Administrative Procedure 423

TEACHER SUPERVISION AND EVALUATION

Belief

The Division believes that effective supervision and evaluation focuses on the performance of teachers and the quality of the service provided. This focus contributes to excellence in performance and to the growth and development of teachers.

Guidelines:

1. Supervision and evaluation is a process by which principals carry out their duties in respect of teachers and teaching as required by provincial legislation and the Division’s administrative procedures.

2. Supervision of all teachers shall be conducted on a continuing basis for the purpose of ensuring that teachers are meeting the Teacher Performance Standards, which include the Teaching Quality Standard.

3. As part of the supervisory process, the principal may receive information from any source and make observations about the quality of teaching being provided by the teacher.

4. Through supervision the principal will provide guidance and support to a teacher to improve the teacher’s quality of instruction.

5. When, as a result of supervision, a principal believes a teacher’s behaviors or practices may not meet the Teacher Performance Standards, the principal may:
   5.1 Work with the teacher to change the behavior or practice that may be problematic, or
   5.2 Initiate an evaluation.

6. The evaluation of a teacher by a principal may be conducted:
   6.1 upon the written request of the teacher;
   6.2 for purposes of gathering information related to a specific employment decision;
   6.3 for the purposes of assessing the growth of the teacher in specific areas of practice;
   6.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the Teacher Performance Standards.

7. Evaluation is the formal process of gathering and recording information as evidence over a period of time, and the application of reasoned professional judgment by an evaluator in determining whether one or more aspects of the teaching of a teacher meets or does not meet the Teacher Performance Standards.
8. When initiating an evaluation the principal must communicate the following to the teacher:
   8.1 The reasons for and purposes of the evaluation,
   8.2 The process, criteria, and standards to be used,
   8.3 The timeline to be applied,
   8.4 The possible outcomes of the evaluation.

9. The evaluation process shall involve a pre-conference to:
   9.1 Review reasons and purpose of evaluation;
   9.2 Review timelines;
   9.3 Review procedures to gather performance related data;
   9.4 Specify the numbers of observations;
   9.5 Specify standards and criteria by which performance will be evaluated;
   9.6 Discuss the learning expectations for the lessons to be observed;
   9.7 Determine where the class is in the course;
   9.8 Discuss teaching strategies and learning activities to be employed in the lesson(s) observed;
   9.9 Identify any specific teaching behavior that either the teacher or evaluator wants to focus on;
   9.10 Note any special characteristics of the class, and provide other relevant communication.

10. The Teacher Performance Standards shall provide guidelines for both evaluator and teacher.

11. The evaluation process shall cover a number of teaching lessons.

12. A post-conference to review and discuss the observation session shall occur as soon after the observation as possible.

13. The final evaluation ratings on a teacher shall be on the basis of one of two possible determinations: a teacher meets or a teacher does not meet the Teacher Performance Standards.

14. If the evaluation determines that the teacher fails to meet standard(s), a notice of remediation will be issued by the evaluator. The evaluator shall develop the remediation plan in accordance with Administrative Procedure 414: Remediation Plans.

15. Following the completion of the remediation plan the teacher will be re-evaluated.

16. Any teacher who is not satisfied with an evaluation report may make a written request for review of the evaluation report to the Superintendent or designate stating the reasons for dissatisfaction and all other pertinent information.

17. In the event of a request for a review of an evaluation report, the request shall be made in writing by the employee and delivered to the Superintendent within seven working days of the employee receiving the evaluation report. The Superintendent or designate shall:
   17.1 Append the request to the evaluation report and give written notification of the addition to the employee;
   17.2 Review the evaluation to ensure the practice utilized followed the procedures outlined in this administrative procedure;
17.3 reconsider the related conclusions, recommendations, commendations, and summary, and
17.4 submit his/her written conclusion to the employee within twenty days.

18. The teacher’s written request for review and the Superintendent, or designates written conclusion, shall be appended to the evaluation report and placed in the teacher’s personnel file.

19. The following chart provides further guidance regarding evaluations.

<table>
<thead>
<tr>
<th>Teacher Category</th>
<th>Timelines</th>
<th>Date of Cycle Completion</th>
<th>Evaluator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Probationary Contract</td>
<td>Two per school year. First session to occur before October 30.</td>
<td>Prior to April 30</td>
<td>School Administration</td>
</tr>
<tr>
<td>Continuous Contract</td>
<td>On the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the Teacher Performance Standards.</td>
<td>Determined by need.</td>
<td>School Administration or Division Office</td>
</tr>
<tr>
<td>Eligible for Permanent Certification</td>
<td>Two per school year.</td>
<td>Prior to June 1.</td>
<td>School Administration</td>
</tr>
<tr>
<td>Requesting an Evaluation</td>
<td>One per school year.</td>
<td>Determined with requesting teacher.</td>
<td>School Administration or Division Office</td>
</tr>
<tr>
<td>Related to a specific employment decision</td>
<td>As appropriate</td>
<td></td>
<td>School Administration or Division Office</td>
</tr>
</tbody>
</table>

20. This administrative procedure does not restrict the principal from recommending disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or the Board or the Superintendent from taking any action or exercising any right or power under the School Act.

Reference: AP 414: Remediation Plans
AP 436 Teacher Performance Standards
Section 18, 20 School Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Teaching Quality Standard (Ministerial Order 016/97)
Policy 2.1.5: Teacher Growth, Supervision and Evaluation