K-12 TEACHER GROWTH AND EVALUATION TOOL

TEACHER:

GRADE(S):

CAMPUS:

SUBJECT(S):

The purpose of the teacher growth tool is to encourage both formative and summative aspects of teacher formation and development. Teacher evaluations at LCS aim to develop the best possible instruction for students and to collaboratively work toward improvement in teaching practice. An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research based and accepted definition of good teaching (C. Danielson, 2010).

The LCS teacher evaluation & growth tool is designed to provide clear standards for teachers which describe the common expectation for growth and capacity building. The standards are based on LCS Policy ED100.002 Instructional Guidelines and **LCS Assessment Policy** which describe research-based, proven-effective, common practices expected to be evident in all K-12 classrooms. Formal teacher evaluations will occur in the first year of a contract and every 36 months after that, or as required.

PROFESSIONAL GROWTH/RESEARCH GOAL(S)

- During the year of a formal teacher evaluation, in the pre-evaluation phase, the administrative team and teacher should agree on 1-2 learning or growth goals that is linked to and develops competency in the LCS Instructional Guidelines (ED100.002).
- The LCS campus administrative team will provide necessary materials or resources for learning. Working toward the goal will form the basis of observations, feedback and dialogue during the evaluation process.
- Teachers should reflect on their own practice and/or seek input from colleagues in formulating goals. Prior to the formal evaluation process, the campus administrative team will collaborate with the teacher to establish the focus of the evaluation and feedback.

GOAL(S):
Please download and complete the LCS Teacher Evaluation Goal Setting Process. This is used as part of the initial conversation with your campus admin team to direct the observation focus and feedback. Link the goal setting process back into your growth tool.

RESOURCES REQUIRED:

SCHEDULE AND EXPECTATIONS IN THE PROCESS

- During the pre-evaluation phase, the administrative team and teacher should agree on when the administrator will visit the classroom, and what the observations will focus on. One of the four observations may be filmed for self-reflection and discussion.
- Teachers must provide lesson plans, daybooks and schedules as required for their assignment. Principals may use additional documents as evidence of professional growth.
- Teacher lesson plans will include the following elements: (Linked core and curricular competencies, content, lesson progression, outline of activities, assessment components, and resources).

- Teachers may work with their own lesson plan templates or use the LCS lesson planning template to assist with preparation. Three formal lesson plans should be submitted.
- Formative conversations are woven into the process (2-3 over the year) as well as a final cumulative conversation that includes an invitation for the teacher to write 1-2 paragraphs to identify areas of strength and goals for the following year (may include follow up support items from the admin team to support further learning).

OBSERVATION #1

Date	Lesson Topic/Focus	Goal/Focus	
			● In person
SUMMARY/DEBRIEF NOTES			

OBSERVATION #2

Date	Lesson Topic/Focus	Goal/Focus	
			● In person
SUMMARY/DEBRIEF NOTES			

OBSERVATION #3 *observation #4 as necessary

Date	Lesson Topic/Focus	Goal/Focus	
			● In person
SUMMARY/DEBRIEF NOTES			

DOMAINS (see policy 2002 Instructional Guidelines)

1. Building a community of faith, teaching, and professional learning
2. Assessment for learning
3. Curricular expertise
4. Pedagogical expertise

PROFICIENCY SCALE

NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY
Teacher does not yet demonstrate a clear understanding of the domain or standard and requires additional coaching, mentorship and support.	Teacher demonstrates some evidence of a growing capacity in the domain or standard. Teacher may require additional growth or consistency to meet the standard at a proficient level.	Teacher articulates and demonstrates capacity in the domain or standard with reasonable consistency and intentionality. There is an impact on improving student learning.	Teacher consistently articulates and demonstrates expertise, models highly effectives practices for students and colleagues. There is evidence of high impact on student learning. Also evidence that the teacher is a highly reflective, professional, and learning practitioner.

INSTRUCTIONAL GUIDELINES STANDARDS

- A satisfactory evaluation process at LCS will result in evidence of developing or proficiency in all the following domains and standards.
- In domains where there is not clear enough evidence of proficiency the teacher and administrator will establish clear professional development growth goals and clear timelines of when the teacher is expected to demonstrate proficiency. This may require a separate letter of expectation and/or performance review or probationary process.
- Teachers may provide portfolios or other documented evidence of proficiency in each category.

Domain #1: BUILDING A COMMUNITY OF FAITH, TEACHING & LEARNING

STANDARD 1 Use consistent routines and structures to support all students' achievement, wellness, and spiritual growth; intentionally build rapport and relationships with students, staff, and members of our community.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Interact with students to reflect genuine care, knowledge of their students, and understand students' backgrounds, strengths and interests.

(b) Design classroom spaces that are inviting and welcoming.

(c) Provide ongoing and regular communications with the parents and caregivers.

(d) Conduct and model (for colleagues, students and families) excellence according to the school's values, policies and professional standards.

(e) Use verbal and non-verbal strategies to demonstrate connection and affection for students (greeting students at the classroom door, holding informal conferences); give students special responsibilities or leadership to participate in shaping a community of learners.

(f) Develop consistency of schedules, routines, criteria for success, and expectations that are clearly visible in the classroom.

(g) Design classroom spaces that are responsive to the needs of learners and involvement to build student ownership.

(h) Acknowledge both adherence to and lack of adherence to classroom rules and procedures clearly and confidently.

(i) Collaborate with the school, partner organizations and parents to incorporate community involvement and service as part of student learning.

(j) Coach, facilitate, or engage in extra-curricular and other activities or routines (i.e. involving parent volunteers) that build relationships and promote student development and relationships outside the classroom.

(k) Establish clearly communicated and visible classroom procedures and practices that create a sense of order and routine with the goal of fostering student-ownership, connection and independence (i.e. display student work, make classroom materials easily accessible, be accessible during whole group instruction, intentionally place teacher and student desks/tables, plan centers/classroom, visit the library, make visible goals etc.).

(l) Students seek out the teacher, reflecting a high degree of comfort and trust in the relationship.

(m) Effectively utilize and direct EAs to support learners through practice and/or strategies explicitly taught by the teacher (i.e. reading instruction; analyzing text). Model strategies that encourage reluctant learners to answer questions and share viewpoints. Display objectivity when interacting with students.

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EVIDENCE

REQUIRED GROWTH GOALS

STANDARD 2 Model and participate in lifelong faith-formation and professional learning.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Participate in professional learning and take responsibility for every student's achievement and well-being.

(b) Model belief in every student's potential to improve in their learning and holistic development (socially, emotionally, physically, intellectually, spiritually, ethically).

(c) Model a strong work-ethic, high personal standards and a commitment to ongoing professional growth and life-long learning personally and collaboratively during professional learning times.

(d) Bring an enthusiasm towards collaboration, curriculum development, professional learning, and positive, growth-minded attitudes while working on school-based Action plans and growth portfolios.

(e) Use professional development opportunities to collaborate with colleagues and further professional growth focused on student learning and school-wide improvement.

(f) Engage the Bible and other supporting texts as a basis to examine and analyze truth claims.

(g) Actively invite students to engage with the LCS Learner Attributes in classroom learning.

(h) Design classrooms and learning spaces that encourage collaboration, creativity, wonder, and inquiry pertaining to faith-informed learning experiences.

(i) Demonstrate evidence that the teacher is a leader and an ambassador of faith at the school and in the wider community.

(j) Establish clear classroom and behavioral norms that are responsive to student needs and rooted in grace and restorative practices.

EVIDENCE

REQUIRED GROWTH GOALS

STANDARD 2 Model and participate in lifelong faith-formation and professional learning.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

Domain #2: ASSESSMENT FOR LEARNING

STANDARD 3 Communicate clear learning goals & criteria for success.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Clearly communicate criteria for success and proficiency levels before assignment tasks and/or co-created with students.

(b) Collaboratively reflect on and assess exemplars of each level of proficiency with colleagues to ensure consistency of the curricular competency standards across grade levels.

(c) Utilize assessment tools (rubrics, checklists, etc) that are aligned to instruction and development of curricular competencies.

(d) Design formative learning activities using backwards design to make visible what the student knows or is able to do rather than by content.

(e) Align curricular competencies with the task used for assessment.

(f) Provide multiple opportunities to demonstrate mastery of the learning standards.

(g) Model and explicitly teach the language and skills of peer and self feedback as an integral part of demonstrating the curricular competencies.

EVIDENCE

REQUIRED GROWTH GOALS

STANDARD 4 Set high standards and expectations of achievement for every student; design quality assessments that inform instruction and provide timely feedback for "what's next"?	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Design assessments that are standards-based using the LCS Assessment and Reporting Guidelines.
(b) Effectively measure the impact of teaching on student learning to ensure instruction is effective and responsive.
(c) Ensure there are sufficient regular and ongoing formal and informal formative assessment strategies in place.
(d) Return student work in a timely manner to inform instructional planning.
(e) Clarify that students know what is required to improve the quality of thinking and communication as a result of feedback. Ensure that it is clear that students are expected to respond to feedback received with changes to improve their learning.
(f) Encourage opportunities to revise and improve learning to show mastery of the goal.
(g) Encourage opportunities for self, peer, and authentic audience feedback.
(h) Planning is responsive to feedback and data collected on the learner.
(i) Reflect on common assessment practices and class or school-wide achievement data (i.e. reading assessments, FSAs, all-school write) is used to collaborate with colleagues to develop strategies to address learning gaps
(j) Engage in collaborative and common assessment practices that provide data on where to support school wide goals and build collective efficacy that improves learning for students.

EVIDENCE

REQUIRED GROWTH GOALS

Domain #3: CURRICULAR EXPERTISE

STANDARD 5 Uses scaffolded and differentiated planning practices that are inclusive of diverse learners.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Plan for differentiated instruction and design adaptations that are responsive to the range of learners in the classroom in lesson plans.

(b) Utilize a repertoire of graphic organizers, thinking strategies and tools to help students organize, analyze and make their thinking visible.

(c) Utilize holistic and formational approaches to curricular planning structures: ie) First Peoples Principles of Learning, Universal Design for Learning.

(d) Structure an appropriate balance of whole and small group explicit curricular experiences.

(e) Creates learning targets that clearly provide opportunity to engage with core and curricular competencies and content.

(f) Design lesson plans that are well-crafted and delivered through a variety of media and approaches.

(g) Design lessons that are well-paced and responsive to students' progress and understanding.

(h) Intentional planning, lesson design and organization that is inclusive of all students and ensures they are successful.

(i) Contribute to creating IEP goals and taking responsibility for implementation, monitoring, and evaluation.

(j) Create and utilize classroom resources (i.e. classroom library) are accessible and meet the needs and interests of the students, and the demands of the curriculum.

EVIDENCE

REQUIRED GROWTH GOALS

STANDARD 6 Curriculum planning is competency-driven, distinctly Christian, engaging, relevant, inspirational, and formational.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Design scaffolded assignments that foster collaboration, creativity, and innovation.

(b) Create distinctively Christian faith-informed thematic, conceptual, and inquiry-based learning experiences

(c) Focus intentionally on communal and individual development of faith and the competencies outlined in the LCS Learner Attribute Profile.

(d) Plan for students to have a voice in co-creating and personalizing their learning to connect to meaningful, relevant and real-world issues.

(e) Integrate core and curricular competencies in lesson planning.

(f) Explore texts, literature and other resources are developmentally appropriate, culturally relevant, and show the diversity of a global community.

(g) Create lesson plans, including activities, discussions, assessment and classroom routines are connected to student understanding about their identity and purpose in God's world.

(h) Apply First Peoples Principles of Learning and perspectives in instruction and classroom resources where authentic and appropriate.

(i) Create year overviews, course outlines, and lesson plans that show evidence of strong understanding and skillful implementation of the current BC Curriculum and Christian foundations.

EVIDENCE

REQUIRED GROWTH GOALS

Domain #4: PEDAGOGICAL EXPERTISE

STANDARD 7 Use proven, effective, high impact instructional strategies and practices. Create opportunities for thinking, problem-solving, creativity and innovation.	NOT YET DEVELOPED	DEVELOPING	PROFICIENT	EXEMPLARY

(a) Evidence of a variety of explicit teaching strategies that facilitate interaction with new knowledge (i.e. anticipation sets, chunking, making predictions etc).

(b) Build evidence of scaffolding practice to deepen understanding of new knowledge.

(c) Help students generate and evaluate different arguments, perspectives, theories, predictions and ideas.

(d) Generate questions that are of uniformly high quality, with adequate time for students to respond, with the expectation that all students participate.

(e) Use a sufficient repertoire of strategies and routines that make students' thinking (problem-solving, analysis, synthesis, creativity etc.) visible to the teacher, themselves and others.

(f) Develop instructional approaches and discussions that are question-driven, not answer (content) driven, and problematized to create opportunities for critical thinking, inquiry and problem-solving, creativity and innovation.

(g) Create collaborative, flexible learning tasks and a range of individual, whole-group and small-group instruction.

(h) Establish spiritually formative instructional practices that foster physical, spiritual, intellectual, emotional, social, ethical, and environmental wellness (ie. well timed rhythms of work flow within the class, within the unit, within the course).

(i) The teacher engages students in intellectual, relational, introspective, and LCS Formational Christian Teaching Practices.

EVIDENCE

REQUIRED GROWTH GOALS

STUDENT/PARENT SURVEYS

Teacher evaluations may, from time to time, require feedback from students or parents/caregivers. Results will be shared as part of the evaluation process, and discussed with an administrator to develop growth goals. The following questions may be used. Principals may not use questions that students or parents/caregivers are not equipped to provide, such as questions about the quality of lesson design.

1. Did the teacher know something about me as an individual person?
2. Was my teacher respectful of the different kinds of students in the class?
3. Was the teacher approachable and did they make it easy to ask questions?
4. Did the teacher provide feedback on my assignments that helped me improve or tell me what's the next thing to do?
5. Did the teacher change how the lessons were taught, or reteach me material when I struggled or didn't get it?
6. Did the teacher return or hand back marked assignments in a timely manner?
7. Was the class well managed and organized, allowing me to work and learn at my best?
8. Did the teacher maintain an environment where students could learn without disruption and distraction?
9. Were most lessons engaging and interesting?

The LCS Administrative team conducting the evaluation will work with the teacher to design, survey, and encourage reflection on the data. The purpose of this is to generate an understanding of areas of strength and growth and invite next steps with the professional growth goals.

As part of a formal teacher evaluation, the LCS Administrative team will encourage the teacher to include a short reflection on key insights they learned from the process and immediate goals in the evaluation report.

REFERENCES:

Stephen L. Benton, Best Practices in the Evaluation of Teaching (2018) https://files.eric.ed.gov/fulltext/ED588352.pdf

Five Areas of Christian Practice (2021), https://practicing.faith/what-does-practicing-faith-mean/

Charlotte Danielson, Evaluations That Help Teachers Learn (2011) http://www.ascd.org/publications/educational leadership/dec10/vol68/num04/Evaluations-That-Help-Teachers%20Learn.aspx

Grant Wiggins, How Good Is Good Enough? (2014) http://www.ascd.org/publications/educational leadership/dec13/vol71/num04/How-Good-Is-Good-Enough¢.aspx

RELEVANT POLICIES:

2001 Curriculum Policy
2002 Instructional Guidelines
2003 Assessment & Reporting Guidelines

HR APPROVALS & FILE STORAGE:

This document constitutes part of the LCS Teacher Contract and may not be altered or modified in any form without human resources and Head of Schools review and approval.

No Word copy or Google version other that the current working copy in the Human Resources Drive may be stored. Principals may create working copies using saved versions of the file and using the employee's name in the title.

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