

## 2.4

## Teacher Supervision and Evaluation

### 2.4.1 Definitions

Supervision is a collaborative process by which principals observe and gather information in order to support, guide and provide professional growth opportunities for teachers.

Evaluation refers to formal processes that involve a point-in-time judgment and written appraisal by an employer of a teacher's professional competence and effectiveness.

### 2.4.2 Beliefs

- (1) Teachers should embrace supervision and evaluation processes as opportunities for personal and professional reflection and growth.
- (2) Supervision and evaluation of teachers is best conducted in a school and work environment characterized by:
  - (a) Respectful and mutually supportive relationships that cultivate trust among teachers, principals and out-of-scope administrators.
  - (b) Transparent, fair and unbiased practices and decision-making that reflect the principles of natural justice including due process and notice.
  - (c) Policies, supports and resources that encourage teachers in achieving their own personal and professional aspirations and in meeting the expectations of the employer.
- (3) An effective teacher supervision process should:
  - (a) Include the individual teacher's personal experiences, knowledge and aspirations for their professional practice.
  - (b) Be conducted in collaboration with principals who possess the professional responsibility, qualifications and specialized training to identify the assistance and resources required to support the teacher's success.
  - (c) Be complementary to other teacher supports and processes which foster effective teaching and learning as well as student and teacher success.
- (4) An effective evaluation of a teacher's practice and performance should:
  - (a) Be informed by observations and information gathered during supervision processes.
  - (b) Be conducted by out-of-scope administrators who possess the professional responsibility, qualifications and specialized training required to carry out such employee evaluations.
  - (c) Include a process for a teacher to be heard and to appeal the judgment should he or she believe necessary.
- (5) Therefore, teachers individually and collectively:
  - (a) Advocate for the collaborative development of policies and processes to facilitate effective teacher supervision and evaluation.
  - (b) Model respectful communication and engagement in teacher supervision and employer evaluation processes.
  - (c) Advocate for access to professional growth opportunities for teachers, principals and out-of-scope administrators to further support carrying out their professional, supervisory and evaluative roles, respectively.

(2015)