



POLICY:

REGULATION: GCN – EVALUATION OF PROFESSIONAL STAFF

EXHIBIT:

TEACHER SUPERVISION POLICY

EVALUATION and PROFESSIONAL GROWTH

I. Purpose

The Board of Seine River School Division believes teacher supervision, evaluation and growth to be of vital importance in promoting student learning. The process of teacher supervision shall have the professional growth of staff as its primary objective. The professional growth of the teaching staff is a responsibility shared by the teacher, the school administrator and the school division.

The purposes of evaluation and supervision are:

- a) to encourage and recognize professional learning (professional growth) and
- b) to ensure the quality of teaching and learning in divisional schools (accountability)

II Components of the SRSD Teacher Supervision Policy

There are two components to the SRSD supervision policy:

- a) a *developmental (self-directed or cooperative) track* using the *Professional Growth Model* and
- b) an *evaluative track* using *clinical supervision*. (regular and/or intensive)

The developmental, Professional Growth Model, provides a framework for the supervision and growth of all teachers.

The evaluative, clinical track, outlines supplementary procedures for the supervision and growth of

- a) all teachers who are in their first or third year of service with the Division,
- b) teachers who have requested a formal evaluation for their records or to help them improve their teaching,
- c) teachers who have been identified by their principal to formally review programming skills, teaching techniques, classroom management and interpersonal skills.

APPROVED:

REVISED: January 2003

SOURCE:

OTHER REFERENCE:

III Developmental tracks: Professional Growth Model

The *Professional Growth Model* mandates a self-directed *or* a cooperative development plan for all teachers. The teacher may select the self-directed development option or the cooperative development option.

- a) *Self-Directed Development*: The teacher sets a professional goal annually, takes the necessary steps to achieve that goal, and assesses his/her own progress. The principal plays a consultative role.
- b) *Cooperative Development*: This is a process by which small teams of teachers (2 to 4) can work together for their own improvement. They can undertake the following kinds of activities: observing each other and giving each other feedback; holding structured professional dialogues; renewing and enabling the curriculum; developing learning materials and teaching strategies; conducting action research.

In both options, the teacher meets individually with the principal three times yearly to review and discuss his/her plan. (See APPENDICES C, D and E.)

To facilitate personal reflection and discussion on his/her work, the teacher is encouraged to keep ongoing documentation. As such, it might include examples of plans, materials, assignments, tests, students, work, written feedback to students, correspondence to/from parents and colleagues, evidence of professional growth activities such as workshops, courses, seminars, certification and documents received, relevant articles and so forth.

Copies of APPENDICES C, D and E, are forwarded to the Superintendent's Department by June 30th and become part of the teacher's personnel file.

The comments on these records are intended to be a reflective personal assessment of growth and development as a professional and as such should be more than a simple description of activities.

IV Evaluative track: Clinical supervision

The *Clinical Evaluation Process* is the responsibility of the school principal. The process can be either **regular** or **intensive**. The main purpose of this procedure is to provide the teacher with feedback about his/her performance

- a) for the purpose of assisting him/her improve professionally, and
- b) to provide documented rationale for teacher certification, tenure, dismissals, promotions, appointments, and subsequent track placements.

Definitions :

- a) **Regular supervision**
 - a process designed to assist the teacher in improving his/her teaching
- b) **Intensive Supervision**
 - If a principal, having completed a regular evaluation of a teacher, holds the competency of a tenured teacher in question, such teacher may be placed on probation.

- The evaluation that occurs while the teacher is on probation is by definition *intensive*.
- The teacher to be placed on probation shall be advised of his/her status both in person and in writing by the Superintendent or designate.
- The outcome of a probationary period is either reinstatement or termination.

Principles and processes of clinical supervision

- a) The purpose of the evaluation is clearly communicated in writing to the teacher prior to the start of the formal process. In most cases, this will be prior to September 30th.
- b) Except in special and/or unforeseen circumstances, teachers to be evaluated in a given year must be identified in the school's annual plan.
- c) Any teacher may request an evaluation in any year.
- d) The teacher and evaluator should have a common understanding of the criteria and procedures to be used. The system of evaluation distinguishes between competent and unsatisfactory performance
- e) A pre-conference shall be held with the teacher at the commencement of any formal evaluation cycle
 - i. to discuss purpose, goals, components, criteria and process used for teacher evaluation in Seine River School Division,
 - ii. to discuss the observation times and duration of such times,
 - iii. to discuss the specific procedures and forms to be used, and
 - iv. to discuss the focus and possible outcomes of the evaluation.
- f) Evaluation is an objective and honest judgment based on observed performance, conferences, and examination of students' work.
- g) The evaluation processes, regular and intensive, make ample provision for clear, personalized, constructive feedback.
- h) A copy of the final report is provided to the teacher at a post-conference. The original copy is submitted to the Assistant Superintendent, Instruction. The report shall contain a written summary based on the components of the evaluation. The teacher's signature on the report indicates that the teacher has read it. The teacher shall have (5) days to attach written comments to the report.
- i) The teacher shall have (10) days from the date of the final summative report to appeal his/her evaluation to the Superintendent or designate and subsequently to the Board.
- j) When a (first year) teacher is being considered for tenure, the evaluation report must be submitted by April 15th.

APPENDIX A

Procedure for Regular Supervision

- a) When observing a teacher for the first time, the emphasis should be on offering plenty of useful advice.
- b) Classroom supervision may be of the formal or informal type. Informal supervision may be short and unannounced and shall be followed by an oral or written report to the teacher.
- c) Every formal supervision, or series of formal supervisions, should normally be preceded by an interview to determine the objectives of the lesson and the manner in which the teacher plans to achieve these objectives. These should be followed by a subsequent interview as soon as possible, preferably within the three days following, to discuss the observations made.
- d) Every formal supervision shall be followed by a written report, dated and signed by the observer and the teacher. Every written report shall also allow the teacher space for comments he may wish to add.
- e) A summary report shall include an evaluation of the teacher's activities in the school, such as lesson preparation, discharge of other related duties, participation in curriculum related activities and contribution to professional growth of colleagues.

APPENDIX B

Teacher Evaluation Report

- A.** The **cover page** of the report should contain the following information:
- the teacher's name
 - the school and assignment
 - the language of instruction
 - years of experience i) in the school
 ii) in the division
 iii) in total
 - dates of pre and post conferences, classroom visits
- B. Evaluation Criteria** (A comment to be provided on each of the six groupings)
- I. Instructional Planning:**
- a) Prepares yearly program outlines with time lines following Manitoba Education guidelines.
 - b) Prepares yearly measurable objectives.
 - c) Incorporates differentiated instruction strategies.
 - d) Prepares lesson plans that consider the appropriate principles of learning styles and multiple intelligences.
 - e) Has a good knowledge of subject matter.
- II. Teaching Methodology:**
- a) Uses effective instruction format where appropriate.
 - b) Creates an effective learning environment.
 - c) Has an appropriate mastery of the language of instruction
 - d) Uses instructional time efficiently.
 - e) Uses technology appropriately
 - f) Modifies program to meet student needs.
 - g) Encourages students to strive for excellence.
 - h) Stimulates students to think creatively and critically.
 - i) Uses appropriate models of teaching
- III. Student Evaluation:**
- Student evaluation must be constructive and recognizing the individual's self-esteem.
- a) Maintains consistent and reasonable standards that are consistent with the current divisional policy on student evaluation.
 - b) Ensures evaluation criteria are congruent with program objectives and are made clear to students.
 - c) Uses a variety of evaluation techniques.
 - d) Evaluations and observations are frequent and regular throughout the year.
 - e) Maintains an effective record keeping and reporting system.
 - f) Frequently informs parents of student progress.
 - g) Students are informed of their progress in a prompt and regular manner.
 - h) The report card is an accurate reflection of the child's progress.

IV. Classroom Management:

- a) Organizes the classroom setting to promote effective learning.
- b) Employs effective student management techniques.
- c) Uses appropriate techniques for conflict resolution.
- d) Makes expectations known to students
- e) Maintains a balance between freedom and control within the school's discipline policy.
- f) Maximizes task-focused behaviour.
- g) Deals with students in a fair and consistent manner.

V. Interpersonal Relationship:

- i. Teacher-Student:
 - a) Seeks to develop in students a positive and realistic self-image.
 - b) Shows tolerance.
 - c) Is readily available to students.
 - d) Fosters the respect of students.
- ii. Teacher-Staff:
 - a) Shares ideas, techniques, materials and concerns with colleagues.
 - b) Promotes a team concept.
 - c) Offers and accepts constructive criticism.
- iii. Teacher-Parents:
 - a) Responds promptly and professionally to parents.
 - b) Respects confidentiality.
 - c) Actively involves parents in the education of their children.

VI. Professionalism:

- a) Takes initiative to improve professionally.
- b) Keeps abreast of developments in education.
- c) Complies with the policies of the school and the division.
- d) Maintains and promotes a positive attitude.
- e) Participates in co-curricular activities.
- f) Maintains self-control and deals with situations in a professional manner.
- g) Actively supports the school's and the division's goals and objectives.

C. The report should end with the following:

- A summary of the strengths observed
- Recommendations for professional growth
- An attestation from the teacher that the report was presented and discussed. The teacher should be given the opportunity to affix a comment if desired.
- The evaluator's signature.
- The Principal's signature if the evaluation was conducted by the Vice-Principal.