

MEF INTERNATIONAL SCHOOL
ANNUAL SUMMATIVE EVALUATION 2012-2013



Name of Teacher Andrew Arcello Date: June 6, 2013

Teaching Assignment(s): Music

Total Yrs at MEF IS at End of Current School Year 1 year

Name of Principal: Dr. Yann Lussiez

Rating System:

- | | |
|---|---|
| <ul style="list-style-type: none"> N - Needs Improvement E – Meets Expectations B – Beyond Expectations O – Outstanding | <ul style="list-style-type: none"> Performance does not meet expectations Solid performance with teacher meeting expectations of the PYP Programme. Generates results above those expected. Consistently exceeds all expectations; is a master teacher within the PYP Programme |
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COMPETENCIES AND INDICATORS

RATING

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum during instruction. E/B

- Utilizes and enhances approved international curriculum
- Gives clear explanations relating to lesson content and procedures
- Shows interrelatedness of one content/subject area to another
- Creates clear syllabi and weekly lesson plans for all classes
- Supplements curricula with updated, improved online course material

Comments: Mr. Arcello's teaching and learning engages students in reflecting on how, what and why they are learning.. His planning drives actual teaching and learning and is based on agreed learning objectives. She is working towards mastery within the PYP programme and inquiry-based teaching and learning. He will continue exploring how his teaching can explore human commonality, diversity and multiple perspectives

2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught. E/B

- Uses a variety of methods including demonstrations, lectures, discussions, and questioning to present lessons
- Uses a variety of resources and experiences such as field trips, speakers, supplemental printed materials, online materials, manipulatives and technology
- Promotes the use of critical thinking skills through the use of higher-order questioning and active student engagement
- Provides opportunities for guided and independent practice
- Provides students with opportunities for active involvement and creativity
- Implements necessary modifications and adaptations in instruction and curriculum to address the range of learners in the classroom
- Fully utilizes class time to maximize learning, active student engagement and critical thinking
- Provides adequate help outside the classroom to allow students to receive extra help as needed
- Collaborates with the Student Support Team (SST) to address the needs of all students

Comments: Mr. Arcello's teaching and learning uses a range and variety of strategies, resources, including information technologies. He promotes critical-thinking skills through questioning and engaging activities. He provides one-on-one assistance to students when needed and collaborates with the homeroom teacher and Student Support Team to ensure that his students receive the appropriate level of support. Discussions and lessons provide opportunity for critical-thinking, connections to the Units of Inquiry and prior learning/lessons. Students are fully engaged in learning music and inquiring within the classroom.

3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding. O

- Explains and/or demonstrates the relevance of topics and activities
- Communicates to students the instructional intent, direction or plan
- Establishes and states expectations for student academic performance and behavior
- Constantly monitors student understanding and adjusts instructional input as necessary to facilitate understanding
- Actively solicits communication from students about their learning
- Communicates regularly with students about their progress
- Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry and decision-making

Comments: Mr. Arcello's teaching and learning engages students as inquirers and thinkers, who are actively responsible for their own learning. He is skilled in verbal and non-verbal communication and provides for a safe and welcoming classroom environment. Student expectations and routines are clear and structured to maximize on student learning. Students enjoy Mr. Arcello's class- he models both affective and effective teaching.

4. The teacher understands and applies the principles of student growth, development and learning.

E/B

- Uses teaching techniques that address student learning levels, rates and styles
- Uses materials and media that address student learning levels, rates and styles
- Makes referrals to school personnel and/or parents as appropriate when there are concerns about a student's academic, physical or social well-being

Comments: Mr. Arcello's teaching and learning differentiates instruction to meet students' learning needs and styles to access the curriculum within the classroom. He works closely school personnel to address student needs and ensure student success. He will continue to build lessons that are designed to provide open-ended tasks, discussions and activities which enable students to work at their own capacity and preferred learning style.

5. The teacher effectively utilizes student assessment techniques and procedures.

E

- Provides opportunities for students to demonstrate knowledge and skills learned through various modalities (e.g. speaking, writing, project-based work, multi-media presentations, etc.)
- Uses a variety of assessment tools and strategies
- Uses information from ongoing and frequent assessment(s) for remediation and instructional planning
- Maintains documentation of student progress
- Communicates student progress to students and families on a regular basis and/or timely manner

Comments: Mr. Arcello's assessment is based on collected data through observations, activities and set-tasks. He provides clear goals and expectations for student growth. His assessment data reflects achievement according to the learning objectives. He will continue to work on accurately reflecting student assessment/achievement on the report card.

6. The teacher manages the educational setting in a manner that promotes positive student behavior, student learning, and a safe and healthy environment.

O

- Executes routine tasks effectively and efficiently
- Establishes and states expectations for student behavior based on the IBO Learner Profile and Attitudes
- Handles transitions smoothly and effectively
- Has materials and media ready for student use
- Minimizes distractions and interruptions
- Manages student behavior effectively and appropriately so that students are on-task and engaged
- Consistently enforces school rules and follows school discipline procedures.
- Identifies hazards, assesses risks, and takes appropriate action

Comments: Mr. Arcello's teaching and learning fosters a stimulating learning environment based on understanding and respect. He is well planned, has excellent transitions, and creates a safe and productive learning environment. The routines are well established, lessons are paced and transitions are smooth. Students are very happy to be in Mr. Andrew's class as he is consistent with his expectations and caring. He constantly seeks to find better and safer ways to enhance the learning experience of his and other students.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of the ideals of international-mindedness.

E/B

- Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests and feelings of students with disabilities, and/or from culturally or linguistically diverse backgrounds
- Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities
- Promotes international-mindedness through the celebration of diversity and inclusion of all persons
- Encourages students to demonstrate international-mindedness through classroom and school projects

Comments: Mr. Arcello's teaching and learning exposes students to human commonality, diversity and multiple perspectives. He promotes international-mindedness through modeling the IB Learner Profile and sharing an interest and acceptance of the diversity in his classroom. He will continue to work towards mastery in the PYP and promoting international-mindedness in his music lessons and events.

8. The teacher demonstrates willingness to examine and implement change, as appropriate.

O

- Seeks out information and methodologies, research, and current trends in education to enhance and improve the quality of teaching and learning
- Reflects and is receptive to feedback on teaching practices with the goal of continuous improvement
- Participates in professional development opportunities and implements new strategies in the classroom
- Models "teacher as learner" in the classroom

Comments: Mr. Arcello accepts feedback and acts appropriately from it. He will continue working towards mastery of teaching and learning within the PYP Programme. He actively seeks out information from the PYP Coordinator and his peers. He has done remarkably well this year taking on a new program, new school, and new grade levels- modeling the teacher as learner on a number of levels.

9. The teacher works productively with colleagues, parents and community members.

B

- Collaborates with colleagues in planning school and classroom lessons, activities and events
- Actively communicates in a professional and positive manner with colleagues, parents and community members regarding educational matters, and refrains from gossiping, bullying, and other such negative activities
- Shows respect to colleagues and parents at all times and treats others in a fair and supportive manner
- Seeks to resolve low-level conflict in a direct, positive and pro-active manner
- Involves parents and community in the learning environment
- Supports school goals and initiatives and contributes to the overall staff morale in a positive way.

Comments: Mr. Arcello collaborates well with all areas of the school community. He shows respect and seeks to share his knowledge and is open to learning from his colleagues. He models professionalism, works well with parents and community (acting as PTA representative) and supporting the overall staff morale in a positive way.

10. The teacher works productively with administrators.

E/B

- Collaborates with administrators in planning and facilitating school initiatives and classroom improvements
- Communicates in a professional manner with administrators regarding educational matters Shows respect to administrators at all times and treats others in a fair and supportive manner.
- Seeks assistance and support from administration where conflict resolution is required
- Supports school goals and initiatives and contributes to the overall school climate in a positive way.
- Meets professional expectations, professional code of ethics, and contractual obligations, such as: professional attire; attendance and punctuality; duty completion; meeting deadlines; departmental and committee obligations; etc.

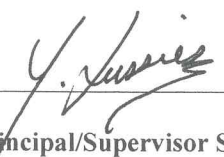
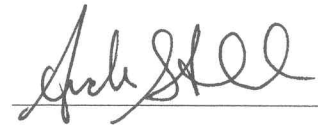
Comments: Mr. Arcello seeks assistance, understanding and support from his Pedagogical Leadership Team on a number of levels, especially with planning and executing performances. He has worked closely with the PYP Coordinator in order to enhance his music program. He meets professional expectations and supports the school on number of levels.

11. The teacher actively supports the school's philosophy and traditions.

B/O

- Serves as a model of the IBO Learner Profiles and Attitudes
- Supports school-wide goals
- Shows respect and understanding of local culture and foreign cultures
- Models high-quality norms for in-school and out-of-school behavior that demonstrate respect for and inclusion of norms of international citizenship
- Participates in professional development/school formation

Comments: Mr. Arcello meets contractual obligations and role description. He has embraced the IB and inquiry based learning. He seeks out opportunities to learn professionally and participates fully in school professional development. He is an asset to the MEF IS community, modeling the IB Learner Profile.

	<u>6/6/13</u>		<u>6/6/13</u>
Principal/Supervisor Signature	Date	Teacher Signature	Date

Attachments: PDP Plan with Teacher Reflection
Copies to: Principal (original for Personnel File), Teacher