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Procedures for the Supervision of Supervisory Officers

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SUPERVISION FOR GROWTH MODEL

Supervisory Officers

1.0 Introduction

Supervisory Officers are system leaders and members of the senior management team for the Thames Valley District School Board. They perform a critical role in support of the improvement of student learning and in achieving our mission to build each student's tomorrow, every day with the Vision that the Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students. The Thames Valley District School Board's Commitments are listed in Appendix A.

Supervision procedures strongly emphasize supervision of professional growth in a culture which reflects cooperative and self-directed approaches. A focus on encouraging Supervisory Officers to engage in mutual assistance for personal learning and to grow professionally is also a critical component. The supervision procedures for Supervisory Officers are highly individualized and developmental reflecting each individual's personal stage of professional development and experience in the role, consistent with our Mission, Vision and Commitments (attached as Appendix A).

2.0 Supervisory Officer Goal Setting and Performance Appraisal

2.1 Guidelines

The supervision of Supervisory Officers is an ongoing and collaborative process. Establishing goals, strategies, and indicators of success are a part of the supervision process for all senior administrators. The above components will assist in the preparation of the Supervisory Officer's Supervision for Growth Report (available on the Electronic Forms on the Employee Portal), based on The Ontario Leadership Framework (Appendix B) and our Mission, Vision and Commitments (Appendix A), which is completed by the end of the first year of appointment and annually thereafter.

2.1.1 Goals

Establishing goals (i.e. departmental, system and personal / professional) forms the basis for the supervision for growth process for Supervisory Officers. Goals should be stated in terms that are specific, measurable, observable and attainable. Recognizing that all Supervisory Officers' roles are not the same, Supervisory Officers may or may not have goals in all of the three areas.

2.1.2 Process

The administrator and supervisor will meet annually to discuss goals and strategies. They should also meet periodically to discuss progress and future direction. To be successful in attaining one's goals, personal reflection should be an integral part of the process.

2.2 Other Supports for Professional Growth are outlined (Appendix C).

2.3 Supervision includes periodic assessments of the effectiveness of the Supervisory Officer's performance of the responsibilities of the senior administrative position. A Supervisory Officer's Performance Appraisal Report (available on the Electronic Forms on the Employee Portal), will be completed at the end of the first year of appointment and at least every three years thereafter.

2.4 During the first year of a Supervisory Officer's appointment to this position, the supervisor shall review at least three times with the Supervisory Officer their progress in accomplishing the responsibilities of the position. Should there be performance concerns, such concerns will be communicated both verbally and in writing by the supervisor to the Supervisory Officer. Such communication will include the specific expectations of the role, and the steps necessary to meet these expectations.

2.5 Supervisory Officers who may experience difficulty should be provided with support and supervision for improvement. Procedures to be followed are attached as Procedures for Supervisory Officers Experiencing Difficulties (Appendix D).

APPENDICES

- A Thames Valley District School Board Mission, Vision and Commitments
- B The Ontario Leadership Framework 2013
- C Other Supports for Professional Growth
- D Procedures for Supervisory Officers Experiencing Difficulties
- E Forms Available on the Electronic Forms on the Employee Portal



OUR MISSION

We build each student's tomorrow, every day.

OUR VISION

The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievement - a strong foundation for all students.

OUR COMMITMENTS

As leaders in public education, we commit to putting the needs of the students first by:

- Keeping the needs of all students at the forefront during the decision making process.
- Advancing collaborative practices among staff that stimulate critical and creative thinking.
- Seeking input and communicating effectively with parents in a transparent and timely fashion.
- Engaging our community to share expertise in supporting the needs of students.

As leaders in public education, we commit to recognizing and encouraging leadership in all its forms by:

- Providing students with opportunities that develop leadership skills and innovation.
- Providing professional learning opportunities for staff that foster leadership and continuous improvement.
- Encouraging and supporting parent learning and leadership.
- Supporting student leadership development opportunities in the community.

As leaders in public education, we commit to ensuring safe, positive learning and working environments by:

- Supporting student learning by setting high standards and clear expectations.
- Providing parents with an educational environment that is welcoming, inviting, and accepting.
- Creating healthy workplaces and addressing the wellness needs of staff.
- Recognizing the rights of all to feel safe and respected.

As leaders in public education, we commit to inspiring new ideas and promoting innovation by:

- Providing students with inquiry-based learning and higher level thinking experiences.
- Encouraging and supporting risk-taking and innovation by staff.
- Engaging the community to provide real world experiences for students.

As leaders in public education, we commit to taking responsibility for the students and resources entrusted to our care by:

- Providing access to resources, technology and experiences that meet students' strengths and needs.
- Allocating appropriate resources to staff and students.
- Establishing, maintaining and nurturing partnerships with parents.

As leaders in public education, we commit to actively engaging our students, staff, families and communities by:

- Promoting students' voice and advocacy for self and others.
- Communicating effectively to staff and seeking feedback from all employee groups.
- Encouraging and supporting parent involvement and participation.
- Gathering input and feedback from the community around planning and program implementation.

As leaders in public education, we commit to being inclusive, fair and equitable by:

- Empowering students to become caring community members and responsible global citizens.
- Recognizing and celebrating the contributions and diversity of students, staff and volunteers.
- Recognizing and promoting our diversity and achievements.

SYSTEM-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

Leadership practices described in the School-level Leadership section of the Ontario Leadership Framework (OLF) are equally useful for both school- and system-level leaders, but those practices are enacted in qualitatively different ways. This placemat of system-level leadership practices adds to those common leadership practices a set of unique practices demanded of system-level leaders organized by the nine characteristics of strong districts outlined in the *District Effectiveness Framework* (DEF). The practices and personal leadership resources below capture how system leaders contribute to the development of strong districts.

Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	Provide coherent instructional guidance	Build district and school staff's capacities and commitments to make informed decisions	Create learning-oriented organizational improvement processes	Provide job-embedded professional learning	Align budgets, time and personnel/policies/procedures with district mission, vision and goals	Use a comprehensive performance management system for school and district leadership development	Advocate for and support a policy-governance approach to Board of Trustee practices	Nurture productive working relationships with staff and stakeholders
- Ensure that a transparent visioning/direction-setting process is carried out - Consult extensively about district directions as part of the process - Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization - Articulate, demonstrate and model the system's goals, priorities, and values to staffs when visiting schools - Embed district directions in improvement plans, principal meetings and other leader-initiated interactions	- Align curricular goals, assessment instruments, instructional practices and teaching resources - Insist on ambitious goals for teaching and learning - Advocate for attention to the best available evidence to inform instructional improvement decisions - Expect schools to focus on needs of individual as well as groups of students - Encourage staff to be innovative within the boundaries created by the district's instructional guidance system	- Use data from all available sources to assist decision making in the central office - Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible - Encourage collaboration in the interpretation and uses of data - Build system's capacity and disposition for using systematically-collected data to inform as many decisions as possible - Provide training for principals and staff on the use of data and research literature to sustain decision-making - Model evidence-informed decision making to school staffs - Ground interactions with, and advice to, trustees in sound evidence	- Require improvement processes to be evidence-informed - Set a manageable number of precise targets for district school improvement - Include school-level leaders in decisions about district-wide improvement decisions - Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole - Develop and implement board and school improvement plans interactively and collaboratively with school leaders - Create structures to facilitate regular monitoring and refining of improvement processes - Acknowledge provincial goals and priorities in district and school - Allow for school-level variation in school improvement efforts	- Provide extensive professional learning opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context - Use internal system networks as the central mechanism for the professional development of school-level leaders - Align the content of professional training with the capacities needed for district and school improvement - Require individual staff growth plans to be aligned with district and school improvement priorities - Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans	- Align the allocation of resources with district and school improvement goals - Align personnel policies and procedures with the district's improvement goals - Align organizational structures with the district's improvement goals - Provide principals with considerable autonomy in the hiring of teaching staff - Expect and assist schools to allocate instructional resources equitably	- Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders - Match the capacities of leaders with the needs of schools - Provide prospective and existing leaders with extended opportunities to further develop their leadership capacities - Develop realistic plans for leadership succession - Promote co-ordinated forms of leadership distribution in schools	- Encourage trustees to focus on district policy and the achievement of the district's goals and priorities (policy governance model of trustee practice) - Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities - Regularly report to the board progress in achieving these broad goals	Internal district and school staffs - Adopt a service orientation toward schools - Develop communication systems and processes throughout the district to keep all members informed - Develop open, accessible and collaborative relationships with principals - Encourage reciprocal forms of communication with and among schools - Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement - Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of school and system leaders working together on achieving the system's directions. - Buffer schools from external distractions to the district's and schools' priorities and goals Local Community Groups - Routinely consult with community groups on decisions affecting the community - Encourage staff to participate directly in community groups - Demonstrate the importance the district attaches to its community connections Parents - Hold schools accountable for developing productive working relationships with parents - Influence the work of schools toward fostering improved educational cultures in the home environments of their students Ministry of Education - Develop/maintain high levels of engagement with the provincial ministry of education - Engage frequently with the ministry proactively rather than only responsively - Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities

PERSONAL LEADERSHIP RESOURCES

Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources	Social Resources	Psychological Resources
- Problem-solving expertise - Knowledge of effective school and classroom practices that directly affect student learning - Systems Thinking* *Especially important for system leaders	- Perceiving emotions - Managing emotions - Acting in emotionally appropriate ways	- Optimism - Self-efficacy - Resilience - Proactivity* *Especially important for system leaders

Other Supports for Professional Growth

Mentoring

Mentoring is a professional relationship offering Supervisory Officers an opportunity to work with experienced colleagues who may have expertise in one or more specific areas. Mentoring is a professional relationship in which an experienced person - the mentor – acts as a teacher, coach, confidante and positive role model for a less experienced person.

Networking

A Supervisory Officer may wish to meet regularly with a colleague or group of people for guided and structured discussion about education, leadership and administration. Networking with other professionals, for example, could result in:

- examination and analysis of current research and information
- discussion of knowledge based on personal experiences
- drawing conclusions for future practice
- preparation for promotion

Other Professional Activities

In-service and professional development are the responsibilities of individual Supervisory Officers. The following are examples of activities that could be considered in order to remain current:

- conferences, workshops, courses, institutes, etc.
- further academic studies
- professional associations and committees
- professional literature
- community organizations

PROCEDURES FOR SUPERVISORY OFFICERS EXPERIENCING DIFFICULTIES

These procedures are followed when a Supervisory Officer is experiencing difficulty performing the job in accordance with normal professional expectations. Such difficulties will have been identified through the regular supervision process.

- 1.0 A Supervisory Officer who is experiencing difficulty shall receive a Letter of Concern from the Director of Education or designate. The Letter of Concern will specify:
- the area of concern
 - the expectations for improvement
 - a time line for improvement including a period of concern, not to be less than sixty (60) working days
 - recommendations for achieving improvement
 - any resources that may be appropriate for assisting in improvement

It is expected that a minimum of two reviews of progress will occur within this time period.

The Director or designate shall:

- prepare and sign three copies of the letter
- convene a meeting with the Supervisory Officer experiencing difficulty
- advise the person that they may have an advocate or advisor (e.g., Association representative or legal counsel) present at the meeting if so desired
- fully discuss the contents of the Letter of Concern with the person having difficulty and have the person acknowledge receipt of the letter by signing each of the three copies
- provide one copy of the letter to the person, forward one copy to the Supervisory Officer, and retain one copy.

- 2.0 At the conclusion of the period of concern, the Director or designate will forward a letter that states either:

a) that the period of concern has concluded with the expected improvement

- or -

b) that the period of concern has concluded but with ongoing reason for doubt.

- 3.0 The Supervisory Officer experiencing ongoing difficulties shall attend a meeting with the Director or designate at which it will be stated that a period of doubt is warranted. During this meeting, a Letter of Doubt will be provided to the Supervisory Officer specifying:
- the continuing area of concern
 - the expectations for improvement
 - a time line for improvement of not less than an additional sixty (60) working days

- recommendations for achieving improvement
- any resources that may be appropriate for assisting in improvement

The Director or designate shall carry out all the steps outlined in 1.0 above in preparing this letter, convening the meeting, advising the person of rights to representation, and discussions, signing and forwarding of copies of the letter.

4.0 At the conclusion of the time period provided for improvement in the Letter of Doubt, the Director or designate will either:

- a) prepare and deliver to the Supervisory Officer a letter that states that the period of concern has concluded with the expected improvement,

- or -

- b) prepare a letter outlining the expectations identified in the Letter of Doubt which have not been met, and indicating that a recommendation for demotion or termination will be taken to the Board. Such a letter will be prepared in consultation with the Board's legal counsel.

5.0 A Supervisory Officer continuing to experience difficulties following the period of doubt outlined in the Letter of Doubt shall attend a meeting regarding a recommendation for demotion or termination.

When a recommendation for demotion or termination is being considered, the Director or designate shall:

- convene and chair a meeting with the Supervisory Officer
- advise the Supervisory Officer that an advisor or legal counsel may be present for the meeting
- involve the person(s) evaluating the Supervisory Officer's work in the meeting
- fully discuss the letter described in 4 (b) above outlining the expectations identified in the Letter of Doubt which have not been met

Subsequent to the meeting and if applicable, notify the Supervisory Officer, in writing, that a recommendation for demotion or termination will be taken to the Board. This written notification shall include the following:

- i) wording of the motion, and the date and time at which it will be presented to the Board
- ii) reasons necessitating the preparation of the motion
- iii) area(s) of unsatisfactory job performance
- iv) efforts made to assist the Supervisory Officer and the personnel involved
- v) the Supervisory Officer's right to attend this board meeting with a representative and
- vi) the right of the Supervisory Officer with or without his advisor or counsel to respond orally and/or in writing to the motion by addressing the assertions of "unsatisfactory" job performance.

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- 6.0 The decision of the Board shall be communicated to the Supervisory Officer in writing by the Director or designate.
- 7.0 The Supervisory Officer is entitled to representation or support at any time under these procedures.
- 8.0 Although the evaluation procedures in Appendix D specify certain time periods and procedures, exceptional circumstances may arise that warrant the Board acting in a compressed time period or, in the case of serious jeopardy to students and/or program, immediately removing a person from a Supervisory Officer's role.
- 9.0 Nothing in these procedures will interfere with normal discipline for cause.

FORMS AVAILABLE ON THE ELECTRONIC FORMS ON THE EMPLOYEE PORTAL

Supervisory Officer's Supervision for Growth Report

Supervisory Officer's Performance Appraisal Report