



## **TEACHER SUPERVISION**

### **A. INTRODUCTION**

The supervision policy of Western School Division is designed to promote a constructive process and, as such, confers upon the individuals involved a responsibility to maintain a positive and formative climate. An important aspect of such a formative climate is the responsibility of professionals to evaluate their performance through a variety of means and to utilize the results in improving their skills as teachers. Thus the supervision policy emphasizes development through professional growth and system accountability through evaluation.

Western School Division and Western Teachers' Association have jointly developed this supervision policy. The policy is to be discussed on an annual basis in the spring term to ensure agreement on interpretation and to consider modifications. Responsibility to call a review meeting rests with Western School Division. Any changes in policy GCN and related procedures are to be agreed to by both Western School Division and Western Teachers' Association.

### **B. GOALS**

The basic goal and responsibility of the Board of Trustees of Western School Division is to provide the best possible learning environment for each student within the resources available to the Division. The Board recognizes that student learning and achievement are highly dependent upon the quality of instruction and the learning environment. Thus a teacher supervision policy has two main objectives that support our major goal. Firstly, the policy should stimulate and support the professional growth of teachers. Secondly, the policy should serve the objective of accountability within the school system.

### **C. PROCESS**

In order to meet these two objectives, the supervision policy consists of two tracks. The developmental track provides a process that ensures a focus on teacher professional growth activities. The evaluative track provides a process to produce a summative report that meets the needs of accountability within the system and a formal statement of teacher competence.



## **1. THE DEVELOPMENTAL TRACK**

Teachers, with one or more years of experience in Western School Division, are required to develop a Professional Growth Plan each year. Teachers in their first year in the Division may choose to develop a Professional Growth Plan as well. The monitoring of the development of growth plans is the responsibility of the school administrator. A minimum requirement is an initial conference by October 31 to present and discuss the plan and another conference by April 30 to review and reflect upon the plan.

The onus is on the teacher to develop the Professional Growth Plan. The results of any activity undertaken belong to the teacher and need not be shared with anyone other than the administrator unless the teacher chooses to do so. Further details on how Professional Growth Plans are developed and shared are outlined in the attached procedures, GCN-E1.

Teachers in the developmental track are required to engage in Partners in Practice (GCN-E5).

In developmental years teachers shall receive regular walkthroughs from school administration supported by developmental feedback.

## **2. THE EVALUATIVE TRACK**

Teachers new to the Division are placed on Superintendent/Principal evaluation. They shall receive a written interim evaluation prior to December 15<sup>th</sup> and a final evaluation prior to May 30<sup>th</sup>. Thereafter, teachers will receive a formal written evaluation every fifth year unless a request by the teacher or notification by the administrator(s) occur(s) to delay or advance placement on the evaluative track. In the year following the Superintendent/Principal evaluation, teachers are placed on Principal Follow-up where the teacher and administrator jointly determine the focus for the evaluation.

The details involved in the evaluative track are identified in the attached procedures, GCN-R1-R5 as well as GCN-E2.



### 3. TEACHERS EXPERIENCING DIFFICULTY

Where the administrator(s) perceive(s) a teacher to be experiencing some difficulty, which requires direct supervision, the teacher will be placed on the evaluative track. When, as a result of an evaluation report, a teacher's performance is judged to be unsatisfactory, the Superintendent of Schools may place the teacher on formal probation. Should this occur, the procedures in policy GCG shall apply.

### 4. SCHEDULE OF DEVELOPMENTAL AND EVALUATIVE YEARS

(continued on next page)

**Year 1** – Superintendent and Principal directed formal evaluation.

(Class visits to classrooms in each of EY, MY and SY)

**Year 2** – Principal directed formal evaluation follow-up

**Years 3-5** (Partners in Practice)

**Year 3** – No Evaluation

**Year 4** - No Evaluation

**Year 5** - No Evaluation

**Year 6** – Written Evaluation – Either formal evaluation or Reflective Dialogue

**Years 7-10** (Partners in Practice)

**Year 7** – No Evaluation

**Year 8** - No Evaluation

**Year 9** - No Evaluation

**Year 10** - No Evaluation

**Year 11** - Written Evaluation – Either formal evaluation or Reflective Dialogue

**Years 12-15** (Partners in Practice)

**Year 12** No Evaluation

**Year 13** No Evaluation

**Year 14** No Evaluation

**Year 15** No Evaluation

**Year 16** - Written Evaluation – Either formal evaluation or Reflective Dialogue .....

**SCHEDULE OF DEVELOPMENTAL AND EVALUATIVE YEARS**

