

## PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION

### Background

The Director or designate develops and implements procedures in the following areas:

1. Systematic supervision of all staff.
2. Professional development.
3. Formal evaluation.

The objective of the above is to ensure that the goals of the Division are being met.

### Procedures

#### 1. Teachers

- 1.1 Supervision and evaluation shall be carried out by the Director, the Superintendents, the Principals and the Vice-Principals.
- 1.2 The supervision and evaluation shall be developmental in nature and shall have as its focus the improvement of instruction.
- 1.3 The manual "*Professional Growth through Collaborative Supervision and Evaluation*" outlines the current practices and is an appendix to this administrative procedure.
- 1.4 The following are the components relative to evaluation:
  - 1.4.1 The timeline for performance appraisal.
  - 1.4.2 The people responsible for performance appraisal.
  - 1.4.3 The supports available to assist and coach teachers.
  - 1.4.4 The criteria upon which the appraisal is based.
  - 1.4.5 Procedures for conducting appraisals.
  - 1.4.6 Procedures for a teacher to initiate an appraisal.
- 1.5 The following outlines the procedures for the professional growth of teachers:
  - 1.5.1 Development of a growth plan on an annual basis in consultation with the Principal.
  - 1.5.2 The focus within the plan on the goals of the teacher in an upcoming year.
  - 1.5.3 Provisions for reviewing the plan twice in a school year.

## 2. School-Based Administrators

- 2.1 Supervision and evaluation shall be carried out by the Director and the Superintendents.
- 2.2 The supervision and evaluation shall be developmental in nature and have as its focus the improvement of instruction and the managerial leadership within the school.
- 2.3 The manual – *“Supervision: A Collaborative Process for Effective Administration – School-Based Administrators”* is an appendix to this procedure.
- 2.4 The following outlines the process for evaluation and professional growth for school-based administrators:
  - 2.4.1 With respect to supervision:
    - 2.4.1.1. Who has the primary responsibility for the supervision of Principals.
    - 2.4.1.2. Who has the primary responsibility for the supervision of Vice-Principals.
  - 2.4.2 With respect to professional growth:
    - 2.4.2.1. Who has primary responsibility for the professional growth plans of Principals and Vice-Principals.
    - 2.4.2.2. How the plans will be reviewed and by whom.
  - 2.4.3 With respect to evaluation:
    - 2.4.3.1. When school-based administrators are to be evaluated.
    - 2.4.3.2. Who has primary responsibility for the evaluation.
    - 2.4.3.3. The procedures to follow in conducting the evaluation.
    - 2.4.3.4. Procedures for a Principal to initiate an evaluation of his/her performance.

## 3. Non-Teaching Supervision and Evaluation

- 3.1 Employees are to be involved in performance appraisal.
- 3.2 Supervision and evaluation shall be carried out by the area Superintendents and the Principals.
- 3.3 Bus drivers will be supervised and evaluated by the Supervisor of Transportation in consultation with the Chief Financial Officer.
- 3.4 Employees will be evaluated according to established criteria.
- 3.5 Periods of probation shall be established for personnel.
- 3.6 The manual – *“Performance Evaluation for Support Staff Employees”* outlines the current practices and forms an appendix to this administrative procedure.

3.7 The following outlines the procedures for appraisal and growth for non-teaching staff in the Division:

3.7.1 Respect to systematic supervision noting the Principal or immediate supervisor who is responsible for the supervision.

3.7.2 Respect to formal evaluation noting:

3.7.2.1. Employees are to be evaluated according to established criteria.

3.7.2.2. When employees are to be evaluated during their employment with the Division.

3.7.2.3. The procedures for conducting the evaluation.

3.7.2.4. The procedures for an employee request to be evaluated.

Reference: Sections 85, 87, 108,175, 231 Education Act  
Professional Growth through Collaborative Supervision and Evaluation  
Supervision: A Collaborative Process for Effective Administration – School-Based Administrators  
Performance Evaluation for Support Staff Employees

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