

SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF

Background

Recognizing its responsibility to provide the best possible educational services to its students, the Division holds that:

1. Teacher effectiveness is the most important in-school determinant of student learning.
2. The improvement of teaching effectiveness is a shared responsibility between individual staff members and the Division.
3. Supervision practices and procedures are to reflect current research as applicable to local needs, conditions and Division priorities.
4. One means of ensuring teaching effectiveness is a program of teacher supervision and evaluation.
5. The primary purpose of the program of supervision and evaluation is to improve teacher effectiveness (formative supervision).
6. The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or dismissal (summative evaluation).

Through the Director, the Division shall ensure that a program of supervision is carried out according to the following guidelines:

1. Supervision shall take into account:
 - 1.1 The teacher's skills and competencies.
The teacher's professional attributes.
2. The procedure is to be guided by the interaction between the teacher and the supervisor.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair and equitable.
4. Supervision is to be differentiated in order to provide teachers with choices that will better meet their individual needs.
5. The program of supervision is to be part of an on-going process aimed at improvement of instruction and professional practice.

6. When there is a question of a teacher not meeting the expectations of the Division, the supervisor shall investigate immediately and if need be initiate a supervision process to address the identified concerns.
7. Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.
8. A route of appeal will be available to the teacher and the supervisor.

Procedures

1. The Superintendent of Human Resources will establish and maintain suitable procedures for supervising and evaluating the performance of each teacher.
2. The Superintendent of Human Resources will provide school administration with a list of teachers on supervision in their respective schools. This list will include teachers on 1st, 2nd, or 5th year cycle.
3. In coordinating the teacher supervision at the school level, it may be determined that the Principal and his/her designate share the duties. In a case where an unsatisfactory performance is identified the Principal will assume the responsibility of the supervision and evaluation.
4. This program will include the following features:

Definitions:

Formative Supervision – its purpose is to assist the teacher in such a way as to achieve objectives. It is process-oriented as it is primarily concerned with improving the teaching process. It is concerned with the doing.

Summative Evaluation – its purpose is to collect information to assist in the making of decisions. It is concerned with what was done.

Personal and Professional Growth Plan – its purpose is to enable personal and professional growth through goal setting and reflective practice.

Supervision Process

The supervision model shall be used for the purposes of observing instructional behaviors and professional practices.

This model shall provide the framework for both formal and informal observations.

Observations are to involve the following basic components.

- ◆ Preconference - a preliminary discussion with the teacher about the lesson in advance of the observation.
- ◆ Observation of the teacher instructing the lesson.
- ◆ Post-conference - after the observation the teacher and administrator shall meet to discuss and reflect upon the lesson and its outcomes.

- ◆ A written summary of the observation and post conference shall be completed by the administrator and shared with the teacher.

Informal Observations - the administrator may have the opportunity to visit the classroom unannounced as time permits to familiarize him or herself with the teacher and classroom or for information gathering purposes. Observation of teacher's professional practices shall be ongoing. Post conferences for such observations shall be called at the discretion of the administrator or upon the request of the teacher.

5. Programs of Supervision

A. Cycles of Supervision:

- a. First Year Cycle – this includes teachers new to the division with less than two years of teaching experience. Teachers new to the division with more than two years of experience may be included in this cycle at the discretion of the Superintendent of Human Resources and the school Principal.
- b. Second Year Cycle – this includes all teachers from the previous year's "First Year Cycle" and may include teachers new to the division with more than two years of experience at the discretion of the Superintendent of Human Resources and the school Principal.
- c. Five Year Cycle – following the "Second Year Cycle" all teachers will be supervised every fifth year or at the discretion of the administrator and individual needs.

B. First Year Cycle

This supervision model shall include:

The Principal will play an integral role in the *Formative Supervision* through formal and informal observations. Information from these observations will assist the Superintendent of Human Resources/Administrator at Large in writing the final *Summative Evaluation*.

A minimum of two formative visits by the Superintendent of Human Resources and/or Administrator at Large. There shall be at least one visit before Christmas and at least one between Christmas and the Spring Break.

One summative visit shall be completed by the Superintendent of Human Resources and/or Administrator at Large prior to May 30 of the current school year.

The written summative report shall be completed by the Superintendent of Human Resources and/or Administrator at Large in collaboration with the Principal prior to May 30.

The report shall be shared with the employee and the employee will initial and sign the document as required. The initial and signature does not imply that the teacher is in

agreement with the report but rather acknowledges that the document has been reviewed by the teacher and is in receipt of said document.

Copies of the report shall be distributed as follows:
employee, school personnel file, Division personnel file

If an employee disagrees with the contents of the summative report, he/she may appeal the report and its contents.

When the employee's summative report indicates performance is unsatisfactory, a recommendation will be made to the Board for the teacher's dismissal.

C. Second Year Cycle

This supervision model shall include:

A minimum of two formative visits by his/her school administrator. There shall be at least one visit before Christmas and at least one between Christmas and the Spring Break.

If an employee's performance has met the standards of the Division, a written summative report shall be completed prior to May 30 indicating the satisfactory level of performance.

The report shall be initialed and signed as required and distributed as follows: employee, school personnel file, Division personnel file

When an employee's performance has not demonstrated sufficient growth and does not reflect the expectations of the Division, the school administrator shall consult with the Superintendent of Human Resources and may involve him/her in the supervision process.

Based upon the consultation, a written summative report shall be completed by the school administrator.

If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the Division, a recommendation shall be made for one of two options.

- ◆ A recommendation may be made to place the teacher on an intensive supervision program.
- ◆ A recommendation may be made to the Board for the dismissal of the teacher.

D. Five Year Cycle

Supervision may include:

A minimum of two formative visits by his/her school administrator. There shall be at least one visit before Christmas and at least one between Christmas and the Spring Break.

If an employee's performance has met the standards of the Division, a summative report shall be completed by May 30 indicating the satisfactory level of performance.

The report shall be initialed and signed as required and distributed as follows: employee, school personnel file, Division personnel file

If the summative evaluation reflects satisfactory performance, the teacher will return to the Personal and Professional Growth Plan.

When an employee's performance has not demonstrated sufficient growth and does not reflect the expectations of the Division, the school administrator shall consult with the Superintendent of Human Resources and may involve him/her in the supervision process.

Based upon the consultation, a written summative report shall be completed by the school administrator by May 30.

If the summative evaluation reflects unsatisfactory performance, where a teacher does not meet the expectations of the Division, the teacher shall be notified in writing by the Superintendent of Human Resources of his/her placement on the intensive supervision.

Where a teacher's performance is deemed to have met the expectations outlined in the supervision and evaluation, the school administrator, in consultation with the teacher, may select an alternative to meet the expectations of the supervision and evaluation. Options may include the development of a professional portfolio, or a personal and professional growth plan to meet the unique needs of the teacher and his or her assignment.

Professional Portfolio Development

Portfolios provide teachers with the opportunity to demonstrate evidence of their practice and cause teachers to reflect on their practice as it relates to the expectations outlined within the procedure on supervision and evaluation of teachers. Attention may be paid to all four domains of the supervision and evaluation procedure, or it may focus on one or more elements of the teacher's practice.

- ◆ The Principal and teacher shall meet by October 15 of the current school to review the expectations for the portfolio.
- ◆ The teacher shall develop a proposal identifying the area(s) of practice to be addressed in the portfolio.
- ◆ The plans shall identify the nature of the activities, timelines and goals.
- ◆ A minimum of two meetings shall be scheduled between the teacher and Principal to discuss the portfolio. The

first shall be held prior to spring break and provide an opportunity for the teacher and Principal to review progress and identify actions to be taken before the year-end. The final visit shall occur by May 15 at which time the teacher shall present his or her portfolio to the Principal.

- ◆ Both the teacher and Principal will develop a brief (1 to 2 page) reflection on the portfolio activity. These two documents will become part of the final summative report.
- ◆ The summative report will include the cover page of the current report that includes the general teacher information, the reflections of the teacher and Principal, and the final page of the report document which includes a brief summative comment, statement of completion and signatures of the teacher and Principal.

Personal and Professional Growth Plan

The personal and professional growth plan is intended to provide flexibility and opportunity for teachers to direct their professional growth while working closely with school administrators. "Differentiated Supervision" and "Resource List" are two sections in the procedure that provide a range of options and resources that can be drawn upon.

- ◆ The teacher and Principal shall meet by October 15 to review the proposed Personal and Professional Growth Plan.
- ◆ The Plan shall identify the goals for the plan, strategies and activities, resources and supports required and proposed timelines.
- ◆ A minimum of two meetings shall be scheduled between the teacher and Principal to speak to the Plan. The first shall be held prior to spring break and provide an opportunity for the teacher and Principal to review progress and identify actions to be taken before the year-end. The final visit shall occur by May 15 at which time the teacher shall report either verbally or in writing to the Principal on the Personal and Professional Growth Plan.
- ◆ The teacher and Principal will develop a brief (1 to 2 page) reflection on the activity. These two documents will become part of the final summative report.
- ◆ The summative report will include the cover page of the current report that includes the general teacher information, the reflections of the teacher and Principal, and the final page of the report document which includes a brief summative comment, statement of completion and signatures of the teacher and Principal.

E. Intensive Supervision Program

The Intensive Supervision Program shall focus on those teachers who have demonstrated on the basis of their performance and subsequent evaluation, that they are in need of intensive supervision in order to improve their teaching behavior and professional practice to meet the expectations of the Division.

The Intensive Supervision Program will be conducted over a reasonable period of time which is normally not to exceed one complete school year. All relevant time lines will be set to minimize disruptions to students' learning.

The Intensive Supervision Program will be initiated by the Superintendent of Human Resources who has responsibility to facilitate and implement an improvement plan.

The Intensive Supervision Program shall note the following:

The teaching behavior(s) or professional practice(s) that have been identified as unsatisfactory,

The activities the teacher will undertake to remediate the identified areas requiring improvement,

Supports that will be provided for the teacher,

How the teaching behavior(s) or professional practice(s) must change in order to be deemed acceptable,

How the evaluator will determine that the unsatisfactory teaching behavior or professional practice has been remediated.

That following the end of the time lines, the teacher must maintain the expected outcome(s) of the intensive supervision program indefinitely, and

Failure to comply with the improvement plan, and to attain the expected outcomes will result in a recommendation for dismissal to the Board.

The teacher will be expected to take primary responsibility for his or her own improvement.

The improvement plan shall be based upon the standards for accepted teaching practice.

The Superintendent of Human Resources shall supervise the intensive supervision process to ensure the improvement plan is adhered to, if need be to modify the improvement plan, and to ensure that the needs of students continue to be met.

The Superintendent of Human Resources shall consult with and involve the Principal of the school throughout the intensive supervision program.

At the conclusion of the intensive supervision program, the Superintendent of Human Resources shall conduct a summative evaluation of the teacher.

If the teacher's performance is satisfactory, the teacher shall return to the teacher supervision schedule as appropriate.

If the performance is unsatisfactory, the Director shall forward a recommendation for dismissal to the Board.

F. Personal and Professional Growth Plan

The purpose of the Personal and Professional Growth Plan is to enable personal and professional growth through goal setting and reflective practice.

The Personal and Professional Growth Plan provides an opportunity for the teacher to:

- Develop teaching behaviors,
- Enhance professional practice,
- Implement innovative practices, and
- Achieve recognition for professional accomplishments.

After their first year of service, each teacher in conjunction with their Principal will be responsible for developing their Personal and Professional Growth Plan.

After the second year of service, the teacher will assume primary responsibility for planning and implementing their Personal and Professional Growth Plan.

The Personal and Professional Growth Plan may be defined for a one year period or may be broadened to include several years.

The teacher will submit their personal and professional growth plan to the Principal by October 15 of the current school year.

The plan shall identify the specific goals to be accomplished, activities that will be undertaken in support of the goals, and how the outcomes will be measured or evaluated.

Upon receipt of the plan, the Principal and teacher shall review the contents and the Principal may make recommendations and suggestions to enhance the plan.

The Personal and Professional Growth Plan shall be in accordance with acceptable practices as established by the Division.

The Personal and Professional Growth Plan shall be stored in the Principal's office.

The activities and goals contained within the Personal and Professional Growth Plans shall be differentiated to respect the differences in individual needs and practices.

The Principal and teacher shall meet at least once during the school year to review the progress of the Personal and Professional Growth Plan.

The teacher shall submit a final summary by May 15 of the current school year or interim summary by May 15 if it is a multiple year plan, to the Principal.

The report is intended to be brief but shall reflect the teacher's general perceptions of the plan, change if any in teaching practices, effect of the plan on student outcomes, and a final summary statement either relating to the overall plan or implications for future growth plans and practices.

The report shall not become a part of the teacher's personnel file unless requested by the teacher.

Any appeals made with respect to the teacher supervision and evaluation process and their outcomes shall be guided by Sections 210 through 230 of the Education Act.

The Criteria for Evaluation of Teaching Performance shall include the following:

Domain 1: Planning and Preparation

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of students
- 1c. Selecting instructional goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

Domain 2: The Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing student behavior
- 2e. Organizing physical space

Domain 3: Instruction

- 3a. Communicating clearly and accurately
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Providing feedback to students
- 3e. Demonstrating flexibility and responsiveness

Domain 4: Professional Responsibilities

- 4a. Reflecting on teaching
- 4b. Maintaining accurate records

- 4c. Communicating with families
- 4d. Contributing to the school and division
- 4e. Growing and developing professionally
- 4f. Showing professionalism

Reference: Section 85, 108, 109, 175, 210, 211, 212, 213, 214, 215, 216, 217, 217.1, 218, 219, 220, 221, 222, 225, 226, 227, 229, 230, 231, Education Act