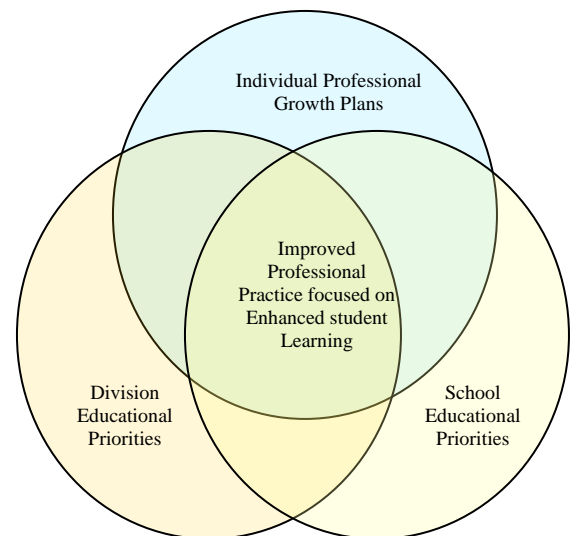




PROFESSIONAL GROWTH THROUGH COLLABORATIVE SUPERVISION AND EVALUATION

2006



The Northwest School Division would like to extend its thanks and appreciation to the members of the Teacher Supervision Policy Committee for their work on this project.

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1. Mission Statement

The Northwest School Division is committed to excellence in education and endeavors to provide a positive, supportive and collaborative environment where teachers grow professionally.

2. Supervision Defined

Supervision is an ongoing, planned, collaborative process designed to facilitate and support effective teaching and individual growth in meeting professional, school and division goals.

3. Beliefs About Teacher Supervision

- 3.1 Teachers are professionals and lifelong learners who are primarily responsible for their own professional growth and development which will lead to successful learning outcomes for students.
- 3.2 The components involved in the professional growth of teachers include directed inservice, self-directed initiatives, formative experiences and summative supervision.
- 3.3 Teachers' professional needs are unique, therefore teacher supervision must be customized to the individual teacher.
- 3.4 Successful teaching best occurs in empowering, supportive environments which encourage creativity and innovation.
- 3.5 Every teacher should have the opportunity to collaborate and dialogue with the school administration regarding his/her professional growth and development plan.
- 3.6 The process of supervision will be conducted in "good faith" by all parties involved.

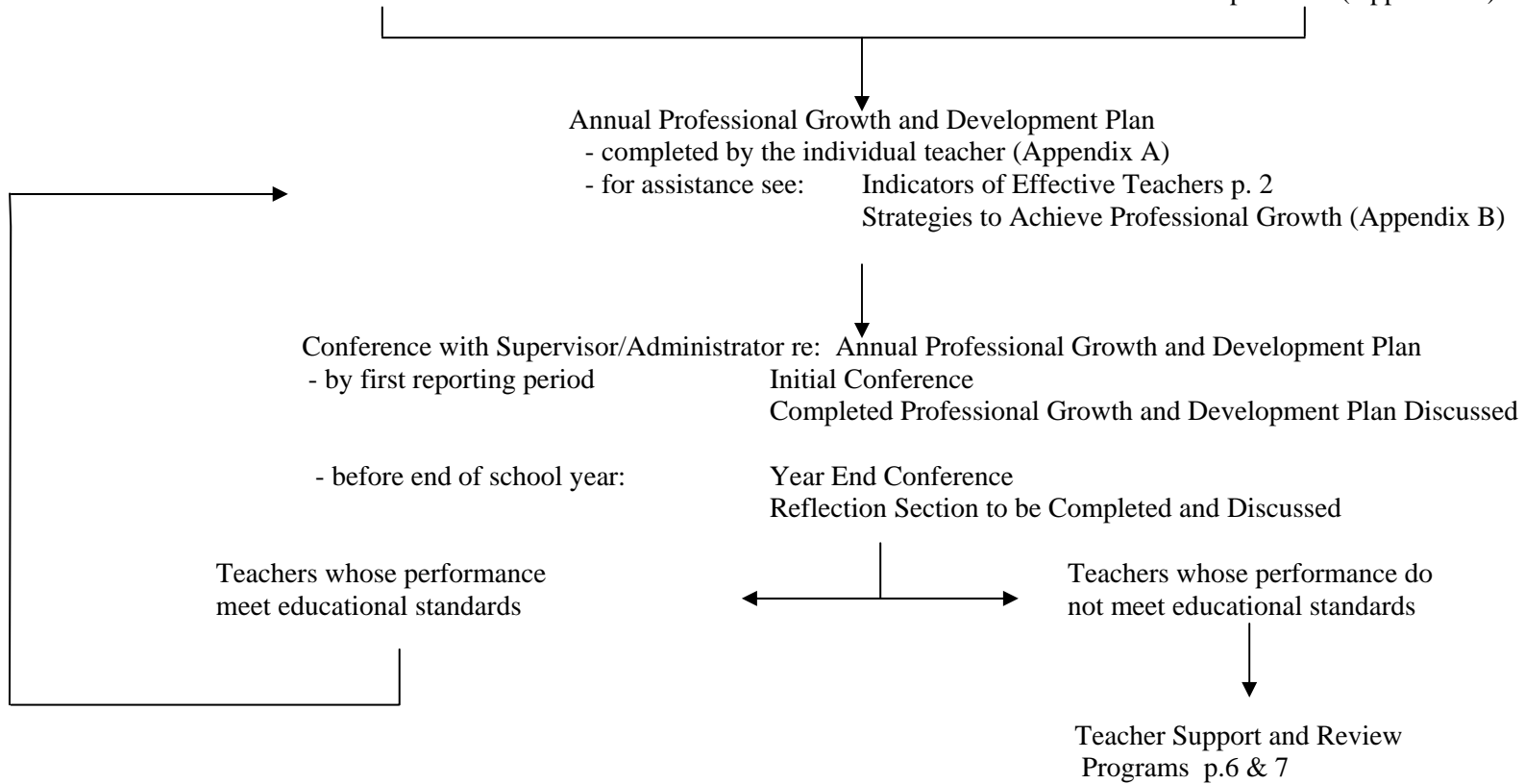
OVERVIEW OF SUPERVISION: A COLLABORATIVE PROCESS FOR EFFECTIVE TEACHING

FORMATIVE EXPERIENCE p. 4

- Two formal visits by Principal or V.P.
- Teacher directed professional growth
- Continuous growth and development for all teachers
- Sample data collection instruments provided (Appendix D)

SUMMATIVE EVALUATION p.5

- Teachers in their first and second year in the Division
- OR
- Upon request by the administration or teacher
 - data collection (4 visitations minimum)
 - final written report
 - sample form (Appendix C)



4. Indicators of Effective Teachers

As part of the Supervision Policy of the Northwest School Division, *Indicators of Effective Teachers* is intended to serve as a resource guide, provide common language for professionals to discuss their practice, and a guideline for general evaluation. This is not intended as an inclusive list nor should it be construed as such. The *Indicators of Effective Teachers* supports teachers and administrators in the development of professional growth plans and in the coaching process. *Indicators of Effective Teachers* describes quality professional practices of teachers as they work with students, staff, parents and members of the community.

Shared Purpose

- Facilitate/Promote the development of goals: School Division and Department of Education
- Present a positive view of the school, the School Division and the teaching profession to the public/community
- Promote cultural, racial and gender equity
- Cooperate with community agencies, which are interested in the welfare of students
- Be well informed and sensitive to the needs and expectations of the community

Planning and Preparation

- Prepare effective daily and long range plans
- Analyze situations, establish plans, set priorities, and meet requirements efficiently and effectively
- Link effectively curriculum, instructional strategies and assessment techniques to the needs of the students
- Use a variety of instructional resources

Classroom/School Organization and Management

- Create a safe climate conducive to student centered learning
- Design and implement instruction effectively and efficiently
- Adopt required procedures
- Use proactive management techniques to deal with continuum of behaviors
- Encourage pupils to respect the rights of others
- Management style is flexible and adaptive

Instructional Strategies

- Be knowledgeable about how students learn
- Demonstrate a variety of instructional strategies matched to individual differences
- Integrate current subject matter
- Provide perspectives that include a respect for diverse views
- Stimulate intellectual curiosity
- Encourage independent thinking
- Encourage students to be analytical thinkers
- Demonstrate sound questioning techniques

Assessment and Evaluation Strategies

- Ensure that realistic expectations are established and met
- Assess student work regularly and provide appropriate feedback to students/parents
- Keep clear and substantial records of student learning and growth
- Use continuous evaluation appropriate to objectives
- Use a variety of techniques appropriate to curricular and student needs
- Use assessment to improve instruction and guide learning

Communication Skills

- Use precise and personalized language to demonstrate a clear sense of purpose
- Listen attentively to what students and others say
- Communicate positively with students, colleagues, parents, and the community

Professional and Personal Attributes

- Practice the code of ethics of the teaching profession
- Be enthusiastic about their work
- Be committed to education as a profession
- Set challenging performance goals for themselves
- Work collaboratively with colleagues to meet diverse need of students
- Become involved in school and extra-curricular activities
- Believe in life-long learning and assume responsibility for continuous improvement and professional growth
- Reflect on feedback from students, parents, colleagues, administration, and others
- Project a positive attitude about students' ability to learn and demonstrate a genuine interest in students
- Treat students and others with respect
- Be available to students
- Make a positive contribution to staff morale
- Demonstrate a professional attitude toward all school personnel
- Model appropriate behavior

5. FORMATIVE EXPERIENCES

Formative supervision and evaluation is a process that empowers teachers to assume primary responsibility for their own professional growth and development. Professional development encourages teachers to reflect on their performance and individual needs. Each teacher identifies areas in need of improvement and develops strategies to improve the effectiveness of the teaching/learning process.

General Practice and Procedures:

- 5.1. A professional growth plan will be completed annually by each teacher. A form for teacher use has been provided in **Appendix A**.
- 5.2. The growth plan will be discussed with in-school administration before the first reporting period. The growth plan may be discussed in conjunction with the first classroom visit by the administrator.

The year end reflection will be completed and discussed before the end of the school year.

- 5.3. Copies of the completed Annual Professional Growth Plan will be retained by the teacher and the in-school administrator.
- 5.4. Teachers are encouraged to use a variety of strategies to achieve professional growth (**Appendix B**).
- 5.5. It is expected that a member of the in-school administrative team will make formal classroom visitations a minimum of twice per year.
- 5.6. A variety of data collection instruments have been provided in **Appendix D**. A pre-conference will determine what data will be collected. Sharing of this data and a reflection of the lesson will be shared at a post-conference.
- 5.7. Teachers may choose a variety of other formative processes in addition to the two formal visitations by in-school administration. There are suggested strategies in **Appendix B**.

6. SUMMATIVE EVALUATION

Summative evaluation is a process that focuses on assessing professional growth and competencies and is conducted in collaboration with the teacher. The two outcomes of summative evaluation include the continued development of professional knowledge and skills, as well as a final written report that provides documentation and accountability. This report is used to assist in making decisions regarding transfer, reassignment, promotion and retention or dismissal of teachers in accordance with the requirements of *The Education Act*.

General Practice and Procedures:

- 6.1. Summative evaluations with formal visitations and pre- and post-conferences will be completed for all teachers in their first and second years in the Northwest School Division. Teachers in their first and second years in the division will be supervised a minimum of 4 times per year. Before the writing of the report, a meeting of the in-school administration, the teacher and the central office administrator will take place to discuss the summative evaluation.
- 6.2. Copies of the summative evaluation are to be provided to the teacher and the Northwest School Division Office. A common form for the NWSD is provided for administrators' use in **Appendix C**. Other data collection instruments may be used to gather information to assist in the completion of the common form. The teacher will be provided adequate time to reflect privately before signing the report. Signing of the report will signify receipt of a copy of the report and not necessarily concurrence with the contents of the report. Teachers will have the right to respond in writing to their evaluations and may attach personal comments to the final summative report.
- 6.3. In the event that the observed performance does not meet acceptable educational standards, the teacher will be provided with assistance and the opportunity through the Teacher's Support Program to raise his/her level of performance to acceptable standards within a reasonable time frame.
- 6.4. Summative evaluations will be completed for any teacher upon request by either the teacher or administration.

7. TEACHER SUPPORT PROGRAM

Teachers whose performance does not meet acceptable educational and/or professional standards will be in a Teacher Support Program. Throughout the period of support, a helping attitude will be maintained. They will be provided with assistance and the opportunity to raise their level of performance to acceptable educational standards within a reasonable time frame. A team approach will be used to provide support according to the following steps.

7.1 Step One

The in-school administrator and Director or Superintendent will meet with the teacher to identify the areas of concern and the changes that are necessary. At this time, the teacher will receive a copy of the Teacher Support Program. Teachers are encouraged to have a colleague or local STF counsellor present at this meeting.

7.2 Step Two

The teacher will receive a letter from the Director or designate outlining the changes needed and the specified time frame.

7.3 Step Three

The teacher will be offered support to develop a plan, which addresses the areas of concern. A teacher who has been placed in a program of support may call upon a local STF counsellor, a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. The aforementioned may also be present at the meeting when the improvement plan is presented. The plan will be signed and retained by the teacher, the school administrative team and the Northwest School Division.

7.4 Step Four

The plan will be implemented. The support team, the teacher, the Principal and Central Office administration will maintain records of meetings, plans and other pertinent data.

7.5 Step Five

At the end of the specified time period a meeting will be held to assess the progress of the teacher. A teacher advocate may be present at this meeting. Several alternatives may then be considered depending on the degree of progress:

1. If progress is satisfactory and sufficient, the formal process of support may be concluded.
2. If progress has been made but continued effort is required to increase the level of proficiency, the period of support may be extended.
3. If the necessary changes have not been made, the teacher will enter the Teacher Review Program.

8. TEACHER REVIEW PROGRAM

During this process, the teacher will be given a final opportunity to meet acceptable educational and/or professional standards.

8.1 Step One

The director or designate will meet with the school-based administrator and teacher and officially notify the teacher in writing that he/she has been placed on review and that dismissal will be recommended unless certain improvements are made within a specified time frame. Teachers are strongly encouraged to have a colleague or local STF counsellor present at this meeting.

8.2 Step Two

The teacher who has been placed on review may call upon a local STF counsellor, a colleague, principal, director, or any combination of the aforementioned to provide help in the development of the improvement plan. Specific strategies for improvement and indicators of success must be included along with a time line for the plan.

8.3 Step Three

The improvement plan will be reviewed with the principal and the director or designate and each will retain a copy. A copy will be placed in the teacher's personnel file. A detailed schedule of increased supervision and evaluation will be included as part of the improvement plan.

8.4 Step Four

The plan will be implemented and progress will be carefully monitored. All support efforts, contacts and objective data will be recorded and kept as part of the evaluation process. A summative report will be signed and retained by the teacher, the supervisor and the Northwest School Division.

8.5 Step Five

At the end of the specified time period, a meeting will be held to discuss the progress of the teacher. A teacher advocate may be present at this meeting. Two options will then be considered.

8.5.1 If progress is satisfactory, the formal process of review is concluded and the teacher will be placed back on the *Teacher Support Program*.

8.5.2 If progress is unsatisfactory, the teacher will be advised of the recommendation of dismissal under the provisions of *The Education Act*.

Appendices

Appendix A: Growth Plan Form

Appendix B: Strategies to Achieve Professional Growth Section

Appendix C: Common Summative Evaluation Form

Appendix D: Formative Data Collection Suggestions

NORTHWEST SCHOOL DIVISION NO. 203

PERSONAL GROWTH PLAN

Name:

School Year:

Teaching Assignment:

Personal Professional Goals

Strategies: How will I achieve my goal(s)?

How do my personal professional goals align with school and division goals?

Support and Resources: What strengths, talents or gifts do I bring and what do I need to achieve my goal(s)?

Indicators: How do I know I have achieved my goal (s)?

Teacher's Signature: _____ Date: _____ Principal's Signature: _____ Date: _____

Year End Review: What revisions and adjustments do I need to make? How has my classroom practice changed because of what I have learned? Has there been benefit to students?

Teacher's Signature: _____ Date: _____ Principal's Signature: _____ Date: _____

STRATEGIES TO ACHIEVE PROFESSIONAL GROWTH

The following strategies are suggestions only. Brief explanations for some of these strategies are on the following pages.

- Action Research
- Case Studies
- Catalyst Teacher
- Classroom Observations
- Clinical Supervision
- Cognitive Coaching
- Collaborative and Group Problem Solving
- Consulting with Resource People
- Critical Friend
- Curriculum Design and Review / Locally Developed Courses
- Discussions with Colleagues
- Electronic Bulletin Boards, Internet and Networking Areas
- Executive Member of Special Subject Council
- Interdisciplinary Teams
- Learning Contract
- Mentoring
- Peer Coaching
- Pilot Teacher
- Portfolios
- Professional Learning Communities
- Professional Reading
- Reflective Journal Keeping
- Resource Reviews
- Review Lessons by Watching Videos or Listening to Audio Tapes
- School Effectiveness Processes
- Simulations
- Student Feedback Surveys
- Summative Report
- Summer Short Courses
- Triads
- University Classes
- Working with an Intern
- Working with the University
- Workshops, Conferences, Inservice, Teleconferences and Committees

ACTION RESEARCH (STUDY GROUPS)

- studies conducted by teachers
- look at what teachers themselves are or should be doing
- include:
 - problem formulation
 - data collection
 - data analysis
 - results reporting
 - action planning
 - implementation
 - evaluation

CASE STUDIES

- are accounts of teaching episodes or descriptions of events happening in class
- involve a single student or a group of students
- help teachers reflect on problems and questions that arise in the classroom
- are useful in group research discussions

CLASSROOM OBSERVATION

- occurs when one teacher observes another teacher in a classroom setting
- includes:
 - specific strategies
 - teaching methods
 - discipline techniques
 - unique lessons
 - specific subject areas or programs

CLINICAL SUPERVISION

- consists of a pre-conference, data collection, analysis and a timely post-conference
- reflective and collegial focuses on the professional aspects of instruction
- is most effective when a lesson is viewed in its entirety

COGNITIVE COACHING

- is a dialogue between colleagues to enhance thinking, decision making, problem solving, and professional resourcefulness

COLLABORATIVE AND GROUP PROBLEM SOLVING

- discuss/find solutions to common problems
- may be informal or formal including objectives/procedures
- may be grade, subject, or student specific
- brainstorm to solve identified problem
- decide on appropriate strategies for their situation

CONSULTING WITH RESOURCE PEOPLE

- confer with internal/external resource people
- includes:
 - subject content
 - teaching strategies
 - the development of new resources,
 - the development of materials
 - the development of units
 - classroom research

CRITICAL FRIEND

- raises questions and offers critique about the teacher's work, ensuring that it is not for the purpose of evaluation or judgment
- may or may not be a teacher

CURRICULUM DESIGN/REVIEW/LOCALLY DEVELOPED CURRICULUM

- identify content, format and strategies used when they develop a curriculum
- weight is placed on the process of and the product of learning
- adapt content to meet the special needs of students
- track curriculum design through unit construction, evaluation, and other reflective practices

DISCUSSIONS WITH COLLEAGUES

- set a target
- use colleagues as mentors, sounding boards, and expert opinions to broaden the problem solving process

ELECTRONIC BULLETIN BOARDS, INTERNET AND NETWORKING AREAS

- provide leadership to teachers, support staff, and administrators by researching, developing, and delivering in-service to colleagues
- take time to learn about a specific technology, specifically how the technology can enhance student learning
- create and/or update information resources for teachers

EXECUTIVE MEMBER OF A SPECIAL SUBJECT COUNCIL

- enhance professional growth enhanced through more in-depth understanding of curriculum
- exchange ideas with others in the same field
- coordinate, deliver, and attend workshops and conventions

LEARNING CONTRACT

- prepare a learning contract in which area of study/concentration is identified
- include areas of research, requirements, and evaluation procedures
- state goal objective, identify resources/strategies, include a time frame, and answer the question: "How will I know when I get there?"

MENTORING

- focus on the needs of the protégé
- help integrate other support experiences into classroom practices
- model continual learning and professional growth
- based on training provided for mentors and protégés

PEER COACHING

- takes place in the classroom where one teacher observes another and provides feedback
- may occur in a conferencing situation away from the classroom
- may arise from a team teaching situation

PORTFOLIOS

- a self-reflection vision , achievements, and continued professional learning
- designed to portray an accurate and broad representation of abilities and values
- may include:
 - annual professional growth plans
 - awards, commendations, certificates
 - professional development activities
 - lesson and unit plans
 - reflections about professional practice
 - photos, slides and videos illustrating professional practice
- may be used as:
 - Professional Growth Portfolio
 - Evaluation or Working Portfolio
 - Presentation Portfolio

SIMULATIONS

- use micro-teaching
- select an area of improvement or innovation and perform it in front of a group of peers

TRIAD

- include three people to develop a solution to an issue
- define a problem, develop a solution, implement the solution, and participate in group reflection

WORKING WITH THE UNIVERSITY

- co-ordinate educational research projects in your school
- use research papers as a resource for professional growth
- establish contact with university professors for professional exchange
- use electronic media to contact universities around the world

WORKSHOPS, CONFERENCES, INSERVICES, TELECONFERENCES AND COMMITTEES

- attend and/or facilitate
- involves:
 - listening
 - synthesizing
 - choosing important points of presentations
 - internalizing
 - putting into practice in the classroom so that they become part of the teacher's repertoire



SUMMATIVE EVALUATION FORM

Teacher: _____ Date: _____

Present Assignment: _____

1. Shared Purpose:

2. Planning and Preparation:

3. Classroom/School Organization and Management:

4. Instructional Strategies:

Appendix D

SAMPLE DATA COLLECTION INSTRUMENTS/INFORMATION

1. Indicators of Effective Teaching – Regina Public
2. Evaluation Criteria – Doug Gleave and Rita Priestly
3. Teacher Evaluation Checklist – Souris Mtn. S.D.
4. Supervision and Evaluation Report Form – Marsden Jubilee
5. Clinical Supervision Form – Prairie West S.D.
6. Supervision of Teacher Effectiveness – Thunder Creek S.D.
7. Observation Sheet – Teacher Interaction with Students – N. Lights S.D.
8. Visual Diagramming – Student Teacher Interaction – NLSD
9. Teacher Space Utilization – NLSD
10. Observation Sheet – Student time on task – NLSD
11. Teacher Evaluation Checklist – Buffalo Trails S.D.
12. Summative Form - Spiritwood Roman Catholic S.D.
13. Turtleford School Division Checklist
14. Pre-observation Conference form – Parkland S.D.

15. Observation Tool
16. At Task Analysis

17. Anecdotal Records
18. Video or Audio Recordings
19. The Global Scan
20. Time Use Analysis
21. Physical Movement

22. Student Surveys / Questionnaires
23. Classroom Climate Assessment – Tuckman Feedback Form
24. Self Evaluation Questionnaires – Where are We?
25. Journal Writing – Beginning teachers manual
26. Indicators of Good Practice – St. Boniface S.D.
27. Classroom Curriculum Connections – sample pages

28. Instructional Leadership – thesis by Kim Newlove

29. Instructional Strategies
30. Effective Practices Checklists
31. Instructional Strategies – 14 strategies summarized

32. Direct Instructional Leadership
33. Effective Questioning for Teachers
34. Formative Evaluation Form (sample)
35. Organizing Classrooms for Excellence

(These documents have been provided as samples and as additional reference materials)

