



Section Three: Staff

“Together We Learn”

**320A – EVALUATION OF TEACHERS
CRITERIA AND GUIDELINES (*APPENDIX*)**

The criteria under the eight major headings are suggested guidelines. Appraisals are not expected to report on every item.

1. Classroom Management and Teacher-Pupil Relationships

- 1.1 Develops positive rapport with students.
- 1.2 Relates sensitively to students.
- 1.3 Helps students assume responsibility for own actions, to practice self discipline, and to develop a positive self-concept.
- 1.4 Promotes positive relationships among students.
- 1.5 Demonstrates effective use of humour.
- 1.6 Shows consistency, respect and fairness in dealing with students.
- 1.7 Anticipates problems, takes preventive measures, and demonstrates good judgment.
- 1.8 Establishes consistent routines and clear expectations for student conduct appropriate to the activity.
- 1.9 Maintains order with a relaxed, positive atmosphere in the classroom.
- 1.10 Encourages a high level of industry from students.
- 1.11 Encourages all students to achieve to their best potential.

2. Knowledge of Subject Matter and of Child Development

- 2.1 Demonstrates a depth of knowledge in the subject matter being taught and/or the role being performed.
- 2.2 Consistently provides accurate and thought-provoking information in an articulate manner.
- 2.3 Utilizes knowledge of current educational research and practice in the subject area taught and in child development.
- 2.4 Where appropriate, encourages increased pupil learning through integration of curriculum concepts.

3. Preparation and Planning

- 3.1 Follows the Ministry prescribed curriculum and performs the tasks for the role being performed.
- 3.2 Has developed and follows short/long-term plans to cover concepts, processes and subject matter to provide a variety of experiences and learning styles.
- 3.3 Utilizes appropriate material and personnel resources.



Section Three: Staff

“Together We Learn”

- 3.4 Identifies individual differences and addresses both individual and group needs by choosing instructional strategies and materials appropriate to students' abilities.
- 3.5 Identifies daily learning objectives.
- 3.6 Creates a physical setting that contributes to learning.
- 3.7 Provides plans and clear directions for teachers on call.
- 3.8 Applies safety regulations in all student activities and demonstrates sound judgment.

4. Instructional Skills

- 4.1 Maintains interest of students with suitable motivational techniques.
- 4.2 Uses various stimuli, media, illustrations, and activities to encourage student participation to facilitate learning.
- 4.3 Uses relevant classroom displays including students' work as a motivator.
- 4.4 Presents information clearly and convincingly.
- 4.5 Asks questions which challenge all students and stimulate problem solving.
- 4.6 Directs appropriate questions to all students and effectively monitors individual understanding.
- 4.7 Provides guided practice, while allowing for feedback and making corrections.
- 4.8 Creates assignments which utilize, reinforce, or expand upon the information in lessons.
- 4.9 Elicits and maintains student products and behaviours which show understanding of information, creativity and appropriate levels of intellectual activity.
- 4.10 Maximizes students' “academic learning time” and provides suitable closure to lessons.
- 4.11 Facilitates student independence by encouraging them to question and clarify and to think both independently and cooperatively.

5. Student Achievement and Management of Records

- 5.1 Establishes specific procedures for assessing student performance and communicates these procedures clearly to the students.
- 5.2 Interprets the results of student assessment and identifies the reasons for not achieving the performance objectives.
- 5.3 Utilizes the results of student performance assessments to provide feedback to plan for future instruction.



Section Three: Staff

“Together We Learn”

- 5.4 Student achievement indicates that students are performing at levels commensurate with their effort and measured abilities.
- 5.5 Maintains appropriate, accurate records of students' achievements, attendance and other required data.
- 5.6 Uses the district's prescribed grading practices and communicates those measures of achievement clearly to students and parents.
- 5.7 Completes all necessary administrative reports accurately and punctually.

6. Human Relations and Personal Traits

- 6.1 Demonstrates an ability to achieve honest, open and constructive relationships with students, parents, teachers and administrators.
- 6.2 Shows tolerance, tact and thoughtfulness toward students, parents, teachers and administrators and respects the dignity of others.
- 6.3 Shares responsibilities, such as supervision outside of the classroom, during the school day.
- 6.4 Shares professional expertise and works cooperatively with colleagues.
- 6.5 Works to achieve district and school goals and follows school procedures.
- 6.6 Is consistently punctual in attendance and completion of assigned tasks.

7. Professional Growth

- 7.1 Pursues clearly identified goals for professional growth.
- 7.2 Strives to be knowledgeable about applicable school, district and provincial school regulations and policies.
- 7.3 Accepts and responds positively to supervision and constructive criticism.

8. Other School Activities

- 8.1 Provides effective supervision of school activities, when required.

Date Agreed: November 13, 2002

Date Amended N/A

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Related Documents: