

Administrative Procedure 413

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).

Guidelines:

Through the Director or designate, 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.
 - 1.2. 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 formal supervision to address the identified concerns.
7. Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.

Procedures:

1. The Director or designate will establish and maintain suitable procedures for supervising and evaluating the performance of each teacher.
2. In coordinating the teacher supervision at the school level, it may be determined that the Principal and Vice-Principal share the duties.
3. This program will include the following features:
 - 3.1. Definitions:
 - 3.1.1. Formative Supervision – is to assist the teachers in such a way as to achieve goals. Formative Supervision is process-oriented as it is primarily concerned with improving teaching practices.
 - 3.1.2. Summative Evaluation – is to review information collected to assess the present level of performance of the teacher. Summative Evaluation is used to provide a basis for decision making.
 - 3.1.3. Professional Growth and Development Plan (PGDP) – is to enable personal and professional growth through goal setting and reflective practice.
 - 3.2. Supervision Process

- 3.2.1. The supervision model shall be used for the purposes of observing instructional behaviors and professional practices.
- 3.2.2. This model shall provide the framework for both formal and informal observations.
- 3.2.3. Observations are to involve the following basic components.
 - 3.2.3.1. Preconference - a preliminary discussion with the teacher about the lesson in advance of the observation.
 - 3.2.3.2. Observation of the teacher instructing the lesson.
 - 3.2.3.3. Post-conference - after the observation the teacher and administrator shall meet to discuss and reflect upon the lesson and its outcomes.
 - 3.2.3.4. A written summary of the observation and post conference shall be completed by the administrator and shared with the teacher.
 - 3.2.3.5. 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.

3.3. Supervision Tracks

- 3.3.1. **Track 1 – First Year Teachers with the Division** – this group includes teachers in their first year of employment with the Lloydminster Public School Division. This supervision model shall include:
 - 3.3.1.1. The Coordinator of Learning & Instruction will lead the process with the support of school administration.
 - 3.3.1.2. The Director or designate will be responsible for the reviewing the information collected during the supervision process and make the final decisions on evaluation.

- 3.3.1.3. A meeting in September with the Coordinator of Learning & Instruction and school administration to review the supervision rubrics and Professional Growth and Development Plan.
- 3.3.1.4. A minimum of two formative visits by Coordinator of Learning & Instruction must be completed. There shall be at least one visit before Christmas and at least one prior to the end of April.
- 3.3.1.5. The Director or designate will complete a minimum of one formal observation prior to the end of April.
- 3.3.1.6. A written report shall be completed by Coordinator of Learning & Instruction after each formative visit (*Form 413-1).
- 3.3.1.7. The written summative report shall be completed by the Coordinator of Learning & Instruction prior to May 30 (*Form 413-2). If the report indicates satisfactory performance the teacher will continue through the routine prescribed supervision process.
- 3.3.1.8. Should the Coordinator of Learning & Instruction be concerned about the teacher's performance he/she shall complete the summative report (*Form 413-2) in order to initiate an Intensive Supervision Program (Track 4). This can be completed at any time during the supervision process.
- 3.3.1.9. The report shall be shared with the teacher and the teacher 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 the document. The teacher may add written comments to the report.
- 3.3.1.10. Copies of the report shall be distributed as follows: employee, school personnel file, Division personnel file

3.3.2. **Track 2 – Second Year Teacher with the Division** – this group includes teachers in their second year of employment with the Lloydminster Public School Division. This supervision model shall include:

- 3.3.2.1. School administration will lead the supervision process with the support of the Coordinator of Learning & Instruction.
- 3.3.2.2. The Director or designate will be responsible for the reviewing the information collected during the supervision process and make the final decisions on evaluation.
- 3.3.2.3. A meeting in September with school administration to review the supervision rubrics and Professional Growth and Development Plan.
- 3.3.2.4. A minimum of two formative visits by the school administrator must be completed. There shall be at least one visit before Christmas and at least one prior to the end of April.
- 3.3.2.5. A written report shall be completed by the school administrator after each formative visit (*Form 413-1).
- 3.3.2.6. The written summative report shall be completed by the school administrator prior to May 30 (*Form 413-2). If the report indicates satisfactory performance the teacher will continue through the routine prescribed supervision process.
- 3.3.2.7. Should the school administrator be concerned about the teacher's performance he/she shall complete the summative report (*Form 413-2) in order to initiate an Intensive Supervision Program (Track 5). This can be completed at any time during the supervision process.
- 3.3.2.8. The report shall be shared with the teacher and the teacher 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 the document. The teacher may add written comments to the report.

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

3.3.3. **Track 3 – Five Year Cycles of Supervision** – following the second year of employment, teachers shall be supervised every fifth year thereafter. The supervision shall include:

3.3.3.1. School administration will lead this process.

3.3.3.2. The Director or designate will be responsible for the reviewing the information collected during the supervision process and make the final decisions on evaluation.

3.3.3.3. A meeting to review the teacher's Professional Growth Plan and establish a plan for supervision. This plan may include the identical process as Track 2 or a mutually agreed upon plan that evaluates practices in all domain(s) as outlined in the criteria for Evaluating Teaching Performance.

3.3.3.4. A written report shall be completed by the school administrator after each formative visit (*Form 413-1).

3.3.3.5. The written summative report shall be completed by the school administrator prior to May 30 (*Form 413-3). If the report indicates satisfactory performance the teacher will continue through the routine prescribed supervision process.

3.3.3.6. Should the school administrator be concerned about the teacher's performance he/she shall complete the summative report (*Form 413-3) in order to initiate an Intensive Supervision Program (Track 5). This can be completed at any time during the supervision process.

3.3.3.7. The report shall be shared with the teacher and the teacher 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 the document. The teacher may add written comments to the report.

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

3.3.4. Track 4 - Professional and Development Growth Plan (PGDP)

– all teachers will complete a professional growth plan (*Form 413-4). The professional growth plan is intended to provide flexibility and opportunity for teachers to direct their professional growth while working closely with school administrators. It encourages the teacher to self-examine their practice and identify areas and strategies which can improve and enhance student learning.

- 3.3.4.1. Teachers will submit their PGDP to school administration by October 15 of the current school year. School administration will meet with the teacher to review the plan.
- 3.3.4.2. The PGDP shall include a self-evaluation and identify the goals, strategies, activities, resources, supports required and evidence associated to professional growth.
- 3.3.4.3. A mid-term meeting will be scheduled to review progress and identify actions to be taken before the year-end. The teacher shall report either verbally or in writing to school administration on the progress of their PGDP by May 15.
- 3.3.4.4. The PGDP will not become part of the teacher's personnel file and will be stored in the school administrator's office.

3.3.5. Track 5 – Intensive Evaluation Process

- 3.3.5.1. The Coordinator of Learning & Instruction or school administrator will complete the summative report initiating the Track 5 – Intensive Supervision Process if, it is determined that the teacher is not demonstrating satisfactory performance in one or more elements of the

criteria outlined in LPSD's Teacher Supervision and Evaluation Document.

- 3.3.5.2. The Director or designate shall confirm to proceed with placing the teacher on Track 5 – Intensive Evaluation and coordinate the process.
- 3.3.5.3. The Director or designate shall arrange a meeting with the school administrator and the teacher. The teacher may choose to have STF representation at the meeting. The teacher will be given written notification that he/she has been placed on Track 5 and advised of the teaching behavior(s) or professional practice(s) that have been deemed unsatisfactory. The teacher shall be provided with an Intensive Evaluation Plan of Improvement Form (*413-5) and a meeting date will be set to discuss the plan.
- 3.3.5.4. The teacher shall prepare for the follow up meeting and will identify the activities he/she will undertake to remediate the areas identified as requiring improvement and the supports he/she will request.
- 3.3.5.5. The Intensive Evaluation process will be conducted over a reasonable period of time which is normally not to exceed one complete school year. All relevant timelines will be set to minimize disruptions to students' learning.
- 3.3.5.6. The Director or designate shall supervise the intensive evaluation 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.
- 3.3.5.7. The Director or designate shall consult with and involve the school administration throughout the intensive supervision program.
- 3.3.5.8. At the conclusion of the intensive supervision program, the Director or designate shall conduct a summative evaluation of the teacher (*Form 413-2). 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 may forward a recommendation for dismissal to the Board.

3.3.5.9. Any teacher on Track 1 or 2 that receives an unsatisfactory summative report following the intensive supervision process shall result in a recommendation for dismissal to the Board.

4. If terms of employment are impacted as the result of the Supervision & Evaluation Process all provision will be followed as per the Saskatchewan Education Act.
5. The Criteria for Evaluation of Teaching Performance shall be based on Charlotte Danielson's Framework for Teaching and 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, Charlotte Danielson's Framework for Teaching

Revised:

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*Contact Human Resources for referenced forms