

CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE

Teacher Name:
School:
Assignment:
Years Experience:
Type of Contract:

- Legend: 1 – Exemplary
 2 – Effective
 3 - Acceptable
 4 – Requires Improvement
 5 – Unacceptable
 6 – Not Observed

Performance Area: Permeation of Faith

Key Indicator: *The teacher continually models the teachings of Jesus Christ while demonstrating knowledge of contextual variables in application of pedagogical knowledge, skills, and attributes by:*

Evidence:

- 1) permeating Catholic values in plans, lessons, and interactions with students, parents and staff;
- 2) reflect a passion for teaching and providing service within the context of Catholic education;
- 3) demonstrate an unwavering focus on student learning (the whole child – spiritual, academic, physical, social and emotional);
- 4) being readily available to all students;
- 5) acknowledging the rights of others to hold differing views or values;
- 6) responding positively to students;
- 7) communicating enthusiasm;
- 8) demonstrating understanding and empathy;
- 9) exhibiting patience and tolerance;
- 10) demonstrating respect when dealing with students;
- 11) using discretion in situations relating to student confidentiality;
- 12) giving correction which is constructive, appropriate reinforcement; and,
- 13) making an effort to know and treat each student as an individual.

Key Indicator: *The teacher promotes Catholic community by:*

Evidence:

- 1) providing a positive role model as a Catholic and/or Christian member of the community;
- 2) being a visible role model in the parish;
- 3) communicating with students in a caring manner outside of the classroom;
- 4) valuing and respecting each member of the school community;
- 5) providing a reasonable level of support to school sponsored activities;
- 6) establishing and maintaining a prayer centre visible in the classroom;
- 7) demonstrating care for the physical environment of the school; and,
- 8) promoting a positive perception of the school in the community.

Performance Area: Planning and Preparation

Key Indicator: *The teacher demonstrates an understanding of the subject disciplines they teach and effective planning skills by:*

Evidence:

- 1) maintaining long-range and short range plans that reflect the Program of Studies, and that specify objectives, time, and plan for evaluation;
- 2) maintaining up-to-date daily planning;
- 3) correlating/integrating subject matter where appropriate;
- 4) cooperating with other teachers of that same course/grade in the school and/or division in course planning;
- 5) preparing teaching materials, as outlined in daily planning, in advance of the lesson;
- 6) implementing organized effective planning that promotes student learning;
- 7) providing adequate plans and procedures for substitute teachers.

Performance Area: Techniques of Instruction

Key Indicator: *The teacher demonstrates effective lessons (translation of curriculum content and objectives into meaningful learning activities) by:*

Evidence:

- 1) communicating instructional objectives;
- 2) speaking fluently and precisely, giving clear, explicit directions;
- 3) encouraging student participation related to outcomes;
- 4) providing appropriate opportunities for students to work cooperatively;
- 5) implementing a variety of activities congruent with the topic being taught;
- 6) maintaining reasonable time allotment and appropriate pacing;
- 7) utilizing smooth and efficient transitions between instructional activities;
- 8) involving all students in questioning;
- 9) asking appropriate questions (i.e. Bloom's Taxonomy);
- 10) utilizing effective summary techniques;
- 11) making sure that assignments are clear;
- 12) checking for understanding throughout lesson; and,
- 13) incorporating humour to enhance learning.

Key Indicator: *The teacher demonstrates their knowledge of many different approaches to teaching and learning by:*

Evidence:

- 1) providing effective structures for learning (i.e. previews, reviews, sets a tone, concept-building, logical sequencing, etc.);
- 2) incorporating a variety of teaching approaches in the planning of lessons;
- 3) providing guided practice and/or independent practice activities to reinforce learning;
- 4) demonstrating flexibility by using learning opportunities as they present themselves;
- 5) structuring questions to stimulate learning;

- 6) uses a variety of questioning and other inquiry techniques to involve all students;
- 7) uses different techniques and approaches in eliciting and responding to student questions, and responses in a manner that reinforces learning;
- 8) using questions to promote critical thinking skills.

Key Indicator: *The teacher applies a variety of technologies to meet students' needs by:*

Evidence:

- 1) integrating available media and technology to enhance learning; and,
- 2) promoting opportunities and different technologies that allow for all students to experience success.

Performance Area: Classroom Organization and Management

Key Indicator: *The teacher creates and maintains an environment that is conducive to student learning by:*

Evidence:

- 1) managing discipline in accordance with policies, regulations, and legal requirements;
- 2) setting and communicating acceptable standards such as respect for the rights, opinions, property and contribution of others;
- 3) utilizing appropriate strategies to maintain on-task student behavior;
- 4) promoting self-discipline;
- 5) reinforcing appropriate behavior through Catholic values;.
- 6) arranging learning environment to facilitate appropriate behavior;
- 7) starting, concluding, and dismissing classes in a timely and orderly fashion;
- 8) establishing systematic, effective procedural class routines; and,
- 9) providing an atmosphere and physical setting that are conducive to learning.

Performance Area: Student Assessment

Key Indicator: *The teacher gathers and uses information about students' learning needs and progress by:*

Evidence:

- 1) developing a written evaluation plan stating objectives and evaluation procedure (in accordance with Administrative Procedure No. 350);
- 2) preparing clear and purposeful evaluation instruments which reflect course content;
- 3) using a variety of information collected throughout a reporting period to determine students' results for progress reports;
- 4) maintaining an accurate record of student achievement.
- 5) analyzing results for diagnosing strengths and weaknesses of individual students;
- 6) initiating individual feedback as necessary;
- 7) developing and using a Pyramid of Interventions to assist student learning needs;
- 8) planning appropriate intervention strategies;
- 9) communicating results to students, parents, administrators in a meaningful way;
- 10) providing students with a sense of hope by reflecting a positive approach to teaching, learning and evaluation; and,
- 11) listening and responding to concerns from students, parents and administrators.

Performance Area: Personal/Professional Attributes

Key Indicator: *The teacher establishes and maintains partnerships among school, home and community, and within their own school by:*

Evidence:

- 1) cooperating with colleagues in improving personal, professional growth;
- 2) sharing ideas, materials, and methods with other teachers;
- 3) cooperating with school's administration to implement policies and regulations;

- 4) keeping administration informed of pertinent school-related issues;
- 5) making appropriate use of support staff.
- 6) supporting and assisting the administration in carrying out public relations and communications;
- 7) initiating communication with parents regarding concerns;
- 8) being receptive to parental input when it relates to student development;
- 9) supporting and participating in parent-teacher activities; and,
- 10) displaying a knowledge of community resources, needs and endeavors.

Key Indicator: *The teacher demonstrates the legislated, moral, and ethical frameworks within which they work by:*

Evidence:

- 1) adhering to the “Code of Professional Conduct” and the “Declaration of Rights and Responsibilities for Teachers” as set out by the Alberta Teachers’ Association;
- 2) promoting the Catholic Christian philosophies of the board;
- 3) striving to stay informed and apply policies, administrative procedures and regulations applicable to his/her position;
- 4) selecting appropriate channels for resolving concerns/problems;
- 5) maintaining accurate records and reports in accordance with requirements;
- 6) subject to any applicable collective agreement and the teachers’ contract of employment, carrying out those duties that are assigned to the teacher by the principal or the Board.

Key Indicator: *The teacher demonstrates a commitment to career-long learning by:*

Evidence:

- 1) demonstrating commitment by participating in professional activities (i.e. professional organizations, course work, workshops, conferences, etc.);
- 2) taking advantage of opportunities to learn from colleagues, students, parents, community; and,
- 3) keeping abreast of developments in subject matter and issues related to teaching.

EXEMPTION:

If a teacher is employed in a position that does not involve classroom instruction, the preceding *Criteria for the Evaluation of Teaching Performance* may be revised to reflect the nature and responsibilities of the position.

In cases where different criteria have been, or are to be established, such criteria should be expeditiously communicated to those teachers who are affected.

Regulation 6(b) of the Summative Evaluation of Professional Staff, requires that “prior to formal observation... performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher”.

Comments:

Teacher Signature

Date

Principal Signature

Date

Ref. AB Ed Policy 2.1.5 Teacher Growth, Supervision, and Evaluation
AB Ed Directive 4.2.1 Teaching Quality Standards
ATA Professional Growth, Supervision, and Evaluation