

ROLLING RIVER SCHOOL DIVISION REGULATION

Teacher Evaluation Criteria

AFC/R

The elaboration of the following criteria used in the Teacher Evaluation Form should convey more clearly to the teacher and evaluator the intent of each criterion.

I. Teacher Performance

1. Lesson Preparation

a. Knowledge of Curriculum
Self evident.

b. Clarity of Lesson Objectives

The teacher should be able to specify the learning objectives for the lesson. It should include teaching procedures, content, material and media.

c. Content

The intent is that teachers clearly demonstrate through their lesson presentations careful and thorough planning.

d. Choice of Appropriate Instructional Methods and Materials

Materials and Methods used should be appropriate for the age and ability level of the students.

e. Recognition of Student's Different Abilities

Teachers should be sensitive to and take an interest in the special problems or abilities of individual students. This can be demonstrated through individual help, special programming, and assistance.

f. Willingness to Modify Programs for Individuals as Needed

The intent is that the teacher should recognize students differing needs, abilities and backgrounds and be willing to respond through appropriate materials and teaching methods.

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2. Lesson Presentation

a. Lesson Introduction

The intent is that the purpose of the lesson is established with the students.

b. Review of Previous Lesson

The intent is that previous skills/information is brought to bear on the present lesson.

c. Instruction

The intent is that the portion of the lesson that teaches the skills/information meets the objectives set forth.

i) Demonstration

The intent is that students should be shown the steps involved in learning the stated objectives.

ii) Checking for understanding

An ongoing diagnosis is made by sampling, group response and private response.

iii) Guided Practice

The intent is that the students are supervised as they learn their material. Their progress is monitored and feedback is evident.

iv) Independent Practice

The intent is to increase fluency and promote retention, and allow students to practice new learning on their own.

v) Variety of Teaching Techniques Used

The intent is that the teaching should reflect an understanding of learning styles.

vi) Questioning Techniques

The intent is that the teacher uses a variety of questioning techniques that will maximize classroom participation.

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vii) Lesson Closure

The intent is that the lesson is recapped and that closing instructions are clear and understandable,' i.e. assignments and activities planned for the next session.

viii) Meets Lesson Objectives

Self Evident

d. Appropriateness of Assignments

The intent is that assignments are appropriate for the grade level of the class.

e. Classroom Communication Skills

The focus is on the teacher's elocutionary skills: The teacher has a good vocal delivery, speaks distinctly, and varies speech and tone of his/her voice. Written communication should be grammatically correct, and legible for students.

3. Student Evaluation

a. Appropriateness of Evaluation Tools

The intent is that tests, examinations, assignments etc. are of high quality and reflect the following:

- i. Objectivity of evaluation of students
- ii. Realistic standards
- iii. Material emphasized in the program
- iv. Clarity and type of test questions
- v. Variety

b. Record-Keeping of Student Progress

The intent is to focus on the teachers evaluation and record keeping system regarding the progress of students towards objectives.

c. Maintaining consistent and Realistic Standards for Students' Work

Self evident.

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d. Promptness in Returning Tests and Assignments

Self evident.

e. Course Outlines

Course outlines, unit outlines and/or study guides are provided to students

4. Classroom Management and Climate

a. Organization of Physical Setting

The organization of the classroom must complement the instructional strategies of the teacher and be shown to enhance the learning environment.

b. Housekeeping Details

The intent is that teachers attend to the daily tasks of maintaining a neat and tidy classroom environment.

c. Patriotic Exercises

The intent is that Patriotic Observances are focused and should rouse an awareness and bring to students' conscious attention any symbols which identify Canada and Canadians.

d. Opening Exercises Purposeful

The intent is that opening exercises (other than patriotic exercises) whether grade one or high school should be seen as an opportunity to provide for incidental learning, and/or informal contact with students.

e. Appropriate Discipline Evident

The intent is that teachers maintain an orderly classroom. There should be evidence that students behave appropriately in response to the policies and routines of the classroom and school.

The focus is on establishment and consistent management of routines.

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f. Class Morale and Rapport

The intent is that teachers work towards achieving a harmonious class atmosphere as evidenced through mutual trust and respect.

g. Deals in a Consistent and Fair Manner with Students

The intent is that the teacher is just and reasonable, with due consideration given to differences in individual needs, abilities and backgrounds.

II. Professional Characteristics

1. Teacher Availability and Helpfulness to Students

The intent is that the teacher is available and willing to help students having difficulty, and is accessible to students outside of class.

2. Participation in Extra Curricular Activities

The intent is that all teachers are expected to carry a fair share of the schools extra curricular activities.

3. Punctuality

Self evident

4. Complies with School and Division Policies

The intent is that teachers, working within certain parameters established by the school or school division, are expected to know and comply with those parameters (that is, rules, regulations, policies, duties and responsibilities).

5. Appearance

Teachers should always be neatly attired and well groomed. Clothing worn should be appropriate, tasteful, and complement the dignity of the profession.

6. Interpersonal Relationships

The intent is that teachers actively support their colleagues, administration and support personnel through consideration, co-operation and involvement in curricular activities and extra-curricular activities.

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7. **Strives for Professional Growth**

The intent is that the teacher is involved in relevant professional development activities that supports growth in the teachers present or anticipated assignment.

8. **Educational Committee Involvement**

Teachers are valued as school and divisional committee members.

III. Communication

1. **Appropriate and Effective Communication with Parents**

The intent is that teacher's oral and written communication with parents or guardians be sensitive, tactful and comply with the guidelines established by the school.

2. **Communication with students**

Teachers should be sensitive to and take an interest in students' special abilities, interests and achievements. Communication with students should at all times reflect respect and encourage academic, behavioural, and social development.

3. **Communication with Administration**

Self evident

4. **Communication with Colleagues**

The intent is that teachers share information and work cooperatively for the betterment of their students.

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Policy

Date Adopted: June 18, 1992