**TEACHER EVALUATION**

**EVALUATION CRITERIA**

**(From BCTF)**

Under each criterion below, are suggested examples of related teacher behaviours. Administrators look forward to a discussion of the criteria with teachers so that the basis for evaluation is mutually understood.

1. *"****The employee*** *seeks knowledge of the social, emotional, intellectual, cultural and physical characteristics of the pupils who he/she teaches with the objective of furthering their educational growth."*

* Participates as necessary in school-based team meeting.
* Becomes familiar with information contained in individual student files
* *medical, diagnostic assessments, D.EA.P. results etc.)*
* Where appropriate, seeks information/advise from counselor, psychologist, speech/language specialist, nurse, school doctor, district personnel, etc.
* Becomes familiar with and is sensitive to the unique cultural background or ethnic heritage of children
* Assists in the integration of special education/ESL students.

1. ***"The employee":***

* Plans with definite purpose and clear objectives in mind; Communicates these purposes and objectives to the students;
* Establishes appropriate procedures for assessing, recording and reporting pupil performance to parent(s)
* Uses diagnostic tools, which are pertinent to the course and program objectives.
* Identifies present achievement level for each student. Prepares a diagnosis for each student.
* Prepares both short and long-term objectives for the course or program. Prepares objectives in terms of specific student performance.
* Prepares objectives upon which useful data can be collected. Develops individual objectives for exceptional students.
* Ensures course objectives are understood by students and parents. Submits term previews to principal.
* Plans lessons which are consistent with the stated objectives. Compiles data/representative samples of student work.
* Participates with S.D.C. teacher in development of I.E.P.'s *(Individual Education Plans).*

1. ***“With due consideration for individual differences****, the employee works to involve students in experiences and activities designed to develop skills and stimulate thought."*

* Involves students in the direction of their own education
* Plans lessons which include individual and group activities appropriate to the needs of all students.
* Uses resource materials which are appropriate to the instructional objectives.
* Uses student feedback in planning instruction.
* Establishes feedback processes to monitor student understanding. Establishes a physical environment which is stimulating and "relevant" to current instruction.
* Clearly distinguishes between academic and affective objectives.

1. *"****The employee uses instructional techniques*** *that promote questioning, speculation and originality."*

* Demonstrates a knowledge of group dynamics and motivation theory Paces and varies the activities within a lesson according to the needs and interests of students.
* Uses students’ ideas and cultural backgrounds as a source of instructional strategies.
* Uses effective motivational strategies.
* Explains material in clear, graphic terms
* Uses community and other resources to enrich instruction.

1. ***“The employee works at keeping his/her knowledge current*** *and his/her teaching techniques effective in the subject areas he/she undertakes and agrees to teach.”*

* Takes an active part in Pro-D activities
* Is an active member of professional organizations. Demonstrates a currency in educational readings Gives workshops in subject areas.
* Attends and participates in school and district professional development activities
* Exhibits a willingness to adjust to the changing educational needs of the district
* and to new expertise in the profession

1. ***“The employee practices classroom management*** *suitable to the growth and development of the pupil.”*

* Gives directions in a clear, concise manner.
* Fosters an atmosphere in which students remain on task.
* Ensures that activities of individual pupils tend to enhance rather than interfere with the
* learning of others.
* Exhibits consistency and fairness when dealing with pupil behavior. Makes effective use of instruction time

1. **“*The employee, as a member of the staff****, participates in the development and implementation of the philosophy and practices of the school and works in cooperative ways with colleagues to promote the welfare of pupils.”*

* Assists in school policy-making, e.g.:’ School Profile, Goals, Vision Statement, etc
* Supports school goals and policies or works positively to alter them. Translates school goals into classroom objectives.
* Plays an active role in staff committees
* Is aware of works to implement Royal Bridge High School long­ term/short-term goals.
* Is familiar with and can implement our “Emergency Procedures” plan

1. ***“The employee fosters a climate*** *of mutual respect between himself /herself and his/her pupils.”*

* Treats both pupils and adults with consideration and courtesy. Fosters am atmosphere that promotes participation by all.
* Knows and uses student’s names
* Encourages and considers student comments and suggestions. Is approachable by the students.
* Implements “Action Plan for the Improvement of d Multi­ Cultural education at RBHS.
* Demonstrates interest and concern in the well-being of others. Demonstrates interest and concern in school climate.
* Interacts positively with students outside of the classroom.
* Makes explicit to students expected standards of appropriate behavior and helps students to meet those standards.

1. ***“The employee seeks to involve parents*** *in the educational process and gives and obtains information that assists in the development of the pupil.”*

* Uses parents, support staff and others to enhance the learning of individuals and groups.
* Ensures that parents/pupils understand the bases and procedures used in evaluation.
* Provides pupils and parents with clear and current appraisals of individual achievement.
* Distinguishes between continuous evaluation *(formative)* and evaluation for
* the purpose of formal reporting *(summative).*
* Keeps records which reflect variety and depth of assessment

*10.* ***"The employee cooperates with colleagues*** *and associated personnel in utilizing existing educational services and resources for the benefit of the pupils.”*

* Uses a variety of appropriate media effectively and efficiently. Plans cooperatively with colleagues.
* Accepts responsibilities in the wider life of the school Shares ideas and resources with others.
* Follows district policies and where appropriate, adopts a construction stance towards making the team more effective.
* Ensures that the school and classroom environments are safe for children.

*11****. "The employee at appropriate times, reviews with colleagues,*** *students and their parents the practices employed in discharging professional responsibilities."*

* Tests to see if program is meeting student needs.
* Tests to see if instruction is achieving states objectives.
* Alters instructional strategies and content to achieve objectives.
* In considering and implementing policies, places the good of the pupils first.