



SUPERVISION AND EVALUATION – TEACHERS

Frontier School Division recognizes that in order to maintain the highest quality education program possible, it is necessary to provide on-going supervision and evaluation for all teaching staff. For the purpose of this policy, teachers, clinicians, vice-principals, principals and consultants on teaching contracts shall be referred to as “teachers”.

To this end the Division will:

- assess the performance of teachers utilizing the Supervision for Growth model,
- provide opportunities for professional learning and personal growth within the professional learning community,
- encourage self-reflection and personal responsibility for professional competence and life-long learning,
- provide time and assistance to facilitate improvement for staff experiencing difficulty.

Information: Supervision for Growth and Professional Learning Handbook

Adopted September 1, 2009	Revised June 16-17, 2011	
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The Board recognizes the most effective supervisory and evaluative practices are those conducted fairly with the support and cooperation of all involved. The Board expects all teaching staff to follow the Supervision for Growth policy and model annually as well as participate in the appropriate performance evaluation cycle.

Utilizing the Supervision for Growth model, all staff will develop an annual Supervision for Growth Plan which is reflective of the following elements:

- Personal goals supportive of the staff member's assignment and his/her professional learning and growth.
- School goals and outcomes as indicated in the school plan.
- Division strategic goals stated in *Charting the Future*.

All staff is expected to apply the Framework for Effective Teaching when developing their Supervision for Growth plans.

The purposes of the Framework are to:

- Enhance student learning by identifying and communicating effective instructional practices supported by research, learning theory and expert opinion.
- Provide a common language for describing the instructional practices.
- Continue the on-going process for striving for excellence in education.
- Help teachers to teach even better.

This framework is explained in detail in the Division's Supervision for Growth model.

A. SUPERVISION FOR GROWTH FOR TEACHERS

In conjunction with the Supervision for Growth model the following performance evaluation cycle will be applied:

1. All teachers will participate in a cycle of formal evaluation (Administrative Track) as follows.
 - All first-year teachers will be placed on the Administrative Track (Probation),
 - Teachers new to Manitoba as well as teachers with tenure in Manitoba, who are newly hired, will be placed on the Administrative Track (Performance).
 - After the first year, teachers shall have a formal written summative evaluation (Administrative Track – Performance) in the fourth year of employment and a minimum of once every four years subsequently, unless requested more frequently by either the teacher, the principal, or the school committee as per Policy B.3.D, and approved by the Area Superintendent.
2. Teachers whose performance is not meeting criteria outlined in the Framework for Effective Teaching shall be placed on the Administrative Track (Competence).

The formal procedure for “Evaluation of Competence” is outlined in Supervision for Growth.

B. SUPERVISION FOR GROWTH FOR PRINCIPALS AND VICE-PRINCIPALS

Supervision for Growth for Principals and Vice-Principals is designed to:

- Promote professional growth;
- Enhance educational leadership and administrative skills;
- Affirm positive performance;
- Identify general areas in job performance and skills in which improvements are needed; and
- Provide a summative performance evaluation.

Principals and Vice-Principals are expected to apply the Framework for Effective School Leadership when developing their Supervision for Growth plans.

In conjunction with the Supervision for Growth model the following formal performance evaluation cycle will be applied:

1. Following the initial administrative appointment, Principals and Vice-Principals will be placed on the Administrative Track (Performance).
2. All Principals and Vice-Principals will participate in a cycle of formal evaluation (Administrative Track – Performance) as follows. After the first year, Principals and Vice-Principals shall have a formal written summative evaluation in the fourth year of employment and a minimum of once every four years subsequently, unless requested more frequently by either the Principal, Vice-Principal, Area Superintendent, or the school committee as per Policy B.3.D.
3. Principals and Vice-Principals whose performance is not meeting criteria outlined in the Framework for Effective School Leadership shall be placed on the Administrative Track (Competence). The formal procedure for “Evaluation of Competence” is outlined in Supervision for Growth.

The formal evaluation of the Principal is the responsibility of the Area Superintendent and will include data collection from:

- School visits by the Area Superintendent,
- The Principal’s self-evaluation, and
- Survey instruments completed by school staff (teaching and support staff), school committee members and randomly selected parents.

The process for the receipt, collation, and reporting of the information obtained by the survey will be the responsibility of the Area Superintendent and will be held in the strictest confidence. Survey data will be destroyed after one year.

This process may be modified in small schools.

The formal evaluation of the Vice-Principal is the responsibility of the Area Superintendent in consultation with the Principal and will include:

- School visits by the Area Superintendent,
- Observations and feedback provided by the Principal,
- The Vice-Principal’s self-evaluation, and
- Survey instruments completed by school staff (teaching and support), the Principal, school committee members and randomly selected parents.

The process for the receipt, collation, and reporting of the information obtained by the survey will be the responsibility of the Area Superintendent and will be held in the strictest confidence. Survey data will be destroyed after one year.

Information: Supervision for Growth and Professional Learning Handbook
Policy B.3.D. – School Committee Roles and Responsibilities
Appendix II – Framework for Effective Teaching
Framework for Effective School Leadership

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