

TEACHER SUPERVISION AND GROWTH

Teacher supervision serves a variety of needs and therefore may take more than one form.

The primary purpose of teacher supervision is:

- to promote continuous growth and adjustment to changes in the education system and thereby provide improved learning for students in classrooms.

Other purposes of teacher supervision are:

- To assist educators who are new to their position
- To provide focussed intensive supervision for teachers who have serious deficiencies in performance.
- To provide an evaluation to successful educators who request it
- To meet the Division's need to make decisions about tenure, competency or dismissal

1. Professional Growth Plans

For teachers with a record of successful teaching, teacher supervision will consist of participation in a four step, repeating, professional growth planning process designed to improve their professional performance. It is intended that Principals will be active participants in the growth plans. They will meet with teachers to assist them with their growth plan, give feedback, and monitor the growth planning cycle. Successful participation in the professional growth process is to be documented using the Division form. A copy of the completed form is to be placed in the teacher's personal file at the Division office at regular intervals of at least every four years.

The Superintendent shall maintain a record of professional growth plan reports received at the Division office and by March 31st of each year shall prepare a list of reports due during the next school year.

2. Teachers New to the Division or New to their Position

The Division has a responsibility to ensure that teachers who are in their first year in the Division, and teachers who are in their first year in a position that is quite different from their previous position, have adjusted successfully. For these teachers, principals are expected to make formal and informal observations, to offer feedback and assistance as needed, and to keep the Superintendent informed of the teacher's progress until a pattern of successful teaching has been demonstrated. Any serious deficiencies or extensive requirements for change during this initial period should be documented in the teacher's personal file in the Division office.

For each teacher that is new to the Division, a written report should be forwarded to the Superintendent prior to April 30th so that it can be placed in the teacher's file at the Division office.

It is expected that teachers new to the Division would complete a Professional Growth Plan in their second year in the Division and at regular intervals thereafter.

3. Teachers whose Performance is Not Satisfactory

The Division has a responsibility to address unsatisfactory performance. Principals are expected to visit classrooms and monitor activities in their school in order to evaluate performance and to ensure that teaching assignments and other responsibilities are carried out in a competent and responsible manner. When a Principal becomes aware of a pattern of unsatisfactory performance, he/she will meet with the teacher concerned to develop a plan that will address the situation. The plan will include an outline of the areas to be improved, a statement of the changes required, a description of the assistance to be provided, and a timeline. For these teachers, the principal will make informal and formal observations, keep the Superintendent informed of the progress, and document the outcome of the plan with a summative report, which will be placed in the teacher's personal file in the Division office.

4. Teachers who Request a Performance Appraisal

Principals or Vice-Principals should provide these on request, as time permits, by making formal and informal observations and preparing a summative report.

Any written report that is to be placed in a teacher's file at the Division office, should be discussed by the participants in the evaluation, and a signed copy of the report is to be provided to the teacher. An opportunity is to be provided for the teacher to respond to the report in writing if desired.

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(This policy replaced previous policy J.C.B. Teacher Evaluation)

Teacher Supervision and Professional Growth

Professional growth plans involve a four stage cycle. The four stages are:

1. Gathering information or “feedback” on your current teaching from a variety of points of view including student feedback, parent feedback, principal feedback, self-evaluation. *(Time Line: May-June)*
2. Reflection on the feedback and planning for change. A professional growth plan is developed as part of this stage and strategies to help with the desired changes are selected. *(Time Line: Sept-Oct)*
3. Carrying out the plan. A period of months during which you work on specific goals set as part of #2. *(Time Line: Nov-April)*
4. Assessment of outcomes and beginning a new cycle. Recording what has been accomplished and setting out a plan for the next year. *(Time Line: May-June)*

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