

THE EVALUATION PROCESS

Goal Setting: All Teachers, Every Year

Teachers will annually set goals for their students. Each teacher, using the results of an initial assessment, sets an annual goalⁱ for improving student achievement. The evaluator and the teacher meet to discuss data from the initial assessment and review the annual goal. A new goal is identified each year. The goal should be customized for the teaching assignment and for the individual learners. The Goal Setting for Student Academic Progress Form, page 55, may be used for developing and assessing the annual goal. Student academic progress goals measure where the students are at the beginning of the course or year, where they are at mid-point, where they are at the end of the course or year, and *what is the difference*. Teachers will keep a copy of their Goal Setting for Academic Progress form in their document log.

Informal Observations and Formal Observations: All Teachers, Every Year

Informal observations might include observing instruction for a short duration (i.e., ten to fifteen minutes) or observing work in non-classroom settings at various times throughout the school year.

In a formal observation, the evaluator conducts a structured or semi-structured, planned observation -- either announced or unannounced -- typically of a teacher who is presenting a lesson to or interacting with students. Evaluators can use formal observations as one source of information to determine whether a teacher is meeting expectations for performance standards. Formal classroom observations should last a specified period of time (for example, 30 or 45 minutes, or the duration of a full lesson). For maximum value, the building level administrator should ensure that Informal and formal observations occur at least once a year for every teacher. Teachers will keep copies of their evaluations in their document log.

Student Surveys: All Teachers, Every Year

The sole purpose of the surveys is to provide feedback directly to the teacher for professional growth and development. Teachers will survey students annually. Student surveys represent an additional source of information regarding teacher performance. The purpose of a student survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation). Parents may have their students opt-out of the teacher survey. Teachers in grades 3-12 will survey students online for confidentiality. Teachers will complete the student survey summary on page 37 and keep this in their document log.

Self-Evaluation: All Teachers, Every Year

Teachers will complete a form annually to reflect on the effectiveness and adequacy of their practice based on each performance standard. Teachers will keep a copy of their self-evaluation form, page 43, in their document log.

Document Logs: All Probationary Teachers and Teachers on Continuing Contract Year 3

Teachers with continuing contracts on a three-year evaluation cycle maintain the document log for three years and empty it upon completing the three-year cycle. Therefore, these teachers will have multiple versions of the required items. Teachers should make sure each item is labeled such that it is clear which school year it represents (for example: 2012-2013 Parent Communication Log).

Communication Log and Professional Development Log: All Teachers, Every Year

A copy of these forms can be found under Teacher Evaluation on the division website.

Summative Evaluation: All P1-P3 Teachers and C3 Teachers

Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle.

Status: ☐P1 ☐P2 ☐P3 ☐C1 ☐C2 ☐C3 P-Provisional C-Contractual

The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. The integration of data provides the evidence used to determine the performance ratings for the summative evaluations for all teachers.

