Classroom Teacher, Prekindergarten Teacher & Student Support Teacher

Revised June 30, 2022

Criteria

The criteria for evaluating teacher performance shall include, but not be limited to, the Domains and Elements of the Teacher Professional Growth Rubric.

Procedures

The Superintendents of School Operations shall establish and maintain suitable procedures for supervising and evaluating the performance of all teachers (classroom, prekindergarten, student support). The program shall include the following:

- Formative Supervision – is to assist the teacher in such a way as to achieve goals. Formative Supervision is process-oriented as it is primarily concerned with improving the teaching practice so that student learning opportunities are maximized.

- Summative Evaluation – is to collect information to assess the present level of performance of the teacher. Summative Evaluation is used to provide a basis for decision making.

Supervision Model

The supervision model of formal and informal observations shall be used for the purpose of observing teacher behaviours and professional practices. Formal observations should involve pre and post conferences, observations of teacher practices, Formative Supervision Reports (Report 1 and 2), and a Summative Evaluation Report (Report 3). Informal observations of the teacher's professional practices shall be on-going. Post conferences for such observations shall bnfsu2s9rts

Teacher's Supervision and Evaluation

- The first Supervision and Evaluation Report (Report 1) focusing on four Elements completed by the principal for the three observations and the one pre and post conference that took place before December 1. The Supervision and Evaluation Report (Report 1) shall be submitted to the Designated Superintendent by December 20.
- The second Supervision and Evaluation Report (Report 2) focusing on the remaining four Elements completed by the principal for the three classroom visits and the one pre and post conference that took place between January and May 1. The Supervision and Evaluation Report (Report 2) shall be submitted to the Designated Superintendent by May 31.

- All Supervision and Evaluation Reports shall:
    - Be shared with the teacher.
    - Be signed on the signing page.
    - Be given to the teacher and placed in the teacher's personnel file.

- A final Supervision and Evaluation Report (Report 3) on all Elements will be completed by the principal for all teachers that are on Track 1 and reviewed with the teacher by May 31.
    - All final Supervision and Evaluation Reports shall:
        - Be shared with the teacher.
        - Be signed on the signing page.
        - Be given to the teacher and placed in the teacher's personnel file.

- Should the principal be concerned about the teacher's performance, the principal shall contact the Designated Superintendent and then complete Report 3 to initiate Track 4 – Not Demonstrating Proficiency.

Track 2: Four Year Cycle of Supervision

Following the second year of successful teaching, teachers shall be supervised every fourth year thereafter or more or less frequently in identified circumstances, as determined by the Designated Superintendent.

During the four year cycle, supervision and evaluation shall follow the same process as outlined

Track 4: Not Demonstrating Proficiency

A teacher may be placed on Track 4: Not Demonstrating Proficiency, if through the processes of regular support and supervision, the teacher is not progressing or demonstrating proficiency in one or more of the Elements in the Teacher Professional Growth Rubric.

During this process the principal shall:

- Share their concern with the teacher.
- Discuss the matter with the Designated Superintendent.
- Complete the Supervision and Evaluation Report to indicate that a Track 4 supervision is being recommended.
- Inform the teacher that they will be making recommendation to the Designated Superintendent for placement on Track 4: Not Demonstrating Proficiency.
- Share the Supervision and Evaluation Report with the Designated Superintendent.

The Designated Superintendent and the principal shall determine the placement of the teacher on Track 4: Not Demonstrating Proficiency.

The Designated Superintendent may place a teacher directly on Track 4: Not Demonstrating Proficiency, when deemed necessary.

If the teacher is placed on Track 4, the following shall take place:

- The teacher will be given written notification that they have been placed on Track 4. The notification may be mailed, emailed, or presented at the first meeting.
- The teacher will be given a copy of the Supervision and Evaluation Report which indicates the Element(s) deemed not to be proficient.
- The teacher will be given a copy of the Teacher Not Demonstrating Proficiency Plan of Improvement and will be asked to begin preparing the improvement plan.
- The Designated Superintendent shall arrange a meeting with the teacher and the

- The Designated Superintendent in collaboration with the principal shall supervise the process.
- The supervision plan will be conducted over a reasonable period of time.
- At the conclusion of the supervision process, the Designated Superintendent will conduct a summative evaluation of the teacher by completing the Supervision and Evaluation Report 3.
- A conclusion meeting will be held involving the Designated Superintendent, the principal, the teacher, and a STF representative, if necessary.
- The Designated Superintendent shall advise the teacher of the outcome and share the Supervision and Evaluation Report 3.
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SPTRB Conduct

Section 33 of the Registered Teachers Act defines professional misconduct:

Professional misconduct is a question of fact, but any matter, conduct or thing, whether or not disgraceful or dishonourable, constitutes professional misconduct within the meaning of this Act if:

(a) it is harmful to the best interests of students or other members of the public;

(b) it tends to harm the standing of the profession;

(c) it is a breach of this Act or the bylaws; or

(d) it is a failure to comply with an order of the professional conduct committee, the discipline committee or the board of directors.

Regulatory Bylaw 2 of the SPTRB:

Without restricting the generality of clause 33 of the Act, the following conduct on the part of a teacher is misconduct:

a. conduct which is harmful to the best interest of pupils or affects the ability of a teacher to teach;
b. any intentional act or omission designed to humiliate or cause distress or loss of dignity to any person in school or out of school which may include verbal or non-verbal behavior;
c. physically abusive conduct which involves the application of physical force which is excessive or inappropriate in the circumstances to any person;
d. sexually abusive conduct that violates a person's sexual integrity, whether consensual or not which includes sexual exploitation;
e. an act or omission that, in the circumstances, would reasonably be regarded by the profession as disgraceful, dishonourable or unprofessional;
f. being in violation of a law if the violation is relevant to the teacher's suitability to hold a certificate of qualification or if the violation would reasonably be regarded as placing one or more pupils in danger;
g. signing or issuing a docum5 (al)-2.ed an the.80 (e)-2 (r)9.80 ( )-3.60 each; d(su)-360 (e)8 (r)-1r-2.10 (n)-5 1

SPTRB Standards of Competence

Section 32 of the Registered Teachers Act defines professional incompetence:

Professional incompetence is a question of fact, but the display by a registered teacher of a lack of knowledge, skill or judgment or a disregard for the welfare of a student or other member of the public served by the profession of a nature or to an extent that demonstrates that the registered teacher is unfit to:

(a) continue in the practice of the profession; or

(b) provide one or more services ordinarily provided as a part of the practice of the profession;

is professional incompetence within the meaning of this Act.

References

Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, VA: Association for Supervision and Curriculum Development.