

NTIP 2 Appraisal II - Summative Report Form for New Teachers 2025/2026 Sec

Overall Rating

Satisfactory

Reviewee

Kimberley Chau

Review Status

**Pending
Approval**

Review Timeframe

01-SEP-2025 to 31-AUG-2026

Reviewers and Ratings

Reviewers	Rating
Anne Chirakal (Review Owner)	Satisfactory

Approvers

Approvers	Status
Kimberley Chau (Me, Reviewee)	Approved
Jennifer Chan (2nd Level Manager)	Not visible

Description of Teacher's Assignment, Meeting and Classroom Observation Dates and Focus

■ Teacher's first and last name

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Kimberley Chau

■ Principal's first and last name

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Anne Chirakal

■ Name of School

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Central Technical School

■ Name of Board

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Toronto District School Board

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

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Kim is a full-time secondary teacher. She currently teaches two sections of GLE and a split level (grade 11 and 12) co-ed Fitness Class (PAF 3/4).

- **Meeting and Classroom Pre Observation Dates**

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

11-NOV-2025

- **Meeting and Classroom Observation Dates**

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

17-NOV-2025

- **Meeting and Classroom Post Observation Dates**

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

25-NOV-2025

Participation in the New Teacher Induction Program



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

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

- Mentoring
- Orientation
- Professional Development

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

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Kim takes part in learning both formally and informally. She also contributes to our school culture by actively facilitating a variety of school clubs, and coaching sport teams.

Other Appraisal Input (Please specify)

■ Other Appraisal Input (Please select all that apply)

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

- 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
- Goal-setting activities
- Lessons and assignments that show authentic assessment practices
- List of classroom expectations and routines
- Open house/curriculum night/education week materials
- Parent conference materials
- Parent/teacher/student interviews and conferences
- Photos of classroom bulletin boards, student activities
- Records of student achievement

- Reading and reasoning targets, data analysis, and prompts
- Posters, photos, bulletin boards, displays of student work
- Sample lesson and unit plans using modules, curriculum integration
- Sample progress reports and report cards
- Samples of student reflection
- Samples of student work
- Self and peer assessments
- Samples of tests, rubrics, checklists, anecdotal comments
- Student-designed assignments
- Student portfolios
- Use of community resources and guest speakers
- Use of classroom data to improve lessons
- Use of curriculum unit planner

Domain: Commitment to Pupils and Pupil Learning

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

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim understands the importance of teaching physical and health education and its positive impact on students' lifelong health. In her fitness classes, students learn the foundational knowledge (e.g., anatomy, types of exercises), skills and techniques to develop fitness plans to be lifelong participants in activity. Additionally, students are developing their health literacy by acquiring the skills to get, understand and use information to make good decisions for health. Kim promotes student decision-making and responsibility, supporting learners in setting goals, planning tasks, and evaluating outcomes.

- **Teachers treat all pupils equitably and with respect**

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim understands the importance of fostering a nurturing and identity-affirming learning environment. Students in Kim's class indicated that they really like her class, they feel supported and valued. Students said that she has taken the time to get to know them, and has tailored her

classes to meet their needs. For example, they try and are exposed to different fitness activities on different days of the week. As she moves forward, Kim is encouraged to deepen her practice by consistently exploring and implementing diverse strategies to differentiate instruction, such as offering tiered options (e.g., "mild, medium, and spicy") for physical exercises to meet the varied readiness levels of her students.

■ Teachers are dedicated in their efforts to teach and support pupil learning and achievement

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim works collaboratively with her colleagues to co-construct the learning goals and assessments in her classes. She is willing to learn and try new approaches to ensure student engagement and success. As observed, Kim balances teacher-led instruction with student-directed learning, allowing students to set personal fitness goals and demonstrate fitness skills to their peers. Kim is encouraged to balance her nurturing approach with high expectations, and develop structures/systems to ensure students come prepared to class, and leave their phones in their bags so that they are fully engaged in their learning.

■ Teacher demonstrates commitment to the well-being and development of all pupils

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim uses a variety of teaching and assessment strategies, including demonstrations, peer coaching, reflection logs, and progress tracking, virtually and on-paper in their class duotangs. She promotes goal setting and self-reflection to help students monitor growth, celebrate progress, and develop lifelong fitness habits. Kim models enthusiasm and commitment to wellness, fostering a positive, motivating classroom culture that supports learning and achievement. Kim believes in fostering a school culture that is grounded in mental health and well-being. She ensures this lens is woven into her classes, and she leads the mental health and well-being club at lunch.

■ Section summary

■ Domain: Commitment to Pupils and Pupil Learning

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim demonstrates an outstanding commitment to pupils and their learning, consistently linking Physical and Health Education to lifelong

wellness. She successfully equips students with foundational health knowledge and skills, promoting health literacy and fostering active participation in their own well-being journey. Kim has cultivated an equitable and supportive classroom culture where every student feels respected and valued, often tailoring diverse learning experiences based on their specific needs and feedback. Furthermore, Kim is a leader in promoting student well-being across the school, successfully embedding a mental health lens into her classes and leading the popular mental health and well-being club. This collective effort creates a positive and motivating learning environment for all.

Domain: Professional Knowledge

■ Teachers know their subject matter, the Ontario curriculum, and education related legislation

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim demonstrates learning and comprehension of subject knowledge and related skills, ensuring accurate and clear instruction aligned with curriculum expectations. Kim has worked closely with her colleagues to create a learning map that outlines the overarching learning goals, learning goals and success criteria. This has helped her notice and name learning, provide timely descriptive feedback and create assessments that are responsive to the needs of her students. As observed, Kim has an excellent understanding of Ontario Health and Physical Education Curriculum and OPHEA safety Guidelines. Kim is encouraged to dig deeper into the achievement chart categories and determine a more balanced approach to her assessment practices.

■ Section summary Domain: Professional Knowledge

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

When it comes to Professional Knowledge, Kim exhibits a strong, current grasp of her subject matter and the Ontario Health and Physical Education Curriculum, including the critical OPHEA safety guidelines. Kim's planning is thorough and highly collaborative; she works closely with colleagues to co-create a comprehensive learning map that clearly outlines learning goals and success criteria. This structured approach helps her effectively monitor and name student learning, which ensures she provides timely, high-quality descriptive feedback and responsive assessments.

Domain: Teaching Practice

- **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**

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim co-creates clear, achievable classroom expectations, promoting a structured and supportive learning environment. She models and reinforces effective communication skills, helping students interact respectfully and express ideas clearly. Kim selects and adapts resources strategically, ensuring instructional materials meet the needs of diverse learners. She uses instructional time purposefully and efficiently, keeping students engaged and focused on learning goals. As observed, Kim circulated the room to correct form, motivate students and ensure they were on task. She provided visual cues, music and writing utensils to help students with their engagement. Kim is encouraged to develop ways to support students to change into proper gym attire, stay off their phones and move more during instructional time (for example have instant tasks, create a class goal board, etc.)

- **Teachers communicate effectively with pupils, parents, and colleagues**

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim uses google form to track her communication with students, parents and her colleagues. It is an excellent way to ensure students do not slip through the cracks. Additionally, as observed, Kim is clear and concise with her communication in class. She is always positive, engages students with a friendly tone and creates a classroom environment that is positive and nurturing.

- **Teachers conduct ongoing assessment of pupils, progress, evaluate their achievement, and report results to pupils and their parents regularly**

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim co-constructs success criteria for a Personal Fitness Plan and gives feedback on SMART goal-setting. She uses performance tasks such as creating and demonstrating a personal workout circuit aligned to FITT principles, and uses a single-point rubric to assess student knowledge. Kim communicates clear, challenging, and achievable expectations to students, helping them understand learning goals and success criteria. Kim connected with parents during Parent-Teacher interviews and reached out when there are attendance concerns. As observed, Kim facilitates reflective conversations after fitness sessions, where students evaluate effort levels using heart-rate data and rate of perceived exertion. She records daily participation and triangulates observations, conversations, and products as evidence of learning.

Kim always follows school reporting guidelines, ensuring accuracy, timeliness, and transparency for progress, midterm, and final report cards.

Section summary

Domain: Teaching Practice

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim's teaching practice is defined by purposeful instruction and effective classroom management. She successfully promotes learning and achievement by establishing a structured, supportive, and identity-affirming classroom environment built on co-created expectations. Kim is efficient with instructional time; she actively circulates the room, using visual cues and music, and providing personalized motivation to keep all students fully engaged. Kim also demonstrates excellence in communication, utilizing technology to track correspondence with students, parents, and colleagues, ensuring no one slips through the cracks. Her assessment framework is good, relying on the triangulation of evidence (observations, conversations, products) and collaborative processes to set success criteria for performance tasks. As an ongoing focus, Kim is encouraged to develop innovative strategies, like using instant tasks or a class goal board, to more effectively reinforce adherence to gym attire and technology policies, which will further maximize her instructional time. Additionally, Kim is encouraged to work on her assessment and evaluation practices to ensure alignment with Growing Success and Learning for All.

Additional Competencies

Section summary

Additional Competencies

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim's commitment extends significantly beyond the classroom, as demonstrated by her numerous contributions to the school community. She plays a pivotal role in student life, working closely with the Student Council to help support and facilitate their various events throughout the year. Kim is also a key support for the Athletics department, efficiently maintaining and updating the facilities schedule. Demonstrating strong organizational leadership, she coordinated a successful school-wide club meeting to foster collaboration, ensuring all clubs understood how they could support the school and one another. Furthermore, Kim has launched the innovative Co-Lab club, which empowers high school students to build creative, community-focused solutions aimed at improving mental health among youth.

Overall Rating of Teacher's Performance

Section summary

Overall Rating of Teacher's Performance

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Satisfactory

Growth Strategies for the Teacher

Growth Strategies for the Teacher

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

- 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.

Comments

Kim is encouraged to continue to develop her assessment and evaluation literacy. Specifically looking at the achievement chart and how it applies to Health and Physical Education and determining grades. As well, Kim needs to develop her ability in maintaining high expectations while also fostering a nurturing and identity-affirming space.

Principal's Summary Comments on the Appraisal (optional)

Section summary

Principal's Summary Comments on the Appraisal (optional)

Other Reviewers' Responses

Anne Chirakal (Review Owner)

Comments

Kim is an excellent teacher, and CTS is lucky to have her as part of the team.

Principal Signatures

■ **Principals Signature:**

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

Anne Chirakal

■ **Teacher Performance Appraisal completed on:**

Other Reviewers' Answers

Anne Chirakal (Review Owner)

Answer

25-NOV-2025