

SCHOOL DISTRICT NO. 48 (SEA TO SKY)

ADMINISTRATIVE PROCEDURE SERIES 400 - STAFF PERSONNEL

402

**PROFESSIONAL STAFF
EMPLOYMENT**

AP402.1

**Evaluation of Teacher Performance
and Supervision for Learning**

The following administrative procedures accompany the Policy and Regulations regarding the evaluation and supervision of teachers.

There are two aspects of the process. Part 1 deals with the summative evaluation and Part 2 with the supervision for learning. A chart showing the dual processes is attached.

1. Evaluation of Teacher Performance

- 1.1 Evaluation of teacher performance will occur as outlined in Article 29 of the Collective Agreement between the Sea to Sky Teachers' Association and School District No. 48 (Howe Sound).
- 1.2 The Director of Human resources will provide a list to principals of teachers requiring a performance evaluation under Article 22 Section 22.03.1 b) Temporary Teachers of the Collective Agreement between the Sea to Sky Teachers' Association and School District No. 48 (Sea to Sky) with respect to priority hiring rights. This list shall be provided no later than October 15.
- 1.3 A principal or vice-principal may at any time report on the work of a teacher and the learning situation in the teacher's class and shall deliver a copy of that report to the teacher.
- 1.4 The following criteria are to be used for evaluation:
 - Planning and Preparation
 - Long term planning
 - Short term planning
 - Classroom Environment
 - Physical Environment
 - Classroom Management
 - Student Behaviour, Conduct and Expectations
 - Instructional Process
 - Lesson Format
 - Instruction
 - Assessment and Evaluation

The Professional Performance Standards explain these criteria. These Standards are attached.

- 1.5 The following tool is recommended to support the process:
 - Preliminary Classroom Observation record - attached

- 1.6 The following report format is required to support the process:
- Report to Superintendent on Teacher Performance – attached
2. Supervision for Learning
- 2.1 Supervision for Learning is a voluntary program that may be used in a variety of contexts to suit the professional growth of teachers. It is applicable to any stage of a teacher's growth. One teacher may begin by self-assessing his/her own practice; another may welcome a partnership with a colleague.
- 2.2 The Professional Performance Standards will form the basis for a common language and professional dialogue.
- 2.3 The criteria listed in number 1.4 may be used in the Supervision for Learning process. In addition the following criteria may be used but only in the Supervision for Learning process.
- Professional Responsibilities
 - Staff Professionalism
 - Professional Growth
- 2.4 The following are examples of tools that may be used to support the process:
- Professional Development Log - attached
 - Three-week Unit Plan – attached
 - At-Task Observation – attached
 - Reflection Sheet – attached
 - Maintaining Accurate Records – attached
 - Research Log
- 2.5 An outcome of the process may be a Professional Growth Plan. Information to support this outcome is attached.

Three-Week Unit Plan
(Enhancing Educational Practice, Danielson)

Name _____ School _____

Grade Level _____ Subject _____ Date of Unit _____

Daily Topic and Activities

Monday	Tuesday	Wednesday	Thursday	Friday

At-task Observation

(Classroom Observations & Conferences with Teachers, Acheson & Hansen)

Technique: Construct a seating chart labeling each box with the student name. Systematically examine the behaviour of each student determining if the student is at-task, doing what the teacher considers appropriate. If so, indicate this by marking 1A in the box representing that child's seat. If the child is not at-task, the observer indicates this by recording 1B, 1C, etc., using the key created to indicate inappropriate behaviours. New of-task behaviors can be added to the key created to indicate inappropriate behaviours. New of-task behaviours can be added to the key as they are observed. The process is repeated at two to four minute intervals for the duration of the observation, indicating the times the observations were made somewhere on the chart. Results can be charted to gather data about individual behavior, student attentiveness, task orientation, and other related items.

Liz	Laura	Shawn		
1.F 5.B	1.D 5.A	1.F 5.B		
2.D 6.A	2.D 6.A	2.D 6.A		
3.B 7.D	3.D 7.D	3.B 7.D		
			Brent	
			1.A 5.E	1. 9:20
			2.D 6.E	2. 9:22
			3.E 7.E	3. 9:24
			4.E 8.E	4. 9:26
				5. 9:28
				6. 9:30
				7. 9:32
				8. 9:34
Pauline			Ronald	
1.D 5.E			1.C 5.F	
2.D 6.E			2.D 6.D	
3.E 7.E			3.A 7.F	
			4.C 8.F	
Michelle			Randall	
1.F 5.E			1.D 5.B	
2.C 6.E			2.D 6.A	
3.E 7.E			3.F 7.F	
4.E 8.E			4.F 8.B	
			Leslie	
			1.A 5.F	
			2.F 6.D	
			3.C 7.A	
			4.C 8.C	
	Brian	Rick		
David	1.A 5.E	1.A 5.E		
Absent	2.D 6.E	2.E 6.E		
	3.E 7.E	3.E 7.E		
	— —	— —		
			Teacher's Desk	

Reflection Sheet

(Enhancing Professional Practice, Danielson)

Name _____ School _____

Grade Level _____ Subject _____ Date _____

1. As I reflect on the lesson, to what extent were students productively engaged?
(component 4a)

2. Did the students learn what I intended? Were my instructional goals met? How
do I know, or how and when will I know? (components 1f and 4a)

3. Did I alter my goals or instructional plan as I taught the lesson? Why?
(components 1e and 3e)

4. If I had the opportunity to teach this lesson again to this same group of students,
what would I do differently? Why? (component 4a)

Maintaining Accurate Records

Name _____ School _____

Grade Level _____ Subject _____ Date _____

1. Provide documentation of recording student completion of assignments, fully or in part, for example a grade book. Explain how the system enables both teacher and students to know at all times which assignments have been completed and which are outstanding.
2. Provide individual student assessment records, for example skills checklists, records of competencies, student portfolios, etc. Explain how the monitoring system is used to provide feedback to students and families.
3. Provide records of classroom non-instructional duties (returned permission slips, classroom supply orders, etc.) and explain the system.

Research Log

(Enhancing Professional Practice, Danielson)

Name _____ School _____

Grade Level _____ Subject _____ Date _____

1. Write a question that you would like to answer about student learning or your teaching.
2. What information do you need to answer the question?
3. In the Action Plan, indicate how you plan to answer the question.

Action Plan

Step	Actions	Time Line

4. Summary and Conclusions: If you are able to complete the research, answer the following questions:
 - What have you learned from this project?
 - What additional questions do you have?
 - Do you plan to alter your practice as a result of this project? If so, how?