you have been very open to coaching and have quickly and adeptly implemented feedback to improve learning

I wish you every success in your future work and employment, Taylor, with appreciation for your dedication to St. John Paul II Collegiate this year, including the many hours you devoted to Drama Club and our play.

Areas of Growth:

These are areas where you show proficiency - continue to work on these areas to refine your craft:

- randomization of questioning and greater inclusion of deep learning questioning techniques.
- greater use of whole class check-ins and other strategies to break up longer rehearsal/independent practice times.

Teacher Comments:

Observation Dates

Date: 2019-09-05	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation.
Observer Name: Marco Pacione	Position: Principal	
Date: 2019-10-03	<input type="checkbox"/> Full Class <input type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation.
Observer Name: Marco Pacione	Position: Principal	
Date: 2019-11-15	<input checked="" type="checkbox"/> Full Class <input type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation.
Observer Name: Marco Pacione	Position: Principal	
Date: 2019-11-28	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation.
Observer Name: Ryan Fox	Position: Vice Principal	

Teacher Growth & Supervision Year End Report

Date: 2019-12-03	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation.
Observer Name: Ryan Fox	Position: Vice Principal	
Date: 2019-12-10	<input checked="" type="checkbox"/> Full Class <input type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Ryan Fox	Position: Vice Principal	
Date: 2020-01-09	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Marco Pacione	Position: Principal	
Date: 2020-04-07	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Marco Pacione	Position: Principal	
Date: 2020-02-13	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Ryan Fox	Position: Vice Principal	
Date: 2020-02-25	<input type="checkbox"/> Full Class <input checked="" type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Ryan Fox	Position: Vice Principal	
Date: 2020-04-23	<input checked="" type="checkbox"/> Full Class <input type="checkbox"/> Short <input type="checkbox"/> Conference	Comments: See detailed classroom observation
Observer Name: Ryan Fox	Position: Vice Principal	

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| <input type="checkbox"/> Catholic Vocation & Permeation of Faith | <input type="checkbox"/> Professionalism - General | <input checked="" type="checkbox"/> Physical Environment | <input type="checkbox"/> Collaboration with Colleagues | <input type="checkbox"/> Communication with Parents | <input type="checkbox"/> Contributions to School Life | <input checked="" type="checkbox"/> Classroom Management |
| <input checked="" type="checkbox"/> Curriculum Alignment and Planning | <input type="checkbox"/> Assessment / Checking Understanding | <input type="checkbox"/> Questioning | <input type="checkbox"/> Review, Practice, Scaffolding & Spiral | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided and Independent Practice |
| <input type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2019-09-05

Class/Subject: Drama 7

Classroom Observation Summary/Area of Focus

Excellent first class, Taylor. You were very well organized in setting students up with your Google classroom code - good to see this appropriate integration of technology. I like how you have organized your class - from how you had students seated today, to the visuals on your board. As discussed, I also love the use your little pew as a faith center. You have already established a structured environment (even in the unstructured setting of Drama!) and your students already respect you. You handled a couple of students talking out of turn, etc. with good low-level interventions.

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| <input type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2019-10-03

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

I enjoyed watching you manage your groups today. You did a good job of explaining the steps of the activity, provided a demo with a group and then smoothly transitioned to groups executing the task. You are very aware - you quickly addressed the student who talked out of turn and after a brief non-verbal cue to the student laying on the floor when he shouldn't have been, you were quick and appropriately stern to call him out on his behaviour. A couple of other observations, Taylor:

- HR is flourishing in your class. You have done an excellent job of communicating and celebrating his progress. Thank you for helping make Drama a happy place for him.
- The turnout for Drama auditions was amazing. You have already contributed to the Drama culture at our school, Taylor! I also appreciate the time you have been and are dedicating to Drama club, including your willingness and creativity in establishing an extra group to include more students who weren't successful with auditions, etc.

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Date: 2019-11-15

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

When I entered, the Drama 8 class was engaged in the warm up activity called "Flamingo". All students were on task and enthusiastic. Taylor transitioned to the next activity very smoothly - practicing tableaus in their small groups, which will soon be their first project in this new quarter.

Your three interventions with LG were appropriate - as a student with processing and communication challenges, you have him well integrated into the group activities, but you have good awareness and guidance toward him. Even with groups being spread out while they are practicing, you were quick to address his behaviours or being off-task. Good judgement to take away the loud speaker as his fixation on it was causing the distraction for him and others - and you did so gracefully even when he tried to get it back! Also a good call on having him "just watch" since he was focused on being a director.

Your students were very clear in articulating what they are learning, what the objectives are for this task, and what their specific instructions/steps are.

I'm impressed by the pace and confidence the students already have early in the quarter (i.e. routines well established) in that they are very on-task and working well together on their tableaus - shows that you did a good job of setting the table for this activity.

Transition to next activity was smooth with music background and dynamic movements. You circulated well to "conference" with students to build knowledge and ask higher order questions, and check for understanding.

Scene to Music Project - good to see your continued use of Google Classroom. Very well organized to have this on display to go through the assignment expectations with your students. Suggestion - would have been more effective to have them gather around your projector, near screen, i.e. pick up your chairs and come in close to go through this assignment. Also helps you combat the noise from the Commons Room which is a daily challenge for you, we realize!

Signing up to Classroom - I suggest having a couple extra chromebooks on hand; in case students don't have a phone/can't login, they can quickly do so by sharing 1 or 2 chromebooks to quickly get connected.

Thanks for a great class, Taylor!

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| <input checked="" type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2019-11-28

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

Students were working on short improvised scenes. They would take on a character, act for a few moments, then pause to have the scene changed. There was a high level of engagement, and the kids were clearly comfortable taking risks in the space. One of the students was avoiding participation by lying on the floor 'in character' each time the scene changed. You did a good job noticing, and asking him to correct the behaviour by moving on his feet for the next couple of scenes. He was a little more active but remained on the floor. A suggestion would be to follow up with him a scene later to remind him of the requested behaviour and hold him accountable.

The general expectations were clear and well defined, and the students were quick to come to attention whenever you asked them to. Great to see in an environment as active as a drama room.

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Date: 2019-12-03

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

Students were performing pre-prepared scenes for each other. They were quiet and attentive during the acting, and active during the discussions that followed. Expectations during the discussion were clearly present as students were raising hands, and not talking out of turn. They came back to attention very quickly after group transitions.

This was followed up by some direct teaching on improv with review of the principles of improv and some class discussion. TW was speaking out of turn a bit and being inappropriate in some of his comments. You addressed him on it right away and he complied. Some one on one followup with the negative comments and talking out of turn would help build ongoing positive behaviour.

Great use of building background and structured review. Great use wait time and making sure all kids were participating.

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Date: 2019-12-10

Class/Subject: Drama 7

Classroom Observation Summary/Area of Focus

The routines to begin class were well established and executed. Having the kids stand in a circle for national anthem and prayer built a sense of community during that part of the morning. You could enhance this practice by introducing prayer intentions before the our father. Getting the kids conversing with you during attendance by having them share a family Christmas tradition when you called their name was a great warmup/icebreaker. You respected the kids personal space by allowing a 'not sure' answer. Especially for kids in households where Christmas is more of a stressful time than a celebration, this is important. Transitioning from prayer into class activities by sharing a message that stood out to you from church on the weekend was a great moment of permeation (it went along well with your intentional faith focus in the room's decor).

You communicated the goals for class clearly to the students. A suggestion would be to have them visible somewhere in the room throughout the lesson as well. This is especially helpful for ELL students. I recognize given the space you are in and limited whiteboard real estate this presents some practical challenges.

Your management routines are effective. The kids were able to transition from task to task quickly, and you gained their attention quickly whenever you needed it. Instructions were clear, and the circulation/check-ins/reminders were effective. The review of key principles of improvisation was a good access of prior knowledge and building background for kids who had missed a class. One suggestion when you are giving instructions to precede an activity is to begin with something like 'when I say go'. I noticed once or twice your students would crowd the props or start moving while you were still giving instructions. It's a good thing, they are eager to participate.

The distribution of kids is a challenge for your class. By necessity they were spaced out (upstairs, in the hall, etc.) making direct supervision difficult. You addressed it with clear expectations and constant circulation which was great. At one point while you were in the hall talking to a group out there, two boys started some stage fighting that almost escalated into sparring (one connected a kick by mistake and they both had a moment where they looked unsure if they were going to throw a real swing). You can't be everywhere at once, but making sure your conferencing with individual groups is short enough that the windows of time kids are without teacher contact is small will help with the tricky circumstances of a drama class.

The engagement and active participation of the kids was generally high. This looked like a great combination of your relationship with them, the creation of a space where risk taking is safe, and having fun with the content. Around 9:20 there was a bit of a lull in the focus. In a class where you give them lots of independent rehearsal time, doing a whole class re-group, check-in, and reminder of tasks/expectations can help get a bit of a 'reset' happening so they go back to rehearsing re-focused.

The closing of the class was excellent. You reviewed the technical content, talked about what they can expect next class, and then used the small window of time before the bell to keep the kids engaged with a fun closing activity instead of just letting them pack up and wait the last few minutes. I was happy to see bell to bell, on task, on curriculum work happening.

It was a strong lesson with high participation, well done.

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| <input type="checkbox"/> Catholic Vocation & Permeation of Faith | <input type="checkbox"/> Professionalism - General | <input type="checkbox"/> Physical Environment | <input type="checkbox"/> Collaboration with Colleagues | <input type="checkbox"/> Communication with Parents | <input type="checkbox"/> Contributions to School Life | <input checked="" type="checkbox"/> Classroom Management |
| <input checked="" type="checkbox"/> Curriculum Alignment and Planning | <input checked="" type="checkbox"/> Assessment / Checking Understanding | <input type="checkbox"/> Questioning | <input type="checkbox"/> Review, Practice, Scaffolding & Spiral | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Modeling | <input checked="" type="checkbox"/> Guided and Independent Practice |
| <input type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input checked="" type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2020-01-09

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

When I entered, students were working on their script/video clip. All students were engaged in their group tasks, some rehearsing their scenes (crash mats and all!), others were busy working on their script, with the assignment well set up in Google Classroom (Chromebook cart had been reserved and students could use them to access their work).

Great to see you conferencing and scribing (I assume) for Liam - I appreciate on all of my visits with this group, how aware you are of his needs while still adeptly meeting the needs of all your students. As we discussed, consider a switching of chairs to allow your back to be to the wall and have the rest of your room and doorway visible. Minor concern within your very aware orientation in class.

Your students were clearly able to articulate which skills they were using for this activity, and the expectations for the assignment.

Excellent planning binder on your desk, good to see your organization. Also excellent closure to your lesson, very clear review of next steps for next class!

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| <input checked="" type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2020-02-13

Class/Subject: Drama 8

Classroom Observation Summary/Area of Focus

I came in part way through students presenting work they had been rehearsing. There was strong engagement with all the kids in the groups presenting, with none standing on the sidelines or who seemed unclear with what their group was doing. Students who were in the audience were well behaved and watching their peers with a high level of engagement. It was clear that there had been an appropriate outline of expectations and that they were regularly reinforced in other class activities. I was very impressed with the level of confidence and participation with all the students.

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| <input checked="" type="checkbox"/> Catholic Vocation & Permeation of Faith | <input checked="" type="checkbox"/> Professionalism - General | <input type="checkbox"/> Physical Environment | <input type="checkbox"/> Collaboration with Colleagues | <input type="checkbox"/> Communication with Parents | <input type="checkbox"/> Contributions to School Life | <input checked="" type="checkbox"/> Classroom Management |
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| <input checked="" type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2020-02-25

Class/Subject: Drama 7

Classroom Observation Summary/Area of Focus

I observed the end of class wrap up. Kids quickly finished off their independent working and came back to the large group for end of class review. There were a few minutes left until the bell and you recognized the extra time. Rather than giving students 'free time' you played a drama game as a class. The kids were engaged in the game and there were none who were noticeably opting out. You were playing alongside the kids and 'narrating' your own participation to help all of the students understand what to do. I was happy to see right to the bell structure with curricular connections.

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| <input checked="" type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2020-04-23

Class/Subject: Drama 7/8

Classroom Observation Summary/Area of Focus

I reviewed the lesson material you prepared for kids for the complementary course offerings as part of the distance learning plan. Your lesson delivery was excellent with great pacing, clear instruction, and good use of pausing and wait time to engage the kids in participating while watching the videos. The work the students were given to practice and follow-up with the instruction was meaningful and engaging, especially in the current distance learning context. In our conversation about how the lesson would flow in the course of regular classroom instruction indicated you have thought carefully about classroom management across a variety of settings (direct instruction, independent practice, group presentations etc.). Your assessment model did a good job of balancing the technical skills the kids are learning and examining the learning process and student participation fairly. I understand why you allow students to choose their own groups for portions of what the lesson would be in a classroom setting. I would encourage you to look into some alternative and intentional grouping methods especially with respect to struggling learners and ELLs. Some of the strategies for fostering academic conversations in core classes could be of benefit here.

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| <input checked="" type="checkbox"/> Curriculum Alignment and Planning | <input type="checkbox"/> Assessment / Checking Understanding | <input type="checkbox"/> Questioning | <input type="checkbox"/> Review, Practice, Scaffolding & Spiral | <input type="checkbox"/> Curriculum | <input type="checkbox"/> Modeling | <input type="checkbox"/> Guided and Independent Practice |
| <input type="checkbox"/> Rapport and Relationships | <input checked="" type="checkbox"/> Engagement | <input type="checkbox"/> Differentiation of Instruction | | | | |

Date: 2020-04-07

Class/Subject: Drama 7-9

Classroom Observation Summary/Area of Focus

I took a walk through your first week of Drama material. Nicely done! I like how you have it organized, and your opening message is warm and inviting. Also love the faith piece, noting that you normally use a faith message at the start of each week. A real and authentic way to permeate and be a role model of faith to your students.

I liked the material and variety you showed through Theatre around the World, including the local touch!

Thanks for your efforts.

Contract Recommendations

Present Contract Status: Probationary (0.4 FTE)

Confirmation of Pastoral Reference

Recommendations for Next School Year:

Recommendations Special Circumstances Comment:

As you have communicated to me and we have discussed, I am aware that you desire a full-time teaching position. I wish you every success to that end, Taylor, with appreciation for your dedication to St. John Paul II Collegiate this year, including the many hours you devoted to Drama Club and our play.

Signature:

Your signature indicates you have read and discussed the evaluation with the principal. Your signature does not necessarily indicate that you agree with the evaluation.

Marco Pacione

Taylor Fornwald

Evaluator's Name

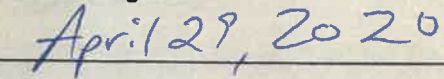
Teacher's Name





Evaluator's Signature

Teacher's Signature



Date

Teacher's Comments: