

Akoben Cyber Charter School

Professional Education and Teacher Induction Plan



Teacher Induction Plan

The Teacher Induction Plan, as mandated by the Code of Professional Practice and Conduct and as stated in 22 Pa. Code 235, will be adopted by a teacher induction committee, composed of Akoben Cyber Charter School administrators, teachers, and specialists, and will provide an assessment of school professionals and related goals and competencies. The Akoben Cyber Charter School, once chartered, will designate a Professional Education Planning Committee and Induction Council to review (June) the school professional competencies by content, teaching practices, and specialized practices for meeting the needs of diverse learners. Once designated, the Professional Education Planning Committee and Induction Council will review/revise Akoben Cyber Charter School goals and competencies for all professional staff that includes:

- Content
- Teaching Practices
- Specialized Practices for meeting the needs of diverse learners, and
- Code of Professional Practice and Conduct as stated in 22 Pa. Code 235

Once adopted (June), the Akoben Cyber Charter School will train all charter school staff (July – August 2012).

Teacher Induction begins with five (5) days of intensive training before the school-year begins. The intent of our teacher induction program is to provide a systematic structure of support for beginning teachers. Refreshments may be served, pictures would be taken, new teachers are organized into cooperative groups, and instruction would begin.

The focus for the next five (5) days would be on classroom management and instructional strategies. Teachers would be exposed to instructional practices such as: how to introduce a lesson; how to teach objectives; and how to engage their students in active participation. Procedures and routines for the induction classroom are established, modeled, and practiced from the very beginning. Related materials and text would be provided to new teachers including:

- A letter of welcome
- What to expect during the First Days of School
(based on Wong, Harry K., and Rosemary T. Wong, 2001)
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- A copy of the school's mission and goals
- Information on "what induction looks like" throughout the first year of teaching and beyond
- Classroom management tips
- A glossary of education terms
- Sample first-day checklists

Our induction program would include topics such as:

- **Day 1: New Teacher Orientation (Outline of our orientation program)**
 - Welcome
 - Key Information about the Akoben Cyber Charter School
 - Information about the on-line community
 - Information and demonstrations about teaching via the world-wide-web
 - The articulation and dissemination of expectations and norms of teacher conduct
 - Introduction of state standards to assist teachers in assimilating a professional vocabulary
 - Introduction of supervisory process and structure including demonstrating our coaching and assessment processes
 - Effective instructional practices
 - Effective classroom management procedures and routines
 - Professional conduct
 - School expectations
 - Teaching as lifelong learning and ongoing professional growth
 - Unity and teamwork among administration, teachers, support staff, and families
 - Resources

- **Day 2: New Teacher Orientation (Teachers continue with instructional practices).**

New teachers, in their cooperative groups, actually write instructional objectives and plan sample lessons. Teachers are instructed in the usage of the various technologies of the school for classroom preparation, curricular readiness, student records management, synchronous and asynchronous interactive systems, trouble-shooting, quiz and exam designs, assignment completion assessment systems, etc.

- **Day 3: New Teacher Orientation (Cyber Systems and Technologies).**

New teachers, in their cooperative groups, will be instructed, trained, and educated in the various technology systems, devices, and networks for familiarity, knowledge of systems, use of systems, interoperability, interconnectivity, trouble shooting, help desk operations, theft deterrents, maintenance, proficient usage software and applications (Apps), etc.

- **Day 4: New Teacher Orientation (Benefits and Supports).**

Teachers learn about insurance, health care, the culture of the school, and are introduced to the instructional coordinator who meets bi-monthly with new teachers to offer support. Teachers who have the same subject matter will review the curricula, techniques for instruction, grading sequences, and best practices modeling for their content areas. Teachers who have differing subject matter will review cross-cutting and integrated competencies, technology enhanced methodologies, and long range planning of thematic units.

- **Day 5: New Teacher Orientation (Classroom Management)**

The focus of the orientation shifts to classroom management. New teachers learn the importance of structure and routines, including a segment on the importance of professional attire even when delivering instruction electronically. They also learn to partner with parents in formulating effective discipline plans with clearly stated rules and consequences. New teachers meet with veteran teachers to receive instruction on “how it’s done.” Teachers are generally introduced to their mentors.

Two (2) weeks thereafter, teachers are formally introduced to their mentors. Mentors are master teachers who receive stipends in order to work with the teachers they are mentoring. Monthly meetings will center on instructional strategies, professional skills, classroom management techniques, assessment techniques, and policies and procedures.

- **Mentoring relationships:**

The mentoring relationship will provide beginning teachers with an opportunity to work closely with, and learn from, a veteran teacher.

- Assignments occur matching all beginning teachers to a trained mentor within the first two (2) weeks of teaching
- Release time provided to enable mentoring activities (e.g. observations, co-teaching, etc.)
- Collective activities, such as lesson planning and trouble shooting, occurs

- **Support Teams:**

A support team will consist of, but not be limited to, the mentor teacher and an administrator qualified to evaluate teachers

- **Workshops and training for beginning teachers:**

Beginning teacher workshops

- Introduction to standards
- Trainings are professional development opportunities

- **Workshops and training for mentors:**

- Effective mentoring skills development prior to assignment
- Opportunities to meet with other mentors to share successes and trouble-shooting strategies

- **Evaluation:**

Evaluations are performed in order for beginning teachers to gain an understanding of their strengths and weaknesses, and to grow professionally. This is very important for the teachers as it allows them to participate in a formal evaluation by a supervisor with the ability to take charge of their future in this profession. The beginning teacher, as well as the mentor, should be aware of the standards and processes by which the new teacher will be evaluated. The standards of the evaluation will form a “curriculum” for the collective work of the mentor and beginning teacher throughout the school year.

Over the course of the First Year, beginning teachers will receive additional advanced trainings and collective teaching activities and opportunities with the mentoring teachers. They will also be a part of the professional development and in-service trainings provided to all Akoben Cyber Charter School staff monthly, quarterly, and annually. These training will include sessions regarding educational laws, school discipline procedures, academic enrichment techniques, cultural reinforcement strategies, student assistance process, response to intervention, privacy and protocols, escalating serious incidents, the PDE-360, Act 26, Act 30, Act 48, students’ rights and responsibilities, code of student conduct, bullying prevention, reasonable and probable causes, decision making for life, internet websites and worries, etc.

Over the course of the second, third and fourth years, teachers will receive advanced trainings in instructional strategies and demonstrations, cooperative learning, higher-level and higher-order thinking, and much more. Mentors would continue to observe and support these teachers.

PROFESSIONAL EDUCATION PLAN

The Professional Education Planning Committee will consist of parents, administration representations, teachers and educational specialists, designated by their peers, a community representation, and local business representation. The committee will assess the professional educational needs based upon a review of student needs, professional certifications, and a professional needs/interest survey.

The school and planning committee will develop and adopt the professional education activities plan grouped into four (4) areas: Charter School Law; Content; Teaching Practices (includes the use of technology and distance learning as a tool for instruction); and Specialized interventions based upon research-based instruction to meet the needs of diverse learners.

The Akoben Cyber Charter School's administration will help all staff to research and identify professional education conferences to attend to further develop skills, methods, and satisfaction in this profession. There will be professional development conferences (e.g. Pennsylvania Center for Safe Schools conference), State education conferences (Pennsylvania Annual Safe Schools Conference), national content coalitions (e.g. National Council of Mathematics Teachers, etc.), and technological development workshops (Apple Computers for Educators Training Seminars), that staff members will be able to attend, when appropriate in accordance with the school's schedules and coverage.

The Akoben Cyber Charter School will provide Staff Evaluation and Performance Management Frameworks for all staff. Through the culture of performance, Akoben Cyber Charter School will perform reflective observations, opportunities for feedback, opportunities for expansion, and professional corrective actions to support the development and growth of all staff. And as a primary component of the Professional Education Plan, this evaluation and performance management component is performed at regular intervals, thus allowing for changes (if needed) to be implemented in an effective manner.

STAFF EVALUATION AND PERFORMANCE MANAGEMENT FRAMEWORK

Akoben's philosophy of evaluation is based upon the fundamental belief that the purposes of teacher performance evaluation are to:

1. Determine competence
2. Assess strengths
3. Provide support and mentoring
4. Assure continued growth through differential experiences
5. Monitor the organization's employment decisions.

These philosophic tenets have shaped the development of criteria, instruments, and procedures. Criteria for teachers include productive teaching techniques, student achievement, organized, structured class management, positive interpersonal relations, and employee responsibilities.

The system recognizes the need for:

1. Orienting, inducting, and evaluating teachers and staff
2. Evaluating teachers and staff
3. Offering professional growth options

PHILOSOPHY OF EDUCATION

Akoben aims to provide every student a quality education by promoting high academic standards, attracting and retaining high-quality teachers, and promoting parental and community involvement.

The purposes of performance evaluation are to determine competence, assess strengths, provide support and mentoring, assure continued growth through differential experiences, and monitor Akoben's employment decisions.

The Board and principal will use the prescribed system of evaluation. Evaluation should improve the delivery of services to students. It should be continuous, constructive, cooperative and foster a culture of performance.

Akoben's culture of performance



Akobon's performance appraisal system criteria focuses on the following:

1. Focuses on the enhancement of teacher performance.
2. Stresses the instructional process.
3. Links evaluation to research findings on effective teaching practices.
4. Provides a clear, appropriate set of evaluation criteria with accompanying behavioral indicators.
5. Provides a cooperative, constructive process actively involving both the evaluator and the teacher.
6. Promotes increased ownership of performance by the teacher by recognizing that self-evaluation is an integral element of the evaluative process.
7. Stresses the importance of dialogue and feedback to the success of the evaluation experience.
8. Differentiates between teachers with varying career status, experience and professional needs.
9. Promotes the development of all teachers, not just those having difficulties, while providing structured assistance to teachers as needed.
10. Provides the basis for making informed judgment about differing performance levels of teachers and decisions regarding the retention, assignment or dismissal of staff.

PERFORMANCE APPRAISAL PROCEDURES

ORIENTATION

At the beginning of the school year an orientation to the performance appraisal system is conducted by the principal for all teachers engaged. Teacher will gain familiarity with the numerous data gathering approaches. A formal observation is scheduled in advance with the teacher and involves prior discussion and planning between the principal and teacher and is followed by a post-conference feedback session (See Observation Form). An informal observation is any observation of teacher performance that is not planned by the teacher and principal. Through formal observation, informal observation, non-classroom observation and anecdotal data collection the principal obtains representative samples of teacher performance from which to draw conclusions about teacher competence as measured on the performance criteria established by the Board.

LENGTH OF OBSERVATION

Prior to each formal observation the teacher and the principal reach an agreement regarding the length of the observation. Preferably the principal, when possible, is present when instruction begins and remains for the entire lesson or class period.

PROFESSIONAL GROWTH PLANNING CONFERENCE

No later than the end of the first six weeks of school, the principal and teacher have a conference to work on the development of the professional growth plan. The ultimate outcome of this conference is to reach agreement on written professional growth objectives for the year.

Initial Review of Individual Professional Growth Plan	
1. The teacher's strategies support the school's strategic growth plan and classroom goals.	
Acceptable	Modification Needed
All strategies are aligned with the goals and support the school's strategic growth plan.	Some strategies are not related to the goals.
2. The expected outcomes are measurable and related to the teacher's strategies.	
Acceptable	Modification Needed
The outcomes are measurable and related to specific strategies	The outcomes are poorly defined and difficult to link to identified strategies.
3. The teacher has identified personal/professional strengths, areas to be strengthened and personal/professional enrichment goals	
Acceptable	Modification Needed
The teacher has identified personal strengths and areas to be strengthened. The personal enrichment goals are related to the teacher's overall performance on previous evaluations and/or school's strategic growth.	The teacher has identified personal strengths, areas to be strengthened and personal enrichment goals that are unrelated to the teacher's overall performance on previous evaluations and/or school's strategic growth.

PRE-OBSERVATION CONFERENCE

Prior to a scheduled formal classroom observation, the principal will afford the teacher an opportunity to meet for a pre-observation planning conference. The pre-observation planning conference is mandatory for all teachers. The purpose of this meeting is to engage in dialogue about the goals and process of the appraisal activity. Typical of discussion topics are current concepts/skills being taught, specific teaching and learning activities that will be observed, anticipated student outcomes, specific teaching strategies and any special classroom factor(s) that may affect the lesson.

POST-OBSERVATION CONFERENCE

Each required observation is followed by a conference between the principal and teacher within five school days of the observation. The conference is an extension of the observation in that performance data are shared, discussed, analyzed and clarified. The teacher is expected to be an active participant in this process. Recognition of successful performance is given and performance that does not meet division expectations is delineated.

Mid-Year Review of IGP			
1. The teacher has provided evidence that supports progress towards expected strategy outcomes, and/or has modified goals with proper justification and approval.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that should be approved in advance. Progress toward goals related to leadership	The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that should be approved in advance.	The teacher has provided minimal progress towards goals.	No evidence of progress towards goals has been made.

roles or initiatives are evident.			
2. The teacher has made consistent progress towards personal/professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports progress towards personal/professional enrichment goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance. Expertise development is evidenced by products or presentations that are shared with colleagues.	The teacher has provided evidence that supports progress towards goals. If evidence indicates the goals may not be met, the teacher provides modifications that were approved in advance.	The teacher has provided evidence of minimal progress towards personal/professional enrichment goals.	No evidence of progress towards personal/professional enrichment goals is indicated.

SUMMATIVE APPRAISAL CONFERENCE

After the final post-observation conference, the principal analyzes performance data gathered and completes the required summative appraisal report. A conference is held with the teacher no later than the end of May to review the contents of the summative appraisal report. Both the principal and the teacher sign the report. The teacher's signature does not necessarily indicate agreement with the contents of the report, but signifies that the data has been shared. Teacher comments, if so desired, may be made at the time of the conference, or they may be submitted within five working days for attachment to the appraisal report.

PERFORMANCE APPRAISAL REPORTS

All performance appraisal reports are due to the Board no later than the last teaching day of the school year. The Principal is responsible for the compilation, review and filing of the report. School-wide performance appraisal data are compiled from report ratings and related information. An analysis of this data is used to determine the professional development needs of the staff.

RECORD OF PROFESSIONAL GROWTH

The purpose of the professional growth component is to assist the teacher in improving performance. Its inclusion in the performance appraisal cycle is predicated on the assumption that the teacher is a competent professional who does not need to be monitored continuously on a wide range of performance criteria. It acknowledges that, given the time and opportunity, the teacher is capable of engaging in productive reflection, self-analysis and personal goal setting designed to enhance instruction. At a conference early in the school year, and at the end of subsequent years, a minimum of two professional growth objectives are selected and developed by mutual participation of the teacher and the principal, with final approval by the principal. Cooperative development of these objectives allow the teacher and principal opportunities to:

1. focus on a narrower, more manageable set of behaviors or skills that take into account the limits of available time and resources, and
2. build greater trust and credibility between instructors and principal.

These objectives reflect priorities for growth and ultimately, the improvement of performance in the classroom. Agreement is also reached about acceptable

documentation or evidence of professional growth.

End-Of-Year Review			
1. The teacher has successfully achieved or has consistently shown progress towards school's strategic growth plan.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports consistent progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Evidence is provided for assistance given to colleagues in personal and/or school goal attainment.	The teacher has provided evidence that supports consistent progress towards achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
2. The teacher has successfully achieved or has consistently shown progress towards personal/ professional enrichment goals.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has provided evidence that supports consistent progress towards or achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications needed and suggestions for next year's strategies. Evidence is provided for assistance given to colleagues in personal and/or school goal attainment.	The teacher has provided evidence that supports consistent progress towards achievement of goals. If evidence indicates the goals were not met, the teacher justifies modifications.	The teacher has evidence of minimal progress towards goals.	The teacher has no evidence of progress towards goals.
3. The teacher has used the information from this year's personal/professional goals and decided on next year's focus.			
Above Standard	At Standard	Below Standard	Unsatisfactory
The teacher has used the experience from this year to plan next year's focus. The focus is related to the teacher's position. Additionally, the teacher has plans for direct leadership responsibility or initiative for the upcoming year.	The teacher reports next year's focus, which is related to this year's performance and/or next year's school strategic growth goals.	The teacher reports next year's focus but it does not relate to this year's performance and/or next year's school strategic growth goals.	The teacher does not report next year's focus.
4. List certifications, licenses, and graduate credits			
Above Standard	At Standard	Below Standard	Unsatisfactory
Certifications/licenses and educational growth are sufficient for continued employment and staff development completed relates directly to professional, personal and/or school's strategic growth and goals. Additionally, the teacher has shown initiative in accomplishing goals, has conducted workshops, training, or served as a mentor.	Licenses and certifications credits are sufficient for continued employment and staff development completed relates directly to professional, personal and/or school's strategic growth and goals.	Licenses and certifications are sufficient for continued employment but have no direct relationship to teaching assignment or self-improvement goals.	License and certification credits are insufficient for continued employment and/or not in keeping with agreed upon improvement goals.

As one approach to the enhancement of professional growth, a teacher can choose to establish an informal collegial partnership with another teacher or other teaching programs in a graduate school setting. In such a relationship two or more teachers work together with a graduate school professor to better understand teaching and learning strategies, techniques and approaches. Activities can include review of literature, dialogue, planning and classroom observation and feedback. Teachers who pursue such an option work within the framework of existing school resources and schedules in carrying out partnership activities. The teacher monitors his/her own progress toward the attainment of these objectives and maintains documentation of progress. At an end of the year conference, the teacher and principal conduct a final review of the growth plan and determine how well the objectives have been attained. This approach recognizes the individual differences of teachers, acknowledges their experience and expertise and respects their professionalism.

On an optional basis, the teacher has an annual opportunity as well to prepare a written summary of activities in which he/she has been engaged which reflect a significant contribution to the success of the school program and/or an ongoing commitment to excellence in the teaching profession. This summary is attached to the professional growth planning or summative performance appraisal forms for inclusion in the teacher's personnel file.

PERFORMANCE IMPROVEMENT PLAN

When a teacher does not meet the school's expectations on an established criterion, the teacher is placed on a performance improvement plan. The evaluator informs the Board of this action and meets with the teacher to specify the reason(s) for placement on an improvement plan status. During this conference, or at subsequent conferences, the principal and teacher work in concert to develop a plan of action which includes, but is not necessarily limited to, the following:

1. A statement of the area(s) in which performance is judged to be deficient
2. A listing of the objectives to be accomplished by the teacher in order to improve performance to a level that meets division expectations.
3. A delineation of the approaches that will be used to assist the teacher in meeting the objectives.
4. A timeline for accomplishing the objectives.

The teacher is to be given assistance in the implementation of the performance improvement plan and his/her progress monitored and discussed as part of any post-observation conference. In accordance with performance appraisal cycle requirements, any teacher on an improvement plan enters into a process that mandates a minimum of one formal classroom observation per month until division expectations are met. Completion of a summative evaluation is also required for any school year in which an improvement plan is in effect.

PERFORMANCE IMPROVEMENT ASSISTANCE TEAM

When a principal has provided to a teacher the assistance and support specified in the

performance improvement plan and performance still fails to meet the school's expectations, the services of a performance improvement assistance team are made available to the teacher. The teacher's acceptance of these services is voluntary. The performance improvement assistance team consists of contracted instructional leaders whose experience and expertise place them in the position of being able to provide strong support and help to the teacher. Serving as possible members of this team are Board members and the principal. Typically a two-member team works with a teacher. Membership on a given team is contingent upon teacher needs. A teacher requests team assistance from the Principal, the area(s) in need of assistance is/are identified in conjunction with the principal and team members are then selected for the expertise and support they can provide. After conferring with the principal to gather information, the team meets with the teacher to develop a plan of action, to specify timelines and to determine the exact roles of team members. Team members then work with the teacher to the extent called for in their role. The team does not evaluate the teacher, but does provide to the teacher and the principal progress reports. The principal may elect to not serve as a member of the team. Typically the period of time that an assistance team works with a teacher does not exceed nine weeks.

Log of Teaching Practice

Directions for Using the Log of Teaching Practice

A Log of Teaching Practice is a resource for principals and/or teachers. It is used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log uses a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How is the Log of Teaching Practice used in the performance appraisal process?

The log is used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process. The log contains specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth.

When logs are kept simultaneously by both the principal and the teacher, these logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. An individual log form is provided for each of the 16 competencies.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances to be recorded in the log should be relevant to any of the 16 competencies that form the basis of the performance appraisal process for experienced teachers. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make explicit some of the specific skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and may identify and use others as well to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual log.

Where should documents and other materials referenced in the Log of Teaching Practice be stored?

Please refer to the board's policy.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with students

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active student participation in the learning process
- employs a balance of student- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of students

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for students by maintaining positive interactions
- promotes polite and respectful student interactions
- addresses inappropriate student behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice, and adopts anti-discriminatory practices in respect to gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem-solvers, decision-makers, lifelong-learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides students with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities with respect to possible career paths

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education-related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- exhibits an understanding of and the ability to explain subject areas when teaching the Ontario curriculum
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to student safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name	Teacher's First Name
<input type="text"/>	<input type="text"/>
Principal's Last Name	Principal's First Name
<input type="text"/>	<input type="text"/>
Teaching Assignment	Date (yyyy/mm/dd)
<input type="text"/>	<input type="text"/>

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge	
Competency: Teachers know a variety of effective teaching and assessment practices.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • provides constructive criticism as part of evaluation • aligns assessment strategies with learning objectives • uses appropriate diagnostic techniques to assess student difficulties • employs formative and summative assessments to check for understanding • uses a variety of appropriate teaching techniques to engage students • uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve student learning 	
Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.
<input type="text"/>	<input type="text"/>

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective classroom management strategies.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage students in varied learning experiences
- provides opportunities for students to share their interests and demonstrates their involvement in learning
- ensures that all students have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name	Teacher's First Name
<input type="text"/>	<input type="text"/>
Principal's Last Name	Principal's First Name
<input type="text"/>	<input type="text"/>
Teaching Assignment	Date (yyyy/mm/dd)
<input type="text"/>	<input type="text"/>

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know how pupils learn and factors that influence pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses different motivational strategies to encourage students in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual students with flexible grouping practices
- modifies programs to fit student needs by making topics relevant to students' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN: Teaching Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with students
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address student needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists students to develop and use ways to access and critically assess information

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN: Teaching Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, students, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–student conferences
- communicates clear, challenging, and achievable expectations to and for students

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN: Teaching Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report student progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with students to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both students and parents informed and to chart student progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN: Teaching Practice

Competency: Teachers adapt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assesses and reviews program delivery for relevance
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional students
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

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DOMAIN: Teaching Practice

Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote student learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.
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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name	Teacher's First Name
<input type="text"/>	<input type="text"/>
Principal's Last Name	Principal's First Name
<input type="text"/>	<input type="text"/>
Teaching Assignment	Date (yyyy/mm/dd)
<input type="text"/>	<input type="text"/>

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DOMAIN: Leadership and Community

Competency: Teachers collaborate with other teachers and schools colleagues to create and sustain learning communities in their classrooms and in their schools.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares with colleagues knowledge about current thinking, trends, and practices in education
- works cooperatively with colleagues to solve student, classroom, and school concerns
- participates as an effective team member and shares expertise with others (e.g., by acting as mentor, peer coach, or associate teacher)
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities (e.g., school/parish initiatives, graduation, theme days)
- shares with colleagues learning acquired through participation on system-wide or provincial initiatives
- serves as a resource to colleagues (e.g., in the effective use of technology, assessment strategies, classroom management)
- creates worthwhile opportunities for students, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership and Community

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist students and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher advisor
- sets up partnership with local library, music centre, science centre, business recreation centre, or career centre to develop resources to enhance students' career opportunities and achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and organizes conferences, workshops, and institutes to enhance student achievement

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name	Teacher's First Name
<input type="text"/>	<input type="text"/>
Principal's Last Name	Principal's First Name
<input type="text"/>	<input type="text"/>
Teaching Assignment	Date (yyyy/mm/dd)
<input type="text"/>	<input type="text"/>

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Ongoing Professional Learning	
Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.	
<p>The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.</p> <ul style="list-style-type: none"> • seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices • identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices • participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge • observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices • reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares the information with peers • keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts • participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites • explores ways to access and to use educational research 	
Date of Entry	Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.
<input type="text"/>	<input type="text"/>

Log of Teaching Practice for Experienced Teachers

USER: Teacher Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:

Competency:

The principal and teacher list examples of possible ways the competency may be shown in practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

Date of Entry

Record noteworthy instances related to the competency shown above and the kinds and sources of evidence identified.

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Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

- Age-appropriate assessment tools, including modifications for students
- Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
- Differentiated lessons and assessments
- Feedback on assignments from teacher and/or student
- Flyers, pictures
- Goal-setting activities
- Individual engagement activities
- Lessons and assignments that show authentic assessment practices
- Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
- List of classroom expectations and routines
- List of daily/weekly routines and use of instructional time
- Log of student remedial support
- Manipulatives, media tools
- Cultural Enrichment calendar
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Photos of classroom bulletin boards, student activities
- Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
- Posters, photos, bulletin boards, displays of student work
- Reading and reasoning targets, data analysis and prompts
- Records of student achievement
- Reflective journals
- Resources and classroom materials that reflect diversity
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Sample safety routines
- Samples of student reflection
- Samples of student work
- Samples of tests, rubrics, checklists, anecdotal comments
- Self and peer assessments
- Student of the week certificates, positive notes
- Student portfolios
- Student presentations
- Student-designed assignments
- Use of achievement charts/performance standards
- Use of classroom data to improve lessons
- Use of community resources and guest speakers
- Use of curriculum unit planner
- Classroom visuals

Add Other Sources of Evidence

Akobben's Summative Report Form for Teachers

This form must be used for each performance appraisal. The duties of the principal may be delegated to other appropriate supervisory officer.

Board members are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies, as long as this does not affect the substance of the form or mislead, and as long as the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (grade(s), subject(s), full-time/part-time, etc.)

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Instructions to the Principal

- 1 This report must be completed after the post-observation meeting.
- 2 A copy of the report signed by the principal must be provided to the teacher within 20 school days of the classroom observation. If the rating is not *Satisfactory*, the principal will include an Improvement Plan. The teacher may add comments and must sign this report to acknowledge receipt. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
- 3 A copy of this report signed by both the principal and the teacher must be sent to the appropriate supervisory officer.
- 4 In preparing the summative report, the principal must: assess the teacher's performance in relation to the eight competencies for new teachers (at a minimum) and provide comments for each competency; indicate the induction elements in which the teacher has participated; provide an overall rating of the teacher's performance in accordance with the rating scale; provide growth strategies for the teacher's development.

Participation in the New Teacher Induction Program

The teacher participated in/is participating in (check all that apply):

Orientation

Mentoring

Professional Development

Other Appraisal Input Relevant to the Principal's Appraisal of the Teacher's Performance

Instructions to the Principal: A comment must be provided for each competency.

Domain: Commitment to Pupils and Pupil Learning

The teacher demonstrates commitment to the well-being and development of all pupils.

The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.

The teacher treats all pupils equitably and with respect.

The teacher provides an environment for learning that encourages pupils to be problem-solvers, decision-makers, life-long learners, and contributing members of a changing society.

Domain: Professional Knowledge

The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.

Domain: Teaching Practice

The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of his or her pupils.

The teacher communicates effectively with pupils, parents, and colleagues.

The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.

Additional Competencies

Overall Rating of Teacher's Performance

(Check the appropriate box.)

Satisfactory

Development Needed

If the teacher received a Development Needed performance rating in a previous appraisal, use the following rating scale:

Satisfactory

Unsatisfactory

Growth Strategies for the Teacher

(Check the appropriate box.)

An Enrichment Plan (required following a *Development Needed* performance rating) or Improvement Plan (required following an *Unsatisfactory* performance rating) will be developed.

OR

The teacher received a *Satisfactory* performance rating. The following growth strategies have been identified for the teacher's consideration to assist in his or her ongoing development:

Growth Strategies:

Principal's Summary Comments on the Appraisal (optional)

Teacher's Comments on Progress to Date (optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the *Education Act* and Ontario Regulations 99/02, as amended.

X

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

X

Date (yyyy/mm/dd)