

JUNE 25, 2014 (updated 2022)

**Staff Evaluation and Assessment Policy  
for  
Penelakut Island Learning Centre  
Recommended by the First Nations Schools  
Association**



## **Preamble**

The Penelakut Island Learning Centre recognizes that all staff are a critical element in delivering sound educational programs. It is also the belief of the Penelakut Island Learning Centre that staff evaluation will assist staff in the realization of their full potential and result in the improvement of instruction.

The Penelakut Island Learning Centre has adopted this Staff Evaluation and Assessment Policy in the belief that a comprehensive evaluation process and assessment process will enhance professional growth to mutually benefit both staff and students. Penelakut Island Learning Centre recognizes the importance of both an evaluation process and an assessment process as two separate pieces.

The Penelakut Island Learning Centre believes in an evaluation process that is fair and just. The evaluation of a staff's performance shall be conducted in an atmosphere of trust, confidence, and support to the greatest extent possible. The principal and authority are responsible for the implementation of the Staff Evaluation Policy.

The principal and authority shall ensure that each member being evaluated is made aware of the evaluation process and criteria prior to the evaluation occurring.

The overall performance of the staff member, including classroom performance, shall be considered in the evaluation. The outcome of the evaluation may be considered in making decisions regarding the staff member's employment.

The assessment process is an essential part of successful teaching. The goals of the assessment process are to:

- To develop and maintain a learning environment that is consistent with the mission statement for Penelakut Island Learning Centre
- To develop and work on a professional growth plan

## **Guidelines for the Evaluation Process**

The staff evaluation process is intended to be flexible to allow the evaluator to obtain the best information to assess the staff member's performance. However, the following guidelines provide a framework for staff evaluation. These are intended to be guidelines only and can be modified as the evaluator thinks appropriate in any particular situation.

### **1 All staff will participate in an evaluation of their performance that may be conducted as follows.**

1.1 Staff may request, in writing, an evaluation of their performance

1.1.1 When a request is received from a staff member that an evaluation be conducted, the evaluation shall commence within one month of receipt of the request.

- 1.2 The principal or authority may initiate an evaluation of any staff's performance at any time but all new employees will undergo an evaluation within first 3 months of employment and all continuing employees will be evaluated every second year.
  - 1.2.1 A staff member who is to be evaluated will be notified by the Principal or Authority in writing prior to the evaluation occurring.
- 2 Each staff member who is to be evaluated shall be apprised of the process and criteria for the evaluation prior to the evaluation occurring.**
  - 2.1 The evaluator shall hold an introductory meeting with the staff member to review the evaluation process and to ensure the staff member understands the expectations for their performance.
  - 2.2 The evaluator and staff member shall endeavor to establish a climate of trust and respect.
- 3 An evaluation of a staff member's performance may include the following:**
  - 3.1 Classroom observations and post-conferences. Typically, at least three classroom observations should occur.
    - 3.1.1 Whenever possible, periods chosen for observation should occur during typical learning situations (i.e., not immediately prior to winter or spring break, or immediately prior to the end of the school year).
    - 3.1.2 The staff member *should* be advised of the first visitation date in advance and *may* be advised in advance of the remaining visits.
    - 3.1.3 The evaluator should observe the staff member through a minimum of one complete lesson during each visit.
    - 3.1.4 The evaluator should complete an observation report to be discussed with the staff member promptly at a post-conference. This report should summarize the observations made in respect of the evaluation criteria and may include suggestions for improvement.
  - 3.2 The evaluator should complete a final report on the staff member's performance. The report should identify the following:
    - 3.2.1 The staff member's assignment, professional experience and training;
    - 3.2.2 All observation dates;
    - 3.2.3 A summary of observed performance;
    - 3.2.4 A summary of any other relevant information gathered during the evaluation process, including comments from parents or students, as well as the evaluator's observations, if any, as a result of working with the staff member; and
    - 3.2.5 The evaluator's opinion of the staff member's overall performance with a statement indicating that the teacher's performance is either less than satisfactory or satisfactory.
    - 3.2.6 This report shall be presented to the staff member as a draft at least 48 hours in advance of the completion of the final report, and the staff member and evaluator shall discuss the draft report, in the company of a third person if the teacher chooses.
    - 3.2.7 A final report shall be signed by the staff member indicating both receipt and acknowledgement of placement on her/his personnel file. The staff member shall have the

right to submit to the evaluator written commentary on the report, which shall be filed with the report in his or her personnel file.

**4 Supervisory support should be provided to a staff member whose performance is not meeting expectations or requires improvement.**

4.1 Where a staff member whose performance is not meeting expectations or requires improvement, the evaluator and staff member may meet to discuss a plan for improvement, which may include, for instance, supervisory visits (composed of pre-observation conferences followed by classroom observations and post-observation conferences). Observation of other staff members or classrooms, mentorship, or in service opportunities.

4.2 An unsatisfactory evaluation may result in the termination of the staff member's employment.

**5 An evaluation of a staff member's performance shall be informed by the Standards for Teachers in First Nations Schools prepared by the First Nations Schools Association, as outlined in the appendix below.**

### **Guidelines for the Assessment Process**

The assessment process is intended to be process oriented. The assessment process is a collection of setting goals and reviewing data for the purpose of improvement in the current performance. The assessment process is designed to be reflective and agreed upon by the staff member and Principal/authority. The assessment process will be on-going for the employee.

**1 All staff will participate in creation of a professional growth plan.**

1.1 Growth plans will follow FNSA format and be implemented around a five-year cycle.

1.1.2 Growth plan goals must be submitted to the Principal/Authority by end of February during the year of an FNSA external evaluation.

1.1.3 Growth plans will be reviewed on a yearly basis in May

**2. Staff will be given support/resources and professional development time to meet goals.**

2.1 Resources and professional development will be provided based on the current year's budget.

### **Appendix**

#### **Standards for Educators in First Nations Schools**

*Standard 1: Educators in First Nations schools value and care for all students, acting at all times in the best interest of students.*

Competency 1.1: Educators in First Nations schools ensure the physical, intellectual, and emotional security of all students.

Performance Indicators: the staff member ...

1.1.1: demonstrates an understanding that all students should receive an education, regardless of location, ethnicity, or academic abilities.

1.1.2: demonstrates an understanding of and respect for the community's mission and vision for the school and for the education of their children.

1.1.2: ensures that the classroom physical environment is well maintained, clean, safe, and appropriate for a variety of learning needs.

1.1.3: implements effective classroom rules / behavioural expectations with students to ensure their safety.

1.1.4: promotes students' self-esteem and positive self-identity.

Competency 1.2: Educators in First Nations schools treat all students with dignity, respect, warmth and freedom from domination.

Performance indicators: the staff member...

1.2.1: interacts in a positive, friendly and respectful manner while maintaining a professional stance.

1.2.2: incorporates First Nations cultural understandings and practices in relationships with students and in teaching interactions.

1.2.3: promotes polite, respectful, and caring student-to-student interactions.

1.2.4: communicates information from an anti-bias perspective.

Competency 1.3: Educators in First Nations schools act within ethical and legal boundaries for the benefit and protection of all students.

Performance Indicators: the staff member ...

1.3.1: demonstrates an understanding of Child Protection legislation, as well as school/ community protocols regarding referrals and child safety.

*Standard 2: Educators in First Nations schools implement effective teaching practices.*

Competency 2.1: Educators in First Nations schools create an environment that promotes high levels of learning for all students.

Performance Indicators: the staff member ...

2.1.1: demonstrates a broad knowledge base as well as an in-depth understanding of the subject areas they teach.

2.1.2: sets high and realistic expectations for all students and implements programs accordingly.

2.1.3: includes evidence of cultural values and concepts in the classroom.

2.1.4: learns about students' previous learning strengths and needs.

2.1.5: encourages feedback, questioning, and experimentation.

2.1.6: provides learning opportunities that help students understand and develop their own roles and responsibilities in the learning process and as lifelong learners.

Competency 2.2: Educators in First Nations schools design, implement, and monitor learning experiences to benefit student achievement.

Performance Indicators: the staff member...

2.2.1: effectively prepares lessons and long term plans to meet Learning Outcomes that are substantially comparable to those of the BC Curriculum.

2.2.2: uses instructional time in an effective, purposeful, focused way.

2.2.3: creatively uses and develops resources and materials.

Competency 2.3: Educators in First Nations schools understand and apply relevant theories of human development, including individual learning differences.

Performance Indicators: the staff member ...

2.3.1: applies knowledge of how students develop and learn physically, socially, and cognitively.

2.3.2: differentiates curriculum expectations and teaching strategies to meet the needs of all students.

Competency 2.4: Educators in First Nations schools show a commitment to the principles of inclusion by treating all students equitably.

Performance Indicators: the staff member...

2.4.1: demonstrates a commitment to inclusiveness.

2.4.2: supports learners with special needs through the development and implementation of Individual Education Plans.

Competency 2.5: Educators in First Nations schools use current technology in their teaching practices and professional duties.

Performance Indicators: the staff member...

2.5.1: models and promotes the use of technology to enhance student learning.

2.5.2: uses current technology to improve efficiency and effectiveness in planning, instructional delivery, reporting, and assessment.

Competency 2.6: Educators in First Nations schools collaborate with educators, support staff, parents, and others to improve student achievement.

Performance Indicators: the staff member...

2.6.1: works effectively with other stakeholders for the benefit of students.

2.6.2: supports an effective and appropriate sharing of information to benefit students, always respecting the need for confidentiality.

*Standard 3: Educators in First Nations schools demonstrate an understanding of the role of parents, extended family, and the community in the life of students.*

Competency 3.1: Educators in First Nations schools communicate openly, effectively, sensitively, and in a timely manner with parents and the extended family.

Performance Indicators: the staff member

3.1.1: demonstrates a positive, professional attitude when communicating with parents and the extended family.

3.1.2: ensures that parents / extended family members are fully informed about and involved in school activities and issues related to student performance.

Competency 3.2: Educators in First Nations schools understand and support the important connection between the school and the community.

Performance Indicators: the staff member...

3.2.1: creates meaningful connections to the community to contribute to student learning.

3.2.2: works collaboratively with the community to support students and families in a comprehensive way.

*Standard 4: Educators in First Nations schools apply principles of assessment, evaluation and reporting to ensure high levels of student learning.*

Competency 4.1: Educators in First Nations schools understand the strengths and limitations of assessment, evaluation and reporting.

Performance Indicators: the staff member ...

4.1.1: understands the appropriateness of various assessment tools' usefulness, comprehensiveness, and cultural relevancy.

4.1.2: understands the teachers' responsibility for effectively responding to assessment results.

Competency 4.2: Educators in First Nations schools effectively utilize appropriate assessment and reporting for the benefit of their students.

Performance Indicators: the staff member...

4.2.1: ensures the use of assessment: as learning (student self-assessment), for learning (to guide instruction), and of learning (evaluation).

4.2.2 uses an assessment of student performance to assist with short-term and long-range planning to ensure high levels of learning for all students.

4.2.3: uses a variety of assessment strategies and measures to monitor and report on individual student progress.

4.2.4: contributes to school-wide efforts to use data to monitor program effectiveness and school growth.

*Standard 5: Educators in First Nations schools are knowledgeable about First Nations peoples.*

Competency 5.1: Educators in First Nations schools have general knowledge of First Nations' histories, cultures, and government practices.

Performance Indicators: the staff member

5.1.1: can articulate critical First Nations issues – national, regional, and local.

5.1.2: demonstrates an understanding of the community's perspectives, diversity, and values.

5.1.3: ensures that his or her knowledge of First Nations issues and the community is respectfully reflected in his or her practice.

*Standard 6: Educators in First Nations schools model their interest in, commitment to, and enthusiasm for learning.*

Competency 6.1: Educators in First Nations schools participate in relevant professional development opportunities and actively share / use the information acquired through those opportunities.

Performance Indicators: the staff member ...

6.1.1: maintains a continual focus on learning.

6.1.2: contributes to a collaborative culture with a focus on high levels of learning for all.

6.1.3: actively participates in inquiry into best practice and current reality.

6.1.4: is committed to an action orientation (learning by doing).

6.1.5: focuses on continuous improvement.

6.1.6: demonstrates a results orientation.

*Standard 7: Educators in First Nations schools have a responsibility to self, students, parents, extended family, the community, and the public.*

Competency 7.1: Educators in First Nations schools understand that they are viewed as role models by students, parents and the community.

Performance Indicators: the staff member...

7.1.1: acts in an exemplary manner at all times.

7.1.2: understands that he/she is accountable to students, parents, the community, the employer, the profession and the public.