



TEACHER FORMAL EVALUATION

Formal Evaluation Report

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.	
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Makes objectives of lessons clear at the outset.

C. Assessment and Evaluation of Students

<p>To assess student progress:</p> <ul style="list-style-type: none"> • Uses appropriate sources of information • Uses sufficient quantity of work samples • Uses sufficient quantity of tests • Uses sufficient variety of assessment methods 	
<p>Has a well-planned and appropriately-paced evaluation system in place.</p>	
<p>Keeps accurate, well-organized and up to date records.</p>	
<p>Provides feedback to students on a timely basis.</p>	
<p>Informs parents of students' progress as required.</p>	
<p>Uses evaluation and assessment results:</p> <ul style="list-style-type: none"> • To influence teaching strategies • To plan • 	

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.	

III. PROFESSIONAL RESPONSIBILITIES

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: _____