

## **TEACHER SUPERVISION CRITERIA**

The following is a list of criteria for teacher evaluation that was adopted in 1983 by a joint committee of teachers, administrators and trustees. The criteria are still useful to teachers preparing professional growth plans and are to be used by principals preparing formal evaluation reports as outlined in policy J.C.B.

### **Section I - Management Skills**

#### (a) Attempt by teacher for student motivation

- What attempts does a teacher make to motivate students?

#### (b) Use of time and space (including classroom routines and housekeeping)

- Has the teacher effectively organized time, space, and routines to maximize learning?
- Does the teacher make an attempt to keep the room and materials orderly?

#### (c) Opportunities for student participation and initiative

- Are there opportunities provided for student participation and for individual initiative?

#### (d) Classroom climate

- Is the environment positive and stimulating?
- Does it foster learning?

#### (e) Preparation for classes

- Has prior planning taken place?
- Are lesson objectives clear to teacher and student?

#### (f) Record keeping

- Is continuous student evaluation taking place and recorded?

#### (g) Student discipline

- Are disciplinary methods consistent and fair, contributing to general learning and productivity?

(h) Utilization of human resources (aides, volunteers, etc.) (if applicable)

- Does the teacher effectively plan for and use auxiliary human resources?

Section II - Instructional Skills

(b) Course planning

- Has the teacher developed realistic, long range goals and objective based on prescribed curriculum and the individual needs of students?

(b) Teaching techniques

- Has the teacher shown evidence of a wide variety of instructional techniques consistent with the expressed goals and objectives of the course? Instructional activities might include questioning technique recommendation, enrichment and student participation.

(c) Use of teaching aids

- Does the teacher present material in different learning/teaching modes through the use of a variety of available teaching aids?

(d) Knowledge of subject matter

- Has the teacher the necessary background knowledge to direct learning activities within the classroom?

(e) Attention to individual needs

- Has the teacher made adjustments for individual personal situations, learning abilities, personalities, and sensitivities?

(f) Creativity

- Has the teacher used a variety of teaching modes that will stimulate students to learn to their potential?

(g) Relevance (application)

- Has the teacher made an attempt to make the classroom learning relevant?

Section III - Communication Skills

What is the quality and appropriateness of written and verbal communication between the teacher and:

- (a) students?
- (b) parents?
- (c) other teachers?
- (d) administrators?
- (e) resource personnel?
- (f) community?

Section IV - Professionalism

Has the teacher shown evidence of the following?

- (a) A positive attitude toward job and society?
- (b) Involvement in school related activities such as parent-teacher meetings, sports events, etc.
- (c) The initiative to improve the quality of education.
- (d) Continued self-growth through professional development activities.
- (e) Acceptance and demonstration of responsibility.
- (f) Fostering the value of education.
- (g) The willingness and ability to adapt to new situations as they arise.
- (h) Punctuality.

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