

# ROLLING RIVER SCHOOL DIVISION REGULATION

<b>Teacher Performance Assessment Criteria</b>	<b>AFC/R</b>
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Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_

## Self-Reflective Guide

<b>1. Classroom Learning Environment</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ provide a safe and positive learning environment		
➤ create an environment of mutual respect		
➤ recognize individual differences and provide an environment where all students can succeed		
➤ manage classroom instructional groups		
➤ manage student behaviour during class, class changes, break times, etc.		
➤ be present in the classroom prior to the start of each class		
➤ manage the physical space		

<b>Comments:</b>

<b>2. Planning and Preparation</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ demonstrate a knowledge of the curriculum		
➤ demonstrate planning skills and organizational skills		
➤ provide accommodations and modifications		
➤ plan for out of classroom/school learning experiences		
➤ plan and direct educational assistants and volunteers		
➤ leave detailed substitute plans		
➤ collaborate with student support team		
➤ demonstrate flexibility and cooperation in the operation of the school		

<b>Comments:</b>

<b>3. Communication</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ directions and procedures are clear to students		
➤ oral and written language is clear and appropriate		
➤ interactions with students are friendly and respectful		
➤ communication protocol is followed in developing and providing program, student progress and student behaviour information for parents or guardians		
➤ communication protocol is followed in interaction with colleagues, school administration, Division staff, Board and community		
➤ confidentiality is maintained		

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<b>Comments:</b>

<b>4. Instructional Techniques</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ knowledge of curriculum outcomes		
➤ knowledge of child development and age appropriate instruction		
➤ knowledge of student skills and learning styles		
➤ use of instructional techniques ie: cooperative learning, discovery learning, computer applications, accommodations and modifications (SFAL)		
➤ use of instructional materials, resources and technology		
➤ use of instructional groups, activities and assignments		

<b>Comments:</b>

<b>5. Assessment and Evaluation</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ use of appropriate criteria and standards		
➤ congruent with curricular outcomes		
➤ assessment techniques reflect different learning styles		
➤ used for planning and program delivery		
➤ prompt quality feedback to students		
➤ accurate up-to-date record keeping of student progress		
➤ variety of assessment techniques ie: diagnostic, formative and summative (portfolio)		

<b>Comments:</b>

<b>6. Professional Responsibilities</b>	<b>Meets Expectation</b>	<b>Identified for Growth</b>
➤ contribution and service to the profession and colleagues		
➤ responsive to student needs		
➤ advocate for student opportunity		
➤ participate in school decision-making process		
➤ awareness of Department/Division Policies and Procedures		
➤ actively plans and participates in professional development		
➤ support school/division extra-curricular activities		
➤ participate in school/division committee work		
➤ knowledge of Department/Division/School priorities and goals and the planning process		

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Teacher Performance Assessment Criteria - continued	AFC/R
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<b>Comments:</b>

7. Special Needs Students	Meets Expectation	Identified for Growth
➤ participates in the development and implementation of: - IEP and program accommodations and modifications - BIP and classroom management		
➤ directs Educational Assistants to support program delivery		

<b>Comments:</b>

## 8. Personal Assessment

Growth in an individual occurs when one can recognize one's own strengths and area for Professional Growth.

a) My 3 major strengths as an educator would be:

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

b) My 3 areas identified for professional growth and the Action Plan with timelines are:

- 1) \_\_\_\_\_

Action Plan: \_\_\_\_\_

- 2) \_\_\_\_\_

Action Plan: \_\_\_\_\_

- 3) \_\_\_\_\_

Action Plan: \_\_\_\_\_

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## Teacher Performance Assessment Criteria

AFC/R

**9. Comments:**

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**Date Adopted:** May 6, 2004

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