

PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

POLICY ITEM: Enhancing Professional Practice	CODE: GCNA
LEGAL STATUS: BOARD MOTION #30.11, #196.14	DATE APPROVED: 14 Feb 11, 14 Oct 14

Background: Ideals of love, affirmation, and renewal direct and guide the enhancing of professional practice in the Prince Albert Roman Catholic School Division No. 6. All persons involved conduct themselves according to Jesus' teachings.

The purpose of Enhancing Professional Practice is to promote professional learning to improve student outcomes. Teachers do important work that has direct and significant impact on lives. Enhancing Professional Practice aims to support teacher growth.

Enhancing Professional Practice proceeds on the following principles:

1. Teachers are on a continuum towards becoming a master teacher defined as one who produces substantial gains in student learning.
2. Teachers are to be given enough/good feedback to continue to improve teaching.
3. The emphasis on instruction aims to provide sound teaching across the division.
4. Research will never be able to identify instructional strategies that work with every student in every class, although research supports certain strategies which have a good chance of working well – part art/part science.
5. Optimal growth through this process will be achieved when there is a commitment to improve, respect for administration and an overall culture of learning in the school/school division.

POLICY: The Board of Education and the Administration are responsible to provide for effective growth and development of teachers in accordance to the goals and policies of Prince Albert Roman Catholic School Division No. 6, and the aims and objectives of the Ministry of Education. Enhancing Professional Practice processes will foster the respect and dignity of teachers while encouraging reflective practice to promote higher student learning. Growth in professional practice is ongoing, expected and assessed through Enhancing Professional Practice processes annually. The principal/vice-principal are the primary assessors in the Enhancing Professional Practice process.

Guidelines:

1. All principals/vice-principals shall apply this policy with respect, love, confidentiality, objectivity, and consistency.
2. Principals/vice-principals will have, or will take steps to acquire, formal training on the supervision and evaluation process.
3. The principal/vice-principal will engage in the Enhancing Professional Practice process with all teaching staff beyond the first two years of teaching with Prince Albert Roman Catholic School Division on a rotational basis.
4. Every five years teachers will engage in a Formative Feedback Process with the principal/vice-principal.
5. When engaged in the Formative Feedback Process, the teacher collects evidence of student learning and professional activities. The principal/vice-principal conducts formal and informal observations of professional practice and provides feedback, conducts conferences about artifacts and completes a final report.
6. When not engaged in the Formative Feedback Process, teachers will engage in Self-directed Professional Growth.
7. When engaged in Self-directed Professional Growth, the teacher conducts a self-assessment and develops a Personal Professional Development Plan. The teacher and principal/vice-principal meet to discuss goal setting at the beginning of the year and goal evaluation at the end. The principal/vice-principal may conduct informal observations of professional practice.

Procedures**Formative Feedback Year**

There are five domains of the formative evaluation process: Planning and Preparation, Classroom Environment, Instruction, Professional Responsibility and Catholicity. Domains are outlined in documents provided by the school division.

The principal/vice-principal will collect data for the Classroom Environment Domain and the Instruction Domain through direct classroom observations.

1. Four or more formal classroom observations will be conducted. These will be a combination of announced and unannounced observations. Following the data gathering during the lesson there will be opportunity to share observations and provide feedback to the teacher.
2. Data for the Planning and Preparation, Professional Responsibility and Catholicity Domains will be gathered through conferencing and examination of artifacts. Data gathering tools are provided by the school division.
3. A final report will be signed by the principal/vice-principal and by the teacher. The teacher may attach a written response. A copy of the report will be submitted to CEC to be included in the personnel file.

Self-directed Professional Growth Years

The teacher will develop a Personal Professional Development Plan, every year that the teacher is not engaged in the Formative Feedback Year. The template for the personal professional development plan is provided by the school division.

1. The teacher and principal/vice-principal will meet to discuss goal setting by the end of October.
2. The teacher and principal/vice-principal will meet to discuss goal evaluation before the end of June.