

Administrative Procedures



AP 503 - Professional Growth – Supervision and Evaluation

References:

[NESD Teacher Supervision Growth Process](#)
[School Administrator Growth and Development Process](#)

Related:

Tracking:

Revised – April 2023

Status: APPROVED – May 30, 2023

BACKGROUND

The North East School Division is committed to the development of its teachers and support staff on an ongoing basis. It authorizes the Director of Education to develop and administer such programs as deemed necessary.

Systematic supervision, professional development, and formal evaluations ensure that the goals of the school division are being met, and that they maintain a high standard of performance in all job categories, recognize outstanding service, inform the employee being evaluated of his/her strengths and deficiencies in job performance, provide assistance and support to improve performance, make decisions regarding continuing employment with the school division, and contribute to employee growth and development.

PROCEDURES

Teacher Supervision and Evaluation

1. Teachers shall participate in a performance evaluation throughout their employment with the North East School Division as defined in the ***Teacher Supervision Growth*** process. This will include formal summative visits by Educational Superintendents as well as formative visits by school-based administration.
2. Educational Superintendents are responsible for the performance evaluation of the teaching staff.
3. The North East School Division is committed to supporting each individual teacher who participates in the performance evaluation process.
4. The evaluation is to be based upon the criteria established by the North East School Division. The evaluation is to be achieved and supported through formative and summative processes.
5. Information used to create a performance appraisal should be derived from classroom observations, professional dialogue, self-assessment, and a variety of other strategies.
6. A copy of performance appraisals completed by Superintendents are to be provided to the teacher, the school principal, and one copy placed in the teacher's personnel file.
7. A teacher may initiate an additional performance appraisal at his or her own request.
8. The teacher's principal or the Educational Superintendents may request additional performance appraisals.
9. Teachers are to be given the opportunity to append written comment to their performance appraisal.

Professional Growth of Teachers – Innovation Sprints

1. Self-directed professional growth will occur through the ***Innovation Sprint Cycles*** as outlined in the Principal's Handbook.
2. The Director of Education and designates are committed to supporting teachers in their efforts to expand their professional competencies through engaging in professional development locally, regionally, provincially and through appropriate post-secondary education at qualifying universities.
 - a. The North East School Division may consider applications by teachers for financial support of post-secondary course work by teachers in programs, in cases where the course work suggested would prove mutually beneficial to the teacher and the school division.
 - b. Such applications will be made directly to the Superintendent of Human Resources as per the established guidelines.

School-Based Administrators Supervision and Evaluation

1. Ongoing supervision, professional development and formal evaluation are to occur among principals and vice-principals to support their continuous growth and development in the knowledge, skills and abilities required for their leadership and management roles as defined in the [***School Administrator Growth and Development Process***](#).
2. With respect to supervision:
 - a. The Educational Superintendents have the primary responsibility for the supervision of principals.
 - b. The principal has the primary responsibility for the day-to-day supervision of the vice-principals.
3. With respect to professional development:
 - a. School-based administrators have the primary responsibility for their professional development and are expected to develop a written professional growth plan. The assigned Educational Superintendent shall meet with the school administrators to review their professional development plan.
4. With respect to formal evaluation:
 - a. School based Administrators shall participate in a performance evaluation, throughout their employment with the North East School Division as defined in the ***Administrator Growth and Development Process***.
 - b. The Educational Superintendents have the primary responsibility for coordinating the evaluation of school-based administrators.
 - c. A report is to be completed by the evaluator and discussed with the school-based administrator before it is finalized.
 - d. The administrator is to be provided with a written copy of the evaluation and a copy shall be placed in his or her personnel file.
 - e. An evaluation may occur at any time at the request of the school-based administrator or the Educational Superintendent of the school.

Non-Teaching Staff Supervision and Evaluation

1. With respect to systematic supervision, the principal or immediate supervisor is to provide formative day-to-day supervision.
2. With respect to summative performance evaluations:
 - a. Employees are to be evaluated according to established criteria.
 - b. Employees are to be advised when the evaluation is to begin.
 - c. Employees are to be evaluated during their probationary period of employment.
 - d. Formal evaluations after the probationary period may be initiated at the request of the immediate supervisor or the designated Superintendent.
 - e. Observations, monitoring, and conferences with employees are to constitute an integral part of the evaluation.
 - f. The evaluator is to complete a written report.
 - g. A copy of the written report is to be provided to the employee, signed, and returned by the employee.
 - i. Provision is to be made for employee comments on the form.
 - h. A copy of the written report is to be placed in the employee's personnel file.

Education in a Culture of Excellence