

Human Resources

Administrative Procedure: Teacher Evaluation			
EFFECTIVE DATE: July 13, 2005	R E F E R E N C E S	ADMINISTRATIVE PROCEDURE CODE: 2.A.10	
		Policy Reference	
		Legal Reference	

Border Land School Division evaluation procedure addresses the need for continued professional growth of teachers in relation to life-long learning and the divisional expectation for accountability. The Board also recognizes that supervision and teacher self-reflection are key components in an effective evaluation policy.

The goals of the evaluation procedure are:

- To expect the best possible learning environment for the student.
- To ensure a high level of teacher performance by promoting professional growth.
- To promote a positive teaching/learning process.
- To review the performance of teachers for the purpose of summative evaluation.
- To make decisions regarding the employment of teaching staff.

In order to address these goals, this policy recognizes that the evaluative function is separate from the growth function. The accountability track is designed to address the evaluation function. The developmental track is designed to address the continued professional growth of teachers. Principals will maintain an annual record of those teachers on the evaluative track and those on the professional growth track.

Accountability Track

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 students

- Selecting Instructional outcomes
- Demonstrating knowledge of resources
- Designing coherent instruction
- Designing student assessments
- Classroom environment
 - Creating an atmosphere of respect and rapport
 - Establishing a culture of/for learning
 - Managing classroom procedures
 - Managing student behavior
 - Organizing the physical space
- Instruction
 - Communicating with students
 - Using questions and discussion techniques
 - Engaging students in learning
 - Using assessment in instruction
 - Demonstrating flexibility and responsiveness
- Professional responsibilities
 - Reflecting on teaching
 - Maintaining accurate records
 - Communicating with families
 - Participating in a professional community
 - Growing and developing professionally
 - Showing professionalism

The components of professional practice are outlined in the *Teacher Framework for Teaching Evaluation Instrument*. <https://www.danielsongroup.org/framework/> This instrument 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 shall be used to guide the evaluation process.

In the event that a school administrator has reason to believe that the performance of a teacher is generally not at an acceptable level, the school administrator may, after consultation with the Superintendent, initiate a review process. 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 teacher will be informed at the outset of his/her right to have Manitoba Teachers' Society (MTS) involved in this process.

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 school administrator is primarily responsible for directing the review process and is required to consult with and keep the Superintendent informed throughout the process.

Formal evaluation will be conducted for the following professionals:

- Teachers in their first year in Border Land School Division and every fourth year thereafter
- Teachers requesting a formal evaluation
- Teachers who, in the professional judgment of the school administrator, are experiencing difficulty meeting an acceptable level of performance
- Teachers who, in the professional judgment of the school administrator, have not shown appropriate improvement to an acceptable level of performance (may be placed on the *Under Review Process*)

Formal evaluations will be conducted using *The Framework for Teaching and Evaluation Instrument* <https://www.danielsongroup.org/framework/>

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 following will be the minimum that will occur during the formal evaluation:

- A pre-visitation conference between the principal and the teacher which may include observations made during the supervision process
- A minimum of three pre-arranged classroom visitations by the principal (within a reasonable time frame)
- A post-visitation conference by the principal which will be held as soon as possible upon completion of these formal visitations

The formal report by the principal must be signed by both the teacher and principal 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*

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*
- All teachers on formal evaluation will receive a *Teacher Evaluation Summary Report* by April 30th.

Appeal Procedure

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

- If this does not bring about a satisfactory resolution, the teacher may appeal the report in writing to the evaluator within seven (7) teaching days of signing and receiving a copy of the report.
- The evaluator shall respond to this appeal in writing within fourteen (14) teaching 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) teaching days of signing and receiving a copy of the report. The Superintendent shall discuss the report with the teacher within seven (7) teaching days of receiving the appeal.

A teacher may withdraw an appeal at any time.

Under Review Track

Teachers who, in the professional judgment of the school administrator, have not shown appropriate improvement to an acceptable level of performance, may be placed on the *Under Review Process*.

1. The school administrator 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 (which may include termination) for failure to improve.
2. A meeting will be arranged with the school administrator, the Superintendent, the teacher, and his/her Manitoba Teachers' Society (MTS) representative. The teacher shall be informed of the decision to begin the process and the letter of concern shall be discussed.

Meetings with the teacher and his/her MTS representative will be held throughout the process to monitor the progress of the teacher.

3. The school administrator 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 letter.

4. Based on the identified timelines, the school administrator will conduct a minimum of three (3) 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 school administrator 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.

Referral to Superintendent

The Superintendent shall arrange a meeting with the school administrator, the teacher, and his/her MTS representative. 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 a decision is made to extend the time period for improvement, the school administrator will write a second letter of concern. Based on the identified timelines, the school administrator will follow up with the teacher to determine whether sufficient improvement has taken place.

- If sufficient improvement has taken place, the school administrator 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 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*.

Growth Track

The growth track has been created with the purpose of fostering lifelong learning for teachers. The Board believes that this is accomplished through reflective practice, encouragement of record keeping of professional development, and the celebration of professional achievement

The specific goals are:

- To support teachers in developing and maintaining the best possible learning environment for the student.
- To ensure effective teaching practices.
- To facilitate ongoing dialogue among professional staff.
- To promote professional development, recognizing that the needs of each teacher are unique.

In order to accomplish these goals, it is suggested that all teachers maintain a professional portfolio record (see appendix) after their first year. The professional portfolio can serve as a record of personal and professional activities.

In addition, all teachers will develop and follow through on a Professional Growth Plan to be shared with their principals

Professional Growth Plan

- The teacher and the school administrator will collaborate concerning the professional growth plan of the teacher. A sample template (*Teacher Developmental Track Growth Plan*) is included below.
- The partner in a professional growth plan may be a professional colleague.
- The plan of the teacher shall include specific details and dates that will allow the principal to discuss progress to date.
- Both teacher and principal 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 principal.

Components of such a professional growth plan may include the following:

- Self-directed professional development
- Group-directed professional development
- Action research
- Post-secondary study
- Serving on educational committees
- Supervising teacher candidates
- Leading or directing professional development session
- Other

A copy of the Professional Growth Plan and the Professional Portfolio Record may be placed in the personnel file of the teacher at his/her discretion.

Definitions Related to Developmental and Growth Plan Model for Supervision

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.

The Framework for Teaching and Evaluation Instrument

NOTE: The school administrator **and** the classroom teacher will **each** pick **one area**, in **each domain**, to focus on for the evaluation.

Below is the *Smart Card* for the framework and the complete Danielson Rubric can be found at <https://www.danielsongroup.org/framework/>

Levels of performance defined:

- Note: levels of performance describe teaching not teachers; each term is value laden and may differ for each teacher; clarity of meaning must be established beforehand.

Unsatisfactory:

Not a high standard: students will not come to harm as a consequence of the teacher's actions; requires an immediate response.

Basic:

Typical of someone new to the profession; characterized by inconsistency due largely to lack of experience; in the process of acquiring the skills of a proficient/distinguished teacher.

Proficient:

A solid, professional teacher; typical of teachers who know their craft and their school.

Distinguished:

A different type of learning environment; typical of teachers who are able to create a community of learners where students are fully invested in their learning; can look as though the teacher is not doing anything

Charlotte Danielson's FRAME

DOMAIN 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content knowledge • Prerequisite relationships • Content pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child development • Learning process • Special needs
 - Student skills, knowledge, and proficiency
 - Interests and cultural heritage
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment • Clarity • Balance
 - Suitability for diverse learners
- 1d Demonstrating Knowledge of Resources**
 - For classroom • To extend content knowledge • For students
- 1e Designing Coherent Instruction**
 - Learning activities • Instructional materials and resources
 - Instructional groups • Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with outcomes • Criteria and standards
 - Formative assessments • Use for planning

DOMAIN 4: Professional Responsibilities

- 4a Reflecting on Teaching**
 - Accuracy • Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning • Non-instructional records
- 4c Communicating with Families**
 - About instructional program • About individual students
 - Engagement of families in instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues • Participation in school projects
 - Involvement in culture of professional inquiry • Service to school
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues • Service to the profession
- 4f Showing Professionalism**
 - Integrity/ethical conduct • Service to students • Advocacy
 - Decision-making • Compliance with school/district regulations

