



## **FACULTY SUPERVISION AND EVALUATION POLICY**

*Cultural Center for Language Studies*

### **1. General Statement**

The Cultural Center for Language Studies (CCLS) strongly believes that in order to achieve educational excellence, a qualified, professional faculty is needed to optimize the learning process. CCLS recognizes that individual teachers have different needs and has established a system that provides varying levels of supervision in order to assist teachers. This instructor evaluation process is intended to maximize instructor effectiveness.

### **2. Administrative Supervision of Teachers**

CCLS teachers will be supervised by the school's Director or Academic Coordinator annually or as deemed appropriate by the administration, to ensure there is consistency in methodology. Newly hired teachers should be supervised during their first teaching session, to ensure they have assimilated CCLS' teaching methodology. Off-site adjunct instructors' evaluations may be done remotely via a video conferencing tool at the discretion of the Director. The purpose of the announced and/or unannounced classroom observations is to enhance and develop teachers' performance; to help teachers overcome their difficulties; and to point out the teachers' strengths. CCLS intends to provide a safe and supportive approach to address teachers' professional growth. A Teacher Evaluation Form will guide the Director or Academic Coordinator in the faculty supervision process.

Teachers will be placed in one of the following categories according to their performance:

- 2.1 Ongoing Supervision – Teachers are placed in Ongoing Supervision status when they have exceeded CCLS minimum competency standards. Instructional observations should be done at least annually. A teacher can be moved to intensive supervision or focused assistance as a result of his or her classroom observations.
- 2.2 Intensive Supervision - Teachers are placed in Intensive Supervision status when they have met but not exceeded CCLS minimum competency standards. Supplementary instructional observations should be done in addition to the required annual supervision and conferencing session. Newly hired teachers may be placed on intensive supervision as deemed appropriate by the administration. A teacher can be moved to ongoing supervision or focused assistance as considered appropriate by the administration as the result of his or her classroom observations.
- 2.3 Focused Assistance – For a teacher whose performance at any time does not meet CCLS' standards for competency as per CCLS Competencies of Faculty Professional Practice. A teacher can be moved to ongoing supervision or intensive supervision as considered appropriate by the administration as the result of his or her classroom observations.

#### **2.1 Ongoing Supervision**

- 2.1.1 Ongoing classroom observation is to be conducted for all instructors who are not in intensive supervision or focused assistance. The administration schedules a minimum of one yearly observation at the discretion of the administration. The observation should be shared with the teacher within five school days of the classroom observation. The Teacher Evaluation

Form will be used for this purpose and will be included in the teacher's personnel file. The purpose of the session will be:

- a) To ensure teachers are consistent in practicing CCLS' preferred methodologies.
- b) To identify areas of strength and areas of growth in instructional management and professional work habits.
- c) To provide support and guidance to the teacher.

2.1.2 Following the discussion session with the teacher, the visitor will submit one of the following statuses to the administration:

- a) Ongoing
- b) Intensive Supervision
- c) Focused Assistance

## **2.2 Intensive Supervision**

2.2.1 Intensive supervision is to be conducted for teachers who are having difficulty with classroom management techniques and should be scheduled within four weeks of the first visit. The observation should be shared with the teacher within five school days of the classroom observation. The Teacher Evaluation Form will be used for this purpose and will be included in the teacher's personnel file. The purpose of the session will be:

- a) To ensure teachers have improved their teaching techniques/class management/ work habits as observed in the first visit.
- b) To identify areas of strength and areas of growth in instructional management and professional work habits.
- c) To provide support and guidance to the teacher.

2.2.2 Following the discussion session with the teacher, the visitor will submit one of the following statuses to the administration:

- a) Ongoing Supervision
- b) Intensive Supervision
- c) Focused Assistance

2.2.3 If the visitor determines, after careful consideration, that a teacher's teaching is adequate (Meets Standards), but does not exceed CCLS' competency standards, the visitor will recommend to the administration that the teacher be placed on Intensive Supervision. A follow-up visit will be scheduled within four weeks of the first visit.

## **2.3 Focused Assistance**

2.3.1 A teacher is placed in Focused Assistance when their level of performance does not meet at least 50% of the competency standards in instructional management or professional work habits and/or when a teacher fails to make required progress towards the attainment of identified goals.

The decision to place a teacher on Focused Assistance can be made at any time during the year as a result of the teacher's classroom observation. The observation should be shared with the teacher within five school days of the classroom observation. The teacher will fill out a Goal Setting and Monitoring Sheet with the Director which will be included in the teacher's personnel file. In turn, the Director will:

- a) Work with the teacher directly to set goals and provide assistance to change the behaviors or practices that might be problematic.
- b) Set a timeline which clearly states when the next classroom observation will take place.

The Goal Setting and Monitoring Sheet accounts for the instructors' deficiencies with remedies and feedback as well as a timeline which clearly states when the next classroom observation will take place. The Goal Setting and Monitoring Sheet will be included in the teacher's personnel file. Depending on the nature of the deficiency, additional administrative/pedagogical support from the Director might be necessary.

A follow-up instructional observation will be conducted by CCLS' Director or Academic Coordinator as indicated above. The purpose of this follow-up classroom observation will be:

- a) To ensure the teacher has improved on his or her deficiencies as outlined by the Director.
- b) To identify areas of strength and areas which still require improvement in instructional management and professional work habits.
- c) To provide support and guidance to the teacher.

2.3.2 Following the discussion session with the teacher, the Director will submit one of the following statuses to the administration:

- a) Focused Assistance
- b) Intensive Supervision
- c) Termination of Employment

2.3.3 If the teacher does improve performance to an acceptable level, the teacher will be placed on either Ongoing or Intensive Supervision. There will be a meeting with the supervising administration where recommendations and feedback will be given.

2.3.4 If the Director determines, after careful consideration, that a teacher's teaching has not shown any improvement and continues not to meet CCLS' minimum competency standards, the Director will recommend termination of employment to the President of CCLS.