TURTLE MOUNTAIN SCHOOL DIVISION	K-2a

SUPERVISION
AND
EVALUATION
OF
EDUCATORS

*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 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 school 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 teachers on the evaluative track and those on the professional growth track. (Appendix C: Principal Record of Teacher Evaluation and Growth Plans)

Developmental Track

What is the developmental track?

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

The specific goals of the development track are:

- To support teachers 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 teachers

In order to accomplish these goals, it is expected that all teachers will reflect on their professional practice and maintain a record of professional growth (portfolio). This record will be shared with the school administrator on an annual basis. In addition, school administrators will encourage teachers 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 teacher is required to maintain a Professional Portfolio Record on an annual basis. All teachers 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 supervisor on an annual basis.

Professional Growth Plan (PGP)

- The teacher and the supervisor will collaborate concerning the professional growth plan of the teacher. A sample template (Professional Growth Plan Report) is included as Appendix B.
- The plan of the teacher shall include specific details and dates that will allow the school supervisor to discuss progress to date.
- Both teacher 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 teacher, discussed with the supervisor, and may be placed in the personnel file of the teacher at the teacher's discretion.

Accountability Track (Formal Evaluation)

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

- Planning and Preparation
    - Demonstrating knowledge of content and pedagogy
    - Demonstrating knowledge of student characteristics, learning styles, and background
    - Selecting instructional goals for the learner
    - Demonstrating knowledge of resources
    - Designing coherent instruction
    - Assessing student learning

- Classroom environment
    - Creating an atmosphere of respect and rapport
    - Establishing a culture of learning
    - Managing classroom procedures
    - Creating a climate for positive student behaviour
    - Organizing the physical space

- Instruction
    - Communicating clearly and effectively
    - Using questions and discussion techniques
    - Engaging students in learning
    - Providing feedback to students
    - Demonstrating flexibility and responsiveness

- Professional responsibilities
    - Reflecting on teaching
    - Maintaining Accurate Records
    - Communicating with families
    - Contributing to the school and Division
    - Growing and developing professionally
    - Showing professionalism

The components of professional practice are outlined in the accompanying *Teacher 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 teacher is generally not at an acceptable level, the supervisor may (if a vice principal), after consultation with the principal and Superintendent, initiate Level II: Probation. All written communication pertaining to this process will be given to the teacher with a copy to the Superintendent for placement in the personnel file of the teacher.

The intent of this review process is to identify and document unsatisfactory teaching performance, to assist teachers to correct and improve unsatisfactory teaching 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 informed throughout the process.

TEACHER EVALUATION – ACCOUNTABILITY TRACK

Level I: Assessment

Formal evaluation will be conducted for the following professionals:

- Teachers in their first year in Turtle Mountain School Division and every fifth year thereafter
- Teachers who are within their first three years of beginning their teaching careers (annual review each year for the first three years)
- Teachers new to a school
- Teachers with a substantial change in assignment
- Teachers requesting a formal evaluation
- Teachers who, in the professional judgment of the supervisor, are experiencing difficulty meeting an acceptable level of performance
- Teachers 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 teacher notifying him/her of the evaluation.

- A pre-visitation conference between the supervisor and the teacher 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 teacher and the supervisor and retained in the personnel file of the teacher. A copy will be given to the teacher.

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

Timelines

- New teachers 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 teachers on formal evaluation will receive a *Teacher Evaluation Summary Report* by May 31.

Appeal Procedure

If the teacher wishes to appeal the *Teacher Evaluation Summary Report*, he/she will first discuss the report with the supervisor.

- If this does not bring about a satisfactory resolution, the teacher 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 teacher signed and received the report. The response may be an amended report or written notification that the report will not be amended.
- Subsequently, the teacher may appeal the report in writing to the Superintendent within twenty-one (21) days of signing and receiving a copy of the report. The Superintendent shall discuss the report with the teacher and supervisor within seven (7) days of receiving the appeal.

- A teacher may withdraw an appeal at any time.

Teachers, 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.

Teacher Evaluation – Accountability Track

Level II: Probation

Level II Procedure

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 teacher to assist in improving performance.
   - Identification of a reasonable time period for the teacher 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, and the teacher. The teacher shall be informed of the decision to begin the process and the letter of concern shall be discussed.

   Meetings with the teacher 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 teacher, and the teacher will sign the summary, acknowledging that it has been read. The teacher 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 teacher in writing. The evaluation will return to the timelines outlined in the *Teacher Evaluation – Accountability Track*. If sufficient improvement has not taken place, the matter will be referred to the Superintendent.

6. The Superintendent shall arrange a meeting with the supervisor and the teacher. 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 teacher.

     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 teacher to determine whether sufficient improvement has taken place.

   - If sufficient improvement has taken place, the supervisor will inform the teacher in writing.
   - If sufficient improvement has not taken place, the matter will be referred to the Superintendent.

Recommendation for Dismissal

This decision shall be taken only after all attempts to assist the teacher have failed to produce the required improvement. The recommendation of the Superintendent 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 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*.

TEACHER PROFESSIONAL DEVELOPMENT – RUBRIC*

Level of Performance

DOMAIN 1: PLANNING AND PREPARATION

Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements:
Knowledge of Content* Knowledge of prerequisite relationships
Knowledge of content-related pedagogy

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF CONTENT	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge
KNOWLEDGE OF PREREQUISITE RELATIONSHIPS	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
KNOWLEDGE OF CONTENT RELATED PEDAGOGY	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

* Charlotte Danielson: <u>Enhancing Professional Practise: A Fremework for Teaching</u>

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

Elements:
Knowledge of characteristics of age groups *Knowledge of Students' varied approaches to learning
Knowledge of students' skills and knowledge *knowledge of student's interests and cultural heritage

Element	Unsatisfactory	Basic	Proficient	Distinguished
KNOWLEDGE OF CHARACTERISTICS OF AGE GROUP	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.
KNOWLEDGE OF STUDENTS VARIED APPROACHES TO LEARNING	Teacher is unfamiliar with the different approaches to learning that student's exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays general understanding of different approaches to learning that students exhibit.	Teacher displays solid understanding of the different approaches to learning that different students exhibit.	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning.
KNOWLEDGE OF STUDENTS' SKILLS AND KNOWLEDGE	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.
KNOWLEDGE OF STUDENTS' INTERESTS AND CULTURAL HERITAGE	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of interests or cultural heritage of each student.

DOMAIN 1: PLANNING AND PREPARATION
Component 1c: Selecting Instructional Goals

Elements:
Value: Goals represent high expectations for students; and reflect important learning and conceptual understanding, curriculum standards, and frameworks. *Suitability for Diverse Students: Goals reflect needs of all students in a class. *Balance: Goals represent opportunities for different types of learning – for example, thinking as well as knowledge and coordination or integration within or across disciplines.

Element	Unsatisfactory	Basic	Proficient	Distinguished
VALUE	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
SUITABILITY FOR DIVERSE STUDENTS	Goals are not suitable for the class.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
BALANCE	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

DOMAIN 1: PLANNING AND PREPARATION
Component 1d: Demonstrating Knowledge of Resources

Elements:
Resources for Students

Element	Unsatisfactory	Basic	Proficient	Distinguished
RESOURCES FOR STUDENTS	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or division.	Teacher is fully aware of all resources available through the school or division and knows how to gain access for students.	In addition to being aware of school and district resources, teacher is aware of additional resources available through the community.

DOMAIN 1: PLANNING AND PREPARATION
Component 1e: Designing Coherent Instruction

Elements:
Learning activities *Instructional Groups *Lesson and unit structure

Element	Unsatisfactory	Basic	Proficient	Distinguished
LEARNING ACTIVITIES	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progressions of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.
INSTRUCTIONAL GROUPS	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.
LESSON AND UNIT STRUCTURE	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

DOMAIN 1: PLANNING AND PREPARATION
Component 1f: Assessing Student Learning

Elements:
Congruence with instructional goals *Criteria and standards *Use for planning

Element	Unsatisfactory	Basic	Proficient	Distinguished
CONGRUENCE WITH INSTRUCTIONAL GOALS	Content and methods of assessment lack congruence with instructional goals	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
CRITERIA AND STANDARDS	The proposed approach contains no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
USE FOR PLANNING	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

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

Elements:
Teacher interaction with students *Student interaction

Element	Unsatisfactory	Basic	Proficient	Distinguished
TEACHER INTERACTION WITH STUDENTS	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
STUDENT INTERACTION	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behaviour toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

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

Elements:
Expectations for learning and achievement

Element	Unsatisfactory	Basic	Proficient	Distinguished
EXPECTATIONS FOR LEARNING AND ACHIEVEMENT	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2c: Managing Classroom Procedures

Elements:
Management of instructional groups *Management of transitions
Supervision of volunteers and paraprofessionals

Element	Unsatisfactory	Basic	Proficient	Distinguished
MANAGEMENT OF INTRUCTIONAL GROUPS	Students not working with the teacher are not proactively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behaviour when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
MANAGEMENT OF TRANSITIONS	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
SUPERVISION OF VOLUNTEERS AND PARAPROFESSIONALS	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2d: Creating the Climate for Positive Behaviour

Elements:
Expectations *Monitoring of student behaviour *Response to student misbehaviour

Element	Unsatisfactory	Basic	Proficient	Distinguished
EXPECTATIONS	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
MONITORING OF STUDENT BEHAVIOUR	Student behaviour is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behaviour but may miss the activities of some students.	Teacher is alert to student behaviour at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behaviour, correcting one another respectfully.
RESPONSE TO STUDENT MISBEHAVIOUR	Teacher does not respond to misbehaviour, or the response in inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehaviour but with uneven results, or no serious disruptive behaviour occurs.	Teacher response to misbehaviour is appropriate and successful and respects the student's dignity, or student behaviour is generally appropriate.	Teacher response to misbehaviour is highly effective and sensitive to students' individual needs, or student behaviour is entirely appropriate.

DOMAIN 2: THE CLASSROOM ENVIRONMENT
Component 2e: Organizing Physical Space

Elements:
Safety and arrangement of furniture

Element	Unsatisfactory	Basic	Proficient	Distinguished
SAFETY AND ARRANGEMENT OF FURNITURE	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.

DOMAIN 3: INSTRUCTION

Component 3a: Communicating Clearly and Accurately

Elements:
Directions and procedures *Oral and written language

Element	Unsatisfactory	Basic	Proficient	Distinguished
DIRECTIONS AND PROCEDURES	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teachers directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
ORAL AND WRITTEN LANGUAGE	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

DOMAIN 3: INSTRUCTION

Component 3b: Using Questioning and Discussion Techniques

Elements:
Quality of questions *Discussion techniques *Student participation

Element	Unsatisfactory	Basic	Proficient	Distinguished
QUALITY OF QUESTIONS	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.
DISCUSSION TECHNIQUES	Interaction between teacher and student is predominantly recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions.
STUDENT PARTICIPATION	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teachers successfully engage all students in the discussion.	Students themselves ensure that all voices are heard in the discussion.

DOMAIN 3: INSTRUCTION
Component 3c: Engaging Students in Learning

Elements: Activities and assignments *Grouping of students

Element	Unsatisfactory	Basic	Proficient	Distinguished
ACTIVITIES AND ASSIGNMENTS	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.
GROUPING OF STUDENTS	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional 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. Students take the initiative to influence instructional groups to advance their understanding.

DOMAIN 3: THE CLASSROOM ENVIRONMENT
Component 3d: Providing Feedback to Students

Elements:
Quality: accurate, substantive, constructive, and specific

Element	Unsatisfactory	Basic	Proficient	Distinguished
QUALITY: ACCURATE, SUBSTANTIVE, CONSTRUCTIVE, AND SPECIFIC	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality and timeliness; some elements of high quality are present; others are not.	Feedback is consistently high quality and timely.	Feedback is consistently high quality and timely. Provision is made for students to use feedback in their learning.

DOMAIN 3: INSTRUCTION
Component 3e: Demonstrating Flexibility and Responsiveness

Elements:
Lesson adjustment *Response to Students *Persistence

Element	Unsatisfactory	Basic	Proficient	Distinguished
LESSON ADJUSTMENT	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes adjustments to lessons.
RESPONSE TO STUDENTS	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event.
PERSISTENCE	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4a: Reflecting on Teaching

Elements: Accuracy

Element	Unsatisfactory	Basic	Proficient	Distinguished
ACCURACY	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	`Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general reference to support the judgment.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining Accurate Records

Elements:
Student completion of assignments *Student progress in learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
STUDENT COMPLETION OF ASSIGNMENTS	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
STUDENT PROGRESS IN LEARNING	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher's system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher's system for maintaining information on student progress in learning is effective.	Teacher's system for maintaining information on non-instructional activities is highly effective. Students contribute information and interpretation of the records.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4c: Communicating with Families

Elements:
Information about the instructional program *Information about individual students
Engagement of families in the instructional program

Element	Unsatisfactory	Basic	Proficient	Distinguished
INFORMATION ABOUT THE INSTRUCTIONAL PROGRAM	Teacher provides little information about the instructional program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the instructional program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for the families.
INFORMATION ABOUT INDIVIDUAL STUDENTS	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
ENGAGEMENT OF FAMILIES IN THE INSTRUCTIONAL PROGRAM	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teachers' efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4d: Contributing to the School and Division

Elements:
Relationships with colleagues * Service to the school * Participation in school and district projects

Element	Unsatisfactory	Basic	Proficient	Distinguished
RELATIONSHIPS WITH COLLEAGUES	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationships with colleagues to fulfill the duties the school or district requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
SERVING TO THE SCHOOL	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution and assumes a leadership role in at least some aspect of school life.
PARTICIPATION IN SCHOOL AND DISTRICT PROJECTS	Teacher avoids becoming involved in school and division projects.	Teacher participates in school and division projects when specifically asked.	Teacher volunteers to participate in school and division projects, making a substantial contribution.	Teacher volunteers to participate in school and division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES
Component 4e: Growing and Developing Professionally

Elements:
Enhancement of content knowledge and pedagogical skill * Service to the profession

Element	Unsatisfactory	Basic	Proficient	Distinguished
ENHANCEMENT OF CONTENT KNOWLEDGE AND PEDAGOGICAL SKILL	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
SERVICE TO THE PROFESSION	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Element	Unsatisfactory	Basic	Proficient	Distinguished
SERVICE TO STUDENTS	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.
ADVOCACY	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	Teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honoured in the school.
DECISION MAKING	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional considerations.	Teacher maintains an open mind and participates in team or departmental decision-making.	Teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.

TEACHER EVALUATION SUMMARY REPORT

PLANNING AND PREPARATION

	Unsatisfactory	Basic	Proficient	Distinguished
* Demonstrating Knowledge of Content and Pedagogy	————	————	————	————
* Demonstrating Knowledge of Students	————	————	————	————
* Selecting Instructional Goals	————	————	————	————
* Demonstrating Knowledge of Resources	————	————	————	————
* Designing Coherent Instruction	————	————	————	————
* Assessing Student Learning	————	————	————	————

Additional Comments:

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CLASSROOM AND ENVIRONMENT

	Unsatisfactory	Basic	Proficient	Distinguished
* Creating an Atmosphere of Respect and Rapport	————	————	————	————
* Establishing a Culture for Learning	————	————	————	————
* Managing Classroom Procedures	————	————	————	————
* Managing Student Behaviour	————	————	————	————
* Organizing Physical Space	————	————	————	————

Additional Comments:

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INSTRUCTION

	Unsatisfactory	Basic	Proficient	Distinguished
* Communicating Clearly and Accurately	————	————	————	————
* Using Questions and Discussion Techniques	————	————	————	————
* Engaging Students in Learning	————	————	————	————
* Providing Feedback to Students	————	————	————	————
* Demonstrating Flexibility and Responsiveness	————	————	————	————

Additional Comments:

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PROFESSIONAL RESPONSIBILITIES

	Unsatisfactory	Basic	Proficient	Distinguished
* Reflecting on Teaching	————	————	————	————
* Maintaining Accurate Records	————	————	————	————
* Communicating with Families	————	————	————	————
* Contributing to the School and Division	————	————	————	————
* Growing and Developing Professionally	————	————	————	————
* Showing Professionalism	————	————	————	————

Additional Comments:

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CONCLUDING COMMENTS AND RECOMMENDATIONS

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_____ / _____

Name of Teacher (please print)   Signature

I have read this report _____

I will file a response _____

_____ / _____

Name of Evaluator (please print)   Signature

_____

Date

APPENDICES

Appendix A: Definitions

Definitions related to Developmental and Accountability Tracks.

Professional Portfolios

This record of personal and professional pursuits may be presented in a variety of formats such as scrapbooks, photo albums, file folders, binders, CD's or any other medium.

Self-Directed Professional Development

The teacher may select one or more professional development activities that are relevant to the approved plan. This might include conferences, visitations, workshops, or other professional development activities discussed with the school administrator.

Group-Directed Professional Development

This might involve school level professional development (P.D.), grade level meetings, or other activities where groups of people focus on a particular P.D. topic that is relevant to the teacher's plan.

Action Research

This is similar to field research. The teacher selects an area for study and gathers data at the school level. This may be done individually or by a group of teachers interested in studying the same area. The project shall result in a report and may be part of a post-secondary course.

Post-Secondary Studies

This involves university or community college work that is relevant to the teacher's plan.

Educational Committees

Many teachers serve on committees at the local level and/or provincial level. This work may be considered for a professional growth plan. The work of the committee must be relevant to the teacher's plan.

Supervision of Teacher Candidates

When serving as a cooperating teacher for a minimum of a five-week practicum block, the teacher is required to assist the teacher candidate with planning, management, methodology, observation skills, and evaluation techniques. Discussions and meetings require the teacher to focus on a particular skills area.

Presenting Professional Development Sessions

Preparing for a P.D. session involves extensive reading, in-depth examination of a topic, and preparation of materials. The topic must be relevant to teaching.

Other

Other areas include professional development topics that are mutually agreed upon by the teacher and the principal/supervisor.

Appendix B: <u>Professional Growth Plan Report</u>

Name:_____   School:_____

Assignment:_____   Date:_____

Manitoba Education Priorities	Turtle Mountain School Division Priorities	School Priorities
1.1 Numeracy and Literacy 1.2 Education for Sustainable Development 1.3 Education in low income communities 1.4 Aboriginal education 1.5 Education in rural Manitoba 1.6 Education in northern communities	• Encourage students to be active, motivated, and fully engaged learners • Facilitate improvements in literacy and numeracy for all students • Enhance the Board's communication strategies across all stakeholder groups • Align student experiences to facilitate success in an ever-changing world	

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

Links			Indicators	
Department Division School				
Department Division School				

Teacher Signature: _____

Principal/Supervisor Signature: _____

Mid Year Review (by February 28)

Teacher Signature: _____

Supervisor Signature: _____

Year End Review (by May 31)

Teacher 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: _____*Paul Simon*_____ School: _____*Minto*_____

Assignment: _*Middle Years – Science, Math, ELA*_ Date: _____*September 2007*_____

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. *Provide and maintain quality infrastructure.* 2. *Enhance program opportunities.* 3. *Foster safe and respectful schools.* 4. *Use effective communication to develop positive teams and partnerships.*	1. *To provide a high quality instructional program for all students.* 2. *To prepare students for participation in the dynamic global society.* 3. *To improve public relations and communication among stakeholders.* 4. *To establish a safe and welcoming environment.*

Priority Links		Goals	Activities	Success Indicators	Results
Department Division School	*1.1* *2, 3* 1, 4	*To improve my classroom management skills.*	- *Attend the WEVAS workshop* - *Read Ronald Moorish's book on classroom management.* - *Have a colleague observe my class and provide feedback.*	- *Workshop attended and strategies implemented.* - *Book read and strategies used.* - *Colleague will observe positive classroom management being used in classroom.*	
Department Division School	*1.1* *2* *1, 2*	*To integrate technology into all of my course offerings.*	- *Attend a SAG/LIFT session on technology integration.* - *Begin corresponding using email.* - *Apply for Grassroots project.*	- *Certificate of completion of SAG/LIFT session.* - *Student work will be created using technology.* - *Grassroots application completed*	
Department Division School	*1, 4* *3* *4*	*To improve my personal wellness.*	- *Attend a workshop on "Stress Management".* - *Increase daily organization skills.*	- *Workshop attended and strategies implemented.* - *A personal daybook will be used to organize activities.*	

Teacher's Signature: _____*Paul Simon*_____ Principal's/Supervisor's Signature: _____*H.J. Simpson*_____

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 priori to the end of February and again by May 31
Sample PGP Activities and Success Indicators are found in the Appendix E

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

_____

_____

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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 teacher
- 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

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## 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

## Appendix F:    Feedback Report for Teachers New to the Division

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

Name: _____     ☐ New Teacher to Profession
(please print)

School: _____

Teaching Assignment: _____

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

☐      I am satisfied with the progress this teacher is making.

☐      Although this teacher is having some difficulties, reasonable progress is being made.

☐      This teacher is encountering serious difficulties and is receiving further assistance.

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

**School Administrator/Supervisor Comments:**

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_____

_____

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Date: _____     Signature: _____

**Teacher Comments:**

_____

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Date: _____     Signature: _____