

Teacher evaluation is considered part of a teacher's professional growth plan as well as a way to support the goals of the school. Summative evaluation is designed to:

1. note the appropriateness of the teacher's assignment, determine contract status, and provide information for deciding permanent certification, promotion, transfer, dismissal;
2. assist teachers in identifying their strengths and weaknesses and encourage professional growth;
3. verify whether teachers are implementing the school's vision effectively, protect the interests of students, staff, school board, school society, and parents.

The principal plays a key role in teacher supervision and evaluation, but the teachers are encouraged to be part of the evaluative process whenever possible. In this collaborative evaluation model, teachers will have some input into:

1. when the evaluation will take place;
2. the criteria to be used during the evaluation;
3. specific observation times.

At Elizabeth Buckley School, teacher evaluation will occur as follows:

- Teachers in their first year at EBS will be evaluated by the principal.
- After the initial evaluation, teachers will be evaluated every three years by the principal.

Evaluation reports should indicate a balance between affirmation of strengths and areas of growth. The reports should contain unambiguous statements covering instructional effectiveness, professional characteristics, and overall professional competency. The reports may also include specific goals/recommendations and a reasonable time frame in which the goals should be met.

Evaluation reports should be signed by the principal and teachers. (It should be noted that a teacher's signature may not imply agreement with the evaluator's judgments. The signature means only that the teacher has read the report.)