TEACHER EVALUATION

THE ROLE OF SUPERVISION AND EVALUATION IN THE IMPROVEMENT OF INSTRUCTION

The basic goal and responsibility of the Board of Trustees of the Swan Valley School Division is to provide the best possible learning situation for each student within the resources available to the Division. The Board also recognizes that student learning and achievement are highly dependent upon the quality of instruction and the learning environment created in the classroom by the Teacher. Achieving this standard requires a commitment from the Division to:

1) employ and retain competent staff who recognize and accept responsibility to grow and develop in a professional manner;

2) assist staff to grow professionally to ensure a high standard of instruction for the maximization of student learning and achievement;

While the primary focus of performance supervision and evaluation is to improve instruction, teacher evaluation also requires teachers to continue to meet the established minimal performance expectations. This requires ongoing monitoring and support to performance as guided by the set of minimal expectations set out by the Province in the Education Administration Act (Teacher Competence Standards Regulation) and Swan Valley School Division's Professional Growth Model: Schedule for Educator Evaluations.

The process of performance supervision and evaluation is seen as a constructive, ongoing, and cooperative effort between principal and/or superintendent and teacher, taking place in an atmosphere of mutual trust and respect. The process is designed to foster productive dialogue between staff member and school principal.

PROCEDURES: PERFORMANCE REVIEW PROCESS

The principal of the school has direct responsibility to the superintendent and the Board of Trustees for the effective supervision and evaluation of all professional staff assigned to the school. They may share this responsibility with the vice-principal. In the process of performance supervision and evaluation, the principal's goal is to assist teachers in the improvement of their teaching skills through performance planning and by providing relevant feedback. The information gained and discussed will have application to the planning of divisional and school-level directions for professional development, such that instruction is improved and staff competence is increased.

The principal will provide in a summative report, an assessment of the degree to which the teacher is successfully performing their duties. The summative report will indicate in an objective, unbiased and specific manner the professional strengths and weaknesses of the teacher, and the extent to which the goals selected in performance planning were attained. Areas needing improvement should be clearly set forth, along with recommendations for improvement of skills and abilities, which enhance the learning process for every student.

Schedule for evaluative reporting shall be as follows:

1) First Year Teachers – an interim report by November 30 and a final report by March 15 of the first year, and a final report by March 15 of the second year.
2) Teachers New to a School & Second Year Teachers – an interim report by November 30 and a formal report by March 15.
3) Tenured Teachers – The annual goal-setting process shall be used as part of ongoing supervision leading to a formal report to be submitted by April 30 following every fifth year of teaching employment with the Division.
4) Teachers continuing to have difficulties with their professional duties shall be counselled by the principal and/or superintendent and when in the principal's and/or superintendents' judgement, serious deficiencies continue to exist, they shall notify both the teacher and the superintendent, in writing so that the intensive supervision procedures may be initiated, with the final report submitted by March 15.

MINIMAL PERFORMANCE EXPECTATIONS

It would be anticipated that all staff would be performing above the minimal performance level. The appraisal by the principal or vice-principal is an ongoing and continuous process. Minimum performance expectations include, but are not limited to, the following teacher behaviours:

i. meets and instructs the student (s) in the locations and at the times designated;
ii. develops and maintains both a physical and psychological classroom environment conducive to effective learning;
iii. actively encourages students to set and maintain high standards of classroom behaviour and achievement;
iv. provides an effective program of instruction in accordance with the outcomes of current Manitoba Education Curricula and with the needs and capabilities of the individuals or student group involved. The instruction will include:
    a) evidence of preparation and planning for classroom instruction;
    b) review of previously taught material;
    c) presentation of new material;
    d) meaningful and accurate evaluation of student progress on a regular basis;
    e) use of a variety of teaching materials and techniques; and
v. takes necessary and reasonable precautions to protect students, equipment, material and facilities;
vi. maintains those records as required by Division Policy and provincial administrative regulations;
vii. assists in upholding and enforcing school rules and administrative regulations;

viii. attends and participates in school staff and team meetings;

ix. collaborates in the selection and ordering of books, equipment and other instructional materials;

x. works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioural progress of all students;

xi. establishes and maintains cooperative professional relations with staff and administration at the school and Division level;

xii. performs related duties as assigned by the principal, in accordance with Division procedures.

xiii. The teacher demonstrates a commitment to student success by maintaining open lines of communication with students, parents, and colleagues regarding academic and behavioural progress; cooperating with staff in planning instructional goals, objectives, Student Specific Plans, and instructional methods; and making reasonable provisions to be available outside the instructional day for education-related purposes when necessary.

1. PROCEDURES - ONGOING SUPERVISION

Monitoring of these minimal performance expectations typically will be made through the school principal's daily contact, informal classroom visits and interactions with the teacher. Continuing maintenance of these skills shall be commented on in the summative report.

When problems occur in these areas, the teacher shall be contacted by the school principal to remind the teacher of the minimum expectations in the problem area and to provide helpful and appropriate assistance.

When guidance and assistance related to the S.V.S.D. Professional Growth Model and the Province's Teacher Competence Standards Regulation has been given, and the Teacher has failed to correct or rectify the problem(s), the principal shall prepare and issue to the teacher a letter of direction setting forth the specific deficiency and what must be done to correct it.

In the unlikely event that serious, intentional or flagrant violation of the minimal performance expectations continues to occur, the principal shall then set aside this procedure. The principal shall advise the teacher orally and in writing that a direct recommendation to the superintendent is being made for more formal and direct action to be taken, i.e. placement on Intensive Supervision.

2. PROCEDURES – SUMMATIVE REPORTING

The Division's performance review system emphasizes a process which encourages teacher self-improvement, as well as creating a continuing focus on the systematic improvement of instruction and/or delivery of research-backed instructional strategies. It also affords an opportunity to

provide a commendation for exemplary performance. The principal and the staff member work together for the purpose of increasing teacher effectiveness, thereby improving student learning.

The fundamental supervisory activities in the performance review process include the following:

2.1 Performance Planning

The teacher first selects possible goals for the period of review and discusses with the principal such that they agree. The principal may offer input as to possible goals for the teacher. The teacher works to achieve those goals, with support from the principal. These goals become part of the formal performance review process and, as such, become part of the principal's efforts to support teacher growth.

Procedures:

a) All teachers in the Division will be involved in an annual goal-setting process. Goals will originate from teacher personal and professional need, and the goals/priorities of the school and the Division's annual priorities planning process.

b) The school principal will supervise and have involvement with each member of the teaching staff in this regard. Itinerant staff will have involvement from each supervising school principal in the goal-setting process.

c) In the case of resource teachers, consultation with the coordinator of student services is expected in the establishment of goals. See the Resource Teacher Professional Growth Model for guidelines as to the expectations of the Resource Teacher.

Summative Review

An overall oral and written summary for the period of review and the results attained will be prepared in the Professional Growth Model document.

During the goal attainment process and review period leading to the summative report, records of interactions, contacts, activities and so forth, between the actual evaluator and the staff member should be kept in a OneNote record with either notes or e-mail correspondence. These would include such things as dates and summaries of observations; records of student evaluations; results of artifact reviews; notation of involvement and application of staff growth activities; questions and answers related to the process; and summaries of contributions to the school and Division. It will include the recording of any and all contacts or data that are appropriate to the methods agreed upon by the principal and the teacher in conducting the performance review. The OneNote files will generate a body of evidence sufficient enough to give valid feedback on all the domains of Planning and Preparation of Learning; Classroom Management; Delivery of Instruction; Monitoring, Evaluation, and Follow-Up; Family and Community Outreach; and Professional Responsibilities.

3. PROCEDURES - SCHEDULE AND FORMAT FOR SUMMATIVE REPORTING

3.1 First Year Non-tenured Teachers

a) At least one formal classroom observation shall be completed by November 30. (If it appears that performance is marginal, the intensive supervision mode is to be implemented.

b) Formal visitations with reports backed by a valid and reliable body of evidence are completed by March 15 for teachers whose performance is regarded as satisfactory.

c) The Evaluation Summary Report is to include recommendations for improvement and is to be completed in the superintendent's office by March 15. Upon completion, the report will be signed by the school principal and the teacher, although the teacher has the option of indicating that the signature only acknowledges that they have seen and reviewed the report but are not necessarily in agreement with the analysis and/or recommendations. Copies are to be provided to the teacher, superintendent and the Teacher's Staff File at the Division Office.

3.2 Tenured Teachers

a) The Teacher's Evaluation Summary Report, the Feedback Report for Experienced Teachers, shall include at least one formal visitation.

b) The Evaluation Summary Report, upon completion, will be completed, signed by the school principal and the teacher, although the teacher has the option of indicating that the signature only acknowledges that they have seen and reviewed the report but are not necessarily in agreement with the analysis and or recommendations. Copies of the reports, together with recommendations and commendations, are to be provided to the teacher, the superintendent and the Teacher's Staff File at the Division Office.

INTENSIVE SUPERVISION AND DISMISSAL OF PROFESSIONAL STAFF

1. A teacher may be placed under intensive supervision by the Principal or the Superintendent under any of the following circumstances:

   a. In the event that intentional, flagrant or serious violation(s) of the minimal performance expectations continues to occur even after prior verbal reminders, over a period of time, and at least one letter of direction from the Principal;

   b. During the performance appraisal process, sufficiently serious deficiencies are noted so that the competency of a tenured teacher is judged to be unsatisfactory in that it is deemed to be detrimental to students or to the overall functioning of the school.

2. The teacher will be advised, both verbally and in writing, of the recommendation by the Principal to the Superintendent that more formal and direct action be taken, i.e. placement on Intensive Supervision. The letter will identify the areas of performance deficiency, the corrective measures or strategies which would assist in correction of the weakness(es), assistance available, as well as the timeline for the required improvement by the teacher. The Superintendent will confirm in writing to the teacher that they will be placed under Intensive Supervision, and a copy of that letter will be placed in their Staff File at the Division Office.
3. The Superintendent may join the Principal of the school in the supervision process. A second principal from the Division may be involved, if requested by either party. The second principal will be chosen by the Superintendent after discussion between the Principal, Superintendent and the Teacher involved. The second principal will be appointed within two weeks of the teacher's official placement under Intensive Supervision.
4. The Supervising Principal shall function in working with the teacher, in cooperation with the second principal, in addressing the concerns outlined in the placement under Intensive Supervision report.
5. Visitations to the teacher and the classroom may be formal and informal and can, for example, include discussions related to the domains outlined in the Education Administration Act (Teacher Competence Standards Regulation) and Swan Valley School Division's Professional Growth Model: Schedule for Educator Evaluations. Visitations should build a valid body of knowledge for the evaluation and be documented with at least three dated visits.
6. Formal classroom visitations shall be preceded and followed by a conference as soon as possible, preferably within three teaching days, to discuss the instructional objectives and the observations made.
7. Each formal visitation must be recorded with supplemental conference notes, which can be summarized to the teacher in an email and kept in OneNote.
8. A written bimonthly evaluative progress report shall be prepared by the Principal, which includes the second Principal's comments and observations, to be submitted to the Superintendent. All such reports shall be discussed with the Teacher and signed by both the Teacher and Principal, prior to submission to the Superintendent. The teacher's signature shall verify that the above procedures have been followed, but shall not imply the teacher's agreement with the content of the report.
9. The summative report will state whether the identified problems have been attended to, corrected, and the new skills show evidence of being maintained. This final report will include a recommendation as to whether the teacher should be tenured, recommended for release, continued under intensive supervision or brought under the regular performance appraisal process. This final report shall have been discussed with the teacher prior to March 15, and is due in the Superintendent's office by March 15, for situations on Intensive Supervision.

10. A complete record showing dates and content of all visits, conferences, recommendations and other pertinent information is necessary. The final report of the second supervising Principal shall be given to the Supervisory Principal for inclusion in their summative report and will be appended to the School Principal's report and sent to the Superintendent. Superintendent commentary regarding their visitation will be attached or included with this report if applicable.
11. Teachers on intensive supervision shall be advised verbally, and in writing, prior to March 15 of that year, respecting their future status as employees of the Division.