

SUPERVISION AND EVALUATION OF STUDENT SERVICES COORDINATORS IN BEAUTIFUL PLAINS SCHOOL DIVISION

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1 – Student Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrates Planning to promote high student achievement	The student services coordinator goals are neither measurable nor specific. The student services coordinator attributes limited gains more to student characteristics than to the actions of teachers and administrators in the system. There are growing achievement gaps between student groups.	The student services coordinator has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	The student services coordinator's goals and strategies reflect a clear relationship between the actions of teachers and administrators and student achievement. The average achievement of the student population improves as does the achievement of each group of students identified as needing improvement.	The student services coordinator routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Others request assistance to implement successful new initiatives or refine leadership practices. There is a consistent record of improved student achievement on multiple indicators of student success, and explicit use of data indicates that the student services coordinator has focused on improving performance for all students. Where new challenges emerge, the student services coordinator highlights the need, creates effective interventions, and monitors and reports improved results.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b. Use of student achievement data to improve student learning	The student services coordinator makes few changes in schedule, instruction, curriculum, or leadership based on data. The data screams "change" and the student services coordinator's actions say "everything is just fine."	The student services coordinator participates in data-driven decision making and professional development, but there is limited evidence of changes based on data.	The student services coordinator makes changes in curriculum, teaching and leadership practices based on data. Data is visible and both administrator and teachers refer to it in order to inform instructional decisions.	The student services coordinator provides clear evidence of provincial, divisional, school, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The student services coordinator regularly shares with other administrators and teachers both successes and failures based on local data analysis. Data is the focal point of both formal and informal leadership and faculty discussions.
1c. Ensures appropriate and timely reporting	The student services coordinator demonstrates an inadequate understanding of the MECY, divisional, and school practices relative to student assessment and evaluation. He or she does not adequately promote effective assessment and evaluation at the school level. Report cards are provided. Any relationship between performance levels and curricular outcomes is a matter of the teacher's individual discretion.	The student services coordinator demonstrates an understanding of MECY, divisional, and school student assessment and evaluation policies. He or she ensures that staff understands assessment and evaluation practices and facilitates appropriate assessment and evaluation in the classroom. Report cards are delivered in a timely and accurate manner. Staff and administrators can explain the relationship of performance levels to curricular outcomes where required.	The student services coordinator understands assessment and evaluation practices. He or she ensures that teachers implement MECY, divisional, and school student assessment and evaluation policies to continuously improve student achievement. Student achievement is reported through current progress reports and traditional report cards that detail student performance levels in relation to curricular outcomes.	The student services coordinator works collaboratively with the staff, students, and advisory council for school leadership to ensure that the school is implementing a comprehensive and current assessment and evaluation policy. The policy addresses assessment for learning, as learning, and of learning, and is explained thoroughly to students and parents. The student services coordinator ensures that student achievement reporting extends far beyond the report card, including current progress reports as well as through other means such as ongoing parental contact.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d. Ensure appropriate programming for all students	The student services coordinator does not demonstrate an acceptable understanding of Manitoba curriculum or ensure that the curriculum is being taught. The student services coordinator does not adequately facilitate the modification/ adaptation of curriculum or the development of Individualized Education Plans (IEP'S) as required to meet the needs of individual students.	The student services coordinator demonstrates an adequate understanding of Manitoba curriculum and holds teachers accountable to teach the required curriculum. The student services coordinator facilitates curriculum modification/adaptation and the development of IEP's as required to meet the needs of students.	The student services coordinator demonstrates a thorough understanding of Manitoba curriculum and has a process in place for teachers to keep the student services coordinator informed on teaching and learning relative to General Learning Outcomes. The administrator monitors the implementation of IEP's as required.	The student services coordinator works with the professional staff through department leaders, grade group leaders, resource teachers and the principals to ensure the Manitoba curriculum is taught by creative and dynamic means to motivate students to excel. Programming and IEP's are modified/adapted, and remediation and enrichment are provided as deemed necessary.
1e. Ensures appropriate use of supports for students	The student services coordinator does not have an adequate plan for the effective use of student support services such as guidance, resource, special education, etc., and/or community support services.	The student services coordinator promotes the effectiveness of the student services team and ensures there is a comprehensive service delivery plan.	The student services coordinator is proactive in planning with the student services team. He or she ensures that all components of the service delivery plan and outcomes are well documented, and classroom teacher, parents and appropriate community support services are involved.	The student services coordinator empowers and works with the student services team to address student and family conditions affecting learning by integrating school, health, social, and other services in the development and implementation of a continuum of appropriate education plans.
1f. Ensures appropriate integration of technology to promote student learning	The student services coordinator demonstrates little knowledge of the appropriate integration of information technology.	The student services coordinator is familiar with the appropriate integration of information technology in curriculum delivery and provides for its use.	The student services coordinator facilitates the appropriate integration of information technology and ensures it is used in curriculum delivery.	The student services coordinator demonstrates a thorough understanding and appreciation for information technology and actively promotes the effective integration of it to complement curriculum implementation, and instruction and assessment.

DOMAIN 2: Climate				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Effectively deals with student discipline	The student services coordinator does not ensure that discipline policies and procedures are implemented. The student services coordinator does not encourage teachers to take ownership of classroom discipline.	The student services coordinator ensures that discipline policies and procedures are implemented. The student services coordinator ensures that teachers establish classroom routines that lend to appropriate student behaviour.	The student services coordinator ensures that discipline policies and procedures are implemented and discipline issues are handled in a fair and equitable manner. Teachers take ownership of classroom discipline.	The student services coordinator has clear understanding of policies and procedures that promote consistent positive behaviour and self-discipline. He or she ensures that both students and staff understand and use the positive school-wide discipline plans.
2b. Provides for staff and student recognition	The student services coordinator's process for systematic recognition is not evident in the day-to-day operation of the division.	The student services coordinator's process for systematic recognition is evident in the day-to-day operation of the division.	The student services coordinator recognizes the ideas and achievements of staff and students as a matter of practice in the day-to-day operation within the division.	The student services coordinator empowers staff, students and the division community to recognize the performance and achievements of staff and students.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2c. Resolves concerns and conflicts in a timely and effective fashion	The student services coordinator does not consistently exhibit good judgment in resolving concerns and conflicts.	The student services coordinator's judgments are defensible, diplomatically expressed and consistently in agreement with the policies and procedures and the collective agreements of the division.	The student services coordinator's judgments are consistent with policies, procedures and respective collective agreements. The student services coordinator uses discretion, adheres to professional ethics and provides for mediation as deemed appropriate.	The student services coordinator consistently exhibits professional judgment in resolving concerns and conflicts, and facilitates effective resolutions.
2d. Promotes an atmosphere of trust and collaboration	The student services coordinator does not foster an atmosphere of trust and collaboration among the staff, between the staff and students, or between the division and the community.	An atmosphere of trust and collaboration is fostered through shared leadership, dialogue, and encouragement and support for the staff.	The student services coordinator fosters an atmosphere of trust and collaboration through shared decision-making, encouragement and support. Collaboration is fostered through a variety of means and/or initiatives.	The student services coordinator fosters an atmosphere of trust and collaboration by taking a personal interest in the work of individual staff members, being accessible to them, and by fostering a collaborative working environment. The student services coordinator facilitates opportunities for collaborative inquiry and to share the wisdom gleaned from his/her experience.
2e. Fosters positive staff morale	The student services coordinator does not recognize the level of staff morale in the division.	The student services coordinator recognizes the importance of positive staff morale, and takes measures to promote a positive environment.	The student services coordinator collaborates with staff to ensure positive staff morale is promoted through a variety of ways.	Through the leadership of the student services coordinator, staff are empowered to take ownership to promote positive morale within the division.

DOMAIN 3: School Leadership				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Develops shared values and vision	The student services coordinator fails to create an effective process to articulate shared values and develop a shared vision for the division.	The student services coordinator provides a process for the articulation of shared values and the development of a shared vision for the division.	The student services coordinator facilitates a process to determine shared values and vision, with a focus on staff growth and student learning.	The student services coordinator, in collaboration with the staff, students and division, defines common values and creates a vision important to both the individual as well as to the division as a whole. Staff are encouraged not only to be involved in the process of developing the values and vision, but to also use them as guideposts in making decisions about teaching and learning.
3b. Develops a comprehensive divisional plan with appropriate input	The student services coordinator does not ensure the division plan has a significant emphasis on instruction and student learning or that it takes into consideration divisional and provincial initiatives.	The student services coordinator ensures the division plan has a significant emphasis on instruction and student learning and that it takes into consideration divisional and provincial initiatives.	The student services coordinator ensures, through consultation with the staff and principals, that the division plan has a significant emphasis on the improvement of instruction and student learning and that it takes into consideration divisional and provincial initiatives.	The student services coordinator ensures the division plan empowers the staff to be collaborative and innovative to continuously improve instruction which has led to student learning. The division plan appropriately integrates divisional and provincial initiatives. It is evident that the division plan is a "living document" within the division, the results from which are used to guide future planning.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c. Fosters a student centered climate	The student services coordinator does not foster a climate with students as the centre.	The student services coordinator fosters a student centered climate ensuring that decisions made are best for students.	The student services coordinator fosters a student centered climate which includes engaging students in planning and continuous improvement of the division.	The student services coordinator fosters a student centered climate that demonstrates a high degree of student engagement, challenge, enthusiasm and joy within the division.
3d. Communicates honestly with staff	The student services coordinator is not an effective communicator, and others are often left guessing about the direction and feedback. The student services coordinator shies away from giving honest feedback to teachers who are not performing well.	The student services coordinator communicates with staff honestly and provides feedback that is supportive to improvement.	The student services coordinator regularly communicates and reaches out with staff. The Student Services Coordinator redirects and supports staff not performing well using a variety of skills.	The student services coordinator courageously engages in difficult conversations with staff for improvement. She skillfully and eloquently communicates in ways that promote continuous feedback for improvement.
3e. Is visible in the schools and at school events	The student services coordinator is not visible in classrooms, around the schools and at divisional events.	The student services coordinator makes unannounced visits to classrooms and gives feedback to teachers. She/He attends school events and is intentionally visible throughout the division.	The student services coordinator visits classrooms and gives helpful feedback to teachers. Intentional visibility from the student services coordinator in schools is common.	The student services coordinator visits classrooms providing helpful face to face feedback. He/ She is visible at school events. She/He has structures built into routines that ensures intentional visibility for all school stakeholders.
3f. Leads by example	The student services coordinator is not a leader by example. He/She does not model effective leadership strategies for the school community.	The student services coordinator sets an example as a leader in most situations and is open to receiving feedback. He/She will occasionally seek feedback for growth from stakeholders within the school as a model learner.	The student services coordinator consistently leads by example. He/ she values the importance of being the lead learner and models this within the school community.	The student services coordinator leads with a strong sense of moral imperative. He/ She is committed to learning how to get better which is embedded within the daily work. As a model lead learner, the student services coordinator recognizes that learning comes from taking action.

DOMAIN 4: Management				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Budget Management- appropriately manages divisional budgets and accounts inventory and divisional spending	The student services coordinator fails to effectively manage and allocate the division budget.	The student services coordinator effectively manages and allocates the division budget, and seeks input from the staff in setting budget priorities.	The student services coordinator, in consultation with the staff, sets budget priorities reflective of the division plan and that meet the short-term needs of various programs in the division. The budgets are monitored and adjusted as required.	The student services coordinator collaborates with the staff and Principals for in developing and implementing divisional budgets. Budgets reflect the objectives of the division, program needs, accountability, long term planning, efficiency and the current economic climate.
4b. Organization- effective timetabling, routines, meetings and schedules	The student services coordinator does not establish procedures to ensure the accountability of all divisional organization.	The student services coordinator, with some collaboration, develops and implements effective schedules, timetables and routines which reflect the needs of students and staff.	The student services coordinator has established a regular system of division organization in collaboration with staff and students. The student services coordinator has a process for establishing improvements as needed.	The student services coordinator in collaboration with stakeholders has implemented procedures for division organization that are clear and well understood and involves a regular system of checks and changes as necessary
4c. Policy Implementation- effectively implements and follows divisional policies	The student services coordinator is aware of some divisional policies and does not always follow them	The student services coordinator effectively implements and follows divisional policies	The student services coordinator works with staff and students to understand the policies in place and implement them in effective ways	The student services coordinator, staff and students understand the divisional policies and are able to make decisions that are positively influenced by policies in place.

DOMAIN 5: Professionalism				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a. Conducts oneself with integrity	The student services coordinator cannot be trusted to follow through with tasks, priorities, or performance.	The student services coordinator can be trusted to meet explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The student services coordinator meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The student services coordinator meets commitments – verbal, written, and implied – without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.
5b. Handles matters in a confidential manner	The student services coordinator does not handle matters with confidentiality.	The student services coordinator understands and follows through with her/his ethical duty to ensure confidentiality is maintained within the division.	The administrator leads by example to ensure confidentiality is applied to all situations needed. He/she works with staff to emphasize the importance of confidentiality and takes breaches of confidentiality seriously within the division.	The student services coordinator leads a division that understands and maintains confidentiality consistently within the division and community. The student services coordinator is explicit with staff about handling matters of confidentiality and works diligently to ensure this is maintained.
5c. Emotional self-control	The student services coordinator loses his/her temper and is emotionally unstable.	The student services coordinator maintains self control in difficult situations.	The student services coordinator can deal with personal attacks with dignity and self-control. The student services coordinator never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.	The student services coordinator possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the student services coordinator an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5d. Actively involved in personal professional development	The student services coordinator does not keep current with educational research and practices.	The student services coordinator stays current with educational research and practices.	The student services coordinator researches educational literature and practices related to school initiatives and/or professional growth plan.	The student services coordinator collaborates with colleagues on the latest educational research and provides summaries of research findings for consideration. He or she is supportive of and participates in educational research reviews at the school and/or division level.
5e. Cooperative with Senior Administration	The student services coordinator does not support division goals and/or does not have a professional relationship with senior administrators.	The student services coordinator consults and collaborates positively with senior administrators.	The student services coordinator is familiar with and demonstrates support for divisional goals, and cooperates readily with senior administrators. Problems are discussed and solved cooperatively.	The student services coordinator is considered by senior administrators to be a team player who participates in setting strategic direction for his/her work and the division. He or she works through the senior administrators' in a positive manner to facilitate cooperation and the resolution of challenges.
5f. Builds relationships with colleagues	The student services coordinator does not foster positive relationships with colleagues.	The student services coordinator fosters positive relationships with colleagues.	The student services coordinator contributes to a climate conducive to cooperation and positive relationships with colleagues.	The student services coordinator establishes a climate conducive to cooperation and positive relationships with colleagues and works to reconcile differences as they arise.
5g. Carries through with plans in a timely and effective manner	The student services coordinator does not participate in school division projects.	The student services coordinator participates as required in school projects and when requested in division projects.	The student services coordinator assumes leadership or is actively involved in division projects and activities and volunteers to participate in division projects.	The student services coordinator collaborates with the staff in sharing leadership in projects and activities at the school level. He or she seeks opportunities to assume leadership roles in division projects and activities.

DOMAIN 6: Communication				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6a. Clearly communicates expectations to staff	The student services coordinator is not an effective communicator and others are often left guessing about expectations and directions.	The administrator communicates expectations to staff regularly at staff meetings and occasionally using other means(ex. face to face)	The student services coordinator has a variety of communication repertoire to ensure staff understand expectations. She/He knows all staff members well and makes an effort to recognize when discussions are needed regarding expectations.	The student services coordinator is an active listener with all staff in the division and is able to identify key times when expectations should be reviewed, discussed and co-constructed with staff as needed.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6b. Ensures communication from division office is shared with students, staff, parents, and families in a timely and effective manner	The student services coordinator does not consistently share information.	The student services coordinator consistently shares information as requested.	The student services coordinator utilizes a variety of communication methods to ensure information is shared effectively and in a timely manner.	The student services coordinator facilitates the effective sharing of information, and solicits feedback as needed. The student services coordinator provides feedback to the division office in order to promote two-way communication.
6c. Ensures ongoing communication is occurring between the school and parents	The student services coordinator provides minimal opportunities for two-way communication with parents and community.	The student services coordinator provides parents and community members with a variety of opportunities for two-way communication.	The student services coordinator frequently engages in two-way communication with parents and community members. The student services coordinator considers parent and community input when making decisions.	There is clear evidence of parent and community-centered communication. Decisions reflect parent and community involvement. Feedback indicates that parents and community members feel empowered and supportive of educational objectives.
6d. Provides opportunity for staff to communicate on issues of common concern or interest	The student services coordinator does not provide opportunities for staff to communicate issues of concern	Through regular conversations, he student services coordinator demonstrates effective strategies for providing staff opportunities to communicate issues.	The student services coordinator involves staff in decision making and provides opportunities for communicating common issues within a variety of contexts. He or she provides meaningful feedback and works through issues with staff to come to common understandings	The student services coordinator, in collaboration with the staff develops meaningful strategies for communicating about challenging issues. He or she assists in seeking dynamic solutions with staff that are communicated and followed up on as needed

DOMAIN 7: Personnel				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7a. Ensures fair hiring practices	The student services coordinator does not identify the needs of the division in recruitment and selection of teachers and support staff. He or she does not collaborate with the divisional staffing team in making staffing decisions.	The student services coordinator identifies the needs of the division in recruitment and selection of teachers and support staff. He or she collaborates with the divisional staffing team in making staffing decisions.	The student services coordinator demonstrates commitment and proficiency in advocating for and building a strong professional learning community.	The student services coordinator is recognized by the staff and senior administrators as a strong proponent of the division as a professional learning community.
7b. Works to ensure talents of staff are utilized	The student services coordinator does not effectively capitalize on strengths of individuals in staff assignments to meet divisional needs.	The student services coordinator considers the strengths of individuals and divisional needs in staff assignments.	The student services coordinator completes an audit of the staff and considers future school and division directions in the assignment of staff to meet school needs.	The student services coordinator clearly demonstrates an awareness of staff strengths and future school and division directions. He or she creatively assigns staff in building a strong school team.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7c. Promotes professional development of staff	The student services coordinator does not provide professional development opportunities for staff. He or she does not effectively support the work of the P.D. committee to plan appropriate in-servicing and training for staff.	The student services coordinator provides professional development opportunities for staff. He or she supports the work of the P.D. committee to plan appropriate in-servicing and training for staff.	The student services coordinator works with staff members to promote individual and division-wide professional development. He or she ensures that school professional development initiatives are aligned with the division plan.	The student services coordinator fosters continuous professional growth and development, encourages staff leadership of school communities, and participates on divisional and provincial committees. He or she empowers the P.D. committee and others to plan for and implement appropriate in-servicing and training for all staff.
7d. Promotes a climate of "team" amongst all teaching and non- teaching staff	The student services coordinator does not promote a climate of "team" amongst all teaching and non-teaching staff.	The student services coordinator consistently promotes a climate of "team" amongst all teaching and non teaching staff.	Collectively, the student services coordinator and staff promote a team climate and continuously plan for ways to improve the climate	A "team" climate is a consistent focus within the division with the student services coordinator