



School District No. 23 (Central Okanagan)

Policies And Procedures

Section Three: Staff

"Together We Learn"

320 – EVALUATION OF TEACHERS

Introduction

The Board of Education believes that students are best served when a high quality of classroom instruction and teacher performance is provided and maintained.

The Board of Education recognizes the value to the district, students, and individual teacher, of an on-going process of regular evaluation of performance. The primary purpose shall be to promote professional excellence and facilitate growth on the achievement of school, district and provincial goals and objectives.

Policy

The Board requires that the Superintendent of Schools implement a system of regular evaluation to ensure that:

1. high quality instruction takes place;
2. a process for commendation and improvement of teacher performance is followed; and
3. information is collected to facilitate decision-making on rehiring, retention, promotion, remediation, or dismissal.

Date Agreed: November 13, 2002

Date Amended: April 27, 2011

Related Documents: 320R, 320A, Teachers' Collective Agreement

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**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.



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- 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.



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- 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

Date Reviewed: April 6, 2011

Related Documents:



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**320R –EVALUATION OF TEACHERS
(REGULATIONS)**

Two options are available for teacher evaluation: a *performance appraisal* or an annual professional *growth plan*.

1. Performance Appraisals

- 1.1 Performance Appraisals must be completed in any school year for any teacher:
 - on a temporary contract which is, or is likely to be, of six months or longer duration;
 - in his/her first year in the school district;
 - who requests a performance appraisal;
 - for whom the Superintendent of Schools, Board of Education, Minister or the College of Teachers requests a performance appraisal.
- 1.2 The written performance appraisal must be completed, using the format specified for Form 320.1 or Form 320.2.
- 1.3 The criteria to be used in performance appraisals shall be those noted in the Appendix (of Policy 320) and/or in School District No. 23 role descriptions.
- 1.4 The appraisal procedures will conform to those in the current teachers' collective agreement.
- 1.5 Every performance appraisal must include two evaluative statements. The first will assess the learning situation as *satisfactory* or *less than satisfactory*, while the second will assess the overall performance of the teacher as either satisfactory or less than satisfactory.
- 1.6 Reports written on teachers pursuant to the provisions of the School Act or the School Act Regulations shall be made available to the Board by the Superintendent by:
 - routinely distributing a current list of teachers on whom a report has been written, together with the concluding statement of each report;
 - making available to individual trustees, on request, the Superintendent's copy of the report of the current year.



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The report shall be read in the district administration office and be returned to the teacher's file by the Superintendent.

2. Professional Growth Plan

- 2.1 Participation in the professional growth program shall be subject to the consent of the individual teacher and the principal.
- 2.2 The content of a teacher's professional growth plan shall be determined by the individual teacher and the principal. The growth plan format must contain the following elements:
 - 2.2.1 professional goals (the area(s) the teacher and the principal want to emphasize this year);
 - 2.2.2 activities related to 2.2.1 (activities the teacher proposes in order to accomplish his/her goals)
 - 2.2.3 criteria for completion (how the teacher will know that the goals were achieved).
- 2.3 The growth plan may be used in conjunction with a performance appraisal. The development of a growth plan does not negate the principal's obligation to provide reports as authorized by the School Act, the School Act Regulations, or by the Board through the Superintendent.

Date Agreed: November 13, 2002

Date Amended N/A

Date Reviewed: April 6, 2011

Related Documents: Forms 320.1, 320.2

Date _____

Name _____
(surname) (given names)

School _____

Grades and/or subjects taught and/or position held _____

Appointment (cont., temp., etc.) _____ Certificate _____

Evaluator's Name _____ Evaluator's Title _____

- Data Collection
- Assignment
- Classroom Management and Teacher-Pupil Relationships
- Knowledge of Subject Matter
- Preparation and Planning
- Instructional Skills
- Measure of Achievement and Management of Records
- Human Relations and Personal Traits
- Professional Growth
- Commendations
- Recommendations
- Summary Comments
- Evaluative Statement

This performance appraisal is made in compliance with Board policy. In my opinion the learning situation in this teacher's classroom is *satisfactory* _____ *less than satisfactory* _____. In my opinion the overall performance of this teacher is *satisfactory* _____ *less than satisfactory* _____.

Evaluator's Signature

: Board of Education and/or the College of Teachers by the Superintendent on request



TEACHER PERFORMANCE APPRAISAL

Date _____

Name _____
(surname) (given names)

School

Grades and/or subjects taught and/or position held _____

Evaluator's Name _____ Evaluator's Title _____

Data Collection Process:

- observations: classroom other
- student work
- evaluation procedures
- parental input
- other:
- report cards
- long and short-term planning materials
- communication from others
- records

QUALITY TEACHER PERFORMANCE CRITERIA	*Yes	*No	*GR
Classroom Management and Teacher-Pupil Relationships: - maintains order with a positive atmosphere in the classroom - develops positive rapport with students			
Knowledge of Subject Matter and of Child Development: - demonstrates a depth of knowledge in the subject matter being taught and integrates this content, when appropriate - utilizes knowledge of current educational research and practice in the subjects that are taught and in child development			
Preparation and Planning: - has developed and follows short and long-term plans which identify daily learning objectives and course outcomes - follows the Ministry prescribed curriculum - performs the tasks stated in policy for the role performed			
Instructional Skills: - demonstrates a variety of instructional strategies to accommodate individual differences - maximizes students' academic learning time			
Student Achievement and Management of Records: - completes all necessary administrative reports accurately and punctually - uses the district's prescribed grading practices - reports clearly to students and parents - collects and maintains appropriate and accurate data in relation to student achievement - accurately interprets student assessment data			
Human Relations and Personal Traits: - demonstrates an ability to achieve honest and constructive relationships with staff - demonstrates an ability to achieve honest and constructive relationships with parents - demonstrates an ability to achieve honest and constructive relationships with students			
Professional Growth: - pursues clearly identified goals for professional growth - demonstrates a willingness and ability to improve			
Other School-Related Activities: provides effective supervision of school activities when required			

* 'Yes' denotes satisfactory performance; 'No' denotes less than satisfactory performance; 'GR' denotes growth required. A 'Yes' or 'No' response must be provided for each criterion statement. Note that 'GR' may be used for a 'Yes' response.

TEACHER PERFORMANCE APPRAISAL
Form 320.2

Summary comments (including strengths and recommendations for improvement):

Conclusion:

This performance appraisal is made in compliance with Board policy.

In my opinion the learning situation in this teacher's classroom is *satisfactory* _____ *less than satisfactory* _____.

In my opinion the overall performance of this teacher is *satisfactory* _____ *less than satisfactory* _____.

Teacher's Signature

Evaluator's Signature

Appraisal Original: Human Resources File

Appraisal Copies: Teacher

Evaluator

Board of Education and/or the College of Teachers by the Superintendent on request

Form 320.2

Date Agreed: November 13, 2002