

**COLLABORATIVE POLICY DEVELOPMENT
IN
TEACHER EVALUATION**

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Dedication

This work is dedicated to my husband
Bryan,
who knows and lives
the words of the heart
and, to my children,
Michael and Jana
who teach me daily.

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Introduction and Rationale

Fueled by economic and political uncertainty, the so-called accountability movement is driving many educational reform efforts. Schools are under pressure to provide their publics with information on how well they are meeting a growing list of expectations. There has been increased scrutiny over curriculum content, pedagogical processes and student achievement. Of course, teachers are at the center of all this activity.

As one response to concerns about the quality of education, policy makers at both provincial and school district levels are developing new teacher evaluation policies with the goal of ensuring both effective classroom instruction for students and professional growth and development for teachers.

Too frequently, in the past, teacher evaluation practices have tended to focus narrowly on check-list accountability factors. This does not seem to be sufficient to build people's capacity for change and there is an emerging belief that evaluation needs to move from something that is done to teachers to something teachers do for themselves. To accomplish such a change, teachers would need to be presented with a variety of modes of evaluation that could promote learning environments which would allow teachers to develop professional skills and strategies to increase their effectiveness in the classroom.

Evaluation of teachers has been a major concern and continuing difficulty of school administration since the genesis of public schools. Traditionally, teachers have viewed the evaluation process in the following ways:

- 1) Confirmation of professional standing
- 2) Monitoring of teaching
- 3) Inspection of teaching
- 4) Evaluation as professional development

In the first three responses to evaluation, activities seldom lead to changes in teacher behavior because these activities are seen as "checking up" on the teachers or as an imposition of teaching practices (O'Reilly,1995).

A recent extensive review of teacher evaluation policies and practices in Alberta supports the idea of evaluation as professional development. In the recent descriptive study of teaching in Alberta, **Trying to Teach (Alberta Teachers' Association, 1993)**, the promoted model of teaching leaves little room for evaluation of teaching by administrators in the traditional manner.

The current Provincial Teacher Evaluation Policy requires that local authorities have teacher evaluation policies that meet local needs. However, the policy does not describe what should be evaluated, nor does it describe effective teacher evaluation practices.

In 1989, Alberta Education began to assess the impact of the provincial policy. The resulting report, **Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy** (1994) indicates that traditional evaluation practices are expensive, time consuming and, in most cases, do not improve the quality of teaching over the long term. According to the authors of the report, traditional teacher evaluation policies and practice do not work because they:

- 1) Are intended to identify incompetence and promote instructional improvement at the same time
- 2) Do not provide different evaluation procedures for beginning teachers, teachers who are experiencing difficulties, and competent, experienced teachers; and
- 3) Do not adequately address teacher' needs for professional development and the public's need to be assured of quality education (Haughey, Townsend, O'Reilly and Ratsoy, 1994).

Government's initiative to increase school-based decision making reinforces the need for teacher evaluation policies that recognize that teachers, individually and collectively, are responsible for determining their own professional development activities and for ensuring that their professional development results in quality education for their students. Site-based management enables more collaborative arrangements between teachers and evaluators than the more centralized systems of educational management. Site-based management is more than mere administrative

decentralization but includes devolution of policy-making powers as well to the local school community (O'Reilly, 1996).

The Provincial Teacher Evaluation Policy will require that:

- 1) boards, in consultation with teachers, develop teacher evaluation policies that reflect the provincial policy, are applied fairly and equally to all teachers, clearly specify mechanisms that protect the interests of students, teachers, administrators and boards;
- 2) boards inform parents and the public about their teacher evaluation policies, practices and standards and be accountable to their public for assessing and ensuring the quality of teaching;
- 3) locally developed policies clearly differentiate between public accountability and teachers' professional development;
- 4) locally developed policies include evaluation criteria and standards specified in the Provincial Teacher Evaluation Policy.

Boards' teacher evaluation policies will require that school-based policies be developed by the teachers in the school under the leadership of the principal, and in consultation with the superintendent and school council. The school-based policies will :

- 1) Recognize that, ultimately, each teacher is responsible and accountable for his or her own ability to help students learn;

- 2) Define professional development in terms of a direct and demonstrable relationship with student learning;
- 3) Specify annual professional development goals that focus on student learning
- 4) Recognize that teachers' professional development needs vary at different stages of their careers;
- 5) Specify various formative evaluation processes that teachers can use in their individual professional development;
- 6) Require that each teacher submit, annually, an individualized professional development plan to the principal
- 7) Specify how decisions will be made to allocate professional development resources; and
- 8) Indicate how the school council will be advised on how the school's professional development goals are related to the school's mission, philosophy and objectives.

Therefore, teacher evaluation policies must have two distinct but inter-related functions: accountability to the public; and teacher growth that maximizes students' opportunities to achieve. Teacher evaluation policies must also distinguish between the purposes of summative and formative evaluations. A summative evaluation will be done by a principal or superintendent when it is necessary to make a decision regarding a teacher's employment status, in response to a request or when there is reason to believe the teacher

is experiencing difficulties in teaching. A formative evaluation will be done by a principal and/or teacher(s) to help a teacher plan his or her professional development (Provincial Teacher Evaluation Policy). The purposes and types of evaluation are summarized in Table 1.

Table 1

PURPOSES AND TYPES OF TEACHER EVALUATION

Type	• Formative	• Summative
Purpose	<ul style="list-style-type: none"> • improvement and growth • observing, obtaining or receiving information about teachers' practice 	<ul style="list-style-type: none"> • accountability • provide quality of teaching

Implications	<ul style="list-style-type: none"> • requires different practices to facilitate • maintain an awareness of each teachers' practice • evaluation practices will vary widely depending on the nature of the teacher 	<ul style="list-style-type: none"> • shift focus from veteran teachers where competence is not in question • focus energy on beginning teachers and teachers whose practice warrants further examination
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Statement of the Problem

The purpose of this study was to examine the attempts of the Holy Spirit Catholic School District to implement a teacher evaluation policy for Holy Spirit Catholic Schools that would enable teachers to engage in professional growth that would result in changes in beliefs, attitudes, knowledge or behavior.

The question that guided this investigation can be stated as follows: in a volunteer committee charged with the responsibility of developing a policy on teacher evaluation, made up of five teachers, two principals and a shared chairmanship by the deputy superintendent and an Alberta Teachers' Local Council member, what issues and concerns emerge, what consensus is achieved and how are those expressed in terms of a final teacher evaluation policy?

Review of the Literature

The literature on teacher evaluation, professional growth and teacher change recognizes the complexity of meeting the various needs of children through teacher evaluation.

Over the past decade, major changes affecting our society and our schools have taken place. Schools are now required not only to offer education, but to ensure learning. Teachers can no longer merely "cover the curriculum", but they must also create a bridge between the needs of each learner and the attainment of challenging learning goals. Evaluation of teachers must fit better with what teachers are asked and expected to do with children. The old models of classroom observation, the old ways of collecting data and processing that data are no longer appropriate. New approaches to teacher evaluation have to be a fundamental part of the change that is happening in the schools.

Traditionally, teacher evaluation has served two unequal purposes. Its primary purpose has been to determine a teacher's suitability for continued employment while its secondary purpose, professional development, has had less support in schools.

What constitutes teacher evaluation? Evaluation is generally discussed as a process resulting in improvement to instruction, change in practice, change in attitude or beliefs and professional growth or development.

Teacher evaluation emerges from a shared body of professional knowledge and practices. It can move beyond the fine tuning of the practice of teaching to confronting problems of effectiveness (Bosetti, 1996) . In a conversation with Tom McGreal, Brandt (1996) points out that procedures of evaluation used in the past just don't fit the way schools are seen now or what is being asked of teachers according to their teaching assignments, stages of development and classroom goals (Darling-Hammond, 1996).

Arrendondo et. al. (1995) propose five overlapping principles from the research on supervisory practice and adult learning that should guide new ways of thinking about evaluation. According to these writers, evaluation should involve:

- 1) teaching that is facilitating learning
- 2) reflection on one's work
- 3) two-way growth
- 4) group collaboration
- 5) a change in the norms that are central to the culture of teaching.

Through such a process, teacher evaluation becomes a pedagogical opportunity (Darling-Hammond, 1996) capable of helping teachers gain a deeper understanding of what makes up effective teaching.

Townsend and Omotani (1990) maintain that evaluation procedures should empower and enable teachers and administrators to pursue educational change and professional development in a climate of trust and collaboration. When teachers take ownership for their own improvement, change and growth occurs. Adults respond to positive reinforcement and want to be involved in a supportive, collegial and collaborative environment. Traditional teacher evaluation does not take this into account.

In response to concerns about the quality of education, policy makers at both the provincial and school district levels in Alberta have developed teacher evaluation policies aimed at ensuring both effective classroom instruction and development for teachers (Wise et al, cited in Glatthorn, 1990) . When teachers understand that evaluation is intended to assist in teaching improvement, then teachers can focus their attention on learning. Similarly, when supervisors understand teachers' instructional objectives, evaluation is helpful (Levine, 1987).

Similarly to what Glatthorn (1990) states about self-directed development, evaluation should:

- 1) reflect the principles of adult learning
- 2) respond to a teacher's changing developmental needs and
- 3) treat teachers as professionals who can be responsible for their own professional growth.

Valencia and Killion (1988) support and add to this view through their contention that change in teaching practice is brought about by individual teachers engaging in the following:

- 1) applying sound principles of change
- 2) encouraging and promoting collegial support
- 3) developing norms for experimentation and risk-taking
- 4) considering the needs of adult learners
- 5) accepting teacher's instructional adaptations

The real challenge for effective teacher evaluation is to understand teaching as collective practice where teachers do not work alone but with a system that provides the framework in which they can think and act (Bosetti, 1996). By sharing professional knowledge and practices, teachers can become enlightened and gain a deeper understanding of what constitutes effective teaching. Teachers are capable of identifying directions for self-improvement and carrying out plans to improve their effectiveness. Being a professional teacher implies a moral commitment to exemplary practice which results in high levels of student learning (Sergiovanni, cited in Bosetti 1996) Clearly, an aim of evaluation should be to enable teachers to analyze their own teaching to identify genuine needs and interests. Teachers should be provided with a problem solving orientation (Valencia & Killion, 1988) so that they can become teacher-learners rather than masters of a repertoire of skills. How teachers see themselves as teachers and how this is evaluated is

a result of circumstances and experiences. Therefore, evaluation can only be viewed and interpreted under those conditions. Any teacher evaluation should be dependent upon teachers continually questioning and reinterpreting what constitutes effective teaching. The changing context of teaching and the dynamic needs of learners are continual factors in this process. Arrendondo et. al. (1995) stress that only teachers themselves can provide the interpretative knowledge needed to understand teaching acts. However, teachers also need reassurance and constructive criticism (Marshall, 1996). The emphasis on teachers as decision makers seems to be modified by Crandall (1983) who found that strong administrative support and direction could facilitate change even if the change did not originate with teachers. Teachers do not work in isolation. They need the help of experts and direction from school and district administration.

One key factor in the success of any evaluation process is moving beyond the isolation that has characterized teaching for generations. More imaginative approaches to evaluation are needed; approaches in which process is used more effectively as a means to assist teachers in developing skills and strategies to improve their craft. When teachers feel that they are in control of a process of change or evaluation. they are more likely to realize full value from this engagement. Further, when teachers are given the freedom and opportunity to act as professionals, rather than having their action prescribed, change occurs more readily and with greater teacher satisfaction (Valencia & Killion, 1988). The activities, processes and

thinking involved in teaching gives substantial support to the idea that teachers are best able to determine and plan their own plan of evaluation. Successful change often depends upon input from those involved. As Wu (1988) points out, studies confirm that input from those involved in the change increases the likelihood of success. Teachers are more likely to change when they are able to work on problems that hold meaning for them and then share in the problem solving.

Evaluation, then, might be characterized as a series of interactions between adult learning, the change process, adult development theories and staff development activities.

Evaluation procedures that promote learning environments which allow teachers to grow professionally by taking responsibility for their own professional growth need to be infused with a spirit of collaboration. Collaboration with colleagues is an important dimension of teacher work (Wells, 1994). Collaboration promotes professional growth and internally generated school improvement. From collaboration, vital bridges between school improvement and teacher development result (Hargreaves, 1994). Shulman's agreement with this notion is captured in the following statement:

Teacher collegiality and collaboration are not merely important for the improvement of morale and teacher satisfaction...but are absolutely necessary if we wish teaching to be of the highest order...collegiality and collaboration are also needed to ensure that teachers benefit from their experience and continue to grow during their careers (cited in Hargreaves, 1994).

The work of Lieberman (1992), in her description of collaborative research claimed that no matter what the context , team work or collegiality has been shown to produce powerful professional development for teachers and promote greater collegial interaction. Hargreaves cautions though if collaboration is to be successful, teacher development and growth must be reconnected to curriculum development so that there is something sufficiently broad and significant about which to collaborate (Hargreaves, 1992).

In their work with collaborative teacher autobiography, Butt, Townsend and Raymond (1990) look at the importance of teachers' lives and teacher biographies in understanding change and professional growth in the future.

The shift toward more collaborative supervisory processes may end up dispelling the isolation of much traditional teaching and evaluation methods (Arrendonado, et. al.), but collaborative cultures take time to develop because they rely on trust and understanding and arise from both the day to day as well as the long term relationships of the participants (Lytle and Fecho,1991).

Some authors argue that true collaboration may be relatively rare. For example, Hargreaves (1994) distinguishes between what he calls "collaborative Culture" and the "contrived collegiality" which results in a quick administrative solution for more genuine teacher collaboration.

However, there is evidence to suggest that given the right condition, context and processes, collaboration can be very powerful

in teacher development and evaluation (Butt, et. al, 1990). Their contention is supported by the following excerpt:

...a professional structure for teaching (need) not include traditional , bureaucratic supervision, defined as the one-to-one relationship between a worker and a presumably more expert superordinate who is charged with overseeing and correcting the work Gitlin and Smyth (1990) cited in Clarke (1995). Instead, organizational strategies for team planning, sharing, evaluating and learning may create methods for peer review of practice. Darling-Hammond and Sclan (1992) cited in Clarke (1995, p.12).

This review of the literature on evaluation indicates a shift is occurring in understanding about the meaning and process of evaluation. Previous and existing models that confine the scope of evaluation to merely one of control, promoting evaluation apprehension, do not fit the present dynamics of teaching and learning. The direction of evaluation is moving from narrow accountability and demonstration of acceptable standards to one where creating learning environments which enable teachers to develop and grow professionally is necessary.

The governance or decision making process is being designed to recognize the importance of empowering teachers rather than treating them as passive learners to be inserviced. From this paradigm shift in evaluation comes some promising guidelines for supporting teacher growth and development that should foster extensive research inquiry.

Embarking on a Teacher Evaluation Process

Because of the direction outlined by the Provincial Teacher Evaluation Policy and the recognition of the need for evaluation procedures and process , educators in the Holy Spirit School Division felt it necessary to develop a teacher evaluation policy that would provide an infrastructure to guide, encourage and support teachers' professional growth . In June, 1996, the Holy Spirit Catholic School District (with which I am employed) formed a committee on teacher evaluation to develop and implement a teacher evaluation policy for all the teachers in the district. Through a process of invitation to any teacher or administrator in the Holy Spirit School Division who was interested in serving, an evaluation committee was established in June of 1996.

The committee consisted of seven volunteers. I am one of those. In addition, one member was nominated from the Alberta Teachers' Association Local Council and shared chairmanship with the Deputy Superintendent. The Superintendent of schools had ex-officio status. The committee met throughout the 1996/97 school year, developing a draft of a teacher evaluation policy by March 30, 1997. The draft policy, **Quality Teaching: A Guide to Evaluation for Teacher Growth and Development** (see appendix) was presented to the Board of Trustees for review and approval on June 4, 1997. The policy will be implemented effective September 1, 1997. The Teacher Evaluation Policy will form an integral component of the Three Year Education Plan for the Holy Spirit School Division. In addition to supporting the professional growth

and development of teachers, the policy is timely in that it must also conform to the provincial teacher evaluation policy.

A Frame of Reference, provided by the Board, outlined priority areas already mentioned. Each meeting of the committee focused on:

- 1) An examination and reflection of teacher evaluation in terms of professional growth and development.
- 2) Identification of common and individual needs of teachers in the district.
- 3) Collaborative planning and initiating appropriate teacher evaluation responses to need.

The Superintendent of the district encouraged the use of local people and resources. He also encouraged the committee to use Alberta Education's Policy Position Paper as a key guide and reference. Key recommendations from **Toward Teacher Growth: A Study of the Impact of Alberta's Teacher Evaluation Policy** included the following:

- 1) the use of a single evaluation format to identify incompetence and simultaneously promote instructional improvement should be reconsidered.
- 2) policies which are based on an assumption of teacher competence would do much to make evaluation a positive process.

- 3) approaches to encourage and sustain teacher professional growth should be explored.
- 4) the routine evaluation of competent teachers using prevalent teacher evaluation practices should be reassessed.
- 5) practices which encourage teachers to take initiatives to improve their instructional practices and the learning environment for students should become widely adopted.

The recommendations cited were also concerns and points of discussion not only for the committee members but also for the teachers in the district. A "graffiti board" was used to obtain teachers' input about evaluation. The following question was presented to staff in all fourteen schools in the district: What would you like to have a professional evaluation policy do for you? Teachers were invited to respond in writing on large sheets of poster paper that were set up in each staff room. This method was chosen because time was a critical factor and as a committee, it was important to us that we reflect the feelings of our colleagues regarding evaluation. We wanted their support and collaboration. Since the committee was struck in June, it was important to get teachers' viewpoints before they left for the summer. Of the fourteen possible schools, nine responded. Their feedback is recorded in Table 2.

Table 2

INFORMATION COLLECTED FROM GRAFFITI BOARDS

School	Division	Setting	Representative Comments
A	I-II	Urban	<ul style="list-style-type: none"> • give teachers control • set individual goals • definite feedback • concrete ideas for improvement • look at the big picture
B	I-II	Rural	<ul style="list-style-type: none"> • affirming • improved communication • explore variety of teaching styles • ongoing • individual
C	I-III	Rural	<ul style="list-style-type: none"> • affirm value of common team with common goals • affirming • ongoing • positive feedback
D	I-III	Urban	<ul style="list-style-type: none"> • evaluation by colleagues • provide professional development opportunities • mentorship • inter-school visitations

E	III	Urban	<ul style="list-style-type: none"> • policy should provide teachers with opportunities for growth • should reflect personal-professional assessment • opportunities for peer assessment
F	I	Urban	<ul style="list-style-type: none"> • encourage collaboration • self-evaluation component • identify strengths • focus on growth and continuous development • offer alternatives • affirm
G	IV	Urban	<ul style="list-style-type: none"> • encourage each teacher to examine his/her own teaching and do much self-evaluation • emphasis on growth in a non-threatening environment • opportunities for visiting and observing other teachers • recognize professional growth that occurs through evaluation

H	I-IV	Rural	<ul style="list-style-type: none"> • encourage continuing professional growth • tied into school, regional, personal PD plans • feedback with reasons • rating from a standard scale to compare to school, division and subject area norms
I	I-II	Urban	<ul style="list-style-type: none"> • make better teachers • creative professional development opportunities • safety network for teachers considered marginal • affirming • provide models of good teachers • enable teachers to set goals and strategies and acquire the skills to meet them

The committee also closely studied the Horizon School Division Model and the ATA Bulletin, **Promoting Growth and Ensuring Accountability: A Guide to the Practice of Teacher Evaluation.** Mr. Eric Johnson, superintendent from Horizon School District, was invited to one meeting to discuss the Horizon Process and to respond to committee members' concerns and questions. The committee held a total of sixteen meetings from June, 1996 to June, 1997 and presented to the Board the draft document entitled: **Quality Teaching: A Guide to Evaluation for Teacher Growth**

and Development on June 4, 1997. The Board of Trustees approved, in principle the document prepared by the committee and authorized senior administration to proceed with the implementation of the document on a pilot basis for the 1997/98 school year. All committee meetings were held after school from 4:00 p.m. to 7:00 p.m. During the course of the meetings, supper was also provided which allowed for an opportunity to interact on a more personal and informal basis. It was quite apparent that the supper break encouraged and promoted trust, collegiality and greater risk-taking, something that proved to enhance the collaborative work of the committee.

At the first meeting of the committee, June 13, 1996, there was considerable discussion and debate about the objectives of good evaluation. Much attention was given to the idea of evaluation as professional growth. At that time we also reviewed our frame of reference and time lines. The policy position paper from Alberta education, **An Integrated Framework to Enhance the Quality of Teaching in Alberta** and the Alberta Teachers' Association Bulletin, **Promoting Growth and Ensuring Accountability: A Guide to the Practice of Teacher Evaluation** were distributed and reviewed.

Through continual dialogue, writing and rewriting, our process, our language and our thinking evolved into meaningful and positive outcomes. For example, the process of writing the six areas for "Teacher Expectations" and the appropriate descriptors was an intense learning experience in terms of focusing on language that

communicated growth, guidance and active teacher involvement. The committee was very aware that the words chosen to describe each area of teacher expectation had to communicate, efficiently and effectively, the activities that good teachers undertake as they go through their day-to-day work in schools and classrooms. Each of the Teacher Expectation areas was reviewed, discussed and edited many times before committee members were satisfied (Quality Teaching, pp.-8). The following table indicates the frequency of our meetings and the agenda of each of those meetings.

Table 3

MEETING SUMMARIES

Dates	Agenda
June 13, 1996	<ul style="list-style-type: none"> • frames of reference • general discussion
September 6, 1996	<ul style="list-style-type: none"> • introductory remarks • review of Policy Position Paper from Alberta Education • review of ATA professional development bulletin • sharing information from Bulletin Board Activity (themes, issues, etc.)
October 21, 1996	<ul style="list-style-type: none"> • summative evaluation versus formative evaluation • group reports on teacher expectations, formative evaluation and summative evaluation

November 7, 1996	<ul style="list-style-type: none"> • meet Mr. Johnson from Horizon School District to address question on their model and process
November 25, 1996	<ul style="list-style-type: none"> • group reports on teacher expectations, formative evaluation and summative evaluation
December 9, 1996	<ul style="list-style-type: none"> • group reports on teacher expectations, formative evaluation and summative evaluation • review documents dealing with the laity in education and the Church in education
January, 20, 1997	<ul style="list-style-type: none"> • review "An Integrated Framework to Enhance the Quality of Teaching in Alberta" • review "Promoting Growth and Ensuring Accountability: A Guide to the Practice of Teacher Evaluation" • descriptor statements regarding Catholic documents and teacher evaluation
February 25, 1997	<ul style="list-style-type: none"> • status of "An Integrated Framework to Enhance the Quality of Teaching in Alberta" • appeal processes • questions and answers on summative evaluation • flow charts • appendix, bibliography
March 10 1997	<ul style="list-style-type: none"> • review of draft document • descriptor statements regarding Catholic Education • examples • administrators' in-service

March 24, 1997	<ul style="list-style-type: none"> • formative evaluation procedures • summative evaluation form
April 14, 1997	<ul style="list-style-type: none"> • teacher and administrator in-service on evaluation • proofreading document • form of evaluation booklet
April 30, 1997	<ul style="list-style-type: none"> • procedural manuals • format of evaluation booklet • alignment with ATA letter
May 5, 1997	<ul style="list-style-type: none"> • review of formative evaluation procedures • review of summative evaluation procedures • procedural flow chart • form of evaluation booklet
May 27, 1997	<ul style="list-style-type: none"> • review of "Quality of Teaching" booklet • format of "Quality of Teaching" booklet • implementing strategies and in-servicing • proofreading of "Quality of Teaching" booklet
June 19, 1997	<ul style="list-style-type: none"> • celebrate completed draft policy

Because we are a Catholic school district, we also looked at extensive literature in Catholic education. Considerable debate and discussion occurred as committee members tried to come to terms with what issues of catholicity and faith development should be included in the document. All members agreed that the District

Mission Statement was an important guide, necessary to provide direction for the policy's initial belief statements. Those beliefs include the following and are stated in the final document:

- 1) The students entrusted to our care deserves an education rooted in the Good News of Jesus Christ.
- 2) Our division's mission statement challenges us to foster the growth of responsible citizens who will live, celebrate and proclaim their faith.
- 3) In conjunction with home, parish and society, we are continually striving to provide high quality Catholic education.
- 4) Teachers play a fundamental role in determining the quality of Catholic education which a student receives.
- 5) As educators in a Catholic School, we build the body of Christ by sharing an apostolate of evangelization and service to humanity.
- 6) Teachers are expected to strive to continually develop with respect to their personal and vocational/professional Christian/Catholic growth, as outlined and described in various Catholic Church documents.

Using the Horizon model as guide, the committee looked at performance areas for the evaluation of teaching and key indicators and descriptors for each performance area. We came to realize that

language, use of language and understanding of that language becomes a critical factor in using descriptors. The process at this point was rigorous, intense, frustrating and tiring. The following kinds of questions posed by committee members helps to illustrate the intensity of the dialogue and debate:

- 1) How do we deal with the enormous amount of literature and research?
- 2) How do we wrestle with not evaluating the faith development of an individual?
- 3) How do we find balance?
- 4) How do we determine what we evaluate if we get too specific in terms of terminology?
- 5) Should we match descriptors to Policy?
- 6) How do expectations translate into what makes a good teacher in a Catholic school?

By engaging in discussion over these and other such questions, we found a number of common themes emerged. These are summarized in Table 4.

Table 4

EMERGING ISSUES AND THEMES

Issue or Theme	Implications
Time	<ul style="list-style-type: none"> • would increased demands on teachers leave adequate time for yearly evaluation plans? • would this project be able to meet the proposed time line of the Provincial evaluation policy?
Authority	<ul style="list-style-type: none"> • who would be responsible for ensuring that evaluation plans are carried out? • what would be the role of the evaluation committee after the policy is implemented?
Relationship and Group Dynamics	<ul style="list-style-type: none"> • could the group as constituted effectively design and implement a policy for an entire district?
Personal Theories	<ul style="list-style-type: none"> • how were personal theories about evaluation affecting the discussion and direction of the committee
External Expectations	<ul style="list-style-type: none"> • how could the expectations of the public, teachers, senior administrators, school board, and provincial government be satisfied?

Interpretation and Discussion

Collaboration emerged as an articulating and integrating principle of action in the planning, development and implementation of a teacher evaluation policy for the Holy Spirit School Division. In the context of building evaluation policy for teacher growth and development, collaboration embodied many or all of the following principles that Hargreaves (1994) mentions in his study on teachers' work and culture in the postmodern age:

- 1) Moral support. As the committee members engaged in dialogue and reflection, trust grew and collaboration strengthened resolve and permitted individual's ideas, experiences, vulnerabilities and frustrations to be shared.
- 2) Increased Efficiency. Ideas and activities were coordinated and shared. Collaboration eliminated duplication.
- 3) Improved effectiveness. Collaboration encouraged risk-taking and greater self-confidence because of positive encouragement and affirmation from group members.
- 4) Reduced overload. Collaboration allowed for sharing of responsibilities and work load.
- 5) Situated Certainty. Collaboration reduced uncertainty and allowed for the sharing of collective professional wisdom.

- 6) Increased capacity for reflection. Collaboration in dialogue and action offered rich opportunities for feedback and gaining insights.
- 7) Organizational responsiveness. Collaboration pooled the collected knowledge and resources of the committee members.
- 8) Opportunities to learn. Collaboration became a powerful source of professional learning as committee members gained from each other's responses, experiences and insights.
- 9) Continuous improvement. Collaboration promoted shared reflection and the pooling of collected expertise to assist committee members in valuing evaluation policy as an unending process of continuous growth.
- 10) Synchronized time perspectives. Collaboration was a common goal and communication of that created shared and realistic expectations about timelines for implementation of policy.

Ultimately, the relationships between teachers and their colleagues are among the most educationally significant aspects of teachers' lives and work (Hargreaves and Fullan, 1992). As one committee member said:

With regards to collaborative development, I was quite pleased with the make-up of the team, the leadership provided by the co-chairmen, the degree of work accomplished, the latitude we were given with respect to policy development and the end product.

A sense of the working environment emerged as the group participated in the collaborative process described in Table 5.

Table 5

SUMMARY OF TEACHER EVALUATION PROCESS

1. Establish a structure and assess the constraints
 - a. set up structure that will ensure significant administrative and teacher input
 - i. invitation to join evaluation committee
 - ii. use of graffiti board to access teacher input
 - b. define the constraints within which the evaluation system must work: board policy, provincial teacher evaluation policy, ATA contract.
2. Determine the basic policy elements
 - a. determine the purpose of the teacher evaluation policy
 - i. formative
 - ii. summative

3. Identify those responsible for evaluating teachers
4. Specify the procedures to be used to assure teacher due process rights are guaranteed.
5. Identify the criteria for effective performance
 - a. teacher expectation areas
 - i. key indicators
 - ii. descriptors
 - b. identify administrative responsibilities
 - d. identify teacher responsibilities
6. Develop implementation guidelines and materials
 - a. develop specific guidelines for evaluators
 - b. develop the forms needed to implement the program
7. Provide the training needed
 - a. in-service for the school administrators
 - b. in-service for the teachers
8. Ongoing Review

(adapted from Glatthorn, 1990)

Within the committee, dialogue and reflection are the activities that contributed to the greatest learning and growth. I believe that learning cannot exist outside of relationship. It is a human act implying reflection and action.

To educate rightly is to understand the total process of self; for it is only when there is integration of mind and heart in every day action that there can be intelligent and inward transformation (Krishnamurti, 1981,p.68).

As the evaluation committee moved together in listening, responding, reflecting, inquiring, expanding and articulating, trust and risk-taking grew. It would seem to be critical that teachers for whom the policy was developed, should have similar opportunities to dialogue and work with each other in a spirit of collaboration so they understand how the policy will affect their ways of working. Committee members realized that establishing a climate of trust was critical to authentic dialogue. According to Fullan (Hargreaves,1992) it is what develops in minds and actions that count. The struggle involved in sharing dialogue is to take a risk. Such risk taking is more likely to occur when a trusting environment has been established over time. It takes trust to enhance and build open communication. Again from a committee member:

Overall, I found the process of developing a new policy on teacher evaluation to be both educational and rewarding. The time taken to understand the issues and to come to consensus was significant but worthwhile.

Throughout the process, committee members were encouraged to question, test, reflect and respond. What emerged was a collaborative evaluation process that gave committee members the opportunity to grow professionally.

It became very important to committee members from the beginning of their work that teachers should also have the same opportunities to work collaboratively. We wanted the teacher evaluation policy to express a shared, collegial experience and spirit. Success of implementation of the policy will depend on sustained and committed effort to the spirit of collaboration and the idea of teacher growth and development as a continuum that spans an entire teaching career.

Conclusion

Over the past number of years, teacher evaluation has assumed increasing importance. There is a growing realization that the development of successful teacher evaluation systems require research on teaching effectiveness, its measurement and development of models for teacher evaluation (Darling-Hammond, et. al.,1983).

Teachers, even very effective, experienced teachers do need reassurance and specific and constructive criticism to improve their performance (Marshall, 1996). However, the real challenge for effective teacher evaluation is to understand teaching as collective practice in a community of learners where teachers do not work alone; rather what they do is dependent upon the system that

provides the framework or context in which they think and act (Bosetti, 1996). Teacher competence emerges from a shared body of professional knowledge and practice, including that of evaluators, from which a set of standards can be developed (Hargreaves et. al., 1994). Competent teachers continually expand their capacities to set their own professional development goals and to evaluate their own progress. Research suggests that ratings based upon a holistic or global evaluation tend to be more stable, valid and reliable than those based upon ratings of specific skills or behavior (Glatthorn, 1994).

The process we experienced developing a teacher evaluation policy contributed to team building and the creation of a learning community. The members of the committee gained a clearer sense of who they were as community, their own beliefs about evaluation and a shared sense of purpose. As one committee member stated:

It took some major wrangling to achieve consensus and we did discuss some points to distraction but I think there was a sort of group conscience or consciousness, I am not sure which, that a fair document was the goal. Another statement made by a committee member speaks of who we were as community: I am looking forward to continuing to work with the committee as it is lots of fun. I think we have some pretty fiery group dynamics and as Martha Stewart would say, "And that's good."

Through shared discourse, and a keen sense of inquiry, as a community of learners, committee members gained a greater understanding of how best to provide learning opportunities for our

colleagues. As committee members worked together, the depths of personalities and experiences enriched the process .

In policy terms, concentrating on teaching as a key strategy for evaluation reform means investing in stronger professional development while granting teachers greater autonomy. It also means spending more on teacher development . Finally, we must put greater knowledge directly in the hands of teachers and seek accountability that will focus attention on "doing the right things" rather than on "doing thing right" (Darling-Hammond,1996).

Action plans for evaluation that promotes professional growth would involve the identification of priorities, implementation strategies, and identification of specific profession development activities that would be needed to enable teachers to implement the plan. Glickman (1990, p. 93) agrees with this approach. He states, "I believe teachers will become collectively purposeful as they gain greater control over decisions for instructional improvement." Teachers who have access to teacher networks and collegial work feel more efficacious in acquiring the knowledge they need to meet the needs of their students and their profession.

What has emerged from the work of this evaluation committee is not only an instrument but an evaluation process that gives teachers the opportunity to grow professionally together. The real challenge for effective teacher evaluation is to understand teaching as collective practice in a community of learners where teachers are not independent actors: rather, what they do is dependent upon the

system that provides the framework in which they think and act, and how they think and act in turn influences the framework and defines that context (Sergiovanni, 1992 as cited in Bosetti). A continued focus on a teacher evaluation process that promotes professional growth is crucial to the continued ;improvement and effectiveness of the teaching process. Beyond the capacity to influence key processes along the path of teacher development, an effective evaluation policy can make a broader contribution to the improvement of education to the students entrusted to teachers' care. An effective evaluation policy provides an explicit link between expectations held for teachers and those held for students.

Future Considerations

Developing teacher evaluation that balances the requirements of accountability with genuine opportunities for teacher growth has been a humbling experience. The policy outlined in the Holy Spirit Division's **"Quality Teaching: A Guide to Teacher Growth and Development"**, not only addresses accountability and growth but also offers a framework for guiding individual, cooperative and collaborative actions for teachers, ultimately enhancing the quality of education provided to all students in the Holy Spirit School Division.

Processes of change in the form of collaboration and evaluation are extremely important but attention to the process should never detract from the paramount importance of what the change is for. The process and success of teacher evaluation depends very much on the context in which evaluation takes place. Willingness to work

collaboratively is not enough; structures that support collaboration are also needed. School leaders must model dialogue, reflective practice and collaboration. A concern one committee member had is reflected here:

With regards to implementation of the teacher evaluation policy, I am concerned about its effective introduction and the use of the policy and guidelines by the school staff. It will be difficult to get all of our teachers and administrators to buy into the process because it is so collegial in nature. Some teachers and administrators simply don't fit into that mold.

For a number of reasons, staffs may have difficulty accepting the evaluation policy. Therefore, sufficient time and expert inservice are critical. Inservice must also be followed by continual collaborative support. A committee member expressed the same idea:

To inservice teachers effectively, it will take the time of teachers and it will require the time of informed presenters as well. Our committee is going to have to put some real time into thinking out the most effective process for this to occur.

Another committee member had this to say:

Teachers in our system have had little evaluation over the years and what we experienced was often unhelpful to say the least and certainly never intended for professional growth. Therefore, they need to be well inserviced on what the intent of the document is and what choices they have for the teacher directed part and even right down to the business of how to begin.

The following thoughts reflect how we can give teachers the opportunity to come to terms with the evaluation policy:

- 1) We must understand and respect the history of the school communities in which we work. Because some schools find change difficult, a more careful pacing of policy implementation is needed.
- 2) We must apply lessons learned in the classrooms to relationships with fellow teachers. We need to motivate, involve and engage teachers in the growth process of evaluation.
- 3) We must involve and inform our school communities in a meaningful way. To do this, we must support the spirit of collaboration.
- 4) We must recognize that to some teachers and administrators there is perceived danger in trying new ideas without adequate time, support and inservice.
- 5) As educators, we must carry on continual, inquiring, responsive dialogues with one another.

Focus on the teacher evaluation process is crucial to the continued improvement and effectiveness of the teaching process. Teachers come to the profession to teach. School boards, administrators and teachers must focus on building work environments that offer teachers the greatest opportunities for professional growth and focus on professionalism. Adults respond

primarily to positive reinforcement, they want to be involved and the prefer to operate in a collegial and collaborative environment (Brandt,1996). The importance of this collaboration is reflected by a committee member:

I really admire and learned a lot from some of our administrators who were able to see evaluation in the growth sense and who seemed to understand how teachers need to grow in their profession (and in their faith) and that as administrators their job was to guide, promote and celebrate that growth and not demand it and judge it.

It is also critical to the success of the evaluation policy that as teachers make their plans they consider the goals of the school and of the district. If professional development and growth is to have the impact it should, you can't have everybody doing whatever they want; there's got to be focus. It has to mesh with school or district goals (Brandt, 1996).

The efforts at implementing teacher evaluation policy for the Holy Spirit School District are likely to succeed if there is commitment by teachers and administrators to work in a spirit of collaboration . By authentic participation in collaborative forms of professional activity, teachers and administrators are enabled to reconstruct their theories of evaluation in a supportive peer group (Macpherson, 1996).

An evaluation policy charged with facilitating professional growth among the life-long learners for whom it is designed faces a task complicated by the range of ages, abilities, stages of

development and background of the learners (Ralph,1996).

However, I believe that successful implementation of evaluation policy will move teachers and administrators from a closed peer culture of collegialism towards an open communitarian model that anchors the legitimacy of professional practice in school community development (Macpherson, 1996).

Erickson (1996) says that a good policy:

- 1) is philosophy based and arises from goals accepted in the school system
- 2) is a brief general statement of the board's beliefs
- 3) tells what is wanted of schools
- 4) permits administration to make interpretations
- 5) provides a standard for evaluating performance of a school system
- 6) constitutes a clear basis for the development and implementation of administrative regulations.

The goal of an evaluation policy has to be improved instruction. This begs some interesting questions: How will improvement in instruction be measured? How will the board report to the public to assure that effective teaching is happening? How long will it take to evaluate the success of a policy? Who is accountable for the policy's success?

It is important to understand better how an evaluation policy can help reconstruct norms, beliefs and educational and governance practices (Macpherson 1996). Implementing a teacher evaluation policy for the Holy Spirit School Division is a major undertaking. McEwen (1995) offers strategies for successful innovation of large projects:

- 1) Leadership. Strong leadership is required to introduce an innovation. Leadership should be shared among all the participants.
- 2) Scope. A broad conceptual framework which permits selection of specific components for intensive investigation encourages creativity and makes the workload more manageable.
- 3) Collaboration. Collaboration invites participation and develops ownership and commitment.
- 4) Communication. Essential for successful implementation, should be a variety of communication strategies.
- 5) Finances. Adequate financial resources should be provided to support the project.
- 6) Information. Available information from literature and other sources should form the basis of the work.

- 7) Support. Support is necessary at all levels---government, trustees, superintendent, principal, teachers, parents, the public.
- 8) Time. Time is critical. Ensure adequate time by organizing the work, assigning adequate resources to ensure completion and using a time line.
- 9) Celebration. Recognize stages of achievement in a variety of ways. Celebrate to encourage continuation. (p.31)

The steps outlined by McEwen, support those Townsend (1997) promotes in developing professional development plans. Townsend speaks of the stages of awareness, readiness, training, support, action, reflection, evaluation and celebration.

Glatthorn (1990) suggests the following is needed to help implement an evaluation policy:

- 1) Develop specific guidelines for evaluation.
- 2) Develop the forms needed to implement the program.
- 3) Provide the training needed. All those with evaluation responsibilities should receive the necessary training both before the new program is formally implemented and during the early stages of implementation. Teachers would also receive training and orientation about the new policy.
- 4) Establish procedures for evaluating the program especially during the first year of its operation. (pp.267-268)

In the process of developing and implementing a teacher evaluation policy, there was concern by the committee that they could effectively design and implement a policy for an entire school district. But by collaboratively experiencing the stages of awareness, readiness, training, support, action, reflection, evaluation and celebration, committee members were able to realize their goal.

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ST. PAUL SCHOOL

1020 - 12th St. "B" North Lethbridge, Alberta T1H 2M4

(403)328-0611

Appendix A Letter of Intent to Serve

March 26, 1996

Mr. Cully Poston
Deputy Superintendent
534 - 18 Street South
Lethbridge, AB T1J 3E7

Dear Mr. Poston:

The process of evaluation and supervision has great interest to me. The unique and specific opportunities that evaluation can have for a teacher's professional development and growth can be very exciting, challenging and stimulating.

Presently, my course work in the Master's program at the University of Lethbridge is in the area of supervision and evaluation. I wish to continue study in this area by pursuing the study of the process involved in the implementation of an evaluation policy. This I hope will be my Master's Program final project. I am particularly interested in the role of administration in facilitating the preservice and inservice of evaluation policy.

Therefore, I would welcome the opportunity to work on this committee. Thank you for consideration of my request.

Yours truly,

Linda Ellefson
Associate Principal

pd

Holy Spirit Catholic Schools

Appendix B Letter of Acknowledgement

M E M O

TO: TEACHER EVALUATION COMMITTEE

FROM: J. C. POSTON, DEPUTY SUPERINTENDENT OF SCHOOLS
MARK NIXON, PRESIDENT, HOLY SPIRIT CATHOLIC
A.T.A. LOCAL #5

DATE: JUNE 4, 1996

SUBJECT:

Thank you very much for volunteering to be part of the Teacher Evaluation Committee. An initial meeting has been set for Thursday, June 13, 1996 beginning at 2:00 p.m. at the Board office. If a substitute teacher is required for this half-day, please have your Principal arrange for the substitute and have it charged to the Deputy Superintendent. If the school can cover for each of you, this would be a great asset.

On behalf of the Board and administrative staff, I would again like to thank you for volunteering for this worthwhile project.

Thank you for your cooperation.

Committee members:

Mark Nixon, Co-Chairman
J.C. Poston, Co-Chairman
K. Ksiazek, St. Mary School, Taber
D. O'Dwyer, St. Francis School
E. Munroe, Catholic Central High School

D. Kobza, St. Mary School, Taber
L. Ellefson, St. Paul School
G. Renyk, Father Leonard van Tighem School
V. Coupland, Our Lady of Assumption

HOLY SPIRIT CATHOLIC SCHOOLS

COMMITTEE ON TEACHER EVALUATION POLICY

Appendix C FRAME OF REFERENCE

1. PURPOSE

To assist the Board with development of a policy on teacher evaluation.

2. FOCUS

In developing a proposed policy on teacher evaluation, the Committee will focus on the following priority areas:

- 1) Ensure consultation with teachers;
- 2) Reflect the provincial teacher evaluation policy;
- 3) Ensure that Board policy can be applied equally and fairly to all teachers;
- 4) Clearly specify mechanisms that protect the interests of students, teachers, administrators and the Board; and
- 5) Recognize the need to support the professional growth and faith development of classroom teachers.

3. MEMBERSHIP

- ◆ Teachers (5)
- ◆ Principals (2)
- ◆ Deputy Superintendent (1) (Co-Chairman)
- ◆ A.T.A. Local Representative (1) (Co-Chairman)
- ◆ Superintendent of Schools (Ex-Officio)

4. CHAIRMANSHIP (CO-CHAIRMEN)

- 1) One Co-Chairman (A.T.A. Representative) - to be nominated by A.T.A. Local Council
- 2) One Co-Chairman - Deputy Superintendent

5. MEETING DATES

Meeting dates will be established and coordinated by the co-chairmen in consultation with the Committee members.

6. APPOINTMENTS

All members of the Committee shall be appointed for the remainder of the 1995/96 school year and through the entire 1996/97 school year.

All appointments and/or replacements of Committee members shall be facilitated by the co-chairmen of the Committee in consultation with the Superintendent.

7. TIMELINES

- 1) The Committee will begin to meet through the remainder of the 1995/96 school year and will continue to meet throughout the 1996/97 school year.
- 2) The Committee will develop a draft of a Teacher Evaluation Policy by March 30, 1997.
- 3) The draft Policy will be presented to the Board of Trustees for review and approval on or before May 1, 1997.
- 4) Subject to Board approval, the Policy will be implemented effective September 1, 1997.
- 5) During the first year of implementation for the policy (1997/98), the Committee will be called together on an 'as required' basis to monitor the Policy implementation process and to recommend any necessary changes and/or adjustments to the Policy.

8. TEACHER EVALUATION POLICY

- 1) The Teacher Evaluation Policy will form an integral component of the Three Year Education Plan (1996/97 - 1998/99) for the School Division.
- 2) The Committee shall utilize the 'Quality Teaching: Quality Education for Alberta Students,' (Alberta Education, September 29, 1995) as a basis for the work of the committee.
- 3) The Committee is also encouraged to utilize other current documents such as professional literature and research on teacher evaluation, and also to draw on the expertise of resource personnel in the area of effective teaching and teacher evaluation, as part of the Committee's mandate.

9. COMMUNICATIONS

- 1) Regular progress reports will be presented to the Board of Trustees.
- 2) The Co-Chairmen of the Committee shall keep the Superintendent of Schools informed as to the progress of the Committee. In turn, the Superintendent shall ensure to keep the Board of Trustees informed.

Appendix D
VOLUNTEER CONSENT FORM

University of Lethbridge
329-2443
July 27, 1997

Dear :

As a final project for my M.Ed. program at the University of Lethbridge, I am interested in discovering whether an evaluation committee comprised of a small group of teachers and administrators can collaboratively initiate and implement an effective Teacher Evaluation Policy. More specifically, I would like to identify some of the factors that facilitate or impede collaboration in this situation.

As a member of the Holy Spirit School Division Evaluation Committee, your input and impressions are critical to my study. I would therefore, invite you to collaborate with me in investigating some of the issues that emerge from this project.

Names and other identifying information of individuals will not be used or discussed in other contexts.

If you are willing to join me in exploring the factors related to collaboratively building a teacher evaluation policy, please sign the form below.

Your cooperation and participation is truly appreciated.

Yours truly,

Linda Ellefson

Further inquiries may be made to myself or to either

Robert Runte, Chair
Faculty of Education
University of Lethbridge
Human Subjects Research
Committee

Or, David Townsend
Faculty of Education
University of Lethbridge
Project Supervisor

I, _____, am willing to participate in a study of collaboratively building a teacher evaluation policy with Linda Ellefson. I understand that if my comments are quoted or my materials used in sharing this study, it will be done anonymously unless I give my express permission for authorship.

Signature

Date

Appendix E
Questionnaire

Box 584
Picture Butte, Alberta
T0K 1V0
July 27, 1997

Dear ,

As you are aware, I am engaged in a study of our work over the past year in collaboratively developing and implementing a teacher evaluation policy for the teachers in the Holy Spirit School Division.

I am interested in your impressions of the process that occurred.

Please comment briefly (one or two paragraphs) about the process. You might address issues and concerns that emerged, and how these were expressed in terms of a final teacher evaluation policy. You might also comment on how consensus was achieved and what the total experience was like for you.

Your comments will, of course be, confidential.

Please send me your response by August 11, 1997 in the enclosed self-addressed envelope or by e-mail at: *elleba@hg.uleth.ca*.

Thank you for your time and cooperation

Linda Ellefson

QUALITY TEACHING:

A GUIDE TO

TEACHER GROWTH

AND DEVELOPMENT

HOLY SPIRIT CATHOLIC SCHOOLS

MISSION STATEMENT

We are a Catholic Faith Community dedicated to providing each student entrusted to our care, with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, our schools in partnership with home, parish and society, foster the growth of responsible citizens who will live, celebrate and proclaim their faith.

Our Catholic Faith is the foundation of all that we do.



The student entrusted to our care deserves an education rooted in the Good News of Jesus Christ.

The above statement is one of the fundamental beliefs of Holy Spirit Catholic Schools. Our division's mission statement challenges us to foster the growth of responsible citizens who will live, celebrate and proclaim their faith. Additionally, in conjunction with home, parish and society, we are continually striving to provide high quality Catholic education.

Teachers play a fundamental role in determining the quality of Catholic education which a student receives. Given this, principals need to recognize that the best use of their time, talent and leadership is to work cooperatively with teachers. Often, such opportunities are formative in nature but there are situations when a school administrator is held responsible to conduct summative evaluations. Both formative and summative evaluations are critical parts of teacher evaluations. Together they guarantee that we are meeting our obligations to the students and parents we serve.

According to the evaluation policies of the Holy Spirit Catholic Schools, teachers are assumed to be competent. As a result, teachers are not routinely required to prove their competence by being summatively evaluated every few years. This is an enlightened policy. It has been developed through the collaboration of teachers and administrators and is supported by the board. Nevertheless, the summative evaluation of a teacher's professional performance is mandated prior to offering continuing contracts, permanent certification, or whenever employment decisions need to be made. This respects the rights of the individual teacher and provides safeguards for informed and unbiased decision making. The outcome is that teacher initiated formative evaluations as well as fair and valid summative evaluations greatly assist both administrators and teachers of the Holy Spirit Catholic Schools to ensure that students receive the best possible Catholic education.

Guided by the Holy Spirit ... our Catholic faith is the foundation of all that we do.

As educators in a Catholic School, we build the body of Christ by sharing an apostolate of evangelization and service to humanity. We exercise our apostolate by hearing the word of God with reverence and proclaiming it with continual faith, hope and charity.

Our mission in the church is to glorify God, proclaim the gospel message and serve our brothers and sisters. In serving our brothers and sisters, the students in the Holy Spirit Catholic schools, we have a tremendous opportunity. That opportunity is to play a role in the provision of a highly effective education in a caring, Christian and Catholic environment. With that opportunity, the Board, the superintendent, central office staff, school based administration, teachers and support staff all have a very important role to play with respect to the delivery of the educational program. That role and, more specifically, our responsibilities are outlined in the School Act, School Board policy and a variety of Catholic church documents. Documents such as Lay Catholics in School: Witnesses to Faith, The Catholic School, and The Religious Dimension of Education in a Catholic School identify specific responsibilities that we have as the apostolate and more specifically teachers in Catholic schools. Our role is identified as one that should model the life of Christ. Teaching in Catholic schools and fulfilling our responsibilities outlined in the aforementioned documents gives us the opportunity to fulfil our mission in the church by serving our brothers and sisters, the students we teach.

Teachers are expected to strive to continually develop with respect to their personal and vocational/professional Christian/Catholic growth, as outlined and described in various Catholic Church documents; most notably the Vatican II documents and Post-Councillar Documents.

1. FAITH LIFE

- 1.1 The Teacher of Catholic education models faith through actions within and outside the school.

Through the personal witness and testimony of words and works, in the imitation of Christ the teacher:

- a) celebrates the partnership of the school with home, Church and society;
- b) demonstrates a Christ-like attitude toward students, staff, parents and the public;
- c) exhibits fairness, honesty, understanding, tolerance and mutual respect,
- d) supports action for social justice;
- e) promotes gospel values and expectations of the Catholic Church; and
- f) participates in faith development activities (eg: Sharing the Faith, Division P.D. ½ credit courses).

2. PLANNING AND PREPARATION

- 2.1 The teacher demonstrates effective planning skills.

The teacher:

- a) correlates/integrates subject matter where appropriate;
- b) maintains up-to-date daily planning;
- c) provides detailed plans and procedures for substitute teachers; and
- d) incorporates a variety of teaching approaches in the planning of lessons.

- 2.2 The teacher maintains long-range and short-range plans that reflect the Program of Studies and specify objectives, time lines and plans for evaluation.

3. LEARNING ENVIRONMENT

- 3.1 The teacher organizes the classroom to promote learning by creating an atmosphere and physical setting that are conducive to learning.

- 3.2 The teacher manages the classroom environment in a considerate manner.

4.1 The teacher implements an effective lesson.

The teacher:

- a) communicates clear expectations, such as respect for the rights, opinions, property and contribution of others;
- b) uses strategies to maintain on-task student behaviour;
- c) manages discipline in accordance with policies, regulations and legal requirements;
- d) promotes the development of self-control and social responsibility;
- e) establishes systematic, effective procedural class routines;
- f) demonstrates and promotes care for physical facilities, equipment and instructional materials;
- g) incorporates humour to enhance learning;
- h) utilizes smooth and efficient transitions between instructional activities;
- i) utilizes effective summary techniques;
- j) makes sure that assignments are clear; and
- k) integrates available media and technology to enhance learning.

4.2 The teacher uses effective questioning techniques.

The teacher:

- a) structures questions to stimulate learning; (i.e., pauses, focuses, adjusts, rephrases, orders, etc.)
- b) poses questions clearly for the level of the student;
- c) involves all students in questioning;
- d) elicits and responds to student questions and responses in a manner that reinforces learning; and
- e) uses questions to promote critical and creative thinking skills.

4.3 The teacher communicates effectively with students.

The teacher:

- a) speaks fluently and precisely;
- b) puts ideas across logically;
- c) uses a variety of verbal and non-verbal techniques; and
- d) gives clear and explicit instructions.

4.4 The teacher treats all students with dignity and respect.

The teacher:

- a) models a sense of social justice;
- b) is available to all students;
- c) responds positively to students;
- d) demonstrates understanding, empathy, patience and tolerance;
- e) uses discretion in situations relating to student confidentiality;
- f) gives correction which is constructive; reinforcement which is appropriate; and
- h) makes an effort to know and treat each student as an individual.

5. EVALUATION OF STUDENT PROGRESS

Page 7

5.1 The teacher plans and prepares appropriate evaluation activities.

The teacher:

- a) makes evaluation methods clear and purposeful;
- b) prepares evaluation instruments which reflect course content;
- c) maintains an accurate record of student progress;
- d) evaluates student progress regularly;
- e) collects, analyzes and reports data to identify areas of strength and weakness; and
- f) implements strategies to meet diagnosed needs.

5.2 The teacher provides parents/students with specific evaluative feedback.

The teacher:

- a) communicates results to students, parents and administrators in a meaningful manner; and
- b) listens and responds to concerns from students, parents and administrators.

6. PROFESSIONAL IMAGE

6.1 The teacher promotes a sense of community within the school.

The teacher:

- a) communicates with staff, students and parents in a caring manner;
- b) respects each member of the school community;
- c) promotes a positive perception of the school in the community; and
- d) works cooperatively with all staff members.

6.2 The teacher demonstrates professional conduct.

The teacher:

- a) undertakes to follow a lifestyle and deportment in harmony with Catholic teachings and principles;
- b) adheres to the *Code of Professional Conduct* as set out by the Alberta Teacher's Association; and
- c) strives to incorporate the Catholic Church's understanding of the teaching profession.

6.3 The teacher participates in professional activities

The teacher:

- a) demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences);
- b) takes advantage of opportunities to learn from colleagues, students, parents, and community; and
- c) keeps abreast of developments in subject matter and issues related to teaching.

6.4 The teacher follows policies and procedures of the division.
The teacher:

Page 8

- a) strives to stay informed and apply policies and regulations applicable to the teacher's position;
- b) selects appropriate channels for resolving concerns/problems;
- c) maintains accurate records and reports in accordance with requirements; and
- d) carries out those duties that are assigned to the teacher by the principal (School Act, 13, (g)), subject to any applicable collective agreement and the teachers' contract of employment.

HOLY SPIRIT CATHOLIC SCHOOLS

FORMATIVE EVALUATION

Policy and Regulations

POLICY

FORMATIVE EVALUATION OF PROFESSIONAL STAFF

PREAMBLE

Formative evaluation is a non-judgmental process designed to foster improvement of instruction and professional growth. This policy operates under the assumption that teachers are competent and that they are willing to improve their instruction. The final assumption is that formative evaluation is a collegial process between professional educators.

POLICY

THE BOARD OF HOLY SPIRIT CATHOLIC SCHOOLS BELIEVES THAT ALL TEACHERS HAVE A PROFESSIONAL RESPONSIBILITY TO BE INVOLVED IN A CONTINUOUS FORMATIVE EVALUATION PROCESS DESIGNED TO FOSTER GROWTH AND EFFECTIVENESS OF INSTRUCTION TO ENHANCE STUDENT LEARNING.

BOARD APPROVED:

LEGAL REFERENCE:

AMENDED:

CROSS REFERENCE

REGULATIONS

FORMATIVE EVALUATION OF PROFESSIONAL STAFF

1. The teacher will develop a plan for the process of formative evaluation each year.
2. Early in the school year the teacher will communicate the plan in writing to the principal.
3. At the end of each school year the principal will submit to the superintendent written verification that each teacher developed and implemented a formative evaluation process.
4. Any written reports generated by this evaluation process will not be used in the summative evaluation process.

BOARD APPROVED:

LEGAL REFERENCE:

AMENDED:

CROSS REFERENCE

FORMATIVE OVERVIEW

- AND -

QUESTIONS AND ANSWERS

FORMATIVE OVERVIEW

Page 13

What is formative evaluation?

It is a non judgmental process of evaluation designed to foster *improvement of instruction, and professional and spiritual growth.*

It is non judgmental in that certificated and experienced teachers are assumed to be competent; consequently, a non threatening environment is opened up wherein teachers are both empowered and responsible for developing individual plans and actions for refining their teaching vocation.

Who initiates formative evaluation?

Each teacher on a continuing full-time or a continuing part-time contract is responsible for formative evaluation.

When should formative evaluation occur?

Every year teachers will develop a formative evaluation plan. These plans should be communicated to the principal early in the school year (usually by the end of October). The process of formative evaluation should be ongoing throughout the school year.

Why is formative evaluation important?

It helps teachers take responsibility for their professional and spiritual growth, and it provides principals with information on how teachers are striving to improve their instruction for students and develop professionally and spiritually.

Where can teachers go for help?

Review the suggestions in this monograph; talk with other teachers, talk with school administrators, refer to ACSTA assistance and programs, ATA, access diocesan and parish resources.

FORMATIVE RESPONSIBILITIES**Teacher's Responsibilities**

Each teacher will develop a formative plan each year.

Each teacher will communicate his or her formative plan to the school administrator early during each school year (usually by the end of October).

Each teacher will develop plans that foster improvement of instruction, and professional and spiritual growth. Formative plans should be meaningful and pertinent to the particular teaching assignment(s) which a teacher has, and formative plans should be consistent with the *Program of Studies*, the *Code of Professional Conduct*, and the expectations of the Catholic Church as they pertain to teachers.

Each teacher is responsible for maintaining any written reports generated from formative plans and activities.

Administrator's Responsibilities

Administrators will meet with teachers in order to review the teacher's formative plans.

Administrators will review a teacher's formative plans and may ask for clarification.

Administrators should strive to assist and to facilitate a teacher's formative plans whenever possible (eg, arranging opportunities for teachers to observe colleagues, or being aware of programs or procedures underway in a teacher's class).

Administrators will submit written verification to the superintendent that each teacher in the school has developed and implemented a formative evaluation process.

1. GETTING STARTED

1. Plant and Nourish Questions of Professional Growth

Formative evaluation is *not* a technique or method; it is an open-ended approach to teacher evaluation. Teachers are empowered to ask fundamental questions about their teaching:

- (a) "What can I do to refine my instruction?"
- (b) "How can I help my students to learn this year?"
- (c) "How should I relate the recommended curriculum to the students I teach?"
- (d) "How should I relate the recommended curriculum to Catholic theology and philosophy?"
- (e) "What actions should I undertake to improve my knowledge and skills as a professional educator?"
- (f) "What actions should I undertake to improve my spiritual development?"

2. Consider How Teachers Determine their Professional Development

Teachers can grow by:

- (a) Individual Reflection: Self-evaluation, checklists, personal journals, videotaping class instruction, writing mission statements, portfolio development, developing goal setting lists, experimentation.
- (b) Collegial Interactions: Talking with colleagues, assistants, support staff; peer supervision; observing or assisting teachers at other schools; interacting with a mentor; team, grade level or subject area meetings; walk-through visits from school administrators or other teachers.
- (c) Student/Parent Feedback: Adjusting lessons after observing previous classes or years' experiences, focusing on needs of specific students, surveys or student evaluations, analysing diagnostic and standardised test results, parent-teacher communication, community involvement.
- (d) Educational/Personal Development: PD days, ATA workshops, training sessions (eg Lions' Quest), university courses, professors, educational journals, activities promoting personal wellness.
- (e) Spiritual Development: Participation in retreats and other vocational/spiritual development activities; Blueprints; S.P.I.C.E.; parish activities and ministries; theology courses.

DEVELOPING A PLAN**3. Find Ways to Focus**

Teachers' plans will vary. *There is no one right way.* Teachers may find it helpful to consider different scenarios for focusing their vision on growth.

Scenario #1: Individual reflection, collegial interaction, student/parent feedback, educational/personal development, and spiritual development provide a way to focus. For example, after individual reflection, a teacher may decide that provincial curriculum changes are important for the upcoming school year. After talking with colleagues, teachers of the same subject matter decide to form a team to review their teaching activities. The teaching team may request a workshop to clarify the curriculum changes. The group may then decide to develop some approaches to monitor and assess student progress.

Scenario #2: The category of individual needs crosses through schools, groups, Division and Church. For example, a school staff might decide to develop consistent approaches for building the self-esteem of students. Groups of teachers at the same grade level may agree to meet on a regular basis in order to review their individual concerns for students. During the school year, several groups from the staff may share their school's mission statement and their individual and group strategies with other teachers in the system at a divisional PD day.

Scenario #3: The categories outlined in *Teacher Expectations* are faith life, planning and preparation, learning environment, techniques of instruction, evaluation of student progress, and professional image. For example, a teacher may decide to focus on learning environment, specifically on student behaviours. The teacher may attend an ATA workshop on student discipline, develop a plan of on-task strategies, ask a colleague or principal to observe students' on-task behaviours during walk-through visits, personally review a videotape of students' actions and meet with a colleague or principal to reflect on progress.

Scenario #4: The ACSTA has recently published a document entitled *Catholic Schools - Permeated by Faith*, which focuses on the inclusion of a Catholic foundation which is cross-curricular. The teacher may wish to focus on "the integration of faith and culture and faith and life," within the subject curriculums taught

4 Informing School Administrators

Early in the school year, teachers will communicate, in writing, a plan for the formative evaluation process that they will use to the school administrator. Often, the initial communication occurs at an interview scheduled with the principal. Since the formative evaluation policy assumes that "teachers are competent," the principal's role is not to approve or disapprove of the teacher's plan but to listen, ask for clarification and offer help.

Teachers can communicate formative processes by verbal, written, observational and creative types of communication.

Verbal: Brainstorming, reflection, self-evaluation, discussion, talking with colleagues, personal interviews in the office or in the teacher's classroom or at a neutral site (ie out-of-school get together), staff meeting agenda item, conferencing, grade level or subject matter meetings, team meetings, tape recordings or audiotapes, affirming growth in others and self.

Written: Contracts, personal and dialogue journals, letters, checklists of aims, personal reports, peer evaluation reports, goal statements, portfolios of professional growth, anecdotal records, plan books, mission statements (divisional, school, personal), student surveys, E-mail or fax networks with colleagues, newsletters, minutes of meetings and discussions.

Observational: Walk-through visitations by school administrators, classroom visitations by colleagues or parents, peer supervision and conferencing.

Creative: Videotapes, role playing, singing, pictures of class activities, bulletin board displays, charts, graphs, short stories, mind maps, room organization, learning centre, media coverage (newspaper, magazine, television).

5. Ongoing Revision of Planning

Although the formative policy only requires teachers to communicate their evaluation plans to the principal early in the school year, the process of formative evaluation should be ongoing. Teachers face different problems each day they teach. Consequently, if a plan isn't working or if something is working better than expected, then teachers should revise what they have planned and simply keep the principal updated on what they are doing.

Teaching is hard work with hundreds of responsibilities. Sometimes it appears difficult to sharpen one's teaching and spiritual growth while dealing with the problems and concerns of daily school work. Formative evaluation, however, offers that kind of openness to teacher evaluation. Formative processes continually invite teachers to refine what they are doing in order to create better possibilities for themselves and for their students.

QUESTIONS AND ANSWERS ON FORMATIVE EVALUATION

1. Why do we have a new policy on evaluation?	The Alberta Government has mandated the development of an evaluation policy for all school boards in the province of Alberta. The new policy on evaluation is intended to identify responsibilities for all parties involved in the process of evaluation.
2. Should a teacher's formative plans be written?	Yes. It is a good idea for teachers to develop some type of written record of their plans. Writing down goals or strategies will help teachers focus their planning and keep a record of their activities. Written plans also help colleagues and school administrators work effectively with each other.
3. Are a teacher's written formative plans kept in a personnel file at the school or the divisional office?	No. Formative plans do not become a part of a teacher's personnel file. Board regulation simply requires the principal of a school to provide "written verification" that each teacher has "developed and implemented a formative evaluation process." However, a teacher may choose to maintain a personal file - kept by the teacher - of the formative plans and activities undertaken each year.
4. Can written records generated during a formative process be used against a teacher during a summative process?	A teacher's formative plans cannot be used as evidence for terminating a teacher's contract. Board regulations specifically state that "Any written report generated by this evaluation process will not be used in the summative evaluation process." All data collected for a summative evaluation must be based on observations made after a teacher has received written notification that a summative evaluation process is to begin. The only way reference could be made to formative evaluation activities is if the teacher chooses to append them as additional comments to a summative evaluation.
5. Must a teacher use the <i>Teacher Expectations</i> in developing formative plans?	No. The six performance areas listed under <i>Teacher Expectations</i> serve as only one of many possible formative scenarios. Teachers are free to choose how they frame their formative plans. In the summative evaluation process, these six performance areas must be documented through multiple observations.

6. Must walk-through visitations be a part of a teacher's formative evaluation process?

No. A teacher may choose to include walk-through visitations by the principal as part of a teacher's formative evaluation because they help the teacher to improve instruction or promote growth. A teacher may also choose *not* to include walk-throughs as part of the formative evaluation plan. Regardless of what a teacher chooses, a principal has the duty, according to the *School Act*, to ensure that the *Program of Studies* is taught. Walk-throughs are one method that a principal may choose to complete this duty.

7. Must a teacher select the principal or a school administrator as the primary colleague with whom the teacher works during formative evaluation?

No. Teachers are required to communicate their formative plans to the principal. A teacher may select collegial assistance from any teachers within the school, within the school system, or in other school systems or universities, as well as Church personnel. There are a variety of reasons why a teacher may select collegial support or mentorship from a teacher other than a school administrator (eg, expertise at a particular grade level or with a specific subject matter).

8. Is formative evaluation a 'forming' or 'formal' process?

Formative evaluation is not a 'formal' procedure but a 'forming' process. It tries to look at teaching as work in progress. Regardless of a teacher's experience, formative evaluation should contribute to a teacher's ability to refine teaching skills.

9. How does a teacher measure or evaluate growth?

Measuring professional growth is each individual teacher's assessment. It need not be a letter grade, a percentage or a ranking unless the teacher sets up such criteria for appraising progress. With respect to the volume of instructional decisions a teacher makes every day, growth may be measured by movement toward attaining goals, maintaining standards or renewing ideals.

10. Must a teacher disclose weaknesses to school or system administrators?

No. Teachers are not required to disclose areas of weakness to an administrator. Formative plans may well involve teachers building on their professional strengths. Sharing what a teacher considers a weakness is a matter of trust and confidentiality. This sharing is possible in schools if there is a synergistic atmosphere between the teacher and the administrator (where agreements or solutions are mutually satisfying and beneficial).

11. Should a principal reject a teacher's formative plan?

No. A principal may ask for clarification and offer suggestions but a principal cannot reject a teacher's plan. After all, the teacher is the best judge of the teacher's teaching.

12. Does formative evaluation hinder communication?

It shouldn't. Both principals and teachers need to communicate honestly and clearly with each other. If, at any time, a principal has concerns with a teacher's curricular plans, methods of instruction or professional interactions, then the principal is responsible to talk openly with the teacher about how to deal with and remedy such problems.

13. To whom can I go for more information?

Talk with fellow teachers and administrators or contact your local representative of the ATA.

14. What are the benefits of formative evaluation for students and parents?

The primary purpose of formative evaluation is to improve instruction for students. The formative evaluation process encourages teachers to try new approaches and to reflect on practices that work. An environment is established that allows teachers to engage in a rigorous critique of their teaching practice. The result is improved instruction for students, improved communications with parents, and improved involvement in the life of the Church by the teacher, students and parents.

HOLY SPIRIT CATHOLIC SCHOOLS

FORMATIVE EVALUATION PLAN

HOLY SPIRIT ROMAN CATHOLIC SEPARATE REGIONAL DIVISION #4

FORMATIVE EVALUATION PLAN

Date

Teacher's Name

Commencement Date

School

Grade level(s)

Assessment Process:

- | | |
|--|--|
| <input type="checkbox"/> Professional Portfolio
<input type="checkbox"/> Reflective Process
<input type="checkbox"/> Peer Coaching
<input type="checkbox"/> Other | <input type="checkbox"/> Standardized Instrument
<input type="checkbox"/> Administrator Supervision
<input type="checkbox"/> Mentoring |
|--|--|

Briefly describe the process:

Focus of Personal Professional Development Plan:

Area to be addressed:

- | | | |
|--|---|--|
| <input type="checkbox"/> Faith Life
<input type="checkbox"/> Planning & Preparation
<input type="checkbox"/> Other | <input type="checkbox"/> Learning Environment
<input type="checkbox"/> Techniques of Instruction | <input type="checkbox"/> Evaluation of Student Progress
<input type="checkbox"/> Professional Image |
|--|---|--|

Action Plan:

Page 24

Goal: (What I plan to improve.)

Strategy: (How will I go about doing what I plan to do? Include time line.)

Resources: (Will I need assistance with my plan, and if so, where can I find it?)

Evaluation: (What are the expected outcomes of my plan?)

Summary Reflection: (Comment on the effectiveness of the process and the plan.)

NEXT MEETING DATES:

SUMMATIVE EVALUATION

Policy and Regulations

POLICY

SUMMATIVE EVALUATION OF PRO

PREAMBLE

Summative evaluation is a judgemental process designed to facilitate decision making for purposes of tenure, promotion, foster professional growth, transfer, certification, and 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 decision. Additionally, one of the primary aims of summative evaluation is to foster professional growth.

POLICY

THE BOARD OF THE HOLY SPIRIT CATHOLIC SCHOOLS BELIEVES THAT A SUMMATIVE EVALUATION OF A TEACHER'S PROFESSIONAL PERFORMANCE MAY BE REQUIRED FOR THE PURPOSE OF MAKING DECISIONS REGARDING PROFESSIONAL GROWTH, EMPLOYMENT AND/OR CERTIFICATION.

BOARD APPROVED:

LEGAL REFERENCE:

AMENDED:

CROSS REFERENCE:

REGULATIONS

SUMMATIVE EVALUATION OF PROFESSIONAL STAFF

1. Summative evaluation may be initiated by the teacher to be evaluated, by the school principal, by the superintendent, or by the deputy superintendent.
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 principal's office and/or Divisional office, with a copy provided to the teacher being evaluated prior to the report being submitted.
3. The teacher shall be informed of the right to secure the assistance of a mentor or peer support team to work with the teacher at any or all times throughout the evaluation process.
4. A teacher may review his or her evaluation records contained in a personnel file.
5. A teacher being evaluated shall be given the opportunity to append additional comments to all written reports pertaining to the evaluation.
6. The following will apply to teachers who hold a continuing contract:
 - 6.1 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 principal's office.
 - 6.2 The principal shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation policy and procedure, teacher expectations, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
 - 6.3 The following shall be included by in-school administrators as part of phase one of the evaluation process:
 - i) multiple observations based on the established criteria;
 - ii) frequent conferencing;
 - iii) a formal written report based on the established criteria containing descriptive assessments in the major performance areas which may include areas of strength, directions for growth and recommendations. Where

REGULATIONS

SUMMATIVE EVALUATION OF PROFESSIONAL STAFF

remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

- 6.4 In the event that remediation is necessary, the in-school administrator, at the end of the time allotted for the teacher to make the required improvement, shall perform a reasonable number of observations to assess performance level, following which a report will be written containing the assessment and recommendations, including recommending the possible conclusion of the summative evaluation process or proceeding to phase two.
- 6.5 Phase two of the summative evaluation process shall consist of:
- i) an evaluation conducted by a mutually agreed upon certified individual, chosen by the superintendent, who is adequately trained in evaluation procedure and practice, and is independent of the staff of the school in which the teacher works, unless the teacher requests otherwise;
 - ii) the same practices and procedures as outlined in regulation 6.3.
- 6.6 In the event that remediation is necessary, the mutually agreed upon evaluator, at the end of the time allotted for the teacher to make improvement, shall perform a reasonable number of observations to assess performance level, Following that a report containing the assessment, and possible recommendations, will be written and forwarded to the teacher first and then forwarded to the school principal.
- 6.7 The principal, upon the receipt of the evaluator's report, shall convene a conference with the evaluator to discuss the assessment, and shall write a report to the superintendent which may recommend conclusion of the summative evaluation procedure, or termination of the teacher's contract. The principal may also make other recommendations which are in the best interest of the teacher and/or school.
- 6.8 The superintendent, upon receipt of the principal's report, shall take whatever action is required.

REGULATIONS

SUMMATIVE EVALUATION OF PROFESSIONAL STAFF

7. The following will apply to teachers on temporary, probationary, or interim contracts:

7.1 At the time that a teacher enters into such a contract with the Holy Spirit Catholic Schools, the teacher will receive written notification that summative evaluation will take place during the first six (6) weeks of the contract and shall receive a copy of the teacher expectations, policy and regulations of the Holy Spirit Catholic Schools pertaining to teacher evaluation.

7.2 The principal shall convene a conference with the teacher subsequent to written notification and prior to formal observation during which evaluation policy and procedures, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.

7.3 The following shall be included in the evaluation process:

- i) A minimum of three classroom observations to be carried out by school based administration;
- ii) the classroom observations must be based upon established criteria;
- iii) two of the classroom observations shall be completed prior to the first half of the term of the contract and the other classroom observation shall be completed prior to seventy five percent (75%) of the term of the contract;
- iv) frequent conferences where observations and assessments are communicated;
- v) a formal written report based on the established criteria containing descriptive assessments in the major performance area which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.

If remediation is necessary, the evaluator shall perform a reasonable number of observations to assess the performance level. The evaluator shall write a report containing the assessment and recommendations which will be forwarded to the superintendent of schools.

7.5 Following the completion of this process the teacher may appeal the contents of the evaluation report to the superintendent.

REGULATIONS

SUMMATIVE EVALUATION OF PROFESSIONAL STAFF

8. The following will apply to teachers eligible for permanent certification:
- 8.1 After sending written notification of summative evaluation, the principal shall convene a conference with the teacher prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
- 8.2 The following shall be included by in-school administrators as part of phase one of the evaluation process:
- i) a minimum of two observations;
 - ii) frequent conferencing; and
 - iii) a formal written report based on the established criteria containing descriptive assessments in the major performance areas which may include areas of strength, directions for growth, and recommendations. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.
- 8.3 Following the completion of this process the teacher may appeal the contents of the evaluation report to the superintendent.

BOARD APPROVED:

LEGAL REFERENCE:

AMENDED:

CROSS REFERENCE:

SUMMATIVE OVERVIEW

- and -

QUESTIONS AND ANSWERS

SUMMATIVE OVERVIEW**What is summative evaluation?**

It is a judgmental process. It involves evaluating a teacher's performance in order to facilitate decision making for the purposes of tenure, promotion, transfer, certification or termination. It is conducted so that informed and fair employment decisions can be made.

It requires the observation and evaluation of "key indicators" of teaching performance as described in the teacher expectations and as established in policy of the Holy Spirit Catholic Schools.

Additionally, one of the primary aims of summative evaluation is to foster growth.

Who initiates summative evaluation?

A teacher may request a summative evaluation at any time.

A principal, the superintendent or the deputy superintendent may initiate a summative evaluation at any time.

When do summative evaluations occur?

1. When a teacher is employed on a probationary contract.
2. When a teacher is eligible for permanent certification.
3. When a teacher on a continuing contract requests it.
4. When a teacher wants to move from a part-time to a full-time continuing contract.
5. Whenever a principal, the superintendent or the deputy superintendent believe a summative evaluation is necessary.

How is summative evaluation initiated?

In cases where a teacher with a continuing contract requests a summative evaluation, this request must be made in writing.

In cases where a school administrator deems a summative evaluation necessary, a teacher who holds a continuing contract must receive written notification that a summative evaluation is going to be performed.

A teacher who holds a temporary contract will receive written notification that a summative evaluation will take place during the term of the contract. This is done at the time the teacher enters into such a contract.

How is summative evaluation performed?

Page 33

A summative evaluation is performed in accordance with the policy and regulations of the Holy Spirit Catholic Schools. Policy differentiates the steps to be followed in conducting summative evaluations performed with a teacher who has a continuing contract, has a temporary contract, or is eligible for permanent certification.

Where can teachers go for help?

Review the policy on Summative Evaluation of Professional Staff and the teacher expectations.

Talk with other teachers. Each teacher has the right to secure the assistance of a mentor or peer support team to work with the teacher at any time throughout the summative evaluation process.

Consult the staff of The Alberta Teachers' Association.

SUMMATIVE RESPONSIBILITIES**Principal's Responsibilities**

Principals will conduct summative evaluations of teachers in their school who are on temporary contracts for that year and teachers who are eligible for permanent certification.

Principals will conduct summative evaluations of those teachers who request a summative evaluation.

Principals usually determine if it is necessary to conduct a summative evaluation of a teacher and if a summative evaluation is required, they will notify the teacher of such a decision in writing.

Principals will ensure that summative evaluations are conducted in a fair manner; judgments of a teacher's competence will be based on the teacher expectations and recommendations for improving a teacher's performance will be stated clearly.

Principals will provide adequate time for remediation and, where possible, facilitate a teacher's remediation plans.

Principals are responsible to convene a conference with the phase two evaluator, and if necessary, they will submit a report to the superintendent recommending the termination of a teacher's contract.

Teacher's Responsibilities

Teachers may request a summative evaluation at any time and for any reason (i.e. promotion, letters of reference). Teachers will meet with the principal in order to review summative evaluation policy and procedures, and teachers and evaluators will conduct themselves according to the Code of Professional Conduct.

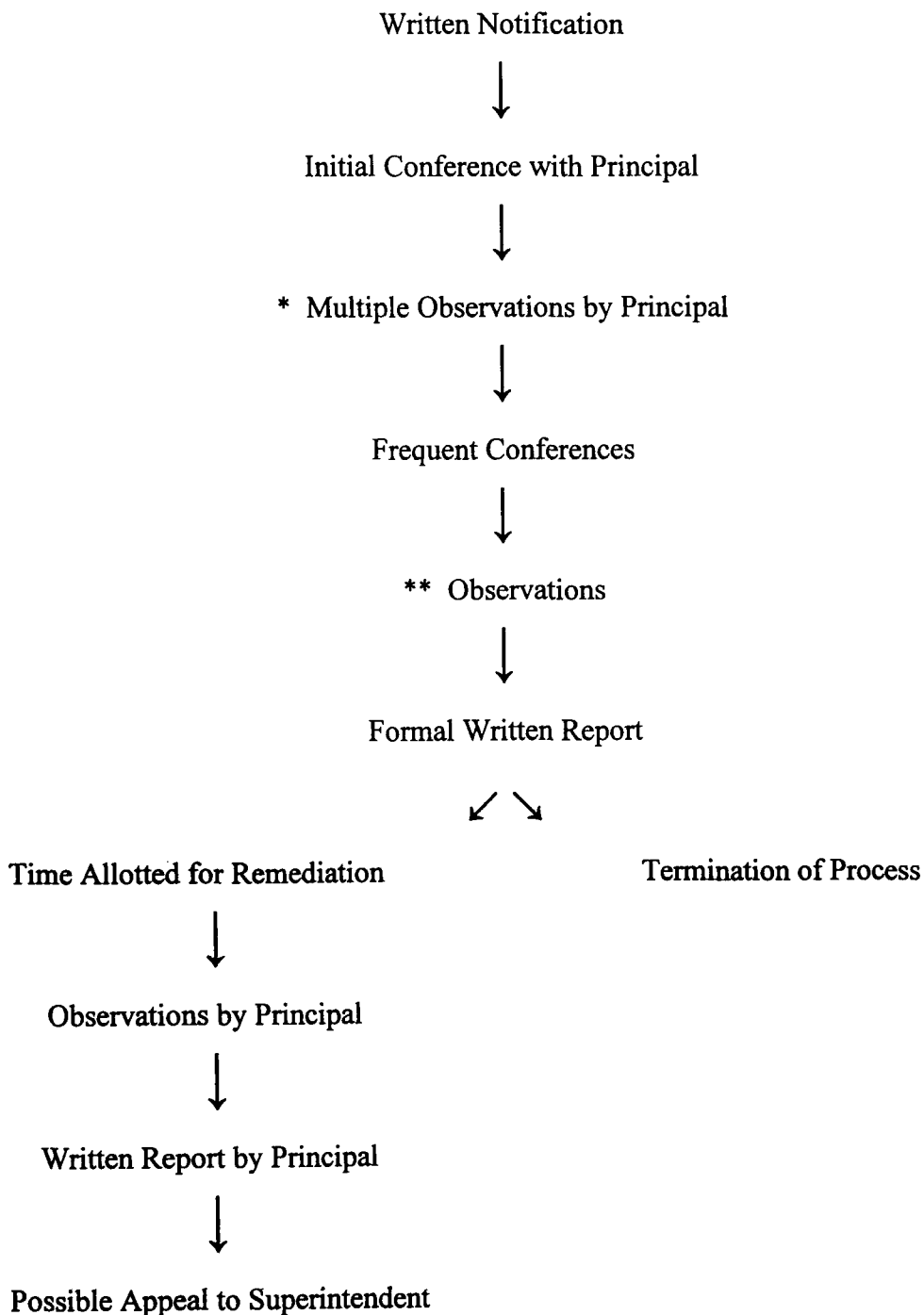
Teachers are responsible for selecting a mentor or peer support team to work with them during summative evaluation. Teachers are responsible for their own remediation.

1. Why do we have a new policy on evaluation?	
	The Alberta Government has mandated the development of an evaluation policy for all school boards in the province of Alberta. The new policy on evaluation is intended to identify responsibilities for all parties involved in the process of evaluation.
2. Is a principal required to perform summative evaluations of teachers?	
	Yes, the new School Act which was consolidated on July 8, 1994, states that a principal of a school must evaluate the teachers employed in the school (Section 15 e). Holy Spirit R.C.S.S.D. No. 4 Board policy also requires that a principal must evaluate the teachers in the school. More specifically, principals must conduct summative evaluations of teachers on probationary or interim contracts and teachers who are eligible for permanent certification. Evaluation of teachers on continuing contracts may occur for a variety of reasons which are determined by the teacher, the principal, the deputy superintendent and/or the superintendent. Summative evaluations are an essential administrative duty as ultimately, principals are responsible for the quality of instruction provided for students in their schools.
3. Can written records generated during a formative process be used against a teacher during a summative process?	
	No. Formative plans may not be used against a teacher during a summative process. Data collected for a summative evaluation must be gathered after the teacher has received written notification that a summative evaluation process is to begin.
4. Should a teacher request a summative evaluation if he or she wants to move from a part-time to a full-time position?	
	Yes. Summative evaluations are for the purposes of tenure, promotion, transfer or certification. A change of contract, part-time to full-time, involves a judgement about a teacher's suitability for full-time continuing employment.
5. May the performance areas in the Criteria for Teacher Expectations be used in summative evaluation?	
	Yes. Performance areas included in the Criteria for Teacher Expectations are the primary areas which may be used in evaluation. In the summative evaluation process, the performance areas must be documented through multiple observations.
6. Can walk-through visitations by principals be a part of a teacher's formative evaluation process?	
	Yes. Walk-through visitations may be used as a part of the summative evaluation process. According to the School Act, a principal has the duty to ensure that the Program of Studies is taught. Walk-throughs are one way in which principals may choose to complete this duty.
7. To whom can I go for more information?	
	<p>Individuals or organizations that may have more information regarding evaluation include:</p> <ul style="list-style-type: none"> a. your local A.T.A. representative b. your local A.T.A. president c. A.T.A. member services at Barnett House d. the Department of Education e. your deputy superintendent f. your superintendent

FLOW CHARTS

SUMMATIVE EVALUATION

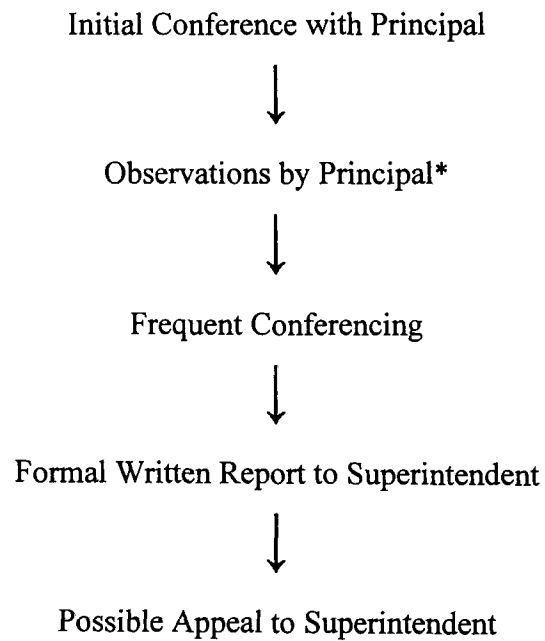
Procedural Flowchart for Conducting Summative Evaluation of Teachers with Probationary Contracts



* minimum of 3; two by January 31

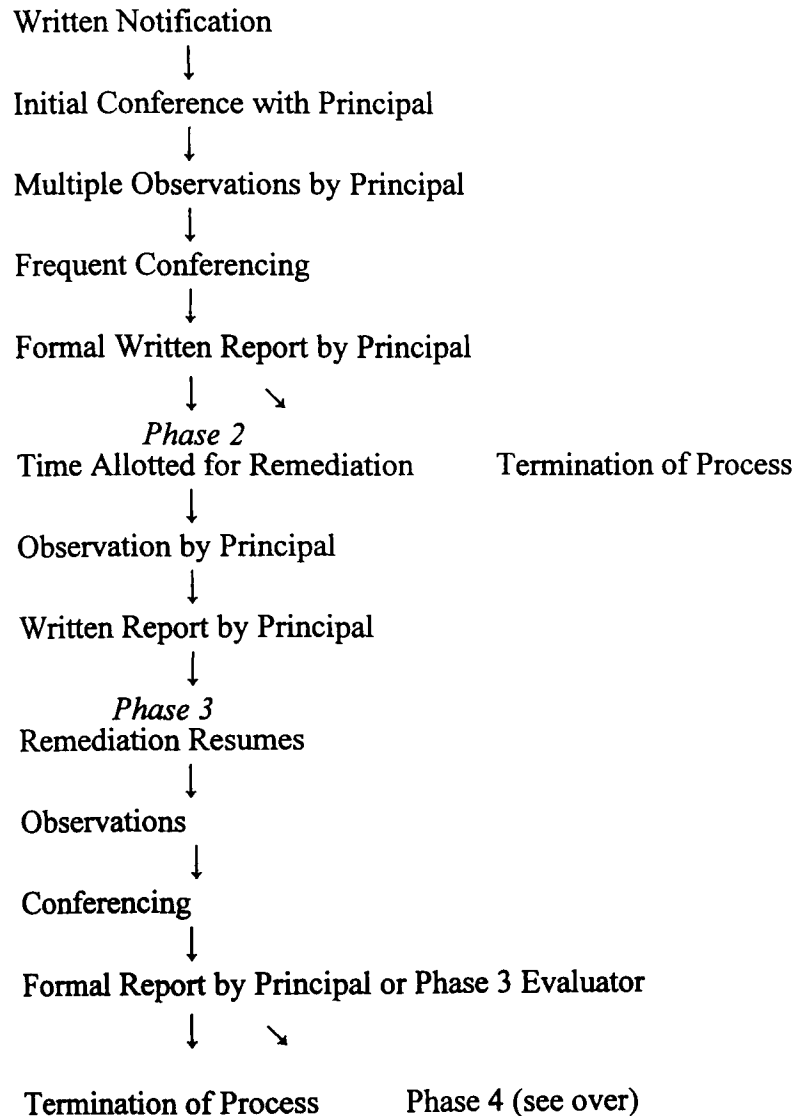
** performed by school administrator by April 15

Procedural Flowchart for Conducting Summative Evaluation of Teachers Eligible for Permanent Certification

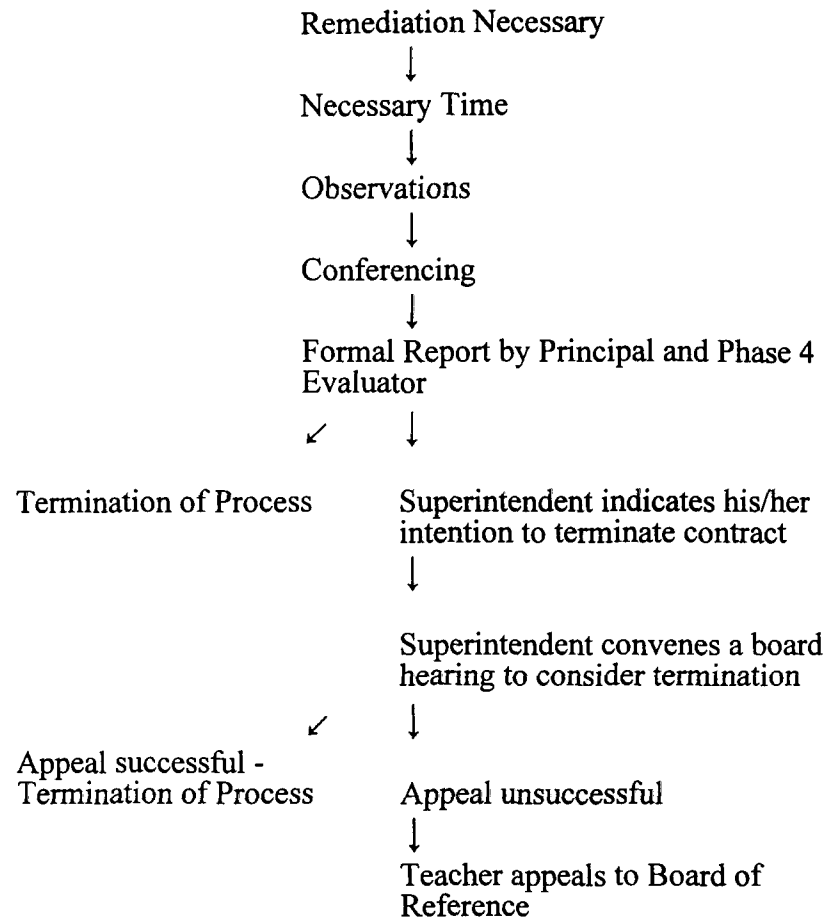


* Minimum of 2 by the school administrator

Procedural Flowchart for Conducting Summative Evaluation of Teachers with Continuing Contracts



Phase 4



HOLY SPIRIT CATHOLIC SCHOOLS

SUMMATIVE EVALUATION REPORT

HOLY SPIRIT ROMAN CATHOLIC SEPARATE REGIONAL DIVISION #4

SUMMATIVE EVALUATION REPORT

Teacher's Name

Commencement Date

Employee Number

School

Grade level(s)

Visitation Date(s):

Type of Report:

- ☐ Probationary Contract ☐ Continuous Contract
☐ Permanent Certification ☐ Other

Introduction (Comments):

***The Mission Statement of the Holy Spirit Roman Catholic
Separate Regional Division #4:***

We are a Catholic Faith Community dedicated
to providing each student entrusted to our care,
with an education rooted in the Good News of Jesus Christ.

Guided by the Holy Spirit, our schools in partnership
with home, parish and society, foster the growth of
responsible citizens who will live, celebrate and proclaim
their faith.

Our Catholic Faith is the Foundation of all that we do.

Performance Criteria:

ME Meets expectations
NI Needs improvement

1. *FAITH LIFE:*

me	ni	
<input type="checkbox"/>	<input type="checkbox"/>	1.1 The Teacher of Catholic education models faith through actions within and outside the school.
<p>The teacher:</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="flex: 4;"> <p>celebrates the partnership of the school with home, Church and society;</p> <p>demonstrates a Christ-like attitude toward students, staff, parents and the public;</p> <p>exhibits fairness, honesty, understanding, tolerance and mutual respect;</p> <p>supports action for social justice;</p> <p>promotes gospel values and expectations of the Catholic Church; and</p> <p>participates in faith development activities (eg: Sharing the Faith, Division P.D. ½ credit courses).</p> </div> </div>		
<p>COMMENTS:</p>		

2. *PLANNING AND PREPARATION:*

me	ni	
<input type="checkbox"/>	<input type="checkbox"/>	2.1 The teacher demonstrates effective planning skills.
<p>The teacher:</p> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> </div> <div style="flex: 4;"> <p>correlates/integrates subject matter where appropriate;</p> <p>maintains up-to-date daily planning;</p> <p>provides detailed plans and procedures for substitute teachers; and</p> <p>incorporates a variety of teaching approaches in the planning of lessons.</p> </div> </div>		
<input type="checkbox"/>	<input type="checkbox"/>	2.2 The teacher maintains long-range and short-range plans that reflect the <u>Program of Studies</u> and specify objectives, time lines and plans for evaluation.
<p>COMMENTS</p>		

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- ☐ ☐ 3.1 The teacher organizes the classroom to promote learning by creating an atmosphere and physical setting that are conducive to learning.

- ☐ ☐ 3.2 The teacher manages the classroom environment in a con

COMMENTS4. **TECHNIQUES OF INSTRUCTION:**

me ni

- ☐ ☐ 4.1 The teacher implements an effective lesson.

The teacher:

- ☐ ☐ communicates clear expectations, such as respect for the rights, opinions, property and contribution of others;
- ☐ ☐ uses strategies to maintain on-task student behaviour;
- ☐ ☐ manages discipline in accordance with policies, regulations and legal requirements;
- ☐ ☐ promotes the development of self-control and social responsibility;
- ☐ ☐ establishes systematic, effective procedural class routines;
- ☐ ☐ demonstrates and promotes care for physical facilities, equipment and instructional materials;
- ☐ ☐ incorporates humour to enhance learning;
- ☐ ☐ utilizes smooth and efficient transitions between instructional activities;
- ☐ ☐ utilizes effective summary techniques;
- ☐ ☐ makes sure that assignments are clear; and
- ☐ ☐ integrates available media and technology to enhance learning.

☐ ☐

4.2 The teacher uses effective questioning techniques.

Page 45

The teacher:

- ☐ ☐ structures questions to stimulate learning; (i.e., pauses, focuses, adjusts, rephrases, orders, etc.)
- ☐ ☐ poses questions clearly for the level of the student;
- ☐ ☐ involves all students in questioning;
- ☐ ☐ elicits and responds to student questions and responses in a manner that reinforces learning; and
- ☐ ☐ uses questions to promote critical and creative thinking skills.

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☐ ☐ 4.3 The teacher communicates effectively with students.

The teacher:

- ☐ ☐ speaks fluently and precisely;
- ☐ ☐ puts ideas across logically;
- ☐ ☐ uses a variety of verbal and non-verbal techniques; and
- ☐ ☐ gives clear and explicit instructions.

☐ ☐ 4.4 The teacher treats all students with dignity and respect.

The teacher:

- ☐ ☐ models a sense of social justice;
- ☐ ☐ is available to all students;
- ☐ ☐ responds positively to students;
- ☐ ☐ demonstrates understanding, empathy, patience and tolerance;
- ☐ ☐ uses discretion in situations relating to student confidentiality;
- ☐ ☐ gives correction which is constructive; reinforcement which is appropriate; and
- ☐ ☐ makes an effort to know and treat each student as an individual.

COMMENTS

me	ni
<input type="checkbox"/>	<input type="checkbox"/> 5.1 The teacher plans and prepares appropriate evaluation activities.
The teacher:	
<input type="checkbox"/>	<input type="checkbox"/> makes evaluation methods clear and purposeful;
<input type="checkbox"/>	<input type="checkbox"/> prepares evaluation instruments which reflect course content;
<input type="checkbox"/>	<input type="checkbox"/> maintains an accurate record of student progress;
<input type="checkbox"/>	<input type="checkbox"/> evaluates student progress regularly;
<input type="checkbox"/>	<input type="checkbox"/> collects, analyses and reports data to identify areas of strength and weakness; and
<input type="checkbox"/>	<input type="checkbox"/> implements strategies to meet diagnosed needs.
<input type="checkbox"/>	<input type="checkbox"/> 5.2 The teacher provides parents/students with specific evaluative feedback.
The teacher:	
<input type="checkbox"/>	<input type="checkbox"/> communicates results to students, parents and administrators in a meaningful manner; and
<input type="checkbox"/>	<input type="checkbox"/> listens and responds to concerns from students, parents and administrators.
COMMENTS	

6. **PROFESSIONAL IMAGE:**

me	ni
<input type="checkbox"/>	<input type="checkbox"/> 6.1 The teacher promotes a sense of community within the school
The teacher:	
<input type="checkbox"/>	<input type="checkbox"/> communicates with staff, students and parents in a caring manner;
<input type="checkbox"/>	<input type="checkbox"/> respects each member of the school community;
<input type="checkbox"/>	<input type="checkbox"/> promotes a positive perception of the school in the community; and
<input type="checkbox"/>	<input type="checkbox"/> works cooperatively with all staff members.
<input type="checkbox"/>	<input type="checkbox"/> 6.2 The teacher demonstrates professional conduct.
The teacher:	
<input type="checkbox"/>	<input type="checkbox"/> adheres to the Code of Conduct of Catholic Schools;
<input type="checkbox"/>	<input type="checkbox"/> adheres to the <i>Code of Professional Conduct</i> as set out by the Alberta Teacher's Association; and
<input type="checkbox"/>	<input type="checkbox"/> strives to incorporate the Catholic Church's understanding of the teaching profession.

☐ ☐ 6.3 The teacher participates in professional activities.

The teacher:

- ☐ ☐ demonstrates commitment by participation in professional activities (e.g., professional organizations, course work, workshops, conferences);
- ☐ ☐ takes advantage of opportunities to learn from colleagues, students, parents, and community; and
- ☐ ☐ keeps abreast of developments in subject matter and issues related to teaching.

☐ ☐ 6.4 The teacher follows policies and procedures of the division.

The teacher:

- ☐ ☐ strives to stay informed and apply policies and regulations applicable to the teacher's position;
- ☐ ☐ selects appropriate channels for resolving concerns/problems;
- ☐ ☐ maintains accurate records and reports in accordance with requirements; and
- ☐ ☐ carries out those duties that are assigned to the teacher by the principal (School Act, 13, (g)), subject to any applicable collective agreement and the teachers' contract of employment.

COMMENTS

COMMENTS AND SUMMARY STATEMENTS:

PRINCIPAL'S COMMENTS: Identify any aspects of the job, or special projects, in which the teacher demonstrated a high level of performance or requires improvement

I have read and discussed this report with the teacher

DATE:

SIGNATURE:

TEACHER'S COMMENTS:

I have read and discussed this report with the evaluator.

DATE:

SIGNATURE:

Original - Deputy Superintendent
Copies - Teacher
Principal

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AND
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