
Classroom Teacher, Prekindergarten Teacher & Student Support Teacher

Professional Growth, Supervision and Evaluation Document



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Belief Statement

- Teacher effectiveness is the most important in-school determinant of student learning.
- Teachers are professionals and lifelong learners who are primarily responsible for their own professional learning and growth.
- Teacher professional growth, supervision, and evaluation is a shared responsibility between teachers, administrators, and superintendents.
- Teacher professional growth, supervision, and evaluation ideally takes place in an atmosphere of trust, mutual respect and support.

Purpose

The purpose of the Teacher Professional Growth, Supervision and Evaluation Document is to:

- Improve teacher effectiveness to maximize student learning.
- Examine practices to create the conditions that enhance student learning.
- Encourage teachers to reflect, seek feedback and work towards continual improvement.
- Provide a framework for collaborative practice.
- Guide and support professional learning and growth.
- Clearly articulate expectations.
- Provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).

Guiding Principles

The specific duties of the Teacher are to be carried out in accordance with *The Education Act, 1995* and the policies of Prairie South School Division.

The Superintendent of School Operations shall ensure that a program of supervision is carried out according to the following guidelines:

- The program of supervision should be part of an on-going process aimed at improvement of teacher practices to improve student learning.
- The supervision and evaluation of the teacher will be conducted in 'good faith' by all parties involved.
- Formal written records will serve to provide on-going records of performance.
- When there is a question of a teacher not meeting expectations, the principal shall investigate immediately and inform the Designated Superintendent.

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, and a Summative Evaluation Report. Informal observations of the teacher's professional practices shall be on-going. Post conferences for such observations shall be called at the discretion of the principal or upon request of the teacher.

Teacher’s Supervision and Evaluation At a Glance Chart

Teaching Track	Formative Supervision and Summative Evaluation Timeline
<p>Track One First and Second Year Teacher</p> <p>&</p> <p>Track Two Four Year Cycles of Supervision</p>	<p>By October 1</p> <ul style="list-style-type: none"> • Professional Growth Plan (PGP) submitted to Principal <p>By October 15</p> <ul style="list-style-type: none"> • PGP - Initial Review meeting with Principal <p>By December 10</p> <ul style="list-style-type: none"> • Formative Supervision Report on two or three domains with at least two elements per domain completed by Principal <p>By December 20</p> <ul style="list-style-type: none"> • Completed Formative Supervision Report submitted to Designated Superintendent <p>By February 1</p> <ul style="list-style-type: none"> • PGP - Interim Review submitted to Principal <p>By February 15</p> <ul style="list-style-type: none"> • PGP - Interim Review meeting with Principal <p>By May 1</p> <ul style="list-style-type: none"> • PGP - Year End Review submitted to Principal <p>By May 15</p> <ul style="list-style-type: none"> • PGP - Year End Review meeting with Principal • Formative Supervision Report on remaining two or three domains with at least two elements per domain completed by Principal <p>By May 31</p> <ul style="list-style-type: none"> • Completed Formative Supervision Report submitted to Designated Superintendent • Summative Evaluation Report completed and submitted to Designated Superintendent
<p>Track Three Ongoing Professional Growth Plan</p>	<p>By October 1</p> <ul style="list-style-type: none"> • Professional Growth Plan (PGP) submitted to Principal <p>By October 15</p> <ul style="list-style-type: none"> • PGP – Initial Review meeting with Principal <p>By February 1</p> <ul style="list-style-type: none"> • PGP - Interim Review submitted to Principal <p>By February 15</p> <ul style="list-style-type: none"> • PGP - Interim Review meeting with Principal <p>By May 1</p> <ul style="list-style-type: none"> • PGP - Year End Review submitted to Principal <p>By May 15</p> <ul style="list-style-type: none"> • PGP - Year End Review meeting with Principal
<p>Track Four Not Demonstrating Proficiency</p>	<ul style="list-style-type: none"> • Timeline to be determined by Designated Superintendent

Supervision Tracks

Track 1: First and Second Year Teacher

A teacher in his/her first two years of employment with Prairie South Schools shall be placed on Track 1.

During the first and second year of teaching, supervision and evaluation of **Classroom and Prekindergarten Teachers** shall include:

- A minimum of six classroom visits per year conducted by the principal. Three classroom visits shall take place before December 1 and three classroom visits shall take place between January and May 1.
- At least two pre and post conferences shall be conducted by the principal. One pre and post conference shall take place before December 1 and one pre and post conference shall take place between January and May 1.
- The first *Formative Supervision Report* focusing on **two or three Domains with at least two Elements per domain** completed by the principal for the three classroom visits and the one pre and post conference that took place before December 1. The *Formative Supervision Report* shall be **submitted to the Designated Superintendent by December 20.**
- The second *Formative Supervision Report* focusing on **the remaining two or three Domains with at least two Elements per domain** 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 *Formative Supervision Report* shall be **submitted to the Designated Superintendent by May 31.**

During the first and second year of teaching, supervision and evaluation of **Student Support Teachers (SSTs)** shall include:

- A minimum of 6 observations per year conducted by the principal. Three observations shall take place before December 1 and three observations shall take place between January and May 1.
- Each set of three observations should include observation of co-teaching in a classroom, small group or individual pullout, and a parent meeting.
- At least two pre and post conferences shall be conducted by the principal. One pre and post conference shall take place before December 1 and one pre and post conference shall take place between January and May 1.

- The first *Formative Supervision Report* 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 *Formative Supervision Report* shall be **submitted to the Designated Superintendent by December 20.**
- The second *Formative Supervision Report* 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 *Formative Supervision Report* shall be **submitted to the Designated Superintendent by May 31.**

- All *Formative Supervision Report* 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 *Summative Evaluation Report on all Elements* will be completed by the principal for all teachers that are on Track 1 and review it with the teacher **by May 31.**
 - All *Summative 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 a *Summative Evaluation Report* 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 in Track 1.

Track 3: Professional Growth Plan

All teachers, except for those on Track 2 or Track 4, shall be required to complete a Professional Growth Plan. This recognizes that the teacher is a self-motivated professional who assumes primary responsibility for his/her own professional learning and growth. It encourages the teacher to self-assess his/her performance, seek and gather feedback, and identify professional growth goals and priorities.

- The teacher, in conjunction with the principal, will be responsible for developing his/her plan in accordance to the *Teacher Professional Growth Plan*.
- The teacher will assume primary responsibility for planning and implementing his/her Professional Growth Plan.
- The teacher will submit his/her Professional Growth Plan to the principal by October 1 of the current school year and meet with the principal by October 15.
- The plan shall include a self-assessment and should target specific areas for growth, identify goals to support the growth, and the action steps required to achieve desired targets.
- The teacher and the principal shall review the contents, and the principal may make recommendations to enhance the plan
- The teacher and the principal shall retain a copy of the Professional Growth Plan at the school.
- The teacher will submit his/her Interim Review to the principal by February 1 of the current school year and meet with the principal by February 15 to review the progress of the Professional Growth Plan.
- The teacher shall submit his/her year-end review by May 1 of the current school year and meet with the principal by May 15.
- The year-end review is intended to be brief, but shall reflect the teacher's general perception of the plan. The year-end review should also identify plans for future growth.
- The Professional Growth Plan shall not become part of the teacher's personnel file unless requested by the teacher.

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 his/her concern with the teacher.
- Discuss the matter with the Designated Superintendent.
- Complete the *Teacher Summative Evaluation Report* and indicate that a Track 4 supervision is being recommended.
- Inform the teacher that s/he will be making recommendation to the Designated Superintendent for placement on Track 4: Not Demonstrating Proficiency.
- Share the *Teacher Summative 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 s/he has 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 *Teacher Summative Evaluation Supervision 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 principal.
- The teacher will be advised to have a Saskatchewan Teachers Federation (STF) Senior Administrative Staff representative at all meetings.
- The teacher will take primary responsibility for his/her own improvement plan.
- At the meeting, the *Teacher Not Demonstrating Proficiency Plan of Improvement* will be reviewed and the teacher will identify the activities s/he will undertake to remediate the area(s) identified as requiring improvement.
- At the meeting, the *Teacher Not Demonstrating Proficiency Plan of Improvement* will be reviewed and the teacher will identify the activities s/he will undertake to remediate the area(s) identified as requiring improvement.
The *Teacher Not Demonstrating Proficiency Plan of Improvement* will be signed to acknowledge that all participants have reviewed the form, or if necessary, a second meeting may be held to discuss and review the *Teacher Not Demonstrating Proficiency Plan of Improvement* before implementation begins.
- The Designated Superintendent may stipulate one or more elements in the plan to address the teaching deficiencies noted in the *Teacher Summative Evaluation Report*.

- The *Teacher Not Demonstrating Proficiency Plan of Improvement* will be implemented and monitored with data collected and feedback provided to the teacher as set out in the plan.
- 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 *Teacher Summative Evaluation Report*.
- 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 *Teacher Summative Evaluation Report*.
- If the teacher is deemed to be progressing or to have demonstrated proficiency, s/he will return to his/her former track.
- If the teacher is not progressing or is deemed not to have demonstrated proficiency, s/he will be advised that contract termination will be recommended under the provisions of Section 215 and 210 of *The Education Act, 1995*.
- All *Teacher Summative 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.

Appendices

Code of Ethics

All teachers (including principals, vice-principals, and consultants) in Saskatchewan are members of the STF and are governed by the Code of Professional Ethics. The Code of Professional Ethics is as follows:

1. To act at all times in a manner that brings no dishonour to the individual and the teaching profession.
2. To act in a manner that respects the collective interests of the profession.
3. To make the teaching profession attractive in ideals and practices so that people will desire to enter it.
4. To respond unselfishly to colleagues seeking professional assistance.
5. To respect the various roles and responsibilities of individuals involved in the educational community.
6. To inform an associate before making valid criticism, and inform the associate of the nature of the criticism before referring the criticism of the associate to appropriate officials.
7. To support objectively the work of other teachers and evaluate the work of other teachers only at the request of the other teacher or when required by role as a supervisor.
8. To strive to be competent in the performance of any teaching services that are undertaken on behalf of students, taking into consideration the context and circumstances for teaching.
9. To deal justly, considerately and appropriately with each student.
10. To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
11. To respect the right of students to form their own judgments based upon knowledge.
12. To encourage each student to reach the highest level of individual development.
13. To seek to meet the needs of students by designing the most appropriate learning experiences for them.
14. To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
15. To be consistent in the implementation and enforcement of school, school system and provincial ministry responsible for PreK-12 education policies, regulations and rules.
16. To render professional service to the best of the individual's ability.
17. To keep the trust under which confidential information is exchanged.
18. To keep parents and the school community informed of and appropriately involved in decisions about educational programs.
19. To model the fulfillment of social and political responsibilities associated with membership in the community.
20. To protect the educational program from exploitation.
21. To seek to be aware of the need for changes in local association, Federation, school, school division and provincial ministry responsible for PreK-12 education policies and regulations and actively pursue such changes.

A commentary that explains each article is available at the STF website: www.stf.ca

Code of Professional Competence

All teachers (including principals, vice-principals, and consultants) in Saskatchewan are members of the STF and are governed by the Code of Professional Conduct. The Code of Professional Conduct is as follows:

1. To create and maintain a learning environment that encourages and supports the growth of the whole student.
2. To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
3. To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
4. To carry out professional responsibilities for student assessment and evaluation.
5. To reflect upon the goals and experience of professional practice, and adapt one's teaching accordingly.
6. To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
7. To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others.

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 document in the teacher's professional capacity that the teacher knows or ought to know contains a false, improper or misleading statement; or
- h. falsifying a record relating to the teacher's professional responsibilities; providing false information or documents to the registrar or to any other person with respect to the teacher's professional qualifications.

SPTRB 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.

The standards of competence for registered teachers are set out in the SPTRB's Regulatory Bylaws:

Registrants of the Saskatchewan Professional Teachers Regulatory Board shall:

1. Create and maintain an environment that encourages and demonstrates a commitment to student learning and student well-being.
2. Demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
3. Demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
4. Carry out professional responsibilities for student assessment and evaluation.
5. Reflect upon the goals and experience of professional practice, and adapt one's teaching accordingly.
6. Work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
7. Conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others.

Functions and Duties of a Teacher

General duties of teachers

- 231(1) A teacher is responsible, in co-operation with staff colleagues and administrative authorities, for:
- (a) advancing the educational standards and efficiency of the school;
 - (b) participating in educational planning by the staff and the board of education or the conseil scolaire; and
 - (c) advancing his or her personal professional competence.
- (2) A teacher shall:
- (a) diligently and faithfully teach the pupils in the educational program assigned by the principal;
 - (b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;
 - (c) co-operate with colleagues and associates in program development and teaching activities pertaining to the class and individual pupils;
 - (d) maintain, in co-operation with colleagues and with the principal, good order and general discipline in the classroom and on the school premises;
 - (e) conduct and manage assigned functions in the instructional program in accordance with the educational policies of the board of education or the conseil scolaire and the applicable regulations;
 - (f) keep a record of attendance of the pupils for statistical purposes in the form that the department may prescribe or in any other form that may be recommended by the principal and approved by the minister.
 - (g) report regularly, in accordance with policies of the school approved by the board of education or the conseil scolaire to the parent or guardian of each pupil with respect to progress and any circumstances or conditions that may be of mutual interest and concern to the teacher and the parent or guardian.
 - (h) participate, under the leadership of the principal, in developing co-operation and co-ordination of effort and activities of members of the staff in accomplishing the objectives of the school;
 - (i) exclude any pupil from the class for overt opposition to the teacher's authority or other gross misconduct and, by the conclusion of that day, report in writing to the principal the circumstances of that exclusion;
 - (j) furnish, on request, to the board of education or the conseil scolaire, the director, the principal or the minister, any data or information in the teacher's possession respecting anything connected with the operation of the school or in any way affecting its interests or well-being;
 - (k) deliver up any school records or other school property or property of the school division or conseil scolaire in the teacher's possession when leaving the employment of the board of education or the conseil scolaire or when requested in writing by the board of education or the conseil scolaire to do so;

- (l) exclude from the teacher's classroom any pupil suspected to suffering from, or of being convalescent from or in contact with, a communicable disease and immediately report that exclusion to the principal who shall give notification of the exclusion and the reasons for it to the medical health officer;
- (m) re-admit to the classroom, on production of a written certificate from the medical health officer, any pupil who has been excluded pursuant to clause (l);
- (n) co-operate with the colleges of education of the universities in the education and training of teachers in accordance with the regulations and any policies of the board of education or the conseil scolaire with respect to access to the school and its facilities for that purpose;
- (o) attend regularly all meetings of the staff convened by the principal or the director;
- (p) advance or promote pupils in their work in accordance with the promotion policies of the school and under the general supervision of the principal; and
- (q) co-operate with supervisors, consultants and other personnel, and undertake personal initiatives in activities intended or designed to enhance in-service professional growth and the development of professional competence and status.

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- Sask. Teachers’ Federation: Code of Professional Competence.
<https://www.stf.sk.ca/portal.jsp?Sy3uQUnbK9L2RmSZs02CjVv0w7Zkl/ks6g2u00gzAtsk=F#portal.jsp?ST3d5ksrXH37Le5BSdsr0vZGZJmzTYKNX8t/KNvKOzGzoPTQdUwTEuQ==F>

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<https://www.stf.sk.ca/resource/code-professional-ethics>

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School Divisions – Saskatchewan, Canada

- former Davidson School Division (now Sun West School Division <http://www.sunwestsd.ca/>)
- Lloydminster Public School Division No. 99 <http://www.lpsd.ca/>
- Prairie Spirit School Division No. 206 <http://www.spiritsd.ca/>
- Prairie Valley School Division No. 208 <http://www.pvsd.ca/>
- Saskatoon Public Schools <https://www.gscs.ca/>
- Greater Saskatoon Catholic Schools <http://www.scs.sk.ca/>
- Regina Public Schools <http://www.rbe.sk.ca/>
- Northwest School Division No. 203 <http://www.nwsd.ca/>