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Effective date: October 11, 2018

**Pacific Montessori Society  
Teacher Evaluation Policy**

**Policy Statement**

A properly conducted Evaluation of the Teaching staff benefits the individual in that role, enhances the relationship between the Head of School/Evaluator and the teacher, ensures accountability, fosters opportunities for strengthening the quality of the educational experience provided within the Selkirk Montessori community, and models the importance of reflection and goal setting throughout the school.

**Policy Rationale**

A vibrant and effective Montessori school is dependent upon the preparedness, awareness, and practices of its guides (Teachers). Appropriate Evaluation processes provide meaningful feedback, opportunities for reflection and training and development, contributing to the improvement of school leaders and, ultimately, the effectiveness of the school. The teacher is accountable for her/his program, students, and classroom and a comprehensive Evaluation process is one of the vehicles used to recognize and shape performance.

**Policy in Full**

***I. Purpose***

The evaluation of a teacher has the following purposes:

- To promote the professional growth and development of teachers.
- To recognize and encourage the use of effective classroom practices.
- To assist the teacher in assessing her/his own performance.
- To ensure the duties and responsibilities of the position are being carried out as outlined in the job description.
- Identify areas of and opportunities for leadership.
- To provide a basis for decisions affecting employment.

***II. Evaluation Values***

The evaluation process will:

- Respect the dignity, confidentiality and anonymity of all participants,
- Be collaborative by actively involving the evaluated teacher,
- Provide constructive feedback, commendations, and advising opportunities for leadership,
- Be conducted by the most suitable mentor for the situation and individual, and
- Be fair, equitable, non-discriminatory, and confidential.

### ***III. Process and Timelines***

Evaluations will occur on a rotational basis, as deemed necessary, but no less than every six years, for a teacher who has successfully completed her/his probationary period upon hiring, and one year after the date of completed Montessori training, for a newly trained teacher.

The evaluation will be carried out by the Head of School, or designate education leader, as appropriate.

The Teacher will participate actively in the evaluation process by completing a self-evaluation, using an instrument designated by the Head of School. This self-evaluation will be submitted at least 3 days prior to the observation dates. A minimum of two observations will be conducted by the evaluator. A final report, including dates and accountability checks will be written in collaboration between the evaluator and the teacher. This report will be stored in the teacher's personnel file and be referenced in the annual check in meetings on non-evaluation years.

During the evaluation review meeting, professional development goals and activities may be identified to assist teachers whose evaluation results indicate areas requiring remediation, as determined by the evaluator. A timeline for demonstrating acceptable levels of improvement will be established and appended to the collaborative report.

### ***IV. Evaluation Criteria***

The criteria for an evaluation of teachers will be based on the responsibilities defined in the job description, the strengths review instrument, and the collaborative evaluation and goal setting document.

### ***V. Appeals***

If the teacher does not agree with any portion of the report or professional development activities as outlined, the teacher has the right to request another review to demonstrate performance. This request must be submitted to the Head of School within 30 calendar days of the evaluation review meeting.

This request will be addressed within 30 days.

### ***VI. Remediation and Probation***

The process for a teacher whose Evaluation report indicates significant areas requiring remediation is as follows:

- A Professional Development Contract, which includes an action plan, must be signed within 60 days.
- The Professional Development Contract must identify the indicators and/or areas requiring remediation.
- The action plan to correct these areas will be developed by the evaluator, in collaboration with the teacher, a schedule for periodic review of progress, and the types of evidence required to demonstrate satisfactory progress.
- The length of a remediation period cannot exceed 6 calendar months, excluding July and August.
- The evaluator must meet with the teacher at least monthly to assess progress and to provide assistance and support.
- A teacher on remediation is required to compile documentation of progress and improvement in the specific goal areas.
- Head of School, if not the evaluator, will be included in this process and the subsequent meetings.

At the conclusion of the remediation period, a meeting will be held between the evaluator and the teacher to review the documentation to determine the degree of progress made and decide on the action to be taken:

- Remediation Completed—If the teacher has demonstrated satisfactory progress, including successful completion of all goals, they are confirmed in the teaching position.
- Remediation Extended—If the teacher has shown progress and has met some of the goals, the Professional Development Contract is revised, and the remediation process is repeated.
- Probation—If the teacher has not shown at least moderate improvement and has not met the majority of her/his goals, the Administrative Head is placed on probation.

When a teacher is placed on probation, the following process is implemented:

- The remediation process is repeated and a new Professional Development Contract is negotiated and implemented.
- Near the end of the probationary period, a second Evaluation will be completed.
- The status of a teacher on probation means that the continued employment is in question and that termination may result if performance Evaluation results do not indicate improvement to the satisfaction of the evaluator.
- At the conclusion of the Evaluation, a Professional Development meeting is held where the evaluator's reviews the teacher's documentation, the results of the Evaluation and determines the degree of progress made.
- The evaluator will then determine the action to be taken. Possible actions include:

- Probation Completed: If the teacher has demonstrated satisfactory progress, including successful completion of all goals, a final report will reflect this growth.
- Termination: The termination of the teacher will be reported to the council of the College of Teachers, per the requirements of the Independent School Act.

### ***VII. Evaluation Process Evaluation***

The Head of School may review and evaluate the Evaluation process upon completion of each Evaluation and make changes to its process or instruments, as they deem necessary.

#### **References**

*Independent School Act*

*Society Act*

*Independent School Teacher Conduct and Competence Standards:*

[https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu\\_stds\\_IS.pdf](https://www.bcteacherregulation.ca/documents/AboutUs/Standards/edu_stds_IS.pdf)