

Teacher Evaluation

Policy 4121

February 13, 1989

Revision Date: January 17, 2017

Revision Date: June 23, 2026

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 supports teachers in their ongoing growth and professional development, 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 teacher professionalism, benefiting both teachers and 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. 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.

This policy will be reviewed every five years, or upon any substantial revision of the BC Curriculum.

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 may 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.
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 employed at the start of the school year will be notified by September 30 if they are scheduled for an evaluation that year.
 - 2.2 Teachers shall receive a teacher evaluation guidebook which will summarize the process, criteria and forms used within the district.
 - 2.3 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.
 - 2.4 Each evaluator and teacher shall endeavor to establish a climate of trust and respect.
 - 2.4.1 A teacher may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation.
 - 2.4.1.1 The Superintendent shall respond to the teacher's request.
 - 2.5 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, Spring Break, or the secondary semester end date, unless requested by the teacher.
 - 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 an assessment of supporting documentation, such as:
 - 3.2.1 learning plans (year/semester, month, week, day, etc.);
 - 3.2.2 records of communication with parents;
 - 3.2.3 examples of assessment, feedback, and intervention;
 - 3.2.4 examples of accommodations or modifications for students with disabilities and diverse needs;
 - 3.2.5 learning updates; and,
 - 3.2.6 any other documentation the evaluator deems necessary to fairly evaluate the criteria as per Section 7, Appealing An Evaluation.
 - 3.3 Where a teacher is in a non-enrolling role (such as Student Services

Resource Teacher, Teacher Librarian, or Counsellor, or any other positions of special responsibility), the observation process may be modified in consultation with the teacher to appropriately reflect the duties and context of the position.

3.3.1 Considerations for the evaluations of Counsellors may include:

3.3.1.1 Classroom-based instruction on a relevant topic, such as SEL

3.3.1.2 Small group facilitation

3.3.1.3 Work conducted with the school-based team

3.3.1.4 IEP meetings

3.3.1.5 IEP exemplars

3.3.1.6 Interviews (with the counsellor) and observations to evaluate how the counselor builds relationships and trust with students

3.3.1.7 A review of applicable documentation such as: record keeping of services provided to students; home communication logs; IEP check-ins; IEP updates; confidential files organization and completeness

3.3.2 Considerations for the evaluation of Student Support Resource Teachers may include:

3.3.2.1 Small-group pull-out supports

3.3.2.2 In-class co-teaching and/or student support

3.3.2.3 Work conducted with the school-based team

3.3.2.4 IEP meetings

3.3.2.5 IEP exemplars

3.3.2.6 A review of current applicable documentation such as: record keeping; home communication logs meeting records; confidential files organization, etc.

3.3.3 Considerations for the evaluation of Teacher Librarians may include:

- 3.3.3.1 Ability to work collaboratively with colleagues (co-planning and co-teaching)
 - 3.3.3.2 Integration of curriculum
 - 3.3.3.3 Instructional leadership
 - 3.3.3.4 Collection, management, development, and selection of school resources
 - 3.3.3.5 Information literacy skills
 - 3.3.3.6 Adaptability and responsiveness to school needs
4. Prior to April 30, the evaluator shall complete a Final Report of the teacher's performance. The report will identify:
- 4.1 the teacher's assignment, professional experience and training; and any discrepancies among them;
 - 4.2 all observation dates;
 - 4.3 a summary of performance as outlined in the Observation Reports, and recommendations for continued growth;
 - 4.4 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.
 - 4.5 This report shall be presented as a draft, two working days in advance of April 30, to the teacher and:
 - 4.5.1 the teacher and Administrative Officer shall discuss the draft report in the company of a third person, if the teacher chooses;
 - 4.6 a Final Report shall be signed by the teacher indicating both receipt and acknowledgement of placement on their personnel file.
 - 4.6.1 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.
5. A confidential copy of the report shall be presented to the Superintendent of Schools for the information of the Employer.
-

6. Supervisory support shall be provided to a teacher who is experiencing difficulties. Areas for professional growth will be identified, and a plan (including timelines) will be developed to provide support in these areas. Examples of supports could include classroom observations and feedback; inter-classroom visits; in-service opportunities; or mentorship.
 - 6.1 The teacher shall be consulted as to their views on whether a district teacher, administrator or consultant would conduct the supervisory support. The teacher's evaluator will not provide the supervisory support.
 - 6.2 This support could be in the form of a supervisory visit with a pre-conference followed by a classroom observation and a post conference.
 - 6.2.1 The teacher shall be advised of the visitation schedule in advance.
 - 6.2.2 The visit shall result in specific recommendations that are designed to improve the instructional expertise of the teacher.
 - 6.2.3 A written summary of each visit shall be prepared by the Supervisor.
 - 6.2.3.1 This summary will describe the pre-conference focus, classroom observation and post conference recommendations.
 - 6.3 This support could also be in the form of a directed interschool and/or interclass visit by the teacher.
 - 6.3.1 The teacher shall be advised of the opportunity to observe another teacher in advance.
 - 6.3.2 The visit shall be designed to assist the teacher in the identified areas for professional growth.
 - 6.4 This support could also be in the form of a directed in-service opportunity.
 - 6.5 At the conclusion of the supervisory support, a summary report will be written and provided to the teacher.
 - 6.5.1 At a minimum, one supervisory visit will be conducted at the conclusion of the support plan in order to inform the summary report.
 - 6.5.2 This summary will detail the areas for growth initially identified, the supports provided, the professional growth observed, and any recommendations for further growth. Further support, if necessary, will be indicated.
 - 6.5.3 A copy of this summary will be placed on the teacher's Personnel File, and a copy provided to the administrator conducting the

teacher's evaluation.

6.5.4 The teacher shall have the right to submit a written response to the summary report which shall then be filed with all copies of the report.

7. Notwithstanding the above, a teacher who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.

7.1 The letter of appeal must be received within fifteen (15) working days after receipt of the final report.

7.2 The letter of appeal must state specific reason(s) consideration should be given.

7.3 The Superintendent of Schools will review the evaluation.

7.3.1 The Superintendent of Schools may rule the evaluation will stand or grant another evaluation.

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

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

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

7.3.3 A teacher may appeal the Superintendent's decision to the Board, in writing, within fifteen (15) working days upon receipt of the decision.

7.3.3.1 The letter shall be addressed to the Superintendent.

7.3.3.2 The Board shall grant a hearing with the teacher.

7.3.3.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received through application of this policy. Possible outcomes of an appeal to the Board are as outlined in 7.3.1.

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

8.1 Professionalism and Conduct

8.1.1 Demonstrates a positive attitude for teaching/learning.

- 8.1.2 Assumes the role and responsibilities of the teacher effectively.
 - 8.1.3 Understands educators are role models who act ethically and honestly.
 - 8.1.4 Is dependable, punctual, proactive, and responsible.
 - 8.1.5 Is respectful and cooperative with advisors and other professionals; contributes to the profession.
 - 8.1.6 Values involvement and support of parents, guardians, families, and communities.
 - 8.1.7 Contributes positively to the classroom and school environment.
 - 8.1.8 Demonstrates an awareness of and adheres to the Professional Standards for BC Teachers as established by the BC Teacher's Council.
 - 8.1.9 Communicates clearly and effectively.
 - 8.1.10 Models appropriate language use.
 - 8.1.11 Respects cultural diversity in communication.
 - 8.1.12 The teacher establishes and maintains effective, respectful and ethical working relationships with pupils, parents, colleagues, and others in the educational community.
 - 8.1.13 The teacher demonstrates an awareness of current developments in education.
- 8.2 Inquiry & Reflective Practice
- 8.2.1 Is open to and acts on advice to improve professional practice.
 - 8.2.2 Uses effective cycle of questioning, reflection, and action to improve practice.
 - 8.2.3 Engages in constructive professional dialogue with advisors.
 - 8.2.4 Makes committed efforts to contribute toward truth, reconciliation and healing, including:
 - 8.2.4.1 Meaningfully incorporates First Nations, Metis, and Inuit peoples' worldviews and perspectives into learning environments; and
 - 8.2.4.2 Demonstrates respect for the languages, heritages and cultures of First Nations, Metis, Inuit peoples.
-

- 8.2.5 Critically examines biases, attitudes, and practices to facilitate change.
 - 8.3 Preparation for Teaching – Curriculum, Pedagogy and Assessment
 - 8.3.1 Plans according to appropriate goals/objectives/core competencies.
 - 8.3.2 Plans detailed units/lessons/learning experiences in advance.
 - 8.3.3 Designs logically organized units/lessons/experiences linked to identifiable goals/objectives/core competencies.
 - 8.3.4 Designs units/lessons/experiences that engage students in meaningful learning.
 - 8.3.5 Demonstrates understanding of subject content.
 - 8.3.6 Integrates multi-modal delivery options into classroom practice.
 - 8.3.7 The teacher is aware of, and plans for, students with disabilities and diverse needs.
 - 8.3.8 Works to meet the unique learning needs of all students.
 - 8.3.9 Lessons/experiences demonstrate overall coherence (introduction, content, conclusion).
 - 8.3.10 Uses diverse and pedagogically sound teaching strategies to engage students.
 - 8.3.11 Understands and applies knowledge of student growth and development.
 - 8.3.12 Locates and uses appropriate resources to enhance instruction.
 - 8.3.13 Maintains appropriate records for assessment and evaluation.
 - 8.3.14 Uses appropriate summative assessment, evaluation and reporting strategies.
 - 8.3.15 Provides timely and effective feedback to students.
 - 8.3.16 Adequate knowledge of the subject matter is evident.
 - 8.3.16.1 The teacher demonstrates accurate subject-matter knowledge and presents it in ways accessible to the range of learners in the class.
-

8.3.16.2 The teacher can respond informatively to student questions regarding the subject matter or refer students to grade-level resources for further learning.

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

8.3.17.1 Program overviews make reference to the curriculum.

8.3.17.2 Lessons reflect the curriculum objectives.

8.4 Classroom Organization, Climate, and Classroom Management

8.4.1 Values and cares for students and acts in their best interests.

8.4.2 Organizes the physical environment for learning and safety.

8.4.3 Establishes positive rapport with students and uses appropriate/safe classroom procedures.

8.4.4 Reinforces classroom expectations and implements effective practices in classroom management.

8.4.5 Maintains an engaged and participatory environment.

8.4.6 Demonstrates an awareness of each student's level of involvement and engagement.

8.4.7 Shows an understanding of and addresses the needs of all learners through inclusive language and practices (e.g. sensitivity to ability, language, culture, religion, gender and sexual orientation).

8.4.8 Plans learning experiences that incorporate the resources and address the needs of multilingual students.

8.4.9 Brings an understanding of how all people are connected to family, community, language, culture, and the natural world.

8.4.10 Fosters a deeper understanding of Indigenous ways of knowing and being, history and culture.

8.4.11 Develops and maintains mutual respect

8.4.11.1 The teacher models and encourages respect.

8.4.11.2 The teacher reacts constructively to students' feelings and attitudes.

8.5 Instructional Techniques

- 8.5.1 Communicates curriculum content clearly and accessibly.
 - 8.5.2 Models appropriate written and oral language at all times.
 - 8.5.3 Adjusts language (e.g. tone/formality/vocabulary) according to audience and/or context.
 - 8.5.4 Uses a variety of verbal and nonverbal modes to communicate (e.g. linguistic, audio-visual, digital, gestural).
 - 8.5.5 Emphasizes language development in all curriculum areas.
 - 8.5.6 Effective use is made of instructional time.
 - 8.5.6.1 Lesson objectives are accomplished.
 - 8.5.6.2 Lesson pace is appropriate for the learners.
 - 8.5.6.3 The teacher handles transitions smoothly.
 - 8.5.6.4 Opportunities for extension are provided to students who are proficient/have mastered the lesson outcomes.
 - 8.5.7 Instructional strategies or techniques are varied.
 - 8.5.8 Concepts are developed appropriately.
 - 8.5.8.1 Analogies, models, manipulatives, etc., are used.
 - 8.5.8.2 The development of curricular competencies is emphasized.
 - 8.5.8.3 Provision for the transfer of previous learning to new learning is made.
 - 8.5.9 Effective questioning strategies are used.
 - 8.5.9.1 Questions are formulated and distributed to enhance learning.
 - 8.5.9.2 The teacher responds to student answers effectively.
 - 8.5.10 Opportunities for practice are provided.
 - 8.5.10.1 Guided practice is employed before independent practice is assigned.
-

8.5.11 Opportunities for review are provided.

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

8.5.12.1 The teacher supervises learning activities and provides feedback.

8.5.12.2 The teacher makes adjustments to enhance lessons.

8.5.13 Instruction is closed appropriately.

8.5.13.1 Reviews, summaries or closures are utilized.

8.5.13.2 The teacher maintains student engagement and classroom management until the next transition period.

8.6 Assessment of Learning

8.6.1 Expectations for student learning are communicated clearly.

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

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

8.6.2.1 Prompt feedback is provided to students

8.6.2.2 Assessment results are used to inform the teacher's understanding of learners' abilities, needs, and next steps for instruction.

8.6.3 Accurate student records are maintained.

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

8.6.4.1 A variety of methods are used.

8.6.4.2 Assessment instruments are relevant.

8.6.4.3 Student assessment is based on a broad range of evidence drawn from student work. A variety of appropriate assessment methods and instruments are used, and assessment is based on a student's current levels of competency.

8.6.5 Student progress is communicated effectively to parents.

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

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

9. Professional Growth Plans (PGP)

9.2 Provided they have met district expectations on their first formal evaluation, and subject to the approval of their principal, a PGP may be requested by a teacher as an alternative to an evaluation per Sections 3-8 of this policy. The PGP process is optional, and a teacher may instead opt to continue with an evaluation per Sections 3-8.

9.3 It is recognized that a collegial atmosphere of support and trust is necessary for the success of the PGP process.

9.4 The request for a PGP in lieu of an evaluation shall be submitted in writing to the school principal by October 15. The principal shall respond promptly in writing to the teacher with the approval or denial of their request.

9.5 Using the approved District form, a PGP shall be developed and submitted to the principal for approval by November 1st. The plan shall outline:

9.5.1 The area(s) of professional growth the teacher will be focusing on;

9.5.2 The professional activities that will be undertaken by the teacher as a part of their plan;

9.5.3 Details on how they will keep a record of their professional activities (portfolio, journal, or similar record).

9.6 If the principal does not approve the plan, the principal and teacher will work together to amend the plan.

9.7 Changes to a PGP may be made at any time through mutual agreement between the teacher and the principal. Such changes will be documented.

9.8 Teachers will have a minimum of three documented meetings with the principal during the school year to:

- 9.8.1 Follow the progress of the plan; and/or
 - 9.8.2 Make changes to the plan; and/or
 - 9.8.3 Sign off on the completion of the plan, prior to April 30.
- 9.9 Prior to April 30th, the plan shall be completed within the stated guidelines and concluded with a principal's statement of completion on the form provided. The form will be submitted to the Superintendent for inclusion in the teacher's personnel file in lieu of a traditional evaluation report prior to April 30th, along with any supporting documentation agreed upon by the teacher and principal.
- 9.9.1 The teacher shall have the right to submit to the evaluator a written commentary on the PGP, which shall be filed with all copies of the PGP.
- 9.10 If the PGP has not been started by the teacher by December 15th, the evaluation will revert to a teacher evaluation as outlined in the collective agreement and this policy.
- 9.11 It is understood that both parties will strive for mutual agreement. Where a disagreement does occur on suitability of a teacher for a PGP, or the goals, proposed activities, or completion of a PGP, it shall be referred for resolution to a joint committee. The joint committee will include the Pro-D Chair, FNDTA President, FNDTA Liaison, Director of Instruction and two principals; with final appeal to the Superintendent.
-

As per Article A.20.3(c), the revisions to this policy have been made by mutual agreement of the Board and the Association:

(Board Representative Name)

(Association Representative Name)

(Signature)

(Signature)

(Date)

(Date)
