Supervision and Evaluation: Student Services Teachers
Administrative Procedure 2.C.95

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Legal Reference: *The Public Schools Act, The Education Administration Act*

Date Adopted: October 2006

Date Amended: October 2009, September 2011, June 2018, **November 2026**

Purposes & Foundations

The purpose of supervision and evaluation is to support the professional growth, effectiveness, and accountability of student services teachers in carrying out their responsibilities to students, families, staff, and the Division.

The process recognizes that professional growth is best supported through continuous supervision, feedback, reflection, and collaboration, while also providing a formal evaluation process when required.

Pathway 1: Professional Growth Through Supervision

Supervision is a continuous process through which principals support and monitor the professional practice of student services teachers.

Supervision may include:

- Professional conversations and reflective dialogue;
- Review of Student-Specific Plans (SSPs), documentation, and case management practices;
- Observation of meetings, interventions, instructional support, consultations, and professional learning activities;
- Review of assessment and progress-monitoring practices;
- Collaboration with divisional student services personnel and school staff;
- Feedback from professional interactions;
- Review of professional responsibilities and contributions to the school community.

The principal shall provide timely feedback intended to reinforce effective practices and support professional growth.

Pathway 2: Formal Evaluation

A formal evaluation may be conducted when:

- A student services teacher is new to the role or to the school;
- A principal determines a formal evaluation would support professional growth;

- Concerns arise regarding professional practice;
- The superintendent directs that an evaluation be completed.

The evaluation process shall be fair, transparent, and based on multiple sources of evidence gathered over time.

Areas of Professional Practice

Formal evaluation will consider evidence related to the student services teacher position description, including:

1. Student-Specific Plan (SSP) development and implementation
2. Instruction and Support
3. Collaboration with staff
4. Behaviour and social skills support
5. Student support and case management
6. Professional development
7. Assessment and evaluation
8. Supporting transitions

Evaluation Process

A formal evaluation may include:

- A pre-evaluation meeting;
- Review of relevant documentation;
- Observation of professional practice;
- Professional conversations;
- Review of student support processes and outcomes;
- Input from divisional personnel where appropriate;
- Student services teacher reflection and self-assessment;
- A summative evaluation report.

Evaluation Timeline

Timeline	**Action**
September	• Principal reviews position description with student services teachers • Expectations regarding case management, SSPs, collaboration, and student support services are reviewed • A timeline for evaluation will be shared
Throughout School Year	• Participate in divisional professional learning and student services sessions • Collaborate with classroom teachers, administrators, support staff, clinicians, families, and community partners • Develop, implement, monitor and review Student-Specific Plans (SSPs) • Support student learning, inclusion, behaviour, social-emotional development, and transitions

	• Engage in ongoing professional reflection and growth conversations with the principal
Ongoing Supervision	• The principal conducts professional conversations, reviews documentation, and gathers evidence related to the student services teacher's professional practice • Evidence may include SSP documentation, progress-monitoring practices, collaboration, communication with families, meetings, interventions, professional learning, and other role-specific responsibilities • The principal provides ongoing feedback intended to support professional growth and effective practice
November	• Principal completes the **Interim Report on New / Returning Professional Staff (2.C.90A)**, where applicable • Principal may initiate Directed Improvement Process
Mid-Year	• Principal meets with the student services teacher to discuss progress, strengths, areas for growth, and any supports required • Additional coaching, observation and feedback may be provided as necessary • Principal gives a deadline for student services teacher to submit **Student Services Teacher Self-Evaluation (2.C.95A)**
March	• Principal completes the **Student Services Teacher Summative Evaluation Report (2.C.95B)** using evidence gathered throughout the evaluation period and the Student Services Teacher Self-Evaluation • Principal meets with the student services teacher to review the report, celebrate strengths, identify areas for continued growth, and discuss recommendations • The completed report is signed and submitted to the Superintendent and Human Resources for inclusion in the personnel file
** If a student services teacher disagrees with evaluation at any stage, they will document this and share with the principal and superintendent within five (5) teaching days.*	

Directed Improvement Process

At any time, when a principal determines that the student services teacher's performance is not meeting expectations and concerns have not been resolved through coaching, support, and feedback, the principal may initiate a Directed Improvement Process following consultation with the Superintendent.

Purpose

The Directed Improvement Process is intended to:

- Identify and document areas requiring improvement;
- Provide clear expectations and appropriate support;
- Monitor progress toward improvement; and
- Establish a fair and transparent process for addressing ongoing concerns.

Process

1. The principal will provide the student services teacher with written notice outlining:
    - The specific concerns;
    - The expected improvements;
    - Supports and resources available;
    - Evidence that will demonstrate successful improvement; and
    - Timeline(s) for improvement.
2. During the improvement period, the principal will:
    - Provide ongoing coaching, feedback, and support;
    - Monitor progress through professional conversations, documentation review, and other evidence related to the student services teacher's professional practice;
    - Maintain written documentation of the improvement process.
    - Consider referring the matter to the Superintendent pending the significance of concerns.
3. At the conclusion of the improvement period:
    - If sufficient improvement has occurred, the process will conclude and the teacher will be informed in writing; or
    - If concerns remain unresolved, the matter will be referred to the Superintendent for further review.

Superintendent Review

The Superintendent may:

- Extend the improvement period;
- Identify additional supports or expectations;
- Reassign the student services teacher;
- Consider further action in accordance with applicable legislation.

Potential Outcomes

When concerns remain unresolved despite reasonable support and opportunities for improvement, the Superintendent may recommend reassignment or further action up to and including termination, in accordance with *The Public Schools Act*.