

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.

The evidence will be organized in a digital portfolio that identifies four levels in each of the domains:

- Exemplary: The professional exhibits practices that not only positively impact their own school but also serve as a model for administrators throughout the division.
- Proficient: The professional exhibits practices that meet the requirements for success. The school and students are advancing.
- Progressing: The professional exhibits practices that allow the school to function but has yet to effectively implement practices designed to improve the school and student success. A focused effort to improve performance is required.
- Not Meeting Expectations: The professional exhibits practices that prohibit their school from the delivery of high-quality educational experiences. A focused effort to improve performance is required.

Procedures

1. Teachers new to the Division will be placed on a supervision/evaluation cycle for the first two years of employment.
 - 1.1. The Superintendent will conduct at least two classroom observations each year. In addition, the Superintendent will consult with the school administration or immediate supervisor and seek information from regular walk-throughs, planning, competency and conduct as a professional.
 - 1.2. At the end of year two, the School Administrator or supervisor will work together with the Superintendent and a formative report (Form 412-4) will be written by the Superintendent.
 - 1.3. The Teacher Supervision Report will be placed in the teacher's permanent file

2. Annually all professional staff must complete the Annual Professional Growth Plan and applicable section(s) of the PD Continuum following opportunities as identified on Form 412-3 upon approval of the Principal.
 - 2.1 The Annual Professional Growth Plan must be submitted electronically to the Superintendent by School Administrators or Supervisors by November 30th.
3. Upon completion of two years with the Good Spirit School Division, all teachers employed with the Division will be placed on a four (4) year supervision/evaluation cycle where a Formal Professional Staff Evaluation (Form 412-4) will be completed.
 - 3.1 Professional Staff will work through the PD Continuum and align their professional growth on the GSSD Responsive Teaching Indicators.
 - 3.2 Evidence of growth for professional staff should be gathered by the employee and the Administrator or Supervisor through observations, products and conversations in three areas:
 - A Holistic Data Review
 - Development and engagement in a Community of Practice
 - Creation of a Learning Story
 - 3.3. The supervision cycle will be completed by a school administrator or supervisor and will be scheduled by Human Resources. There will be a minimum of two formal classroom observations in the evaluative year using the Pre-Observation (Form 412-1) and Post Observation Reflection (Form 412-2). A final evaluation report (Form 412-4) will be written and discussed. The evaluation report will be authorized by the Superintendent and placed in the teacher's permanent file.
4. All the teachers in the Division will create UbD plans to serve as their long-range year plans for courses they currently teach.
 - 4.1 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.
5. Teachers whose performance is marginal – that is, those whose performance does not meet acceptable standards – will be placed on a performance improvement plan (Form 435-2) to support the employee as described in AP 413.

Legal Reference: Section 85, 175, 231, Education Act
Forms Manual: Form 412-1; Form 412-2; Form 412-3; Form 412-4; Form 412-6, Form 435-2

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