Teacher Supervision and Evaluation

Beautiful Plains
SCHOOL DIVISION
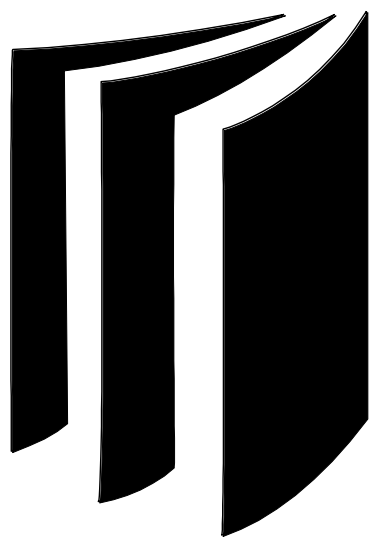
Beautiful Plains SCHOOL DIVISION

Teacher Evaluation/Supervision for Growth

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Supervision and Evaluation of Teachers

What We Believe ……….

- *Enhancing professional practice leads to enhanced learning experiences for students.*

- *It is the right of all students to have teachers who are effective and growing professionally.*

- *The professional growth needs of teachers will change as they progress through the various stages of their careers.*

- *Just as students' needs differ, so do the needs of teachers. In the process of professional growth, these differences should be recognized and supported.*

- *Meaningful teacher evaluation procedures should include a balance of both formative and summative assessments.*

- *Continuous positive professional growth is the ultimate aim of supervision and evaluation.*

Teacher Evaluation and Professional Growth

The model for supervision and evaluation contained in this document is divided into three distinct programs:

	Formal Evaluation	Professional Growth
New/Beginning Teachers -teachers in their first year of teaching -teachers new to Beautiful Plains School Division	√ New teachers will have a formal evaluation <u>done in their first year</u> of teaching to ensure that components of professional practice are understood and demonstrated. This will also be used in determining the decision to continue employment. There may be a second year of formal evaluation at the principal's discretion.	
Tenured Teachers -teachers who have more than one year with Beautiful Plains School Division and who are not on the Teacher Assistance Program	√ Regular teachers will have a formal evaluation <u>done every 4 years</u> of teaching to ensure that components of professional practice are understood and demonstrated. This will also be used to initiate discussion between principal and teacher and promote ongoing growth and development.	√ Regular teachers will complete a professional growth form <u>yearly</u>. The purpose of professional growth is to allow ongoing dialogue between school principal and teacher, inform principal of teachers professional goals for the year, and to provide a means for ongoing feedback for a teacher in areas of strength and areas of improvement.
Teacher In Need of Professional Assistance -teachers who have been identified as needing professional assistance and where concerns have arisen in areas of job performance of professional practice -these people have been identified by the school principal in consultation with the Superintendent.	√ Regular teachers will be placed in the Teacher Assistance Program if performance is deemed unsatisfactory. Teachers that are identified as needing Teacher Assistance will be provided a more structured process to help support improvement in their performance. Later stages of the Teacher Assistance Program are designed to provide due process for potential disciplinary action.	

Formal Evaluation-the purpose of formal evaluations are to provide ongoing feedback and support to teachers. It also allows for a more structured process for improving teacher performance. Formal evaluations will be done once every four years unless a teacher is placed on the Teacher Assistance Program. Then the process will be done as deemed necessary.

Professional Growth- the purpose of the professional growth plan is to provide teachers with a structure, supportive, collaborative process to promote professional growth. It will be done on a yearly basis and will involve teacher goal setting and discussion with school administration.

Beautiful Plains Components of Professional Practice:

Domain 1: Planning and Preparation	Domain 2: The Classroom Environment
Domain 1 includes comprehensive understanding of the content to be taught, knowledge of the students' backgrounds, and designing instruction and assessment. Its components are:	*Domain 2 addresses the teacher's skills in establishing an environment conducive to learning, including both the physical and interpersonal aspects of the environment. Its components are:*
1a. Demonstrating knowledge of content and pedagogy **1b.** Demonstrating knowledge of students **1c.** Planning for meeting instructional goals **1d.** Demonstrating knowledge of resources **1e.** Designing appropriate instruction **1f.** Planning for assessment of student learning	**2a.** Creating a safe environment of respect and rapport **2b.** Establishing a positive culture to foster learning **2c.** Managing classroom procedures **2d.** Managing student behavior **2e.** Organizing physical space
Domain 3: Instruction	**Domain 4: Professional Responsibilities**
Domain 3 is concerned with the teacher's skill in engaging students in learning the content, and includes the wide range of instructional strategies that enable students to learn. Its components are:	*Domain 4 addresses a teacher's additional professional responsibilities, including self-assessment and reflection, communication with parents, participation in ongoing professional development, and contributing to the school and division environment. Its components are:*
3a. Communicating clearly and accurately **3b.** Using effective questioning and discussion techniques **3c.** Engaging students in learning **3d.** Providing feedback to students in a timely fashion **3e.** Demonstrating flexibility and responsiveness **3f.** Ongoing assessment	**4a.** Reflecting on teaching **4b.** Maintaining accurate records **4c.** Communicating with families **4d.** Contributing to the school and division **4e.** Growing and developing professionally **4f.** Showing professionalism

Source: Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

New/Beginning Teacher Program (Formal Evaluation)

The purpose of the New Teacher Program is to:
- allow new teachers to have ongoing support from the school principal
- allow for regular feedback for the teacher from the school principal
- provide feedback for the new teacher on expectations of the school and division
- give the division a means for considering continued employment

Process: The school principal will conduct several formal and informal visits throughout the year. Each visit will be followed by a discussion with the teacher about what was observed which should include conversation around the strengths and areas needing improvement. The final evaluation will be written/discussed and formalized with the teacher prior to the end of April. The final evaluation report must include Appendix C and submitted to the Superintendent's office.

Tenured Teacher Program (Formal Evaluation and Professional Growth)

The purpose of the professional growth program is to:
- provide a structured, supportive, and collaborative environment to promote professional growth for teachers
- provide a continuous cycle of discussion on a yearly basis for teachers and principals to collaboratively discuss teachers goals for growth.

Process: The teacher has the responsibility to reflect on their plans for growth for the upcoming school year. The goals can come from self-assessments as well as feedback from school administration, from school or division goals, or from personal motivation to gain new skills or acquire new knowledge. The teacher must hand the plan (Appendix D) into the school principal to be reviewed prior to the end of September. The purpose of this is for the principal to have insight into the teacher's plans for growth and to allow them to be able to support these plans. It is the expectation that the teacher and supervisor will have a discussion around the growth plan during the school year.

The purpose of the Formal Evaluation is to:
- allow teachers to have ongoing support from the school principal
- allow for regular feedback for the teacher from the school principal
- provide feedback for the teacher on expectations of the school and division
- give the division a means for addressing inadequate performance
- to acknowledge teachers who are doing a good job
- to provide a formal record of performance

Process: The school principal will conduct several formal and informal visits throughout the year. Each visit will be followed by a discussion with the teacher about what was observed which should include conversation around the strengths and areas needing improvement.

The final evaluation will be written/discussed and formalized with the teacher prior to the end of May. The final evaluation report must include Appendix C and submitted to the Superintendent's office.

Teacher In Need Of Professional Assistance Program (Formal Evaluation)

The purpose of the Teacher In Need Of Professional Assistance Program is to:
- provide a more structured process to help support improvement in their performance.
- provide due process for potential disciplinary action.

Process: When a principal has reason to believe that a teacher's performance is unsatisfactory, the principal, in consultation with the Superintendent will initiate the teacher assistance program. The first step in this process will be that the teacher will be notified in writing that they are being placed on the Teacher In Need of Professional Assistance Program. The primary responsibility for initiating and carrying out the teacher assistance program rests with the principal, but the Superintendent or his/her designate must be consulted and kept informed.

Three Phases of the Teacher Assistance Program
Awareness Phase:

1. The administrator identifies the concern(s) in writing to the teacher, and the teacher and administrator discuss strategies and resources the teacher may employ in an attempt to resolve the concern(s). This would also include the administrator and teacher scheduling a specific timeline for the concern(s) to be resolved.

2. At the conclusion of the timeline decided upon in step one, the administrator will review the teacher's progress and make one of the following recommendations:
    -the area(s) of concern have been resolved and the teacher should return to the regular teacher program. The teacher will have a formal evaluation done in the following year.
    -the area(s) of concern have not been satisfactorily resolved, and the teacher is then formally placed into the teacher assistance phase

Assistance Phase:
1. Review recommendations from the awareness phase.

2. A specific plan will be developed, which includes:
    -growth-promoting goals which are specific, measurable, action-oriented, and realistic
    -strategies for resolution of the concern
    -timelines
    -indicators of progress
    -resources and supports needed

3.	The administrator and the teacher set up a specific time to review what progress has been made.

4.	One of the following recommendations will be made upon reviewing the teacher's progress:
	-the concern(s) are resolved and the teacher returns to the regular teacher program. The teacher will have a formal evaluation done in the following year.
	-the teacher remains in the teacher assistance program with revised goals and timelines
	-the concern is not resolved and the teacher is moved into the summative phase

Summative Phase:

1.	The teacher may be placed in the summative phase because of, but not limited to, not satisfactorily meeting the components of professional practice after being in the assistance phase.

2.	The summative phase will involve a meeting between the administrator, teacher, and the Superintendent. The administrator will identify in writing the specific Components of Professional Practice, or the policy/procedure in violation. The teacher will be given an opportunity to respond in writing. Following the discussion, the Superintendent will indicate next steps to be taken such as:

	-a further and specific remedial plan with a time line
	-placement of the teacher on either paid or unpaid leave
	-requirement of specific training or professional evaluation
	-recommendation to the Board for contract termination*
	*This recommendation shall be made only after all attempts to assist the teacher have failed to produce the required improvement. The Superintendent's recommendation 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

3.	The summative phase only addresses ongoing performance concerns not corrected by the teacher under either the awareness phase or the assistance phase. The summative phase is not intended as a restriction on the division's right to take appropriate disciplinary action for teacher misconduct. Is some instances the teacher may not have gone through the awareness phase or assistance phase.

A Suggested Timeline for Program Implementation *Items in Bold are Mandatory Timelines*				
Month	New Teacher Program	Tenured Teacher Program		Teacher Assistance Program
		Professional Growth	Formal Evaluation	
September	Teacher and administrator conduct initial conference	**Teacher formulates and discusses growth plan with administrator (prior to end of September)**	Teacher and administrator conduct initial conference	Can be initiated at any time during a school year, with timelines to follow accordingly.
October	Administrator conducts first formal observation (discussion held with teacher)		Administrator conducts first formal observation (discussion held with teacher)	
November				
December	Administrator conducts second formal observation (discussion held with teacher)	Teacher implements growth plan throughout the remainder of the year	Administrator conducts second formal observation (discussion held with teacher)	
January				
February	Administrator conducts third formal observation (prior to Spring Break) (discussion held with teacher)		Administrator conducts third formal observation (prior to Spring Break) (discussion held with teacher)	
March				
April				
May	**Administrator completes evaluation, holds conference with teacher (prior to end of April)**	Teacher conducts self-assessment and reflects on professional growth that has occurred. **(Growth plan with self reflection handed in prior to the end of May)**	**Administrator completes evaluation, holds conference with teacher (prior to end of May)**	
June				

BEAUTIFUL PLAINS SCHOOL DIVISION

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1 – PLANNING AND PREPARATION			
Component 1a: Demonstrating knowledge of content and pedagogy			
LEVEL OF PERFORMANCE			
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Subject Content	The teacher makes content errors or does not correct content errors made by students. The teacher is not knowledgeable of the curriculum as outlined in Manitoba Education documents.	The teacher displays basic content knowledge. The teacher has knowledge of the curriculum as outlined in Manitoba Education documents.	The teacher displays solid content knowledge and can articulate connections with other parts of the discipline or with other disciplines. The teacher is knowledgeable of the curriculum as outlined in Manitoba Education documents.	The teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. The teacher's knowledge extends beyond the curriculum as outlined in Manitoba Education documents.
Knowledge of Prerequisite Relationships	The teacher displays little understanding of prerequisite knowledge important for student learning of the content.	The teacher indicates awareness of prerequisite knowledge important for student learning of the content.	The teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	The teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.

DOMAIN 1 – PLANNING AND PREPARATION				
Component 1b: Demonstrating knowledge of students				
LEVEL OF PERFORMANCE				
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Understanding of Characteristics of Age Group Taught	The teacher displays minimal knowledge and/or understanding of the developmental characteristics of the age group being taught.	The teacher displays basic understanding of the developmental characteristics of the age group being taught.	The teacher displays thorough understanding of the typical developmental characteristics of the age group being taught as well as exceptions to general patterns.	The teacher displays extensive understanding of typical developmental characteristics of the age group being taught, exceptions to the patterns, and the extent to which each student follows the patterns.
Understanding of Students' Varied Approaches to Learning	The teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and multiple intelligences and does not use the resources provided in the Manitoba Education documents.	The teacher displays basic understanding of the different approaches to learning that students exhibit and makes some use of the resources provided in the Manitoba Education documents.	The teacher displays solid understanding of the different approaches to learning that different students exhibit and makes use of the resources provided in the Manitoba Education documents.	The teacher uses, where appropriate, extensive understanding of students' varied approaches to learning in instructional planning and integrates the resources provided in the Manitoba Education documents.
Understanding of Students' Skills and Knowledge	The teacher displays little understanding of students' skills and knowledge and does not indicate that such knowledge is valuable.	The teacher recognizes the value of understanding students' skills and knowledge and displays this knowledge for the class as a whole.	The teacher displays solid understanding of students' skills and knowledge for groups of students and recognizes the value of this knowledge with some regard for individual students.	The teacher displays extensive understanding of students' skills and knowledge for each student including those with special needs.
Understanding of Students' Interests and Cultural Heritage	The teacher displays little knowledge and/or understanding of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	The teacher recognizes the value of understanding students' interests or cultural heritage and displays this knowledge for the class as a whole.	The teacher displays solid understanding of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	The teacher displays extensive understanding of the interests or cultural heritage of each student.

DOMAIN 1 – PLANNING AND PREPARATION
Component 1c: Planning for meeting instructional goals
LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Appropriateness of Goals	Goals/objectives represent either low expectations or no conceptual understanding for students, or, there is no evidence of prepared goals/objectives. Goals/objectives do not reflect important learning.	Goals/objectives represent a moderate level of expectations or conceptual understanding and importance of learning.	Goals/objectives represent an appropriate level of expectations, conceptual understanding, and importance of learning.	Not only are the goals/objectives appropriate, but the teacher can also clearly articulate how goals/objectives establish high expectations and relate to Manitoba Education curriculum frameworks and standards.
Clarity	Goals/objectives are either not clear or are stated as student activities. Goals/objectives do not permit viable methods of assessment. There are no long or short term goals/objectives and they are not measurable.	Goals/objectives are moderately clear or include a combination of goals/objectives and activities. Some goals/objectives permit viable methods of assessment. Some long and short term goals/objectives have been developed and are measurable.	Most of the goals/objectives are clear but may include a few activities. Most goals/objectives permit viable methods of assessment. They reflect both long and short term goals/objectives and are measurable. The students are aware of the learning outcomes.	Goals/objectives are clear, written in the form of student learning outcomes, and permit viable methods of assessment. Measurement of both long and short term goals/objectives is comprehensive.
Suitability for Diverse Students	Goals/objectives are not suitable for the class.	Most of the goals/objectives are suitable for most students in the class.	The goals/objectives are suitable for most students in the class.	Goals/objectives take into account the varying learning needs of individual students or groups.
Balance	Goals/objectives reflect only one type of learning and one discipline or strand.	Goals/objectives reflect several types of learning.	Goals/objectives reflect several different types of learning and opportunities for integration.	Goals/objectives reflect student initiative in establishing important learning.

DOMAIN 1 – PLANNING AND PREPARATION				
Component 1d: Demonstrating knowledge of resources				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Resources for Students	The teacher is unaware of resources available to assist students who require them.	The teacher displays an awareness of school and division resources available to assist students who require them.	The teacher is aware of and uses school and division resources available to assist students who require them.	In addition to being aware of and using school and division resources to assist students who require them, the teacher is aware of additional resources available through the community.
Resources for Teaching	The teacher is unaware of technology and resources for teaching available through the school, the division or Manitoba Education.	The teacher displays an awareness of technology and resources available through the school, the division or Manitoba Education.	The teacher is fully aware of and uses technology and resources available through the school, the division and Manitoba Education.	In addition to being aware of and using school, division and Manitoba Education technology and resources, the teacher actively seeks other materials that are relevant and current to enhance instruction.

DOMAIN 1 – PLANNING AND PREPARATION			
Component 1e: Designing appropriate instruction			
LEVEL OF PERFORMANCE			
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.	Most of the learning activities are suitable to students or instructional goals. Progression of activities is organized, and some activities reflect recent professional research.	The learning activities are suitable to students and instructional goals. Progression of activities is organized and reflects recent professional research.	Learning activities are highly relevant to students and instructional goals. The activities progress coherently, producing a unified whole and reflect recent professional research.
Instructional materials, Technology and Resources	Instructional materials, technology and resources do not support the instructional goals or engage students in meaningful learning.	Most instructional materials, technology and resources are suitable for the instructional goals, and engage students in meaningful learning.	Materials, technology and resources support the instructional goals, and engage students in meaningful learning.	Materials, technology and resources support the instructional goals, and engage students in meaningful learning. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.
Instructional Groups	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are appropriate to the students and are 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.
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. 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: Planning for assessment of student learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Knowledge of Assessment Techniques	The teacher displays little knowledge of accepted assessment techniques.	The teacher displays basic knowledge of accepted assessment techniques.	The teacher demonstrates an understanding of and uses accepted assessment techniques.	The teacher displays extensive knowledge of and uses accepted assessment techniques, with evidence of continuing pursuit of such knowledge.
Criteria and Standards	The proposed approaches to assessing student learning contain no clear criteria or standards and do not relate to the instructional goals.	Assessment criteria and standards have been developed with a relationship to the instructional goals, and have been communicated to students and parents.	Assessment criteria and standards are clear and varied with a relationship to the instructional goals, and have been clearly communicated to students and parents.	Assessment criteria and standards are clear and varied and have been clearly communicated to students and parents. There is evidence that students contributed to the development of the criteria and standards.
Assessment Results Used for Planning	The assessment results for these students are used only minimally for daily planning.	The teacher uses assessment results to plan for the class as a whole.	The teacher uses assessment results to plan for both individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.
Student Assessment	The teacher uses few assessment methods in assessing student progress. Feedback on student progress is sporadic.	The teacher uses a variety of assessment methods in assessing student progress, and provides regular feedback to students.	In assessing student progress, the teacher uses a variety of assessment methods that match the learning outcomes being measured. The teacher provides frequent feedback to students.	In assessing student progress, the teacher uses a variety of assessment methods that match the learning outcomes being measured, provides frequent feedback to students, and takes a leadership role in sharing/developing/implementing assessment strategies within the school.

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DOMAIN 2 – THE CLASSROOM ENVIRONMENT
Component 2a: Creating a safe environment of respect and rapport

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or is inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. A stimulating, supportive, non-threatening atmosphere does not exist.	Teacher-student interactions are appropriate. Students exhibit respect for the teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Students exhibit respect for the teacher.	The teacher demonstrates genuine caring and respect for individual students. The teacher maintains a stimulating, supportive, and non-threatening atmosphere. Students exhibit great respect for the teacher as an individual.
Student Interaction	A negative atmosphere exists because student interactions are frequently negative and are not resolved by the teacher.	Students' interactions are generally polite and respectful. The teacher corrects inappropriate behavior.	Student interactions are polite and respectful.	Students respect one another as individuals and as students. Students demonstrate tolerance and sensitivity for each other.

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DOMAIN 2 – THE CLASSROOM ENVIRONMENT				
Component 2b: Establishing a positive culture to foster learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Importance of the Content	The teacher or students convey a negative attitude toward the content.	The teacher communicates the importance of the content.	The teacher conveys enthusiasm for the content and subject.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Expectations for Learning and Achievement	Students demonstrate little or no pride in their work. Instructional goals, activities and the classroom environment convey only modest expectations for student achievement.	Students invest some energy in the quality of their work. Instructional goals, activities and the classroom environment convey expectations for student achievement.	The teacher insists that student work must be of a high quality. Students develop a realistic self-image, a feeling of self-worth and pride in their work. Instructional goals, activities and the classroom environment convey high expectations for student achievement.	Students take obvious pride in their work and actively try to improve its quality. Students participate in the planning of instructional goals and activities in the classroom. The teacher encourages excellence, commitment, and a seriousness of purpose in all assigned work.

DOMAIN 2 – THE CLASSROOM ENVIRONMENT

Component 2c: Managing classroom procedures

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of Instructional Groups	Group work tasks are not explained, and the purpose of the tasks is unknown to the students. Students not working with the teacher are not on task.	Group work tasks are explained and organized. Students are generally on task when the teacher is involved with another group.	Tasks for group work are clearly explained and well organized. Students understand what they are expected to do. The groups are well managed and are on task.	Task-focused behavior is maximized. Groups working independently are productively engaged, with students assuming responsibility for productivity.
Management of Transitions and Materials	Much instructional time is lost during transitions and the handling of materials/supplies.	Transitions during instructional time and routines for handling materials/supplies are consistent, and function satisfactorily.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming some responsibility for efficient operations in the classroom.
Managing Assistants in the Classroom	The teacher does not manage the responsibilities and activities of assistants in the classroom.	The teacher outlines the responsibilities and activities of assistants in the classroom.	The teacher effectively manages the responsibilities and activities of assistants in the classroom.	The teacher manages the responsibilities and activities of assistants in the classroom skillfully, optimizing the ability of assistants to have a positive effect on student learning within the classroom.

DOMAIN 2 – THE CLASSROOM ENVIRONMENT				
Component 2d: Managing student behavior				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Standards of Conduct	Rules and standards of conduct have not been established, or students are confused as to what the standards are.	Standards of conduct have been established and students are aware of consequences.	Standards of conduct are clear to the students. The teacher uses effective behavior management techniques.	Standards of conduct are clear to students and have been developed with student participation. The teacher shares knowledge of effective behavior management techniques with others.
Monitoring of Student Behavior	Student behavior is not monitored, and the teacher is unaware of what students are doing.	The teacher is generally aware of student behavior.	The teacher is alert to student behavior at all times.	Monitoring by the teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	The teacher does not respond to misbehavior, or the response is inconsistent, extremely negative, or does not respect the students' dignity.	The teacher generally responds appropriately and consistently to any student misbehavior, and respects the dignity of students, or generally no serious disruptive behavior occurs.	The teacher's response to misbehavior is consistently appropriate, successful, and respects the dignity of students, or generally student behavior is appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or, student behavior is completely appropriate.

DOMAIN 2 – THE CLASSROOM ENVIRONMENT
Component 2e: Organizing physical space

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Arrangement of the classroom	The classroom is physically unattractive, unsafe, or is not appropriate to the maturity level of the students. The classroom is consistently untidy and disorganized.	The classroom is safe and is conducive to the maturity level of the students.	The classroom is safe, stimulating, organized, and physically conducive to learning.	The classroom is stimulating and well organized. Both the teacher and students take pride in the appearance of the classroom. Student work is displayed in a manner that is appropriate to the subject.
Accessibility to Learning and Use of Physical Resources	The teacher uses physical resources both within and/or outside the classroom poorly. Learning is not accessible to some students.	The teacher uses physical resources both within and/or outside the classroom adequately.	The teacher uses physical resources both within and/or outside the classroom skillfully, and learning is equally accessible to all students.	Both the teacher and students use physical resources within and/or outside the classroom optimally.

DOMAIN 3 – INSTRUCTION				
Component 3a: Communicating clearly and accurately				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Directions and Procedures	The teacher's directions and procedures are confusing to students.	The teacher's directions and procedures are satisfactory.	The teacher's directions and procedures are clear to students and contain an appropriate level of detail.	The teacher's directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	The teacher's spoken or written language may contain many grammar and syntax errors. The teacher's written language is illegible. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's spoken language is audible and written language is legible. Both are used correctly.	The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	The teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson.

DOMAIN 3 – INSTRUCTION				
Component 3b: Using effective questioning and discussion techniques				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Quality of Questions	The teacher's questions are of poor quality. Most questions required a close response. The questioning techniques do not match the current stage of student learning.	The teacher uses a variety of questions. Some questions invite responses above recall. Wait time is used occasionally.	The teacher uses probing questions to encourage higher-level thinking. Wait time is used consistently.	The teacher uses a variety of questions, which encourage higher level and critical thinking. Students are encouraged to formulate many of their own questions. Wait time is used effectively.
Discussion Techniques	Interaction between the teacher and students is predominantly recitation style, with teacher mediating all questions and answers. Only a few students participate in the discussion.	The teacher makes an attempt to engage students in a true discussion. Teacher questioning promotes some student discussions.	Classroom interaction represents true discussion, with the teacher stepping to the side when appropriate. The teacher ensures that all voices are heard and respected in the discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics and making appropriate contributions. Students themselves ensure that all voices are heard and respected in the discussion.

DOMAIN 3 – PLANNING AND PREPARATION			
Component 3c: Engaging students in learning			
LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Instruction of Content	Instruction of the content is inappropriate and unclear or uses poor examples and analogies.	Instruction of the content is consistent in quality. Examples and analogies are used.	Instruction of the content is appropriate and links well with students' knowledge and experience. Effective examples and analogies are used.	Instruction of the content is appropriate and links well with students' knowledge and experience. Students contribute to the representation of the content.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged in the activities. Few activities meet students' individual and group needs.	Activities and assignments are appropriate and engaging to students. Most activities meet students' individual and group needs.	Activities and assignments are appropriate and engaging to students. Activities meet students' individual and group needs.	Students are engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance learning.
Differentiated Instruction	There is no evidence of differentiated instruction or consideration of the individual students and their learning styles.	There is evidence of differentiated instruction and an awareness of the individual students' learning styles.	Differentiated instruction is used appropriately to match with individual students' learning styles.	Differentiated instruction is used effectively. 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 – INSTRUCTION
Component 3c: Engaging students in learning (Continued)
LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both. The pace of the lesson is not based on student learning behaviors.	The lesson has a recognizable structure. Pacing of the lesson is satisfactory. To some extent the lesson is paced based on student learning behaviors.	The lesson has a defined structure around which the activities are organized. Pacing of the lesson is consistent. The pace of the lesson is based on student learning behaviours.	The lesson's structure is coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for the students.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are appropriate to the students and are 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.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students.	Instructional materials and resources are suitable to the instructional goals, or students' level of engagement is moderate.	Instructional materials and resources are suitable to the instructional goals and engage students.	Instructional materials and resources are suitable to the instructional goals and engage students. Students initiate the choice, adaptation, or creation of materials to enhance their own purposes.

DOMAIN 3 – INSTRUCTION				
Component 3d: Providing feedback to students in a timely fashion				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Feedback to Students	Feedback is either not provided in a timely manner or is of uniformly poor quality. Positive reinforcement of student behaviors is not used.	Feedback is consistent in quality and timelines of feedback is adequate. Positive reinforcement of student behavior is used to some extent.	Feedback is consistently of high quality and provided in a timely manner. Positive reinforcement of student behaviors is used appropriately.	Feedback is consistently of high quality and provided in a timely manner. Positive reinforcement of student behavior is used effectively. Students make appropriate use of the feedback in their learning.

		DOMAIN 3 – INSTRUCTION		
		Component 3e: Demonstrating flexibility and responsiveness		
		LEVEL OF PERFORMANCE		
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Lesson Adjustment	The teacher adheres rigidly to an instruction plan, even when change will clearly improve a lesson.	The teacher makes minor adjustments to lessons as required.	The teacher makes adjustments to lessons as required and the adjustments occur smoothly.	The teacher successfully makes major adjustments to lessons to enhance the learning process when required as a result of checking for understanding.
Response to Students	The teacher ignores or brushes aside students' questions or interests.	The teacher attempts to accommodate students' questions or interests.	The teacher successfully accommodates students' questions or interests.	The teacher seizes a major opportunity to enhance student learning utilizing current events and topics.
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.	The teacher accepts responsibility for the success of students.	The teacher persists in seeking approaches for students who have difficulty learning and possesses a repertoire of strategies.	The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and solicits additional resources from the school.

DOMAIN 3 – INSTRUCTION				
Component 3f: Ongoing Assessment				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Transforms outcomes into learning targets (strategies)	The teacher's instruction has little focus on learning outcomes.	The teacher's instruction meets learning outcomes.	The teacher's instruction demonstrates an understanding and implements outcome based learning.	The teacher's instruction extensively demonstrates outcome based learning and plans for successful transitions to related learning.
Informs students of targets	The students are not aware of desired learning outcomes.	Students are informed of desired learning outcomes.	Students have a clear direction and understanding of desired learning outcomes.	Students have an understanding and an awareness of desired learning outcomes and expectations of how to achieve them.
Involves students in assessment	Little to no student involvement in the assessment process.	Students are part of the assessment process.	Students understand and are engaged in the assessment process.	Students actively participate in the assessment process and understand the importance of self-reflection and peer assessment.
Provides on-going feedback to students	Students are not kept well informed throughout learning process.	Students are kept informed of progress during the learning process.	Students receive timely feedback and understand strengths and areas needing improvement.	Students receive timely feedback and are able to reflect on their learning to understand strengths and areas needing improvement.
Adjusts instruction based on assessment	Teacher shows a lack of flexibility in adapting lessons or using differentiated instruction.	Teacher adapts teaching strategies based on on-going assessment of student needs.	Teaching strategies are based on regular feedback of on-going assessment.	A wide range of teaching strategies are implemented to meet individual student's needs based on an extensive understanding of individual learning needs.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
Component 4a: Reflecting on teaching				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Accuracy of Perception	The teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	The teacher has a general impression of a lesson's effectiveness and the extent to which instructional goals were met.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.	The 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.
Use in Future Teaching	The teacher has no suggestions for how a lesson may be improved another time.	The teacher makes general suggestions about how a lesson may be improved.	The teacher makes specific suggestions of what may be tried another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probably successes of different approaches.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES
Component 4b: Maintaining accurate records

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Records	The teacher has no system for maintaining information on non-instructional activities, student assessment and progress in learning, or the system is in disarray. There is little evidence that student progress is accurately monitored.	The teacher's system for maintaining information on non-instructional activities, student assessment and progress in learning is satisfactory. Student progress is accurately monitored.	The teacher's system for maintaining information on non-instructional activities, student assessment and progress in learning is effective. Student progress is accurately monitored. Student work is retained for reference.	The teacher's system for maintaining information on non-instructional activities, student assessment and progress in learning is effective. Students contribute information and interpretation of their records and portfolios.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
Component 4c: Communicating with families				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Communicating with families	The teacher provides minimal information to students and parents and does not respond or responds insensitively to parental concerns about students. The teacher also provides limited information about the instructional program.	The teacher adheres to the school's required procedures for communicating to students and parents and participates in the school's activities for parent communication about the instructional program.	The teacher communicates with students and parents about students' progress on a regular basis and provides relevant information to parents about the instructional program. The teacher respects confidentiality.	The teacher provides information to students and parents frequently on both positive and negative aspects of student progress. The teacher also provides relevant information to parents about the instructional program and works collaboratively throughout the year to resolve issues. Response to parental concerns is handled with great sensitivity.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
Component 4d: Contributing to the school and division				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Relationships with Staff	The teacher's relationships with colleagues are negative or self-serving.	The teacher maintains positive relationships with colleagues to fulfill the duties that the school or division requires.	Support and cooperation characterize relationships with colleagues.	The teacher takes initiative in assuming leadership among staff and is sensitive to the opinions, attitudes and feelings of colleagues.
Involvement in School/Division Activities	The teacher does not become involved in school and division activities.	The teacher participates in some school and division activities when asked.	The teacher is actively involved in school and division activities pursuing areas of personal strength and interest.	The teacher is involved in school and division activities, making a substantial contribution, and assumes a leadership role in a major school or division activity.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES			
Component 4e: Growing and developing professionally			
LEVEL OF PERFORMANCE			
ELEMENT	**UNSATISFACTORY**	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Service to the Profession	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher finds some ways to contribute to the profession.	The teacher actively participates in assisting other educators.	The teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.
Enhancement of Content Knowledge and Pedagogical Skill	The teacher engages in no professional development activities to enhance knowledge or skill.	The teacher participates in professional development activities to some extent.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	The teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom.

DOMAIN 4 – PROFESSIONAL RESPONSIBILITIES				
Component 4f: Showing professionalism				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Responsibilities of Teachers	The teacher does not abide by the policies and/or directives of the Board. The responsibilities of teachers as outlined in the Public Schools' Act (PSA) or as directed by the Minister are not followed.	The teacher abides by policies and/or directives of the Board. The responsibilities of teachers as outlined in the PSA or as directed by the Minister are followed.	The teacher abides by the policies and/or directives of the Board. The teacher has knowledge of and implements the policies and professional practices as outlined in the PSA or as directed by the Minister.	The teacher assumes leadership among staff and is a role model for the profession. The teacher takes an active role in sharing knowledge with colleagues.
Service to Students	The teacher is not alert to students' needs.	The teacher is aware of and attempts to serve the individual needs of students.	The teacher is active in serving the individual needs of students.	The teacher makes a particular effort to help ensure that all students' needs are served and that students are honored in the school.
Professional Practice	The teacher does not display a professional attitude in carrying out the role and function of a teacher.	The teacher displays a respectful attitude in carrying out the role and function of a teacher.	The teacher displays a professional and positive attitude in carrying out the role and function of a teacher.	The teacher provides leadership to others in professionally and positively carrying out the role and function of a teacher.

Beautiful Plains SCHOOL DIVISION

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<u>Optional</u> Classroom Observation Pre-Conference Guide
THIS FORM MAY BE USED TO GUIDE DISCUSSION BEFORE CLASSROOM VISITS

Name _____	**Administrator Name** _____
1. Briefly describe the students in this class, please indicate any with additional needs or supports.	
2. What are the objectives of the lesson?	
3. How do these goals support the curriculum's outcomes?	
4. How do you plan to engage students in the content? What will you do? What will the students do?	
5. What challenges do you for see potentially arising in this lesson and how have you planned to address them?	
6. What instructional materials or other resources, will you use?	
7. How do you plan to assess student progress?	
8. How do you plan to use the results of the assessment?	
9. How does this lesson tie in with your plans for the unit?	
Comments:	

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<u>Optional</u> Classroom Observation Report
THIS FORM MAY BE USED DURING CLASSROOM VISITATION

Teacher: _____   School: _____

Grade Level _____ Subject _____ Date _____

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Administrator Comments:

Teachers Comments (Optional):

Date: Administrator's Signature:

This classroom observation report has been discussed with me and I have received a copy of the report.

Date: Teacher's Signature:

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Final Evaluation Report   APPENDIX C

Teacher _____   **School** _____

Date: _____   **Principal:** _____

Grade(s) Taught _____   **Subject(s) Taught** _____

☐ **New Teacher:**   ☐ **New Role In BPSD**   ☐ **Tenured Teacher**   ☐ **Teacher Requested**

COMPONENTS OF EVALUATION
Rate each of the categories below with a X using the following guide.

Distinguished – Considered to be exceptional in the field of professional teaching
Proficient – Consistently exceeds position requirements for professional teaching
Basic – Meets position requirements for professional teaching
Unsatisfactory – Not acceptable. Performance needs upgrading

Items checked with "distinguished" or "unsatisfactory" require comments.

DOMAIN 1: Planning and Preparation	U	Basic	P	D
1a. Demonstrating knowledge of content and pedagogy				
1b. Demonstrating knowledge of students				
1c Plans for meeting instructional goals				
1d. Demonstrating knowledge of resources				
1e. Designing appropriate instruction				
1f. Planning for assessment of student learning				

Comments:

DOMAIN 2: The Classroom Environment	U	Basic	P	D
2a. Creating a safe environment of respect and rapport				
2b. Establishing a positive culture to foster				
2c. Managing classroom procedures				
2d. Managing student behavior				
2e. Organizing physical space				

Comments:

DOMAIN 3: Instruction	U	Basic	P	D
3a. Communicating clearly and accurately				
3b. Using effective questioning and discussion techniques				
3c. Engaging students in learning				
3d. Providing feedback to students in a timely fashion				
3e. Demonstrating flexibility and responsiveness				
3f. Demonstrates ongoing assessment				

Comments:

DOMAIN 4: Professional Responsibilities	U	Basic	P	D
4a. Reflecting on teaching				
4b. Maintaining accurate records				
4c. Communicating with families				
4d. Contributing to the school and division				
4e. Growing and developing professionally				
4f. Showing professionalism				

Comments:

SUMMATIVE PRINCIPAL COMMENTS:

_____   _____
Date   **Signature of Administrator**

Teacher's Comments:

This is to acknowledge the principal and teacher have both discussed the document and had the opportunity to comment on the contents of the evaluation.

_____   _____
Date   **Signature of Teacher**

_____   _____
Date Received   **Superintendent**

Beautiful Plains
SCHOOL DIVISION

BEAUTIFUL PLAINS SCHOOL DIVISION
Must be submitted to principal by end of September

Professional Growth   **APPENDIX D**

Teacher_____   **School** _____

Principal: _____   **Grade(s) Taught** _____

Report Period _____ **to** _____

What are my goals for the upcoming year?

What areas do I feel I need to grow in professionally?

How do I plan to reach my goals and address the areas I need to grow in professionally?

Teacher Self Reflection:
Did I meet my goals for the year and what still needs my attention?

Principals Comments:

This growth plan was discussed on _____.

Teacher's Signature: _____   **Principal's Signature: _____**