



TEACHER FORMAL EVALUATION

Formal Evaluation Report

(To be submitted by April 30th)

Name:

School:

School Year:

Year One Year Four Term Other (explain):

Teaching Assignment:

Class Composition:

KEY

- S** **Satisfactory** - *Acceptable level of performance has been met or surpassed*
- I** **Improving** - *Efforts have been made to reach an acceptable level of performance but this level has yet to be attained*
- NI** **Needs Improvement** – *An acceptable level of performance has not been achieved*
- N/A** **Not Applicable** - *Not observed or not applicable*

VISITATIONS

Date	Evaluator	Activities Observed

The Board of Trustees of the Interlake School Division believes that the fundamental objective of this teacher evaluation process is to improve teaching and learning for the benefit of all students.

The goals of this evaluation process are:

To develop and maintain the best possible learning environment for the student.

To ensure effective teaching practices.

To facilitate ongoing professional dialogue.

To provide a “Formal Evaluation Report” of teacher performance and provide recommendations where necessary.

I. INSTRUCTION

A. Planning and Preparation

Follows Provincial and Divisional mandated curriculum.	
Provides evidence of planning for lessons: <ul style="list-style-type: none">➤ long range➤ daily	
Has appropriate materials prepared and available for lessons.	
Obtains and incorporates information concerning the needs and progress of individual learners.	
Demonstrates knowledge of subject matter.	
Develops plans that are appropriate to the teaching situation—consideration is given to using a variety of methods, appropriate time slots, relevant materials and available resources.	
Demonstrates awareness of progression of curricula from prior grade to succeeding grade.	
Adapts programs to meet individual needs.	

B. Delivery

Uses instructional aids and audio-visual materials as needed.	
Makes objectives of lessons clear at the outset.	
Uses varied questioning techniques appropriately.	
Uses varied teaching strategies to stimulate learning.	
Adapts instructional practices to meet individual needs.	
Presents materials and lessons in a well-organized, logical fashion.	
Gives clear and meaningful directions.	
Uses review and reinforcement techniques appropriately.	
Provides meaningful enrichment activities as needed.	
Paces lessons appropriately.	
Allows students to investigate, discuss, evaluate and make decisions.	
Verifies student understanding before proceeding further with lessons.	
Makes learning relevant to students.	
Integrates student input into lessons.	
Is sensitive to student learning styles.	

C. Assessment and Evaluation of Students

To assess student progress:	
• Uses appropriate sources of information	
• Uses sufficient quantity of work samples	
• Uses sufficient quantity of tests	
• Uses sufficient variety of assessment methods	
Has a well-planned and appropriately-paced evaluation system in place.	
Keeps accurate, well-organized and up to date records.	
Provides feedback to students on a timely basis.	
Informs parents of students' progress as required.	
Uses evaluation and assessment results:	
• To influence teaching strategies	
• To plan	
• To identify student support needs	
Has an assessment program which is directly related to her/his teaching objectives.	

COMMENTS

II. CLASSROOM ENVIRONMENT

A. Classroom Management

Has in place appropriate classroom rules and regulations for groups and individuals.	
Makes expectations known to students.	
Exhibits and commands respect.	
Establishes effective procedures for classroom movement.	
Controls and uses transition time effectively.	
Deals effectively and efficiently with student inattentiveness and/or disruption.	
Maintains class control.	

B. Classroom Setting

Uses relevant and appropriate classroom displays.	
Ensures that the classroom reflects neatness and is conducive to learning.	
Arranges physical layout in a manner conducive to learning.	

C. Pupil Relations

Acknowledges and accepts student differences and is sensitive to individual student needs.	
Uses praise and encouragement effectively.	
Promotes positive self-image in students.	
Reinforces good effort.	
Dignifies students' responses.	
Provides individual help wherever possible.	
Ensures open atmosphere that encourages students to seek assistance.	
Provides opportunities for students to be responsible.	
Displays consideration, fairness and consistency when dealing with students.	
Communicates effectively with students.	

COMMENTS

III. PROFESSIONAL RESPONSIBILITIES

Shares professional expertise with colleagues.	
Accepts suggestions for improvement.	
Open to new ideas and approaches.	
Works cooperatively with: <ul style="list-style-type: none"> • Staff members • Administration 	
Maintains effective communication with the home as appropriate.	
Makes continuous effort to grow professionally.	
Strives to be knowledgeable and current in subject areas.	
Exhibits willingness to use new and/or different methodologies.	
Treats confidential matters appropriately.	
Is discreet in dealings with: <ul style="list-style-type: none"> • Students • Parents • Staff 	
Exhibits punctuality.	
Demonstrates reliability.	
Displays a positive attitude towards school and work.	
Models correct oral and written language.	
Contributes to the positive atmosphere of the school.	
Complies with reasonable expectations set forth by the school division administration.	

COMMENTS

SCHOOL ADMINISTRATOR'S COMMENTS:

RECOMMENDATIONS:

- Development and Growth Continue on Formal Under Review (2A's only - recommended for continued employment)

Date: _____ School Administrator's Signature: _____

TEACHER'S COMMENTS:

I have read the foregoing and would like to make the following comments:

Date: _____ Teacher's Signature: _____