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 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.

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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.

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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.

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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 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.

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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.	

Reference: Reference: Sections 7, 15, 17, 20, 22, 65, 85 School Act
School Regulation 265/89

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