

SCHOOL DISTRICT NO. 8 (KOOTENAY LAKE)
TEACHER PERFORMANCE EVALUATION GUIDELINES

November, 2003

Teacher Performance Evaluation

POSITION STATEMENT

Students are best serviced when a high quality of classroom instruction and teaching performance is provided and maintained. To this end, it is recognized that the purpose of regular evaluation is to ensure that quality instruction takes place.

The evaluation of a teacher consists of a recognition of the purpose of the evaluation, the process by which the evaluation is carried out, the criteria used to carry out the evaluation and the format of the teaching report.

EVALUATION CRITERIA

1. PLANNING

The teacher demonstrates knowledge of the curriculum and its application to the teacher's assignment and abilities of the students.

There is clear evidence of daily and long-term planning and preparation. Planning is such that a substitute teacher or other classroom observer would have a clear picture of the daily and long-range program.

INDICATORS

The teacher:

- i) Develops long-range plans through a format of previews.
- ii) Prepares unit plans with objectives and learning outcomes identified.
- iii) Prepares daily lesson plans with an outline of activities related to these lessons.
- iv) Uses student feedback such as assessment in lesson planning.
- v) Gives due consideration to class characteristics and individual student abilities.
- vi) Ensures that materials and equipment required for the daily lessons are in place.

2. INSTRUCTIONAL PROCESS

The teacher delivers instructions in a manner designed to facilitate and promote the potential for student learning.

INDICATORS

The teacher:

- i) Prepares the students for the lesson by explaining the purpose of the lesson or by causing students to recall significant ideas or concepts from previous lesson(s).
- ii) Motivates the students by some activity designed to create interest in the lesson.
- iii) Selects a methodological strategy or strategies designed to achieve the intended learning outcomes and employs a variety of instructional presentation strategies.
- iv) Utilizes effective questioning techniques.
- v) Ensures that content is presented in a suitable manner.
- vi) Monitors student progress to ensure that learning outcomes are being met.
- vii) Paces instruction to cover curriculum.
- viii) Carries out appropriate lesson closure activities.

3. ASSESSMENT

The teacher demonstrates a clearly defined, consistent and regular program of evaluation of student progress.

INDICATORS

The teacher:

- i) Regularly assesses student performance against established learning outcomes.
- ii) Incorporates results of student evaluations into future instructional planning.
- iii) Uses a variety of appropriate assessment procedures.
- iv) Provides feedback to students through regular marking of work.
- v) Maintains records of student assessment.
- vi) Adjusts evaluation for exceptional students.

4. CLASSROOM MANAGEMENT

The classroom must be managed in such a way as to facilitate effective student learning with an established set of expectations for teacher and student behaviour.

INDICATORS

The teacher:

- i) Provides clear direction for classroom procedures and clear expectations for classroom behaviour.
- ii) Ensures that all students have an enabling learning environment.
- iii) Treats students in a fair manner, allowing for individual differences.

5. CLASSROOM ENVIRONMENT

The classroom environment should be well-organized and should facilitate and sustain interest in learning.

INDICATORS

The teacher:

- i) Strives to make the classroom an inviting place for learning by maintaining the room in a neat and orderly fashion.
- ii) Actively promotes positive student/teacher and student/student interaction.
- iii) Fosters respect, good manners and social responsibility in students.

6. PROFESSIONALISM

The teacher demonstrates commitment to the teaching profession, noting that it requires professional behaviour and growth.

INDICATORS

- i) The teacher promotes his/her professionalism by participating in one or more of the following:
 - PSA activities
 - Inservice
 - Conference
 - Short courses
 - Institutes

- Symposia
- Summer school.
- ii) The teacher provides a positive role model for students and colleagues.
- iii) The teacher contributes to the development and implementation of curriculum.
- iv) The teacher participates in the development, implementation and/or review of school policies, procedures and goals.
- v) The teacher maintains a professional relationship with students, parents and professional colleagues.