

TEACHER SUPERVISION AND EVALUATION

Teacher supervision serves a variety of needs and therefore may take more than one form.

The primary purpose of teacher supervision and evaluation is:

- To promote continuous growth and adjustment to changes in the education system and thereby provide improved learning for students in classrooms.

Other purposes of teacher supervision and evaluation are:

- To assist educators who are new to their position
- To provide focused intensive supervision for teachers who have deficiencies in performance.
- To provide an evaluation to educators on a regular basis
- To meet the Division's need to make decisions about tenure, competency or dismissal

1. New and Beginning Teachers

The purpose of the New Teacher Program is to:

- allow new teachers to have ongoing support from the school principal
- allow for regular feedback for the teacher from the school principal
- provide feedback for the new teacher on expectations of the school and division
- give the division a means for considering continued employment (if employment is not to be continued, teacher will be informed by April 30th)

Process:

The school principal will conduct several formal and informal visits throughout the year. Each visit will be followed by a discussion with the teacher about what was observed which should include conversation around the strengths and areas needing improvement.

The final evaluation will be written/discussed and formalized with the teacher prior to the end of April. The final evaluation report must be completed and submitted to the Superintendent's office.

2. Tenured Teacher Program

The tenured teacher program consists of an ongoing professional growth plan and cyclical formal evaluation.

i) The purpose of the professional growth program is to:

- provide a structured, supportive, and collaborative environment to promote professional growth for teachers.

- provide a continuous cycle of discussion on a yearly basis for teachers and principals to collaboratively discuss teachers goals for growth.

Process:

The teacher has the responsibility to reflect on their plans for growth for the upcoming school year. The goals can come from self-assessments as well as feedback from school administration, from school or division goals, or from personal motivation to gain new skills or acquire new knowledge. The teacher must hand the plan into the school principal on a yearly basis to be reviewed prior to the end of September. The purpose of this is for the principal to have insight into the teacher's plans for growth and to allow them to be able to support these plans. It is the expectation that the teacher and supervisor will have a discussion around the growth plan during the school year.

ii) The purpose of the Formal Evaluation is to:

- allow teachers to have ongoing support from the school principal
- allow for regular feedback for the teacher from the school principal
- provide feedback for the teacher on expectations of the school and division
- give the division a means for addressing inadequate performance (may result in teacher being placed in Professional Assistance Program)
- to acknowledge teachers who are doing a good job
- to provide a formal record of performance

Process:

The school principal will conduct several formal and informal visits throughout the year. Each visit will be followed by a discussion with the teacher about what was observed which should include conversation around the strengths and areas needing improvement.

The final evaluation will be written/discussed and formalized with the teacher prior to the end of May. The final evaluation report must be completed and submitted to the Superintendent's office.

3. Teachers In Need Of Professional Assistance Program

The purpose of the Teacher In Need Of Professional Assistance Program is to:

- provide a more structured process to help support improvement in their performance.
- provide due process for potential disciplinary action.

Process:

When a principal has reason to believe that a teacher's performance is unsatisfactory, the principal, in consultation with the Superintendent will initiate the teacher assistance program. This process may occur at any time during the year and is not limited only to years that formal evaluations occur. The first step in this process will be that the teacher will be notified in writing that they are being placed on the Teacher In Need of Professional Assistance Program. The primary responsibility for initiating and carrying out the teacher assistance program rests with the principal, but the Superintendent or his/her designate must be consulted and kept informed.

Three Phases of the Teacher Assistance Program

Awareness Phase:

1. The administrator identifies the concern(s) in writing to the teacher, and the teacher and administrator discuss strategies and resources that the teacher may employ in an attempt to resolve the concern(s). This would also include the administrator and teacher scheduling a specific timeline for the concern(s) to be resolved.
2. At the conclusion of the timeline decided upon in step one, the administrator will review the teacher's progress and make one of the following recommendations:
 - the area(s) of concern have been resolved and the teacher should return to the regular teacher program. The teacher will have a formal evaluation done in the following year.
 - the area(s) of concern have not been satisfactorily resolved, and the teacher is then formally placed into the teacher assistance phase.

Assistance Phase:

1. Review recommendations from the awareness phase.
2. A specific plan will be developed, which includes:
 - growth-promoting goals which are specific, measurable, action-oriented, and realistic
 - strategies for resolution of the concern
 - timelines
 - indicators of progress
 - resources and supports needed
3. The administrator and the teacher set up a specific time to review what progress has been made.
4. One of the following recommendations will be made upon reviewing the teacher's progress:
 - the concern(s) are resolved and the teacher returns to the regular teacher program. The teacher will have a formal evaluation done in the following year.
 - the teacher remains in the teacher assistance program with revised goals and timelines.
 - the concern is not resolved and the teacher is moved into the summative phase.

Summative Phase:

1. The teacher may be placed in the summative phase because of, but not limited to, not satisfactorily meeting the components of professional practice after being in the assistance phase.

2. The summative phase will involve a meeting between the administrator, teacher, and the Superintendent. The administrator will identify in writing the specific Components of Professional Practice, or the policy/procedure in violation. The teacher will be given an opportunity to respond in writing. Following the discussion, the Superintendent may suggest:

- a further and specific remedial plan with a time line
- placement of the teacher on either paid or unpaid leave
- requirement of specific training or professional evaluation
- recommendation to the Board for contract termination*

*This recommendation shall be made only after all attempts to assist the teacher have failed to produce the required improvement. The Superintendent's recommendation will include evidence of:

- having notified the teacher in writing of the proposed course of action and the reason(s) thereof
- having advised the teacher that he/she has the right to appear and make representation before the Board and/or make a written submission which will be given to the Board

3. The summative phase only addresses ongoing performance concerns not corrected by the teacher under either the awareness phase or the assistance phase. The summative phase is not intended as a restriction on the division's right to take appropriate disciplinary action for teacher misconduct. In some instances the teacher may not have gone through the awareness phase or assistance phase.

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NOTE: This policy replaces Policy J.C.B. that was approved in May, 2000 and revised in June 2002.