



**RICHMOND
CHRISTIAN
SCHOOL**

EST. 1957

POLICY NUMBER AND NAME: 08.08 TEACHER PERFORMANCE AND EVALUATION – VERSION 4.0	RESPONSIBILITY	BOARD	SUPERINTENDENT	SLT
		A	D	I
SECTION: 08 – ORGANIZATION AND EMPLOYEES	LAST REVISION DATE: SEPTEMBER 25, 2023			
ADOPTED: MARCH 14, 2014	REVIEW FREQUENCY: EVERY 4 YEARS			

PURPOSE

The purpose of a teacher evaluation is to improve student learning through quality instruction, curriculum development, collaboration and ongoing professional development. Formative assessment is an on-going process of consultation, assistance, and appraisal that is designed to encourage and support teacher growth in the day-to-day activities of teaching and learning. 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 the minimum expectations of the assignment.

REVIEW HISTORY		
DATE	VERSION	CHANGES
SEPTEMBER 27, 2021	3.0	
SEPTEMBER 25, 2023	4.0	GENERAL OVERHAUL OF POLICY

1. EVALUATOR

Teacher evaluation is the responsibility of the campus Principal who may utilize the Vice- Principal, Curriculum Coordinator and/or the Superintendent to assist when appropriate or necessary.

2. TIMING

- 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. A teacher in their first year of employment will receive:
 - i. a 90 day performance review as outlined in their employment contract
 - ii. A formal evaluation within the first 12 months of employment

3. PROCESS

- a. 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.
- b. Any evaluation that identifies “critical area(s) for improvement” should be documented and included in a professional growth plan or letter of expectation.
- c. The teacher evaluation should focus on areas of growth that the teacher has identified and communicated
- d. 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.
- e. The evaluating administrator will follow up with the observed lessons, incorporating the teacher's self- evaluation
- f. Discussion of a draft report, including recommended goals and teacher response;
- g. Principals will inform the Superintendent immediately should there be some evidence that the recommendations of the evaluation are likely to result in an unsatisfactory final report
- h. A signed, written report is placed in the school’s personnel file;
- i. Reports will include statements where the teacher states any disagreements with the final report.

4. CRITERIA FOR EVALUATIONS

- a. Classroom teacher evaluations and growth plans are based on the outlined in Teacher Learning Targets; exceptions may include some non-enrolling positions.
 - i. Faith and Learning
 - 1) Central themes (Christian perspective) and a deep hope are evident as a driving force in the unit plans and lessons
 - 2) Assignments and lessons build towards the deep hope and central theme
 - 3) There are opportunities for students to articulate their part in God's story
 - 4) Students are asked to respond, reflect, and expand upon the central theme or deep hope
 - 5) There is an intentional connection between belief and action, as part of acting out faith
 - 6) There are opportunities for faith formation in the classroom "minutia", not just in Bible class
 - 7) Opportunities for faith formation exist in the classroom beyond integration in the curriculum
 - 8) Biblical Teaching Practices (BTP) inform interactions with students and/or decisions related to curriculum and pedagogy
 - ii. Classroom Community: Management and Physical Space
 - 1) The classroom is clean, free of clutter and mess
 - 2) The physical spaces intentionally create a culture of learning
 - 3) There are clear management practices in place that consider individual and group needs
 - 4) Students are empowered and supported towards conflict resolution
 - 5) Students understand expected behaviours and there is follow-up to inappropriate behaviour
 - 6) There is opportunity for student leadership
 - 7) There is a classroom culture of belonging and respect
 - 8) Positive relationships with students is the foundation of all interactions and management
 - iii. Professional Conduct
 - 1) The teacher arrives prepared for meetings and collaboration, on time, and ready with any necessary materials

- 2) They actively participate and engage in the discussion at hand, refraining from side conversations, texts, or emails that might distract from being fully present
- 3) Interacts and communicates with families in a positive manner
- 4) They are able to see multiple perspectives
- 5) They are open to challenging their own thinking and respectfully challenging the thinking of others
- 6) They keep student learning at the center of the discussion
- 7) They are aware of the time and place to engage in discussion of current issues or events with colleagues and refraining from sharing personal views in the classroom.
- 8) They are willing and able to discuss more than the day-to-day schedule and see the big picture
- 9) They lean in courageously - listening with positive intent and demonstrating care for others
- 10) They ask for help when needed and take responsibility for the impact of their own decisions and statements

iv. Curriculum and Documentation

- 1) All curriculum documents are clear and complete, understandable to an outsider
- 2) Overview - including big ideas, elaborations and assessments and a central theme/deep
- 3) Curriculum documents are in the proper location with active, functioning links
- 4) There is evidence of planning to maximize student learning and success - flexibility and student voice and choice, differentiation, access points for all learners, and developmentally appropriate choices
- 5) Learning standards and learning targets reflect curricular competencies and content goals
- 6) There are meaningful connections to Core Competencies
- 7) The First Peoples Principles of Learning are evident in curriculum and pedagogy
- 8) There is evidence of revision, refining, and improvement from year to year
- 9) There is intentional cross-curricular integration and connections
- 10) The planning reaches beyond the current grade-level/unit to connect with what's been done before and what the students should be prepared for next

v. Pedagogy and Planning

- 1) The teacher is ready to go and teach right away
- 2) All prep has been done before class and is organized and ready
- 3) Students are meaningfully engaged in learning from the minute class starts
- 4) A variety of pedagogical best practices have been implemented: Movement of students, engaging hook, student voices, less teacher talk time, teacher circulation, meaningful connecting with students
- 5) Classroom activities match planning documents while being responsive to the needs of students
- 6) All learning needs and styles, including students on an IEP, are considered
- 7) Learning targets are posted and students are aware of the lesson goals and learning objectives
- 8) Check-ins with students shape the flow of the class and overall teaching plans

vi. Assessment

- 1) Assessment is something we do with students, not to students. We sit beside our learners and move in relationship with them.
- 2) Assessment and evaluation practices are aligned with essential competencies and content.
- 3) Formative assessment is ongoing, varied, and central to the ongoing iteration of the learning progression.
- 4) Students set personal goals for learning and monitor their progress through self-assessment and ongoing feedback that is clear, specific and timely.
- 5) Assessment methods must be differentiated to meet students' diverse needs, interests, and learning styles. Assessment and reporting practices support all students.
- 6) Evaluation reveals achievement and progress over time in relation to learning targets or student goals; evaluation is tied to learning, not to variables that reflect behaviour and/or attitude.
- 7) Communicating student learning is ongoing and clear with a focus on standards-based language and meaningful descriptions, collections, and demonstrations of student learning. It communicates achievement and progress.
- 8) We engage students in reflection on their own faith formation as we believe that discipleship is an essential part of our mission.

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

SUPPORT NEEDED	DEVELOPING	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. Surveys of students and parents may be used for feedback with teachers and included in the evaluation process
- Confidentiality of the parent-student information is to be maintained between the Principal and Teacher
 - 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 the criteria for evaluations
 - Survey results will be shared by principals with teachers

5. SELF-EVALUATION AND TEACHER GROWTH PLANS

- Teachers are responsible for their own personal and professional growth should set ongoing personal growth goals based on standards established in the Learning Targets for Teachers and school professional development goals
- 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,

- vi. journals,
 - vii. photos,
 - viii. books,
 - ix. research journals,
 - x. presentations,
 - xi. workshops etc.
- c. Evidence of professional growth collected in an annual growth plan may be used in support of formal teacher evaluations

6. PEER EVALUATIONS

- a. The Superintendent, 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. SUMMATIVE REPORT

- a. A Summative Report for a teacher should include comments on all categories.
 - i. 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.
- c. The summative report and any supporting documentation will be permanently stored in the teacher's employment file.