

# Roles and Skills for Teacher Evaluation

ROLE	MAJOR SKILLS/PROCESSES REQUIRED OF THE SUPERVISOR
<p><b>Evaluation</b> Evaluating, Rating, or Grading the Performance of Employees</p>	<ul style="list-style-type: none"> <li>• Understand the teaching performance standards;</li> <li>• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;</li> <li>• Determine the level of performance of individual teachers in relation to teaching performance standards;</li> <li>• Determine the gap between the actual and the desired teaching performance; and</li> <li>• Determine the likelihood that the teacher can learn the skills to close the gap between the actual and expected performance.</li> </ul>
<p><b>Supervision</b> Gathering Information to Assist in the Development of Individual Employees</p>	<ul style="list-style-type: none"> <li>• Understand the teaching performance standards;</li> <li>• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;</li> <li>• Determine the level of performance of individual teachers in relation to teaching performance standards;</li> <li>• Identify the difference between the teacher's performance and the required level of performance;</li> <li>• Identify the skills or strategies needed to meet the teaching performance standards; and</li> <li>• Identify the resources to assist the teacher in gaining the skills needed to reach the teaching performance standards.</li> </ul>
<p><b>Supervision</b> Gathering Information to Assist in the Development of a Group of Employees or the Entire School</p>	<ul style="list-style-type: none"> <li>• Understand the teaching performance standards;</li> <li>• Prioritize the teaching performance standards that are most important or essential based on student learning needs within the school or district;</li> <li>• Determine the level of performance for the entire group in relation to the teaching performance standards;</li> <li>• Identify the difference between the group's performance and the required level of performance on the teaching performance standards;</li> <li>• Identify the skills or strategies needed to help the group meet the performance expectations in relation to the teaching performance standards; and</li> <li>• Identify the resources to assist the group in gaining the skills needed to reach the performance expectations in relation to the teaching performance standards.</li> </ul>