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INTRODUCTION

The Guide to Teacher Evaluation has been made possible, in part, from four local documents produced jointly by (i) the Barbados Union of Teachers (B.U.T.) and the Barbados Secondary Teachers Union (B.S.T.U.), (ii) the Barbados Association of Principals of Public Secondary Schools (B.A.P.P.S.S.) and the Association of Public Primary School Principals (A.P.P.S.P.), (iii) the Ministry of Education, Youth Affairs and Sports.

POLICY STATEMENT

- 1.1 The Ministry is committed to ensuring that evaluation is regarded as a positive process, which is supportive of the developmental needs of teachers and principals/administrators alike.
- 1.2 Evaluation represents a formal, structured and diagnostic procedure within a school's programme aimed at benefiting and enhancing the teaching/learning process.
- 1.3 Evaluation must be collaborative and collegial, involving the objective collecting, analyzing, sharing and utilizing of information for the purpose of evaluating performance in a formative manner.
- 1.4 Evaluation must be people-centered, taking into consideration the uniqueness of each person's involvement in education for personal and national development.
- 1.5 Evaluation must be continuous and systematic.
- 1.6 All involved must demonstrate practices of professionalism, fairness, empathy, honesty, openness and mutual trust.
- 1.7 The evaluation process will help to encourage improvement in the quality and delivery of education.

EVALUATION PHILOSOPHY

The following percepts are useful:

- 2.1 Each teacher should be responsible for enhancing his/her own growth through school-based activities which should be formative in focus.
- 2.2 Evaluation should not be a fear-inducing activity but should be oriented toward positive motivation.
- 2.3 Since teachers have different developmental needs, a variety of evaluation approaches should be employed to satisfy their needs.
- 2.4 A sense of corporate responsibility and accountability should prevail at all levels.
- 2.5 Evaluation should be used to help identify strengths and improve weaknesses.
- 2.6 Evaluation should reflect a collegial and collaborative approach to staff development.
- 2.7 Teachers must be empowered to work together as professionals.
- 2.8 All involved should demonstrate empathy, honesty, openness, fairness and sensitivity in their approach to evaluation.

AIMS AND PURPOSES

The evaluation process has clearly defined aims and purposes as illustrated in A - C below:

A Teacher Improvement

- To engage teachers in instructional methods that are relevant and conducive to effective teaching and learning strategies;
- To enable teachers to know and assess their own progress;
- To provide a basis for improving the quality of instruction through self-evaluation and professional discussion;
- To identify the support teachers may need.

B Staff Development

- To motivate teachers in developing and sustaining a high level of professional discussion;
- To ensure that in-service training and development of teachers and administrators match the total needs of individual schools;
- To enhance professional interaction between evaluatee and evaluator so as to minimize threat, anxiety and worry.

C Accountability

- To provide information for administrative decision-making;
- To keep formal records of professional behaviours and services;
- To evaluate the overall school programme for determining how well it is progressing.

DEFINITIONS

The following definitions apply to the Teacher Evaluation Process:

EVALUATION – A formal assessment of the performance of an employee. It refers to the observation and assessment of teaching and learning. It includes meetings between a supervisory team and a teacher for the observation of teaching and the provision of feedback.

ADMINISTRATOR –Deputy Principal, Senior Teacher, Head of Department, Subject Co-ordinator, Guidance Counsellor or an Information Technology Co-ordinator.

PEER – A colleague chosen by the evaluatee who would participate in the evaluation process. The peer will be guided by the Team Leader and will adhere to the rules of confidentiality as detailed for the evaluation process.

INTERIM REPORT – An informal written evaluation report prepared by an evaluation team. This is to be completed on **Form A**.

FINAL REPORT – A written evaluation report prepared by the evaluation team on the conclusion of an evaluation of a Principal, Deputy Principal, Senior Teacher, Head of Department, Subject Co-ordinator, Guidance Counsellor, Information Technology Co-ordinator or a teacher. This is to be completed on **Form B**.

TEAM – An evaluation team is made up of no more than four persons and no fewer than two. The team can be made up of Principal, Deputy Principal, Senior Teacher, Head of Department/Subject Co-ordinator. A peer is optional.

TEAM LEADER

- In the case of the evaluation of a Principal, this would be the Chief Education Officer or her nominee.
- In the case of the evaluation of all other officers, this would be the Principal or the nominee of the Principal.

NOMINEE

- In the case of the Chief Education Officer, this would be an Education Officer.
- In the case of the Principal, this would be a senior member of staff who is an administrator at the school.

CODE OF PRACTICE

One of the more important principles, which relates to evaluation is that of **confidentiality**.

- Any information received anonymously, orally or in writing, will **not** be part of evaluation or be used as evidence to support decision-making.
- Evaluation must be non-threatening, open and fair.
- No material of a confidential nature should be released to another individual without the prior consent and agreement of the individual on whom the evaluation has been conducted.
- Written statements and reports should represent agreed factual events.
- The written report or statement must be used as determined by the regulations governing teachers and principals/administrators as public officers, and shall not be retained or used for any personal purpose.
- Evaluation should involve the Principal and all members of the teaching staff in a school for the main purposes of improving performance.
- Prior to implementation of evaluation, all staff members must be made aware of the purposes, principles and process of the evaluation system in place.
- A formal evaluation should be held at the end of an agreed period/cycle as stipulated in the legislation,
- The evaluatees should sign all Interim and Final Reports and must be given a copy of each.
- All Final written reports/statements will then be placed in the Principal's/teacher's personal file.

PROCEDURE FOR EVALUATION

The Evaluation system will encompass all aspects of the school. It is not only concerned with observing teachers in the classroom, but includes evaluation of management, department and school.

There are ten (10) **Evaluation Forms A-J**.

Table 1 below outlines the Forms, who is to be evaluated and by whom at Primary School.

Table1: Evaluation Forms to be used at Primary Schools

FORM	TYPE	WHO IS TO EVALUATE
TEACHER		
A <i>-Interim Report</i>	Teacher Classroom Observation	Principal/ Senior Teacher and Subject Coordinator
B <i>-Final Report</i>	Summary of Teacher Performance	
ADMINISTRATORS		
C1	Subject Coordinator	Primary School Principal/Senior Teacher and a nominated member of the respective unit
D	Summary Evaluation of Senior Teacher	Principal, another Senior Teacher or Subject Coordinator and a nominated member of the respective unit
E	Summary Evaluation of Information Technology Coordinator	Principal and Senior Teacher
H	Summary Evaluation of the Principal	Chief Education Officer (or nominee), another Principal, the Senior Teacher and a staff member nominated by the staff

All teachers and administrators have the option to select a peer to be present on the evaluation team during their evaluation. Only in the case of the principal can the peer be from another school.

Other forms to be used are shown below.

FORM I - Unit Evaluation Report

FORM J - Summary of School Activities/achievements

Table 2 below outlines the Forms, who is to be evaluated and by whom at Secondary School.

Table 2: Evaluation Forms to be used at Secondary Schools

FORM	TYPE	WHO IS TO EVALUATE
TEACHER		
A <i>-Interim Report</i>	Teacher Classroom Observation	Principal/Deputy Principal or Senior Teacher and Head of Department/Subject Coordinator
B <i>-Final Report</i>	Summary of Teacher Performance	
ADMINISTRATORS		
C	Summary Evaluation of Head of Department	Secondary School Principal/Deputy Principal and a nominated member of the respective department
D	Summary Evaluation of Senior Teacher	Principal/Deputy Principal and a nominated member of the respective year group
E	Summary Evaluation of Information Technology Coordinator	Principal and Deputy Principal
F	Summary Evaluation of the Guidance Counsellor	Principal and Deputy Principal
G	Summary Evaluation of the Deputy Principal	Principal and a staff member nominated by the staff
H	Summary Evaluation of the Principal	Chief Education Officer (or nominee), another Principal, the Deputy Principal/Senior Teacher and a staff member nominated by the staff

All teachers and administrators have the option to select a peer to be present on the evaluation team during their evaluation. Only in the case of the principal can the peer be from another school.

Other forms to be used are shown below.

FORM I - Unit Evaluation Report

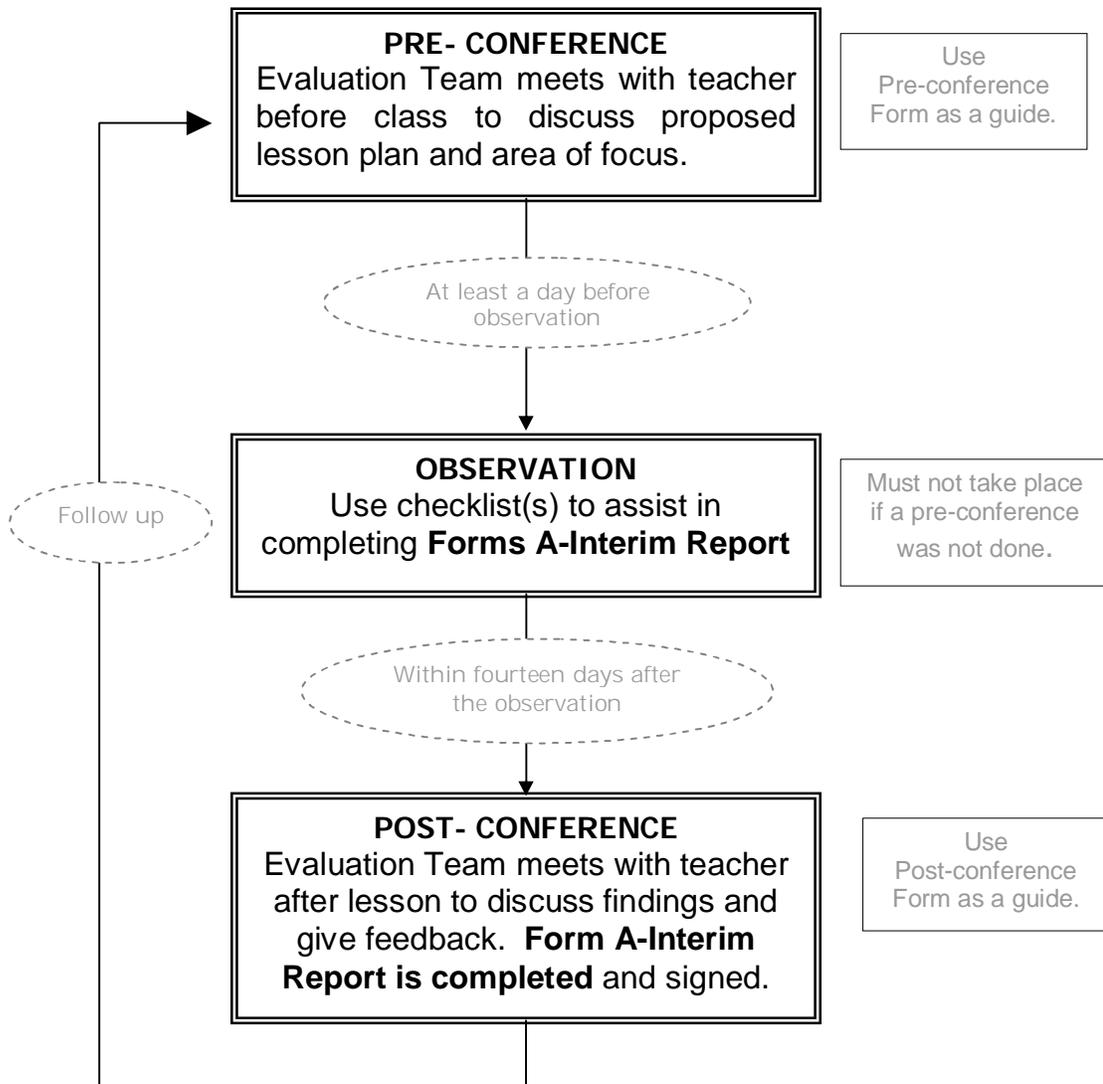
FORM J - Summary of School Activities/achievements

Teacher Classroom Observation & Summary of Teacher Performance

An evaluation period shall be for a continuous period of one year and should be conducted every three years for all appointed teachers.

There are five basic steps in a cycle of clinical supervision. The teacher shall be observed on at least two occasions during the evaluation period before the Final Report (Form B) is written. The Chart below outlines the Observation process.

CLASSROOM OBSERVATION SCHEDULE



PRE-CONFERENCE

During this session the Evaluation Team meets with the teacher to discuss the proposed lesson plan and the areas of focus chosen by the teacher. The *Pre-Conference Form* may be used as a guide during this session. This activity should take place no less than one day before the observation lesson.

OBSERVATION

A classroom observation is not to take place unless a Pre-Conference has been held. During the Observation the Evaluation Team can use the appropriate *Checklist(s)* to assist. At the end of the Observation a time for a Post-Conference is determined.

POST-CONFERENCE

At the Post-Conference session feedback is given to the evaluatee. This session must take place within fourteen days after the Observation. The *Post-Conference Form* may be used as a guide during this session. At the end of the session the senior member of the appraisal team must complete **Form A-Interim Report**. After agreement the evaluatee and the Team Leader must sign **Form A**.

Arrangements must be made for follow-up observations until the Evaluation Cycle is completed.

At the end of the Evaluation Cycle the team will complete **Form B-Final Report**. After agreement the evaluatee and the Team Leader must sign the **Form B**.

COLLECTION OF INFORMATION

Form A

After each classroom observation an **Interim Report-Form A** is to be completed. These Forms will serve to inform the Team Leader in the completion of Form B.

Form B

The information in Form B, as far as possible, must represent the shared views of the teacher and the Evaluation Team. It should take place **no later than fourteen days after the Observation**. Where an agreed position cannot be reached with the written account, the teacher should raise the matter with the Principal who should review the teacher's concerns and all parties should agree on remedial action, if necessary.

Form B will:

- provide a summary record of the teacher's performance based on selected criteria;
- provide a statement of suggestions and/or interventions for future action;
- conclude with a summary position which relates the teacher's performance with the selected criteria.

Follow-up

It is expected that the teacher will undertake one or more follow-up actions, which will be developmental in nature. These actions may include the following:

- the use of criteria and/or recommendations to set new goals in a timely manner after receiving the Final Report;
- response to the recommendations as soon as possible after receiving the statement;
- efforts to pursue relevant professional development related to the recommendations and/or new goals.

EVALUATION CRITERIA

The outcome of the evaluation depends upon the criteria or standards in place. A basic evaluation process:

- involves evidence of lesson planning, observation(s), data analysis, feedback and follow-up between two or more individuals designed to improve instruction;
- should be conducted by persons familiar with the agreed process;
- must be developmental;
- should relate to research and practice of good teaching and learning styles;
- should help to decrease distance, anxiety and apprehension between teacher and evaluator;
- should be non-judgmental in the approach to information gathering, analysis and discussion;
- should present opportunities for discussing observations, providing feedback and making suggestions for future growth;
- should take place in a climate of certainty and preparedness;
- once agreed upon, should see all members of staff participating willingly;
- must ensure that all involved have a knowledge of what instruments are appropriate for collecting specific or general information and that opportunities exist for them to make meaningful suggestions for improvement;
- should encourage self-evaluation as an opportunity for individuals to reflect on their own performance;
- must base decisions on evidence of reports on matters relating to teaching and school programmes and not on personality.

PROCEDURES RELATING TO DISAGREEMENT

Although evaluations should be conducted in an open climate for the primary purpose of improving instruction, there may be times when disagreement would occur in procedure and related matters. Any complaint must first be lodged with the Principal of the school.

A teacher shall have the right to complain if he/she considers the evaluation to be unfair or the conclusions unreasonable. This complaint should be made in writing by the complainant.

All complaints must be investigated and efforts made by evaluators and teachers to resolve differences at the point of disagreement. If the matter cannot be solved there then the complaint can be taken to the Chief Education Officer.

Where an investigation is likely to occur, the Principal will investigate and meet with the Evaluation Team and the complainant.

In the event that the evaluator is the Principal, the Chief Education Officer will facilitate, in consultation with the Principal, an investigation of the complaint within 14 days of first obtaining the written complaint.

The complainant has the right to be accompanied by a friend or union representative at this formal meeting where the Chief Education Officer acts as chairperson of the Review Committee.

The Chief Education Officer shall investigate the complaint; review the Principal's Report and convene a meeting with the Review Committee and the teacher within 20 days of the Principal reporting the matter.

All members of the Review Committee must have relevant knowledge and experience in education and the teaching profession.

The Review Committee is responsible for

- investigating complaints;
- receiving written or oral submissions from the complainant and the team;
- conducting a review of the report; and
- making a determination on the report.

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At the conclusion of the investigation and hearing, the Review Committee may determine that the evaluation report is to

- a) stand;
- b) be amended; or
- c) be expunged from the complainant's record, and a subsequent evaluation be conducted.

The Review committee shall order a subsequent evaluation be conducted where the Committee is of the view that based on their investigation, the results of the subsequent evaluation will be substantially different from the results contained in the previous evaluation.

Where a subsequent evaluation is to be conducted a new team shall conduct the evaluation.

Once the second evaluation has been agreed and conducted, the original statement must be removed from the record of the teacher.