

AP 410 – PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION OF TEACHERS

Background

The Division's foundational statements provide the basis for our actions and activities within the Division. We are unified in our desire to create the best possible learning environment for our students. As Jesus challenges us to be more like him through the Gospel, we strive to improve our professional competencies to emulate the lessons and teachings of His message.

Learning teams and professional collaboration are the means to support teachers in their professional learning. Student learning, with measurable outcomes, is the primary focus of the learning teams. Teachers are responsible for directing their professional learning based upon the needs of their students.

Professional Expectations

- ◆ Teachers, as professionals, are prepared to assume primary responsibility for their own professional learning and development with a sense of ownership and self-fulfillment.
- ◆ As lifelong learners, teachers are responsible to make decisions about their own professional learning based on the need to ensure learning for all students.
- ◆ Teachers recognize and model the teachings of the Catholic Faith in their personal and professional life.
- ◆ Learning and evaluation are to be viewed differently. Learning is non-judgmental.
- ◆ To be most successful, all participating members must carry out their roles in an environment of trust and mutual respect.
- ◆ Teachers will ensure instructional time is maximized by having solid plans developed for the beginning of the school year.

AP 410 Professional Learning, Supervision and Evaluation of Teachers includes three tracks for professional development and instructional supervision:

- ◆ **Evaluative Track** – administrators make evidence-based decisions about a teacher's
- ◆ **Professional Learning Track** – teachers will work in collaboration with an in-school administrator to set professional learning goals, based on placement on the matrix, and evidence performance to determine competence.
- ◆ **Intensive Improvement Track** – administrators make evidence-based decisions about a teacher's performance to ensure competence and direct professional improvement.

Section 1 - Introduction

1.1 General Supervision of the School - The Role of the Principal and Vice-Principal

Section 175 of the Education Act, 1995 dealing with the duties of the Principal states that Principals "... shall be responsible for the general organization, administration, and supervision of the school, its program and professional staff..."

The Principal (and by extension the vice-principal) is therefore required to supervise the work of professional staff and support staff in his or her school on a regular basis. The supervisory process utilized by the Principal will vary from a summative orientation to a formative or coaching approach dependent upon the developmental needs of the teacher.

1.2 Track Placement

Teachers within their first two years of service with Lloydminster Catholic School Division will automatically be placed in the ***Evaluative Track***, unless otherwise agreed upon by the teacher, principal and Deputy Director of Learning. Teachers with more than two years service will be placed in the ***Professional Learning Track***. Teachers demonstrating significant difficulties in the ***Evaluative Track*** will be placed on ***Intensive Improvement*** by the Director or designate.

Section 2 – The Evaluative Track

2.1 The Purposes of the Evaluative Track

- ◆ To determine the competency of teachers in Lloydminster Catholic School Division.
- ◆ To provide a performance appraisal for teachers who request it.
- ◆ Periodic performance appraisals for teachers upon the recommendation of the principal.
- ◆ To ensure teachers receive the feedback and reinforcement they deserve and require as professionals.

2.2 Principles of Record Keeping in the Evaluative Track

- ◆ Teachers may request that feedback from both formal and informal observations be made in writing.
- ◆ A summative report will be prepared by the evaluating administrator and shared with the teacher.
- ◆ The teacher's signature on the summative report confirms only that he or she has read the report.
- ◆ Teachers may provide a written response to a summative report that will then become a permanent attachment to the report.
- ◆ A copy of the summative report shall be placed in the teacher's personnel file at the Division Office, with one copy given to the teacher and one to the principal.

2.3 Processes of the Evaluative Track

- ◆ By the first 10 instructional days for teachers in their first year in the division and by September 20 for teachers with more than one year experience in the division, at least one formal observation will be completed by in-school administration.
- ◆ Prior to the first day of school with students each year in elementary schools or each semester in Holy Rosary High School, a planning interview with the *LCSD Planning Interview Discussion Guide* and *LCSD Planning Checklist* will be initiated. In-school administration will work with teachers to successfully complete the interview in the first few weeks of school.
- ◆ By September 30 for teachers in their first year in the division and by October 15 for teachers in their second year in the division, a deputy director will complete a formal observation.
- ◆ By March 1, a second formal observation will be completed by in-school administration.
- ◆ By April 15, a summative report will be completed by in-school administration for teachers on replacement contracts or teachers who have requested placement on the

Evaluative Track.

- ◆ By May 31, a summative report will be completed by in-school administration for all teachers in the *Evaluative Track*.

Section 3 – The Professional Learning Track

3.1 The Purposes of the Professional Learning Track

- ◆ To provide teachers the professional opportunity to determine their areas for professional learning.
- ◆ To encourage teachers to use self-inquiry in order to make decisions based upon the needs of their students and the priorities of the school division.
- ◆ To provide evidence of a teacher's work and contributions based upon the LCSD Professional Learning Matrix.

3.2 Principles of Record Keeping in the Professional Learning Track

- ◆ Teachers will keep evidence of their growth
 - beginning of the year self evaluation on the *LCSD Professional Learning Matrix*,
 - feedback, and
 - end of the year self-evaluation on the *LCSD Professional Learning Matrix*.
- ◆ Administrators will provide feedback and confirmation of teacher growth on the *LCSD Professional Learning Matrix* and with other selected division or school created reinforcement or discussion tools.

3.3 Processes of the Professional Learning Track

- ◆ By the first day of school, an administrative walk through in the classroom and beginning discussions with *LCSD Planning Checklist*.
- ◆ By September 15, a beginning of year interview and feedback using the *LCSD Professional Learning Matrix*.
- ◆ By September 15, the *LCSD Planning Checklist* will be completed in each teacher's classroom
- ◆ By June 30, an end of year interview and feedback using the *LCSD Professional Learning Matrix*
- ◆ At least one classroom visit per month from walk-throughs and informal discussions referencing the *LCSD Professional Learning Matrix* and *LCSD Planning Checklist*

Section 4 – Intensive Improvement Track

4.1 Intensive Improvement Track Introduction

Teachers, as professionals, may require improvement directives on their teaching performance. Within this context, we consider evaluation to be a process that enables administrators to make judgments about a teacher's performance for purposes of accountability and provide constructive feedback to the teacher for specific instructional improvement. Records from the Intensive Improvement process will become part of the teacher's personnel file. This track provides the teacher with: a clearly defined process or strategy for improvement; indicators of improvement; roles, responsibilities, and supports; and, timelines to demonstrate measurable improvement for the successful completion of the directed plan.

4.2 The Purposes for Intensive Improvement Track

The purposes of the *Intensive Improvement Track* include:

- ◆ To establish teaching competence
- ◆ To provide feedback on performance
- ◆ To make recommendations for continued employment
- ◆ To make recommendations for track placement
- ◆ To provide teachers immediate, structured support to ensure the identified areas of concern (deficiency) have been addressed.

4.3 Participants in the Intensive Improvement Track

The Director, in writing, will notify teachers whose performance does not meet acceptable standards that he or she will be placed on a program of *Intensive Improvement*. While the primary responsibility for improvement rests with the teacher, those on *Intensive Improvement* will be provided with the opportunity and support to raise their level of performance to acceptable standards within a reasonable time frame. A team approach will be used to provide such assistance.

4.4 Principles of Record Keeping in the Intensive Improvement Track

- ◆ The improvement plan will be provided to all members of the immediate support team.
- ◆ Teachers may request that feedback from both formal and informal observations be made in writing.
- ◆ A summative report will be prepared by the evaluating administrator and shared with

the teacher.

- ◆ The teacher's signature on the summative report confirms only that he or she has read the report.
- ◆ Teachers may provide a written response to a summative report that will then become a permanent attachment to the report.
- ◆ A copy of the summative report shall be placed in the teacher's personnel file at the Division Office.

4.5 Process of the Intensive Improvement Track

- ◆ The Principal in consultation with the Director or designate, will initiate the process to develop a specific plan to address identified areas of concern.
- ◆ The teacher and Principal, in consultation with the director or designate, will develop a written Improvement Plan to address the identified deficiencies. Specific strategies for improvement must be included with a reasonable timeline for achievement.
- ◆ The plan will be signed by the teacher, the director or designate. A copy will be retained by the teacher and administration with an additional copy placed in the teacher's personnel file at the Division Office.
- ◆ The plan will be implemented. Progress will be carefully monitored through increased supervision. Accurate factual information based upon observable data designed to assess outcomes identified in the plan will be documented as part of the evaluation process.
- ◆ A series of formal observations will include:
 - (1) pre-conference planning
 - (2) data collection
 - (3) post-conference discussion
 - (4) written report (progress and final report)
- ◆ The Principal, in consultation with the director or designate, will provide a written report upon completion of the timeline as set out in the improvement plan. The director or designate may choose to initiate action if circumstances warrant.
- ◆ The director or designate will ensure due process throughout the duration of the improvement plan.
- ◆ The director or designate will make a final recommendation based upon the performance criteria defined in the improvement plan. The Director of Education may make recommendations to the Board based upon the report provided.

Timelines

- ◆ All timelines will be developed in response to the level of urgency and a reasonable process.
- ◆ Time lines for formal and informal observations, with follow-up administrative feedback, will be specified in the improvement plan.
- ◆ A report summarizing the teacher's performance improvement will be written and reviewed with the teacher at the conclusion of the timelines defined in the improvement plan.
- ◆ The teacher will be placed in the *Evaluative Track* for the completion of the school year and in the following year to ensure sustainability of the demonstrated improvement.

Records

- ◆ Teachers on the *Intensive Improvement Track* will receive a written summary of the post conference discussion.
- ◆ Teachers will receive, sign and may make comments on written feedback from formal observations. Any written comments will be retained as part of the record of the observation.
- ◆ The principal, in consultation with the director or designate, will provide a written report upon completion of the time lines included in the improvement plan. Teachers will receive, sign and may make written comments on the written report.
- ◆ A copy of the written report, any written teacher comments, and all written reports of formal evaluations will be placed in the teacher's personnel file at the Division Office.

The Improvement Plan

Improvement plans will include:

- ◆ areas for directed improvement
- ◆ a process or strategy for improvement
- ◆ indicators of improvement
- ◆ role of the Principal, and others in the process
- ◆ timelines that outline a schedule of formal observations
- ◆ timelines specifying the targets for improvement and dates by which these targets must be met

Result

- ◆ The final report will include a recommendation for continued employment and track placement or termination of employment.

References: Sections 85, 87, 108,109, 175, 231 *Education Act*; *STF Code of Professional Competence*

Section 5 – Indicators for Successful Teaching

5.1 Catholic Principles

Teachers in Lloydminster Catholic School Division make a positive impact on the school community (school, home, & parish). Teachers possess such qualities when they can

- Promote an atmosphere in which the gospel values of Jesus Christ are lived and taught.
- Demonstrate a commitment to the teachings of the Catholic Faith.
- Serve as a role model of the gospel values.
- Enhance my personal understanding of the Catholic Faith.
- Recognize that education is the shared responsibility of the individual, the home, the school, the church, and the community.

5.2 Planning

Effective planning is essential to quality instruction. Year, unit and lesson plans must be designed for the students and adapted to changing environmental and academic conditions as they occur.

5.3 Lesson Presentation & Instructional Skills

Quality instruction and optimal student learning can be achieved only when teachers effectively structure and present lessons using solid instructional skills.

5.4 Classroom Organization & Management

It is the classroom teacher's responsibility to establish and maintain an effective learning environment.

5.5 Assessment and Evaluation

The assessment and evaluation of students is an integral part of good teaching practice and the school division's expectations are described in AP 360.

5.6 Interpersonal Relations & Communication Skills

For teachers to effectively perform their role as a member of a school team, sound interpersonal and communication skills are essential.

5.7 Professionalism (Qualities, Attitudes & Responsibilities)

Committed, professional teachers are integral to the effectiveness of a school community.

Section 6 – Appendices: Planning Interview and Lesson Observation Documents

410 Appendix A	LCSD Professional Learning Matrix
410 Appendix B	LCSD Planning Interview Question Guide
410 Appendix C	LCSD Long-Term Planning Checklist