



**Teacher Evaluation Policy**  
**Saplings Nature School**  
**August 2022**

***Rationale***

The Board recognizes that a critical element in a sound educational program is the individual teacher. It is also the belief of the Board that teacher evaluation will assist teachers in the realization of their full potential, thereby resulting in the improvement of instruction throughout the school.

***Policy***

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. The Board believes in an evaluation process that 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.

***Procedure***

Saplings has a teacher professional growth plan (TPGP) to support an annual review and development process. This supportive and developmental programme has teachers set their professional growth plans with their supervisors.

The Head of School is responsible for the implementation of the evaluation processes. Each teacher participating in an evaluation program shall be made aware of the process and criteria prior to the commencement of the evaluation.

Goals may be created jointly by the teacher and the Head of School and the criteria for measuring goal attainment shall be understood by the teacher as early as possible before any assessment takes place.

As the Head of School behind this policy is about professional improvement, a coaching approach shall be undertaken, either formally or informally or a combination of both, to help teachers reach their professional goals in a supported manner. Peer coaching among educators in the school is supported and encouraged by the Board.

Teacher Evaluation will be based on progress made toward goals set prior to any assessment by the Head of School. The cycle for evaluation is:

- **Regular Cycle:** In the regular cycle of supervision, a teacher is required to undertake a process of formative growth on an annual basis with a summative evaluation every third year.
- **Teachers New to Saplings (with one or more years of teaching experience):** Teachers new to the school but who have one or more years of teaching experience, are required to undertake a process of summative evaluation for one (1) year before entering the regular cycle of supervision.
- **Teachers New to the Profession:** Teachers new to the profession are required to undertake a process of summative evaluation for two (2) years before entering the regular cycle of supervision.

Notwithstanding professional goals set by teachers, in cases where a teacher's evaluation results in the revelation of unprofessional conduct, the Head of School shall inform all necessary parties as per legislation and BC Ministry of Education Policy. The Head of School shall advise the Board in matters that may involve dismissal.

### **Teacher Observations**

Observations shall include anecdotal comments about the transactions between the teacher and student(s) as well as between students while under the supervision of the teacher being observed. The Head of School may also offer suggestions and/or ideas for activities and opportunities for extending the students' learning opportunities, improving communications, disrupting binaries, and/or decolonizing practices.

Observations are highly dependent on the context and so may include, but are not limited to, a combination of the following aspects:

- Community mindedness
- Connection to place & land stewardship
- Teacher as guide and student-led learning
- Emergent moments
- Ongoing critical conversations with students
- Classroom management
- Overall presence in the classroom