



Teacher Growth, Supervision, and Evaluation (Form 18)

Evaluation Details & Context			
Name of School:	St. Gabriel Learning Centre		
Teacher Name:	Lorie Penner		
Principal Name:	Michael Cellini		
Evaluator(s) Name(s):	Michael Cellini; Adam Sia		
Teacher Assignment:		Years of Experience:	
		Current Contract:	

Embody the Role of a Teacher in a Catholic School
<i>A teacher in a Catholic school makes Christ known to their community by joyfully embracing and living the Gospel, and the teachings of the Catholic Faith.</i>
<p>Potential Indicators of Success:</p> <ul style="list-style-type: none"> • Embracing the dignity of all as Created in the image of God, ensuring the overall development of the whole student • Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the classroom reflects a living Catholic vision of the world • Intentionally leads and fosters the development and growth of Catholic education through faith permeation • Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life • Ensures a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the classroom
<p>Evidence of the Competency:</p> <ul style="list-style-type: none"> • Lorie's faith is evident in all that she says and does. Any time someone needs assistance Lorie is the first to volunteer anything she can offer to help. She truly embodies "do unto others" every day. Lorie is also very open about her faith and shares her story when appropriate. • Lorie is very active in St. Mary's parish and is currently organizing the RCIA program within that parish. • Lorie is always helping with any liturgy or prayer services we have at the school and I have witnessed her working with our outreach students and asking if she can pray for them or even taking a moment to pray together.

COMPETENCY 1: Fostering Effective Relationships

A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Potential Indicators of Success:

- acting consistently with fairness, respect, dignity, and integrity;
- demonstrating empathy and a genuine caring for others incorporating a pastoral approach;
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning through a Catholic lens;
- inviting First Nations, Métis and Inuit parents/ guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- collaborating with community service professionals, including mental health, social services, parish and dioceses, justice, health and law enforcement; and
- honouring cultural diversity and promoting intercultural understanding in service to the common good.
- Fostering positive interpersonal relationships among students and staff to promote a sense of mutual trust and belonging
- Providing meaningful opportunities for students to foster their relationship with Jesus Christ.

Evidence of the Competency:

- This is one of Lorie's largest strength. The positive relationships she builds is always visible in all she does. She works extremely hard to communicate on a regular basis with all those she teaches. She is always ensuring her language is positive and is always looking for ways to support all of our parents and students.
- Lorie works very well with our staff. During our collaboration times Lorie is always willing to share and support everyone where she can. She is always willing to put her work aside to help a staff member with any issue.
- Lorie is the first one to volunteer if a staff member is away and one of their students needs help. She is always willing to manipulate her own schedule if someone is need of a switch or change. She asks for very little and offers so much.
- Lorie is a part of the BlendEd committee and represents our school at every meeting and event. She works hard to ensure our school is viewed in the most respectful and positive light.

Areas for Growth:

- At times when we are together as a large group Lorie tends to hold back with her suggestions and feedback during general discussions. She has expressed that she does not want to step on any toes with her suggestions as she is still relatively new at the school compared to those who have been at the school for much longer. It is at these times that Lorie needs to find her voice and share her ideas in a respectful manner as her ideas and strengths would be beneficial to our group learning and moving our school forward.

COMPETENCY 2: Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Potential Indicators of Success:

- collaborating with other teachers to build personal and collective professional capacities and expertise through a Catholic lens;
- actively seeking out feedback to enhance Catholic teaching practice;
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- seeking, critically reviewing and applying educational research and Catholic teachings to improve practice;
- enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- maintaining an awareness of emerging technologies to enhance knowledge and inform practice.
- Seeking personally to grow in his or her spirituality and faith, understanding of Catholic teachings and doctrine.

Evidence of the Competency:

- Lorie is truly a life long learner. She continues to be a part of webinars and online PD as well as continually learning on her own. She is an active participant in the BlendEd committee and attends all divisional and school PD without fail.
- Lorie is always looking for ways to enhance all she does and is not afraid to seek out feedback. She often communicates with admin about ideas she has or changes she has made asking us for suggestions and feedback in all she does.
- She is always looking for new technologies that can support her students learning. She often shares with colleagues, new apps and websites that can support learning.

Areas for Growth:

- While we would encourage Lorie to continue looking for new and better ways to reach her students, we would also encourage her to know when what she has is enough for now. Balance in going deeper versus broader is always something to strive for. While this is not currently an issue for Lorie, it is something we would like all staff to keep in mind.

COMPETENCY 3: Demonstrating a Professional Body of Knowledge

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Potential Indicators of Success:

- **Planning and designing learning activities that:**
 - seeks ways to showcase and engage God-given talents of all learners
 - address and permeate the learning outcomes outlined in programs of study from a Catholic world view;
 - reflect short, medium and long-range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
 - consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - stage of spiritual development of each student
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- **Using instructional strategies to engage students in meaningful learning activities, based on:**
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
 - the inherent respect for each student as a child of God;
- **Applying student assessment and evaluation practices that:**
 - accurately reflect the permeated learner outcomes within the programs of study from a Catholic world view;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

COMPETENCY 3: Demonstrating a Professional Body of Knowledge (Continued)

A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Evidence of the Competency:

- She has demonstrated how to effectively review and update an online course using a backwards design model. When Lorie was given a Biology diploma course she reviewed the information in the course and went directly to the program of studies and assessment to weed out the information that was not relevant or appropriate. She then aligned the content and used strong assessment pedagogy to ensure students were accordingly meeting the outcomes provided to her. This work demonstrates her ability to plan, structure and develop content that is inline with the curriculum and, based on her results, shows just how talented she truly is. In a short time at the school Lorie has essentially set the bar for redesign in our school.
- Lorie uses a number of different assessment techniques in order to truly understand her learners. She is continually applying these strategies based on what the student is able to accomplish. She uses a great deal of formative assessment in order to assist a student in a deep understanding of the course content. She uses the results of all her assessment to then assist students in the area of need. Once she feels they are ready to move forward she allows them the opportunity to take the summative assessments in her course. This method of checks and balances allows Lorie to address the needs of all her students in a very specific and focused way. Lorie spends a great deal of time reviewing her assessment data in order to ensure her course content and her teaching is in line with her assessment, if something doesn't seem correct she immediately makes the changes necessary to improve students understanding of the content.

Areas for Growth:

- Lorie has a very strong understanding of assessment and course alignment as demonstrated in her course results. This information could be better utilized as a learning community if she would share with the group more. Often Lorie will explain her process to administrators but does not feel comfortable sharing to the group. When she does share with administrators we direct her to share with others in the building, she then finds time to share with one or two of her peers. Lorie needs to find an appropriate venue and voice to share her understanding with the group.

COMPETENCY 4: Establishing Inclusive Learning Environments

A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.

Potential Indicators of Success:

- fostering in the Catholic school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms* and the *Constitutional Rights of the Catholic School System*;
- using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- communicating a philosophy of Catholic education affirming that every student is a child of God and can learn and be successful;
- being aware of and facilitating responses to the spiritual, emotional and mental health needs of students;
- recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- employing classroom management strategies that promote positive, engaging, and faith-filled learning environments;
- incorporating students' faith, personal and cultural strengths into teaching and learning; and
- providing opportunities for student leadership incorporating Catholic social teachings

Evidence of the Competency:

- Lorie has demonstrated her ability to build an inclusive environment. We have witnessed her working one on one with students on a regular basis; taking the time to get to know the student as an individual as well as a student. She has demonstrated her caring for her students and peers in so many ways. Specifically in regards to her students, Lorie has worked hard to make appropriate adjustments to assignments, or building new resources for students with special needs. She has spent extra time over her lunch or has stayed late many times to support all of her students. Lorie makes many unscheduled trips to our high schools to connect with students when they need her, not just when it is convenient for her.
- During many discussions both in a staff group settings and individually with administration, Lorie has demonstrated just how well she knows her students. She is always adding to the body of information about students that allows all staff to get a better understanding of them. This information is often key in ensuring the success of the student. Her caring nature draws students to her and she has made connections with students that attend school regularly that are not taking any of her classes. She is always willing to help and her diverse background allows her to support students in so many ways.
- One of Lorie's strengths is reading the staff wellness. If she notices that any staff member could use a pick me up she will take it upon herself to do something to improve their day. This could include any number of things as the list is quite lengthy, a coffee from their favourite place, or a bag of candy or she will start a conversation and during that time express something positive. This is also true about the students who spend time in our school. She notices things and rather than just gloss over what she sees she takes it upon herself to improve the situation.

Areas for Growth:

- Working in an outreach centre, teachers often work with students that are not in their classes. Classroom management looks different in this type of environment. We would encourage Lorie to continue to manage student behaviours of students that are not in her own classes; knowing that she has the voice and authority to make behavioural requests of them.

COMPETENCY 5: Applying Foundational Knowledge about First Nations, Métis and Inuit

A teacher develops and applies foundational knowledge and First Nations, Métis and Inuit for the benefit of all students.

Potential Indicators of Success:

- understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Evidence of the Competency:

- Lorie is always looking for ways to improve all areas of her course and researching and applying foundational knowledge about First Nations, Métis and Inuit is a continues endeavour for her. She has reached out to our Central Office Staff as well as local individuals to assist her in improving the content in this area of her course. Any time she finds a new resources or activity she stores it away until she is able to find an appropriate place to use it in her course. She is also always willing to share this information via email to all staff. In a short time at the school she has improved this area in all the courses she teaches.

Areas for Growth:

- Continue to develop your foundational knowledge and apply it to your courses. This would especially be true for your Aboriginal Studies courses.

COMPETENCY 6: Adhering to Legal Frameworks and Policies

A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Potential Indicators of Success:

- maintaining an awareness of, and responding in accordance with requirements authorized under the *School Act* and other relevant legislation;
- engaging in practices consistent with the policies and procedures established by the school authority; and
- recognizing that the professional practice of a teacher in a Catholic school is bound by the standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.

Evidence of the Competency:

- Lorie complies to all policies and frameworks and any time she has a question she is willing to approach administration and ask for clarity. Lorie is also a strong voice for policies and frameworks at staff meetings and collaboration times. She is a part of our OHS committee and is always working to improve our working and teaching environments. If Lorie sees something that is in breach of a policy or framework she will use appropriate means to correct the issue.
- Due to Lorie's past experiences this is an area of strength for her. Her vast knowledge and understanding allows her to be somewhat of a resource in this area. If she is unclear on something that she notices she will spend the time to find, read and get a better understanding of the policy. If someone has expressed a misunderstanding she then takes the time to explain it in a meaningful way.

Areas for Growth:

- We would encourage Lorie to continue working on her conflict resolution skills when working through disagreements with colleagues. Working with the staff member in a 1:1 fashion first and without the need for administration, if appropriate.