



3104 TEACHER EVALUATION PROCESS

Policy Type :Human Resources
Applies To: All Staff, Students, Visitors
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
Adopted: 2011
Revisions: 08 2021
062022

1. PURPOSE:

- (a) To improve student learning and achievement through quality instruction (pedagogy), curriculum development, collaboration and ongoing professional development.
- (b) Teacher evaluations are not intended for disciplinary purposes but may result in a performance review or letter of expectation if determined the employee does not meet minimum expectations of the assignment.

2. IMPLEMENTATION AND PROCESS:

- (a) A teacher with an indefinite (continuing) contract will be **evaluated every 36-48 months**. Principals will notify in writing each teacher due for an evaluation at the beginning of the school year
- (b) Teachers in their first year of employment will be evaluated formally within the first 12 months.
- (c) The Principal is responsible for initiating the evaluation process and following through to a written completion. The Principal and/or teacher may seek student and parental input if relevant to the criteria used for evaluation.
- (d) Any evaluation that identifies "critical area(s) for improvement" should be documented and included in a professional growth plan or letter of expectation.
- (e) The teacher evaluation should focus on areas of growth that the teacher has identified and communicated
- (f) The principal or designate will conference with the teacher to discuss the process, instruments to be used, decide types of feedback to be included (student, parent, peers), invite teacher reflection, and set a timeline for classroom visits, scheduled and/or unscheduled.
- (g) The evaluating administrator will follow up with the observed lessons, incorporating the teacher's self-evaluation
- (h) Discussion of a draft report, including recommended goals and teacher response;
- (i) Principals will inform the Head of Schools immediately should there be some evidence that the recommendations of the evaluation are likely to result in an unsatisfactory final report

- (j) A signed, written report is placed in the school’s personnel file;
- (k) Reports will include statements where the teacher states any disagreements with the final report.

3. CRITERIA FOR EVALUATIONS:

- (a) Classroom teacher evaluations and growth plans must be based on the standards outlined in ED100.002 Instructional Guidelines Policy; exceptions may include some non-enrolling positions

3.a.1.DOMAIN #1: Building a Community of Faith, Teaching & Learning

- Intentionally building rapport and relationship with every student.
- Set high standards and expectations of achievement for everyone.

3.a.2.DOMAIN #2: Assessment for Learning

- Communicate clear learning goals & criteria for success.
- Design quality assessments that inform instruction & provide feedback for “what’s next”?

3.a.3.DOMAIN #3: Planning for Learning

- Scaffolded and differentiated practices that are inclusive of diverse learners
- Design classrooms and learning spaces that encourage collaboration, creativity, inquiry and innovation

3.a.4.DOMAIN #4: Curricular Expertise

- Curriculum choices are engaging, relevant, inspirational and transformational.
- Learner Profile & Core Competencies drive the curriculum.

3.a.5.DOMAIN #5: Pedagogical Expertise

- Use proven, effective, high impact instructional strategies and practices.
- Consistent routines and structures that support all students’ achievement, wellness and wholeness.

- (b) Teachers are assessed according to best fit within one of four descriptors.

NOT YET DEVELOPED	UNDERDEVELOPED	PROFICIENT	EXEMPLARY
Teacher does not yet demonstrate clear understanding of the standard and requires additional coaching, mentorship and support.	Teacher demonstrates somewhat limited capacity in the standard and requires additional growth to meet the standard.	Teacher demonstrates capacity in the standard with reasonable consistency and intentionality. There is impact of teaching on improving student learning.	Teacher consistently and confidently demonstrates expertise and can model highly effective practices for colleagues. Evidence of impact of instruction on student learning and improvement is very strong.

- (c) Teacher evaluations may differ according to their job description.

4. Parent and student surveys

- (a) Surveys of students and parents (i.e. grad surveys) may be used for feedback with teachers and included in Board Education Committee reports

- (b) Confidentiality of the parent-student information is to be maintained between the Principal and Teacher
- (c) Surveys of students and parents which seek to evaluate programs or instructions will be limited to collecting information and data on the performance of standards referenced in 2.2.
- (d) Survey results will be shared by principals with teachers

5. SELF-EVALUATION AND TEACHER GROWTH PLANS

- (a) Teachers are responsible for their own, personal and professional growth should set ongoing personal growth goals based on standards established in the Instructional Guidelines and the school Action Plan
- (b) Teachers are encouraged to collect ongoing formal and informal evidence of growth which may include but is not limited to: portfolios, filmed lessons, lesson plans, student feedback, professional development completion certificates, journals, photos, books, research journals, presentations, workshops etc.
- (c) Evidence of professional growth collected in accordance with 5(b) may be used in support of formal teacher evaluations

6. PEER EVALUTIONS

- (a) The Head of School, administrators or directors will conduct teacher evaluations.
- (b) Teachers may not be formally evaluated by department heads, team leaders or other teacher-peers. However, colleagues may provide feedback on observations of classroom instruction.

7. A Summative Report for a teacher should include comments on all categories.

- (a) Any performance that is deemed unsatisfactory within each category must be clearly stated in writing by the Principal and understood by the teacher.
- (b) A formal, written professional growth plan and letter of expectation and timeline to address areas that are not yet developed ought to be included with the summative report.