

Board Governance Policy Cross Reference: [1, 4, 12, 14](#)

Administrative Procedures Cross Reference:

[Performance Management](#)

Form Cross Reference:

[Interim Report on Professional Staff New to Division](#)

[Professional Growth Plan for Teachers-Clinicians](#)

[Teacher-Clinician Written Summary Report](#)

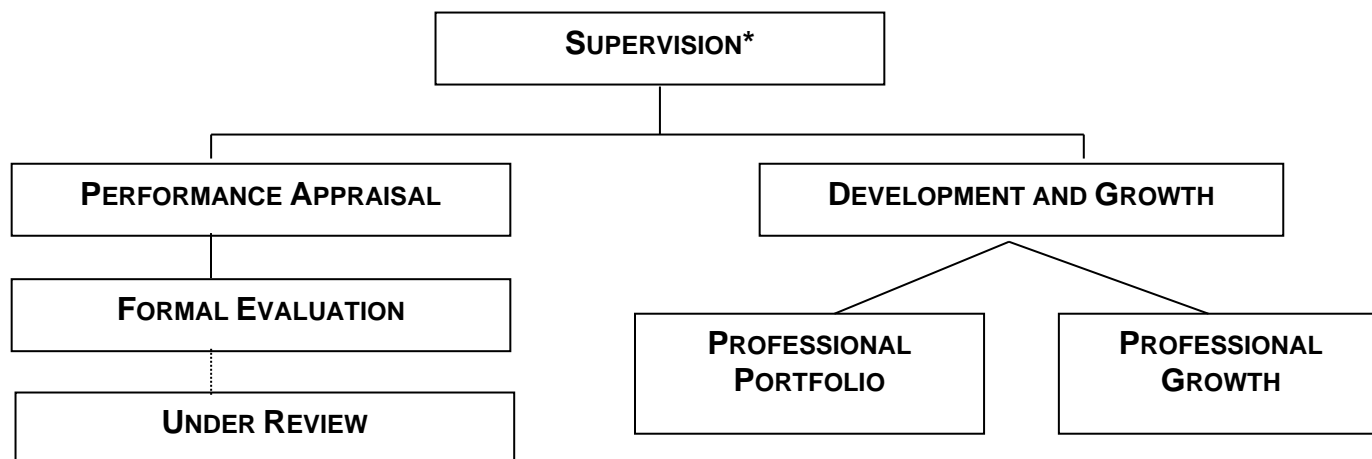
[Clinician Formal Evaluation](#)

[Teacher Formal Evaluation](#)

Legal/Regulatory Reference:

[The Public Schools Act \(92\)](#)

The Interlake School Division (ISD) believes that the fundamental objective of the teacher/clinician evaluation process is to improve teaching and learning for the benefit of all students. Regular supervision and performance evaluation of employees enhances the quality of education and the professional growth of our employees. Staff performance will be monitored through a system of supervision, evaluation and growth.



This procedure consists of two sections:

Part I – Performance Appraisal

Part II – Development and Growth

Part I – Performance Appraisal

A. Formal Evaluation

1. Goals

- a) To develop and maintain the best possible learning environment for students.
- b) To ensure effective teaching/clinical practices.
- c) To facilitate ongoing professional dialogue.
- d) To provide a formal evaluation report of teacher/clinical performance and provide recommendations where necessary.

2. Components of Formal Evaluation

Teachers

- a) Instruction
 - i. Planning and Preparation
 - ii. Delivery
 - iii. Assessment and Evaluation of Students
- b) Classroom Environment
 - i. Classroom Management
 - ii. Classroom Setting
 - iii. Pupil Relations
- c) Professional Responsibilities

Clinicians

- a) Program Development, Implementation and Assessment
- b) Intervention Program
- c) Professionalism

3. Process

- a) Supervision of teachers/clinicians will be conducted by their supervisor on an ongoing basis both inside the classroom and during school-related activities. Observations will be shared with the teacher/clinician either verbally or in writing.

NOTE: The Hutterian administrator will be responsible for the supervision and evaluation of teachers/principals in Hutterian schools.

- b) Formal Evaluation will be conducted for the following professionals:
 - i. Teachers in their first and fourth year in the Division.
 - ii. Clinicians in their first, fourth year, and every fourth year after.
 - iii. Teachers/Clinicians requesting a formal evaluation.
 - iv. Teachers/Clinicians who, in the supervisor's professional judgment, are experiencing difficulty meeting an acceptable level of performance.
 - v. Teachers/Clinicians who, in the supervisor's professional judgment, have not shown appropriate improvement to an acceptable level of performance may be placed on the Under Review Process.
- c) All participants in the evaluation process will be informed of the criteria, procedures, and purpose of the evaluation.
- d) The following will occur during Formal Evaluation:
 - i. A pre-visitation conference with the teacher/clinician which may include observations made during the supervision process.
 - ii. A minimum of three pre-arranged observations (within a reasonable time frame).
 - iii. A post-visitation conference which will be held as soon as possible upon completion of these formal visitations.
- e) The formal report must be signed by both parties and retained in the teacher's/clinician's personnel file. A copy will be given to the teacher/clinician.

4. Timelines

- a) New professional staff to the division will receive the [Interim Report on Professional Staff New to Division](#), which will be completed by October 31st or 40 teaching days after employment in their first year.
- b) All teachers/clinicians on formal evaluation will receive a [Teacher Formal Evaluation](#) or [Clinician Formal Evaluation](#) by April 30th.

5. Appeal Procedure

- a) If a teacher/clinician wishes to appeal the Formal Evaluation report, the teacher/clinician will first discuss the report with the evaluator.
- b) Failing a satisfactory resolution to (a) above:
 - i. A teacher/clinician may appeal the report in writing to the evaluator within 7 teaching days of signing and receiving a copy of the report.
 - ii. The evaluator must respond to this appeal in writing within 14 teaching days of the date the teacher/clinician signed and received the report. The response may be an amended report or written notification that the report will not be amended.
 - iii. Subsequently, the teacher/clinician may appeal the report in writing to the Superintendent/CEO within 21 teaching days of signing and receiving a copy of the

report. The Superintendent/CEO will discuss the report with the teacher/clinician within 7 teaching days of receiving the appeal.

- c) A teacher/clinician may withdraw an appeal at any time.

B. Under Review Process

When, based on a formal evaluation, a supervisor has reason to believe that a teacher's/clinician's performance is below an acceptable level, the supervisor may, after consultation with the Superintendent/CEO, initiate the Under Review Process. All written communication pertaining to this process will be given to the teacher/clinician with a copy to the Superintendent/CEO for placement in their personnel file. The teacher/clinician will be informed at the outset of his/her right to have Manitoba Teachers' Society (MTS) involved in this process.

1. Goals

- a) To identify and document unsatisfactory performance.
- b) To assist teachers/clinicians to correct and improve unsatisfactory teaching performance.
- c) To provide a mechanism by which a recommendation for dismissal may be made.

2. Responsibility

The primary responsibility rests with the supervisor. Throughout the process, the Superintendent/CEO must be consulted and kept informed.

3. Process

- a) The supervisor will write a letter of concern which includes:
 - i. Identification of specific areas of unsatisfactory performance.
 - ii. Specific description of the improvement(s) expected.
 - iii. Identification of resources and supports available to the teacher/clinician to assist in improving performance.
 - iv. Identification of a reasonable time period for the teacher/clinician to show sufficient improvement (normally 30 teaching days).
 - v. A statement of possible consequences (which may include termination) for failure to improve.
- b) A meeting will be arranged with the supervisor, the Superintendent/CEO, the teacher/clinician and his/her MTS representative. The teacher/clinician will be informed of the decision to begin the process and the letter of concern will be discussed.
- c) Meetings with the teacher/clinician and his/her MTS representative will be held throughout the process to monitor the teacher's/clinician's progress.
- d) The supervisor will prepare a written summary of every meeting, review it with the teacher/clinician and the teacher/clinician will sign the summary acknowledging that it has been read and will have the opportunity to respond.

- e) Based on the identified timelines, the supervisor will conduct a minimum of 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.)
- f) If sufficient improvement has taken place, the supervisor will so advise the teacher/clinician in writing. If sufficient improvement has not taken place, the matter will be referred to the Superintendent/CEO.

4. Referral to the Superintendent/CEO

- a) The Superintendent/CEO will arrange a meeting with the supervisor, the teacher/clinician and his/her MTS representative. At this meeting it will be decided whether:
 - i. Extending the timeline for required improvement is appropriate.
 - ii. Extending the timeline is not appropriate, in which case a recommendation for dismissal will be forwarded to the Interlake School Division Board of Trustees (Board) with a copy to the teacher/clinician.
- b) If a 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/clinician to determine whether sufficient improvement has taken place.
 - i. If sufficient improvement has taken place, the supervisor will so inform the teacher/clinician in writing.
 - ii. If sufficient improvement has not taken place, the matter will be referred to the Superintendent/CEO.

5. Recommendation for Dismissal

This decision will be taken only after all attempts to assist the teacher/clinician have failed to produce the required improvement. The Superintendent/CEO's recommendation will include evidence of:

- i. Having notified the teacher/clinician in writing of the proposed course of action and the reason(s) thereof.
- ii. Having advised the teacher/clinician that he/she has the right to appear and make representation before the Board and/or make a written submission which will be given to the Board as part of the deliberations dealing with the recommendation for dismissal as per Section 92 of [The Public Schools Act](#).

Part II – Development and Growth

A. Professional Portfolios

1. Goals

- a) To promote reflective practice.
- b) To encourage teachers/clinicians to keep a record of professional development activities.
- c) To provide a vehicle for the celebration of personal and professional achievement.

2. Components of Professional Portfolios

The components and format will be determined by the teacher/clinician.

3. Process

Teachers

- a) All teachers will maintain a professional portfolio after year one.
- b) It will serve as a record of personal and professional activities, which will be shared with the school administrator on an annual basis.

Clinicians

- a) All clinicians will maintain a professional portfolio after year one.
- b) The professional portfolio will serve as a record of personal and professional activities, which will be shared with the Student Services Administrator on year three of service and every other year thereafter.

B. Professional Growth

1. Goals

- a) To develop and maintain the best possible learning environment for the student.
- b) To ensure effective teaching/clinical practice.
- c) To facilitate ongoing dialogue amongst professional staff.
- d) To promote professional development recognizing that each teacher's/clinicians needs are unique.

2. Components to Professional Growth (See Appendix A)

- a) Self-Directed Professional Development
- b) Group-Directed Professional Development
- c) Action Research
- d) Post-Secondary Work
- e) Educational Committees

- f) Supervision of Teacher Candidates
- g) Presentation of Professional Development Sessions
- h) Other

3. Process

- a) Teacher Professional Growth, with a formalized plan will occur every three years beginning in Year Five or as considered necessary by the school administrator. The plan will be documented on the [Professional Growth Plan for Teachers-Clinicians](#).
- b) Clinician Professional Growth, with a formalized plan will occur every four years beginning in Year Two or as considered necessary by the Student Services Administrator. The plan will be documented on the Professional Growth Plan for Teachers-Clinicians.
- c) The teacher/clinician and their supervisor will collaborate concerning the professional growth plan.
- d) The plan should include specific details and dates that would allow the supervisor to discuss progress to date.
- e) Both teacher/clinician and their supervisor will keep a copy of the plan. It is recognized that if changes in the plan occur during the year, then such changes must be mutually agreed upon.
- f) The [Teacher-Clinician Written Summary Report](#) will be completed by the teacher/clinician, discussed with their supervisor and placed in the teacher's/clinician's personnel file.

Appendix A

Definitions Related To Development And Growth 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, digital or any other medium.

Self-Directed Professional Development

One or more professional development activities may be selected that are relevant to the approved plan. This might include conferences, visitations, workshops or other professional development activities discussed with the supervisor.

Group-Directed Professional Development

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

Action Research

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

Post-Secondary Work

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

Educational Committees

Many teachers/clinicians serve on committees at the local level and/or provincial level. The committee's work must be relevant to the teacher's/clinician's plan.

Supervision of Teacher/Clinician Candidates

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

Presentation of 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 refers to a mutually agreed upon area of professional development.