

Christ the Teacher Catholic Schools

ADMINISTRATIVE PROCEDURES

	400 – PERSONNEL & EMPLOYEE	CODE:	AP 425
SECTION:	RELATIONS		
PROCEDURE:	TEACHER GROWTH, SUPERVISION & EVALUATION		

STATEMENT OF BELIEFS:

Our mission statement, “As a Christ-centered learning community, we engage and challenge all learners, model and form character, know Christ and make Him known” provides the basis for all of our actions and activities within the school division. We are a group of individuals, unified in our desire to create the best possible learning environment for our students. To this end, we strive to improve our professional competencies, and emulate the lessons and teaching of Jesus, as taught to us in the Gospels. The values of faith, respect, learning, integrity, and stewardship direct and guide the supervision and evaluation of teaching in Christ the Teacher Catholic School Division. Recognizing its responsibility to provide the best possible educational services to its students, Christ the Teacher Catholic School Division holds the following statement of beliefs:

1. Maximized student learning is at the centre of all we do. Many factors contribute to student learning, but research shows that the most direct in-school factor impacting student learning is **effective teaching** (Stronge, 2010; Marzano, 2003, 2010; Hattie, 2003; Barber and Mourshed, 2007; Leithwood, 2009).
2. The improvement of teaching effectiveness is a **shared responsibility** between individual staff members and Christ the Teacher Catholic School Division.
3. Supervision practice and procedures should reflect **current research** as applicable to local needs, conditions, and Christ the Teacher Catholic School Division priorities.
4. One means of ensuring **teaching effectiveness** is a program of teacher supervision and evaluation.
5. The primary purpose of the program of supervision and evaluation is to improve teacher effectiveness (**formative supervision**).
6. The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or termination (**summative evaluation**).

GUIDELINES:

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

1. Supervision shall take into account:
 - The teacher's skills and competencies; and,
 - The teacher's professional attributes.
2. The process should be guided by the interaction between the teacher and the administrator.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
4. Supervision may be differentiated in order to provide teachers with choices that will better meet their individual needs.
5. The program of supervision should be part of an on-going process aimed at improvement of instruction, professional practice, and personal growth.
6. When an in-school administrator has concerns of a teacher not meeting the expectations of Christ the Teacher Catholic School Division, he/she shall inform and discuss the circumstances of the concern with the teacher and, if need be, report it to the Director /designate in order for the concern to be addressed appropriately.
7. In-school administrators will be provided with appropriate training related to teacher supervision. This will provide for consistency of practice, fairness, and effectiveness.
8. Formal written summative reports will be filed in a teachers personnel file on a regular basis and will serve to provide on-going records of performance.
9. A route of appeal will be available to the teacher and the Director/or designate.

Framework:

The Director of Education shall establish and maintain a suitable framework of procedures for supervising and evaluating the performance of each teacher. The framework shall include the following:

Teacher Annual Professional Learning Plan (Formative)– Cycles 1 to 4 – its purpose is to provide a framework of collaboration for teachers and administrators to discuss professional learning, set goals, monitor progress, and celebrate successes (Form 425.1).

Summative Evaluation – its purpose is to collect information to assist in assessing the present level of performance of the teacher and in the making of decisions. A summative evaluation occurs for teachers during the first two years of a continuing contract and on cycle 1b (Form 425.2).

Formal Observations – its purpose is to assist the teacher in such a way as to achieve objectives. It is process-oriented as it is primarily concerned with improving the teaching process. Formal observations occur for teachers on temporary or replacement contracts (Form 425.2).

Intensive Supervision Program – its purpose is for teachers in need of intensive supervision in order to improve their teaching behaviour and professional practice to meet the expectations of Christ the Teacher Catholic Schools.

Reference: Sections 85, 108, 109, 175, 231 Education Act

Date Issued: November 21, 2007

Revised: December 2, 2015
March 8, 2017
August 28, 2017