

Administrative Procedure 421 – Appendix A

Appendix A - WIDELY-ACCEPTED CRITERIA FOR TEACHING PERFORMANCE

This appendix sets out five (5) PERFORMANCE AREAS for the evaluation/supervision of teaching performance:

1. Planning and Preparation
2. Classroom Organization and Management
3. Techniques of Instruction
4. Student Evaluation
5. Personal/Professional Attributes

and identifies a number of KEY INDICATORS and DESCRIPTORS within each of these performance areas.

1. PERFORMANCE AREA: PLANNING AND PREPARATION

- 1.1 KEY INDICATOR: The teacher demonstrates effective planning skills.

DESCRIPTORS: The teacher:

- Maintains long-range and short-range plans that reflect the Program of Studies and that specify objectives, time and a plan for evaluation;
- Correlates/integrates subject matter where appropriate;
- Maintains an up-to-date daily plan book;
- Coordinates course planning with other teachers of that same course in the school;
- Provides adequate plans and procedures for substitute teachers.

- 1.2 KEY INDICATOR: The teacher demonstrates evidence of preparation and personal organization.

DESCRIPTORS: The teacher:

- Maintains an up-to-date seating plan;
- Prepares teaching materials, as outlined in daily planning, in advance of the lesson;
- Incorporates a variety of teaching approaches in the planning of lessons.

2. PERFORMANCE AREA: CLASSROOM ORGANIZATION AND MANAGEMENT

- 2.1 KEY INDICATOR: The teacher organizes the classroom to promote learning.

DESCRIPTORS: The teacher:

- Arranges seating to minimize potential discipline problems;
- Starts classes promptly, concludes and dismisses classes in an orderly fashion;
- Establishes systematic, effective procedural class routines to minimize management time;
- Maintains accurate and complete records in accordance with school and Division administrative procedures;
- Demonstrates care for physical facilities, equipment and instructional materials;
- Provides a physical setting and pleasant atmosphere that is conducive to learning.

2.2 KEY INDICATOR: The teacher manages student behaviour in a constructive manner.

DESCRIPTORS: The teacher:

- Sets and communicates acceptable standards such as respect for the rights, opinions, property and contribution of others;
- Uses appropriate strategies to maintain on-task student behaviour;
- Manages disruptive behaviour constructively;
- Manages discipline problems in accordance with policies, regulations and legal requirements;
- Promotes self-discipline;
- Reinforces appropriate behaviour.

3. PERFORMANCE AREA: TECHNIQUES OF INSTRUCTION

3.1 KEY INDICATOR: The teacher implements an effective lesson plan.

DESCRIPTORS: The teacher:

- Reviews, previews, and provides the structure for learning;
- Provides input related to the objectives;
- Models activities congruent with the topic being taught;
- Provides guided practice to reinforce concepts;
- Provides independent practice activities;
- Checks for understanding;
- Maintains reasonable time allotment and appropriate pacing;
- Utilizes smooth and efficient transitions between instructional activities;
- Utilizes lesson summary techniques;
- Makes sure that independent or homework assignments are clear.

3.2 KEY INDICATOR: The teacher communicates effectively with students.

DESCRIPTORS: The teacher:

- Speaks fluently and precisely;
- Asks appropriate questions that students handle with a high degree of success;
- Poses questions clearly and one at a time;
- Involves all students in questioning;
- Puts ideas across logically;
- Uses a variety of verbal and nonverbal techniques;
- Praises, elicits and responds to student questions before proceeding;
- Gives clear, explicit directions;
- Utilizes probing techniques.

3.3 KEY INDICATOR: The teacher maintains a positive relationship with students.

DESCRIPTORS: The teacher:

- Is readily available to all students;
- Acknowledges the rights of others to hold differing views or values;
- Responds positively to students;
- Communicates personal enthusiasm;
- Demonstrates warmth and empathy;
- Exhibits patience and tolerance;
- Demonstrates respect for students;
- Is fair and impartial in relating to students;
- Uses discretion in handling confidential information and difficult situations;
- Gives criticism which is constructive; praise which is appropriate;
- Makes an effort to know each student as an individual;
- Communicates with students sympathetically, accurately and with understanding.

4. PERFORMANCE AREA: STUDENT EVALUATION

4.1 KEY INDICATOR: The teacher plans and prepares appropriate evaluation activities.

DESCRIPTORS: The teacher:

- Develops a written evaluation plan in accordance with school or Division administrative procedures;
- Makes methods of evaluation clear and purposeful;
- Prepares tests which reflect course content;
- Maintains an accurate record of student achievement;

- Keeps tests and samples of student work to provide a means of substantiating marks earned by the students until after appeal time has elapsed.
- 4.2 KEY INDICATOR: The teacher uses evaluation results for the benefit of the student.

DESCRIPTORS: The teacher:

- Analyzes results;
- Plans further instruction and/or review;
- Diagnoses strengths and weaknesses of individual students;
- Implements strategies to meet diagnosed needs.

- 4.3 KEY INDICATOR: The teacher provides parents/students with specific evaluative feedback.

DESCRIPTORS: The teacher:

- Uses a variety of information collected throughout a reporting period to determine students' marks for progress reports;
- Communicates results to students, parents and administrators in a meaningful manner;
- Listens and responds to concerns from students, parents and administrators;
- Develops a written evaluation plan stating objectives, instructional activities and evaluation procedures.

5. PERFORMANCE AREA: PERSONAL/PROFESSIONAL ATTRIBUTES

- 5.1 KEY INDICATOR: The teacher follows policies and procedures of the Division.

DESCRIPTORS: The teacher:

- Strives to stay informed regarding policies and regulations applicable to his/her position;
- Selects appropriate channels for resolving concerns/problems;
- Attends meetings and in-service sessions as required;
- Maintains accurate records and reports in accordance with requirements and informs proper authorities;
- Performs other assigned duties, e.g. lunch-hour and playground supervision, as required.

- 5.2 KEY INDICATOR: The teacher demonstrates professional conduct.

DESCRIPTORS: The teacher:

- Adheres to the Code of Ethics and Standards of Professional Conduct as set out by the Alberta Teachers' Association.

- 5.3 KEY INDICATOR: The teacher works cooperatively with colleagues.

DESCRIPTORS: The teacher:

- Cooperates with colleagues in planning instructional activities;

- Shares ideas, materials and methods with other teachers;
- Receives constructive criticism and suggestions in a positive sense;
- Cooperates with the school's administration to implement policies and regulations;
- Keeps administration informed of pertinent school-related issues;
- Makes appropriate use of support staff;
- Cooperates in the development and in the implementation of extra-curricular programs as appropriate.

5.4 KEY INDICATOR: The teacher promotes home-school communication.

DESCRIPTORS: The teacher:

- Supports and assists the administration in carrying out public relations and communications;
- Initiates communication with parents;
- Is receptive to parental input when it relates to student development;
- Supports and participates in parent-teacher activities;
- Displays knowledge of community resources, needs and endeavours, to instil in students a sense of civic pride.

5.5 KEY INDICATOR: The teacher participates in professional activities.

DESCRIPTORS: The teacher:

- Demonstrates commitment by participation in professional activities (e.g. professional organizations, course work, workshops, conferences);
- Takes advantage of opportunities to learn from colleagues, students, parents and community;
- Keeps abreast of developments in subject matter and issues related to teaching.