

Supervision and Evaluation of Professional Staff

Background

Supervision and evaluation of instructional staff is to occur in a positive and supportive environment that stimulates self-reflection, professional growth and lifelong learning. Supervision and evaluation are cyclical in nature and most effective when individual rights are respected and those involved in the cycle work together in a spirit of collaboration and trust. The intended outcomes of the supervision and evaluation cycle are the improvement of instruction and the promotion of professional growth.

It is recognized that there are many different models for supervision/evaluation and each has its own strengths and weaknesses. The ultimate goal of the following protocol is to assist the teacher in the improvement of instruction.

Procedures

1. Teachers new to the Division will be placed on a supervision/evaluation cycle for the first two years of employment.
 - a. The principal will conduct at least two classroom observations each year. In addition, the Superintendent of Schools will conduct at least two classroom observations each year.
 - b. At the end of each year, a formative report will be written by the principal of which a copy will be forwarded to the teacher.
 - c. The principal and Director or designate will work together to complete a summative report at the end of the year of which a copy will be forwarded to the teacher.
 - d. The summative reports will be placed in the teacher's permanent file (see Form 412-1 and 412-2).

2. Upon completion of two years with the Good Spirit School Division, all teachers employed with the Division will annually be placed on a formal six (6) year developmental supervision/evaluation cycle.
 - a. In years 1 through 5 the teacher must complete each of the following opportunities as identified on Form 412-3 in any order upon approval of the Principal.

Peer Observation - The teacher will select one or two teachers that they wish to observe (by mutual consent) throughout the year. The name(s) of the teacher(s) to be observed must be submitted to the principal by mid-October and to the Superintendent of Schools prior to October 31. The principal will ensure that the teacher's classes will be covered. The final report must be submitted to the Superintendent of Schools prior to May 31 (see Form 412-5).

Supervision by the Principal/Vice-Principal - The principal/vice-principal will conduct a minimum of two classroom observations. Supervision will consist of a pre-conference, data collection, analysis and a timely post-conference. The

principal will write a summative supervision report. A copy of this report must be submitted to the Superintendent of Schools by May 31 (see Form 412-1).

Self-Assessment - This year will focus on reflection. The teacher will use one or more of the self-assessment tools in the Forms Manual as examples. The assessment report must be submitted to the Superintendent of Schools prior to May 31 (see Form 412-6).

PD In-service / Conference connected to your school's LIP.

Other as agreed upon with the Principal.

- b. In year 6, supervision by a Director or designate is mandatory. There will be a minimum of two classroom observations. A final evaluation report will be written and discussed. The evaluation report will be placed in the teacher's permanent file.
 - c. The Teacher Professional Growth Plan must be submitted and reviewed with the Principal by October 31st and maintained on file at the school.
 - d. Annually the Teacher Professional Growth Plan must be submitted electronically to the Superintendent of Education by November 30th.
 - e. A central office record will be kept for all teachers.
3. All the teachers in the Division will create UbD plans to serve as their long-range year plans for two courses they currently teach.
- a. The UbD plans shall be shared and reviewed with the Principal by June 30th. Teachers are strongly encouraged to share the UbD plans created for the purpose of a shared reference for other teachers.
4. Teachers whose performance is marginal – that is, those whose performance does not meet acceptable standards – will be placed in an intensive supervision/evaluation plan. The emphasis will be a program of intensive assistance.

Legal Reference: Section 85, 109, 175, 231, Education Act

Forms Manual: Form 412-1; Form 412-2; Form 412-3; Form 412-4; Form 412-5; Form 412-6

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