



Rolling River School Division

ADMINISTRATIVE PROCEDURE

GDNA – TEACHER SUPERVISION AND EVALUATION

The Board of Trustees of Rolling River School Division believes the supervision and evaluation of division educators is an integral part of ensuring the delivery of a quality education for all students. Primary objectives of an effective supervision program include improved instruction of students, quality learning experiences, the promotion of professional growth, and support of school and divisional strategies.

The Principal is responsible for the supervision and evaluation of all teachers in the school.

The Superintendent and his/her designate shall ensure that effective supervision and evaluation of instructional staff are in place in all division schools. The Superintendent's department may occasionally become involved in the supervision of teachers, but the primary responsibility for supervision remains with the Principals. The Superintendent or a designate shall approve expectations and procedures utilized to supervise and evaluate teachers. Procedures and expectations are provided in the RRSD Teacher Evaluation/Supervision for Growth Manual.

Supervision and evaluation of teachers must be an on-going process and evidence of performance reviews and professional growth shall be documented, reported and retained in the teacher's personnel file.

Index Regulation

Date Adopted: October 17, 2018

Date Reaffirmed: October 5, 2022

Rolling River School Division

Teacher Supervision and Evaluation for Growth Manual



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Teacher Supervision and Evaluation for Growth

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Rolling River School Division Mission Statement

“Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community.”

We Believe:

- All students have the ability to learn and achieve success.
- All students are unique and learn in different way.
- All students are valued for their individual gifts, talents and diversity.
- All students can conduct themselves in an ethical manner.
- All students can positively influence their world.

Teacher Supervision and Evaluation for Growth

The model for supervision and evaluation contained in this procedures manual is divided into four distinct programs:

1. Beginning Teacher Program (Evaluative Focus)
2. Experienced Teacher Program (Evaluative Focus)
3. Professional Growth Program (Supervision Focus)
4. Teacher Assistance Program (Evaluative Focus)

The Teacher Evaluation and Supervision for Growth Program is a 3-year cyclic process.

Overview of Teacher Evaluation and Supervision Programs			
Experienced Teacher Program			
Beginning Teacher Program (Evaluative Focus)	Evaluation Program (Evaluative Focus)	Professional Growth Program (Supervision Focus)	Teacher Assistance Program (Evaluative Focus)
<p><u>Who:</u></p> <ul style="list-style-type: none"> • teachers with less than three years of teaching experience • teachers who have not previously taught within Rolling River School Division • teachers who request a formal evaluation • teachers on term (within 3 months) (Appendix C) 	<p><u>Who:</u></p> <ul style="list-style-type: none"> • teachers with four or more years of experience • teachers who are beginning new assignments, as deemed appropriate by the Principal • teachers who request a formal evaluation <p><u>Cyclic:</u> to take place every 3 years</p>	<p><u>Who:</u></p> <ul style="list-style-type: none"> • teachers with three or more years of teaching experience who are demonstrating competency with the Components of Professional Practice and not presently being formally evaluated • annual completion of Professional Growth Plan (Appendix G, H, I) <p><u>Teaming:</u> may involve peer collaboration</p>	<p><u>Who:</u></p> <ul style="list-style-type: none"> • teachers in need of specific professional guidance and/or assistance in identified area(s) of the Components of Professional Practice, to be determined by the School Administrator
<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • to ensure that the Components of Professional Practice are understood, accepted, and demonstrated • to provide support in the implementing of the components • to provide accountability for decisions to continue employment 	<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • to enhance professional growth • to improve student achievement • to provide feedback on professional issues • to focus on personal, school, and division improvement initiatives 	<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • to enhance professional growth • to improve student learning and achievement and teacher Effectiveness • to provide feedback on professional issues • to focus on personal, school, and Division improvement initiatives 	<p><u>Purpose:</u></p> <ul style="list-style-type: none"> • to provide a more structured process for teachers who may benefit from additional support • to assist teachers who, in the School Administrator's professional judgment, are experiencing difficulty meeting an Effective level of performance (Appendix E)
<p><u>What:</u></p> <ul style="list-style-type: none"> • New/Term Teacher's Evaluation Form (Appendix C) • formal observations and evaluation of performance • collection of teaching artifacts (Appendix A) • reflection • Walkthrough Tool (Appendix B) 	<p><u>What:</u></p> <ul style="list-style-type: none"> • formal observations and evaluation of performance (Appendix E) • collection of teaching artifacts (Appendix A) • reflection 	<p><u>What:</u></p> <ul style="list-style-type: none"> • informal observations • develop and implement professional growth plan • Walkthrough Tool (Appendix B) • Professional Growth Plan (Appendix G, H, I) 	<p><u>What:</u></p> <p>Three Phases:</p> <ol style="list-style-type: none"> 1. Awareness Phase 2. Assistance Phase 3. Summative Phase
<p><u>Method:</u></p> <ul style="list-style-type: none"> • Classroom Walkthrough Tool / classroom observations with feedback (Appendix B) • review of teaching artifacts (Appendix A) • discussion of professional practices • teacher self-evaluation on domains of professional practice 	<p><u>Method:</u></p> <ul style="list-style-type: none"> • ongoing informal discussion of teacher performance • teacher develops a Professional Growth Plan • teacher references domains of professional practice being addressed • collaboration between teacher and School Administrator • establish indicators of progress • administrative support of teacher/feedback to teacher • classroom observations with feedback where applicable • Walkthrough Tool (Appendix B) • Rubric (Appendix E) 	<p><u>Method:</u></p> <ul style="list-style-type: none"> • observation and feedback focused specifically on identified area(s) requiring improvement • Walkthrough Tool (Appendix B) • Professional Growth Plan (Appendix G, H, I) 	

Teacher Supervision and Evaluation for Growth

The program in which a teacher is involved will determine whether the focus for that teacher will be evaluative or supervisory. Program placement, in consultation with the teacher, is determined by the School Administrator. To clarify the differences as they pertain to this procedures manual, the following table makes several further distinctions:

Components of Professional Practice (Appendix J)

<p>1. <u>Planning and Preparation for Learning</u></p> <p>Planning and Preparation for Learning includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Knowledge</td> <td style="width: 50%;">F. Lessons</td> </tr> <tr> <td>B. Outcomes</td> <td>G. Engagement</td> </tr> <tr> <td>C. Units of Study</td> <td>H. Resources and Technology</td> </tr> <tr> <td>D. Assessments</td> <td>I. Differentiation</td> </tr> <tr> <td>E. Anticipation</td> <td>J. Environment</td> </tr> </table>	A. Knowledge	F. Lessons	B. Outcomes	G. Engagement	C. Units of Study	H. Resources and Technology	D. Assessments	I. Differentiation	E. Anticipation	J. Environment	<p>2. <u>Classroom Management</u></p> <p>Classroom Management addresses the teacher's skills in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Expectations</td> <td style="width: 50%;">F. Responsibility</td> </tr> <tr> <td>B. Relationships</td> <td>G. Repertoire</td> </tr> <tr> <td>C. Respect</td> <td>H. Efficiency</td> </tr> <tr> <td>D. Social-Emotional</td> <td>I. Prevention</td> </tr> <tr> <td>E. Routines</td> <td>J. Incentives</td> </tr> </table>	A. Expectations	F. Responsibility	B. Relationships	G. Repertoire	C. Respect	H. Efficiency	D. Social-Emotional	I. Prevention	E. Routines	J. Incentives
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<p>3. <u>Delivery of Instruction</u></p> <p>Delivery of Instruction is concerned with the teacher's skill in engaging students in learning the content and includes a wide range of instructional strategies that enable students to learn. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Expectations</td> <td style="width: 50%;">F. Repertoire</td> </tr> <tr> <td>B. Mindset</td> <td>G. Engagement</td> </tr> <tr> <td>C. Outcomes</td> <td>H. Differentiation</td> </tr> <tr> <td>D. Connections</td> <td>I. Flexibility</td> </tr> <tr> <td>E. Clarity</td> <td>J. Application</td> </tr> </table>	A. Expectations	F. Repertoire	B. Mindset	G. Engagement	C. Outcomes	H. Differentiation	D. Connections	I. Flexibility	E. Clarity	J. Application	<p>4. <u>Monitoring, Assessment and Follow Up</u></p> <p>Rolling River School Division believes that assessment and the communication of student achievement and growth are essential to the teaching and learning process. These practices must be conducted in a positive way that supports continuous learning, development and growth. The primary purpose of assessment and evaluation is to improve student learning. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Criteria</td> <td style="width: 50%;">F. Inform Teaching</td> </tr> <tr> <td>B. Diagnosis</td> <td>G. Tenacity</td> </tr> <tr> <td>C. Assessment</td> <td>H. Support</td> </tr> <tr> <td>D. Self-Assessment</td> <td>I. Analysis</td> </tr> <tr> <td>E. Recognition</td> <td>J. Reflection</td> </tr> </table>	A. Criteria	F. Inform Teaching	B. Diagnosis	G. Tenacity	C. Assessment	H. Support	D. Self-Assessment	I. Analysis	E. Recognition	J. Reflection
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<p>5. <u>Family and Community Outreach</u></p> <p>When schools, parents, families and communities work together to support learning, students experience increased academic success, attend school more regularly, are more engaged and pursue pathways to post-secondary education. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Respect</td> <td style="width: 50%;">F. Homework</td> </tr> <tr> <td>B. Belief</td> <td>G. Responsiveness</td> </tr> <tr> <td>C. Expectations</td> <td>H. Reporting</td> </tr> <tr> <td>D. Communication</td> <td>I. Outreach</td> </tr> <tr> <td>E. Parental Involvement</td> <td>J. Resources</td> </tr> </table>	A. Respect	F. Homework	B. Belief	G. Responsiveness	C. Expectations	H. Reporting	D. Communication	I. Outreach	E. Parental Involvement	J. Resources	<p>6. <u>Professional Responsibilities</u></p> <p>Professional Responsibilities addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participation in ongoing professional development, and contributing to the school and Division environment. The components in this domain are:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A. Professionalism</td> <td style="width: 50%;">F. Leadership</td> </tr> <tr> <td>B. Reliability</td> <td>G. Communication</td> </tr> <tr> <td>C. Language</td> <td>H. Openness</td> </tr> <tr> <td>D. Judgment</td> <td>I. Collaboration</td> </tr> <tr> <td>E. Team</td> <td>J. Professional Growth</td> </tr> </table>	A. Professionalism	F. Leadership	B. Reliability	G. Communication	C. Language	H. Openness	D. Judgment	I. Collaboration	E. Team	J. Professional Growth
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A Suggested Timeline for Program Implementation

Month	Beginning/Experienced Teacher Formal Evaluation Program	Professional Growth Program	Teacher Assistance Program
September	<p>New teachers on term within 3 months of starting employment (Appendix C).</p> <p>Throughout the year, the teacher collects evidence of student learning and professional activities (teaching artifacts).</p> <p>Teacher and School Administrator conduct initial conference (prior to September 30) to familiarize with the evaluation process and review components in (Appendix E) and the Walkthrough Tool. (Appendix B).</p>		Can be initiated at any time during a school year, with timelines to follow accordingly. (See previous description of Teacher Assistance Program).
October	<p>Teacher completes self-assessment based on Components of Professional Practice and reviews with School Administrator prior to October 31 (Appendix E) and the Walkthrough Tool (Appendix B).</p> <p>School Administrator conducts first formal observation prior to October 31.</p>	<p>Teacher formulates and discusses growth plan with School Administrator prior to October 15.</p> <p>Teacher implements growth plan throughout the remainder of the year.</p>	
November			
December	<p>School Administrator conducts second formal observation prior to January 31.</p>		
January			
February			
March	<p>School Administrator conducts third formal observation prior to Spring Break.</p>	<p>Teacher conducts self- assessment and reflects on professional growth that has occurred.</p>	
April	<p>Teacher and School Administrator hold conference to examine teacher artifacts prior to April 30.</p>		
May	<p>School Administrator completes evaluation, holds conference with teacher prior to May 15.</p> <p>Teacher Evaluation Forms due at Division Office prior to May 25.</p>	<p>Yearly Review/Final Appraisal conducted with School Administrator prior to May 30.</p>	
June			

The Beginning Teacher Evaluation Program

The Beginning Teacher Evaluation program is designed for teachers who have less than three years of teaching experience and/or are new to teaching within Rolling River School Division. This program is also intended for teachers who are hired on term contracts, with the understanding that timelines may need to be adjusted accordingly depending on the duration of the term position and when it occurs during the school year.

New/Term Teacher Evaluation must be completed within 3 months of starting with Rolling River School Division. ([Appendix C](#))

A sufficient amount of contact time must be spent with the beginning teacher in order to Effectively evaluate teacher performance. Contact time may include the following:

- classroom observations and the collection/review of teaching artifacts are required activities
- review/discussion related to data collected and Teacher Collection of Artifacts ([Appendix A](#))
- informal visits/conversations/Walkthrough Tool ([Appendix B](#))
- review of self-assessment based on Teacher Supervision & Evaluation form ([Appendix E](#))

Primary Sources of Data:

- A formal observation must include a pre-conference, the observation, and a post conference. Formal observations must occur a minimum of three times throughout the school year.
- The classroom observation is then conducted, and the School Administrator records related data using the classroom Walkthrough Tool ([Appendix B](#)). The report is a source of data for use in collecting evidence and for use as a focus of professional discussion and formative reflection on teaching and learning.
- The classroom observation is then followed by a post-conference, which should occur in a timely manner. The discussion is focused specifically on what occurred during the observation. Here the School Administrator is to comment on observations that were made, offer suggestions where applicable, and provide a copy of the observation report to the teacher. At this point the School Administrator is not forming summative judgments about a teacher's performance. The teacher will bring the completed reflection form ([Appendix D](#)) to the conference to share with the School Administrator.
- Teacher Collection of Artifacts ([Appendix A](#)) provides a richer picture of all that is involved in teaching and should be used to support the evaluation process.

Other Suggested Sources of Data:

1. **Journals:** Journal writing improves reflective skills and encourages reflection to become a habit. It provides an opportunity to hear what the teacher is thinking and feeling and thereby allows the School Administrator to further support the needs of the teacher.
2. **Portfolios:** Key features of a teacher portfolio are:
 - structured around sound teaching standards and individual, school, and Division goals
 - should contain carefully selected examples of both student and teacher work that illustrate key features of a teacher's practice
 - contents should be framed by captions and written commentaries that explain and reflect on the contents of the portfolio

The Experienced Teacher Evaluation Program

The Experienced Teacher Evaluation Program is designed for teachers who have four or more years of teaching experience and/or School Administrators who request a formal evaluation. Teachers who were evaluated according to the Beginning Teacher Program do not enter the Experienced Teacher Program until their fourth year following their last Beginning Teacher Evaluation. Experienced teachers will be evaluated every three years. The formal evaluation of experienced teachers is the responsibility of the School Administrator.

1. Pre-Planning Phase:

Prior to the start of the evaluation process, a pre-conference between the teacher and School Administrator will occur to review the process, Teacher Supervision & Evaluation form ([Appendix E](#)), and data collection procedures.

2. Evaluative Phase:

A sufficient amount of contact time must be spent with the experienced teacher in order to effectively evaluate teacher performance. Contact time may include the following:

- classroom observations and the collection/review of teaching artifacts are required activities
- review/discussion related to data collected and Teacher Collection of Artifacts ([Appendix A](#))
- informal visits/conversations/Walkthrough Tool ([Appendix B](#))
- review of self-assessment based on Teacher Supervision & Evaluation form ([Appendix E](#))

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- Teacher Collection of Artifacts ([Appendix A](#)) provides a richer picture of all that is involved in teaching and should be used to support the evaluation process.

The Student Services Personnel Supervision and Evaluation Program

(Social Worker, Resource Teacher, and Guidance Counsellor)

School Administrators may have to gather data from alternate applicable sources when evaluating professional staff. Refer to [\(Appendix J\)](#), which are suggested Domains of Professional Practice that could be utilized for Evaluation and Supervision of Student Services personnel, and [\(Appendix K\)](#), which is the Student Services Personnel Evaluation & Support Program Final Evaluation Report.

Components of Professional Practice [\(Appendix J\)](#)

<p>1. <u>Planning and Preparation</u></p> <p>1a – Knowledge of Programs, Materials and Resources</p> <ul style="list-style-type: none"> • Knowledge of Programs, Materials and Resources • Knowledge of Prerequisite Relationships <p>1b – Knowledge of Students</p> <ul style="list-style-type: none"> • Knowledge of Characteristics of Age Group • Knowledge of Individuals' Varied Approaches to Learning • Awareness of Individuals' Skills and Knowledge • Knowledge of Individuals' Interest and Cultural Heritage <p>1c – Knowledge of Assessment Techniques, Assessing Learning, Social/Emotional and Behavioural Difficulties</p> <ul style="list-style-type: none"> • Knowledge of Assessment Techniques • Selection of Assessment Techniques • Student Assessment • Interpreting Assessment Results • Assessment Results Used for Planning 	<p>1d – Recording, Reporting and Caseload</p> <ul style="list-style-type: none"> • Recording • Reporting • Verbal Communication of Assessment Results • Caseload Management <p>1e – Reflections and Professional Growth</p> <ul style="list-style-type: none"> • Accuracy of Perception • Using Self-Evaluation to Improve Interventions and Skills • Enrichment Activities <p>1f – Ethical Standards and Responsibilities</p> <ul style="list-style-type: none"> • Knowledge of Ethical Standards • Responsibilities • Service to the Profession • Advocacy • Collaboration and Teamwork
<p>2. <u>The Educational Environment</u></p> <p>2a – Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> • Interaction with Students • Student Interactions <p>2b – Establishing a Culture for Learning</p> <ul style="list-style-type: none"> • Importance of Learning • Expectations for Progress • Arrangement of the Room <p>2c – Managing Groups</p> <ul style="list-style-type: none"> • Managing of Groups • Management of Transitions and Materials 	<p>2d – Managing Student Behaviour</p> <ul style="list-style-type: none"> • Standards of Conduct • Monitoring of Student Behaviour • Response to Student Misbehaviour • Response to Crisis Situation <p>2e – Managing Educational and Student Assistants</p> <ul style="list-style-type: none"> • Managing Assistants • Professional Development and/or Training of Assistants <p>2f – Contributions to School/Division Activities</p> <ul style="list-style-type: none"> • Relationships with Staff • Involvement in School/Division Activities
<p>3. <u>Service Delivery</u></p> <p>3a – Selecting Intervention Outcomes/Objectives</p> <ul style="list-style-type: none"> • Appropriateness of Intervention Outcomes/Objectives • Clarity of Intervention Outcomes/Objectives <p>3b – Designing Effective Intervention Strategies</p> <ul style="list-style-type: none"> • Intervention Strategies • Group Interventions <p>3c – Communication</p> <ul style="list-style-type: none"> • Communication with Parents and/or Outside Agencies • Sensitivity to Individual Needs • Participation of Parents and/or Outside Agencies in the Intervention Plan • Directions and Procedures • Oral and Written Language 	<p>3d – Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> • Quality of Questions • Discussion Techniques • Student Participation <p>3e – Engaging Students in Lessons and/or Engaging clients in Sessions</p> <ul style="list-style-type: none"> • Instruction of Content • Activities and Assignments • Grouping of Students • Structure and Pacing • Effective Instruction Techniques <p>3f – Demonstrates Flexibility and Responsiveness</p> <ul style="list-style-type: none"> • Lesson/Session Adjustment • Response to Students/Clients • Persistence

The Teacher’s Professional Growth Program

The purpose of the professional growth program is to provide a structured, supportive, and collaborative environment to promote professional learning. This program will provide a continuous cycle of assessment to ensure that all teachers grow professionally.

This program is designed for all experienced teachers, specifically teachers with three or more years of teaching experience and more than one year within Rolling River School Division and who are not on the Teacher Evaluation Program. The teacher takes the initiative to identify the focus of their efforts in the formative program, and to develop a Teacher Professional Growth Plan ([Appendix G](#)). This identification can come from self-assessments, referencing the Teacher Supervision & Evaluation form ([Appendix E](#)), from student, school, or division data and goals, or from personal motivation to gain new skills or acquire new knowledge. The teacher meets with the School Administrator to review and refine the plan. The teacher describes what methods or strategies will be used, the timelines for the plan, the resources/supports needed, and the indicators of progress.

With the Teacher Professional Growth Plan, formative evaluation is seen as a continuous process which creates an ongoing interaction between teachers and School Administrators. A teacher’s professional growth plan can exceed a one-year timeline, and multi-year professional growth plans are acceptable as long as annual reviews occur until the plan is complete. Yearly, teachers and School Administration meet to reflect, in writing, on the year’s professional growth plan. A yearly Teacher’s Professional Growth Plan – Yearly Review ([Appendix H](#)) is completed by the teacher in cases where the timeline of a growth plan exceeds one year, and a Teacher’s Professional Growth Plan - Final Appraisal ([Appendix I](#)) is filled out by the teacher and School Administrator upon completion of the plan.

Further, the above may also be supplemented with formal observations in the case where a teacher is new to a school within Rolling River School Division and/or has experienced a significant change in teaching assignment. This decision would be at the discretion of the School Administrator and in consultation with the teacher.

Teacher’s Professional Growth Plan Guidelines for Development	
A Teacher’s Professional Growth Plan may be developed by a teacher, or a team of teachers who wish to collaboratively develop a plan. The plan may include a timeline of 1-3 years for completion, with a yearly review occurring for plans that exceed one year. At the conclusion of a plan, a final appraisal will be completed by the teacher and the School Administrator.	
Professional Growth Plan Element	Suggestion
What <u>format</u> will be used?	Working with an School Administrator, with peers independently, multidisciplinary grade level teams, **PLC’s, etc.
What is the <u>goal</u> of your professional development plan?	Goals can be individual, school based, or related to divisional goals, all under the umbrella of improving student learning.
What is the timeline for your plan?	1 – 3 year plan
What <u>methods/strategies</u> will be used?	Action (field) research, coaching, self-assessment, supervision, university course work, workshops, teaming with other teachers, conferences, classroom observations
What are the indicators of progress?	Student work portfolios, peer observation, School Administrator observation, parent/student responses, statistical measures, performance assessment, journal entries, professional portfolios, benchmarks
What <u>resources/supports</u> are needed?	Classroom materials, student materials, professional reading materials, access to workshops, collegial time, appropriate technology, administrative support

**Rolling River School Division PLC Handbook

The Teacher Assistance Program

When a School Administrator has reason to believe that a teacher's performance in any area(s) of the Teacher Supervision & Evaluation form ([Appendix E](#)) is below a satisfactory level, the School Administrator may decide to initiate the Teacher Assistance Program. At the outset of this process the teacher will be informed of his/her right to have Manitoba Teacher's Society representation throughout the process. The primary responsibility for initiating and carrying out the Teacher Assistance Program rests with the School Administrator, but the Superintendent or Designate must be consulted and kept informed. *All steps within each phase must be appropriately dated and documented.*

Goals of the Teacher Assistance Program:

1. To assist teachers to correct and improve unsatisfactory teaching performance.
2. To provide due process and a mechanism by which a recommendation for disciplinary action can be made.

Three Phases of the Teacher Assistance Program

1. **Awareness Phase:**
 - i. The School Administrator identifies the concern(s) in writing to the teacher, and the teacher and School Administrator discuss strategies and resources the teacher may employ in an attempt to resolve the concern(s). This would also include the School Administrator and teacher scheduling a specific timeline for the concern(s) to be resolved.
 - ii. At the conclusion of the timeline decided upon in step one (often 30 days), the School Administrator will review the teacher's progress and make one of the following recommendations:
 - a) the area(s) of concern have been resolved and the teacher should remain in the Teacher's Professional Growth Program
 - b) the area(s) of concern have not been satisfactorily resolved, and the teacher is then formally placed into the Teacher's Assistance Program
2. **Assistance Phase:**
 - i. Review recommendations from the Awareness Phase.
 - ii. A specific plan will be developed, which includes:
 - growth-promoting goals which are specific, measurable, action-oriented, and realistic
 - strategies for resolution of the concern
 - timelines
 - indicators of progress
 - resources and supports needed
 - iii. The School Administrator and the teacher set up a specific time to review what progress has been made.
 - iv. One of the following recommendations will be made upon reviewing the teacher's progress:
 - the concern(s) are resolved and the teacher returns to the Teacher's Professional Growth Program
 - the teacher remains in the Teacher's Assistance Program with revised goals and timelines
3. **Summative Phase:**
 - i. The teacher may be placed in the summative phase because of, but not limited to, not satisfactorily meeting the components of professional practice after being in the Assistance Phase.



The Summative Phase will involve a meeting between the School Administrator, teacher, ITS Designate, and the Superintendent or Designate. The School Administrator will identify in writing the specific areas of concern related to the Teacher's Supervision & Evaluation form, or the policy/procedure in violation. The teacher will be given an opportunity to respond in writing. Following the discussion, the Superintendent or Designate will indicate next steps to be taken such as:

- a further and specific remedial plan with a timeline
- placement of the teacher on either paid or unpaid leave
- requirement of specific training or professional evaluation
- recommendation to the Board for contract review*

*This recommendation shall be made only after all attempts to assist the teacher have failed to produce the required improvement. The Superintendent's recommendation will include evidence of:

- having notified the teacher in writing of the proposed course of action and the reason(s) thereof
 - having advised the teacher that he/she has the right to appear and make representation before the Board and/or make a written submission which will be given to the Board as part of the deliberations dealing with the recommendation for termination as per Section 92 of the Public Schools Act. https://web2.gov.mb.ca/laws/statutes/ccsm/p250_2e.php
 - In any circumstances where the teacher holds a Teacher – General Contract, a recommendation for termination (including the procedure outlined in Section 92 of the Public Schools Act) would adhere to Article 11 of the RRSD and RRTA Collective Agreement. https://www.rrsd.mb.ca/UserFiles/Servers/Server_69019/File/Employment/Collective%20Agreements/RRTAcollectiveagreement-Expires2018.pdf
- iii. The Summative Phase only addresses ongoing performance concerns not corrected by the teacher under either the awareness phase or the assistance phase. The Summative Phase is not intended as a restriction on the Division's right to take appropriate disciplinary action for teacher misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL



APPENDIX "A" TEACHER'S COLLECTION OF ARTIFACTS

Examples of Artifacts for Possible Inclusion in a Beginning Teacher's Collection:

- Evidence of movement toward school goals and School Division goals
 - Mental Health and Well-Being
 - Cultural Proficiency
 - Literacy
 - Numeracy
- Indigenous Education
- Class schedules
- Seating charts
- Semester and unit plans
- Daily plans
- Activity descriptions
- Classroom rules and procedures (PAX Vision)
- Student achievement data
- Copies of quizzes and tests
- Copies of grade book
- Examples of student work
- Examples of written feedback
- Student profile
- Copies of handouts and worksheets
- Reading lists
- Diagrams and photographs of room
- Parent and student surveys
- Logs of parent contacts
- Samples of messages to parents
- Video and audio records of student performances
- Professional development activities

APPENDIX "B"
WALKTHROUGH TOOL

Classroom Walkthrough

Classroom Information

Teacher	
Grade level	
Subject area	
Date/Time	

What was the Learning Objective for the class?

Evidence of Student Learning

Comments

CULTURE OF LEARNING Are all students engaged in the work of the lesson from start to finish?

Ineffective	Minimally Effective	Developing	Predominant	Skilled
Very few or no students recognize behavioral habits, influence responses and/or ask appropriate questions.	Some students recognize behavioral habits, influence responses and/or ask appropriate questions. Some students follow behavioral conventions in their responses.	Most students recognize behavioral habits, influence responses and/or ask appropriate questions. Most students follow behavioral conventions in their responses.	All or almost all students recognize behavioral habits, influence responses and/or ask appropriate questions. All or almost all students follow	All descriptions for Level 4 are met, and all descriptions of the behavioral signs of evidence in this column. Students assume responsibility for positive and constructive and positive

Evidence/Artifact & Comment

Teacher Development	Description	Timeline	Relationships	Focus
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APPENDIX "C"

TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

NEW/TERM TEACHER'S EVALUATION
(To be completed within 3 months of anyone new to RRSD)

Teacher's Name: _____ School Year: _____

School: _____ Subject: _____

Most Recent Date of Hire: _____

****Please complete within first three months of the term position for new teachers.****

Effective Teaching Preparation			
A. Planning and Preparation	Satisfactory	Needs Improvement	Unsatisfactory
Implements lessons which provide for instruction of students at appropriate achievement levels, and reflects an appropriate sequencing of instruction, based on approved curricular objectives.			
B. Classroom Climate	Satisfactory	Needs Improvement	Unsatisfactory
Creates a classroom climate that is warm and inviting. Promotes the development of positive self-concept for all students.			
Involves students at all instructional levels in each lesson and encourages and receives inquiries, ideas and opinions that relate to those lessons from the students involved.			
Presents lessons in such a way as to encourage students to employ higher order critical thinking skills.			
Demonstrates fairness and consistency in the handling of student discipline.			
C. Instruction	Satisfactory	Needs Improvement	Unsatisfactory
Demonstrates knowledge of subject matter and transmits that knowledge in an interesting manner using a variety of techniques and/or materials to accomplish the objectives of instruction.			
Maximizes the use of time for instructional purposes, with all students being involved in meaningful learning activities.			
Uses a wide range of assessment information (including but not limited to observations by the teacher, CRT, etc.) to regularly adjust student instruction.			
Makes clear the purpose and/or practical importance of the lesson and how the content of the homework assignment relates to that lesson.			
Provides prompt and appropriate feedback on work completed by students.			
Demonstrates keen understanding of the needs, concerns, abilities and interest of each student in such a manner that leads to the delivery of needed instructional or other resources.			

Professionalism			
Uses current curricular and instructional practices which relate to Effective education.			
Actively participates in program improvement activities.			
Works cooperatively as an Effective team member to achieve school goals and objectives.			
Demonstrates accuracy in record keeping and promptness in meeting deadlines.			
Follows established school policies and procedures.			
Demonstrates Effective oral and written communication skills.			
Relates without difficulty to staff members and parents.			
Participates in work activities and exchanges ideas productively with co-workers.			
Interactions demonstrated contribute to positive relationships with students; other employees and the public.			
Works Effectively as a contributing member of a team.			
Maintains and respects confidentiality of information. Utilizes appropriate practices to maintain confidentiality in the workplace.			
Overall Rating			
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Unsatisfactory	
Evidence/Notes:			

Teacher's Signature: _____

Date: _____

School Administrator's Signature: _____

Date: _____



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX "D" CLASSROOM OBSERVATION REFLECTION FORM (To be completed by the Teacher)

Name: _____ School: _____

Grade/Subject: _____

Observation Date: _____ Time: _____

Post Conference Date: _____ Time: _____

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently?
If so, why?

Teacher's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX “E” TEACHER SUPERVISION & EVALUATION

A. Planning and Preparation for Learning				
The Teacher:	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards
A. Knowledge	Is expert in the subject area(s) and up to date on authoritative research on child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
B. Outcomes	Has a detailed plan for the year that is tightly aligned with provincial curricular outcomes.	Plans the year so students will meet provincial outcomes.	Has done insufficient planning to meet provincial outcomes.	Plans lesson by lesson and has little familiarity with provincial outcomes.
C. Units of Study	Plans all units backwards, aligned with provincial outcomes, embedding essential outcomes, assessment of knowledge and skills, at all levels of Bloom's taxonomy.	Plans most units backwards with outcomes, assessment of knowledge and skills, at some levels of Bloom's Taxonomy.	Plans units with some thought to larger goals and objectives and higher-order thinking skills.	Plans on an ad hoc basis ("wings it") with little or no consideration for long-range curriculum goals.
D. Assessments	Prepares diagnostic, formative and summative assignments to monitor measure and report student learning and to direct teaching.	Plans diagnostic, formative and summative assessment to measure and report student learning.	Uses formative and summative assessments to report student learning.	Uses summative assessments to report student learning.
E. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans for addressing them.	Has an idea about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
F. Lessons	Designs lessons with clear, measurable goals closely aligned with unit and provincial and outcomes.	Designs lessons focused on measurable outcomes aligned with unit and provincial outcomes.	Plans lessons with some consideration of provincial outcomes.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
G. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating and likely to engage most students in active learning.	Plans lessons that may motivate and engage some students in active learning.	Plans lessons with very little consideration of motivating or engaging students.
H. Resources & Technology	Designs lessons that use an Effective mix of high-quality, multicultural resources and technology.	Designs lessons that use a mix of multicultural resources and technology.	Plans lessons that involve a mixture of good and mediocre learning resources with little use of technology.	Plans lessons that rely mainly on textbooks or worksheets and little use of technology.
I. Differentiation	Designs lessons that break down complex tasks and address diverse learning needs, styles and interests.	Designs lessons that target diverse learning needs, styles, and interests.	Plans lessons with some accommodation of learning needs, styles and interests.	Plans lessons that do not consider learning needs, styles and interests.
J. Environment	Strategically organizes classroom furniture, resources, and displays to maximize student learning.	Organizes classroom furniture, resources, and displays to support student learning.	Little thought is given to organizing furniture, resources and wall displays to support student learning.	No thought is given to the impact of furniture arrangement and access to resources. Wall displays are not relevant or up to date.
Evidence/Notes:				

B. Classroom Management

The Teacher:	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards
A. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations for student conduct.	Clearly communicates and consistently enforces high standards for student behaviour.	Announces and posts classroom rules and consequences.	Comes up with ad hoc rules and consequences as events unfold through the year.
B. Relationships	Shows warmth, caring, respect and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful, and unapproachable to students; plays favourites.
C. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Wins students' respect and creates a climate in which disruption is infrequent.	Wins the respect of some students but there are regular disruptions in the classroom.	Is generally not respected by students and the classroom is frequently chaotic and / or sometimes dangerous.
D. Social-Emotional	Establishes an environment that successfully develops social-emotional skills and positive interactions.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of "bad" students.	Berates "bad" students, blaming them for their poor behaviour.
E. Routines	Effectively instills class routines so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, or punishing students.
F. Responsibility	Effectively develops students' self-discipline, self-confidence, and a sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
G. Repertoire	Has Distinguished discipline strategies and can capture and hold students' attention.	Has a repertoire of discipline strategies and can capture and maintain students' attention.	Has limited discipline strategies and students are frequently not paying attention.	Has few discipline strategies and constantly struggles to get student's attention.
H. Efficiency	Skillfully uses coherence, lesson momentum, and "silky-smooth" transitions to get the most of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and poor transitions.
I. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic presence and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
J. Incentives	Gets students to buy in to a Distinguished system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" such as free time without using it as a lever to improve behaviour.

Evidence/Notes:

C. Delivery of Instruction

The Teacher:	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards
A. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important, and they need to work hard.	Gives up on some students as incapable or unable.
B. Mindset	Actively fosters a "growth" mindset: take risks, learn from mistakes, and through Effective effort, high levels will be achieved.	Tells students it's okay to make mistakes; Effective effort, not innate ability, is the key.	Does not counteract students' misconceptions about innate ability.	Communicates a "fixed" mindset about ability: some students "have it"; some don't.
C. Outcomes	Shows students exactly what's expected by posting essential questions, outcomes, rubrics and exemplars of effective work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's outcomes.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where the instruction is headed.
D. Connections	Captivates students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is only occasionally successful in making the subject interesting and relating it to students' knowledge and interests.	Is rarely able to capture students' interest or make connections to their lives.
E. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are unclear, confusing or inappropriate.	Often presents material in a confusing way or uses language that is inappropriate.
F. Repertoire	Orchestrates Distinguished strategies, materials, and groupings to involve and motivate students.	Orchestrates Effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies, limited materials, and fails to reach some students.
G. Engagement	Gets all students highly involved in focused work in which they are active learners and problem solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to disengaged students or uses textbooks and / or worksheets to cover the course material.
H. Differentiation	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Successfully differentiates and scaffolds instruction to accommodate most students' learning needs.	Sometimes attempts to accommodate students with learning needs, with inconsistent success.	Fails to differentiate instruction for students.
I. Flexibility	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about adapting lessons to take advantage of teachable moments.	Is focused only on implementing lesson plans and sometimes misses teachable moments.	Is rigid and inflexible and rarely takes advantage of teachable moments.
J. Application	Consistently has students synthesize and internalize what they learn and apply it to real life situations.	Has students summarize what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Makes no connections to other concepts or contexts.

Evidence/Notes:

D. Monitoring, Assessment and Follow-up

The Teacher:	4. Highly Effective	3. Effective	2. Requires Growth	1. Does Not Meet Standards
A. Criteria	Posts and reviews the criteria for effective work, including rubrics and exemplars, and students internalize them.	Posts and reviews clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know or figure out what it takes to get good grades. No criteria is provided.
B. Diagnosis	Gives students well-constructed diagnostic assessments up front and uses the data to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments to instruction based on the data.	Diagnoses students' knowledge and skills but does not Effectively use the data to inform instruction.	Begins instruction without diagnosing students' skills and knowledge.
C. Assessment	Uses a variety of Effective methods to check for understanding; immediately addresses confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses moderately Effective methods to check for understanding during instruction.	Does not check, or uses ineffective methods to check, for understanding.
D. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problem areas in their work.
E. Recognition	Frequently posts all students' work to make visible and celebrate their progress with respect to outcomes.	Regularly posts students' work to make visible and celebrate their progress with respect to outcomes.	Posts some "A" student work as an example to others.	Posts only a few samples of student work or none at all.
F. Inform Teaching	Works with colleagues to use assessment data, fine-tune teaching, re-teach and help struggling students.	Uses assessment data to adjust teaching, re-teach and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
G. Tenacity	Persistently follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and re-test.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
H. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes refers students promptly for special help or refers students who don't need it.	Fails to refer students for special services or refers students who do not need them.
I. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessment, draws conclusions and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
J. Reflection	Works with colleagues to reflect on what worked and what didn't, and continuously improves instruction.	Reflects on the Effectiveness of lessons and units, and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Evidence/Notes:

E. Family and Community Outreach

The Teacher:	4. Highly Effective	3. Effective	2. Requires Growth	1. Does Not Meet Standard
A. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of student's families but sometimes shows lack of sensitivity.	Is often insensitive to the culture and beliefs of students' families.
B. Belief	Shows each parent an in-depth knowledge of their child and a strong belief that they will meet outcomes.	Shows parents a genuine interest and belief in their child's ability to reach outcomes.	Tells parents that he or she cares about their child and wants the best for them.	Does not communicate to parents any knowledge of their child or concern about their future.
C. Expectations	Gives parents clear, user-friendly learning and behaviour expectations and exemplars of effective work.	Gives parents clear, succinct expectations for student learning and behaviour for the year.	Sends home a list of classroom rules and the course outline for the year.	Does not inform parents about learning and behaviour expectations.
D. Communication	Ensures parents hear positive news / strengths about their child first, and immediately flags any problems where they exist.	Promptly informs parents of learning and behaviour problems, and also updates parents on good news / strengths.	Informs parents, know about problems their child is having but rarely mentions positive news / strengths.	Seldom informs parents of concerns or positive news about their child.
E. Parental Involvement	Frequently involves parents in supporting and enriching the curriculum as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their child with schoolwork.	Rarely, if ever, communicates with parents about ways to help their child at home.
F. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but has little expectation for students' completion and doesn't follow up.
G. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concern and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and appears unwelcoming.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
H. Reporting	Always uses PowerSchool and informal communication strategies, as well student-led conferences and report cards, to give parents detailed and helpful feedback on their child's progress.	Uses PowerSchool and informal communications, as well as report cards and parent conferences to give parents feedback on their child's progress.	Sometimes uses PowerSchool; uses report cards and parent conferences to tell parents the areas in which their children can improve.	Rarely uses PowerSchool; gives out report cards and expects parents to deal with the areas that need improvement.
I. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard to reach parents.	Tries to contact all parents but ends up talking mainly to the parents some students.	Makes little or no effort to contact parents.
J. Resources	Successfully enlists classroom volunteers and extra resources from home and community to enrich the curriculum.	Reaches out to families and community agencies to bring in volunteers and extra resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Evidence/Notes:

F. Professional Responsibilities

The Teacher:	4. Highly Effective	3. Effective	2. Requires Growth	1. Does Not Meet Standard
A. Professionalism	Presents as a consummate professional and always maintains boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and / or dresses in an unprofessional manner and violates boundaries.	Frequently acts and / or dresses in an unprofessional manner and violates boundaries.
B. Reliability	Is always punctual and reliable with paperwork; carries out duties and assignments conscientiously, keeps meticulous records, and meets all deadlines.	Is punctual and reliable with paperwork, carries out duties and assignments; keeps accurate records and generally meets deadlines.	Is occasionally punctual and reliable with paperwork, misses duties and assignments on occasion, makes errors in records, and / or misses deadlines.	Frequently skips duties and assignments, makes errors in records, and / or misses deadlines.
C. Language	Speaks and writes correctly, succinctly and eloquently in professional contexts	Uses correct grammar, syntax, usage and spelling when communicating in professional contexts.	Makes errors in grammar, syntax, usage and / or spelling when communicating in professional contexts.	Frequently makes errors in grammar, syntax, usage, and / or spelling when communicating.
D. Judgment	Is always ethical, honest, and forthright, uses impeccable judgment, and respects and maintains confidentiality.	Is ethical, honest and forthright, uses good judgment, and maintains confidentiality.	Sometimes uses questionable judgment, is less than completely honest and / or discloses confidential information.	Acts in an ethically questionable manner, uses poor judgment, and / or discloses confidential information.
E. Team	Is an important member of teacher teams and committees, and frequently volunteers for extra-curricular activities.	Shares responsibility for school wide activities, volunteers for committees and extra-curricular activities.	When asked, will serve on a committee and /or supervise an extra-curricular activity.	Declines invitations to serve on committees and / or supervise extra-curricular activities.
F. Leadership	Frequently contributes valuable ideas and expertise that further the school's mission and student success.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school and / or student success.	Rarely, if ever, contributes ideas that might improve the school.
G. Communication	Always informs the administration of any concerns and reaches out for help and suggestions when needed.	Usually keeps the administration informed about concerns and asks for help when needed.	Is reluctant to share concerns with the administration or ask for help.	Does not share concerns or constantly complains and is not open to help.
H. Openness	Actively seeks out other perspectives and suggestions and uses the feedback to improve practice.	Listens thoughtfully to other perspectives and responds constructively to the feedback.	Is somewhat open to other perspectives, and listens to feedback, but makes little change.	Is not open to other perspectives and does not respond to feedback.
I. Collaboration	Meets frequently with colleagues to plan units, share ideas, and analyze student work and assessment data.	Meets with colleagues to plan units, share teaching ideas, and look at student work and assessment data.	Meets occasionally with colleagues to share ideas about teaching and student work.	Meets infrequently with colleagues, and conversations lack educational substance.
J. Professional Growth	Actively seeks professional growth opportunities and engages in action research with colleagues to improve teaching and learning.	Seeks out professional growth opportunities and engages in conversation with colleague to improve teaching and learning.	Attends professional growth sessions as directed, and occasionally tries new classroom practices.	Is not open to ideas for improving teaching and learning.

Evidence/Notes:



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX "F" FINAL EVALUATION REPORT

Teacher's Name: _____

School Year: _____

School: _____

Subject Area: _____

Evaluator: _____

Position: _____

<input type="checkbox"/> Beginning Teacher:	<input type="checkbox"/> Year 1 <input type="checkbox"/> Year 2 <input type="checkbox"/> Year 3	<input type="checkbox"/> 1 st Year at RRSD	<input type="checkbox"/> Teacher Requested
<input type="checkbox"/> Experience Teacher (3-year cycle)			

RATINGS ON INDIVIDUAL RUBRICS

A. Planning and Preparation for Learning:

Highly Effective Effective Requires Growth Does Not Meet Standards

B. Classroom Management:

Highly Effective Effective Requires Growth Does Not Meet Standards

C. Delivery of Instruction:

Highly Effective Effective Requires Growth Does Not Meet Standards

D. Monitoring, Assessment, and Follow-up:

Highly Effective Effective Requires Growth Does Not Meet Standards

E. Family and Community Outreach:

Highly Effective Effective Requires Growth Does Not Meet Standards

F. Professional Responsibilities:

Highly Effective Effective Requires Growth Does Not Meet Standards

OVERALL RATING:

Highly Effective Effective Requires Growth Does Not Meet Standards

Overall Comments by Supervisor:

Overall Comments by Teacher:

School Administrator's Signature: _____ **Date:** _____

Teacher's Signature: _____ **Date:** _____

(Teacher's signature indicates that he/she has seen and discussed the evaluation; it does not denote agreement with the report).



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX "G" TEACHER'S PROFESSIONAL GROWTH PLAN

Staff Member: _____ Participants: _____

School: _____ Subject: _____

Anticipated length of plan: 1 2 3 Years

GOAL:
Describe how this will improve student learning. Link project to your learning goal and/or a school or Divisional goal.
1. Methods/Strategies
2. Indicators of Progress (could include teaching artifacts)
3. Resource/Supports Needed

Staff Member(s) Signature: _____

School Administrator's Signature: _____

Starting Date of Plan: _____ Today's Date: _____



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX "H" TEACHER'S PROFESSIONAL GROWTH PLAN – YEARLY REVIEW (to be completed by the TEACHER)

Staff Member: _____

School: _____ Date: _____

Year: 1 2 3

A. List the target goal(s) of the Teacher's Professional Growth Plan

B. List a descriptive summary of the process used in the Teacher's Professional Growth Plan

C. List vital results/outcomes from the Teacher's Professional Growth Plan

D. Further reflection

School Administrator's Comments:

Staff Member's Signature: _____

Date: _____

School Administrator's Signature: _____

Date: _____



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX "I"

TEACHER'S PROFESSIONAL GROWTH PLAN – FINAL APPRAISAL

(to be completed by the Teacher: Part A, B, and the School Administrator: Part C)

This form is to be completed by the individual staff members in the final year of the Teacher's Professional Growth Plan.

Title of Teacher's Professional Growth Plan: _____

Staff Member: _____ **School Year:** _____

Other staff members on the project: _____

School: _____

Principal/Supervisor: _____

Date: _____

(Part A & B to be completed by the School Administrator; Part C by the Superintendent or designate)

A. The following is a descriptive summary of the Teacher's Professional Growth Plan that was submitted and completed by the above staff member(s).

B. The following is a statement of the individual staff member's thoughts about how this Teacher's Professional Growth Plan has increased his/her effectiveness as a teacher and his/her student's success. (Include artifacts where applicable.)

C. The following is a statement of the School Administrator's thoughts, reactions, etc., regarding the Teacher's Professional Growth Plan that was submitted and completed by the above staff member(s).

Staff Member's Signature: _____ Date: _____

School Administrator's Signature: _____ Date: _____

Starting Date of Plan: _____ Year-End Review Date: _____



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX “J”

THE STUDENT SERVICES PERSONNEL EVALUATION AND SUPERVISION PROGRAM

(Social Worker, Resource Teacher, and Guidance Counsellor)

School Administrators may have to gather data from alternate applicable sources when evaluating professional staff. The following are suggested Domains of Professional Practice that could be utilized for Evaluation and Supervision of Student Services personnel:

DOMAIN 1 - PLANNING AND PREPARATION				
Component 1a: Knowledge of Programs, Materials and Resources				
ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Knowledge of Programs, Materials and Resources	The teacher/clinician displays extensive knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. There is evidence of continuing pursuit of such knowledge. In addition to being aware of materials, resources and technology available through school, Division and Manitoba Education, the teacher/clinician actively seeks relevant materials, resources and technology to enhance programs, from other sources.	The teacher/clinician demonstrates good knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. The teacher/clinician is fully aware of and uses materials resources and technology available through the school, the Division, Manitoba Education or other sources.	The teacher/clinician demonstrates basic knowledge of relevant programs, materials and resources. The teacher/clinician demonstrates awareness of materials, resources and technology available through the school, the Division or Manitoba Education.	The teacher/clinician makes errors or does not correct errors made when using programs, materials or resources. The teacher/clinician is not knowledgeable of relevant programs, materials or resources. The teacher/clinician is unaware of materials, resources and technology available through the school, the Division or Manitoba Education.
Knowledge of Prerequisite Relationships	The teacher/clinician actively builds on knowledge of prerequisite learning when describing instruction or seeking causes for student misunderstanding.	The teacher's/clinician's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning.	The teacher/clinician indicates awareness of prerequisite knowledge important for student learning.	The teacher/clinician displays little understanding of prerequisite knowledge important for student learning.
Evidence/Notes				

DOMAIN 1 - PLANNING AND PREPARATION
Component 1b: Knowledge of Students

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Effective	Satisfactory	Unsatisfactory
Knowledge of Characteristics of Age Group	The teacher/clinician displays knowledge of typical developmental characteristics of the age group, exceptions to the patterns, and the extent to which each student follows the patterns.	The teacher/clinician displays thorough understanding of the typical developmental characteristics of the age group as well as exceptions to general patterns.	The teacher/clinician displays generally accurate knowledge of the developmental characteristics of the age group.	The teacher/clinician displays minimal knowledge of the developmental characteristics of the age group.
Knowledge of Individuals' Varied Approaches to Learning	The teacher/clinician uses, where appropriate, knowledge of individuals' varied approaches to learning in planning and integrates appropriate resources and strategies.	The teacher/clinician displays solid understanding of the different approaches to learning that different individuals exhibit and makes use of appropriate resources and strategies.	The teacher/clinician displays general understanding of the different approaches to learning that individuals exhibit and makes some use of the resources and strategies available.	The teacher/clinician is unfamiliar with the different approaches to learning that individuals exhibit and does not use the resources and strategies available.
Awareness of Individuals' Skills and Knowledge	The teacher/clinician demonstrates awareness of individuals' skills and knowledge with regard to each individual he/she deals with, including those with special needs.	The teacher/clinician acknowledges the value of being aware of individuals' skills and knowledge and demonstrates this awareness with regard to most individuals.	The teacher/clinician acknowledges the value of being aware of individuals' skills and knowledge.	The teacher/clinician demonstrates little awareness of individuals' skills and knowledge and does not indicate that such awareness is valuable.
Knowledge of Individuals' Interest and Cultural Heritage	The teacher/clinician displays knowledge of the interests or cultural heritage of each individual and integrates this appropriately when using programs, materials and resources.	The teacher/clinician displays knowledge of the interests or cultural heritage of groups and individuals and recognises the value of this knowledge both for groups and for individuals.	The teacher/clinician acknowledges the value of understanding individuals' interests or cultural heritage.	The teacher/clinician displays little knowledge of individuals' interests or cultural heritage. The teacher/clinician does little or nothing to address these issues.

Evidence/Notes:

DOMAIN 1 - PLANNING AND PREPARATION

Component 1c: Knowledge of Assessment Techniques, Assessing Learning, Social/Emotional and Behavioural Difficulties

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Knowledge of Assessment Techniques	The teacher/clinician displays extensive knowledge of accepted assessment techniques and uses accepted assessment techniques with evidence of continuing pursuit of such knowledge.	The teacher/clinician demonstrates an understanding of accepted assessment techniques and uses accepted assessment techniques.	The teacher/clinician indicates basic knowledge of accepted assessment techniques.	The teacher/clinician displays little knowledge of accepted assessment techniques.
Selection of Assessment Techniques	The teacher's/clinician's assessment tools/techniques relate directly to the outcomes, both in content and process. The teacher/clinician actively seeks out alternative approaches to assessment when indicated and demonstrates a high degree of insight with student input.	The teacher/clinician consistently uses a broad range of techniques to assess outcomes appropriately. Assessment tools/techniques are individualised to each situation.	Outcomes are assessed through appropriate techniques/approaches.	The content and methods of assessment do not relate to the outcomes.
Student Assessment	The teacher/clinician selects appropriate assessment tools/methods from a wide variety of assessment techniques to assess individual progress. The teacher/clinician recognises that evaluation is a continuous part of the learning process and provides timely feedback to individuals on a regular basis. Students are aware of how they are meeting the established standards and participate in planning the next steps.	The teacher/clinician uses a variety of assessment methods to assess individual progress. The teacher/clinician recognises that evaluation is a continuous part of the learning process and provides timely feedback to individuals on a regular basis.	The teacher/clinician uses appropriate assessment methods in assessing individual progress and provides feedback to individuals on a regular basis.	The teacher/clinician uses few assessment methods in assessing individual progress. Feedback on individual progress is minimal and/or sporadic.
Interpreting Assessment Results	The teacher/clinician consistently interprets assessment results accurately. Information stated is well supported by assessment data while alternative interpretations are adequately considered. Strengths and weaknesses are clearly delineated. Demonstrates a thorough understanding of relevant statistical information.	The teacher/clinician consistently interprets assessment results accurately. Information stated is well supported by assessment data while alternative interpretations are adequately considered. Strengths and weaknesses are clearly delineated.	The teacher/clinician generally interprets assessment results accurately. Information stated can be supported by assessment data. Strengths and weaknesses are delineated.	Assessment results are inadequately interpreted. Interpretation may not be supported by assessment data and/or may not take all information into account.
Assessment Results Used for Planning	The teacher/clinician assists individuals, groups and families to develop an awareness of how they are meeting expectations. The teacher/clinician encourages participation in planning of next steps if appropriate.	The teacher/clinician uses assessment results consistently to plan for individuals, groups and families as appropriate.	The teacher/clinician uses assessment results when planning interventions.	The assessment results are used only minimally for planning.
Evidence/Notes:				

DOMAIN 1 - PLANNING AND PREPARATION
Component 1d: Recording, Reporting and Caseload

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Recording	The system for maintaining information on student assessment and progress is effective and efficient. Student progress is consistently monitored with results matching outcomes. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective. Student progress is well monitored. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference consistently.	The system for maintaining information on student assessment and progress is adequate. There is evidence that student progress is accurately monitored. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference.	The teacher/clinician has no system for maintaining information on student assessment and progress, or the system is in disarray. There is little evidence that student progress is accurately monitored. The teacher/clinician does not date and/or retain test protocols, observational data, and other appropriate data for future reference.
Reporting	Reports, funding applications, I.E.P.'s are prepared as required by Divisional policy, and in a timely fashion. The teacher/clinician uses exemplary professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Excellent professional reporting standards are consistently maintained. Reports are written so that the information is useful to members of the support team.	The teacher/clinician prepares reports, funding applications, I.E.P.'s as required by Divisional policy. The teacher/clinician uses good professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Results are well documented and professional standards are consistently maintained.	The teacher/clinician prepares reports, funding applications, I.E.P.'s as required by Divisional policy and generally uses professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Writing meets professional standards.	The teacher/clinician does not consistently prepare reports, funding applications, I.E.P.'s as required by Divisional policy. The teacher/clinician does not use or inconsistently uses professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Writing frequently contains errors.
Verbal Communication of Assessment Results	Verbal reports consistently convey assessment results in a clear concise manner. Reports are very well organised and contain well documented details and examples. The teacher/clinician demonstrates a high degree of insight in communicating verbal reports.	Verbal reports consistently convey assessment results in a clear concise manner. Reports are well organised and contain appropriate details and pertinent examples.	Verbal reports appropriately convey assessment results.	Verbal reports do not Effectively convey
Caseload Management	Displays a strong knowledge of his/her caseload. Works with team members to establish priorities and to make decisions regarding case closure. Uses time very Effectively. Makes professional decisions regarding client needs in collaboration with school personnel and communicates those decisions Effectively.	The teacher/clinician displays good knowledge of his/her caseload. He/she establishes priorities and closes cases when appropriate after discussion with other team members. The teacher/clinician uses time Effectively. The teacher/clinician makes professional decisions regarding client needs and communicates those decisions in a timely fashion.	The teacher/clinician displays knowledge of his/her caseload. Systems to establish priorities and close cases are evidenced. Effective use of time is evident. The teacher/clinician makes decisions regarding client needs and communicates these decisions.	The teacher/clinician displays little knowledge of his/her caseload. System for establishment of priorities and appropriate closure of cases is not evident. Does not use time Effectively. Decisions regarding client needs are often questionable. Makes decisions regarding client needs with little or no collaboration.

Evidence/Notes:

DOMAIN 1 - PLANNING AND PREPARATION
Component 1e: Reflections and Professional Growth

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Accuracy of Perception	There is a thoughtful and accurate assessment of the intervention's Effectiveness and the extent to which it achieved its goals, citing many specific examples and weighing the relative strength of each. The teacher/clinician seeks insight through feedback from stakeholders.	There is an accurate assessment of the intervention's Effectiveness and the extent to which it achieved its goals. General references to support the judgement are cited.	There is a general impression of the intervention's Effectiveness and the extent to which goals were met.	Reflections do not indicate whether an intervention was Effective or achieved its goals, or profoundly misjudges the success of the intervention.
Using Self-Evaluation to Improve Interventions and skills.	The teacher/clinician consistently makes self-evaluation a high priority. Revision of interventions is ongoing, based on information regarding their efficiency and Effectiveness.	The teacher/clinician consistently uses self-evaluation in order to improve interventions and professional skills. Revision of interventions is ongoing, based on information regarding their efficiency and Effectiveness.	The teacher/clinician generally uses self-evaluation in order to improve interventions and professional skills.	The teacher/clinician does not use self-evaluation in order to improve interventions and professional skills.
Enrichment Activities	Seeks out opportunities for professional development and makes a systematic attempt to conduct action research.	Seeks out opportunities for professional development to enhance content knowledge and/or pedagogical/clinical skills.	Participates in professional activities as required.	The teacher/clinician engages in no professional development activities to enhance knowledge or skill.

Evidence/Notes:

DOMAIN 1 - PLANNING AND PREPARATION
Component 1f: Ethical Standards and Responsibilities

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Knowledge of Ethical Standards	The teacher/clinician displays extensive knowledge of ethical standards of relevant discipline and adheres to those standards diligently while providing professional services. The teacher/clinician shares this knowledge with others.	The teacher/clinician displays thorough knowledge of ethical standards of relevant discipline and adheres to those standards while providing professional services.	The teacher/clinician displays general knowledge of ethical standards of relevant discipline.	The teacher/clinician displays minimal knowledge of ethical standards of relevant discipline.
Responsibilities	The teacher/clinician assumes leadership among faculty and is a role model for the profession.	The teacher/clinician abides by the policies and/or directives of the Board. The responsibilities of the teacher/clinician are outlined in the PSA or as directed by the Minister are followed. The teacher/clinician demonstrates understanding of the reasons for such policies and/or directives.	The teacher/clinician abides by the policies and/or directives of the Board. The responsibilities of the teacher/clinician are outlined in the PSA or as directed by the Minister are followed.	The teacher/clinician does not abide by the policies and/or directives of the Board or abides by these policies and directives inconsistently. The responsibilities of the teacher/clinician, as outlined in the PSA or as directed by the Minister, are not followed or are followed inconsistently.
Service to the Profession	The teacher/clinician initiates important activities to contribute to the profession, such as mentoring, writing articles for publication, and making presentations.	The teacher/clinician actively participates in assisting other professionals.	The teacher/clinician makes limited efforts to share knowledge with others or to assume professional responsibilities.	The teacher/clinician makes no effort to share knowledge with others or to assume professional responsibilities.
Advocacy	The teacher/clinician makes every effort to advocate for the best interest of all students. Students demonstrate confidence in the individual's support.	The teacher/clinician frequently advocates for students to ensure that they receive opportunities to succeed.	The teacher/clinician advocates for students in situations that are brought to the individual's attention.	The teacher/clinician seldom advocates for students, if at all.
Collaboration and Teamwork	The teacher/clinician takes a leadership role in team, discipline and/or departmental decision making and helps ensure that such decisions are based on the highest professional standards.	The teacher/clinician maintains an open mind and positively participates in team, discipline and/or departmental decision making.	The teacher/clinician demonstrates co-operation and participation as a team member. Decisions are made in isolation or are based on limited knowledge.	The teacher/clinician does not act as a team member and/or makes self-serving decisions.

Evidence/Notes:

DOMAIN 2 - THE EDUCATIONAL ENVIRONMENT
Component 2a: Creating an Environment of Respect and Rapport

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Interaction with Students	The teacher/clinician demonstrates warmth, caring and respect for individual students. The teacher/clinician maintains a stimulating, supportive, and non-threatening atmosphere. The teacher/clinician perseveres and uses a wide variety of strategies to develop appropriate relationships with students.	The teacher/clinician demonstrates tolerance, consistency, and fairness in dealing with students. Adult-student interactions are friendly and demonstrate warmth, caring, and respect. The teacher/clinician develops appropriate and efficient relationships with students.	Adult-student interactions are generally appropriate. The teacher/clinician develops appropriate relationships with students.	The teacher/clinician does not show consistency and fairness in dealing with students. Adult interaction is negative and/or sarcastic with some students. A stimulating, supportive, non-threatening atmosphere does not exist. Appropriate relationships with students do not exist.
Student Interactions	Students respect the worth and dignity of one another as individuals and as students. Students demonstrate genuine caring and sensitivity for each other.	Student interactions are polite and respectful.	Students generally demonstrate positive behaviour toward one another. The teacher/clinician corrects the behaviour.	A negative atmosphere exists because student interactions are frequently negative and are not resolved by the teacher/clinician.

Evidence/Notes:

DOMAIN 2 - THE EDUCATIONAL ENVIRONMENT
Component 2b: Establishing a Culture for Learning

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Importance of Learning	The teacher/clinician uses a wide variety of strategies to convey a genuine enthusiasm for learning, students demonstrate enthusiasm via active participation.	The teacher/clinician conveys a genuine enthusiasm for learning, and students demonstrate consistent commitment to its value.	The teacher/clinician communicates the importance of learning.	The teacher/clinician conveys a negative attitude toward learning.
Expectations for Progress	Clients develop a realistic self-image, a feeling of self-worth and pride. Goals, activities, and the environment clearly convey realistic, consistent expectations for student progress. Students are progressing very well academically and socially.	Goals, activities, and the environment convey consistent expectations for student progress. Excellence, commitment and seriousness of purpose are encouraged. Students are progressing well academically and socially.	Goals, activities, and the environment convey realistic expectations for appropriate student progress. Student progress is satisfactory.	Goals, activities, and the environment do not convey expectations for student progress or convey unrealistic expectations for student progress.
Arrangement of the Room	The room is exceptionally attractive and well organised. Both the adult and students take pride in the appearance of the room. Area is very conducive to sharing of confidential information.	The room is physically attractive, organised, and physically conducive to learning. Space allows for sharing of confidential information.	The room is attractive and tidy. The room is conducive to the maturity level of the students.	The room is physically unattractive, unsafe, or is not appropriate to the maturity level of the students. The room is untidy or disorganised

Evidence/Notes:

DOMAIN 2 - THE EDUCATIONAL ENVIRONMENT
Component 2c: Managing Groups

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Managing of Groups	Task-focused behaviour is maximised. Groups are productively engaged at all times, with students assuming responsibility for productivity. Students consistently meet outcomes.	Tasks for group work are clearly explained and well organised. Students understand what they are expected to do. The group(s) is/are well managed and are on task. There is evidence of students meeting outcomes.	Group work tasks are explained and organised in a satisfactory manner.	Group work tasks are not clearly explained or are poorly organised, resulting in some off-task behaviour. Students may be unaware of the purpose of the task or activity.
Management of Transitions and Materials	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming some responsibility for efficient operations.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are consistent, and function well.	Much instructional time is lost during transitions and the handling of materials/supplies.

Evidence/Notes:

DOMAIN 2 - THE EDUCATIONAL ENVIRONMENT
Component 2d: Managing Student Behaviour

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Standards of Conduct	Standards of conduct are clear to all students and have been developed with student participation. Knowledge of Effective behaviour management techniques is shared with others, as appropriate.	Standards of conduct are clear to all students. Effective behaviour management techniques are well utilized.	Standards of conduct have been established, and most students seem to understand them.	Rules and standards of conduct have not been established, or students are confused as to what the standards are.
Monitoring of Student Behaviour	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming some responsibility for efficient operations.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are consistent, and function well.	Much instructional time is lost during transitions and the handling of materials/supplies.
Response to Student Misbehaviour	Response to misbehaviour is Distinguished and sensitive to students' individual needs, or, student behaviour is completely appropriate.	The teacher/clinician disciplines students in a dignified, fair, and positive manner; striving towards student self-control. The teacher/clinician remains objective in dealing with controversial matters. Student behaviour is generally appropriate.	The teacher/clinician responds to student misbehaviour. Student behaviour is generally satisfactory.	The teacher/clinician does not respond to misbehaviour, or the response is inconsistent, extremely negative, or does not respect the students' dignity. The students don't seem to take the adult seriously.
Response to Crisis Situations	The teacher/clinician responds to crisis situations quickly and Effectively, with as little disruption to the program as possible. All stakeholders are provided with appropriate assistance and follow-up.	The teacher/clinician responds to crisis situations quickly and Effectively. All stakeholders are provided with appropriate assistance.	The teacher/clinician responds to crisis situations with moderate success within a reasonable time frame.	The teacher/clinician is slow to respond to crisis situations and results are minimally Effective or ineffective.

Evidence/Notes:

DOMAIN 2 - THE EDUCATIONAL ENVIRONMENT
Component 2e: Managing Educational and Student Assistants

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Managing Assistants	The teacher/clinician works collaboratively with the support team to manage the responsibilities and activities of assistants Effectively for the benefit of the students. Adjustments are made to schedules and responsibilities to address changing needs.	In a collaborative manner, the teacher/clinician schedules and plans the responsibilities and activities of Assistants appropriately.	The teacher/clinician manages the responsibilities and activities of Assistants.	The teacher/clinician misuses the responsibilities and activities of Assistants.
Professional Development and/or Training of Assistants	The teacher/clinician is acutely aware of the changing professional development and/or training needs of Assistants. Appropriate professional development opportunities are included in an annual plan. Assistants are encouraged to participate. Consistent efforts are made to facilitate release time as required.	The teacher/clinician is aware of professional development and/or training needs of Assistants. Ongoing training is provided and encouraged.	The teacher/clinician is aware of professional development and/or training needs of Assistants. Some training sessions are provided.	The teacher/clinician is not aware of professional development and/or training needs of Assistants. No effort is made to address this area.

Evidence/Notes:

THE EDUCATIONAL ENVIRONMENT
Component 2f: Contributions to School/Division Activities

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Relationships with Staff	Initiative is taken in assuming leadership among faculty. The teacher/clinician is sensitive to the opinions, attitudes and feelings of colleagues.	Support and cooperation characterise relationships with colleagues. A "team" concept is promoted at the school and/or Division levels.	A cordial relationship with colleagues is maintained to fulfil the duties that the school or Division requires.	Relationships with colleagues are negative or self-serving.
Involvement in School/Division Activities	The teacher/clinician volunteers to take on added responsibility for the benefit of the organisation in making a substantial contribution. The teacher/clinician assumes a leadership role in a major school and/or Division project/activity.	On his/her own initiative, the teacher/clinician recognises the worth of academic and non-academic activities and is actively involved in school and/or Division projects/activities.	The teacher/clinician participates in school and/or Division projects/activities when specifically asked.	The teacher/clinician does not become involved in school and/or Division projects/activities.

Evidence/Notes:

DOMAIN 3 - SERVICE DELIVERY
Component 3a: Selecting Intervention Outcomes/Objectives

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Appropriateness Of Intervention Outcomes/Objectives	The outcomes/objectives are appropriate, and the teacher/clinician can clearly articulate how outcomes/objectives establish realistic expectations, which facilitate positive change.	Outcomes/objectives reflect appropriate expectations, and strong understanding of students.	Outcomes/objectives reflect moderate expectations and adequate understanding of students.	Outcomes/objectives reflect either low expectations or little understanding of students. Outcomes/objectives may not reflect meaningful intervention(s).
Clarity of Intervention Outcomes/Objectives	Outcomes/objectives are clearly identified and/or tracked. Revisions to outcomes/objectives are ongoing and comprehensive. Students are appropriately involved in the implementation of the intervention(s) that affect very successful results.	Outcomes/objectives are clearly identified and permit viable methods of assessment and/or tracking. They reflect both long and short-term intervention(s) that affect successful results.	Most outcomes/objectives are clearly identified and permit assessment and/or tracking with adequate results.	Outcomes/objectives are either not clear or are stated as student activities. Outcomes do not permit viable methods of assessment and/or tracking.

Evidence/Notes:

Empty space for providing evidence and notes.

DOMAIN 3 - SERVICE DELIVERY
Component 3b: Designing Effective Intervention Strategies

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Intervention Strategies	Strategies are highly relevant. Progression of strategies is logical. The needs of the client are reflected, producing a unified whole. Activities reflect recent professional research and are appropriate for the students'/clients' age/placement.	Strategies are appropriate and support academic progress. Progression of strategies is logical, and activities reflect recent professional research.	Strategies are suitable to clients or instructional goals. Progression of strategies is logical.	Strategies are not suitable, or they do not follow an organised progression and do not reflect recent professional research.
Group Interventions	Outcomes/objectives are clearly identified and/or tracked. Revisions to outcomes/objectives are ongoing and comprehensive. Students are appropriately involved in the implementation of the intervention(s) that affect very successful results.	Outcomes/objectives are clearly identified and permit viable methods of assessment and/or tracking. They reflect both long and short-term intervention(s) that affect successful results.	Most outcomes/objectives are clearly identified and permit assessment and/or tracking with adequate results.	Outcomes/objectives are either not clear or are stated as student activities. Outcomes do not permit viable methods of assessment and/or tracking.

Evidence/Notes:

DOMAIN 3 - SERVICE DELIVERY
Component 3c: Communication

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Communication with Parents and/or Outside Agencies	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate. Relevant informational sessions are provided for the community.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.	Communication occurs with parents and/or outside agencies.	Limited information is provided to parents and/or outside agencies.
Sensitivity To Individual Needs	Communication with parents and/or outside agencies is provided on both positive and negative aspects of student progress on a regular basis. Confidentiality is respected. Response to parental concerns is handled with sensitivity in a prompt manner.	Communication with parents and/or outside agencies is provided promptly and professionally. Confidentiality is respected. Parental concerns are addressed in a caring and timely fashion.	Required procedures for communicating with parents and/or outside agencies are followed. Responses to parent concerns are consistent. Confidentiality is respected.	Parental concerns are not treated with sensitivity and/or confidentiality is not consistently respected.
Participation of Parents and/or outside agencies in the Intervention Plan	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan. Families/agencies actively participate in planning futures and resolving issues.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan.	Parents and/or outside agencies are included in the intervention plan appropriately.	Little or no attempt is made to engage parents and/or outside agencies in the intervention plan, or such attempts are inappropriate.
Directions and Procedures	Directions and procedures are clear and anticipate possible understandings.	Directions and procedures are clear and contain an appropriate level of detail.	Directions and procedures are satisfactory and are clarified as needed.	Directions and procedures are confusing.
Oral and Written Language	Spoken and written language is excellent with well-chosen vocabulary that facilitates understanding.	Spoken and written language is clear and facilitates understanding. Vocabulary is selected to suit the needs of the client and/or the purpose of the document.	Spoken or written language conveys the message and contains few grammatical errors. Vocabulary is appropriate to the needs of the client and/or to the purpose of the document.	Spoken or written language contains many grammatical errors. Vocabulary is inappropriate, vague, or used incorrectly leading to confusion.

Evidence/Notes:

DOMAIN 3 - SERVICE DELIVERY
Component 3d: Using Questioning and Discussion Techniques

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Quality of Questions	The questions are of uniformly high quality with adequate time for students to reflect before Responding. Students/clients are actively engaged.	Most of the questions are of high quality, characterised by accuracy, clarity, and substantive content. Adequate time for reflection is consistently provided.	Questions are of adequate quality, and some invite response. Adequate time for reflection is provided.	Questions are of poor quality, lacking accuracy, clarity, and/or substantive content. The questioning techniques do not match the student's/client's cognitive level. Think time is not given.
Discussion Techniques	The teacher/clinician assumes considerable responsibility for the success of the discussion, initiating topics and making appropriate contributions.	The teacher/clinician facilitates discussion with students/clients occasionally taking a lead. Interaction represents true discussion.	The teacher/clinician engages students/clients in relevant discussions with consistent results.	The teacher/clinician fails to engage students/clients in relevant discussions.
Student Participation	The teacher/clinician ensures that all voices are heard and respected in discussion.	The teacher/clinician successfully uses a variety of techniques to engage most students/clients in discussion.	The teacher/clinician uses techniques to engage students/clients in discussion.	The teacher/clinician does not attempt to engage students/clients in discussions.

Evidence/Notes:

DOMAIN 3 - SERVICE DELIVERY

Component 3e: Engaging Students in Lessons and/or Engaging Clients in Sessions

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Instruction of Content	Instruction of the content is appropriate and links well with students' knowledge and experience. Students are encouraged to contribute.	Instruction of the content is appropriate and links well with students' knowledge and experience.	Instruction of the content is consistent in quality. Some instruction is done skillfully.	Instruction of the content is inappropriate and unclear or uses poor examples and analogies.
Activities and Assignments	Students are engaged in the activities and/or assignments in their exploration of content. Students are encouraged to initiate or adapt activities and projects to enhance learning.	Most activities and/or assignments are appropriate to students and engage them. Activities meet students' individual and group needs.	Activities and/or assignments are appropriate to students and engage them. Some activities meet students' individual and group needs.	Activities and/or assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged in the activities. Few activities meet students' individual and group needs.
Grouping of Students	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students are encouraged to take the initiative to advance their understanding.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson. Differentiated instruction is used appropriately. Individual student's learning styles are given due consideration.	Instructional groups are appropriate to the students and are successful in advancing the instructional goals of a lesson. There is some evidence of differentiated instruction and consideration of individual students' learning styles.	Instructional groups are inappropriate to the students or to the instructional goals. There is no evidence of differentiated instruction or consideration of the individual students and their learning styles.
Structure and Pacing	The structure of the lesson/session is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson/session is appropriate for all involved.	The lesson/session has a clearly defined structure around which the activities are organised. The pace of the lesson/session is consistent and is based on student learning behaviours and/or client needs.	The lesson/session has a recognisable structure. Pacing of the lesson/session is consistent. The pace is based on student learning behaviours and/or client needs.	The lesson/session has no clearly defined structure, or the pacing is too slow or rushed, or both. The pace of the lesson/session is not based on student learning behaviours and/or client needs.
Effective Instruction Techniques	The teacher/clinician uses the principles of Effective instruction in managing student learning in an exemplary manner consistently (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure) and shares these techniques with others.	The teacher/clinician uses the principles of Effective instruction in managing student learning in an appropriate manner consistently (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure).	The teacher/clinician uses the principles of Effective instruction in managing student learning (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure).	The teacher/clinician does not use the principles of Effective instruction (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure) or uses these principles inappropriately.

Evidence/Notes:

DOMAIN 3 - SERVICE DELIVERY
Component 3f: Demonstrates Flexibility and Responsiveness

ELEMENT	LEVEL OR PERFORMANCE			
	Distinguished	Proficient	Satisfactory	Unsatisfactory
Lesson/Session Adjustment	Effective planning is evident. The teacher/clinician successfully makes major adjustments to lessons/sessions if required to enhance the learning/clinical process.	Sound planning is evident. The teacher/clinician makes minor adjustments to lessons/sessions if required and the adjustments occur smoothly.	The teacher/clinician adjusts lessons/sessions with mixed results.	The teacher/clinician adheres rigidly to a plan, even when change will clearly improve a lesson/session.
Response to Students/Clients	The teacher/clinician seizes opportunities to enhance student/client learning/needs by utilising his/her questions or interests.	The teacher/clinician successfully accommodates students'/clients' questions or interests.	The teacher/clinician accommodates students'/clients' questions or interests.	The teacher/clinician ignores or brushes aside students'/clients' questions or interests.
Persistence	The teacher/clinician persists in seeking Effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school/community as needed.	The teacher/clinician persists in seeking approaches for students who have difficulty learning and possesses a good repertoire of strategies. The teacher/clinician solicits additional resources/support as needed.	The teacher/clinician accepts responsibility for the success of all students and has a moderate repertoire of instructional strategies to use.	When a student has difficulty learning, the teacher/clinician either gives up or blames the student or the environment for the student's lack of success.

Evidence/Notes:



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX “K” STUDENT SERVICES PERSONNEL EVALUATION & SUPPORT PROGRAM FINAL EVALUATION REPORT

Student Services Personnel’s Name: _____ School Year: _____

Position: _____

Evaluator: _____ Position: _____

RATINGS ON INDIVIDUAL RUBRICS			
1a. Knowledge of Programs, Materials and Resources:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
1b. Knowledge of Students:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
1c. Knowledge of Assessment Techniques, Assessing Learning, Social/Emotional and Behavioural Difficulties:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
1d. Recording, Reporting and Caseload:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
1e. Reflections and Professional Growth:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
1f. Ethical Standards and Responsibilities:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2a. Creating an Environment of Respect and Rapport:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2b. Establishing a Culture for Learning:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2c. Managing Groups:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2d. Managing Student Behaviour:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2e. Managing Educational and Student Assistants:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
2f. Contributions to School/Division Activities:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
3a. Selecting Intervention Outcomes/Objectives:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
3b. Designing Effective Intervention Strategies:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
3c. Communication:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory
3d. Using Questioning and Discussion Techniques:			
<input type="checkbox"/> Distinguished	<input type="checkbox"/> Proficient	<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Unsatisfactory

3e. Engaging Students in Lessons and/or Engaging Clients in Sessions:

Distinguished

Proficient

Satisfactory

Unsatisfactory

3f. Demonstrates Flexibility and Responsiveness:

Distinguished

Proficient

Satisfactory

Unsatisfactory

OVERALL RATING:

Distinguished

Proficient

Satisfactory

Unsatisfactory

Overall Comments by Supervisor:

Overall Comments by Teacher:

School Administrator's Signature: _____ **Date:** _____

Student Services Personnel's Signature: _____ **Date:** _____

(Teacher's signature indicates that he/she has seen and discussed the evaluation; it does not denote agreement with the report).



TEACHER SUPERVISION AND EVALUATION FOR GROWTH MANUAL

APPENDIX “L” SOURCES

Mountain View School Division Policy 3.2 - Supervision and Evaluation of Teachers

St. James School Division Policy GCNA-R – Supervision for Growth