SUPERVISION
AND
EVALUATION
OF
STUDENT SERVICES
PERSONNEL

TMSD

*The future is in
our hands.*

Introduction

The Board of Turtle Mountain School Division believes the supervision and evaluation of its educators to be of vital importance in promoting the delivery of a quality education program. While both supervision and evaluation have, as their primary objective, improved instruction and service for students enabling students to achieve their fullest potential, there is a difference between the two.

Supervision is the ongoing monitoring of professional staff by administrators. Evaluation is a formal assessment of professional staff performance and in Turtle Mountain School Division, it is conducted a minimum of once every three years.

Principals will maintain an annual record of those student services personnel on the evaluative track and those on the professional growth track. (Appendix C: Principal Record of Student Services Personnel Evaluation and Growth Plans)

Student Services Personnel include
- Resource Teacher
- Guidance Counselors
- Reading Recovery Teacher

Developmental Track

What is the developmental track?

The developmental track is a plan that outlines the process student services personnel follow with respect to their professional growth. It has been created with the purpose of fostering life long learning for student services personnel.

The specific goals of the development track are:

- To support student services personnel in developing and maintaining the best possible learning environment for students.
- To ensure effective teaching practices.
- To facilitate ongoing dialogue among professional staff.
- To promote professional development, recognizing the varying needs of student services personnel

In order to accomplish these goals, it is expected that all student services personnel will reflect on their professional practice and maintain a record of professional growth (portfolio). This record will be shared with the school administrator and Assistant Superintendent of Student Services on an annual basis. In addition, administrators will encourage student services personnel to develop a more specific annual growth plan for themselves.

Appendix E lists sample professional growth plan activities.

Appendix A defines terms related to the developmental and accountability tracks.

Professional Portfolio Record

Every student services personnel is required to maintain a Professional Portfolio Record on an annual basis. All student services personnel shall develop and follow through on an annual Professional Growth Plan (PGP) to be shared with their supervisors.

The portfolio will serve as a record of professional activities, which will be reviewed with the supervisors on an annual basis.

Professional Growth Plan (PGP)

- The student services personnel and the supervisor will collaborate concerning the professional growth plan of the student services personnel. A sample template (Professional Growth Plan Report) is included as Appendix B.
- The plan of the student services personnel shall include specific details and dates that will allow the supervisor to discuss progress to date.
- Both student services personnel and supervisor will keep a copy of the plan. It is recognized that if changes to the plan occur during the year, these changes shall be communicated to the supervisor.
- The plan and the *Professional Portfolio Record* shall be completed by the student services personnel, discussed with the supervisor, and may be placed in the personnel file of the student services personnel at the teacher's discretion.

Accountability Track (Formal Evaluation)

The formal student services personnel evaluation will be based on a framework for professional practice with the following dimensions:

Domain 1: Planning and Preparation

1a Knowledge of Programs, Materials and Resources
- Knowledge of programs, materials and resources
- Knowledge of prerequisite relationships among topics and concepts

1b Knowledge of Students
- Knowledge of characteristics of age group
- Knowledge of students' varied approaches to learning and planning
- Awareness of students' skills and knowledge
- Knowledge of students' interests and cultural heritage

1c Knowledge of Assessment Techniques, Assessing Learning and Social/Emotional and Behavioural Difficulties
- Knowledge of assessment techniques
- Selection of assessment techniques
- Student assessment
- Interpreting assessment results
- Assessment results used for planning

1d Recording, Reporting and Caseload
- Recording
- Reporting
- Communication of assessment results
- Caseload management

1e Reflections and Professional Development
- Accuracy of perception
- Using self-evaluation to improve interventions and skills
- Professional learning

1f Professional Standards and Responsibilities
- Knowledge of ethical standards, codes of conduct, FIPPA/PHIA, Student Services Manual and TMSD protocol binder
- Professional Responsibilities
- Service to the profession
- Advocacy
- Collaboration and teamwork

Domain 2: The Educational Environment

2a Creating an Environment of Respect and Rapport
- Interaction with students
- Interventions of student behaviours

2b Establishing a Culture for Learning
- Importance of learning
- Expectations for progress
- Environment

2c Managing Student Groups
- Management of student groups
- Management of transitions and materials

2d Managing Student Behaviour
- Standards of conduct
- Observing student behaviour
- Follow-up to observation of student behaviour
- Response to crisis situations

2e Managing Support Personnel
- Managing Support Personnel
- Professional Development and/or Training of Support Personnel

2f Contributions to School/Division Activities
- Relationship with staff
- Involvement in school/division activities (caseload needs to be taken into consideration)

Domain 3: Service Delivery

3a Selecting Intervention Outcomes
- Appropriateness of intervention outcomes
- Clarity of intervention outcomes

3b Designing Effective Intervention Strategies
- Intervention strategies
- Group interventions

3c Communication
- Communication with parents and/or outside agencies
- Sensitivity to student needs
- Participation of parents and/or outside agencies in the intervention plan
- Clarity of directions and procedures
- Oral and written language

3d Facilitation Skills
- Vocabulary
- Discussion techniques
- Facilitation of meetings

3e Engaging Students
- Instruction
- Activities and programming
- Grouping of students
- Structure and pacing
- Effective instruction techniques

3f Demonstrating Flexibility and Responsiveness
- Session adjustment
- Response to students
- Persistence

The components of professional practice are outlined in the accompanying *Student Services Personnel Professional Development Rubric*. This rubric will be used to prepare a summative statement.

All participants in the evaluation process will be informed with respect to the purpose, the criteria, the process, and the provision for an appeal. The accompanying procedures will be used to guide the evaluation process.

In the event that a supervisor has reason to believe that the performance of a student services personnel is generally not at an acceptable level, the supervisor may (if a vice principal), after consultation with the principal and Superintendent/Assistant Superintendent, initiate Level II: Probation. All written communication pertaining to this process will be given to the student services personnel with a copy to the Superintendent/Assistant Superintendent for placement in the personnel file of the teacher.

The intent of this review process is to identify and document unsatisfactory performance, to assist student services personnel to correct and improve unsatisfactory performance, and if required, to provide a mechanism which may result in a recommendation for dismissal.

The supervisor is primarily responsible for directing the review process and is required to consult with and keep the Superintendent/Assistant Superintendent informed throughout the process.

STUDENT SERVICES PERSONNEL EVALUATION – ACCOUNTABILITY TRACK

Level I: Assessment

Formal evaluation will be conducted for the following professionals:

- Student services personnel in their first year in Turtle Mountain School Division and every third year thereafter
- Student services personnel new to a school
- Student services personnel with a substantial change in assignment
- Student services personnel requesting a formal evaluation
- Student services personnel who, in the professional judgment of the supervisor, are experiencing difficulty meeting an acceptable level of performance
- Student services personnel who, in the professional judgment of the supervisor, have not shown appropriate improvement to an acceptable level of performance (may be placed on Level II: Probation).

All participants in the evaluation process will be informed, with respect to the purpose, the criteria, the process, and the provision for an appeal during the pre-conference.

The following will occur during the formal evaluation:

- A written notice of evaluation will be provided to each student services personnel notifying him/her of the evaluation.

- A pre-visitation conference between the supervisor and the student services personnel which may include observations made during the supervision process.

  Option1:   A minimum of one pre-arranged and one unscheduled classroom visitation as well as a minimum of five unscheduled walk-throughs by the supervisor.

  Option 2:   A minimum of two pre-arranged and two unscheduled classroom visitations by the supervisor. Option 2 will be used if the supervisor has no walk-through training.

- A post-visitation conference by the supervisor which will be held as soon as possible upon completion of the formal visitations

The formal report by the supervisor must be signed by both the student services personnel and the supervisor and retained in the personnel file of the teacher. A copy will be given to the student services personnel.

A record of student services personnel on the evaluation track shall be kept by the principal, using the *Principal Record of Teacher Evaluation and Growth Plans* (Appendix C).

Timelines

- New student services personnel to the Division will receive initial feedback within three (3) months of employment with the Division. This feedback shall be provided using the *Feedback Report for Teachers New to the Division* (Appendix F).
- All student services personnel on formal evaluation will receive a *Student Services Personnel Evaluation Summary Report* by May 31.

<u>Appeal Procedure</u>

If the student services personnel wishes to appeal the *Student Services Personnel Evaluation Summary Report*, he/she will first discuss the report with the supervisor.

- If this does not bring about a satisfactory resolution, the student services personnel may appeal the report in writing to the supervisor within seven (7) days of signing and receiving a copy of the report.
- The supervisor shall respond to this appeal in writing within fourteen (14) days of the date the student services personnel signed and received the report. The response may be an amended report or written notification that the report will not be amended.
- Subsequently, the student services personnel may appeal the report in writing to the Superintendent/Assistant Superintendent of Student Services within twenty-one (21) days of signing and receiving a copy of the report. The Superintendent/Assistant Superintendent of Student Services shall discuss the report with the student services personnel and supervisor within seven (7) days of receiving the appeal.
- A student services personnel may withdraw an appeal at any time.

Student services personnel, who, in the professional judgment of the supervisor, have not shown appropriate improvement to an acceptable level of performance, following a Level I - Assessment, may be placed on Level II - Probation.

Student Services Personnel Evaluation – Accountability Track

Level II: Probation

<u>Level II Procedure</u>

1. The supervisor shall write a letter of concern, which includes
   - Identification of specific areas of unsatisfactory performance
   - Specific description of the improvement(s) expected
   - Identification of resources and supports available to the student services personnel to assist in improving performance.
   - Identification of a reasonable time period for the student services personnel to show sufficient improvement (usually thirty teaching days).
   - A statement of possible consequences for failure to improve.

2. A meeting will be arranged with the supervisor, the Superintendent/Assistant Superintendent, and the student services personnel. The student services personnel shall be informed of the decision to begin the process and the letter of concern shall be discussed.

   Meetings with the student services personnel will be held throughout the process to monitor the progress of the teacher.

3. The supervisor shall prepare a written summary of every meeting, review it with the student services personnel, and the student services personnel will sign the summary, acknowledging that it has been read. The student services personnel will have the opportunity to respond to the summary.

4. Based on the identified timelines, the supervisor will conduct observations to determine whether sufficient improvement has taken place. (Note: should an interruption in the time period occur for any reason other than a scheduled holiday or break, the timeline will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends).

5. If sufficient improvement has taken place, the supervisor will so advise the student services personnel in writing. The evaluation will return to the timelines outlined in the *Student Services Personnel Evaluation – Accountability Track*. If sufficient improvement has not taken place, the matter will be referred to the Superintendent/Assistant Superintendent.

6. The Superintendent/Assistant Superintendent shall arrange a meeting with the supervisor and the student services personnel. At this meeting it will be decided whether:

   - Extending the timeline for required improvement is appropriate, or
   - Extension of the timeline is not appropriate. In this case, a recommendation for dismissal will be forwarded to the Board with a copy to the student services personnel.

   If the decision is made to extend the time period for improvement, the supervisor will write a second letter of concern. Based on the identified timelines, the supervisor will follow up with the student services personnel to determine whether sufficient improvement has taken place.

   - If sufficient improvement has taken place, the supervisor will inform the student services personnel in writing.
   - If sufficient improvement has not taken place, the matter will be referred to the Superintendent/Assistant Superintendent.

Recommendation for Dismissal

This decision shall be taken only after all attempts to assist the student services personnel have failed to produce the required improvement. The recommendation of the Superintendent/Assistant Superintendent will include evidence of:

   - Having notified the student services personnel in writing of the proposed course of action and the reason(s) thereof.
   - Having advised the student services personnel that he/she and/or a representative 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 related to the recommendation for dismissal as per the *Public Schools Act*.

DOMAIN 1: PLANNING AND PREPARATION
Component 1a: Knowledge of Programs, Materials and Resources

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF PROGRAMS, MATERIALS AND RESOURCES	The student services personnel makes errors when using programs, materials or resources. The student services personnel is not knowledgeable of relevant programs, materials or resources. The student services personnel is unaware of materials, resources and technology available through the school, the Division or Manitoba Education, Citizenship and Youth.	The student services personnel demonstrates basic knowledge of relevant programs, materials and resources. The student services personnel demonstrates awareness of materials, resources and technology available through the school, the Division or Manitoba Education, Citizenship and Youth.	The student services personnel demonstrates good knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. The student services personnel is fully aware of and uses materials, resources and technology available through the school, the Division, Manitoba Education, Citizenship and Youth or other sources.	The student services personnel 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, Citizenship and Youth, the student services personnel actively seeks relevant materials, resources and technology to enhance programs, from other sources.
KNOWLEDGE OF PREREQUISITE RELATIONSHIPS AMONG TOPICS AND CONCEPTS	The student services personnel displays little understanding of prerequisite (prior) knowledge important for student learning.	The student services personnel indicates awareness or prerequisite learning.	The student services personnel's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	The student services personnel actively builds on knowledge of prerequisite learning when describing instruction or seeking causes for student misunderstanding.

∗ Planning should remain the focus throughout this entire section of the continuum.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF CHARACTERISTICS OF AGE GROUP	The student services personnel displays minimal knowledge of the developmental characteristics of the age group.	The student services personnel displays generally accurate knowledge of the developmental characteristics of the age group.	The student services personnel displays thorough understanding of the typical developmental characteristics of the age group as well as exceptions to general patterns.	The students services personnel displays knowledge of typical developmental characteristics of the age group, exceptions to the patterns, and the extent to which each student follows the patterns.
KNOWLEDGE OF STUDENTS' VARIED APPROACHES TO LEARNING AND PLANNING *(Modality, multiple intelligence and learning styles).*	The student services personnel is unfamiliar with the different approaches to learning that students exhibit, and does not use the resources and strategies available.	The student services personnel displays general understanding of the different approaches to learning that students exhibit and makes some use of the resources and strategies available.	The student services personnel displays solid understanding of the different approaches to learning that different students exhibit and makes use of appropriate resources and strategies.	The student services personnel uses knowledge of students' varied approaches to learning and integrates appropriate resources and strategies.
AWARENESS OF STUDENTS' SKILLS AND KNOWLEDGE	The student services personnel demonstrates little awareness of students' skills and knowledge and does not indicate that such awareness is valuable.	The student services personnel acknowledges the value of being aware of students' skills and knowledge.	The student services personnel acknowledges the value of being aware of students' skills and knowledge and demonstrates this awareness with regard to students.	The student services personnel consistently demonstrates awareness of students' skills and knowledge.
KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE	The student services personnel displays little knowledge of students' interests or cultural heritage. The student services personnel does little or nothing to address these issues.	The student services personnel acknowledges the value of understanding students' interests or cultural heritage.	The student services personnel displays knowledge of the interests or cultural heritage of groups and students and recognizes the value of this knowledge both for groups and for students.	The student services personnel consistently displays knowledge of the interests or cultural heritage of each student and integrates this appropriately when using programs, materials and resources.

∗ Planning should remain the focus throughout this entire section of the continuum.

DOMAIN 1: PLANNING AND PREPARATION

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF ASSESSMENT TECHNIQUES	The student services personnel displays little knowledge of accepted assessment techniques.	The student services personnel indicates basic knowledge of accepted assessment techniques.	The student services personnel demonstrates an understanding of accepted assessment techniques and uses accepted assessment techniques.	The student services personnel displays extensive knowledge of accepted assessment techniques, and uses accepted assessment techniques with evidence of continuing pursuit of such knowledge.
SELECTION OF ASSESSMENT TECHNIQUES	The content and methods of assessment do not relate to the purpose.	The appropriate techniques or approaches are used.	The student services personnel uses a broad range of techniques to assess appropriately. Assessment tool/techniques are individualized to each situation.	The student services personnel assessment tools/techniques are related directly to the purpose, both in content and process. The student services personnel actively seeks out alternative approaches to assessment when indicated and demonstrates a high degree of insight with student input.
STUDENT ASSESSMENT	The student services personnel uses few assessment methods in assessing student progress. Feedback on student progress is minimal and/or sporadic.	The student services personnel uses appropriate assessment methods in assessing student progress and provides feedback to the student team on a regular basis.	The student services personnel uses a variety of assessment methods to assess student progress. The student services personnel recognizes that evaluation is a continuous part of the learning process and provides timely feedback to school team on a regular basis.	The student services personnel selects appropriate assessment tools/methods from a wide variety of assessment techniques to assess student progress. The student services personnel recognizes that evaluation is a continuous part of the learning process and provides timely feedback to the school team on a regular basis. When appropriate, students are aware of how they are meeting the established standards and participate in planning the next steps.
INTERPRETING ASSESSMENT RESULTS	Assessment results are inadequately interpreted. Interpretation may not be supported by assessment data and/or may take all information into account.	The student services personnel generally interprets assessment results accurately. Information stated can be supported by assessment data. Strengths and weaknesses are delineated.	The student services personnel 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 student services personnel 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 issues.

		TOWARDS IDEAL PRACTICE →		

DOMAIN 1: PLANNING AND PREPARATION

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

Element	Unsatisfactory	Basic	Proficient	Distinguished
ASSESSMENT RESULTS USED FOR PLANNING	The assessment results are used only minimally for planning.	The student services personnel uses assessment results when planning interventions	The student services personnel consistently uses assessment results to plan with the school team and/or students, groups, families as appropriate.	The student services personnel consistently assists the school team, students, groups and families to develop an awareness of how they are meeting expectations. The student services personnel encourages participation in planning of next steps if appropriate.

* Planning should remain the focus throughout this entire section of the continuum.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
RECORDING	The student services personnel 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 student services personnel does not date and/or retain test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is adequate. There is evidence that student progress is accurately monitored. The student services personnel 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 student services personnel consistently 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 and efficient. Student progress is consistently monitored with results matching outcomes. The student services personnel consistently dates and retains test protocols observational data, and other appropriate data for future reference.
REPORTING	The student services personnel does not consistently prepare reports, funding applications, IEPs as required by Divisional policy. The student services personnel does not use or inconsistently uses professional judgment regarding client confidentially when writing reports, funding applications and IEPs. Writing frequently contains errors.	The student services personnel prepares reports, funding applications, IEPs as required by Divisional policy and generally uses professional judgment regarding client confidentiality when writing reports, funding applications and IEPs. Writing meets professional standards.	The student services personnel prepares, in a timely fashion, reports, funding applications and IEPs as required by Divisional policy. The student services personnel uses good professional judgment regarding client confidentiality when writing reports, funding applications and IEPs. Results are well documented and professional standards are consistently maintained.	Reports, funding applications and IEPs are prepared as required by Divisional policy. The student services personnel uses exemplary professional judgment regarding client confidentiality when writing reports, funding applications and IEPs. Excellent professional reports standards are consistently maintained. Reports are written so that the information is useful to members of the support team.
COMMUNICATION OF ASSESSMENT RESULTS	Reports do not effectively convey assessment results. They are vague or disorganized, contain poorly chosen vocabulary or are marked by verbal expression problems.	Reports appropriately convey assessment results.	Reports consistently convey assessment results in a clear concise manner. Reports are well organized and contain appropriate details and pertinent examples.	Reports consistently convey assessment results in a clear concise manner. Reports are very well organized and contain well-documented details and examples. The student services personnel demonstrates a high degree of insight in communicating verbal reports.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
CASELOAD MANAGEMENT	The student services personnel 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.	The student services personnel displays knowledge of his/her caseload. Systems to establish priorities and to close cases are evident. Effective use of time is evident. The student services personnel makes decisions regarding client needs and communicates these decisions.	The student services personnel displays good knowledge of his/her caseload. He/she establishes priorities and closes cases when appropriate after discussion with other team members. The student services personnel uses time effectively. The student services personnel makes professional decisions regarding client needs and communicates those decisions in a timely fashion.	Displays a strong knowledge of his/her caseload. Works with team members to establish priorities and to make decisions regarding case closure. Use time very effectively. Makes professional decisions regarding client needs in collaboration with school personnel and communicates those decisions effectively.

DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Reflecting and Professional Development

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
ACCURACY OF PERCEPTION	Student services personnel reflections do not indicate whether an intervention was effective or achieved its goals. The student services personnel profoundly misjudges the success of the intervention.	There is general impression of the intervention's effectiveness and the extent to which goals were met.	There is an accurate assessment of the intervention's effectiveness and the extent to which it achieved its goals. General references to support the judgment are cited.	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 seeks insight through feedback from stakeholders.
USING SELF-EVALUATION TO IMPROVE INTERVENTIONS AND SKILLS.	The student services personnel does not use self-evaluation in order to improve interventions and professional skills.	The student services personnel generally uses self-evaluation in order to improve interventions and professional skills.	The student services personnel consistently uses self-evaluation in order to improve interventions and professional skills. Revisions of interventions is ongoing, based on information regarding their efficiency and effectiveness.	The student services personnel consistently makes self-evaluation a high priority. Revision of interventions is ongoing, based on information regarding their efficiency and effectiveness.
PROFESSIONAL LEARNING	The student services personnel engages in no professional learning activities to enhance knowledge or skill.	Participates in professional learning activities as required.	Seeks out opportunities for professional learning to enhance content knowledge and/or pedagogical skills.	Seeks out opportunities for professional learning to enhance content knowledge and/or pedagogical skills leading to certification.

∗   Planning should remain the focus throughout this entire section of the continuum.

DOMAIN 1: PLANNING AND PREPARATION				
Component 1f: Professional Standards and Responsibilities				
TOWARDS IDEAL PRACTICE →				
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
KNOWLEDGE OF PROFESSIONAL STANDARDS, CODES OF CONDUCT, FIPPA/PHIA STUDENT SERVICES MANUAL AND TMSD MEDICAL PROTOCOL BINDER	The student services personnel displays minimal knowledge of professional standards of relevant discipline. No effort is made to maintain confidentiality.	The student services displays general knowledge of professional standards of relevant discipline. Some effort is made to maintain confidentiality.	The student services personnel displays thorough knowledge of ethical standards of relevant discipline and adheres to those standards while providing professional services. The student services personnel usually demonstrates and maintains confidentiality.	The student services personnel displays extensive knowledge of ethical standards of relevant discipline and adheres to those standards diligently while providing professional services. The student services personnel shares this knowledge with others. The student services personnel consistently demonstrates confidentiality in all circumstances.
PROFESSIONAL RESPONSIBILITIES	The student services personnel 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, as outlined in the Public Schools Act (PSA) or as directed by the Minister, are not followed or are followed inconsistently.	The student services personnel abides by the policies and/or directives of the Board. The responsibilities of the student services personnel as outlined in the PSA or as directed by the Minister are followed.	The student services personnel abides by the policies and/or directives of the Board. The responsibilities of the student services personnel as outlined in the PSA or as directed by the Minister are followed. The student services personnel demonstrates understanding of the reasons for such policies and/or directives.	The student services personnel assumes leadership among faculty and is a role model for the profession. The student services personnel consistently demonstrates a sharing of knowledge with others.
SERVICE TO THE PROFESSION	The student services personnel makes no effort to share knowledge with others or to assume professional responsibilities as outlined in PSA.	The student services personnel makes limited efforts to share knowledge with others or to assume professional responsibilities as outlined in PSA.	The student services personnel actively participates in assisting other professionals to assume their professional responsibilities.	The student services initiates important activities to contribute to the profession, such as mentoring, writing articles or publication, and making presentations.
ADVOCACY	The student services personnel seldom advocate for students/parents, if at all.	The student services personnel advocates for students/parents in situations that are brought to the teacher's attention.	The student services personnel frequently advocates for students/parents to ensure that opportunities to succeed are built into the plan.	The student services personnel consistently makes every effort to advocate for the best interest of all students/parents.

	DOMAIN 1: PLANNING AND PREPARATION			
	Component 1f: Professional Standards and Responsibilities			
	TOWARDS IDEAL PRACTICE →			
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
COLLBORATION AND TEAMWORK	The student services personnel does not act as a team member and/or makes self-servicing decisions.	The student services personnel demonstrates co-operation and participation as a team member. Decisions are made in isolation or are based on limited knowledge.	The student services personnel maintains an open mind and positively participates in team and/or discipline decision-making.	The student services personnel takes a leadership role in team and/or discipline decision-making and helps ensure that such decisions are based on the highest professional standards.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
INTERACTION WITH STUDENTS	The student services personnel 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 therapeutic relationships with students do not exist.	Adult-student interactions are generally appropriate. The student services personnel develops appropriate therapeutic relationships with students.	The student services personnel demonstrates tolerance, consistency, and fairness in dealing with students. Adult-student interactions are friendly and demonstrate warmth, caring and respect. The student services personnel develops appropriate and effective therapeutic relationships with students.	The student services personnel demonstrates warmth, caring and respect for students. The student services personnel maintains a stimulating, supportive, and non-threatening atmosphere. The student services personnel perseveres and uses a wide variety of strategies to develop appropriate therapeutic relationships with students.
INTERVENTION OF STUDENT BEHAVIOURS	The student services personnel does not attempt to resolve negative interactions between students. The student services personnel does not model respectful and polite interactions with others.	The student services personnel attempts to correct negative interactions between students. The student services personnel sometimes models respectful and polite interactions with others.	The student services personnel effectively attempts to correct negative interactions between students. The student services personnel usually models respectful and polite interactions with others.	The student services personnel is effective in correcting negative interactions between students. The student services personnel consistently models respectful and polite interactions with others.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
IMPORTANCE OF LEARNING	The student services personnel conveys a negative attitude toward learning.	The student services personnel communicates the importance of learning.	The student services personnel conveys a genuine enthusiasm for learning.	The student services personnel uses a wide variety of strategies to convey a genuine enthusiasm for learning.
EXPECTATIONS FOR PROGRESS	Goals, activities, and the environment do not convey expectations for student progress or convey unrealistic expectations for student progress.	Goals, activities, and the environment convey realistic expectations for appropriate student progress.	Goals, activities, and the environment convey consistent expectations for student progress.	Goals, activities, and the environment clearly convey realistic, consistent expectations for student progress. Excellence, commitment and seriousness of purpose are encouraged.
ENVIRONMENT	No effort is made to make the space physically attractive, safe, or appropriate to the maturity level of the students. The space is untidy or disorganized. Confidential information is exposed.	An effort is made to make the space safe, inviting and appropriate to the maturity level of the students. An effort is made to make the space tidy and organized. Confidential information is sometimes exposed.	The space is safe, inviting, organized, and physically conducive to learning at the student's maturity level. The space is usually tidy and organized. Confidential information is seldom exposed.	The room is exceptionally inviting and well organized. Both the adult and students take pride in the appearance of the room. The space is consistently tidy and organized. Confidential information is never exposed.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
MANAGEMENT OF STUDENT GROUPS	Group work tasks are not clearly explained or are poorly organized, resulting in some off-task behaviour. Students may be unaware of the purpose of the task or activity.	Group work tasks are explained and organized in a satisfactory manner.	Tasks for group work are clearly explained and well organized. The group(s) is/are well managed and are on task.	Task-focused behaviour is maximized. Groups are productively engaged, with students given responsibility for productivity.
MANAGEMENT OF TRANISITIONS AND MATERIALS	Much instructional time is lost during transitions and the handling of materials/supplies.	Transitions during instructional time and routines for handling materials/supplies are consistent, and function well.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional	Transitions during instructional time and routines for handling materials/supplies are seamless, with students given some responsibility for efficient operations.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
STANDARDS OF CONDUCT	Rules and standards of conduct have not been established, or students are confused as to what the standards are.	Standards of conduct have been established, and most students seem to understand them.	Standards of conduct are clear to all students. Effective behaviour management techniques are well utilized.	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.
OBSERVING STUDENT BEHAVIOUR	The student services personnel does not observe student behaviour	The student services personnel is generally aware of student behaviour but misses some activity.	The student services personnel actively observes student behaviour	Observation is subtle.
FOLLOW UP TO OBSERVATION OF STUDENT BEHAVIOUR	The student services personnel does not respond to the observations of student behaviour.	The student services personnel sometimes responds to the observations of student behaviour and may, through consultation, develop a plan.	The student services personnel usually responds to the observations of student behaviour. The student services personnel, through consultation, usually assists in developing a plan.	The student services personnel consistently responds to the observations of student behaviour, assists in developing a plan and ensures follow-up.
RESPONSE TO CRISIS SITUATIONS	The student services personnel is slow to respond to crisis situations and results are minimally effective or ineffective.	The student services personnel responds to crisis situations with moderate success within a reasonable time frame.	The student services personnel responds to crisis situations quickly and effectively. All stakeholders are provided with appropriate assistance.	The student services personnel 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.

DOMAIN 2: THE EDUCATIONAL ENVIRONMENT Component 2e: Managing Support Personnel (ie. Instructional assistants, peer helpers, peer tutors, and other student assistants)				
TOWARDS IDEAL PRACTICE →				
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
MANAGING SUPPORT PERSONNEL	The student services personnel misuses the responsibilities and activities of support personnel.	The student services personnel manages the responsibilities and activities of support personnel.	In a collaborative manner, the student services personnel schedules and plans the responsibilities and activities of support personnel appropriately.	The student services personnel works collaboratively with the support team to manage the responsibilities and activities of support personnel effectively for the benefit of the students. Adjustments are made to schedules and responsibilities to address changing needs.
PROFESSIONAL DEVELOPMENT AND/OR TRAINING OF SUPPORT PERSONNEL	The student services personnel is not aware of professional development and/or training needs of support personnel. No effort is made to address this area.	The student services personnel is aware of professional development and/or training needs of support personnel. Some training sessions are provided.	The student services personnel is aware of professional development and/or training needs of support personnel. Ongoing training is provided and encouraged.	The student services personnel is aware of the changing professional development and/or training needs of support personnel. Appropriate professional development opportunities are advocated for and support personnel are encouraged to participate.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
RELATIONSHIPS WITH STAFF	Relationships with colleagues are negative or self-serving.	A cordial relationship with colleagues is maintained to fulfill the duties that the school or Division requires.	Support and cooperation characterize relationships with colleagues. A "team" concept is promoted at the school and/or Division levels.	Initiative is taken in assuming leadership among faculty. The student services personnel is sensitive to the opinions, attitudes and feelings of colleagues.
INVOLVEMENT IN SCHOOL/DIVISION ACTIVITIES (case load needs to be taken into consideration)	The student services personnel does not become involved in school and/or Division projects/activities.	The student services personnel participates in school and/or Division projects/activities when specifically asked.	On his/her own initiative, the student services personnel recognizes the worth of academic and non-academic activities and is actively involved in school and/or Division projects/activities.	The student services personnel volunteers to take on added responsibility for the benefit of the organization in making a substantial contribution. The student services personnel assumes a leadership role in a major school and/or Division project/activity.

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

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
APPROPRIATENESS OF INTERVENTION OUTCOMES	Outcomes reflect either low expectations or little understanding of students. Outcomes may not reflect meaningful intervention(s).	Outcomes reflect moderate expectations and adequate understanding of students.	Outcomes reflect appropriate expectations, and strong understanding of students.	The outcomes are appropriate, and the student services personnel can clearly articulate how outcomes establish realistic expectations, which facilitate positive change.
CLARITY OF INTERVENTION OUTCOMES	Outcomes are either not clear or are stated as student activities. Outcomes do not permit viable methods of assessment and/or tracking.	Most outcomes are clearly identified and permit assessment and/or tracking.	Outcomes are clearly identified and permit viable methods of assessment and/or tracking. They reflect both long and short-term intervention(s) that encourage successful results.	Outcomes are clearly identified and/or tracked. Revisions to outcomes are ongoing and comprehensive. Students are appropriately involved in the implementation of the intervention(s) that encourage successful results.

	DOMAIN 3: SERVICE DELIVERY Component 3b: Designing Effective Intervention Strategies			
TOWARDS IDEAL PRACTICE →				
Element	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
INTERVENTION STRATEGIES	Strategies are not suitable or they do not follow an organized progression and do not reflect recent professional research.	Strategies are suitable to students or instructional goals. Progression of strategies is logical.	Strategies are appropriate and support academic progress. Progression of strategies is logical, and activities reflect recent professional research.	Strategies are highly relevant. Progression of strategies is logical. The needs of the student are reflected, producing a unified whole. Activities reflect recent professional research and are appropriate for the student's age/placement.
GROUP INTERVENTIONS	Groups do not support the intervention goals and offer no variety. Many outcomes for the group are not met.	Groups are suitable to the intervention goals. Some outcomes for the group are met.	Groups are varied, as appropriate to their needs, and are consistently suitable to the intervention goals. Outcomes for the group are met and there is evidence of necessary progress in the students' placement.	Groups are varied, as appropriate to the different intervention goals. Outcomes for the group are effectively met and there is evidence of excellent progress in the students' placement.

| | | TOWARDS IDEAL PRACTICE → | | |

DOMAIN 3: SERVICE DELIVERY
Component 3c: Communication

Element	Unsatisfactory	Basic	Proficient	Distinguished
COMMUNICATION WITH PARENTS AND/OR OUTSIDE AGENCIES	Limited information is provided to parents and/or outside agencies.	Communication occurs with parents and/or outside agencies.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate. Relevant informational sessions are provided for the community.
SENSITIVITY TO STUDENT NEEDS	Parental concerns/situations are not treated with sensitivity and/or confidentiality is not consistently respected.	Required procedures for communicating with parents and/or outside agencies are followed. Responses to parent concerns/situations are consistent. Confidentiality is respected.	Communication with parents and/or outside agencies on both positive and negative aspects of student progress is provided on a regular basis. Confidentiality is respected. Parental concerns/situations are addressed in a caring and timely fashion.	Communication with parents and/or outside agencies is provided
PARTICIPATION OF PARENTS AND/OR OUTSIDE AGENCIES IN THE INTERVENTION PLAN	Little or no attempt is made to engage parents and/or outside agencies in the intervention plan, or such attempts are inappropriate.	Parents and/or outside agencies are included in the intervention plan appropriately.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included 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.
CLARITY OF DIRECTIONS AND PROCEDURES	Directions and procedures are confusing.	Directions and procedures are satisfactory and are clarified as needed.	Directions and procedures are clear and contain an appropriate level of detail.	Directions and procedures are clear and anticipate possible misunderstandings.
ORAL AND WRITTEN LANGUAGE	Spoken or written language contains many grammatical errors. Vocabulary is inappropriate, vague, or used incorrectly leading to confusion.	Spoken or written language conveys the message and contains few grammatical errors. Vocabulary is appropriate to the needs of the student and/or to the purpose of the document.	Spoken and written language is clear and facilitates understanding. Vocabulary is selected to suit the needs of the student and/or the purpose of the document.	Spoken and written language is excellent with well-chosen vocabulary that facilitates understanding.

DOMAIN 3: SERVICE DELIVERY				
Component 3d: Facilitation Skills				

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
VOCABULARY	Vocabulary is not appropriate to the level of understanding of the participants.	Vocabulary is sometimes appropriate to the level of understanding of the participants.	Vocabulary is usually appropriate to the level of understanding of the participants.	Vocabulary is consistently appropriate to the level of understanding of the participants.
DISCUSSION TECHNIQUES	The student services personnel fails to engage participants in relevant discussions.	The student services personnel sometimes engages participants in relevant discussions. The student services personnel sometimes ensures that all voices are heard.	The student services personnel facilitates relevant discussion encouraging the participants to take a lead. The student services personnel usually ensures that all voices are heard and respected in the discussion.	Participants assume considerable responsibility for the success for the discussion, initiating topics and making appropriate contributions. The student services personnel consistently ensures that all voices are heard and respected in the discussion.
FACILITATION OF MEETINGS	The student services personnel is not prepared for meetings. Meetings are not efficient or timely.	The student services personnel is sometimes prepared for meetings. Meetings are sometimes efficient and timely.	The student services personnel is usually prepared for meetings. Meetings are always efficient and timely.	The student services personnel is consistently prepared for meetings. Meetings are consistently efficient and timely.

DOMAIN 3: SERVICE DELIVERY				
Component 3e: Engaging Students				

TOWARDS IDEAL PRACTICE →

Element	Unsatisfactory	Basic	Proficient	Distinguished
INSTRUCTION	Instruction is inappropriate and unclear or uses poor examples and analogies.	Instruction is consistent in quality. Some instruction is done skillfully. Students are encouraged to contribute.	Instruction is appropriate and links well with students' knowledge and experience. Students are encouraged to contribute.	Instruction is appropriate and links well with students' knowledge and experience. Students are encouraged to take a collaborative and interactive role.
ACTIVITIES AND PROGRAMMING	Activities and/or programs are inappropriate for students in terms of their age or abilities.	Some activities and/or programs are appropriate to students and engage them. Some activities meet students' and group needs. There is some evidence of differentiated instruction and consideration of students' learning styles.	Most activities and/or programs are appropriate to students and engage them. Activities meet students' and groups' needs. Differentiated instruction is used appropriately. Students' learning styles are given due consideration.	Students are engaged in the activities and/or programs. Students are encouraged to take a collaborative and interactive role.
GROUPING OF STUDENTS	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are appropriate to the goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. There is evidence of effective use of group dynamics.
STRUCTURE AND PACING	The session has no clearly defined structure. The pace of the session (too slow or rushed) is not based on student learning behaviours and/or needs.	The session has a recognizable structure. Pacing of the session is sometimes based on student learning behaviours and/or needs.	The session has a clearly defined structure around which the activities are organized. The pace of the session is usually based on student learning behaviours and/or needs.	The structure of the session is highly coherent, allowing for reflection and closure as appropriate. Pacing of the session is consistently appropriate for all involved.
EFFECTIVE INSTRUCTION TECHNIQUES	The student services personnel does not use current principles of effective instruction or uses these principles inappropriately.	The student services personnel sometimes uses current principles of effective instruction in managing student.	The student services personnel usually uses current principles of effective instruction in managing student learning in an appropriate manner.	The student services personnel consistently uses current principles of effective instruction in managing student learning in an exemplary manner and shares these techniques with others.

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

<div align="center">

TOWARDS IDEAL PRACTICE →

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Element	Unsatisfactory	Basic	Proficient	Distinguished
SESSION ADJUSTMENT	The student services personnel adheres rigidly to a plan, even when change will clearly improve a session.	The student services personnel adjusts sessions with mixed results.	Sound planning is evident. The student services personnel makes minor adjustments to sessions if required and the adjustments occur smoothly.	Effective planning is evident. The student services personnel successfully makes major adjustments to sessions if required to enhance the learning process.
RESPONSE TO STUDENTS	The student services personnel ignores or brushes aside students' questions or interests.	The student services personnel sometimes accommodates students' questions or interests.	The student services personnel usually accommodates students' questions or interests.	The student services personnel consistently uses opportunities to enhance student learning/needs by utilizing the students' questions or interests appropriately.
PERSISTENCE	When a student has difficulty learning, the student services personnel either gives up or blames the student or the environment for the student's lack of success.	The student services personnel accepts responsibility for the success of all students and has a moderate repertoire of instructional strategies to use.	The student services personnel persists in seeking approaches for students who have difficulty learning and possesses a good repertoire of strategies. The student services personnel solicits additional resources/support as needed.	The student services personnel 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.

TEACHER EVALUATION SUMMARY REPORT

PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Programs, Materials and Resources	_____	_____	_____	_____
Knowledge of Students	_____	_____	_____	_____
Knowledge of Assessment Techniques, Assessing Learning and Social/Emotional and Behavioural Difficulties	_____	_____	_____	_____
Recording, Reporting and Caseload	_____	_____	_____	_____
Reflections and Professional Growth	_____	_____	_____	_____
Professional Standards and Responsibilities	_____	_____	_____	_____

Additional Comments:

_____

_____

_____

THE EDUCATIONAL ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Distinguished
Creating an Environment of Respect and Rapport	_____	_____	_____	_____
Establishing a Culture for Learning	_____	_____	_____	_____
Managing Student Groups	_____	_____	_____	_____
Managing Student Behaviour	_____	_____	_____	_____
Managing Support Personnel	_____	_____	_____	_____
Contributions to School/Division Activities	_____	_____	_____	_____

Additional Comments:

_____

_____

_____

SERVICE DELIVERY

	Unsatisfactory	Basic	Proficient	Distinguished
Selecting Intervention Outcomes	_____	_____	_____	_____
Designing Effective Intervention Strategies	_____	_____	_____	_____
Communication	_____	_____	_____	_____
Facilitation Skills	_____	_____	_____	_____
Engaging Students	_____	_____	_____	_____
Demonstrating Flexibility and Responsiveness	_____	_____	_____	_____

Additional Comments:

_____

_____

_____

CONCLUDING COMMENTS AND RECOMMENDATIONS

_____

_____

_____

_____

_____

_____

_____

_____

_____ / _____
Name of Student Services Personnel (please print) Signature

I have read this report _____

I will file a response _____

_____ / _____
Name of Evaluator (please print)   Signature

_____
Date

APPENDICES

Data Collection Methods Used

☐   Professional Portfolio
☐   Planning documents
☐   Students' samples (ie. I.E.P., B.I.P., Funding Applications, Aptitude testing)
☐   Samples of correspondence
☐   Log of P.D. activities
☐   Field trips
☐   Indicators of professional leadership
☐   Presenting information
☐   Courses/furthering education
☐   Committee work
☐   Extra-curricular
☐   Research project
☐   Community activities
☐   Parent feedback
☐   Student feedback
☐   Staff feedback
☐   Manitoba Education, Citizenship and Youth, Student Services Unit activities
☐   Observations
☐   Videotape/photograph
☐   Technology materials
☐   Other: _____

Student Services Personnel Initials: _____ Evaluator's Initials: _____

Definitions

The following is a glossary of terms and additional resources for teachers and administrators.

Adaptation is the act of making changes in the teaching environment, process, materials or in student products to help students achieve the expected learning outcomes.

Assessment is the systematic process of gathering information about what a student knows, is able to do, and is learning to do.

Authentic Assessment is an assessment of student performance that involves students in tasks that are worthwhile, significant and meaningful and occur in real-life contexts. Authentic assessment provides students with descriptions of expected performance levels and the criteria by which they will be evaluated.

Balance refers to instructional goals reflecting a balance among different types of learning. Some may represent factual knowledge or conceptual understanding. Others may include reasoning skills, social skills or communication. Still others may include dispositions, such as a willingness to listen to all points of view or taking pride in one's work. A single lesson may incorporate only a few types of goals; a longer unit generally includes balance.

Checklist is an assessment instrument used by an evaluator to record the presence or absence of specific concepts, skills, processes, or behaviours and attitudes that the teacher has pre-selected for observation.

Collaborative Learning is an approach to learning that stresses, in general, the importance of such factors as teamwork, interdependence, and interaction among students (small-group learning projects, cooperative learning, peer tutoring).

Cooperative Learning is a formal approach to collaborative learning in which students are placed into small groups or teams, based on the teacher's criteria, which work together at various times to achieve common learning goals.

Diagnostic Assessment is a highly specialized procedure. Diagnostic assessments probe the underlying causes of student learning difficulties. This information can help determine why some learning experiences may be more beneficial to a student's learning. This is important to know before developing and implementing a plan of intervention and collaborating with others to improve the student's learning.

Differentiated Assessment involves a wide range of instruments for measuring the multidimensional expressions of each student's learning. The increasing diversity of students in our classrooms requires differentiated assessment. Assessment must be equitable and must offer opportunities for success to everyone.

Differentiated Instruction is instruction that acknowledges and responds to diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential. Differentiated instruction is concerned with establishing a supportive learning environment for all students and with meeting each student's learning requirements.

Division or School Activities include activities that enhance education for students. Major activities would include those that involve a large time commitment such as coaching a major sports team or chairing a major committee.

Evaluation is the process of making judgments and decisions based on the interpretation of evidence gathered through assessment.

Higher Level Thinking involves the use of Bloom's taxonomy – a hierarchy of six levels of thinking complexity:
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Learning Style (Learning Modality) supports the theory that students differ in the ways (modalities) they prefer to learn and/or learn most easily or effectively. Examples include preferences for auditory, visual, tactile, or kinesthetic learning experiences.

Metacognition means thinking about thinking. Metacognition involves awareness of and deliberation about one's thinking and learning processes and approaches: planning, monitoring, and evaluation.

Multiple Intelligences include the following intelligences:
- Verbal Linguistic Intelligence
- Logical Mathematical Intelligence
- Interpersonal Intelligence
- Musical Rhythmic Intelligence
- Intrapersonal Intelligence
- Visual Spatial Intelligence
- Bodily – Kinesthetic Intelligence
- Naturalist Intelligence

Observation is an assessment process in which the teacher systematically observes and records information about student performance in order to evaluate what has been learned. A checklist is often used to record what has been observed.

Outcomes are the descriptions of the knowledge and skills that students are expected to know and be able to do at the completion of a course or grade in a subject area.

Rubric is a fixed scale and specific set of criteria that describes what performance should look like at each point on the scale. Usually a rubric has between three to five levels.

SMART outcomes are:
- Specific
- Measurable
- Attainable
- Relevant
- Timely

Standards are the description of the expected level of student performance in relation to grade and specific outcomes. There are both Provincial and Divisional standards.

Student Progress includes both academic progress as well as social development, both of which are included on the student's report card.

Technology means the use of computers, internet, graphing calculators, video, etc. as an integrated part of instruction.

Three Phases of Learning are used when preparing instructional plans and goals:
- Activating
- Acquiring
- Applying

True Discussion occurs when all students are engaged. A few "star" students do not dominate the dialogue, and the teacher is not simply waiting for someone to provide the answer he/she has been looking for. Rather, all students are drawn into the conversation; the perspectives of all students are sought; all voices are heard.

Appendix B: **Professional Growth Plan Report**

Name: _____   School: _____

Assignment: _____   Date: _____

Manitoba Education Priorities	**Turtle Mountain School Division Priorities**	**School Priorities**
1.1 Improving outcomes for less successful learners 1.2 Strengthening links among schools, parents, and communities. 1.3 Strengthening school planning and reporting 1.4 Improving learning opportunities for educators 1.5 Strengthening pathways among secondary schools, post-secondary education and work 1.6 Linking policy and practice to research and evidence	1. We will work to develop students' skills to assist them in leading meaningful lives. 2. We will promote professional development, for all levels of the organization, that improves the quality of education offered to our students. 3. We will communicate effectively with our stakeholders. 4. We will provide safe environments for students and staff within the Division. **Student Services Goals** 1. The Student Services Teacher will become a trainer in the FAST Literacy Program by June 2008. 2. Student Services Personnel will utilize the Pro 3000 assessment results of identified grade 9 to 11 students in developing educational plans by June 2008. 3. Speech Language Pathologist Clinicians will facilitate a professional development session for speech assistants by June 2008. 4. By June 2008, Student Services will have piloted a new formatted student services schedule that includes blocks of time at schools for the delivery of the FAST reading program. 5. By June 2008 a student services brochure will be developed. 6. By June 2008 student services evaluation process/forms will be developed. 7. By June 2008 the development of Appropriate Education Programming Policies procedures will be developed. 8. By June 2008 student services team will have focused professional development training in the area of behavioural planning and management. 9. Students at the Colony schools will meet curriculum expectations in ELA, math, science, and social studies.	

Priority Links	Goals	Activities	Success Indicators	Results
Department Division School				

Priority Links	Goals	Activities	Success Indicators	Results
Department Division School				
Department Division School				

Student Services Personnel Signature:_____

Principal/Supervisor Signature:_____

Mid Year Review (by February 28)

Student Services Personnel Signature:_____

Supervisor Signature:_____

Year End Review (by May 31)

Student Services Personnel Signature:_____

Supervisor Signature:_____

Note: The goals and activities for the year should be identified in September
The activities should be listed in September and updated in February and May
The teacher and supervisor will review the PGP prior to February 28 and again by May 31
Sample PGP Activities and Success Indicators are found in Appendix E

Professional Growth Plan Sample Report

Name: School:

Assignment: Date:

Manitoba Education Priorities	**Turtle Mountain School Division Priorities**	**School Priorities**
1.1 Improving outcomes for less successful learners 1.2 Strengthening links among schools, parents, and communities. 1.3 Strengthening school planning and reporting 1.4 Improving learning opportunities for educators 1.5 Strengthening pathways among secondary schools, post-secondary education and work 1.6 Linking policy and practice to research and evidence	1. Develop students' skills to assist them in leading meaningful lives. 2. Promote professional development to improve the quality of education offered to students. 3. Communicate effectively with stakeholders. 4. Provide safe working and learning environments. **Student Services Goals** 1. The Student Services Teacher will become a trainer in the FAST Literacy Program by June 2008. 2. Student Services Personnel will utilize the Pro 3000 assessment results of identified grade 9 to 11 students in developing educational plans by June 2008. 3. Speech Language Pathologist Clinicians will facilitate a professional development session for speech assistants by June 2008. 4. By June 2008, Student Services will have piloted a new formatted student services schedule that includes blocks of time at schools for the delivery of the FAST reading program. 5. By June 2008 a student services brochure will be developed. 6. By June 2008 student services evaluation process/forms will be developed. 7. By June 2008 the development of Appropriate Education Programming Policies procedures will be developed. 8. By June 2008 student services team will have focused professional development training in the area of behavioural planning and management. 9. Students at the Colony schools will meet curriculum expectations in ELA, math, science, and social studies.	1. Ensure superior communication with parents and students. 2. Promote and maintain safe learning environment for students. 3. Ensure all students are learning crucial numeracy and literacy skills. 4. Provide students with knowledge of employment skills and post-secondary options. 5. Strengthen positive community partnerships.

Priority Links		Goals	Activities	Success Indicators	Results
Department	1.1	To improve my behaviour management skills.	- Attend the WEVAS workshop - Read Ronald Moorish's book on classroom management.	- Workshop attended and strategies implemented. - Book read and strategies used.	
Division	1, 2				
St. Services	8				
School	2				
Department	1.1	To utilize the Pro 3000 assessment results in ITP Planning.	- Attend PRO 3000 planning meeting. - Identify students for assessment. - Plan ITP team meeting. - Develop ITP as part of the IEP.	- Assessment information is the foundation for the IEP. - Student understands the relevancy of the IEP to future employment.	
Division	1, 2				
St. Services	2				
School	1, 4, 5				
Department	1, 4	To improve knowledge in the area of assessment.	- Attend a workshop on Assessment.	- Workshop attended and strategies implemented. - Planning will reflect information learned regarding assessment for learning.	
Division	2				
School	3				

Student Services Personnel Signature: _____

Principal's/Supervisor's Signature: _____

Note: The goals and activities for the year should be identified in September
The activities should be listed in September and updated in February and May
The teacher and supervisor will review the PGP prior to the end of February and again by May 31
Sample PGP Activities and Success Indicators are found in the Appendix E

Appendix C: Principal Record of Student Services Personnel Evaluation and Growth Plans

School:

School Principal

Name of Teacher	General Contract	Limited Term Contract	Professional Portfolio	Professional Growth	Level I Assessment	Level II Probation

Date:

Signature of Principal:

Appendix D: **Professional Portfolio Record**

Year:_____

Teacher:_____

School:_____

Activity & Purpose	Date

Additional Comments

_____

_____

_____

_____

_____

_____

School Administrator: _____   Date:_____

Appendix E: Professional Growth Plan Activities and Success Indicators

Sample Professional Growth Plan Activities

Possible activities for attaining professional development goals may include, but are not limited to:

- observing colleagues
- having colleagues observe student services personnel
- interviews/questionnaires
- attending and/or presenting workshops
- carrying out action-research
- self-evaluation
- piloting new curricula
- group planning
- peer coaching or mentorships
- attending university
- feedback from coach/students/ colleagues/parents
- collecting work samples – portfolio
- professional reading
- committee participation

Sample Professional Growth Plan Success Indicators

- anecdotal writings
- tape classes with a video camera or tape recorder
- keep a professional journal or learning log
- certificates of attendance for workshops
- credit from university courses
- letters of recommendation from a committee with which one worked
- student work samples that demonstrates a new practice being used
- research report
- published report for a professional journal
- facilitate an inservice or a workshop
- feedback from coach/students/ colleagues/parents
- collecting work samples – portfolio
- professional reading

<u>Appendix F:</u>   Feedback Report for Student Services Personnel New to the Division

(to be completed by the school administrator/supervisor and returned to the student services personnel after three months)

Name: _____   ☐ New Student Services Personnel to profession
(please print)

School: _____

Student Services Assignment: _____

From my observations of the work of this student services personnel based on classroom visits and other contacts, I have formed the judgement below:

☐   I am satisfied with the progress this student services personnel is making.

☐   Although this student services personnel is having some difficulties, reasonable progress is being made.

☐   This student services personnel is encountering serious difficulties and is receiving further assistance.

☐   This student services personnel must show considerable improvement to merit recommendation for a second year. (applies only to teachers new to the division)

School Administrator/Supervisor Comments:

_____

_____

_____

_____

Date: _____   Signature: _____

Student Services Personnel Comments:

_____

_____

_____

_____

Date: _____   Signature: _____