

Policy Name: High School Teacher Evaluation & Growth Plan Policy	Responsible Owner: Principal	Effective Date: September 10, 2026
Policy Number: 5.13	Approval Body: Board of Governors	

A. POLICY:

PURPOSE/COMMITMENT:

This policy establishes a framework for teacher evaluation and professional growth. It is designed as a continuous, developmental cycle rather than a single annual event. The policy is meant to support and develop the professional practice of every teacher, at every career stage, through structured reflection, feedback, and goal setting.

Columbia College commits to:

- Prioritizing professional growth as the central purpose of evaluation, drawing on evidence gathered from multiple sources over time.
- Anchoring observation, reflection, and feedback as foundational practices for teaching, learning, and professional growth.
- Involving teachers as active participants in their own evaluation, treating self-assessment and professional dialogue as central to the evaluation process
- Differentiating the frequency and intensity of formal evaluation according to a teacher's experience, certification status, and career stage.
- Protecting privacy by treating evaluation records as confidential personnel information.

DEFINITIONS:

Certificate Holder: A person who holds a Certificate of Qualification or an Independent School Teaching Certificate (ISTC) from the BC Ministry of Education.

Evaluation: The formal, cyclical process of gathering evidence about a teacher's practice and producing a written summary of professional practice.

Evaluator: The Head of School or designate, designated to lead and conduct the evaluation and growth cycle.

First People's Principles of Learning: A set of nine principles articulated by Indigenous Elders, scholars, and knowledge keepers, developed by the First Nations Education Steering Committee (FNESC), that describe a First Peoples approach to teaching and learning. The FPPL inform curriculum, instruction, and this policy's approach to reflective practice.

Formal Observation: A scheduled classroom visit of a full lesson, preceded by a pre-observation conversation and followed by a post-observation conference and written summary.

Growth Cycle: The multi-year rotation through which teachers move between comprehensive formal evaluation years and growth-plan years.

Informal Observation/Walkthrough: A brief, unannounced or lightly scheduled classroom visit (10–15 minutes) used to gather ongoing, low-stakes evidence of practice; not individually scored.

Professional Conversation: A structured, scheduled meeting between a teacher and their evaluator(s) to discuss self-assessment, observation evidence, growth goals, and support needs.

Professional Growth Plan (PGP): A teacher-authored, annually reviewed plan identifying one to three professional goals connected to the Professional Standards, the school's strategic priorities, and the teacher's own reflection.

Professional Standards: The Professional Standards for BC Educators, effective June 19, 2019, developed by the BC Teachers' Council and the Independent School Teaching Certificate Standards Committee.

Self-Assessment: A teacher's structured written reflection on their own practice against the Professional Standards, completed prior to goal setting and again at year-end.

Support Plan: A time-bound, more intensive plan implemented when evaluation evidence indicates practice is not yet meeting the Professional Standards.

SCOPE:

This policy applies to all teaching staff holding a BC Certificate of Qualification or an Independent School Teaching Certificate (ISTC), including probationary, continuing, and part-time teachers.

This policy operates within, and is subordinate to, the regulatory framework governing teachers in British Columbia:

- The Teachers Act which establishes the BC Teachers' Council and the Commissioner for Teacher Regulation.
- The Independent School Act and the Independent School Regulations, under which Columbia College is certified as a Group 4 independent school.
- The Professional Standards for BC Educators, developed jointly by the BC Teachers' Council and the Independent School Teaching Certificate Standards Committee (effective June 19, 2019), which apply to every holder of a Certificate of Qualification or Independent School Teaching Certificate.
- Where applicable, the Professional Standards for Independent School Teaching Certificate Holders, issued by the Independent School Teaching Certificate Standards Committee.
- The First Peoples Principles of Learning (FNESC), which inform Standard 9 of the Professional Standards and are embedded throughout this policy's reflective and observational practices.

B. PROCEDURES:

The responsibility for the modification of the procedure falls under the VP Academic or designate.

Roles and Responsibilities

- **Head of High School, or designate:** Serves as primary evaluator for the teaching staff; schedules observations; conducts professional conversations; reviews and signs Professional Growth Plans; maintains evaluation records.
- **Teacher:** Completes self-assessment and self-reflection; drafts and pursues their Professional Growth Plan; prepares for and participates fully in observations and professional conversations; gathers evidence of practice.
- **Mentor/Peer Partner:** Supports new or probationary teachers through informal observation, co-planning, and reflective conversation; does not act as a formal evaluator.

The evaluation and growth plan process follows a general cycle, outlined below.

Growth Cycle

Columbia College uses a differentiated, multi-year cycle. This balances the need for rigorous, evidence-based evaluation with a sustainable workload for teachers and administrators and reflects that growth is career-long rather than confined to a single evaluative event.

New and Probationary Teachers (Years 1–2)

Teachers in their first two years at Columbia College, and any teacher new to the profession, undergo the following cycle of support and evaluation:

- A minimum of three formal observations per year, spread across terms, each with a pre-observation conversation and a written post-observation summary.
- Informal walkthroughs at least once per month.
- An assigned mentor and, where feasible, a peer-observation partnership.
- A full self-assessment and Professional Growth Plan completed within the first six weeks of employment.
- A minimum of two formal professional conversations per year (mid-year and year-end) with the Head of High School, or designate.
- A written year-end summary of practice, shared with the teacher and placed on file.

Continuing Teachers — Comprehensive Evaluation Year (Year 1 of a 3-Year Cycle)

Once a teacher moves to continuing status, they enter a rotating three-year cycle. In the comprehensive evaluation year, the full cycle is completed: self-assessment, at least two formal observations, at least one professional conversation/interview, a Professional Growth Plan, and a written summative report.

Continuing Teachers — Growth Plan Years (Years 2–3 of the Cycle)

In the intervening two years, teachers focus on implementing and refining their Professional Growth Plan without a full formal evaluation. This still includes:

- An annual self-assessment and goal check-in.
- At least one informal walkthrough per term, with brief written or verbal feedback.

- One professional conversation with the Head of High School, or designate to review progress on growth goals.
- Optional, encouraged peer observation and collegial visits.

Process

Every cycle draws on the same core components — self-assessment, goal-setting, observation, and dialogue — combined and weighted differently depending on where a teacher sits in the cycle.

Self-Assessment and Reflection

At the start of each year, teachers complete a written self-assessment, identifying strengths, growth areas, evidence of student learning, and draft goals. A shorter version is repeated at year-end to reflect on progress against the Professional Growth Plan. Self-assessment is not scored; it grounds the professional conversation and informs the evaluator's own observations.

Professional Growth Plan

Following self-assessment, each teacher drafts a Professional Growth Plan with their evaluator, identifying one to three goals linked to the Standards, what success will look like, and any support needed. The plan is co-signed and revisited at the mid-year check-in. Goals may connect to individual practice and may span more than one year.

Classroom Observations

Formal observations are scheduled in advance, include a brief pre-observation conversation, and are followed within five school days by a post-observation conference and written summary which the teacher may comment on before it is filed. Informal walkthroughs are brief, lightly scheduled, followed by quick feedback, and used only to build a pattern of evidence over time — never as a stand-alone judgment. Teachers are also encouraged, especially in growth-plan years, to take part in non-evaluative peer observation; those notes stay with the teachers involved unless voluntarily submitted as evidence.

Professional Conversations

Each cycle includes structured, scheduled conversations — at minimum a fall goal-setting meeting, a mid-year check-in, and, in evaluation years, a spring summative conversation — each briefly documented and shared with the teacher within five school days. These are framed as two-way dialogue rather than one-directional feedback, and either party may request an additional conversation at any time.

Written Summary of Practice

In evaluation years, and for all new/probationary teachers, the cycle concludes with a written summary organized, noting strengths, growth areas, and whether practice meets the Standards. It is signed by both parties — the teacher's signature confirms receipt, not agreement — and the teacher may attach a written response. A “not yet meeting” finding may trigger the Support Plan process.

Annual Timeline

Informal walkthroughs, peer observation, and collegial feedback continue throughout the year in every cycle year.

Period	Activity
September	Self-assessment, goal-setting conversation, and Professional Growth Plan completed.
Oct – Nov	First formal observation (new/probationary and evaluation-year teachers); walkthroughs begin.
Jan – Feb	Mid-year conversation and growth-plan review; second formal observation where required.
Mar – Apr	Final formal observation where required; evidence review.
May – June	Year-end self-assessment, summative conversation, and Written Summary of Practice (evaluation years); planning for next cycle.

Connection to Onboarding and Mentorship

New teachers are also assigned a mentor for their first year, in addition to the evaluation process. Mentorship conversations are developmental and confidential; mentors do not report to evaluators on mentee performance.

When Practice Does Not Yet Meet the Standards: Support Plans

Where a Written Summary of Practice, or a pattern of observation evidence, shows that practice is not yet meeting one or more Standards, the school follows a structured support process before considering any contract or disciplinary action: the evaluator confirms the concern with the teacher in writing within five school days. Within ten school days, teacher and evaluator jointly build a time-bound Support Plan (typically 6–12 weeks) naming the standard(s) of concern, observable success criteria, the support to be provided, and a check-in schedule; the evaluator implements the plan with prompt, specific feedback after each check-in; and at the end of the period, a written review states whether the criteria were met, partially met, or not met, and recommends next steps — closing the plan, extending it, or referring the matter to the Head of School, or designate.

Documentation, Access, and Confidentiality

Self-assessments, growth plans, observation summaries, conversation notes, and written summaries are kept in the teacher's confidential personnel file, accessible to the teacher, the relevant evaluator(s), and the Head of School. Peer-observation notes and mentor conversations are excluded from the file unless a teacher submits them as evidence. Records are retained and remain private; only aggregated, de-identified summaries — never individual records — may be shared with the Board of Governors.

Disagreement and Review

A teacher who disagrees with an observation summary or Written Summary of Practice may attach a written response within ten school days (which becomes part of the permanent record), request a meeting with the evaluator's supervisor to discuss the disagreement, and, if unresolved, pursue the matter through the grievance or dispute-resolution process.