

ADMINISTRATIVE PROCEDURE NO. 405

EVALUATION OF TEACHERS

Background

All teachers have a professional responsibility to be involved in a continuous professional growth process designed to foster growth and effectiveness of instruction to enhance student learning.

Procedures

1. The following types of supervision and evaluation will be used throughout the Division and referred to in these procedures:
 - a. Supervision (formerly referred to as *formative evaluation*) is a non-judgmental process designed to provide support, guidance and development activities that foster improvement of instruction and professional growth. It is assumed that teachers are competent and willing to improve their method of instruction. Supervision is characterized by a climate of trust and is a collegial process which takes place between professional educators.
 - b. Evaluation (formerly *summative evaluation*) is a formal process designed to perform a judgmental function to facilitate decision-making for purposes of tenure, promotion, transfer, certification or termination. It is assumed that a formal evaluation process may be necessary or desired which respects the rights of the individual while generating the data for making well-informed and fair employment decisions. One of the primary aims of formal evaluation is to foster professional growth.

SUPERVISION - Regulations

1. The teacher will develop a process of professional growth each year which will include a Professional Growth Plan.
2. Early in the school year, the teacher will communicate the process to the school administrator(s).
3. At the end of each school year, the principal will submit to the Associate Superintendent of Personnel, or designate, written verification that each teacher has been supervised. This will include the completion of the flowchart outlining actions taken (Appendix "A"). Teachers being moved to a formal evaluation process will be informed, in writing, of such at this time.
4. Administrative supervision will consist of information gathering processes such as: verification of teachers' professional growth plans; administrative walkthroughs; monitoring

of teacher developed materials; communication with, and feedback from, various stakeholders; etc.

5. Any written reports generated by this supervision process will not be used in the evaluation supervision process.

Guidelines For The Supervision Process

1. In determining the professional growth process, a variety of alternatives should be considered by teachers. Individuals and staff are encouraged to generate strategies and approaches which may be used as specific examples of professional growth. The five performance areas of planning and preparation, classroom organization and management, techniques of instruction, evaluating students, and personal/professional attributes (refer to Criteria for the Evaluation of Teaching Performance) shall become the focus of supervision processes.
2. An annual teacher professional growth plan:
 - a. may be a component of a long-term multi-year plan; and,
 - b. may consist of a planned program of supervising a student teacher or mentoring a teacher.
3. Professional Growth Plans shall foster self-assessment, improvement of practice and professional growth. Plans should be meaningful and relevant to current or anticipated future positions or assignments. The plan must:
 - a. reflect goals and objectives based on the staff member's self-assessment of professional learning needs;
 - b. recommended, but will not be required to include faith goal(s) or a completed Catholic Identity Growth Plan to guide personal faith development and growth. Preferably the faith goal(s) can be written in the Professional Growth Plan or discussed directly with the principal during PGP meetings. Faith is part of RDCRS Education Plan goals as well as school based goals.
 - c. consider but will not be required to include school jurisdiction goals. (Collective Agreement Section 9)
4. Supervision should include frequent communication between the teacher and school administrator(s).

EVALUATION - Regulations

1. The formal evaluation process may be initiated by the teacher to be evaluated, by the school principal, the Associate Superintendent of Personnel or the Associate Superintendent of Personnel's designate.

2. All reports generated during the evaluation process shall be signed by both parties and kept in the teacher's digital personnel file, with a copy provided to the teacher being evaluated prior to the report being submitted.
3. The teacher shall be informed of his/her right to secure the assistance of a mentor or peer support team to work with him/her throughout the evaluation process.
4. A teacher may review his/her evaluation records contained in their personnel file.
5. A teacher being evaluated shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.
6. The following regulations will apply to teachers who hold a continuous contract:

I. Phase One:

- a. Prior to a formal evaluation being performed, the teacher to be evaluated must receive or submit written notification, a copy of which must be kept in the individual teacher's digital personnel file.
- b. The principal shall convene a conference with the teacher subsequent to notification and prior to formal observation. At this conference, the principal shall review the evaluation policy and procedures, performance criteria, reporting procedures, and appeal procedures with the teacher.
- c. The following shall be included by in-school administrators as part of phase one of the evaluation process:
 - i) multiple observations based on established criteria;
 - ii) frequent conferencing; and,
 - iii) a formal written report based on the established criteria containing descriptive assessments specific to the major performance area which may include specific areas of strength, directions for growth and recommendations. The descriptive content of the report will highlight relevant, actual observed behaviors which demonstrate the strengths, areas of weakness and remedial recommendations considered necessary by the evaluator based upon established criteria. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and shall stipulate a reasonable timeline for improvement.
- d. In the event that remediation is necessary, the in-school administrator, at the end of the time allotted for the teacher to make the required improvement, shall perform a minimum of three observations to assess performance level. Following each observation, a brief report will be written containing the assessment and recommendations. After the third observation, a concluding written report will recommend conclusion of the evaluation

process or that the process proceed to phase two. This report will be forwarded to the Superintendent or designate.

II. Phase Two:

- e. Phase Two of the evaluation process shall consist of:
 - i) an evaluation conducted by a certified individual, chosen by the Superintendent, who is adequately trained in evaluation procedure and practice, and is independent of the staff of the school in which the teacher works, unless the teacher requests otherwise; and,
 - ii) the same practices and procedures as outlined in regulation 6(c).
 - f. In the event that remediation is necessary, the evaluator assigned by the Associate Superintendent of Personnel, at the end of the time allotted for the teacher to make improvement, shall perform a minimum of three observations to assess performance level, following which a report containing the assessment, and possible recommendations, will be written and forwarded to the teacher and then forwarded to the school principal and the Associate Superintendent of Personnel.
 - g. The principal, upon receipt of the evaluator's report, shall convene a conference with the evaluator to discuss the assessment, and shall write a report to the Associate Superintendent of Personnel which may recommend conclusion of the formal evaluation procedure, termination of the teacher's contract, or make other recommendations which he/she believes are in the best interest of the teacher and/or students/school.
 - h. The Associate Superintendent of Personnel, upon receipt of the principal's report, shall take whatever action he/she believes is required.
7. The following will apply to teachers on a probationary contract:
- a. At the time that a teacher enters into a probationary contract with the Division, he/she will receive written notification that evaluation will take place during the term of the probationary contract and he/she shall receive a copy of the evaluation criteria, policy and regulations of the Division pertaining to teacher evaluation.
 - b. The principal shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures shall be communicated and discussed with the teacher.
 - c. The following shall be included in the evaluation process:
 - i) a minimum of five classroom observations based upon established criteria, three of which are to be conducted by December 31. At least two other observations are to be performed by school based administrator before the Easter Break. Following

each observation, the teacher will receive a written feedback regarding observation. This may include assessment and recommendations;

- ii) frequent conferences with the school based administrator where observations and assessments are communicated;
 - iii) after three observations and submitted before Christmas Break, a formal written report shall be completed by the school administration based on the established criteria containing descriptive assessments in the major performance area which may include areas of strength, directions for growth, and recommendations. The principal will use Form 18 "CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE" when sharing the report with the teacher. The descriptive content of the report will highlight relevant, actual observed behaviors which demonstrate the strengths, areas of weakness and remedial recommendations considered necessary by the evaluator based upon established criteria;
 - iv) principals will submit a completed and signed Form 18 "CRITERIA FOR THE EVALUATION OF TEACHING PERFORMANCE" for each teacher on a probationary contract. This report will be forwarded to the Associate Superintendent of Personnel by May 15. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and shall stipulate a reasonable timeline for improvement; and.
 - v) principals will submit a completed Appendix "A" listing all probationary, temporary, and interim teachers and the evaluation procedure followed to the Associate Superintendent of Personnel by Easter Break.
- d. In the event that remediation is necessary, a school based administrator, at the end of the time allotted for the teacher to make improvement, shall perform a minimum of two observations to assess performance level, following which a report containing the assessment, and possible recommendations, will be written and forwarded to the Associate Superintendent of Personnel prior to the Easter Break.
- e. Following the completion of this process, the teacher may appeal the contents of the evaluation report to the Associate Superintendent of Personnel.
8. The following will apply to teachers on either a Temporary or an Interim Contract:
- a. Formal evaluation will depend upon the length of the contract. Should the contract be for half or more of the school year, similar steps will be followed as are outlined for teachers on a Probationary Contract. However, only school administrators will be involved and this process may be of a less rigorous nature as dictated by the shorter timelines involved.

- b. Should the contract be for a period of time less than half of a school year, no formalized process will be required. However, the teacher will be supervised by his/her school administration, as would teachers supervised under the supervision model.

9. The following will apply to a teacher eligible for Permanent Certification:

- a. The principal shall convene a conference with the teacher prior to formal observation during which evaluation policy and procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the teacher.
- b. The following shall be included by in-school administrators as part of phase one of the evaluation process:
 - i) a minimum of two observations;
 - ii) frequent conferencing; and,
 - iii) a formal written report shall be written by the school administration, based on the established criteria containing descriptive assessments in the major performance area which may include areas of strength, directions for growth, and recommendations regarding permanent certification. This report will be forwarded to the Associate Superintendent of Personnel. Where remediation is necessary to raise the quality of a teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable timeline for improvement.
- c. In the event that remediation is necessary, a school based administrator, at the end of the time allotted for the teacher to make improvement, shall perform a minimum of two observations to assess performance level, following which a report containing the assessment, and recommendations regarding permanent certification, will be written and forwarded to the Associate Superintendent of Personnel.
- d. Following the completion of this process, the teacher may appeal the contents of the evaluation report to the Associate Superintendent of Personnel.