

Professional Growth and Teaching Effectiveness Framework

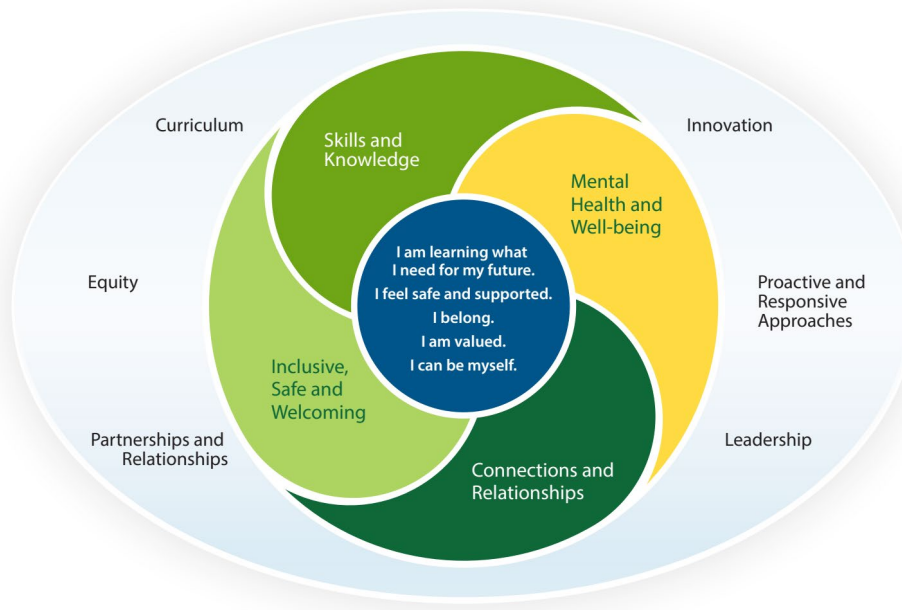
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NWSD Professional Growth and Teaching Effectiveness Framework

The NWSD Professional Growth and Teaching Effectiveness Framework supports the goals of the Saskatchewan Provincial Education Plan.



Pillars

The framework for the provincial education plan is grounded in four pillars:

- skills and knowledge for future learning, life, and participation in society
- mental health and well-being
- connections among people and relationships between systems and structures
- inclusive, safe, and welcoming learning environments

Goals

When considered from the student perspective, the pillars become the “I” statements that drive the goals of the education sector, with the pillar of connections and relationships throughout:

- I am learning what I need for my future.
- I feel safe and supported.
- I belong. I am valued. I can be myself.

Mission Statement

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

Purpose of the NWSD Professional Growth and Teaching Effectiveness Framework

The **Professional Growth and Teaching Effectiveness Framework** provides the criteria for professional growth, supervision, and evaluation of all teachers through a supportive, collaborative process.

- The primary purpose of supervision and evaluation is to improve teacher effectiveness.
- The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment, or termination (summative evaluation).

NWSD Teaching Competencies

The following teaching competencies outline the required set of knowledge, skills, and attitudes that support optimal student learning within the NWSD:

- **Engaging in Career-Long Learning**
- **Fostering Effective Relationships**
- **Planning for Responsive Instruction**
- **Maximizing Student Engagement**
- **Establishing Inclusive Learning Environments**
- **Actualizing Goals of Inspiring Success**

These competencies reflect the expectations of teaching as outlined in the [Education Act, 1995](#) and the [Standards of Practice](#) as outlined by the Saskatchewan Teachers Federation.

[Standards of Practice \(STF\)](#)

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

[Commitments to Standards of Practice](#)

- To create and maintain a learning environment that encourages and supports the growth of the whole student.
- To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
- To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
- To develop teaching practices that recognize and accommodate diversity within the classroom, the school, and the community.
- To carry out professional responsibilities for student assessment and evaluation.

- To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
- To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
- To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
- To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
- To conduct all professional relationships in ways that are consistent with principles of equity, fairness, and respect for others in accordance with the beliefs of the profession.

Professional Growth

Professional growth refers to the change in knowledge, skills, abilities, or perspectives resulting from the continuous professional learning that teachers intentionally pursue with the goal to further understand the nature of teaching and learning, enhance professional practice or contribute to the profession.

Beliefs about Professional Growth

1. Teachers' professional growth benefits teaching and learning and contributes to the betterment of the teaching profession.
2. Professional growth is an inherent part of being a teacher and is an integral part of a teacher's practice.
3. Teachers have the ability and responsibility to self-direct their professional growth and expect the autonomy necessary to exercise their professional judgment in related decision-making at both group and individual levels.
4. Continuous professional learning includes a broad range of formal, informal, and experiential learning opportunities that are planned, meaningful and related to the general duties, responsibilities or aspirations of the teacher.

General Practice and Procedures

- Teachers will complete a Personal Professional Growth Plan (PPGP) each school year.
- The growth plan aligns with school and school division priorities.
- The growth plan will be discussed with in-school administration. The growth plan should be comprehensive enough for teachers to identify current needs and professional development to facilitate this.
- The year-end reflection will be completed and discussed with in-school administrators before the end of the school year.
- Teachers are encouraged to use a variety of strategies to achieve professional goals, such as: classroom observations, learning coach support, professional reading, workshops, PLCs, etc.

Timeline for Professional Growth

Teachers and in-school administrators are expected to adhere to the following timeline:

- Teachers complete PPGP by **September 15**
- Teachers and in-school administrators complete initial PPGP Meeting by **October 15**
- Teachers and in-school administrators complete mid-year PPGP meeting by **Feb. 15**

- Teachers complete PPGP year-end reflection by **May 31**
- Teachers and in-school administrators complete year-end PPGP meeting by **June 30**

Teacher Supervision

Teacher supervision is an ongoing, planned, collaborative process designed to facilitate and support effective teaching and individual growth in meeting professional, school and division goals. Successful teaching occurs best in empowering, supportive environments that encourage creativity and innovation.

Beliefs about Teacher Supervision

1. Teacher effectiveness is the most important in-school determinant of student learning.
2. The improvement of teaching effectiveness is a shared responsibility between individual staff members and the Northwest School Division.
3. Effective supervision promotes and supports opportunities for teacher effectiveness and professional growth.

Procedures for Teacher Supervision and Evaluation

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

- Supervision and evaluation shall be a collaborative process carried out by the Director, the Superintendents, the Principals, and Vice Principals.
- 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.
- When in-school administrators have concerns that a teacher is not meeting the expectations of the NWSD Teaching Competencies, they shall inform and discuss the circumstances of the concern with the teacher. Concerns will be reported to the director/designate as needed.
- In-school administrators will be provided with appropriate training related to this process. This practice will ensure fairness and effectiveness.
- Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.
- A route of appeal will be available to the teacher and the administrator.
- A review of the NWSD Professional Growth and Teaching Effectiveness Framework shall take place if requested by the Director/designate.

Formative and Summative Experiences for Teacher Supervision

Teacher supervision will comprise of both formative and summative experiences which contribute to teacher effectiveness and growth.

Formative Experiences

Formative experiences are for all teaching staff. Teachers will use the Teaching Competencies Rubrics to reflect and curate evidence of their teaching practices. Formative experiences will be centered on classroom visits that are:

- **Frequent**
- **Brief** - Around five to fifteen minutes

- **Substantive** -More than just making an appearance
- **Open ended** - Focused on the teacher’s instructional decision making, not just narrow data collection
- **Evidence-based** - Centered on what actually happens in the classroom
- **Criterion referenced** - Linked to NWSD Teaching Competencies and school priorities
- **Conversation oriented** – Designed to lead to rich, engaging conversations between teachers and instructional leaders

(Baeder, 2018)

Summative Evaluation

Summative evaluation is a process that focuses on assessing professional growth based on the NWSD Teaching Competencies. A final written report will be completed by in-school administrators for the purpose of 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

Summative Evaluations will be provided for:

- Teachers in year one, two, five, ten, fifteen, twenty and twenty-five.
- Teachers on temporary contracts will receive summative evaluations on a case-by-case basis as recommended by the in-school administrator.

Teachers in years 1, 2	Teachers in years 5, 10, 15, 20, 25	All Teachers
Personal Professional Growth Plan	Personal Professional Growth Plan	Personal Professional Growth Plan
Formative classroom visits by in-school administrator	Formative classroom visits by in-school administrator	Formative classroom visits by in-school administrator
In-school administrators will complete at least 2 formal visits* per academic year.	In-school administrators will complete at least 2 formal visits* per academic year.	
Superintendents will complete at least 2 formal visits* per academic year.		
Teachers, Administrators, and Sr. Administrators will use the Teaching Competencies Rubrics to collaboratively curate evidence of their teaching practices.	Teachers will self-assess, reflect, and provide evidence of their teaching practices based on the Teaching Competencies.	Teachers will self-assess, reflect, and provide evidence of their teaching practices based on the Teaching Competencies.
A final summative report** will be completed by in-school administrators using the Summative Evaluation Template. (Appendix 1)	Teachers will submit a final written reflection using the Summative Reflection*** Template (Appendix 2). Administrators will add their observations and feedback to this document.	

A copy of the final evaluation will be provided to the teacher, administrator, and division office to be added to the personnel file.	A copy of the final reflection will be provided to the teacher, administrator, and division office to be added to the personnel file.	
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*Formal Visits

- Formal visits will consist of pre- and post-conferences.
- Teachers are required to prepare a detailed lesson plan.
- After the formal visit, in-school administrators and superintendents will provide the teacher with written feedback using the Teaching Competencies Rubrics.

**Summative Report

- Evidence for summative report will be gathered from:
 - In-school administrator's notes and observations from formative experiences.
 - The feedback from Teaching Competencies Rubrics from the formal visits.
 - Teacher's written reflections using Teaching Competencies Rubrics.
 - Other artifacts such as lesson and unit plans, assessment data, student work, and professional learning etc.
- The principal will analyze all evidence and write the summative report using the Summative Evaluation Template (Appendix 1)
- The teacher will be provided with 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.
- The superintendent will initiate a meeting with the teacher and the in-school administrators to reflect on the report and to sign off.
- Copies of the summative evaluation will be provided to the teacher and the Northwest School Division Office.
- In the event that the observed performance does not meet acceptable educational standards, the teacher will be provided with assistance and the opportunity to reach the standards through the Teacher's Support Program.

***Summative Reflection

- Evidence for summative reflection will be gathered from:
 - In-school administrator's notes and observations from formative experiences.
 - Teacher's reflections using the Teaching Competencies Rubrics.
 - Other artifacts such as lesson and unit plans, assessment data, student work, and professional learning etc.
- Teachers will submit a final written reflection using the Summative Reflection Template, to which administrators will contribute their observations and feedback. (Appendix 2)
- Copies of the summative reflection will be provided to the teacher and the Northwest School Division Office.

- In the event that the observed performance does not meet acceptable educational standards, the teacher will be provided with assistance and the opportunity to reach the standards through the Teacher's Support Program.

Timeline for Supervision Process

In-school administrators and superintendents are expected to adhere to the following timeline:

- In-school administrators will share and explain the NWSD Professional Growth and Teaching Effectiveness Framework and expectations with all teaching staff
- 1st formal visitation by in-school administrator by **Oct. 15**
- 1st formal visitation by superintendent by **Nov. 30**
- Teacher will share evidence gathered so far with their in-school administrator by **Feb. 15**
- 2nd formal visit by in-school administrator by **Mar. 15**
- 2nd formal visit by superintendent by **Apr. 30**
- Teacher will share final copy of evidence gathered with their in-school administrator by **May 31**
- Principal will complete the Summative Report/Evaluation with teacher by **June 15**
- Final meeting with superintendent, teacher and in-school administrator by **June 30**

Teacher Support Program

Teachers whose performance does not meet acceptable educational and/or professional standards will be in a Teacher Support Program. Throughout the support period, 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.

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 counselor present at this meeting.

Step Two

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

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 counselor, 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.

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.

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.

Teacher Review Program

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

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 counselor present at this meeting.

Step Two

The teacher who has been placed on review may call upon a local STF counselor, 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 timeline for the plan.

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.

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.

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:

1. If progress is satisfactory, the formal process of review is concluded and the teacher will be placed back on the Teacher Support Program.
2. If progress is unsatisfactory, the teacher will be advised of the recommendation of dismissal under the provisions of The Education Act.

Teaching Competencies Rubrics

Engaging in Career-Long Learning ○ A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
	Collaborates with other teachers to build personal and collective professional capacities and expertise	
	Actively seeks feedback to enhance teaching practice	
	Builds capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments	
	Seeks, critically reviews, and applies educational research to improve practice	
	Maintains an awareness of emerging technologies to enhance knowledge and inform practices	
	Works in a collegial and collaborative manner with administrators, learning coaches, and other division personnel to promote student well-being and success	
	Sets goals for improvement of personal knowledge and skills	
	Incorporates learning from professional growth opportunities into instructional practice	

Notes:

Fostering Effective Relationships ○ A teacher builds positive and productive relationships with students, parents/guardians, peers, and others in the school and local community to support student learning.		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
	Interactions with students reflect genuine respect, empathy, and care	
	Promotes positive peer to peer interaction	
	Communicates frequently with parents/guardians regarding the instruction program and student progress.	
	Provides meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning	
	Demonstrates a leadership role in creating a positive school culture	
	Relationships with colleagues are characterized by mutual support and cooperation	
	Students exhibit respect for the teacher	

Notes:

Planning for Responsive Instruction ○ A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student. ○ A teacher implements the following essential questions: Where am I now? Where am I going? How am I doing? Where to next?		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
Planning		
	Demonstrates a professional level of knowledge about the curriculum and the skills and judgement required to apply this knowledge effectively	
	Communicates high expectations for all students	
	Designs coherent, sequential lesson, unit, and year plans	
	Plans and designs learning activities that align with the curriculum outcomes	
	Incorporates a range of instructional strategies	
	Plans cross curricular instruction to incorporate literacy and numeracy across content areas	
Assessment of, for, and as Learning		
	Clearly communicates the learning target and success criteria in student friendly language	
	Provides written and verbal feedback to students which is based on the learning target and success criteria, non-graded, purposeful, specific, timely, and corrective	
	Gathers formative assessment evidence from conversations, observations and products to inform instruction	

	Provides effective and authentic assessments by designing performance tasks that align with curricular outcomes	
	Involves students as active participants in determining how their learning will be demonstrated	
	Ensures fair and equitable assessments, giving all students opportunities to make connections and demonstrate their knowledge, skills, abilities, values, and attitudes in a variety of ways	
	Gathers evidence for summative assessment from conversations, products, and observations for the purpose of evaluating and reporting	
	Supports the use of reasoned professional judgement about the evidence used to determine and report the level of student learning	
	Follows all procedures as outlined in AP360 Student Assessment and Evaluation	

Notes:

Maximizing Student Engagement ○ The teaching and learning environment promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives.		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
	Plans and designs a variety of engaging learning activities that consider relevant local, provincial, national, and international contexts and issues.	
	Builds student capacity for: • Collaboration • Communication • Creativity and innovation • Compassion and character • Community and citizenship • Critical thinking and problem solving	
	Uses data from formative assessments to strategically respond to specific needs using flexible, small-group instruction	
	Includes student voice in dialogue and discussion to inform programs and activities in the classroom and school that represent the diversity, needs and interests of students	
	Incorporates social and emotional learning activities as extensively as possible including reciprocal teaching, collaborative problem solving, problem-based learning, peer tutoring, small group learning, goal setting	
	Designs authentic, creative and innovative teaching strategies and learning activities	
	Provides opportunities for student leadership	

Notes:

Establishing Inclusive Learning Environments		
○ A teacher establishes, promotes, and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected, and safe.		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
	Uses appropriate universal targeted strategies and supports to address students' strengths, learning challenges and areas for growth	
	Communicates a philosophy of education affirming that every student can learn and be successful	
	Aware of and facilitates responses to the emotional and mental health needs of students	
	Recognizes and responds to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes	
	Employs classroom management strategies that promote positive, engaging learning environments	
	Incorporates students' personal and cultural strengths into teaching and learning	
	Makes learning meaningful and accessible for all learners by adjusting the learning environment, instruction, assessment and resources as outlined in the Adaptive Dimension for Saskatchewan K-12 Students	

Notes:

Actualizing Goals of Inspiring Success		
○ A teacher develops and applies foundational knowledge about First Nations, Metis, and Inuit for the benefit of all students.		
Areas for Improvement and/or Consideration	Criteria Standards	Areas of Strength
	Values and supports First Nations and Métis languages and cultures	
	Ensures equitable opportunities and outcomes for First Nations and Métis learners.	
	Creates respectful relationships and equitable partnerships with First Nations and Métis peoples'	
	Utilizes culturally appropriate and authentic assessment measures that foster improved educational opportunities and outcomes.	
	Demonstrates knowledge and understanding of the worldviews and historical impact of First Nations and the Métis Nation	

Notes:

Appendices

Appendix 1 Summative Evaluation Template

Appendix 2 Summative Reflection Template



Appendix 1: Summative Evaluation Template

Teacher: _____ School: _____ Date: _____
Subjects: _____ Grade: _____ Years of Employment: _____
Supervisor: _____ Supervisor: _____

Engaging in Career-Long Learning

Fostering Effective Relationships

Planning for Responsive Instruction

Maximizing Student Engagement

Establishing Inclusive Learning Environments

Actualizing Goals of Inspiring Success

Areas for further development:

Teacher

Meets or
Exceeds

Does Not
Meet

the expectations for teaching in
the Northwest School Division.

Teacher's Signature

Principal's Signature

Superintendent's Signature



Appendix 2: Summative Reflection Template

Teacher: _____ School: _____ Date: _____
Subjects: _____ Grade: _____ Years of Employment: _____
Supervisor: _____ Supervisor: _____

Engaging in Career-Long Learning

Fostering Effective Relationships

Planning for Responsive Instruction

Maximizing Student Engagement

Establishing Inclusive Learning Environments

Actualizing Goals of Inspiring Success

Areas for further development:

Teacher's Signature

Principal's Signature

Superintendent's Signature

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