

## PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

<b>POLICY ITEM: Supervision and Evaluation of Teaching</b>	<b>CODE: GCN</b>
<b>LEGAL STATUS: Board Motion #05.02, #50.03, #93.03, #30.11, #197.14</b>	<b>DATE APPROVED: 12 May 03, 14 Feb 11, 14 Oct 14</b>

**Background:** Ideals of hope, affirmation, and renewal direct and guide the supervision and evaluation of teaching in the Prince Albert Roman Catholic School Division No. 6. All persons involved conduct themselves according to Jesus' teachings.

The purposes of teacher supervision and evaluation are for quality assurance and to promote professional learning.

Supervision and evaluation of teaching proceeds on the following principles: 1) students deserve the best teaching that can be provided; 2) teaching is a learned process and growth and improvement are ongoing; 3) teachers are professional, capable and committed to the enhancement of their instructional performance; 4) teachers have a right to sufficient and meaningful feedback to guide improvement of their teaching performance; 5) the supervision and evaluation of teaching is a continuous and reflective process to promote instructional leadership of teachers and help build a community of learners.

**POLICY:** **The Board of Education and the Administration are responsible to provide for effective growth and development of teachers in accordance with the goals and policies of Prince Albert Roman Catholic School Division No. 6, and the aims and objectives of the Ministry of Education. The supervision and evaluation of teaching will foster the respect and dignity of teachers while promoting reflective practice as well as personal, spiritual and professional growth to enhance student learning.**

**Guidelines:**

1. Supervision and evaluation is intended to promote professional growth of teachers and to provide appropriate information related to personnel matters such as references and decisions related to retention or dismissal.
2. All supervisors shall apply this policy with respect, love, confidentiality, objectivity, and consistency. They shall act ethically and fairly.
3. Supervisors will have, or will take steps to acquire, formal training on the supervision and evaluation process.
4. Opportunities for teacher professional growth will be encouraged.
5. Monitoring by the principal/vice-principal is ongoing.
6. Teachers in their second year with the school division on a continuing contract shall receive a summative evaluation of teaching by the Director of Education or designate.

7. A summative evaluation may be conducted by the Director of Education or designate at any time at the request of the principal.
8. A teacher may request a summative evaluation by the Director of Education or designate at any time by making a request in writing to the Director of Education.
9. Evaluation of teachers working under temporary/replacement contracts will be arranged at the request of the teacher and/or principal.

Procedures:

1. Monitoring

Monitoring is informal assessment by the in-school administrators of a teacher's pedagogical skills, curriculum coverage and general classroom management.

- 1.1 Monitoring is carried out on an ongoing basis to recognize teachers experiencing success and to encourage them to continue their professional growth.
- 1.2 Monitoring allows the principal/vice-principal to get to know a teacher's strengths and to acknowledge his/her gifts.
- 1.3 Monitoring will also help identify teachers needing more intense supervision and evaluation and subsequent assistance if necessary.
- 1.4 Monitoring is carried out by the principal/vice-principal and includes classroom visits, consultation with teachers regarding students, curriculum and professional growth plans as well as discussion of general atmosphere in the classroom, deportment of the teacher, incidental feedback from students and parents, etc.

2. Summative Evaluation

Summative evaluation is a process that focuses on assessing professional growth and competencies. The two outcomes of summative evaluation include the continued development of professional knowledge and skills, as well as a final written report that provides documentation and accountability. The report is also useful for making decisions regarding transfer and retention of teachers in accordance with the requirements of The Education Act, 1995.

- 2.1 Summative Evaluation - Beginning Teachers

- 2.1.1 A summative evaluation report will be completed before the end of a teacher's second year with the school division on a continuing contract.
- 2.1.2 The summative evaluation is completed by the Director of Education or designate.
- 2.1.3 There are five domains of the summative evaluation process: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibility and Catholicity. Domains are outlined in documents provided by the school division.
- 2.1.4 Recommendation to the Board of Education for continued employment with the Prince Albert Roman Catholic School

Division will be made upon positive outcome of the summative evaluation process.

2.2 Summative Evaluation – Teachers Beyond the First Two Years

2.2.1 Principals may identify teachers needing more intense supervision and evaluation through the monitoring process.

2.2.2 The same process of supervision and evaluation for teachers in their first two years of teaching with the school division will be used with teachers beyond the first two years who need assistance.

3. Evaluation – Teachers on Temporary/Replacement Contracts

3.1 The principal/vice-principal will monitor the teachers on temporary/replacement contracts.

3.2 The principal/vice-principal may provide feedback to teachers on temporary/replacement contracts through the enhancing professional practice process.

3.3 Teachers on temporary/replacement contracts may be observed teaching a class during the term of the contract by the Director of Education or designate.

4. Plan of Assistance

4.1 A teacher whose performance does not consistently meet acceptable standards will be provided with the opportunity for improvement with a plan of assistance.

4.2 The plan of assistance will be overseen by the Director of Education or designate.

4.3 The Director of Education or designate will notify the teacher in writing that a plan of assistance is being put in place.

4.4 The notification will clearly outline the following:

- The area/areas that are deficient.
- The level of performance that is expected.
- A statement of goals with reasonable timelines.
- A statement of the consequences that will result if the goals are not met.

4.5 The contents outlined in the notification will be discussed with the teacher to ensure clarity of changes expected.

4.6 The teacher will take responsibility for his/her own improvement and make significant contributions to the plan. The plan will include specific objectives to meet the goals outlined in 4.4.

4.7 The teacher on a plan of assistance can expect support from the school division. It may include the opportunity to seek help from consultants, coordinators, department heads, principals/vice-principals, colleagues and acquiring appropriate materials.

- 4.8 The teacher on a plan of assistance is encouraged to be in contact with the Saskatchewan Teachers Federation.
  - 4.9 Progress will be monitored and documented by the Director or designate as per the plan.
  - 4.10 Assessment of the progress will be made at the end of the specified period.
  - 4.11 If there is satisfactory progress the plan of assistance will end.
  - 4.12 If there is some progress but performance is still not at the desired level, the plan of assistance is revised and continues.
  - 4.13 If there is minimal progress, the teacher may be placed on review.
5. On Review
- 5.1 If placed on review, the teacher has the final opportunity to improve or face having his/her contract terminated.
  - 5.2 The teacher will be notified officially in writing that dismissal will be recommended unless specific improvements are made within a specified time frame.
  - 5.3 The teacher will be required to develop a written plan which addresses the areas that need improvement as specified in the letter outlined in 5.2. The plan must include specific strategies for improvement with a timeline for the plan.
  - 5.4 The teacher's plan will be reviewed with the principal and the Director of Education or designate. The plan will include provisions for increased supervision and a process for evaluation.
  - 5.5 The plan will be implemented and progress will be carefully monitored. All contacts will be carefully documented.
  - 5.6 If progress is judged satisfactory at the conclusion of the specified time, the review will end.
  - 5.7 If unsuccessful, the Director shall inform the teacher whether or not a decision has been made to recommend to the Board of Education that his or her contract be terminated under the provisions of Section 210 of The Education Act, 1995.
  - 5.8 A teacher on review is expected to be in close contact with the Saskatchewan Teachers Federation.