

Supervision and Evaluation of School-Based Teaching

Background

Both a positive, supportive supervision process and a fair, objective performance evaluation process are essential. Positive, supportive supervision is essential to professional growth and maximized self-actualization. A fair and objective performance evaluation process is essential to accountability.

In carrying out its responsibilities relative to both formative supervision and summative evaluation, the Division, through its administrators, fulfils its legal requirements as outlined in Section 109 of the Education Act.

This administrative procedure attempts to establish and maintain the collegial atmosphere implicit within the STF Code of Ethics.

It is the intent of this supervision and evaluation procedure, to foster and enhance positive relationships between administration and staff. These procedures are meant to be supportive and are based on trust. Specifically, the aim of supervision within the Division is to reinforce and to improve teachers' instructional performance. Supervision and evaluation are to ensure that provincial curriculum is implemented within every classroom.

Definitions

Self Reflection- consists of reflection activities carried out by the individual teacher. Reflections can be recorded on Forms 420-1 (a) to (o).

Formative Supervision – consists of activities carried out by supervisors, peers or invited experts, working in collaboration with the employee, to provide observational data that will be useful to the employee in his/her attempts to learn, grow and become more effective. For first and second year teachers new to the school division, this is to be completed two times per year. For teachers with more than two years experience, this is to occur through observations or meetings once per year.

The intent of formative supervision is to encourage and facilitate the improvement of and the reinforcement of teacher competency. The Principal has the initial responsibility to observe the instructional methods of all teachers within the school and record on Forms 420-1 (a) to (o).

In addition to formal observations, in school administrators may want to complete informal observations on Forms 420-1 (a) to (o).

Summative Performance Evaluation – consists of activities carried out by supervisors to assess and evaluate the performance of the employee. For first and second year teachers, new to the school division, this is to be completed two times per year. For teachers with more than two years experience with the school division, this is to occur through observations or meetings every third year. Forms for summative evaluation are Forms 420-1 (a) to (o). and final evaluations are completed on Forms 420-1 (a) to (o). and are to be completed each year by May 31.

Peer Supervision – consists of collaborative activities carried out by colleagues and is formative in nature. Teachers are encouraged within and between schools to engage and work with colleagues. Where needed, curriculum networking could facilitate travel costs as per Form 201-2 Curriculum Networking Application.

The objectives of summative performance evaluation are as follows:

- To summarize teacher performance;
- To compile personnel records on Forms 420-1 (a) to (o) which may be used for making decisions regarding permanent certification, transfer, promotion and retention of teachers.

Procedures

1. Both formative supervision and summative performance evaluation processes will be developed and implemented.
2. The Director delegates to the Superintendents of Education the responsibility:
 - 2.1 For the formulation and execution of procedures to be used in both formative supervision and summative performance evaluation for all school-based educators.
3. Formative Supervision
 - 3.1 The provision of formative supervision is to be collegial in nature, and is to employ the three-phase clinical cycle (pre-observation conference, observation and data collection, post-observation conference).
 - 3.2 The Principal, in accordance with Section 175 of the Education Act, and because of close and continuous involvement with staff, shall exercise general supervision through the development of a mechanism which ensures that monitoring, support and improvement are continuous and formative.
 - 3.3 During the process, the Principal is to:
 - 3.3.1 Invite each respective teacher to identify his/her own areas of growth, development or improvement that he/she wishes to explore, recognizing that some teachers may, while others may not, wish to respond to such an invitation;
 - 3.3.2 Focus not only on a "wide-angle" range of teacher behaviours during the observation, but to also focus on areas that may have been identified during the pre-conference;
 - 3.3.3 Acknowledge positive aspects of teaching observed through objective data gathering;
 - 3.3.4 Encourage professional growth of teachers;
 - 3.3.5 Identify specific teacher needs or instructional needs through collegial action involving the teacher, Principal or other resource persons. Other activities might include professional development, in-service or retraining for the purpose of improving instruction;
 - 3.3.6 Deal with perceived teacher need for improvement as follows:
 - 3.3.6.1 If, in the Principal's judgment, he/she has the resources to work collegially with the teacher to provide for the teacher's needs as

indicated by observation data, the Principal shall, with the teacher, develop a growth plan citing needs, strategies, goals, hoped for outcomes, indicators of success and timelines;

3.3.6.2 If, after examining and discussing with the teacher the collected and recorded observational data, the Principal feels that the needs or difficulties of the teacher exceed the resources of the Principal, the Principal will inform the teacher that he/she must seek assistance from the Superintendent of Education and/or Director.

The request for assistance from the Superintendent of Education and/or the Director will be made in writing by the Principal, and will include written accounts of pre-observation, observation and post-observation sessions, along with the copies of observational data.

The teacher will be provided with a copy of all documents cited above.

3.3.7 Provide the teacher with a copy of all written materials that are prepared by the Principal for all formative supervision cycles. All copies are to be signed by the Principal and by the teacher;

3.3.8 A teacher may request that documentation resulting from a formative supervision cycle, be considered by the Superintendent of Education or the Director in preparing a written summative performance evaluation report.

4. Summative Performance Evaluation

4.1 Summative evaluation is the prime responsibility of the Director/Superintendent of Education. This evaluation will follow a written format and will be used in supplying a requested reference for a teacher.

4.2 Summative reports will be prepared by the Director/Superintendent of Education in consultation with the Principal and teacher concerned.

4.3 Summative performance evaluation will focus on a number of generally recognized key teacher competencies, which are clearly compatible with the principles and approved practices of Core Curriculum, as developed and mandated by the Ministry of Education. Such professional practice would display an understanding of, and skilful integration of the Common Essential Learnings.

In addition, individual student attributes, needs and differences are to be recognized. A resultant broad array of instructional strategies and student learning assessment and evaluation approaches are to be developed and utilized, as facilitated by the adaptive dimension of Core Curriculum. They include the following, but are not restricted to the below:

4.3.1 Thorough and effective organizational skills along with short-range and long-range planning, that are driven by student needs;

4.3.2 A displayed mastery of a repertoire of various presentation strategies and instructional skills as called for by Core Curriculum;

4.3.3 Effective proactive classroom management and the ability to establish and maintain a positive learning/teaching environment;

4.3.4 Effective communication skills are developed and employed;

4.3.5 The establishment and maintenance of positive, nurturing, trusting teacher/student relationships that reflect high expectations and high support;

4.3.6 A fostering and maintenance of positive relationships with colleagues and other school staff;

4.3.7 Displayed positive professional attitudes and attributes.

Teachers are encouraged to examine and to discuss them with their Principal and/or Superintendent of Education. Highly self-directed teachers may wish to use the list of competencies as a guide for their own professional growth and development plan.

- 4.4 The Director shall monitor the Superintendents of Education who prepare the key teacher competencies.

5. Administrative Roles – General

- 5.1 The Director is primarily responsible for all teacher formative supervision activities, and for all teacher summative performance evaluation activities.
- 5.2 The Director will delegate teacher summative performance evaluation to Superintendents of Education. The Director may, as deemed favourable by him/her, become directly involved in teacher summative performance evaluation.
- 5.3 The Director will delegate to principals the key role of carrying out formative teacher supervision, and will delegate to Superintendents of Education the task of monitoring and supporting principals in formative teacher supervision.

6. Administrative Roles - Formative Teacher Supervision

The Principal's role in supervision is as follows:

- 6.1 Under the direction of the Director/Superintendent of Education, the Principal shall observe each member of his/her teaching staff for the purpose of improving instruction.
- 6.2 Principals shall conduct formative supervision under the following three-phase pattern of cycles in a collegial fashion:
 - 6.2.1 Pre-planning sessions (pre-observation);
 - 6.2.2 Class visits/data gathering (observation);
 - 6.2.3 Discussion/feedback with follow-up suggestions for improvement and reinforcement, recording data (post-observation).
- 6.3 Principals shall carry out a minimum of three (3) formal observation cycles plus informal visits as required with each non-tenured teacher. Written reports may or may not be given after each informal visit.
- 6.4 Principals shall carry out formal three-phase formative supervision cycles with tenured staff.
- 6.5 In keeping with 3.3.6.2, above of this administrative procedure, a Principal is to, if he/she deems it desirable, precipitate a request for assistance in providing for a teacher's displayed needs.
- 6.6 A teacher is to be clearly informed by the Superintendent of Education, preferably in writing, when a move is to be made from the formative supervision mode to the summative performance evaluation mode.

7. Administrative Roles - Summative Teacher Performance Evaluation

- 7.1 The Director/Superintendents of Education shall prepare summative written reports for each non-tenured teacher prior to May 31.
- 7.2 The Director/Superintendents of Education will prepare written summative reports on tenured teachers when requested to do so by teachers or principals.

7.3 Where a serious concern arises with respect to a teacher's performance, and procedures of grievance have been exhausted, the Superintendent of Education may be asked by the Director to prepare a summative report in response to the concern raised.

7.4 Unfavourable Circumstances as Revealed by Observational Data Review

In the event that observations reveal situations or circumstances that are unfavourable, an intensive assistance process will be initiated by the Superintendent of Education or the Director. A written plan will include:

7.4.1 A clearly stated list of concerns with supporting data;

7.4.2 A statement of expected goals with reasonable time lines to allow for remediation of the problem;

7.4.3 A clear statement of the consequences that will result if goals are not met;

7.4.4 A plan of assistance for the teacher that includes the opportunity to seek outside help such as: consultants, observing other educators and acquisition of appropriate materials;

7.4.5 In a situation wherein a teacher is placed on a plan of assistance, the Superintendent of Education may require the teacher's Principal to assist in activating the plan to assist the teacher. In such an event, the Superintendent of Education, in consultation with the Principal and teacher involved, will discuss a plan for improvement which is to be signed by the Superintendent and teacher. This may be viewed by the Principal;

7.4.6 After the above-mentioned form has been completed and signed by the three (3) signatories, each signator shall receive a copy of the form.

7.5 Summative Performance Evaluation (Reports)

7.5.1 The teacher shall be given the opportunity to read and sign the applicable evaluation report Forms 420-1 (a) to (o). The signature of the staff member shall verify that the report has been discussed with the staff member but shall not imply the staff member's concurrence with the contents of the report. The staff member shall receive a copy of the evaluation report.

7.5.2 In the case of disagreements with findings of an evaluation, staff members shall have the right to state their disagreements in writing and have it placed on file.

7.5.3 All completed summative performance evaluations will be filed with:

7.5.3.1 Division Office (Personnel File);

7.5.3.2 Principal; and

7.5.3.3 Individual teachers.

8. Supervision of Principals

8.1 Responsibility for supervision of principals is that of Director and/or Superintendent of Education.

8.2 Evaluation will be done in accordance with the Principal Performance Review. See Form 420-1 (p) Principals Handbook.

Reference: Sections 85, 87, 108, 109, 110, 175, 231 Education Act