

Teacher Evaluation

Policy 4121

February 13, 1989

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The Board of Education recognizes that the critical element in a sound educational program is the individual teacher. It is also the belief of the Board that teacher evaluation will assist teachers in the realization of their full potential, thereby resulting in the improvement of instruction throughout the School District.

The Board is responsible for maintaining a Teacher Evaluation Policy for the purpose of establishing standards of performance for teachers and the determination of teacher performance in respect of these standards. A comprehensive evaluation process will enhance professional growth and confidence which will mutually benefit both the teachers and the students within the School District.

The Board believes in an evaluation process which evaluates the performance of every teacher in a fair and just manner. The evaluation of a teacher's performance shall be conducted in an atmosphere of trust, confidence, and support to the greatest extent possible.

The Board recognizes the inherent value of Professional Growth Plans as an alternative form of evaluation after meeting District expectations on the first formal evaluation. In consultation with, and approval of, the Principal, the Board believes that Professional Growth Plans provide teachers the opportunity to continue to grow professionally while becoming more proficient in pedagogical knowledge and skills.

The Superintendent of Schools is responsible for the implementation of the Teacher Evaluation Policy. Each teacher participating in an evaluation program shall be made aware of the process and criteria prior to the commencement of the evaluation.

The classroom performance of teachers provides the basis for making decisions regarding tenure, transfer or termination.

Guidelines

In evaluating teacher performance, the following procedures will apply:

1. All teachers will participate in an evaluation of their performance as the need is identified.
 - 1.1 Teachers on a temporary contract exceeding six month's duration will receive an evaluation prior to the expiration of their contract.
 - 1.2 Teachers newly appointed to the District will receive an evaluation in their first nine months of employment which will determine eligibility for continued employment.

- 1.3 Teachers may request, in writing, an evaluation of their performance if the request is made by February 1.
 - 1.3.1 In the event that the teacher does not request an evaluation by February 1, the decision to undertake the evaluation shall be at the discretion of the administrator.
 - 1.3.2 When a request is received from a teacher, the evaluation shall commence within one month on receipt of the request.
- 1.4 Notwithstanding the above, the Superintendent of Schools may initiate an evaluation of any teacher's performance at any time.
 - 1.4.1 A teacher identified by the Superintendent of Schools will be notified in writing prior to the commencement of the evaluation.
- 1.5 Each teacher inclusive of any evaluations conducted as per 1.1 - 1.4 above shall be evaluated once every five years or if approved by their Principal, complete a Professional Growth Plan as an alternative to the evaluation.
2. Each teacher who is participating in an evaluation of their performance shall be apprised of the process and criteria prior to the commencement of the evaluation.
 - 2.1 Teachers new to the district shall receive a teacher evaluation guidebook which will summarize the process, criteria and forms used within the district.
 - 2.2 Each evaluator shall hold an introductory meeting with either small groups of teachers or individual teachers to recap the evaluation policy and clarify each teacher's understanding of the expectations for their performance.
 - 2.3 Each evaluator and teacher shall endeavor to establish a climate of trust and respect.
 - 2.3.1 A teacher may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation.
 - 2.3.1.1 The Superintendent shall respond to the teacher's request.
 - 2.4 Teachers who are being evaluated shall strive to make improvements to their performance and clarify their understanding of suggestions on an ongoing basis.
3. An evaluation of a teacher's performance will include:
 - 3.1 a minimum of three classroom observations and post-conferences by an Administrative Officer designated by the Superintendent of Schools.

- 3.1.1 Wherever possible, periods chosen for observation should not occur during the week prior to Christmas break.
- 3.1.2 The teacher shall be advised of the first visitation schedule in advance and the teacher may be advised in advance of the remaining visits.
- 3.1.3 The evaluator will observe the teacher through a minimum of one complete lesson during each visit unless the teacher is otherwise notified.
- 3.1.4 The evaluator shall complete an Observation Report to be discussed promptly at a post conference. This report shall:
 - 3.1.4.1 summarize the observations made in respect of criteria;
 - 3.1.4.2 contain suggestions and/or comments;
 - 3.1.4.3 detail any recommendations for improvement;
 - 3.1.4.4 provide specific timelines for improvement.
- 3.1.5 The teacher shall sign the Observation Report, indicating receipt.
- 3.2 Prior to April 30, the evaluator shall complete a Final Report of the teacher's performance. The report will identify:
 - 3.2.1 the teacher's assignment, professional experience and training; and any discrepancies among them;
 - 3.2.2 all observation dates;
 - 3.2.3 a summary of performance as outlined in the Observation Reports;
 - 3.2.4 the evaluator's opinion of the teacher's overall performance with a statement indicating that the teacher's performance is either less than satisfactory or meets District expectations.
 - 3.2.5 this report shall be presented as a draft, 48 hours in advance, to the teacher and
 - 3.2.5.1 the teacher and Administrative Officer shall discuss the draft report in the company of a third person, if the teacher chooses;
 - 3.2.6 a Final Report shall be signed by the teacher indicating both receipt and acknowledgement of placement on her/his personnel file.
 - 3.2.6.1 the teacher shall have the right to submit to the evaluator a written commentary on the report which shall be filed with all copies of the report;

- 3.2.7 a confidential copy of the report shall be presented to the Superintendent of Schools for the information of the Board and the ~~College of Teachers~~ Teacher Regulation Branch.
- 4. Supervisory support shall be provided to a teacher who is experiencing difficulties.
 - 4.1 This support could be in the form of a supervisory visit with a pre-conference followed by a classroom observation and a post conference.
 - 4.1.1 The teacher shall be consulted as to her/his views on whether a district teacher, administrator or consultant would conduct the supervisory visit.
 - 4.1.2 The teacher shall be advised of the visitation schedule in advance.
 - 4.1.3 The visit shall result in specific recommendations that are designed to improve the instructional expertise of the teacher.
 - 4.1.4 A written summary of each visit shall be prepared by the Supervisor.
 - 4.1.4.1 This summary will describe the pre-conference focus, classroom observation and post conference recommendations. Further support, if necessary, will be indicated.
 - 4.1.4.2 A copy will be placed on the teacher's Personnel File with a second copy being retained by the Supervisor.
 - 4.2 This support could also be in the form of a directed interschool and/or interclass visit by the teacher.
 - 4.2.1 The teacher shall be advised of the opportunity to observe another teacher in advance.
 - 4.2.2 The visit shall be designed to assist the teacher to make the appropriate modifications to her/his teaching.
 - 4.3 This support could also be in the form of a directed in-service opportunity.
- 5. Notwithstanding the above, a teacher who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
 - 5.1 The letter of appeal must be received within fifteen (15) days after receipt of the final report.
 - 5.2 The letter of appeal must state specific reason(s) consideration should be given.
 - 5.3 The Superintendent of Schools will review the evaluation.

5.3.1 The Superintendent of Schools may rule the evaluation will stand or grant another evaluation to begin within three months of completion of the first.

5.3.1.1 The Superintendent of Schools shall designate an alternate evaluator to conduct the evaluation.

5.3.1.2 The evaluation shall be conducted as per Section 3 of these procedures.

5.3.2 The Superintendent of Schools shall advise the teacher of any subsequent actions as a result of the appeal within fifteen (15) days after receipt of the request.

5.3.3 A teacher may appeal the Superintendent's decision to the Board of Trustees, in writing, within 15 days upon receipt of the decision.

5.3.3.1 The letter shall be addressed to the Superintendent.

5.3.3.2 The Board shall grant a hearing with the teacher.

5.3.3.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received through application of this policy.

6. Criteria to be considered in an evaluation of a teacher's performance are:

6.1 Preparation for Teaching

6.1.1 Adequate knowledge of the subject matter is evident.

6.1.1.1 The teacher facilitates the accurate acquisition of information.

6.1.1.2 The teacher can respond informatively to student questions regarding the subject matter.

6.1.2 Individual differences are taken into account.

6.1.2.1 The teacher is aware of exceptional students.

6.1.2.2 Consideration is given to exceptional students' needs.

6.1.3 Program goals are consistent with the provincially and locally developed curriculum.

6.1.3.1 Program overviews make reference to the curriculum.

6.1.3.2 Lessons reflect the curriculum objectives.

6.1.4 Units are adequately developed.

6.1.4.1 Units follow a logical sequence.

6.1.5 Lesson objectives are organized and are at varying levels of learning.

- 6.1.5.1 Lessons are focussed around what students are expected to learn.
- 6.1.5.2 Over the course of a unit lesson objectives address a variety of levels of complexity from knowledge through evaluation.
- 6.1.6 Materials are prepared and available when needed.
 - 6.1.6.1 Resources are used in a timely fashion.
- 6.2 Classroom Organization/Climate
 - 6.2.1 Classroom is physically organized for instruction.
 - 6.2.1.1 Furniture and material placement enhance instruction.
 - 6.2.2 Classroom climate promotes or enhances learning.
 - 6.2.2.1 The teacher shows interest in and concern for the student.
 - 6.2.2.2 Preventative classroom management techniques are used.
 - 6.2.2.3 The teacher strives to build positive relationships with students.
 - 6.2.2.4 Displays of student work, where appropriate, are evident.
- 6.3 Classroom Management
 - 6.3.1 Expectations for student behavior are delineated.
 - 6.3.1.1 Students are aware of classroom rules.
 - 6.3.1.2 Efficient classroom routines are established and students handle routine tasks or procedures smoothly.
 - 6.3.2 Misbehavior is addressed appropriately.
 - 6.3.2.1 Logical consequences are used.
 - 6.3.2.2 The teacher uses appropriate judgement when dealing with disruptions.
 - 6.3.3 Consistency and fairness are exhibited.
 - 6.3.3.1 Expectations are consistent.
 - 6.3.4 Mutual respect is developed and maintained.
 - 6.3.4.1 The teacher models and encourages politeness.
 - 6.3.4.2 The teacher reacts constructively to students' feelings and attitudes.

6.4 Instructional Techniques

6.4.1 Effective use is made of instructional time.

6.4.1.1 Lesson objectives are accomplished.

6.4.1.2 Lesson pace is appropriate for the learners.

6.4.1.3 The teacher handles transitions smoothly.

6.4.1.4 Activities are available for students who complete work early.

6.4.2 Instructional strategies or techniques are varied when suitable.

6.4.3 Learning expectations are communicated to students when appropriate.

6.4.3.1 The teacher shares the objective and the purpose of the lesson.

6.4.4 Students are focussed on the lesson.

6.4.4.1 High on task behavior is evident.

6.4.4.2 Motivational techniques are incorporated.

6.4.4.3 Student interests are taken into account.

6.4.5 Concepts are developed appropriately.

6.4.5.1 Analogies, models, manipulatives, etc. are used.

6.4.5.2 Critical attributes of concepts are taught.

6.4.5.3 Provision for transfer of previous content to new content is made.

6.4.6 Effective questioning strategies are used.

6.4.6.1 Questions are formulated and distributed to enhance learning.

6.4.6.2 The teacher responds to student answers effectively.

6.4.7 Students are engaged in relevant activities.

6.4.7.1 Activities which are relevant to the objective are utilized.

6.4.8 Opportunities for practice are provided.

6.4.8.1 Guided practice is employed before independent practice is assigned.

6.4.9 Opportunities for review are provided.

6.4.10 Student performance is monitored as students engage in learning activities.

6.4.10.1 The teacher supervises learning activities and provides feedback.

6.4.10.2 The teacher makes adjustments to enhance lessons.

6.4.11 Instruction is closed appropriately.

6.4.11.1 Reviews, summaries or closures are utilized.

6.5 Assessment of Learning

6.5.1 Expectations for student performance are communicated clearly.

6.5.1.1 Evaluation criteria are defined to students, parents and colleagues.

6.5.2 Student progress is assessed on a regular and frequent basis.

6.5.2.1 Prompt feedback is provided to students on notebooks, assignments.

6.5.2.2 The results of assessment are used to diagnose learner abilities and needs.

6.5.3 Accurate student records are maintained.

6.5.4 Student grades are based on a large variety of student work.

6.5.4.1 A variety of methods are used.

6.5.4.2 Assessment instruments are relevant.

6.5.5 Student progress is communicated effectively to parents.

6.5.5.1 Parents are apprised of student progress in a timely matter.

6.5.5.2 The teacher reports factual, well documented information to parents.

6.6 Professional Qualities

6.6.1 The teacher establishes and maintains effective, respectful and ethical working relationships with pupils, parents, colleagues, and others in the educational community.

6.6.2 The teacher demonstrates a professional attitude towards constructive criticism.

6.6.3 The teacher demonstrates an awareness of current developments in education.