
302(A) Personnel & Employee Relations AP – Summative Evaluation of Teachers
Appendix A

Summative evaluation is a judgmental process designed to facilitate decision making for the purposes of tenure, promotion, transfer, certification, remediation and/or termination. This policy operates under the assumption that an evaluation process may be necessary or desired which respects the rights of the individual while generating the data for making well-informed and fair employment decisions. Additionally, one of the aims of summative evaluation is to foster professional growth.

The Division believes that summative evaluation of a teacher's professional performance may be required for the purpose of making decisions regarding employment and/or certification.

1. Summative evaluation may be initiated by:
 - a) the teacher to be evaluated,
 - b) by the school principal, or
 - c) by the superintendent or designate
2. All reports generated during the evaluation process shall be signed by both parties and kept in the teacher's personnel file secured in the division office. A copy shall be provided to the teacher being evaluated prior to the report being placed on file.
3. A teacher may review any personal evaluation records contained in that teacher's personnel file.
4. A teacher being evaluated shall be given the opportunity to respond in writing to all written reports pertaining to the evaluation. This response will be included with the evaluation report.

TEACHERS ON CONTINUOUS CONTRACT

- a) Prior to a summative evaluation being performed, the teacher to be evaluated must receive or submit written notification, a copy of which must be kept in the individual teacher's personnel file secured in the division office.
- b) Once notification is given or received, the principal and/or designate shall convene a conference with the teacher as soon as possible and prior to formal observation. The purpose of this conference will be to discuss evaluation policy and procedure, performance criteria, reporting procedures and appeal procedures.

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- c) PHASE ONE: The following shall be performed by in-school administrators
1. Multiple observations based on established criteria (reference given to the TQS)
 2. Frequent conferencing
 3. A formal written report based on the established criteria containing descriptive assessments, which may include areas of strength, directions for growth and recommendations. This may conclude the summative evaluation process or *where remediation is necessary* proceed to phase two.

- d) PHASE TWO: Where remediation is necessary to raise the quality of a teacher's instruction to a competent level, the report from phase one shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement. The Administrator will ensure that the Superintendent or designate are informed of the implementation of this phase at the outset.

The in-school administrator, at the end of the time allotted for the teacher to make the required improvement shall follow the evaluation process as outlined in Phase One. This may conclude the summative evaluation process or *where further remediation is necessary*, proceed to phase three.

- e) PHASE THREE: Phase three of the summative evaluation process shall consist of:
- a. An evaluation conducted by a certified educator, chosen by the superintendent or designate, who is adequately trained in evaluation procedure and practice and is independent of the staff of the school in which the teacher works.
 - b. The following shall be performed by the evaluator as part of the phase three process:
 - a) multiple observations based on established criteria (reference given to the TQS)
 - b) frequent conferencing
 - c) a formal written report based on the established criteria containing descriptive assessments, which may include areas of strength, directions for growth and recommendations. This may conclude the summative evaluation process or *where remediation remains necessary* proceed to phase four.

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- f) PHASE FOUR: Where further remediation is necessary to raise the quality of a teacher's instruction to a competent level, the report from phase three shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.
- a. The evaluator, chosen by the superintendent or designate, at the end of the time allotted for the teacher to make the required improvement, shall follow the evaluative process as outlined in phase three. Following this, a written report containing the assessment will be forwarded to the school principal and the teacher.
 - b. The principal upon receipt of the evaluator's report, shall convene a conference with the evaluator to discuss the assessment, and they shall submit a written report to the superintendent or designate which may propose:
 - i. conclusion of the summative evaluation process
 - ii. termination of the teacher's contract
 - iii. other recommendations which they believe are in the best interest of the teacher and school.

A copy of this report shall be given to the teacher at least five working days before being submitted to the superintendent or designate.

- c) The superintendent or designate upon receipt of the above report shall take whatever action deemed necessary.
- d) Following completion of this process, the teacher may appeal for final direction/decision to the Superintendent.

TEACHERS ON PROBATIONARY CONTRACTS

- a) Teachers that enter into a probationary contract with the Division will receive written notification that a summative evaluation will take place during the term of the probationary contract.
- b) Early in the school year and prior to formal observations, the principal shall convene a conference with the teacher. The purpose of this conference will be to discuss evaluation policy and procedures, performance criteria, reporting procedures and appeal procedures.
- c) The following will be included in the evaluation process:

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- i. The Principal will conduct at least 3 observations per teacher. Two of those are to be attempted to be completed prior to January 31. The 3rd must be completed by April 15. In addition, the Superintendent and/or designate will make every effort to conduct at least one observation prior to January 31 or as close as possible to this date.
 - ii. Conferences with the teacher where observations and assessments are communicated.
 - iii. Where remediation is desirable, clear expectations and opportunities for improved practice, with a reasonable time line for improvement, shall be given.
 - iv. At the end of the time allotted for the teacher to make improvement, the evaluator shall perform a reasonable number of observations and conferences to assess and discuss performance levels. A report containing the assessment and possible recommendations shall be written and given to the superintendent or designate and the teacher and placed in the teacher's personnel file in the division office.
 - v. A formal written report based on the established criteria (reference given to the TQS) containing descriptive assessments, which may include areas of strength, directions for growth, and recommendations will be submitted to the teacher and the Superintendent or designate. This will conclude the summative evaluation process.
- d) Following completion of this process the teacher may appeal the contents of the evaluation report to the superintendent or designate.
- e) The superintendent shall take whatever action deemed necessary.

TEACHERS REQUESTING PERMANENT CERTIFICATION

1. Early in the school year and prior to formal observations, the principal shall convene a conference with the teacher. The purpose of this conference will be to discuss evaluation policy and procedure, performance criteria (reference given to the TQS) and reporting procedures and appeal procedures.
2. The following shall be included as part of the evaluation process.

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- a. A minimum of three formal observations (preferably), one by the superintendent or designate, with the others by a school administrator.
 - b. Conferences where observations and assessments are communicated.
 - c. Where remediation may seem appropriate, a report shall make clear the expectation and opportunities for improved practice and set a reasonable time line for improvement.
 - d. At the end of the time allotted for the teacher to make improvement, the evaluator shall perform a reasonable number of observations and conferences to assess and discuss performance levels.
 - e. A formal written report, based on the established criteria (reference given to the TQS) containing descriptive assessments which may include areas of strength, directions for growth, and recommendations shall be written by each evaluator and given to the teacher at least five working days before being given to the superintendent and placed on file. This will conclude the summative evaluation process.
3. Following the completion of this process, the superintendent or designate may recommend permanent certification or further steps that need to take place to allow for re-consideration for permanent certification.

TEACHERS ON HUTTERITE COLONIES

When a summative evaluation occurs for the principal of a Hutterite colony school, replace the word “principal” in the appropriate clauses by the word “superintendent or designate”.