

Wallaceburg Christian School Society - Board Policy Manual

Section: Teachers
Subject: 702-a-Teacher Performance

Subsection: Performance
Effective: October 2000

Teacher Performance and Employment Accountability

1. **An Accountability Focus**

All relationships within the Wallaceburg Christian School community are guided by Christian ethical principles. Those involving the teacher are explained in the OACS *Personnel Manual* and the *Education Committee Manual*. The basic relationship of our school staff is that of employee (a teacher) and employer (the board). There are many other dimensions to the relationship, but the employment one is basic.

The principal is accountable to the board for the quality of the teaching and learning processes in our school. Evaluating and reporting on teacher performance and competency is one of the ways in which the principal carries out his/her responsibility to the board. Assessing how effectively the teacher accomplishes the tasks outlined in the teacher job description provides the teacher with feedback for personal use.

Justice for human relationships is a basic Christian principle. This means that the ethical principles derived from the Bible must be practiced consistently in all situations, even the difficult ones involving evaluations. Boards and teachers have responsibilities and privileges which must be respected. Therefore a set of procedures which define ethical procedures and practices has been designed.

2. **Policy Statement**

- a. The board holds the principal accountable for the evaluation of all teaching staff.
- b. The principal will conduct regular classroom visits in carrying out the task of teacher evaluation.
- c. The principal will provide feedback to the teachers and make recommendations as appropriate to the situation.
- d. The principal will provide the necessary supportive and corrective activities to insure adequate teacher performance as outlined in the teacher job description.
- e. The principal will report to the education committee concerning the teacher's general performance using the teacher appraisal form(s) approved by the board.
- f. The principal will make specific recommendations to the board concerning the teacher's contract status using the board-approved forms:
 - i. when a change in a teacher's contract is warranted;
 - ii. when a teacher's contract is designated as being "at risk".
- g. The principal will keep the education committee informed of the on-going implementation activities of this policy

3. **Purpose of a Teacher Evaluation Program**

- a. To provide guidelines for the appraisal procedures to be followed by the principal and board.
- b. To recognize and confirm satisfactory performance of duties by each teacher.
- c. To identify unsatisfactory performance and prepare a plan for improvement.
- d. To determine proper procedures for possible change in contract status if the teacher is declared to be at risk.

4. Roles and Responsibilities

a. of the Board

- i. It is the duty of our school board, as trustees, to ensure that all its employees are and remain fit for the position they have been hired to fulfill.
- ii. The school board determines the contract status of each teacher on advice from the principal and education committee.

b. of the Education Committee

- i. Normally, teacher evaluation is part of a process which involves some consultation with the education committee, as per *OACS Education Committee Manual*. The committee endorses the principal's report, they do not review or evaluate on their own.

c. of the Principal

- i. Teacher evaluation is a professional activity carried out by those competent and entrusted to do so, specifically the principal (and/or vice principal if delegated).
 1. The principal's evaluative classroom visits will provide the principal with information to rate the teacher's competencies and performance.
 2. In cases involving dissatisfaction with the teacher's professional competence, the principal will consult with the teacher first, then, if necessary, report to the committee or board.
 3. In situations involving breach of contract the principal may make a recommendation directly to the board.
 4. In cases where specific legal restraints exist, the principal will consult with the board's officers if warranted.

5. Considerations Assumed in the Policy

- a. Clear understanding of the principal's supervisory duties, as per contract (Schedule H of the *Personnel Manual*).
- b. Contract schedule outlining duties of teachers (Schedule G, see p. 8).
- c. No abnormal circumstances prevail in contract or conditions.
- d. Teachers have the right to support and a fair evaluation; this includes the right to respond to judgments made about them and their work.
- e. Upon employment it is assumed that the teacher, being a trained professional, will succeed with the normal support from staff, principal, and board.
- f. Documentation must be able to withstand legal scrutiny but should be written as a normal educational practice.
- g. The education committee must respect the teacher's reputation by maintaining strict confidentiality throughout.
- h. The procedures and schedules have been seen and discussed by the staff and the board.
- i. The breach of contract procedures may differ from the normal evaluation documentation.
- j. Additional matters related to evaluation are dealt with in the *Personnel Manual* (contracts) and the *Education Committee Manual* (committee's role).

6. The Teacher Appraisal Process

a. Stages of Teacher Competence

- i. When evaluating teachers, the principal needs to use procedures appropriate to the various teachers' situations.

- b. Beginning Teachers
 - i. Some teachers may be in the beginning stages of their career (less than three years of experience). They will likely require:
 - 1. clear expectations
 - 2. formal appraisal process and report(s), especially in the first year of teaching
 - 3. close monitoring with 3 to 6 classroom observation visits by the principal per year
 - 4. encouragement, support, and correction
- c. Mature Teachers
 - i. Some teachers may be at a more mature stage of their career. They may be best served by:
 - 1. affirmation of their work and contributions
 - 2. encouragement to continue their effective work
 - 3. a balance of formal and informal appraisal procedures
 - 4. at least one formal evaluation report once every three years
 - 5.
- d. Teachers at Risk
 - i. A teacher may not be performing up to our school's expectations and may be considered to be "at risk". Even if in previous years the teacher was considered to be at the expected level of competence, he/she may not currently be at that level. Such a teacher will require:
 - 1. close monitoring via classroom observation visits by the principal
 - 2. regular, formal appraisals (once per year and more if needed)
 - 3. clear expectations in writing
 - 4. the use of a renewal plan
 - 5. dismissal procedures if the renewal plan does not produce the expected results

7. Documentation

- a. All interactions with a teacher that are of a supervisory or evaluative nature must be documented. Such documentation has legal significance when the teacher's contract status is being reviewed.
- b. Whenever the principal visits a classroom for evaluative purposes a report should be created.
- c. Whenever the principal meets with the teacher to discuss situations or occurrences, with a view to correction, a record should be made of the interaction.
- d. Whenever an accountability report is required, the principal produces it to describe the teacher's competency based on the data that has been collected:
 - i. the classroom observation records,
 - ii. interactions with the teacher in various school situations,
 - iii. recorded informal observations.
- e. The teacher shall be given the opportunity to respond to the report before it is presented to the education committee or board.

8. Record Keeping

- a. All personnel files shall be kept in a locked filing cabinet.
- b. All performance reports shall be signed by the principal and the teacher, and the teacher shall receive a copy thereof.

- c. The file on a teacher or staff member is available for review to that teacher, the principal, and the education committee chairperson on location.
- d. The board is bound by the privacy of information laws and regulations.
- e. No additions or deletions shall be made without the knowledge of the person whose record is being altered, and the teacher shall receive a copy of the alteration.
- f. Transfer of records (copies only) to another school may not be done without the teacher's approval. The file is to be removed from immediate access five (5) years after the person leaves the employ of our school.

9. *Dispute over Information*

- a. In the event that information in the record is disputed a third party may be appointed, by mutual agreement, to render an opinion.
- b. This person shall have no prior knowledge of what is being disputed.
- c. This recommendation, if accepted, becomes part of the record (as does a dispute about it).

10. *Conclusion of the Process*

- a. At the end of the formal process a statement is placed in the teacher's file that a certain level of performance – poor, satisfactory, excellent – has been determined. Those recommendations, if any, are being made to the board.
- b. If an unsatisfactory or poor rating is determined, the teacher must be notified that he/she is now at risk. In that event, the corrective action stage begins.