

Accountability Topic: Teacher & Administrator Performance Management

Date of Board Meeting:

August 17, 2023

Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

Quality Indicator(s) (if applicable):

QI 4.1	Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.
QI 4.2	The Director models a commitment to personal and professional growth.
QI 4.3	High standards of instruction and professional improvement are fostered.
QI10.3	Establishes and maintains positive, professional working relationships with staff.
QI10.4	Unites people toward achieving the Board's goals.
QI10.7	Empowers others.

Key Measures:

Key measures associated with GSSD's teacher and administrator performance management process can be summarized as follows:

- AP 412 – Supervision and Evaluation of Professional Staff and AP 421 – Leadership Evaluation outline the process of supervision for teachers and administrators.
- Both administrative procedures were updated in September 2022 after formal supervision of teachers and administrators was paused during the Covid-19 pandemic.
- The purpose of the Performance Evaluation Process for Teachers and Administrators is multi-faceted. Supervision and evaluation of instructional staff is to occur in a positive and supportive environment that stimulates self-reflection, professional growth, and lifelong learning.
 - to foster a growth mindset and promote professional development.
 - to build capacity of staff to offer engaging and effective social, emotional, mental and intellectual experiences for students.
 - to recognize future leaders of the school division
 - to ensure the will of the Board of Education is met with respect to its foundational statements.
- Terry Johanson Consulting was instrumental in supporting the refinement of the models of evaluation

Targets:

- Staff and supervisors are encouraged to gather evidence through observations (practices), products (data) and conversations (sharing their story).



- 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.
- First year employees are formally evaluated by their immediate supervisor during year 1 and year 2. Superintendents jointly evaluate second year teachers.
- After year 2, both teachers and administrators are evaluated on a 4 year cycle using evidence that is compiled over the 4 year period

Data:

Performance Management feedback is given similar to the way it is provided on a student report card. It focuses on teaching or leadership domains the way student reporting focuses on outcomes. Administrators and Teachers are given feedback from their supervisor ranging from Exemplary, Proficient, Progressing and Not Meeting Expectations.

- Exemplary - the employee can share their knowledge with others in this particular area
- Proficient – the employee is performing exactly as expected and student success is expected
- Progressing – the employee is trending in the right direction, but attention should continue to be paid to the topic.
- Not Meeting Expectations – Concerns have been noted. A plan for performance improvement is necessary and will be co-constructed with the STF, Human Resources and the immediate supervisor.

Key Strategies Employed:

1. Teacher performance evaluations use the **GSSD Responsive Indicators**. The domains are:

- a. Student and Teacher Wellness
 - i. Supporting personal wellness
 - ii. Brain-based Learning
 - iii. Fostering Collective Well-Being
- b. Building and Fostering Relationships
 - i. Advocacy
 - ii. Parent and Family Engagement
 - iii. Classroom Learning Community
 - iv. Reflective Practitioner
- c. Instructional Approaches
 - i. Curriculum and Instruction
 - ii. Assessment and Data
 - iii. Differentiated Instruction
 - iv. Teaching and Learning Resources

v. Student Engagement

d. Professionalism

- i. Commitment to Professional Growth
- ii. Professional Attitudes and Beliefs
- iii. Professional Responsibilities

2. Administrator performance evaluations use the **GSSD Leadership Framework**. The domains are:

- a. Setting Direction
- b. Developing People
- c. Leading the Instructional Program
- d. Creating a Learning Organization

3. Annual Professional Growth conversations are intended to provide an opportunity for the employee to have a voice in their own development. Three (3) times annually the immediate supervisor will meet with the employee and use the following guiding questions as conversation starters:

- What was your greatest personal/professional celebration?
- What was your greatest “team” celebration?
- What was your greatest “team” disappointment/frustration?
- What can your supervisor do to make your job easier?
- What does your supervisor currently do that makes your job more difficult?
- What is an area of growth for you?
- What is an area of strength or passion you feel under utilized in?
- If you had the power to change “one” thing in GSSD what would it be?
- What do you want to be known for? What is your hope for your legacy?
- What is one promise you are willing to make this year?

The report is signed and dated by both parties and uploaded into Atrieve eDocs.

Future Strategies:

- Refinement of the Form 412-4 (Teachers) and Form 421-2 (Administrators). These forms were used for the first time last year. Feedback on the forms and their effectiveness will be gathered and the forms will be updated accordingly
- Digital signatures
- Edoc access in Atrieve for employees and supervisors for storage of evaluations and future reflection
- Atrieve Dashboard reminders of upcoming and overdue evaluation dates

Risk Assessment:

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
Financial	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000

Comments & Mitigation Strategy	Not Applicable.				
Reputational	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and concerns raised by stakeholders	Long term negative media focus and sustained concerns raised by stakeholders	Stakeholders lose faith in management or Trustees
Comments & Mitigation Strategy	As with any supervision and evaluation model, employees will be given feedback and constructive criticism intended to build their capacity as educators				
Managerial Effort/Capacity	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
Comments & Mitigation Strategy	Supervision and performance management is a significant task and a duty of all Superintendents, Consultants and Administrators. Many Administrators and Superintendents have a heavy supervision load.				
Government Relations	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
Comments & Mitigation Strategy	NA				
Legal	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
Comments & Mitigation Strategy	STF frequently references past evaluations in situations of employee discipline. The evaluation document can often support or challenge pending discipline.				
Student Outcomes	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
Comments & Mitigation Strategy	Without a robust performance evaluation process, employee and ultimately student success will falter.				

Likelihood				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
Rare	Unlikely	Moderate	Likely	Almost Certain

Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.
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Recommended Decision/Motion:

“That the Board approve the accountability report on Accountability Topic and acknowledge the report met the requirements of QIs 4.1, 4.2, 4.3, 10.3, 10.4, 10.7 based on the evidence within the report.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO
 Good Spirit School Division