

SUPERVISION AND EVALUATION OF PROFESSIONAL STAFF

Background

The supervision and evaluation of teaching staff aim to foster a positive and supportive environment that encourages self-reflection, professional growth, and lifelong learning. These processes are cyclical and most effective when conducted in a spirit of collaboration and trust, respecting the individual rights of all involved. The primary outcomes of this cycle are the enhancement of instructional practices and the promotion of ongoing professional development.

Recognizing that various supervision and evaluation models exist, each with unique strengths and weaknesses, the following protocol is designed to assist teachers in improving their instructional skills.

Procedures

1. Initial Supervision/Evaluation Cycle

- 1.1 Teachers on Permanent or Continuing Contracts will enter a supervision/evaluation cycle during their first two years of employment.
- 1.2 The Superintendent and Principal or designate will conduct at least two classroom observations each year. The Principal or designate will also gather additional information through regular walk-throughs, planning reviews, and assessments of professional competency and conduct.
- 1.3 At the end of the second year, the Principal or designate and Superintendent will collaborate to produce a formative report using Form 412-4.
- 1.4 The Teacher Supervision Report will be placed in the teacher's permanent file.

2. Annual Professional Growth Plan

- 2.1 All teaching staff must complete an Annual Professional Growth Plan and relevant sections of the PD Continuum, as identified on Form 412-3, with the approval of the Principal or designate.
- 2.2 The Annual Professional Growth Plan must be submitted electronically to the Superintendent by November 30th.

3. Ongoing Supervision/Evaluation Cycle

- 3.1 After completing two years with the Good Spirit School Division, all teachers on Permanent or Continuing Contracts will enter a supervision/evaluation cycle culminating in a Formal Professional Staff Evaluation (Form 412-4).

3.2 Professional staff will engage with the PD Continuum, aligning their professional growth with the GSSD Responsive Teaching Indicators.

3.3 Evidence of growth should be gathered through:

3.3.1 Data/Products

3.3.2 Conversations

3.3.3 Observations

3.4 The supervision cycle will be overseen by the Principal or designate and scheduled by Human Resources. It will include a minimum of two formal classroom observations during the evaluation year, using Pre-Observation (Form 412-1) and Post Observation Reflection (Form 412-2) forms. A final evaluation report (Form 412-4) will be written, discussed, and authorized by the Superintendent, then placed in the teacher's permanent file.

3.5 Supervision will occur during the following intervals after the first and second years: Year 7, 15, and 25. This is in addition to the informal observations, walkthroughs, and conversations that occur throughout the day, week, and year from the Principal or designate.

4. Planning

4.1 All teachers in the Division are required to complete the division approved Year-long Planning Template for the courses they teach.

4.2 These long-range year plans must be shared and reviewed with the Principal or designate annually. Teachers are encouraged to share their long-range year plans as a resource for other teachers.

5. Performance Improvement Plan

5.1 Teachers whose performance is marginal, meaning it does not meet acceptable standards, will be placed on a Performance Improvement Plan (Form 435-2) to support improvement, as outlined in AP 413. This can occur at any time during their service with the Division.

5.2 A formal report will be created using Form 412-4.

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

Updated: September 22, 2006, September 2016, November 2019, September 2022, September 2024