Administrative Procedure **4012 R1**
Evaluation Criteria for Teachers with Special Assignments

The Board of Education requires that teachers' performance be evaluated on a regular basis in accordance with the provisions of the *School Act*, The Regulation to the *School Act*, ministerial orders, and the collective agreement between the Board of Education and the Comox District Teachers' Association (CDTA).

The list of criteria upon which a regular teacher is evaluated is included in the collective agreement. Establishing criteria for the evaluation of teachers with special assignments is a matter of board policy. Attached are sets of criteria which form the basis for the evaluation of:

1.   teacher-librarians;

2.   learning assistance/resource teachers.

EVALUATION CRITERIA - TEACHER/LIBRARIANS

<u>PREAMBLE</u>

A teacher/librarian in School District No. 71 (Comox Valley) is evaluated on the basis of the following criteria:

1.   management;
2.   instruction and curriculum development;
3.   selection of learning resources;
4.   program advocacy;
5.   professional growth and currency.

However, implementation of an effective school library program is dependent upon a number of factors, including shared ownership and commitment among all members of the school community, the demands of individual learning programs, deployment of library staff, and organization of the school.

Factors affecting a teacher/librarian's ability to implement the school library program include:

Library Personnel: -   Support Staff

Time: -   Amount of assigned teacher/librarian time
                       -     Other responsibilities
                       -     Size of school
                       -     Amount of library assistant time

Budget: -   Resources to respond to the unique needs, abilities, and interests of
                             individual learners
                       -     Resources to provide for the learning programs in the school

Facility: -   Accommodation and furniture for a variety of groupings of learners

Support: -   Understanding of and support for the teacher/librarian and the
                             school library program

At the beginning of the evaluative process, administrators and teacher/librarians should discuss these factors and how they impact the teacher/librarian and, most significantly, who—the teacher/librarian or the principal – has control over the factors. Where a teacher/librarian's assignment is less than full time, there is the expectation that the guidelines or indicators addressed under each criteria should be reduced and/or modified to reflect the assignment. This must be discussed between the administrator and teacher/librarian prior to the evaluation cycle.

CRITERIA	DEFINITION	GUIDELINES
1—**Management**	The teacher/librarian works to make the library a vital and integral part of the school's instructional program. In consultation with the principal and other teachers, he/she creates a vision for the school library and establishes policies and procedures to achieve that vision.	1. Implements procedures for ordering, receiving, and processing learning resources. 2. Classifies and catalogues learning resources as necessary and according to accepted standards. 3. Maintains an accurate catalogue according to established rules. 4. Develops an efficient system for lending, renewing, reserving, and recalling needed learning resources and equipment. 5. Routes curriculum resources and professional materials. 6. Establishes procedures for and encourages the use of interlibrary loans. 7. Selects commercial cataloguing services appropriate to school needs. 8. Establishes rapport with school staff, students, and the community. 9. Establishes short and long range goals in terms of district guidelines and school objectives. 10. Supervises and plans for the effective use of library resource centre support staff within district policies and collective agreements. 11. Develops library resource centre facilities to support the objectives of the instructional program. 12. Plans for efficient use of space and equipment and for appropriate security for learning resources. 13. Plans and manages a flexible budget that reflects the instructional program. 14. Maintains an inventory of materials and equipment.

CRITERIA	DEFINITION	GUIDELINES
1—**Management** (cont'd.)		15. Provides an environment conducive to learning. 16. Applies technological advances such as automation to resource centre services.

2—**Instruction and Curriculum Development**	The teacher/librarian is a teacher who co-operatively plans with other staff members and who shares the responsibility for:
	
	a) planning effective learning activities;
	
	b) identifying teaching and learning strategies.
		1. Plans and develops units of work with teachers, from the setting of objectives to evaluation.
		
		2. Integrates media, research, and study skills with classroom instruction for independent and continued learning.
		
		3. Plans with teachers and teaches skills integrated with classroom instruction to individuals and large and small groups.
		
		4. Provides leadership to develop programs that integrate the promotion of reading with the total school program and with individual teacher programs.
		
		5. Initiates specific teaching units to encourage the acquisition of skills and the effective use of learning resources.
		
		6. Compiles bibliographies, resource lists, and book non-book media lists, as needed.
		
		7. Works with individuals and groups of students, in the context of learning resources to:
		
		    a) provide direction
		    b) improve selection
		    c) develop critical thinking
		
		8. Assists students and teachers in effective use of media.
		
		9. Recommends learning resources in various formats that assist in the accomplishment of specific learning objectives and which suit students' needs and abilities.

CRITERIA	DEFINITION	GUIDELINES
2—**Instruction and Curriculum Development** (cont'd.)		10. Is aware of the content of core programs at appropriate grade levels 11. Participates as a partner in planning and implementing curriculum.
3—**Selection of Learning Resources**	The teacher/librarian matches learning resources to user needs through a consultative process.	1. Develops and implements criteria for the evaluation and selection of a wide range of resources. 2. Develops procedures for the selection of learning resources that meet curricular, informational, and recreational needs. 3. Builds a collection of bibliographic and evaluative sources to provide current information about learning resources and equipment. 4. Organizes teacher involvement in the preview, evaluation, and selection of learning resources. 5. Develops "consideration for purchase" files of book and non-book media. 6. Regularly reviews the collection for literary quality, currency and physical condition, then discards material when appropriate.
4—**Program Advocacy**	The teacher/librarian has a responsibility to interpret and promote the role of the library resource centre in the teaching and learning activities of the school.	1. Communicates effectively with teachers and administrators. 2. Provides activities and procedures which encourage staff and students to use the library; for example: ➢ use of themes ➢ special promotions ➢ displays ➢ bulletin boards ➢ publicity materials

CRITERIA	DEFINITION	GUIDELINES
4—**Program Advocacy** (Cont'd)		3. Actively promotes reading, listening, and viewing with staff and students. 4. Communicates library policies, procedures, and resources to staff and students. 5. Promotes the effective use of media and information technology. 6. Acts as a liaison between the district Learning Resources Centre and the school.
5—**Professional Growth and Currency**	Professional growth and currency is the building and strengthening of a teacher/librarian's knowledge, understanding, and skills through experiences that improve the quality of teaching and library services.	1. Participates in the development, implementation, and/or review of school policies and procedures brought forth at staff meetings and decided upon by staff vote. 2. Participates in the development, implementation, and/or review of district policies and procedures as they affect the school library. 3. Participates in the development, implementation, and/or review of the school philosophy and goals statement at staff meetings. 4. Maintains positive professional rapport with colleagues. 5. Maintains awareness of trends in general education and in library services. 6. Takes advantage of in-service education opportunities. 7. Shares ideas, materials, and methods with professional colleagues. 8. Shares in the evaluation of the effectiveness of educational programs. 9. Consults with teachers, team leaders, department heads, consultants, and specialists to improve the teaching/learning process and library services. 10. Interprets school programs to parents and community as opportunities occur.

CRITERIA	DEFINITION	GUIDELINES
5—**Professional Growth and Currency** (cont'd.)		11. Maintains positive relationships with parents. 12. Demonstrates professional attitudes toward constructive criticism and professional growth. 13. Maintains professional standards of integrity.
6—**Conclusion**	The conclusion to a teacher evaluation consists of: a) a summative statement form collected data pertaining to criteria 1 through 5; b) a list of strengths observed and, if appropriate, recommendations for continued growth; and c) an evaluative statement as the last sentence	

EVALUATION CRITERIA - LEARNING ASSISTANCE/RESOURCE TEACHERS

CRITERIA	DEFINITION	GUIDELINES
1—**Introduction**	The introduction to a teacher evaluation consists of: a) a description of the teacher's assignment within the school. The application of the following criteria in an evaluation of a learning assistance/resource teacher's assignment b) a description of the service delivery model within the school.	
2—**Assessment and Evaluation**	Assessment is the collection of data used to measure a student's performance within a school program. It is a systematic process of gathering information to determine a student's strengths and learning needs. Evaluation is the interpretation of assessment data in order to design appropriate instructional interventions.	1. Employs a variety of assessment methods to determine a student's strengths and learning needs. 2. Assesses and evaluates student progress on a regular and frequent basis. 3. Interprets assessment data in order to design appropriate instructional interventions. 4. Adheres to school and district policies and procedures with respect to assessment and evaluation of student progress.
3—**Communication**	Communication includes active participation and consultation with administrators, students, school and district staff, parents, school-based team members, agency personnel, and other as required.	1. Actively participates in the school-based team. 2. Interprets and communicates information on assessments, instructional interventions, and/or student progress to classroom teachers, parents, students, and administrators. 3. Cooperatively plans with school staff, parents, and, when necessary, district and agency personnel in the development of program and/or methodology changes for specific students.

CRITERIA	DEFINITION	GUIDELINES
3—**Communication** (Cont'd)		4. Maintains liaison with professional personnel to assist in the transfer of information between schools.
4—**Instructional Processes and Skills**	Instructional processes and skills include structured learning experiences through teacher planning and decision making.	1. Targets instruction to appropriate level of difficulty. 2. Instructs to clearly defined goals and objectives. 3. Demonstrates clarity of presentation. 4. Breaks the learning outcomes into steps to be mastered, reviewed, and built upon. 5. Provides for student motivation. 6. Defines student expectations clearly. 7. Identifies and provides for individual differences by encouraging students to demonstrate skills in a variety of modes. 8. Provides for closure. 9. Selects and uses strategies to respond to a variety of learning styles. 10. Utilizes effective questioning techniques which reflect both the instructional objectives and the ability level of the students.

CRITERIA	DEFINITION	GUIDELINES
5—**Program Management and Organization**	Program management and organization is the coordination of the learning assistance/resource service delivery model within the school.	In consultation with administration and the school-based team, actively coordinates the learning assistance/resource service delivery model through attention to such factors as: ➢ an effective referral system; ➢ scheduling: time for consultation, assessment, instruction and preparation; ➢ record keeping: - files - student programs - educational interventions (IEP's) - reports; ➢ purchasing and allocating materials and resources; ➢ organizing an instructional environment; ➢ working with paraprofessionals; ➢ school-based teams
6—**Planning**	Planning is an ongoing process in consultation with the classroom teacher and/or school-based team by which learning activities and programs are developed, evaluated, and adapted to meet the changing needs of students.	1. Demonstrates instructional planning in consultation with the classroom teacher and/or school-based team through the development of individual (I.E.P.) or group educational plans, for example: ➢ determines student goals: ➢ sets instructional objectives; ➢ determines interventions; ➢ organizes instructional setting; ➢ selects teaching strategies, materials, reinforcement procedures, and curriculum modifications; ➢ determines criteria for evaluation.

CRITERIA	DEFINITION	GUIDELINES
6—**Planning** (Cont'd)		2. Maintains short range plans (day book, lesson plans). 3. Reviews and adopts educational plans based on ongoing evaluation.
7—**Student Management, Discipline, and Climate**	Student management, discipline, and climate are conditions which enhance opportunities for optimal learning.	1. Manages the student's behaviour so that it is conducive to learning. 2. Builds organizational and coping skills into instruction. 3. Defines and adheres to a clear set of expectations, routines, and procedures consistent with school practices. 4. Actively promotes positive student/teacher, student/student interaction. 5. Facilitates student involvement and participation. 6. Sets appropriate expectations for students.
8—**Professional Growth and Currency**	Professional growth and currency is the building and strengthening of a teacher's knowledge, understanding, and skills through experiences that improve the quality of teaching.	1. Participates in the development, implementation, and/or review of school policies and procedures brought forth at staff meetings and decided upon by staff vote. 2. Participates in the development, implementation, and/or review of school philosophy and goals statement at staff meetings. 3. Maintains positive professional rapport with colleagues. 4. Maintains awareness of trends in areas of specialization and in education in general. 5. Takes advantage of in-service education opportunities. 6. Shares ideas, materials, and methods with professional colleagues.

CRITERIA	DEFINITION	GUIDELINES
8—**Professional Growth and Currency** (Cont'd)		7. Shares in the evaluation of the effectiveness of educational programs. 8. Consults with teachers, team leaders, department heads, consultants, and specialists to improve the teaching/learning process. 9. Interprets school programs to parents and community as opportunities occur. 10. Maintains positive relationships with parents. 11. Demonstrates professional attitudes toward constructive criticism and professional growth. 12. Maintains professional standards of integrity.
9—**Conclusion**	The conclusion to a teacher evaluation consists of: a) a summative statement from collected data pertaining to criteria 1 through 8; b) a list of strengths observed and, if appropriate, recommendations for continued growth; and c) an evaluative statement as the last sentence.	