

Policy Name	Teacher Evaluation Policy
Policy Number	
Date Created	January 2025
Date Revised	
Date of Implementation	January 2025

RATIONALE

The Teacher Evaluation Policy is designed to ensure that every teacher's actions, judgments, and decisions prioritize the best educational outcomes for students and promote optimal learning at OneSchool Global.

Policy:

OneSchool Global will evaluate teacher performance on an annual basis. This included a summative report and a look at the teacher's goals and growth plan. This in-depth evaluation will be based on such criteria as:

Curriculum Knowledge and Planning:

- The teacher has thorough knowledge appropriate for his/her teaching assignment and stays abreast of recent developments in his/her field.
- The teacher knows and adheres to overall objectives and content of the BC provincial and school curriculum appropriate to grade and subject taught.
- The teacher makes appropriate judgment in selecting materials and resources to facilitate intended learning outcomes.
- The teacher incorporates long and short-range goals and plans which provide a variety of learning experiences.
- The teacher seriously endeavors to understand the individual challenges of each student and to employ instructional strategies and provide learning approaches/ experiences that best meet the individual needs of his/her students.

Teaching Strategies and Classroom Management:

- The teacher encourages critical, creative and independent thinking in students.
- The teacher makes best use of physical space available to create a pleasant and stimulating environment.
- The teacher uses a variety of techniques and strategies to tailor the course being taught to meet the needs of the individual learner.
- The teacher recognizes and demonstrates the value and practice of active learning.
- The teacher utilizes appropriate resources and instructional resources.
- The teacher provides appropriate assignments.
- The teacher demonstrates fairness and impartiality.
- The teacher provides effective evaluation and feedback on student progress.
- The teacher encourages good work and study habits.
- The teacher defines and adheres to a clear set of classroom rules, routines and procedures

consistent with OneSchool Global practices and maintains effective classroom discipline.

- The teacher exercises appropriate preventive and corrective discipline as required.
- The teacher encourages students to assume responsibility for their learning and actions.
- The teacher shows flexibility in reacting to student needs.
- The teacher provides the opportunity for students to participate actively and successfully.
- The teacher encourages student learning by communicating respect, appreciation, and appropriate praise.

Professional Growth and Development:

- The teacher has personal professional goals and is working to achieve them.
- The teacher keeps current in his/her area of specialization and with general trends in education.
- The teacher shares his/her expertise and promotes a collegial environment.

Teaching at OneSchool Global

- The teacher respects and honors OneSchool Global's ethos and guiding principles, beliefs and lifestyle.
- The teacher contributes to and supports the extra-curricular community activities of OneSchool Global.
- The teacher interacts professionally with all members of the Brethren community.
- The teacher presents self in a professional way.
- The teacher demonstrates caring concern for the individual student and each one's unique needs and challenges.
- The teacher interacts professionally with, and is respectful toward students and parents.
- The teacher shows loyalty to the OneSchool Global's community and its traditions and values.
- The teacher exhibits standards of conduct, both in and out of school, that indicate pride in the teaching profession and teaching at OneSchool Global.

Procedure:

Evaluations are performed by the Principal. The following is the standard model:

- Initial meeting with the teacher to discuss process
- Plan in-depth pre-arranged classroom assessment(s) and unannounced, informal visits
- Completion of classroom assessments and visits
- Complete teacher evaluation
- Discussion of evaluation with teacher and development of teacher professional growth plan
- Follow-up on teacher professional growth plan

The evaluation is signed by the Principal and the teacher to indicate the completion of the review. One copy of the evaluation document is also forwarded to HR, a copy is filed in the teacher's personnel file, and a copy is given to the teacher.

TEACHER GROWTH PLAN

Professional Growth Plan

All teachers are required to create a professional growth plan, which must be agreed upon by both the teacher and the principal. The content of the growth plan is collaboratively developed, focusing on areas for improvement and professional development. The plan must include the following elements:

- **Professional goals:** Specific areas of focus for growth.
- **Proposed activities:** Actions the teacher will take to achieve the goals.
- **Criteria for completion:** Clear indicators of success, outlining how the teacher will measure progress.

The growth plan is a dynamic, ongoing document that supports continuous development and is used in conjunction with the teacher evaluation process. It helps track progress and showcases the teacher's professional growth over time.

Policy Name	Principal Evaluation
Policy Number	
Date Created	January 2025
Date Revised	
Date of Implementation	January 2025

RATIONALE

The purpose of the Principal Evaluation Policy is to provide procedural guidelines for both the formative assessment of a Principal's professional growth and the summative evaluation of their performance. The goals of the Principal Evaluation Policy are:

- to develop and maintain a learning environment for students
- to promote and facilitate a continuous program of principal reflection, decision making, and personal and professional growth
- and, to provide a formal process for the regulation of a consistent standard of best practice

POLICY

The intent of the Principal Evaluation Policy is twofold. The first (formative) is to provide a vehicle for the principal to assess and reflect upon their professional practice and engage in sustained personal and professional growth. The second (summative) is to provide a formal process for regulation of a consistent standard of best leadership practice. To this end an annual process of a formative assessment co-exists alongside a cyclical process of a summative evaluation.

PROCEDURE

Summative evaluations of a school Principal will be carried out by an educational professional chosen by the Authority.

The cycle for summative evaluation is:

- Regular cycle: in this cycle, Principal is required to undertake a summative evaluation every four years.
- New Principals: Principals new to the profession are required to undertake a process of formative assessment in their 1st year and a summative evaluation in their 2nd and 5th years as Principal.
- Experienced Principals new to OneSchool Global: Are required to undertake a process of summative evaluation in their 2nd year in **OneSchool Global**.
- Special Circumstances: There may be times a Principal may be required or request a summative evaluation independent of the regular cycle. Under these circumstances the permission of the Authority must be obtained.

Professional Growth Plan

The principal is to create a professional growth plan.

The growth plan format must contain the following elements:

- professional goals (the principal want to emphasize this year);
- activities the teacher proposes in order to accomplish his/her goals.
- criteria for completion (how the teacher will know that the goals were achieved.

