

531.21 TEACHER PERFORMANCE GUIDELINES

The following guidelines are meant to provide teachers and administrators with examples of items by which teacher performance can be measured. It is not meant to be an all-inclusive list.

TEACHING TECHNIQUES:

Demonstrate effective planning skills (for example):

- Selects instructional objectives that are related to the District's prescribed curriculum
- Incorporates content for previous levels for reinforcement
- Anticipates content from future lessons or grade levels to ensure continuity and sequence
- Includes teaching methods and student activities relevant to objectives
- Includes evaluation procedures
- Plans appropriate time allotment
- Provides adequate plans and procedures for substitute teachers

Implements the lesson plan (for example)

- Reviews and previews; provides the structure for learning
- States instructional objectives
- Provides input related to objectives
- Demonstrates activities consistent with topic being taught
- Provides guided practice to reinforce concepts
- Checks for understanding re-teaching as appropriate
- Provides independent practice
- Utilizes lesson summary technique
- Promotes active participation during the lesson

Utilizes appropriate evaluation activities (for example):

- Makes methods of evaluation clear and purposeful
- Prepares assessment measures which reflect course content
- Incorporates formative and summative evaluation in practice
- Administers test(s) required by the District
- Gives written comments, as well as points or scores
- Returns assignments and test results as quickly as possible
- Makes opportunities for one-to-one conferences with students
- Interprets test results to students and/or parents/guardians as appropriate

Communicates effectively with students (for example):

- Speaks clearly
- Presents ideas logically
- Uses a variety of verbal and nonverbal techniques
- Praises, elicits, and responds to student questions before proceeding
- Gives clear, explicit directions

- Utilizes probing techniques
- Provides structuring comments which give the learner a brief overview of the material to be studied
- Indicates positive directions for moving from one activity to the next
- Asks students questions from a variety of thinking levels

Displays a thorough knowledge of curriculum and subject matter (for example):

- Explains the purpose of the topic or activity
- Relates specific topics or activities to content area
- Uses appropriate examples and illustrations
- Presents accurate and up-to-date information
- Prepares plans and course outline(s) which reflect the prescribed curriculum
- Accurately responds to student questions or can readily identify an appropriate source for the answer

Provides opportunities for individual differences (for example):

- Uses knowledge of students to design educational experiences
- Selects objectives at the correct level of difficulty to assure successful learning experiences for students
- Paces learning according to students' mastery of content
- Provides extra help and enrichment activities
- Presents subject matter which is appropriate for abilities and interests of the students within the framework of the District's curriculum
- Provides instruction to accommodate a variety of learning styles
- Implements IEP's and 504 plans as required

Ensures student time on task (for example):

- Schedules learning time according to District guidelines for the subject area(s)
- Begins class work promptly
- Reinforces students who are spending time on task
- Minimizes management time
- Minimizes transition time
- Uses procedures to minimize wait time for students

Sets appropriate and challenging expectations for student achievement (for example):

- Establishes expectation for students based on a level of skills acquisition appropriate to their ability level
- Communicates challenging scholastic expectation for students
- Uses concrete, firsthand information about students in determining expectations
- Assists students to set personal goals for achievement

ORGANIZED, STRUCTURED CLASS MANAGEMENT:

Organizes and effectively uses materials and resources (for example):

- Blends materials and resources into a lesson
- Identifies and/or creates and uses resources and materials effectively
- Maintains organization for efficient distribution of learning materials
- Makes necessary materials readily available to the students
- Presents material in a well-organized fashion
- Makes effective use of support services as needed

Sets high standards for student conduct (for example)

- Manages discipline problems in accordance with administrative regulations, board policies, and legal requirements
- Establishes and clearly communicates parameters for student classroom conduct
- Manages disruptive conduct constructively
- Demonstrates fairness and consistency in the handling of students
- Models appropriate personal conduct

Organizes students for effective instruction (for example):

- Makes use of the physical school environment to support current learning activities
- Varies size of groups to the instructional objectives and the instructional needs of the students
- Creates a set of guidelines for students to follow when doing small group work
- Provides orientation for new students

EFFECTIVE INTERPERSONAL RELATIONSHIPS:

Demonstrates effective interpersonal relationship with others (for example):

- Shares ideas, District materials, and methods with other teachers
- Informs administrators and/or appropriate personnel of school related matters
- Supports and participates in parent/guardian-teacher activities
- Works well with other teachers, support personnel, and the administration
- Provides a climate which open up communications between the teacher and the parent/guardian in the best interests of the student
- Has positive relationship with students
- Uses discretion in handling confidential information and difficult situations

Demonstrates awareness of the needs of students (for example):

- Shows awareness of and sensitivity to individual students
- Deals appropriately with student needs and abilities (i.e. physical development, health needs, special needs, etc.)

Promotes positive student self-concept (for example):

- Provides opportunities for all students to achieve recognition for constructive behavior
- Provides opportunity for each student to meet success regularly
- Promotes student self-control

Demonstrates sensitivity in relating to student (for example):

- Is accessible to all students
- Acknowledges the right of others to hold differing views or values
- Gives constructive criticism and praise
- Makes an effort to know each student as an individual
- Is a willing listener
- Communicates with students empathetically, accurately, and with understanding

Promotes student self-discipline and responsibility (for example):

- Helps students develop efficient learning skills and work habits
- Creates a climate in which students display initiative and assume a personal responsibility for learning

PROFESSIONAL RESPONSIBILITY:

Demonstrates employee responsibilities (for example):

- Responds appropriately to parent/guardian concerns
- Is punctual to assigned duties
- Provides accurate data to school personnel as requested for management purposes
- Completes duties accurately and promptly
- Follows appropriate procedures for handling money

Supports school regulations and policies (for example):

- Adheres to authorized policies and regulations
- Selects appropriate channels for resolving concerns/problems
- Participates in the development and review of school policies and regulations as appropriate
- Strives to stay informed regarding policies and regulations applicable to his/her position

Demonstrates professional growth (for example):

- Participates in curriculum review/revision and/or development activities
- Selects and attends professional activities and/or university courses related to individual and District goals
- Participates in all scheduled staff in-services

Approved: December 15, 2008

Revised: September 28, 2016