

School District #62 (Sooke)

EVALUATION OF TEACHERS AND REPORT WRITING	No.: E-221
	Effective: Oct. 10/89 Revised: June 26/90 June 23/92 Mar. 22/94

ADMINISTRATIVE REGULATIONS

I PREFACE

The preparation of teacher reports requires that a thorough process of observation and evaluation be accomplished by Principals and Vice Principals.

Ideally, the summative report on a teacher comes at the end of an evaluation process which has, as its goal, the assurance that the teacher performs his or her duties in an effective and professional manner. The process of reporting on the work of a teacher may provide an opportunity for the professional development of that teacher.

To be fair and consistent, a summative report must be based upon accepted criteria that are standard throughout the district. The purpose of these regulations is to indicate the procedures and criteria to be used when Sooke district teachers are evaluated and to specify the format of the finished report. Teachers should be aware that even the most specifically written criteria may be open to interpretation and, therefore, teachers, prior to the commencement of the evaluation process, should discuss these criteria with the evaluator.

II THE EVALUATION PROCEDURES

Article 34 of the S.T.A./School District contract states the following:

Preamble

The purpose of the evaluation program is to promote the development and maintenance of excellence in the quality of instruction.

- (a) All formal reports on the work of a teacher shall be in writing and no informal reports shall be placed on a teacher's district personnel file.
- (b) A teacher evaluation report may be prepared on a teacher's general performance in the school and the learning situation in the teacher's class at any time, provided there is a reasonable interval between assessment reports.
- (c) Prior to commencing observations, the evaluator shall give reasonable notice and meet with the teacher to discuss and explain the district evaluation criteria, process and schedule.
- (d) Reports shall be based primarily on the teacher's assignment in his/her area of prime expertise and shall differentiate between the teacher's assignment and his/her professional training and experience.

- (e) Each written report shall be based on at least three comprehensive classroom visits which reflect the teacher's assignment. The classroom visits for the purpose of preparing the teacher evaluation report can occur at any time during the school year, recognizing that visits in September and June should occur only in limited situations. A first less than satisfactory report will not be filed after May 31 of a school year.
- (f) The formal evaluation report shall be prepared only by evaluators authorized under the School Act and Regulations and shall be prepared and written based on independently collected data.
- (g) The evaluation process shall include:
 - i) A series of formal observations each followed by an observation conference.
 - ii) A post evaluation conference for discussion and review of the draft report.
 - iii) The right of the teacher to submit to the evaluator a written commentary on the final report which shall be filed with all copies of the report.
 - iv) The final report shall be filed in the teacher's personnel file at the school district office. No other copies of the report shall be filed except as provided in the School Act and Regulations.
- (h) Where appropriate and in the case of an less than satisfactory report, a plan for improving instruction shall be developed with the teacher. Such a plan shall be made available to the teacher. The implementation of such a plan shall be the joint responsibility of the teacher and the Board. A reasonable period of time shall elapse before a subsequent evaluation is initiated.
- (i) The content of an less than satisfactory report is subject to the grievance procedure.

III CRITERIA FOR TEACHER EVALUATION

1. INSTRUCTION

1.1 Planning and Preparation

The instructional program reflects the teacher's knowledge of the ideas, skills, and concepts to be taught. Long and short-term planning are inherent in the program and the preparation of learning activities acknowledges the needs of all students. Activities are designed to meet the long-range goals and the specific objectives of the instructional program and of the school.

Suggested Indicators:

- 1.1.1 A record of planning and preparation, in a format appropriate to the instructional setting, exists and is available upon request for discussion with and input from the teacher.
- 1.1.2 A logical, sequential development of lessons is evident.
- 1.1.3 Plans reflect the sequence and continuity of the curriculum.

- 1.1.4 Planning and preparation take into account the differing instructional needs of individuals and of groups. Activities are designed for individuals, small groups, or the whole class, as appropriate.
- 1.1.5 Plans indicate which equipment, materials and supplies are to be used in the lesson.

1.2 Standards and Expectations

The teacher establishes and communicates clear and consistent expectations for students regarding standards of work and behaviour.

Suggested Indicators:

- 1.2.1 Appropriate standards of achievement are stressed.
- 1.2.2 The teacher assists students in achieving these standards by applying instructional strategies which will allow for differences in ability to meet the expectations.
- 1.2.3 The teacher encourages students to be attentive to the task at hand.
- 1.2.4 Where appropriate, teacher expectations regarding standards of work are included in course outlines available to students and/or parents.
- 1.2.5 The teacher uses positive reinforcement to encourage students.

a. Student Work Habits

The teacher establishes and communicates reasonable standards of work and insists that students make every effort to achieve these standards.

Suggested Indicators:

- 1.2.6 Students are encouraged to make effective use of their time.
- 1.2.7 Students are encouraged to take pride in their accomplishments.
- 1.2.8 Students are encouraged to have an organized approach to study habits and to written work.
- 1.2.9 Students are encouraged to work independently and cooperatively.
- 1.2.10 Students are encouraged to be responsible.
- 1.2.11 The teacher has an organized system of checking assignments.

b. Student Behaviour

The teacher establishes and communicates reasonable standards of behaviour and actively promotes good student behaviour.

Suggested Indicators

- 1.2.12 The teacher has established and adheres to expectations of student behaviour.
- 1.2.13 The teacher's disciplinary procedures are fair and consistent.
- 1.2.14 The teacher uses a variety of techniques to control the behaviour of students.
- 1.2.15 The teacher promotes a high standard of socially acceptable behaviour both in and out of the classroom.

1.3 Instructional Methods, Approaches and Techniques

The teacher understands various principles of learning and demonstrates flexibility in the application of instructional methods, approaches and teaching techniques in the classroom. Teaching objectives, content and instructional methods are modified as necessary in response to the needs of the students.

Suggested Indicators:

- 1.3.1 Objectives are at an appropriate level of difficulty and reflect the needs of the students.
- 1.3.2 Instructional methods are appropriate to the needs of the students and to the knowledge and skills to be mastered.
- 1.3.3 The teacher uses a variety of approaches and techniques including lecturing, questioning, group discussions, peer tutoring.
- 1.3.4 The teacher is skilled in the use of instructional techniques e.g., giving directions, transmitting information, questioning, responding to students, managing learning activities.
- 1.3.5 Lessons and transitions from one activity to another flow smoothly reflecting the fact that instruction is suited to the needs of students.

1.4 Instructional Materials

The teacher uses a variety of appropriate instructional materials to ensure effective learning.

Suggested Indicators:

- 1.4.1 The teacher utilizes appropriate materials to enhance lesson presentations, discussions and classroom displays.
- 1.4.2 The teacher uses community resources, where appropriate, to enhance the learning situation.

1.5 Evaluation

The teacher is responsible for developing a regular and consistent program of formative and summative evaluation which is consistent with school, district and ministerial guidelines.

Suggested Indicators:

- 1.5.1 The teacher clearly defines evaluation criteria for students and for parents when appropriate.
- 1.5.2 The teacher is aware of and uses a variety of evaluation techniques.
- 1.5.3 Teacher prepared instruments of evaluation are efficient and informative and are compatible with the content of instruction.
- 1.5.4 The teacher is aware of the appropriate uses of standardized norm-referenced tests.
- 1.5.5 The teacher adheres to grading practices which are consistent with school, district and ministry guidelines.
- 1.5.6 The record-keeping system provides useful information about individual and group performance and can be readily compiled for reporting to parents through conferences and written reports.

1.6 Reporting to Parents

The teacher effectively communicates with parents. Reporting is handled in a competent manner as required and as needed.

Suggested Indicators:

- 1.6.1 The teacher reports factual, well-documented information about the student's progress.
- 1.6.2 Conferences and written contacts reflect a positive concern for the individual's welfare and a constructive approach to solving identified problems.
- 1.6.3 Teacher/parent(s) conferences show evidence of thorough preparation and a desire to work with the parent.
- 1.6.4 The teacher respects the confidential nature of the parent-teacher communications.
- 1.6.5 The teacher facilitates effective and regular communication between parents and the school.

2. TEACHER-STUDENT RELATIONS

2.1 Relationships With Students

In accepting responsibility for the students in his/her care, the teacher encourages and promotes a climate of mutual understanding and respect.

Suggested Indicators:

- 2.1.1 Teacher-student interaction demonstrates a recognition of the worth of the student.
- 2.1.2 The teacher encourages student behaviour which is consistent with standards developed in the school and in the classroom.
- 2.1.3 The teacher attempts to be aware of and to understand the factors influencing student behaviour and to plan accordingly.
- 2.1.4 Discussions regarding students reflect the teacher's positive concern for their best interests.
- 2.1.5 The teacher acknowledges pupil-initiated interactions such as questions, comments or other contributions.
- 2.1.6 The teacher encourages mutual respect and rapport among students.
- 2.1.7 The teacher displays evidence of "caring" for, "accepting" and "valuing" of students.
- 2.1.8 The teacher is available outside scheduled classes to provide extra assistance to students.

3. THE CLASSROOM

3.1 Classroom Organization

The teacher ensures that the physical environment of the classroom is well organized and enhances the instructional program.

Suggested Indicators:

- 3.1.1 The teacher organizes and utilizes classroom space effectively.
- 3.1.2 Available storage, equipment and display areas are well organized and functional.
- 3.1.3 The teacher encourages students to respect school property, personal property and the property of others.
- 3.1.4 Where applicable, students' coats, boots, lunches, equipment, etc. are stored neatly and conveniently.
- 3.1.5 The teacher uses appropriate displays, including student work, to enhance the educational environment of the classroom.
- 3.2 Operational Routines and Procedures
The teacher establishes effective and efficient classroom routines and procedures.

Suggested Indicators:

3.2.1 Appropriate guidelines have been developed, communicated to students, and adhered to. These guidelines may concern:

- arrival and dismissal, changing rooms, submission of assignments, use of time upon completion of assigned work, collection and distribution of supplies and materials, care of facilities, safety procedures.

4. PROFESSIONAL DEVELOPMENT

4.1 Teacher Professional Development

The teacher demonstrates an awareness of current thought and developments in specific areas of expertise and in the general field of education.

Suggested Indicators:

4.1.1 The teacher carries out a personal, professional development program.

4.1.2 The teacher participates in staff development programs which relate to school priorities.

4.1.3 The teacher participates in district, ministry and school programs which relate to curricular issues.

5. PROFESSIONAL CONDUCT

5.1 Teachers Professional Responsibilities

The teacher demonstrates professional behaviour by developing sound interpersonal relationships with staff, students and parents; by carrying out responsibilities requiring group co-operation; by contributing to a positive atmosphere in the school and by carrying out classroom administrative and student supervision responsibilities.

Suggested Indicators:

5.1.1 The teacher displays a considerate attitude towards colleagues.

5.1.2 The teacher participates in group planning and decision making.

5.1.3 The teacher displays an interest in the operation and development of the school as a whole.

5.1.4 The teacher shares professional expertise with colleagues.

5.1.5 Administrative tasks necessary to meet classroom and school requirements are handled efficiently.

5.1.6 The teacher carries out supervision duties effectively.

5.1.7 The teacher adheres to the professional code of ethics.

IV THE FORMAT OF THE REPORT

In School District No. 62, reports on teachers written by those Administrative Officers authorized to write them can be of two types:

- 4.1 Full formal reports written using the headings and the guidelines provided in the form entitled "Evaluation Report on the Work of Teachers." Such reports must be used in the following circumstances:
- a) for teachers in their first year of teaching in the district
 - b) for teachers whose competency is in question
 - c) for teachers who request a full report

In the case of Specialist teaching positions, such as teacher-librarians, counsellors or learning assistance teachers, where no pre-formatted report form exists, reports shall be anecdotal in format and follow the headings and guidelines provided in the District Policy Manual's Evaluation Guidelines for that position.

- 4.2 Confirmatory reports that follow the format of the District form entitled "Confirmatory Report on the Work of Teachers" may be used when the evaluator and teacher agree to use the form and when a full report has previously been written on the work of the teacher by a school district evaluator.

Reports are submitted as follows:

- Original copy to the Superintendent of Schools
- One copy to the teacher
- One copy to the evaluator
- One copy to the College of Teachers on request

Performance Ratings in Evaluation Reports on the work of teachers shall include only the following categories:

- Satisfactory - Meets standards
- Unsatisfactory - Fails to meet standards

SCHOOL DISTRICT NO. 62 (SOOKE)

EVALUATION REPORT ON THE WORK OF TEACHERS

Teacher's Name _____

School _____

Present Assignment _____

BCTF Certification Certificate # _____ Type: _____

Degree(s) (University & Year): _____

Teacher Training (University & Year): _____

Experience to June 30 of present school year: TOTAL: _____

Evaluator

Position

1. INTRODUCTORY COMMENTS:

1.1 Unique circumstances regarding this assignment:

1.2 Observation Record:
(conference and observation dates, classes observed)

2. INSTRUCTION

2.1 Planning and Preparation

Instructional practice shows evidence of the teacher's knowledge and understanding of the overall program of skills and concepts to be developed and of the individual steps in enabling students to progress. Long and short term planning reflects a focus on the learner and the preparation of learning activities acknowledges the needs of all students.

Comments:

2.2 Standards and Expectations

The teacher establishes and communicates clear and consistent expectations regarding student achievement and behaviour.

Comments:

2.3 Learning Approaches, Techniques and Materials

The teacher demonstrates an understanding of the various principles and styles of learning and incorporates this into the methods and materials that are used in the learning environment. The focus in classroom activity is clearly on the learner and the techniques used to respond wherever possible to individual needs.

Comments:

2.4 Evaluation and Reporting

The teacher employs a regular and consistent program of evaluation and communication with parents that is consistent with school, district and Ministry of Education guidelines.

Comments:

3. TEACHER-STUDENT RELATIONS

The teacher develops and maintains a climate of mutual understanding and respect in relationships with and among the students under his or her care.

Comments:

4. THE LEARNING ENVIRONMENT

4.1 Routines and Procedures

The teacher establishes and maintains effective and efficient routines for student activity that will facilitate the learning of all students under his or her care.

Comments:

4.2 The Physical Environment

The physical environment of the learning area is well organized and enhances the learning process.

Comments:

5. PROFESSIONAL DEVELOPMENT

The teacher demonstrates an awareness of current developments in specific areas of expertise and in the general field of education.

Comments:

6. PROFESSIONAL CONDUCT

The teacher demonstrates professional behaviour by developing sound working relationships with staff, students and parents; by carrying out responsibilities requiring group cooperation; by contributing to a positive atmosphere in the school and by carrying out duties and responsibilities as required by the school or district.

Comments:

7. COMMENDATIONS

8. RECOMMENDATIONS

9. CONCLUSION

In my opinion, the overall performance of this teacher is _____.

Evaluator's Signature: _____

Teacher's signature confirming receipt

Date

TEACHER-LIBRARIANS' EVALUATION CRITERIA

1. ADMINISTRATION

1.1 MANAGEMENT OF THE RESOURCE CENTRE

The teacher-librarian demonstrates the ability to manage the resource centre programs.

Suggested Indicators:

- a. Establishes rapport with staff, students and community.
- b. Effectively utilizes library personnel.
- c. Invites suggestions from teaching staff about the services the program provides.
- d. Develops effective use of resource centre facilities.
- e. Administers resource centre budget.
- f. Establishes policies and procedures.
- g. Implements regular inventory of materials and equipment.
- h. Evaluates the current resource centre program to in terms of district guidelines and school objectives to establish short and long range goals.
- i. Applies technological advances to the resource centre.

1.2 SELECTION OF LEARNING MATERIALS

The teacher-librarian selects resources which support the school's instructional programs.

Suggested Indicators:

- a. Follows the district policy No. B-115 which governs evaluation and selection of materials which meet curricular, informational, and recreational needs.
- b. Uses selection aids and reviews in professional literature in the selection of materials.

1.3 ACQUISITION, ORGANIZATION AND CIRCULATION OF LEARNING MATERIALS

The teacher-librarian facilitates the efficient acquisition, organization, and circulation of learning materials. Most of these activities will be delegated to support personnel under the supervision of the teacher-librarian, where circumstances allow.

Suggested Indicators:

- a. Prepares purchase orders.
- b. Processes receipt of materials.
- c. Classifies, catalogues and processes (stamp, accession, pocket, card, label, jacket) learning materials where necessary.
- d. Prepares a record of all book and non-book holdings in shelf order.
- e. Files author, title, subject and other added-entry cards according to established rules.
- f. Develops and manages an efficient system for lending, renewing, reserving, and recalling needed learning materials and equipment.
- g. Maintains accurate records.
- h. Establishes a control system for overdue materials.
- i. Routes curriculum support and professional materials on request.

2. PROGRAM PLANNING AND CO-OPERATIVE TEACHING

The teacher-librarian participates with the classroom teacher, utilizing his or her special knowledge, to accomplish learning objectives.

Suggested Indicators:

- a. Plans and develops units of work with teachers from the setting of objectives to evaluation.
- b. Develops co-operatively a sequential list of media, research, and study skills for cross-grade and cross-subject implementation.
- c. Integrates media, research and study skills for independent and continued learning.
- d. Integrates the planned use of learning resources with the educational program.
- e. Pre-plans with teachers, and teach integrated skills to large and small groups and individuals.
- f. Promotes reading throughout the curriculum.

3. READING, LISTENING, VIEWING, GUIDANCE

The teacher-librarian is able to identify students' needs and interests and to provide the "right material for the right person at the right time". This guidance helps students develop attitudes, appreciations and skills that motivate and stimulate improved selection of appropriate materials.

Suggested Indicators:

- a. Works with individuals and groups of students to provide direction, improve selection and develop critical thinking.
- b. Provides informal guidance to users during the school day.
- c. Introduces students to literature through book-talks and story reading.
- d. Assists students and teachers with the effective use of media.
- e. Recommends to teachers, media in various formats which may assist in the accomplishment of specific learning objectives.
- f. Advises teachers of medium appropriateness for particular instructional purposes.

4. INFORMATION SERVICES

The teacher-librarian provides reference services to students and staff.

Suggested Indicators:

- a. Answers information questions from teachers and students.
- b. Makes bibliographic searches for support materials.
- c. Acts as a liaison between the school resource centre, the district resource centre and outside agencies information services and resources.

SCHOOL DISTRICT NO. 62 (SOOKE)

EVALUATION REPORT ON THE WORK OF TEACHER-LIBRARIANS

Teacher's Name _____

School _____

Present Assignment _____

BCTF Certification Certificate # _____ Type: _____

Degree(s) (University & Year): _____

Teacher Training (University & Year): _____

Experience to June 30 of present school year: TOTAL: _____

Evaluator

Position

1. INTRODUCTORY COMMENTS:

1.1 Unique circumstances regarding this assignment:

1.2 Observation Record:
(conference and observation dates, classes observed)

2. ADMINISTRATION

2.1 MANAGEMENT OF THE RESOURCE CENTRE

The teacher-librarian demonstrates the ability to manage the resource centre programs.

Comments:

2.2 SELECTION OF LEARNING MATERIALS

The teacher-librarian selects resources which support the school's instructional programs.

Comments:

2.3 ACQUISITION, ORGANIZATION AND CIRCULATION OF LEARNING MATERIALS

The teacher-librarian facilitates the efficient acquisition, organization, and circulation of learning materials. Most of these activities will be delegated to support personnel under the supervision of the teacher-librarian, where circumstances allow.

Comments:

3. PROGRAM PLANNING AND CO-OPERATIVE TEACHING

The teacher-librarian participates with the classroom teacher, utilizing his or her special knowledge, to accomplish learning objectives.

Comments:

4. READING, LISTENING, VIEWING, GUIDANCE

The teacher-librarian is able to identify students' needs and interests and to provide the "right material for the right person at the right time". This guidance helps students develop attitudes, appreciations and skills that motivate and stimulate improved selection of appropriate materials.

Comments:

5. INFORMATION SERVICES

The teacher-librarian provides reference services to students and staff.

Comments:

6. PROFESSIONAL CONDUCT

The teacher demonstrates professional behaviour by developing sound working relationships with staff, students and parents; by carrying out responsibilities requiring group cooperation; by contributing to a positive atmosphere in the school and by carrying out duties and responsibilities as required by the school or district.

Comments:

7. COMMENDATIONS

8. RECOMMENDATIONS

9. CONCLUSION

In my opinion, the overall performance of this teacher is _____.

Evaluator's Signature: _____

Date

Teacher-Librarian's signature confirming receipt of report

Date

ELEMENTARY COUNSELLORS' EVALUATION CRITERIA

In addition to pertinent areas of School District No. 62's teacher evaluation and report writing document, the following criteria apply to elementary counsellors. As priorities are determined by the individual school, not all services will be offered to the same extent in all schools.

1. SCHOLASTIC/EDUCATIONAL COUNSELLING

- 1.1 The counsellor provides activities which help students become more aware of their own interests, abilities, values and goals.
- 1.2 The counsellor, in collaboration with other staff, helps students develop effective study habits and work skills.

Suggested Indicators:

- 1.21 communicates to individual students methods of good homework management.
 - 1.22 helps students develop co-operative relationships with teachers.
 - 1.23 consults with parents on matters of home study.
 - 1.24 assists students to examine educational goals and revise them as necessary.
- 1.3 The counsellor helps individuals and groups of new students adjust to the new school setting.

Suggested Indicators:

- 1.31 provides orientation for incoming students.
- 1.32 disseminates information about items such as school functions, activities and expectations.
- 1.33 provides for "buddy" students to help orient new students.

2. PERSONAL/SOCIAL COUNSELLING

- 2.1 The counsellor provides a trusting, understanding environment where students can discuss personal issues.

Suggested Indicators:

- 2.11 provides regular orientation to counselling services.
 - 2.12 helps students understand the limitations of the counselling program.
 - 2.13 makes students aware of limits of confidentiality.
 - 2.14 meets and assists students in a calm and confiding manner.
 - 2.15 utilizes active listening skills.
 - 2.16 helps students with planning, programs and decision-making.
 - 2.17 represents the interests of students by voicing their needs to administration, teachers and parents.
- 2.2 Helps students explore their own feelings, beliefs and values and the concomitant effects upon their decisions, behaviour and relationships.

Suggested Indicators:

- 2.21 helps students understand how their behaviour causes others to behave in particular ways.
- 2.22 helps students understand how their behaviour is related to their own beliefs and values.

- 2.23 attempts to help students understand that others may have different value systems.
- 2.3 The counsellor helps students understand, appreciate and practice effective communication skills.

Suggested Indicators:

- 2.31 models effective communication behaviour.
- 2.32 helps students effectively deal with conflict between themselves and their peers, teachers and parents.
- 2.33 conducts group counselling sessions in specific interpersonal skills such as assertiveness training, social skills and active listening.
- 2.4 The counsellor recognizes the characteristics of students at risk or in crisis and offers preventive and intervention services.

3. GUIDANCE COUNSELLING

- 3.1 The counsellor provides resources to parents and training to staff members who will teach components of programs that address current issues of importance to students (substance abuse, child abuse, loss, loneliness, self esteem and other components of the "Learning For Living" program).

Suggested Indicators:

- 3.11 provides inservice activities for teachers.
- 3.12 provides necessary materials for teachers.
- 3.13 arranges for guest speakers.
- 3.14 acts as the co-ordinator for the guidance program.
- 3.15 acts as the co-ordinator for the peer-counselling program.
- 3.2 The counsellor helps students to develop competencies in interpersonal relationships.

Suggested Indicators:

- 3.21 helps students develop healthy attitudes towards the ways people relate to each other.
- 3.22 promotes effective communication between students, their parents and their teachers which lead to positive attitudes of trust and responsibility.

4. CONSULTATION

- 4.1 The counsellor consults with the administration regarding appropriate educational and social programs to meet student needs.

Suggested Indicators:

- 4.11 accumulates data through assessments and contact with students, teachers and parents.
- 4.12 helps to develop programs to meet student needs (e.g. social skills program) in consultation with school, district and community resource personnel.
- 4.13 functions as an active member of the "School-Based Team".

- 4.2 The counsellor consults with teachers and parents of students requiring special services such as L.A., E.S.L., S.L.D., I.E.P. or severe behaviour classes.

Suggested Indicators:

- 4.21 suggests to teachers value of referring students for help.
4.22 supports referrals through contact with parents.

- 4.3 The counsellor consults with district and community resource personnel and makes referrals as appropriate.

Suggested Indicators:

- 4.31 is aware of district and community resources available to students and their families.
4.32 makes appropriate referrals following established procedures.
4.33 monitors progress of student over time.
4.34 helps students and their parents access community resources.

- 4.4 The counsellor facilitates collaboration among schools and community agencies.

Suggested Indicators:

- 4.41 contacts other schools to acquire information on specific students where applicable.
4.42 provides input to schools as to appropriateness of student placements and/or services.
4.43 facilitates inter-agency contacts.

- 4.5 The counsellor consults with parents, teachers and administrators in order to clarify student needs.

Suggested Indicators:

- 4.51 helps parents establish realistic expectations of their children.
4.52 shares appropriate information with administrators and teachers regarding specific students while respecting the need for confidentiality.
4.53 arranges meetings with appropriate people to discuss matters concerning specific students.
4.54 assists teachers with classroom management and alternative strategies for students with behaviour problems.

- 4.6 The counsellor refers to outside agencies when beyond the scope of the school counselling program.

Suggested Indicators:

- 4.61 abuse cases are referred to Social Services following appropriate procedures. Counsellor is aware of the district's policy regarding such referrals.
4.62 makes recommendations to parents for outside counselling.
4.63 refers to district assessment team.

SECONDARY COUNSELLORS' EVALUATION CRITERIA

In addition to pertinent areas of School District No. 62's teacher evaluation and report writing document, the following criteria apply to secondary counsellors. It should be noted that individual counsellors in a school would not necessarily be responsible for all areas of counselling mentioned. For example, one counsellor may be responsible for the school's guidance program while another may be responsible for career counselling. Further, as priorities are determined by the individual school, not all services will be offered to the same extent in all schools.

1. SCHOLASTIC/EDUCATIONAL COUNSELLING

- 1.1 The counsellor helps students choose appropriate programs and courses.

Suggested Indicators:

- 1.11 provides students with information regarding procedures to follow and services available to help them select programs and courses.
1.12 clarifies course descriptions for students and explains programs offered.
1.13 relates course and program offerings to student abilities and interests.
1.14 provides activities which help students become more aware of their own interests, abilities, values and goals.

- 1.2 The counsellor helps students develop effective study habits and work skills.

Suggested Indicators:

- 1.21 communicates to individual students methods of good homework management.
1.22 provides group counselling to discuss study problems.
1.23 helps students develop co-operative relationships with teachers.
1.24 consults with parents on matters related to home study.
1.25 assists students to examine educational goals and revise them as necessary.

- 1.3 The counsellor identifies students in need of help.

Suggested Indicators:

- 1.31 peruses report cards to identify students in need.
1.32 collates information gathered from teachers and parents.
1.33 makes referrals where necessary to Learning Assistance program.
1.34 counsels students to avail themselves of Learning Assistance.

- 1.4 The counsellor helps individuals and groups of new students adjust to the new school setting.

Suggested Indicators:

- 1.41 provides orientation for incoming students.
1.42 disseminates information about items such as school functions, activities and expectations.
1.43 provides for "buddy" students to help orient new students.

2. PERSONAL/SOCIAL COUNSELLING

- 2.1 The counsellor provides a trusting, understanding environment where students can discuss personal issues.

Suggested Indicators:

- 2.11 provides regular orientation to counselling services.
 - 2.12 helps students understand the limitations of the counselling programs.
 - 2.13 makes students aware of limits of confidentiality.
 - 2.14 meets and assists students in a calm and confiding manner.
 - 2.15 uses active listening skills.
 - 2.16 helps students with planning and decision-making.
 - 2.17 represents the interests of students by voicing their needs to administration, teachers and parents.
- 2.2 Helps students explore their own feeling, beliefs and values and the concomitant effects upon their decisions, behaviour and relationships.

Suggested Indicators:

- 2.21 helps students understand how their behaviour causes others to behave in particular ways.
 - 2.22 helps students understand how their behaviour is related to their own beliefs and values.
 - 2.23 attempts to help students understand that others may have different value systems.
- 2.3 The counsellor helps students understand, appreciate and practice effective communication skills.

Suggested Indicators:

- 2.31 models effective communication behaviour.
- 2.32 helps students effectively deal with conflict between themselves and their peers, teachers and parents.
- 2.33 conducts group counselling sessions in specific interpersonal skills such as assertiveness training and active listening.

3. CAREER COUNSELLING

- 3.1 The counsellor helps students to explore the relationships among personal goals, aptitudes, interests, achievement and career plans.

Suggested Indicators:

- 3.11 administers the "Choices" program.
 - 3.12 maintains career information library of current information on aspects of career education.
 - 3.13 organizes tours to appropriate post-secondary training institutions and/or arranges for guest speakers.
 - 3.14 liaises with post-secondary institutions such as universities and colleges.
- 3.2 The counsellor refers students to sources of information and testing regarding specific careers.

Suggested Indicators:

- 3.21 maintains a directory of outside resources.
- 3.3 The counsellor helps students to realize the importance of appropriate course selection in preparation for particular careers.

Suggested Indicators:

- 3.31 relates to students the educational requirements of specific careers.
- 3.32 helps students determine which institutions offer needed programs.

4. GUIDANCE COUNSELLING

- 4.1 The counsellor provides resources and training to staff members who will teach components of programs that address current issues of importance to students (substance abuse, child abuse, loss, loneliness, self esteem and other components of the "Learning For Living" program).

Suggested Indicators:

- 4.11 provides inservice activities for teachers.
 - 4.12 provides necessary materials for teachers.
 - 4.13 arranges for guest speakers.
 - 4.14 acts as the co-ordinator for the guidance program.
- 4.2 The counsellor organizes and maintains a self-help information resource centre.
 - 4.3 The counsellor helps students to develop competencies in interpersonal relationships.

Suggested Indicators:

- 4.31 helps students develop healthy attitudes towards the ways people relate to each other.
- 4.32 promotes effective communication between students, their parents and their teachers which lead to positive attitudes of trust and responsibility.

5. CONSULTATION

- 5.1 The counsellor consults with the administration regarding appropriate educational and social programs to meet student needs.

Suggested Indicators:

- 5.11 accumulates appropriate statistics through needs assessments and contact with students, teachers and parents.
 - 5.12 helps to develop programs to meet student needs (e.g. study skills program) in consultation with school, district and community resource personnel.
 - 5.13 functions as an active member of the "School-Based Team".
- 5.2 The counsellor consults with teachers and parents of students requiring specialized services such as learning assistance, E.S.L. or behavioural programs.

Suggested Indicators:

- 5.21 suggests to teachers value of referring students for help.
 - 5.22 supports referrals through contact with parents.
- 5.3 The counsellor consults with district and community resource personnel and makes referrals as appropriate.

Suggested Indicators:

- 5.31 is aware of district and community resources available to students and their families.
- 5.32 makes appropriate referrals following established procedures.
- 5.33 monitors progress of student over time.
- 5.34 helps students and their parents access community resources.

- 5.4 The counsellor facilitates collaboration among schools, community agencies and post-secondary institutions.

Suggested Indicators:

5.41 contacts "feeder" schools to acquire information on specific students.

5.42 provides feedback to "feeder" schools as to appropriateness of their recommendations.

- 5.5 The counsellor consults with parents, teachers and administrators in order to clarify student needs.

Suggested Indicators:

5.51 helps parents establish realistic expectations of their children.

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5.52 shares appropriate information with administrators and teachers regarding specific students while respecting the need for confidentiality.

5.53 arranges meetings with appropriate people to discuss matters concerning specific students.

- 5.6 The counsellor refers to outside agencies when problems are beyond the scope of the school counselling program.

Suggested Indicators:

5.61 refers abuse cases to the Ministry of Social Services following appropriate procedures. Counsellor is aware of the district's policy regarding such referrals.

5.62 makes recommendations to parents for outside counselling.

5.63 refers to district assessment team.

SECONDARY LEARNING ASSISTANCE TEACHERS' EVALUATION CRITERIA

In addition to pertinent areas of School District No. 62's teacher evaluation and report writing document, the following criteria would apply to Secondary Learning Assistance Teachers.

It is not intended that all indicators will be applicable in every teaching situation. Evaluation of the Learning Assistance Teacher is based on five major areas:

1. ASSESSMENT

Suggested Indicators:

- 1.1 interprets psychoeducational data and prescribes programs.
- 1.2 assists in the identification of and makes recommendations for students who may require special placement, services, and/or programs (e.g. speech therapy, district testing).
- 1.3 assesses for specific academic strengths and weaknesses.
- 1.4 observes student behaviours to determine if further referral recommendations are required.

2. PREPARATION AND IMPLEMENTATION OF INSTRUCTIONAL PROGRAMS

Suggested Indicators:

- 2.1 provides appropriate direct or indirect instruction to students within the L.A. target population.
- 2.2 plans and instructs, on a co-operative basis, with classroom teachers.
- 2.3 assists teachers and/or district personnel in developing Individual Education Plans.
- 2.4 selects, adapts and uses appropriate instructional materials.

3. CONSULTATION

Suggested Indicators:

- 3.1 functions as a member of the School-Based Team.
- 3.2 participates in program planning and placement of individual students.
- 3.3 consults with school personnel, other professionals and parents regarding students' programs and progress.

4. RECORD KEEPING AND REPORTING

Suggested Indicators:

- 4.1 monitors student progress and modifies programs as required.
- 4.2 maintains appropriate student records.
- 4.3 reports to teachers, administrators, district personnel, parents and others, as required.

5. TEACHER RESOURCE AND SUPPORT

Suggested Indicators:

- 5.1 assists students in understanding and implementing study skills, test preparation and other learning strategies.
- 5.2 recommends teaching techniques to accommodate the needs of individual students.

ELEMENTARY LEARNING ASSISTANCE TEACHERS' EVALUATION CRITERIA

In addition to pertinent areas of School District No. 62's teacher evaluation and report writing document, the following criteria would apply to Elementary Learning Assistance Teachers:

1. PLANNING AND ORGANIZATION

Long range, short range and daily activities show planning. Purposes and objectives reflect Ministry, district and school-based goals.

Suggested Indicators:

- 1.1 students are assessed using appropriate evaluation tools and processes.
- 1.2 individual student objectives are identified and formulated. Individual Educational Programs (IEP's) are incorporated where necessary.
- 1.3 specific skills necessary to achieve learning outcomes are identified.
- 1.4 appropriate procedures, scheduling and resources are used to achieve the specific objectives.
- 1.5 planning may be correlated with or complimentary to classroom instruction.
- 1.6 appropriate records are maintained.

2. LEARNING ENVIRONMENT

Depending on space and facilities available, the learning assistance teacher ensures that the learning environment enhances the instructional programs, and provides for flexible grouping.

3. STUDENT SERVICES

Suggested Indicators:

- 3.1 individual needs are addressed within the context of the lesson.
- 3.2 individualized instruction and/or grouping are employed for maximum learning.
- 3.3 evaluation techniques are related to the individual and to the individual's needs.

4. LIAISON

It is the responsibility of the Learning Assistance Teacher to act as a liaison with those professionals involved in the delivery of special services. Consultation takes place with appropriate school personnel or through the School-Based Team.

5. DELIVERY OF SERVICES

Suggested Indicators:

- 5.1 recommendations for prioritizing referrals and for Learning Assistance intervention are made.
- 5.2 programs and recommendations for modification where appropriate are planned co-operatively.
- 5.3 relevant data is compiled and interpreted.
- 5.4 additional assessment is recommended when necessary.
- 5.5 recommendations regarding appropriate placement options for students are made.

6. COMMUNICATION WITH THE HOME

The Learning Assistance Teacher communicates and consults with the parent/guardian by providing information and support.

Suggested Indicators:

- 6.1 relevant data is interpreted.
- 6.2 program options are discussed.
- 6.3 ways in which the home can support the child's education are suggested.

7. OTHER PROFESSIONAL RESPONSIBILITIES

Suggested Indicators:

- 7.1 the Learning Assistance Teacher participates as a member of the School-Based Team.
- 7.2 the Learning Assistance Teacher uses the portion of the school budget allocated to learning assistance to acquire the materials necessary to carry out the learning assistance program.