TEACHING AND LEARNING IN EFFECTIVE SCHOOLS

All students can achieve success regardless of background and circumstance. Learning occurs best within a safe and healthy school where positive relationships exist.

PLANNING LEARNING ENVIRONMENT

Curricular planning

Instructional resource planning

Organizational planning

ENGAGING STUDENT LEARNING

Opening
Sequencing content
Questioning
Monitoring
Adjusting instruction
Guiding practice
Independent practice
Closing

FRONTIER SCHOOLS · PARTNERS IN LEARNING

INCREASING EFFECTIVENESS

Tracking student progress data

Re-teaching in response to data

Taking corrective measures as required

Using data to plan for student improvement and success

ASSESSMENT FOR, OF AND AS LEARNING

Providing criteria

Facilitating learning through conferencing and providing continuous feedback

Maintaining data on student progress

Communicating results

We have the responsibility to close the achievement gap. Multiple sources of data must direct decision making.

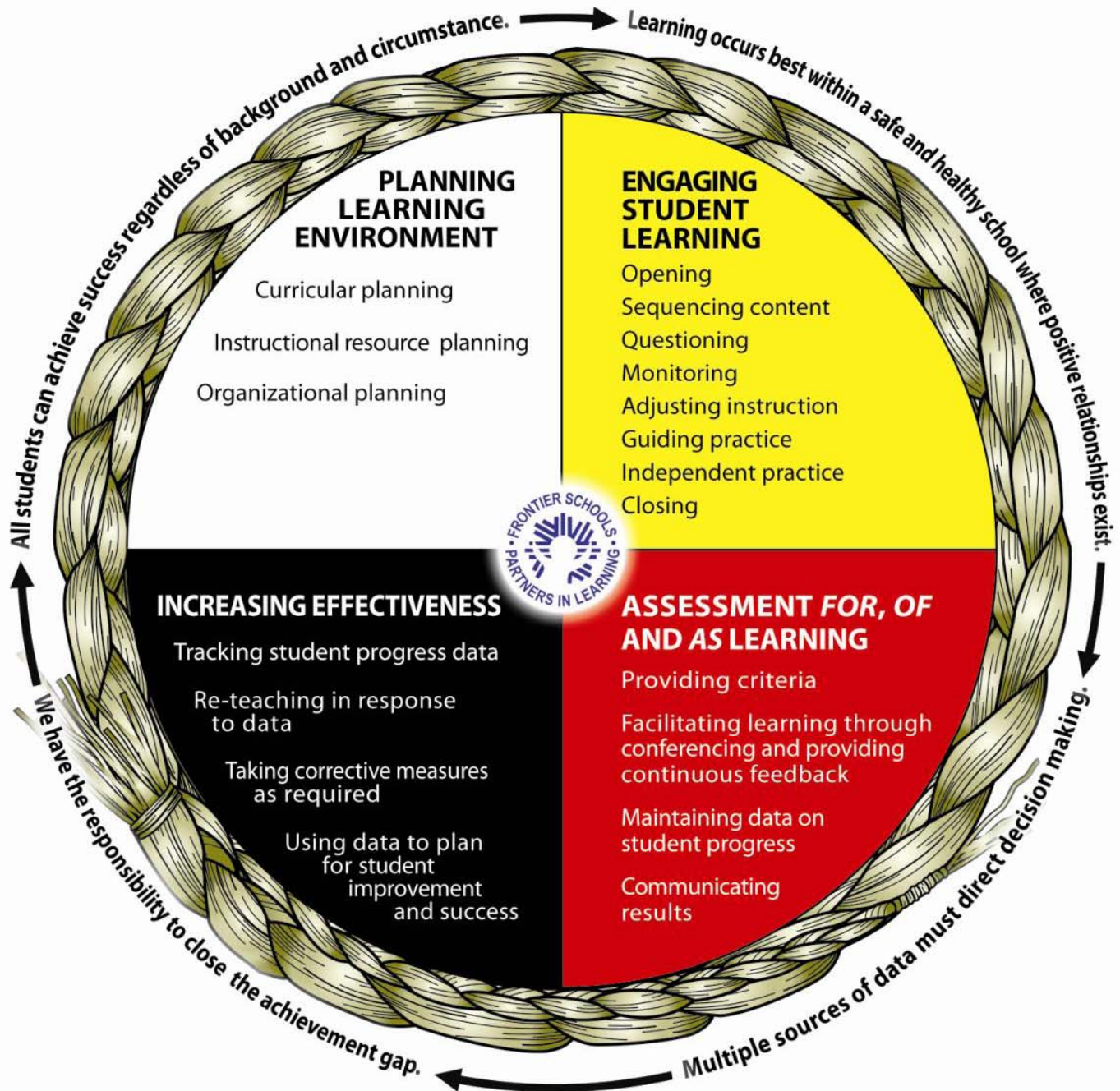# SUPERVISION FOR GROWTH AND PROFESSIONAL LEARNING HANDBOOK

FRONTIER SCHOOL DIVISION
OUR CHILDREN OUR SUCCESS OUR FUTURE

Teaching and Learning in Effective Schools

Learning is at the heart of Effective Schools. This model reflects:

- A student-centered approach to curricula based instruction,
- the engagement of learners in relevant and meaningful educational experiences,
- a focus on data collection, assessment *for*, *of*, and *as* learning,
- our responsibility to support students' continuous personal growth and high academic achievement.

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The common language of Effective Schools is evident in
the Mission Statement of Frontier School Division, "Charting the Future: Frontier School Division
Strategic Plan", "Supervision for Growth" and "Professional Learning Handbook".

This foundation supports student growth, instructional practice, teacher professional learning, and supervision and evaluation.

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September 2011

Framework for Effective Teaching

The Frontier School Division Framework For Effective Teaching is:

- A statement of the Division's beliefs about effective teaching and professional responsibilities

- A synthesis of teacher behaviours which promote student learning and are supported by research, learning theory and expert opinion

- Intended for Teachers to use in their goal-setting as instructional decision-makers – individually, cooperatively and in the advancement of personal, school, and Division goals

- Is a guide for the professional learning of Teachers; it is understood that not all the elements of instruction are expected in every lesson every day.

THE FRAMEWORK FOR EFFECTIVE TEACHING IS ORGANIZED INTO TWO COMPONENTS:

1. **Instructional Competencies**

    i. Planning Lessons
        a. Curriculum Planning
        b. Instructional Resources Planning
        c. Organizational Planning

    ii. Implementing Instructional Techniques
        a. Opening
        b. Sequencing Content
        c. Questioning
        d. Monitoring
        e. Adjusting Instructions
        f. Guides Practice
        g. Independent Practice
        h. Closing

    iii. Assessing Student Progress

    iv. Climate
        a. Organizing the Student Environment
        b. Managing Student Problems
        c. Developing Student Self-Concept
        d. Teacher Self-Concept

2. **Professional Responsibilities**

    i. Interpersonal Relations
    ii. Institutional Duties
    iii. Parental Involvement
    iv. Co-Curricular Activities
    v. Professional Learning
    vi. Community Involvement

Each component consists of effective Teacher practices and examples of how those behaviours could be applied in classrooms and schools. The examples that are provided are not all inclusive but are intended to better define and illustrate effective teaching practices.

FRAMEWORK FOR EFFECTIVE TEACHING:
MAJOR TEACHER PRACTICES WITH EXAMPLES

1. INSTRUCTIONAL COMPETENCIES

   i. Planning Lessons

   a. Curriculum Planning – Develops and sequences long and short-term objectives and learning activities consistent with outcomes in Division/Provincial curricula.

    1. Understands learning needs and abilities of each student
- Pre/post teaching, diagnostic testing
- Previous successful learning experiences
- Reading level/cloze testing
- Review of student records

    2. Designs objectives and/or lessons based upon individual student needs
- Re-teaches
- Adjusts instructional pace
- Adjusts time allotted between explanation and demonstration

    3. Prepares plans which correlate with specific instructional objectives
- Designs measurable objectives
- Correlates objectives with Provincial guidelines as well as Divisional and school requirements

    4. Plans instructional activities which reflect realistic levels of expectation
- Basic skill development
- Concept attainment
- Student engagement

    5. Selects instructional methods/models and learning activities which are compatible with content, learning styles and student abilities
- Balanced Literacy, Guided Reading
- Activity-based math and science
- Small group instruction
- Differentiated instruction
- Cooperative learning
- Integration of technology

    6. Plans for cognitive levels of learning
- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

a. Curriculum Planning (cont'd)

7. Constructs a variety of learning strategies and activities
   - Experiential learning activities
   - Hands on projects
   - Laboratory investigations
   - Questioning
   - Direct instruction
   - Demonstrations
   - Field trips

8. Develops extended and enriched activities to accommodate and challenge students
   - Independent projects
   - Supplemental readings
   - Mentor programs (peer tutoring)

9. Plans for productive use of other adults in classroom
   - Educational Assistants
   - Student Teachers
   - Volunteers

10. Plans assessment procedures consistent with instructional objectives
    - Observation/data collection
    - Student/Teacher conferencing
    - A variety of formative and summative methods
    - Assessment *for, of* and *as* learning

b. Instructional Resources Planning – selects and modifies resources consistent with instructional objectives

1. Identifies and arranges for material resources
   - Curricula
   - Various Teachers' guides
   - Integration of technology
   - Trade books, text sets, periodicals and supplemental materials

2. Identifies and arranges for human resources
   - Community
   - School
   - Division

c. Organizational Planning – Plans and demonstrates effective organizational systems

1. Plans for the entire instructional period
   - Bell-to-bell planning for students
   - Prescribed time allotments for subject areas
   - Activating, acquiring and applying strategies for each lesson
   - Transitional time between activities

2. Establishes a system of organization which facilitates instruction
   - Written plans
   - Instructional materials
   - Student assignments
   - Student progress reports
   - Attendance procedures
   - Emergency procedures
   - Make-up work procedures
   - Homework procedures
   - Instructions for substitute

3. Arranges appropriate physical environment
   - Seating
   - Learning centers
   - Space
   - Visual appearance
   - Neatness and organization
   - Group work areas
   - Special physical and/or health needs of students
   - Relevant displays/artifacts

ii. Implementing Instructional Techniques

a. Opening – Activates learning with appropriate strategies

1. Focuses students' attention

2. Establishes purpose of lesson
   - Makes objectives known to student
   - Discusses relevancy of lesson
   - Demonstrates continuity

3. Connects the learning
   - Reviews previous lesson
   - Checks homework
   - Establishes relevant prior knowledge

a. Opening (cont'd)

    4. Promotes student engagement and involvement
- Demonstration
- Activity
- Relates experiences
- Discussion
- Questioning

b. Sequencing Content – Teaches content as it relates to objectives

    1. Utilizes specific teaching methods for instruction
- Activity-based
- Discussion
- Demonstration
- Cooperative learning
- Modeling

    2. Presents content and instructional tasks clearly
- Uses step-by-step presentation or process approach for specific types of learning
- Breaks learning task into small steps
- Provides logical sequence from simple to complex
- Moves from concrete to abstract
- Models the process

    3. Relates new information to previous knowledge, future learning, or relevant life experiences
- Provides examples
- Points out similarities and differences
- Uses associations and analogies

c. Questioning – Uses questions to support students as they acquire new knowledge and understanding

    1. Formulates questions based on the needs of the students and complexity of the material
- Asks questions at all cognitive levels
- Uses open-ended and closed questions
- Requires supportive evidence in answers

    2. Asks clearly stated questions relevant to the objectives
- Uses a variety of questions
- Asks direct questions
- Asks indirect questions

    3. Provides wait-time for student responses
- Allows for "thinking time" according to complexity

c. Questioning (cont'd)

4. Provides cues to prompt, correct or expand student answers
   - Rephrases questions to expand student response
   - Encourages creative thinking
   - Asks students to explain answers and clarify responses
   - Requests examples from students

5. Creates expectations for all students to participate
   - Elicits responses from volunteers and non-volunteers
   - Asks questions before calling on specific students
   - Uses signal responses

d. Monitoring – Moves among students observing and responding to student behaviour as it relates to the delivery of the lesson

1. Maintains a high level of student engagement

2. Encourages student progress
   - Prepares students to respond
   - Provides reinforcement
   - Uses meaningful praise

3. Uses strategies to involve students in higher order thinking process

4. Uses student verbal and non-verbal behaviours to determine if further cues or explanations are needed
   - Checks regularly for understanding

e. Adjusting Instruction – Revises instruction during the lesson based on student responses.

1. Provides flexibility during instruction to accommodate student needs

2. Demonstrates ability to adjust instruction to enable student to meet lesson objectives
   - Re-teaches material if necessary
   - Analyzes student responses
   - Provides variety and novelty in instruction

f. Guides Practice – Provides opportunities for students to apply and demonstrate new learning with Teacher support

1. Provides relevant practices to support lesson objectives
   - Seat work
   - Small group instruction
   - Learning centers

f. Guides Practice (cont'd)

2. Provides immediate feedback to the student
   - Moves among the students to provide assistance and encouragement
   - Cues or re-directs students
   - Re-teaches

3. Provides opportunities for students to interact with each other for understanding and clarification
   - Cooperative learning
   - Peer tutoring
   - Role playing

4. Varies the types of student responses requested
   - Oral
   - Written
   - Individual/group
   - Factual
   - Artistic
   - Using Technology
   - Hypothetical

5. Adjusts guided practice based on student responses
   - Re-teaches when necessary, whole class or individually
   - Checks continually for understanding

6. Provides sufficient practice to achieve lesson objectives
   - Provides practice appropriate to individual student needs
   - Helps student experience success
   - Gives shortened or additional assignments when necessary

g. Independent Practice – Provides opportunities to practice learned material at school and at home

1. Provides differentiated activities that are consistent with lesson objectives and student skill levels

2. Gives students opportunities to practice learned material with minimal assistance
   - Assigns projects
   - Uses cooperative learning

3. Holds students accountable for assigned practice
   - Keeps accurate records of completed work
   - Reminds students (oral or written) of due dates and standards for completion and neatness

g. Independent Practice (cont'd)

   4. Assesses assigned practice and provides timely feedback to the student
- Uses group checking
- Uses teacher checking
- Makes students aware of their level of competency

   5. Maintains high expectations according to individual student ability

h. Closing – Summarizes lesson by using appropriate strategies

   1. Reinforces the lesson objectives
- Re-states objective (Teacher and/or student)
- Reviews the lesson (Teacher and/or student)

   2. Creates a transition to the next lesson
- Reminds student of purpose of lesson and how it will be applied to other learning
- Gives student something to think about while getting ready for next lesson
- Connects past, present and future learning

iii. Assessing Student Progress

   1. Creates and provides criteria that allows students to measure progress
- Records results of student work
- Maintains data on student progress

   2. Uses techniques to provide feedback on performance
- Provides specific responses – both oral and written comments
- Communicates learning expectations
- Communicates results to students
- Provides positive as well as corrective feedback

   3. Provides consistent flow of feedback on student performance
- Interprets answers on the basis of accuracy and consistency
- Encourages participation by fostering mutual respect, openness and fairness
- Facilitates learning by conferencing with students

iv. Climate

a. Organizing the Student Environment – Facilitates the learning environment to encourage positive student behaviour

   1. Conveys clear behavioural expectations to students and monitors for compliance
- With student input specifies expected classroom behaviour
- Displays list of expected student behaviours in a positive manner
- Models correct procedures

iv. Climate (cont'd)

2. Uses variations in voice, movement and pacing to focus attention during lesson
   - Requires the active attention of all students when important information is given
   - Moves near student to gain attention and/or maintain behaviour
   - Gives cues for students to attend

3. Manages more than one situation at a time when necessary
   - Ensures that other students are on task when using one-to-one instruction
   - Rewards positive behaviour while continuing to teach
   - Handles small group work and questions from outside the group
   - Accommodates the learning of all students
   - Handles normal disruptions such as visitors, intercom messages, etc., while continuing the lesson

4. Uses techniques to promote extrinsic and intrinsic student motivation
   - Routinely displays student work
   - Uses incentives
   - Uses verbal, non-verbal and written praise to enhance pride

5. Establishes a trusting environment which fosters risk taking
   - Arranges for students to work together through co-operative learning
   - Uses and promotes positive and appropriate language
   - Promotes creativity, discovery and personal growth

b. Managing Student Problems – Addresses student problems in an organized, fair and consistent manner

1. Shows awareness of what is occurring in the classroom and deals with problems effectively before they escalate into disruption
   - Uses proximity effectively
   - Scans the classroom regularly

2. Gives specific, corrective behavioural feedback in a clear, firm and consistent manner
   - Takes time to answer questions
   - Provides time to teach and practice desired behaviours
   - Carries out consistent consequences

3. Responds appropriately to misbehaviour
   - Makes calm, controlled requests
   - Uses gestures, eye contact, signals to gain desirable behaviour
   - Uses proximity control (Teacher moves next to disruptive student)
   - Avoids power struggles or head-on confrontations

b. Managing Student Problems (cont'd)

4. Uses disciplinary action only after using other alternatives
   - Consults with resource professionals to plan other alternatives
   - Documents interventions used to teach positive behaviours
   - Collaborates with parents to gain insight and suggestions

5. Works with parents, support staff and others to develop and carry out a plan to improve specific and chronic behaviour problems
   - Discusses problem with student and lets him/her contribute to a plan of action
   - Works with support staff to establish a behaviour plan
   - Consults with parents in establishing a behaviour plan
   - Offers choices of privileges and rewards

c. Developing Student Self-Concept – Enhances positive student self-concept and attitude toward learning

1. Instructs, models or counsels students in ways to cope effectively with problem situations
   - Teaches social skills
   - Uses counseling techniques
   - Makes self available to students outside of class time

2. Identifies and capitalizes on student interests and experiences
   - Sets up time to talk about student interests
   - Relates student experiences to classroom learning activities
   - Encourages students to bring relevant special items or people to class

3. Respects and shows sensitivity to individual needs and concerns
   - Treats sensitive situations with discretion
   - Maintains confidentiality
   - Empathizes with students

4. Provides opportunities for students to assume responsibility and develop independence
   - Informs students of criteria to complete assignments
   - Teaches organizational skills such as timelines and material management
   - Delegates classroom responsibilities

5. Focuses on student behaviour rather than personality
   - Uses language that describes the behaviour, not the student
   - Approaches each day as a new beginning by maintaining positive attitudes about students

6. Communicates praise commensurate with the needs of individual students
   - Praises performance by identifying the specific social behaviours
   - Praises performance by identifying the specific academic responses
   - Uses notes or phone calls to communicate student success
   - Smiles, nods and verbally affirms students

c. Developing Student Self-Concept (cont'd)

7. Encourages and recognizes diverse opinions
   - Encourages students to express their views in a trusting environment
   - Helps students explain their opinions
   - Takes time to listen

8. Develops student pride through
   - Promoting student ownership of school and classroom environment
   - Highlighting student work, displays, bulletin boards

d. Teacher Self-Concept – Portrays positive self-concept and attitude towards teaching.

1. Treats students in a professional Teacher-student manner
   - Takes responsibility for what occurs in the classroom
   - Displays a sense of inner control by portraying a consistent emotional demeanor
   - Views students as capable individuals
   - Addresses students in a respectful way

2. Displays enjoyment and enthusiasm for teaching and expects students to enjoy learning
   - Designs special classroom projects to motivate learning
   - Delivers curriculum in a creative way
   - Uses verbal and non-verbal language to build interest
   - Encourages participation from all students

3. Recognizes individual and cultural diversity of students
   - Actively encourages student understanding and sense of pride in cultural background
   - Communicates positive feelings about other cultures
   - Expresses interest in learning about students from different races or cultures
   - Addresses student need in relation to gender, culture, ability and family background
   - Uses speech and actions which reinforce gender equity

4. Serves as a positive role model in school environment
   - Supports Division and school goals and activities
   - Relates to all of the students in the school in a constructive manner
   - Takes personal interest in students throughout the school

5. Displays a sense of humour
   - Presents ideas using enjoyable or surprise elements
   - Uses humour to engage with students and/or diffuse tense situations

2. PROFESSIONAL RESPONSIBILITIES

i. Interpersonal Relationships
- Cooperates consistently with other staff members
- Initiates projects with other staff members
- Consistently exhibits professional attitude
- Maintains a controlled manner even in crises or stressful situations
- Perceives the needs and concerns of others
- Tactfully and effectively deals with people
- Takes steps to prevent the development of negative situations
- Makes school visitors feel welcome
- Consistently promotes positive school image
- Relates to colleagues in an ethical manner
- Maintains interactions consistent with the Teacher Code of Professional Practice.

ii. Institutional Duties
- Has regular and punctual attendance
- Follows procedures accurately, when absence is unavoidable
- Carries out assigned supervision duties, punctually and responsibly
- Completes and submits required paper work on time
- Consistently handles materials and equipment according to school procedures.

iii. Parental Involvement
- Communicates with parents to discuss classroom expectations
- Involves parents in accordance with school parental involvement plans
- Handles contacts with parents and community in a manner that reflects well on the school and the Division
- Contacts and meets with parents when the situation dictates a need, sufficiently prepares for meetings, directs meeting for productive outcome
- Handles information in a discreet manner with proper authorities, so that no one is harmed, and adheres to Division policies and procedures.

iv. Co-curricular Activities
- Takes responsibility for involvement in co-curricular activities
- Coordinates and organizes activities in a committed manner
- Supports school events and cooperates with organizers of events.

v. Professional Learning
- Takes responsibility for remaining current on content and instructional techniques
- Participates in growth-oriented activities (peer-coaching, team planning, professional reading and workshops)
- Applies new knowledge and strategies in classroom
- Shares new knowledge and materials with colleagues.

vi. Community Involvement
- Is a positive role model for students
- Is respectful of community values
- Makes an effort to go out and meet people in the community
- Is visible at various community activities or events
- Applies knowledge about the community to the classroom.

Framework for Effective School Leadership

FRAMEWORK FOR EFFECTIVE SCHOOL LEADERSHIP

The framework for effective school leadership is:

- A statement of the Division's beliefs about effective leadership and professional responsibilities

- A synthesis of leadership practices which promote student learning and are supported by research, learning theory and expert opinion

- Intended for Principals/Vice-Principals to use in their goal-setting as instructional leaders and individually, cooperatively and in the advancement of personal/Divisional goals

- Is a guide for the professional learning of Principals and Vice-Principals.

THE FRAMEWORK FOR EFFECTIVE SCHOOL LEADERSHIP IS ORGANIZED INTO TWO COMPONENTS:

1. Instructional Leadership

    i.   Clear and Focused Mission
    ii.   Instructional Leadership
    iii.   Safe and Orderly Environment
    iv.   Staff Leadership
    v.   Communication
    vi.   Decision Making
    vii.   Positive Home-School and Community Relations

2. Management

    i.   Facilities, School Business and Fiscal Management
    ii.   Professional and Personal Management

The Framework for Effective School Leadership is based upon the *Effective Schools Model – 7 Correlates of Effectiveness* (Lezotte, Lawrence W.)

FRAMEWORK FOR EFFECTIVE SCHOOL LEADERSHIP

1. INSTRUCTIONAL LEADERSHIP

i. Clear and Focused Mission
- Promotes a shared understanding and commitment to the Division Mission Statement, Charting the Future, Teaching and Learning in Effective Schools and the annual school plan.
- Provides opportunities for staff to collaborate and understand instructional goals, priorities, assessment procedures and accountability.
- Keeps staff informed of relevant Board/School policies and interprets same to staff.
- Solicits staff input for new and/or revised policies.
- Has developed a school handbook that includes the school code of conduct, emergency response plans and other pertinent information.

ii. Instructional Leadership
- Develops and articulates a clear vision and mission for the school.
- Is knowledgeable and current in curriculum and instructional focus, including assessment and data collection.
- Focuses discussion on curriculum, instruction, assessment and student achievement.
- Can focus and motivate staff to achieve the vision and mission.
- Is effective in short and long term planning in curriculum and instructional matters, and uses data analysis to monitor student progress.
- Has high expectations for student academic growth, based on the goal of closing the achievement gap.
- Provides the tools and time to create optimum conditions for learning.
- Designs structures, routines, expectations and processes that facilitate collaboration (i.e. – team meetings, planning sessions, collaborative data analysis).
- Student assessment programs are thorough and are reviewed regularly with classroom Teachers.
- Makes frequent classroom observations.

iii. Safe and Orderly Environment
- Ensures all staff are involved in creating and maintaining a safe and healthy school environment.
- Ensures all staff are involved in creating and maintaining a strong student-centered academic focus.
- Has high expectations for students and staff and conveys these expectations to them.
- Collaborates with staff in the development of school routines.
- Implements school code of conduct fairly and consistently with all students.
- Manages student assessment and reporting program.
- Manages enrolment and attendance policies and procedures.
- Partners with community agencies regarding student services.

1. INSTRUCTIONAL LEADERSHIP (cont'd)

iv. Staff Leadership
- Provides leadership and direction.
- Sets and maintains high standards of staff performance and expectations.
- Expects a high degree of professional and ethical conduct from staff.
- Manages employee relations skillfully.
- Delegates responsibility and authority to others.
- Is visible and accessible to staff.
- Implements the Supervision for Growth Policy.
- Supports staff in their interactions with students, other staff and parents.
- School culture and climate are positive.
- Staff morale is high.

v. Communication
- Staff members feel respected, listened to, and understood.
- A feeling of mutual trust exists between administration and staff.
- School administrative actions are consistent with words.
- Sensitive problems and serious conflicts are faced and discussed candidly.
- Confidential information is clearly identified and protected.
- Uses a variety of communication methods effectively.
- Notice about deadlines and important activities are given sufficiently in advance.
- School has monthly calendars and newsletters to convey information.
- Correlates of Effective Schools have been discussed.

vi. Decision Making
- Uses various types of decision making dependent upon circumstances.
- Understands the process of consensus building and applies that process both as a leader and as a member of a group.
- Evaluates the effectiveness of decisions, taking into account differing perspectives.
- Staff meetings are organized, business-like, and encourage staff involvement with agendas, minutes, and timelines.

vii. Positive Home-School and Community Relations
- Sets goals and provides a clear vision for the school.
- Promotes a positive image of the school with staff, students, and community.
- Communicates and builds partnerships with community leaders and agencies.
- Responds appropriately to community concerns.
- Manages parental concerns skillfully.
- Works cooperatively with the school committee.

2. MANAGEMENT

i. Facilities, School Business and Fiscal Management
- Ensures that building and grounds receive adequate attention and service.
- Follows a preventative maintenance schedule and ensures staff concerns related to custodial and maintenance issues are addressed in a timely manner.
- Workplace, Safety and Health committee in place and meeting as required.
- Understands the structure, organization and legislation of education.
- Develops procedures for efficient office management and submits timely required reports.
- School procedures are consistent with Board policies and collective and other contractual agreements.
- Plans and manages school-based budgets, including expenditures, and inventory control within allocations.
- Monitors all school fund-raising as per policy.

ii. Professional and Personal Management
- Is dedicated and committed to the school and community.
- Is able to cope with the stress and demands of the profession, while maintaining personal wellness.
- Participates in and models professional learning.

Supervision for Growth and Professional Learning Handbook

INTRODUCTION

Frontier School Division recognizes that a positive approach to working with Teachers is required. The great human potential of its Teachers has to be developed to meet the challenges it faces. In 1984, a committee was established to examine the state of supervision and evaluation within the Division. The report included a recommendation that a differentiated approach to Teacher supervision be introduced. In 1989, Mr. Strini Reddy, Chief Superintendent, continued the earlier work by setting up a Division-wide committee to make recommendations for a Division policy and implementation plan for teacher supervision and evaluation.

Full implementation of the Supervision for Growth model took place in 1992 with the understanding that a review would take place after five years. In August 1997, the Board of Trustees approved a review which took place during the 1997-98 school year. Input was sought from Teachers, Administrators, Consultants and Superintendents. Policy GJ – Supervision and Evaluation was revised and approved by the Board in August 1999. A revision of the *Supervision for Growth for Teachers Handbook* followed in 2001.

In 2007-08 an extensive revision of the Frontier School Division Policy Manual was undertaken. As part of this process a working group was directed to review and revise current supervision and evaluation of all teaching staff. Policy E.4.A – Supervision and Evaluation was approved by the Board in June 2011. This Supervision for Growth and Professional Learning Handbook supports the implementation of Policy E.4.A.

The emphasis in the Supervision for Growth model is on professional growth for Teachers, Clinicians, Vice-Principals, Principals and Consultants. Through a cooperative approach to professional growth, all Teachers in Frontier School Division can maximize their effectiveness and truly become partners in learning.

Teachers, Clinicians, Vice-Principals, Principals and Consultants on teaching contracts shall be referred to as "Teachers" throughout this document.

ACKNOWLEDGEMENT

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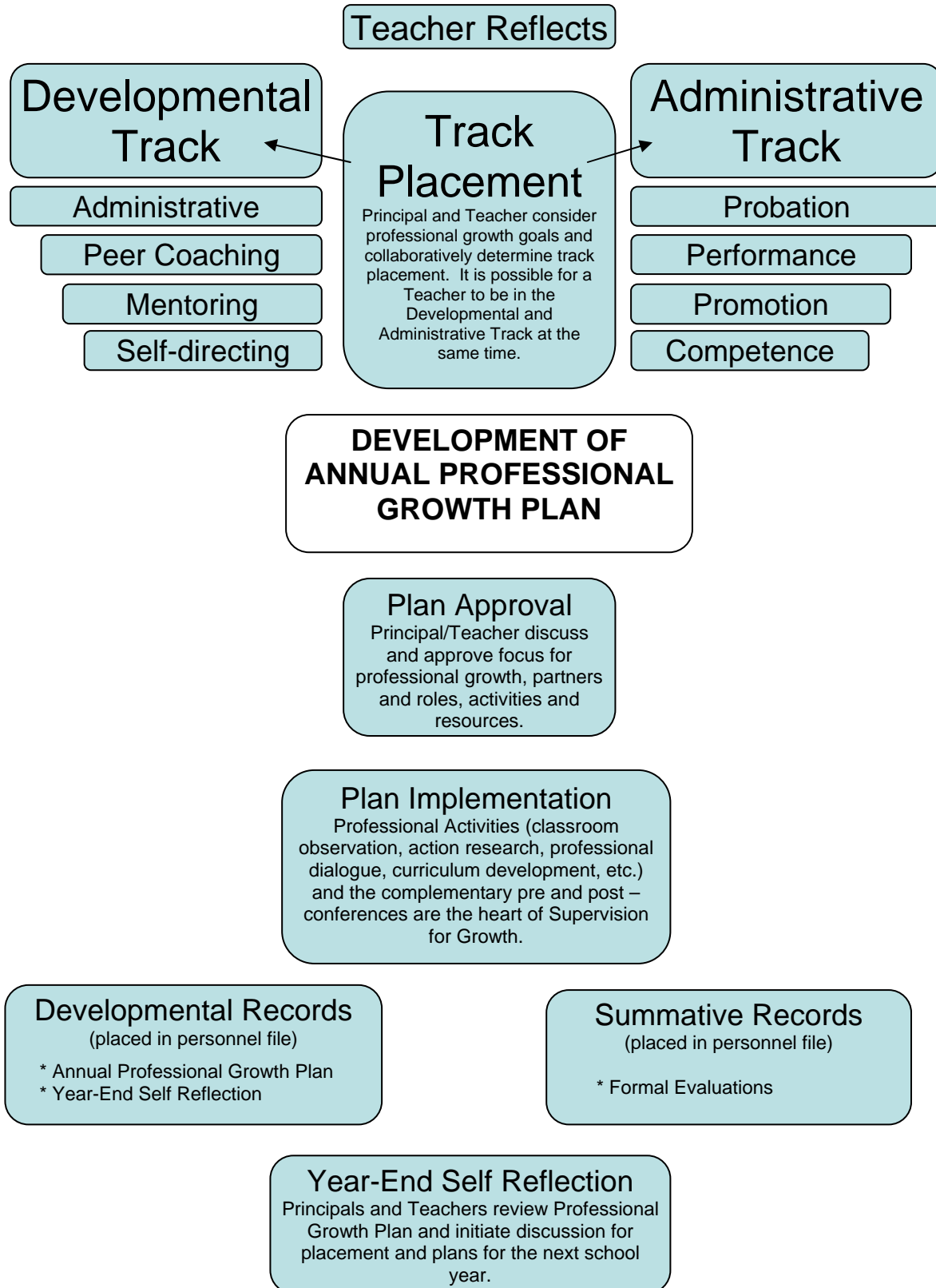
Model and Policy

SUPERVISION FOR GROWTH

The Frontier School Division Supervision for Growth Model is based on these principles:

1. Frontier School Division Teachers are responsible, professional Teachers dedicated to the academic, social, physical and emotional development of their students.

2. Frontier School Division Teachers recognize that learning is life-long and accept personal responsibility for improving their professional competence.

3. Frontier School Division accepts the obligation to provide appropriate professional learning and development for its Teachers.

4. The goal of supervision is both the overall professional growth of Teachers and the enhancement of classroom performance for the benefit of students.

5. Expectations of Teachers should be clearly described and regularly reviewed by Teachers and Principals working together.

6. The most effective supervisory and evaluative practices are those conducted fairly with the support and cooperation of all involved.

7. Teachers in difficulty will be given reasonable time and assistance to improve.

8. All Teachers will participate in a cycle of formal evaluation as outlined in Policy E.4.A.

SUPERVISION FOR GROWTH MODEL

Teacher Reflects

Developmental Track

Administrative Track

Track Placement

Principal and Teacher consider professional growth goals and collaboratively determine track placement. It is possible for a Teacher to be in the Developmental and Administrative Track at the same time.

Administrative

Peer Coaching

Mentoring

Self-directing

Probation

Performance

Promotion

Competence

DEVELOPMENT OF ANNUAL PROFESSIONAL GROWTH PLAN

Plan Approval

Principal/Teacher discuss and approve focus for professional growth, partners and roles, activities and resources.

Plan Implementation

Professional Activities (classroom observation, action research, professional dialogue, curriculum development, etc.) and the complementary pre and post – conferences are the heart of Supervision for Growth.

Developmental Records

(placed in personnel file)

* Annual Professional Growth Plan
* Year-End Self Reflection

Summative Records

(placed in personnel file)

* Formal Evaluations

Year-End Self Reflection

Principals and Teachers review Professional Growth Plan and initiate discussion for placement and plans for the next school year.

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 | |

SUPERVISION AND EVALUATION – TEACHERS

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.   **SUPERVISON 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

| Adopted September 1, 2009 | Revised June 16-17, 2011 | |

Track Placement and Process

PROFESSIONAL GROWTH: A Key to Classroom and School Improvement

As Teachers grow professionally, a classroom environment is created in which student engagement, learning and continuous improvement become the norms of the school.

You grow professionally as a learner by:

- Reflecting upon your work with your students so that you can understand and/or discuss what you do

- Using your own classroom and students to research and develop new practices

- Sharing your professional learning about your students with your colleagues and responding to the learning that they share with you

- Refining and expanding your own repertoire of skills and strategies in response to the needs of your students.

You influence classroom improvement as a Teacher by:

- Focusing on educational goals and developing content that is appropriate for all of your students

- Managing your classroom in ways that enhance the growth and learning of all of your students

- Employing a wide range of instructional strategies that meet the learning needs of all of your students

- Practicing specific instructional skills that challenge all of your students to learn.

You influence school improvement as a colleague by:

- Establishing norms of continuous improvement and experimentation in your school

- Practicing a form of collegiality which reflects those norms

- Supporting organizational arrangements and policies necessary for significant school improvement

- Helping to create a shared purpose and vision in your school.

RESPONSIBILITIES OF PARTNERS

Partners in Supervision for Growth may be any member of teaching personnel as well as Area Superintendents. Partners will have varying responsibilities depending on their roles within the process, but all share the responsibility to promote and implement the Division's Supervision for Growth Policy, Mission Statement and Strategic Plan.

Teachers:

- Reflect on professional needs
- Develop an annual professional growth plan
- Consult with coach/mentor
- Consult with Principal for track placement
- Gain Principal's approval of plan
- Implement plan
- Celebrate and share the growth
- Review plan and reflect on future professional needs.

Mentors and Coaches:

- Assist new Teachers and partners in developing, implementing, and reviewing growth plans
- Share curriculum knowledge and instructional techniques
- Suggest resources
- Facilitate the collegial process.
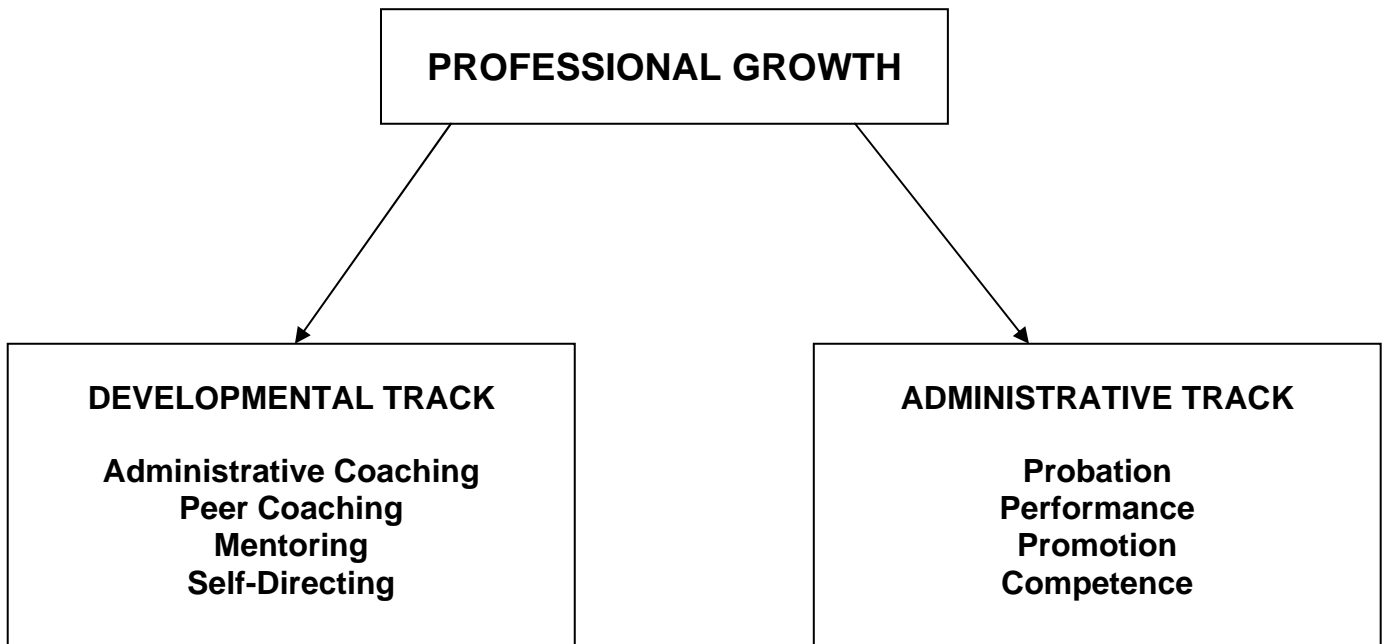
Principals/Vice-Principals:

- Model professional growth
- Implement Supervision for Growth and Professional Learning
- Consult with Teacher for track placement
- Discuss and approve annual professional growth plan
- Provide administrative coaching
- Monitor annual professional growth plan
- Provide resources
- Support staff in Developmental Track
- Evaluate staff in Administrative Track
- Report annually on the process
- Facilitate the collegial process.

Area Superintendents:

- Model professional growth
- Implement Supervision for Growth and Professional Learning
- Monitor Principals' roles and annual professional growth plans
- Provide resources
- Support staff in Developmental Track
- Evaluate staff in Administrative Track
- Facilitate the collegial process.

SUPERVISION FOR GROWTH: A TWO TRACK SYSTEM

Supervision for Growth is a two-track system that focuses on professional growth through either the Administrative or Developmental Track.

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                    ┌─────────────────────────────┐
                    │   PROFESSIONAL GROWTH       │
                    └─────────────────────────────┘
                       ╱                      ╲
                      ↙                        ↘
┌──────────────────────────┐      ┌──────────────────────────┐
│  DEVELOPMENTAL TRACK     │      │  ADMINISTRATIVE TRACK    │
│                          │      │                          │
│  Administrative Coaching │      │        Probation         │
│     Peer Coaching        │      │       Performance        │
│       Mentoring          │      │        Promotion         │
│     Self-Directing       │      │        Competence        │
└──────────────────────────┘      └──────────────────────────┘
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There are some similarities between the two tracks. Teachers develop an annual Supervision for Growth plan as outlined in Policy E.4.A. Coaching and mentoring are used in each track to provide an opportunity for sharing intentions and to ensure feedback after a professional activity. All developmental and summative records are placed in the personnel file.

ADMINISTRATIVE TRACK

The Administrative Track provides structures and procedures for professional growth and evaluation.

Probation

All first year Teachers will be placed on the Administrative Track (Probation).

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.

Performance

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.

A Teacher at any time may select Administrative Track (Performance) in order to have a recent summative evaluation in the Personnel File.

There may also be occasions when a Teacher is experiencing some difficulty which requires direct supervision. This Teacher will be placed on the Administrative Track (Performance) by the Principal. It should be noted that this is not for the purpose of determining competence as defined in Section 8 - Evaluation of Competence. However, the process does involve intensive assistance and a summative evaluation.

Promotion

Staff interested in being considered in the selection of Vice-Principals, Principals, or other positions of added responsibility shall be placed on the Administrative Track (Promotion).

Competence

The responsibilities and procedures are outlined in Section 8 – Evaluation of Competence in this handbook.

A standard observation form has been developed for Teachers on the Administrative Track (see Appendix II). This form is based upon the Framework for Effective Teaching.

DEVELOPMENTAL TRACK

The Developmental Track provides processes to assist and support professional growth. Professional growth can be achieved using a variety of supports that may include:

Administrative Coaching

Peer Coaching (see Appendix I)

Mentoring (see Appendix I)

The Developmental Track may also be self-directed and may include professional learning activities (see Section 11 – Professional Learning Handbook).

The annual professional growth plan of a Teacher (see Appendix II) provides the foundation for professional growth whether it be coaching, mentoring or self-directed learning.

PLACEMENT ON A TRACK

Through a consultative process, the Teacher and Principal will collaborate to determine placement on the Developmental and/or Administrative Track. The Principal has the responsibility to make the final decision, and will review track placement, in consultation with the Teacher, on an annual basis.

- The Teacher on the Developmental Track intends to work with a mentor, coach and/or Principal in the development, implementation, and review of the annual professional growth plan.

- The Teacher on the Administrative Track is either:

    - new to the teaching profession (Probation)

    - new to the Division (Performance)

    - on a cycle of evaluation (Performance) as per Policy E.4.A

    - requesting a summative evaluation (Performance)

    - experiencing some difficulty requiring direct supervision (Performance)

    - interested in being considered for positions of added responsibility (Promotion)

    - being evaluated for competence (Competence)

- It is possible for a Teacher to be on both the Developmental and the Administrative Tracks at the same time. For example the Teacher could be on the Developmental Track implementing the annual professional growth plan and on the Administrative Track as a result of a request for an assessment for promotion.

Annual Professional Growth Plan - Teachers

ANNUAL PROFESSIONAL GROWTH PLAN

BEGIN WITH REFLECTION

Supervision for Growth begins with the needs of the students. It is designed to facilitate and empower Teachers with the means to meet those needs. A Teacher's reflection should begin with an awareness of those needs and an understanding of appropriate programming and teaching strategies.

With the awareness of the above, a Teacher's reflection should continue with the consideration of Division documents including *The Framework for Effective Teaching* (Section 1), Professional Learning Handbook (Section 11), *Charting the Future* and the mission statement of the Division as well as Department documents.

Supervision for Growth encourages Teachers to reflect on all aspects of their careers, to shape their professional growth, and to work with colleagues to improve the learning environment for students.

DEVELOP THE PLAN

The annual professional growth plan (Appendix II) will:

- Be a meaningful statement described in terms of Teacher and/or student behaviour that is understood by the coach/mentor and easily communicated to the Principal
- Outline precisely the professional activities or events the Teacher will participate in order to achieve outcomes
- Identify the learning environment in which the Teacher plans to accomplish the outcomes
- Establish a clear connection between the annual professional growth plan and *Framework for Effective Teaching*.

The purposes of the plan are to help the Teacher:

- Focus thinking
- Develop a basis for teaching/professional activities
- Provide criteria for measuring progress.

The following elements are expected to be included in the annual professional growth plan:

- Personal goals supportive of the Teacher's assignment
- School goals or priorities as per the current annual school plan
- Goals and priorities as stated in *Charting the Future*.

OUTCOMES are expressions of purpose and direction.

The preparation of the annual professional growth plan requires that the Teacher determines outcomes and strategies. *The Framework for Effective Teaching* is a useful resource to help develop the plan. Other potential sources for planning include:

- Student outcomes and needs
- Models of teaching and instructional strategies
- Curriculum documents
- Department/Division policies or guidelines
- School/community initiatives
- Professional career goals.

The outcome statements identify general areas of focus and must be:

Specific
Measurable
Achievable
Realistic
Time-bound

From outcomes, strategies will be developed.

> **STRATEGIES** are specific, measurable and observable statements that outline what the Teacher expects to accomplish in order to achieve the outcomes.

The strategies in the annual professional growth plan will determine indicators.

> **INDICATORS** are behaviours, events or activities that demonstrate that the outcome has or is being accomplished.

Indicators must be measurable and observable and demonstrate that the outcome has/has not been met.

The results column, completed at year end, will report that the outcomes have/have not been met.

END WITH REFLECTION

The annual professional growth plan will include a written year-end self-reflection form (Appendix II) in order to provide closure to the plan. The year-end self-reflection may also provide initial directions for a new plan for the coming year. The year-end self-reflection form is to be completed and discussed with the Principal by **May 31 of each school year**, and attached to the annual professional growth plan.

Formal Evaluation Cycle - Teachers

FORMAL EVALUATION CYCLE - TEACHERS

PROBATIONARY PROCEDURES

All first year Teachers will be placed on the Administrative Track (Probation).

The timeline and procedures of the probation process are as follows:

In fall term (September – December) the Principal will:

i. meet with the Teacher at the beginning of the term to outline the Supervision for Growth process, and to discuss the annual professional growth plan

ii. **in September**, provide the Teacher with one pre-conference and supervisory classroom visit followed by immediate feedback using the observation form (Appendix 1) in a post observation conference

iii. **prior to December** provide the Teacher with at least one additional supervisory visit as outlined above in (ii).

In spring term (January – March) the Principal will:

i. provide the Teacher with one supervisory classroom visit as outlined above in (ii)

ii. **by March 1**, provide the Teacher with a written summative evaluation report.

In the Probationary period, if a question of competency arises, then the evaluation of competency procedure (Section 8) will be initiated.

PERFORMANCE PROCEDURES

All teachers new to Manitoba, as well as Teachers with tenure in Manitoba, who are newly hired, will be placed on the Administrative Track (Performance).

The timeline and procedures for the performance process are as follows:

In fall term (September – December) the Principal will:

i. meet with the Teacher at the beginning of the term to outline the Supervision for Growth process, and to discuss the annual professional growth plan

ii. **in September**, provide the Teacher with one pre-conference and supervisory classroom visit followed by immediate feedback using the observation form (Appendix 1) in a post observation conference

iii. **prior to December** provide the Teacher with at least one additional supervisory visit as outlined above in (ii).

In spring term (January – March) the Principal will:

i. provide the Teacher with one supervisory classroom visit as outlined above in (ii)

ii. by March 1, provide the Teacher with a written summative evaluation report.

In the Performance period, if a question of competency arises, then the evaluation of competency procedure (Section 8) will be initiated.

CYCLE OF FORMAL EVALUATION PROCEDURES

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 of every four years subsequently, unless requested more frequently by the Teacher, the Principal, or the School Committee as per Policy B.3.D, and approved by the Area Superintendent.

The timeline and procedures for the performance process are as follows:

In fall term (September – December) the Principal will:

i. meet with the Teacher at the beginning of the term to outline the Supervision for Growth process, and to discuss the annual professional growth plan

ii. **in September**, provide the Teacher with one pre-conference and supervisory classroom visit followed by immediate feedback using the observation form (Appendix 1) in a post observation conference

iii. **prior to December** provide the Teacher with at least one additional supervisory visit as outlined above in (ii).

In spring term (January – March) the Principal will:

i. provide the Teacher with one supervisory classroom visit as outlined above in (ii)

ii. **by March 1**, provide the Teacher with a written summative evaluation report.

In the Performance period, if a question of competency arises, then the evaluation of competency procedure (Section 8) will be initiated.

Evaluation of Competence - Teachers

EVALUATION OF COMPETENCE - TEACHERS

Evaluation of Competence is a formal procedure initiated when the Area Superintendent notifies a Teacher, in writing, that the Teacher's performance is unsatisfactory. The Teacher will be advised that unless appropriate improvement is noted, the Teacher's contract may be terminated.

The procedure for Evaluation of Competence is as follows:

1. The Teacher receives a letter from the Principal clearly outlining:

    - Specific goals to be achieved
    - Indicators for determining whether goals have been reached
    - Support available to the Teacher
    - Length of time dedicated to achieving goals
    - A recommendation that the Teacher consult with the Manitoba Teachers' Society.

2. A copy of this letter is to be forwarded to the Area Superintendent.

3. The Teacher is notified in writing by the Area Superintendent that the Teacher is to be evaluated for competence.

4. During the evaluation period the Principal is responsible for monitoring the progress of the Teacher and ensuring that support is made available to the Teacher.

5. During the evaluation period the Principal and Teacher will discuss the degree of success met by the Teacher.

6. The Principal recommends to the Area Superintendent that:

    - The Teacher has achieved the goals and should be removed from the process or
    - The Teacher has not achieved the goals and further action should be taken.

7. The Area Superintendent, after consultation with the Principal, makes a decision on the Principal's recommendation and informs the Chief Superintendent in writing of this decision.

8. In small schools, and/or where circumstances warrant, the Area Superintendent may assume the responsibility for evaluation of Teachers on the Administrative Track.

Supervision for Growth - Consultants, Clinicians and Others on Teaching Contracts

SUPERVISION FOR GROWTH - CONSULTANTS, CLINICIANS AND OTHERS ON TEACHING CONTRACTS

As Teachers, Consultants, Clinicians and others on teaching contracts are expected to develop an annual professional growth plan **by October 31 of each school year**.

The format of this plan is a work plan based upon the job description and program responsibilities. The work plan will be discussed with and submitted to the Area Superintendent.

The annual work plan will include a written year-end self-reflection form (Appendix II) in order to provide closure to the plan. The year-end self-reflection may also provide initial directions for a new plan for the coming year. The year-end self-reflection form is to be completed and discussed with the Area Superintendent by **May 31 of each school year**, and attached to the annual professional growth plan.

These employees will follow the same evaluation cycle outlined in Policy E.4.A.

In the formal evaluation year the Area Superintendent will provide the employee with a formal written summative evaluation.

The original copy remains with the employee, a copy with the Area Superintendent and a copy to Human Resources for placement in the employee's personnel file.

Supervision for Growth - Principals and Vice-Principals

THE PRINCIPAL AS AN INSTRUCTIONAL LEADER

The effective school is characterized by high overall student achievement with no significant gaps in that achievement across the major subgroups in the student population. The effective school is built on a foundation of high expectations, strong leadership, unwavering commitment to learning for all, collaboration, differentiated instruction, and frequent monitoring of student progress.

In the effective school, the Principal acts as an instructional leader by persistently communicating the mission to the staff, students, parents, and larger community. The Principal understands the principles of effective instruction and uses that knowledge in the management of the instructional program.

The school Principal, as the instructional leader, has an especially important obligation to create a shared understanding and commitment to the mission. Further, it falls particularly to the leadership to keep the focus on the mission. We find that the leaders in effective schools depend on proactive, interactive, and reactive strategies to ensure the mission remains the center of attention.

The interplay between effective leading through effective teaching is especially true in education. The men and women who staff the schools see themselves as professionals. Being a professional means, among other things, that one has a relatively high degree of independence in conducting one's work. In addition, professionals continue to learn and grow with the profession itself. To do so, they must have a process that is based on both new learning and ongoing support.

The correlates of effective schools represent a set of interdependent components that work together to accomplish the aim of the effective school: learning for all.

Source: Lezotte, Lawrence W. and McKee Snyder, Kathleen. *What Effective Schools Do – Re-Envisioning the Correlates.* Solution Tree Press, 2011.

EFFECTIVE SCHOOLS MODEL - Seven Correlates Of Effectiveness

- **High Expectations for Success**
  The effective school expects that all students can attain mastery of the essential school skills. In order to meet these high expectations, a school is restructured to be an institution designed for "learning" not "instruction". Teachers and students must have access to "tools" and "time" to help all students learn.

- **Strong Instructional Leadership**
  The effective school practices that the Principal is the "leader of leaders" not the "leader of followers." The Principal and all adults must take an active role in instructional leadership. The Principal will become the coach, partner, and cheerleader.

- **A Clear and Focused Mission**
  The effective school has a clearly articulated mission. The staff shares an understanding and commitment to the mission and the instructional goals, priorities, and assessment procedures it projects. The staff accepts responsibility and accountability for promoting and achieving the mission of learning for all students.

- **Opportunity to Learn/Time on Task**
  The effective school allocates and protects a significant amount of time for instruction of the essential skills. The instruction must take place in an integrated, interdisciplinary curriculum. Effective instruction time must focus on skills and curriculum content that are considered essential, that are assessed, and most valued. There should be abandonment of less important content.

- **Frequent Monitoring of Student Progress**
  The effective school frequently measures academic student progress through a variety of assessment procedures. The assessment procedures must emphasize "more authentic assessment" in curriculum mastery. Assessment results are used to improve individual student performance and also improve instructional delivery. Assessment results will show that alignment must exist between the intended, taught, and tested curriculum.

- **A Safe and Orderly Environment**
  The effective school has an orderly, purposeful, businesslike environment, which is free from the threat of physical harm. Desirable student behaviours are consistently articulated and expectations are clear. Students help each other and want what is best for all. This environment nurtures interaction between students and Teachers that is collaborative, cooperative, and student-centered.

- **Positive Home-School Relations**
  The effective school builds trust and communicates within the school, with parents and the community. Forming partnerships with the parents and community enables all stakeholders to have the same goals and expectations.

Source: Lezotte, Lawrence W. *Correlates of Effective Schools: The First and Second Generation.* Effective Schools Products, Ltd., Okemos, MI, 1991.

SUPERVISION FOR GROWTH - Principals And Vice-Principals

Principals and Vice-Principals are expected to develop an annual professional growth plan **by October 31 of each school year**.

Principals and Vice-Principals are expected to apply the *Framework for Effective School Leadership* (Section 2) when developing the annual professional growth plan.

The format of this plan is a work plan encompassing the duties and responsibilities of Principals and Vice-Principals as detailed in Policy C.1.E (Appendix II) and the *Public Schools Act.*

The annual work plan will include a written year-end self-reflection form (Appendix II) in order to provide closure to the plan. The year-end self-reflection may also provide initial directions for a new plan for the coming year. The year-end self-reflection form is to be completed and discussed with the Area Superintendent by **May 31 of each school year**, and attached to the annual professional growth plan.

FORMAL PERFORMANCE EVALUATION CYCLE - Principals And Vice-Principals

PURPOSE

The evaluation of Principals and Vice-Principals is designed to:

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

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.

PRINCIPALS

On or before **September 30** of the formal evaluation year a preliminary meeting will be held between the Area Superintendent and Principal in order to:

- Define the process
- Establish goals for the year
- Discuss and clarify the evaluation instruments.

Throughout the year, verbal feedback shall be provided to the Principal by the Area Superintendent.

On or before **March 15** of the formal evaluation year:

- The Principal will complete a self-evaluation
- Survey instruments will be completed by Teaching and Support Staff, School Committee members and randomly selected parents
- Feedback will be provided by the Area Superintendent based upon school visits
- Data collected from the above will form the basis for the formal summative evaluation.

On or before **May 15:**

- The Principal and Area Superintendent will meet to discuss data collected
- The Area Superintendent will prepare a written summative evaluation, with the original copy remaining with the Principal, a copy with the Area Superintendent, and a copy to Human Resources for placement in the personnel file.

VICE-PRINCIPALS

On or before **September 30** of the formal evaluation year a preliminary meeting will be held between the Principal and Vice-Principal in order to:

- Define the process
- Establish goals for the year
- Discuss and clarify the evaluation instruments.

Throughout the year, verbal feedback shall be provided to the Vice-Principal by the Principal and Area Superintendent.

On or before **March 15** of the formal evaluation year:

- The Vice-Principal will complete a self-evaluation
- Survey instruments will be completed by the Principal, Teaching and Support Staff, School Committee members and randomly selected parents
- Feedback will be provided by the Principal and Area Superintendent
- Data collected from the above will form the basis for the formal summative evaluation.

On or before **May 15:**

- The Vice-Principal and Principal will meet to discuss data collected
- The Principal will prepare a written summative evaluation, with the original copy remaining with the Vice-Principal, a copy with the Principal and Area Superintendent, and a copy to Human Resources for placement in the personnel file.

EVALUATION OF COMPETENCE - Principals And Vice-Principals

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). Evaluation of Competence is a formal procedure initiated when the Area Superintendent notifies a Principal or Vice-Principal, in writing, that his/her performance is unsatisfactory.

The basis for this decision may include data and information from the following sources:

- Observations and school visits
- Review of the annual professional growth plan
- Review of planning requirements in the school and classrooms
- Surveys
- Other supporting documents.

The procedure for Evaluation of Competence is as follows:

1. The Principal or Vice-Principal receives a letter from the Area Superintendent clearly outlining:

    - Specific goals to be achieved
    - Indicators for determining whether goals have been reached
    - Support available to the Principal or Vice-Principal
    - Length of time dedicated to achieving goals
    - A recommendation that the Principal or Vice-Principal consult with the Manitoba Teachers' Society.

2. A copy of this letter is to be forwarded to the Chief Superintendent.

3. The Principal or Vice-Principal is notified in writing by the Area and/or Chief Superintendent that the Principal or Vice-Principal is to be evaluated for competence.

4. During the evaluation period the Area Superintendent is responsible for monitoring the progress of the Principal or Vice-Principal and ensuring that support is made available to the Principal or Vice-Principal.

5. During the evaluation period the Area Superintendent and Principal or Vice-Principal will discuss the degree of success met by the Principal or Vice-Principal.

6. The Area and/or Chief Superintendent recommends that:

    - The Principal or Vice-Principal has achieved the goals and should be removed from the process or
    - The Principal or Vice-Principal has not achieved the goals and further action should be taken, that may include reassignment, transfer or termination.

Professional Learning Handbook

> **"Even the grandest design eventually translates into hard work. The professional learning community model is a grand design—a powerful new way of working together that profoundly affects the practices of schooling. But initiating and sustaining the concept requires hard work. It requires the school staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuel continual improvement."**
>
> DuFour, R., What is a "Professional Learning Community, *Educational Leadership*, May 2004

September, 2008 (Second Edition)

PROFESSIONAL LEARNING IN FRONTIER SCHOOL DIVISION

Our Division has a very positive and proactive program of professional learning for staff, both Teachers and support personnel. A strong focus upon professional learning of employees is a clear demonstration of the way in which the Division values its staff. An investment by the Division in developing the professional skills of employees will, in the long run, assist in increasing student achievement and success across our Division. In short, the Division values its staff, invests in the development of our human resources, and anticipates a return in this investment through increased student success and achievement.

Professional learning in Frontier School Division has become one of the identifying features of our system. In the past, our Division has been well known for a range of unique programs and activities including Frontier Games, Native Studies, fiddling and Division assessments in English Language Arts and Mathematics. Clearly, professional learning for staff must be added to this list of unique and positive identifiers for our Division.

In 2008, the Board of Trustees approved a new Mission Statement for the Division. Incorporating a great deal of input, this statement confirms Frontier School Division as an innovative and dynamic leader in education. In addition, the statement, notes that "high standards of teaching result in academic excellence." Our Division's commitment to and investment in professional learning is a foundation for this phrase in the Mission Statement.

"Charting the Future", our strategic plan for education, is designed as a four year plan, including an annual review with refinements. Similarly, this professional learning document is meant to be reviewed and refined periodically.

Recently, the Division identified an increased interest in mentoring of new Teachers. Mentoring, as a professional learning strategy, is currently being reviewed and researched and will be reinforced and reflected in the next edition of this document. The Division encourages mentoring to provide new Teachers, and Teachers new to Frontier, with an opportunity to work directly with, and benefit from, experienced Teachers who volunteer to act as mentors and coaches. This approach is an example of a professional learning community as noted in the following quotation.

> *A professional learning community emphasizes the teamwork of Principals, teachers, and staff to identify school goals, improve curriculum, reduce teachers' isolation, assess student progress, and increase the effectiveness of school programs.*
> *(Epstein, Joyce L. and Salinas, Karen Clark, Partnering with Families and Communities, Education Learning, May 2004)*

In closing, Frontier School Division is very proud of its history and current approach in support of professional learning. In turn, staff should feel equally proud and confident in being part of a school division that values and develops its human resources on behalf of our students. I hope that this professional learning document assists each and every one of you in achieving your personal and professional goals in Frontier School Division.

Thank you,

Ray Derksen
Chief Superintendent

ACKNOWLEDGEMENTS

INTRODUCTION

Frontier School Division's approach to professional learning focuses on research, reflection, dialogue, collaborative planning, problem solving, and decision-making. Professional learning needs to be purposeful, ongoing, and connected to school plans, the Divisional strategic plan, and individual growth plans.

This document is intended to provide Teachers with ideas on how to organize and implement professional learning.

PROFESSIONAL LEARNING

The term **professional learning** is used to imply that schools operate as professional learning communities and that members engage in ongoing study and practice for continuous improvement.

Professional development or in-service training are terms used to define the activities in which Teachers engage to affect their learning and practices. The terms "development" and "training" imply that there is a need to develop or change, and once that change has taken place the development or training ends. Professional learning is both individual and collegial, suggesting on-going action and perpetual curiosity.

PROFESSIONAL LEARNING COMMUNITY (PLC)

The PLC conceptual framework can be grouped into three major themes that are evident in policies, programs, and practices of the school and district. The themes are:

1. A solid foundation consisting of collaboratively developed and widely shared mission, vision, values, and goals.

2. Collaborative teams that work independently to achieve common goals.

3. A focus on results as evidenced by a commitment to continuous improvement.

   Source: Getting Started (page 3), by R. Eaker, R. Dufour, and R. Dufour.

MISSION
Professional learning supports the mission of Frontier School Division.

Our Children...Our Success…Our Future

RATIONALE

This document provides a framework that will facilitate and support professional learning in Frontier School Division.

- A profession is defined by the fact that there is ongoing professional learning and development
- Individuals are on-going life-long learners
- Professional learning is based on the desire to enhance student learning.

Reasons for Professional Learning

- Change in practice
- Curriculum implementation
- Introducing new ideas
- Program renewal
- Varied learning styles
- Sharing experiences and knowledge
- Student diversity
- Research and new developments
- Changing societal and community needs.

> Many schools have carved study time out of their schedules in order to make professional development a seamless part of their daily work.
> Journal of Staff Development (Vol. 18, No. 3)

BELIEFS

Frontier School Division believes that professional learning is an ongoing process that:

- Has a purpose and a plan connected to Frontier School Division's strategic plan, Area plans, school plans, and the individual professional growth goals of Teachers
- Takes different forms and approaches
- Uses reflection as a foundation and basis for plans and activities
- Is a shared responsibility between Teacher and Division
- Affects student learning and achievement.

PROFESSIONAL LEARNING MODEL
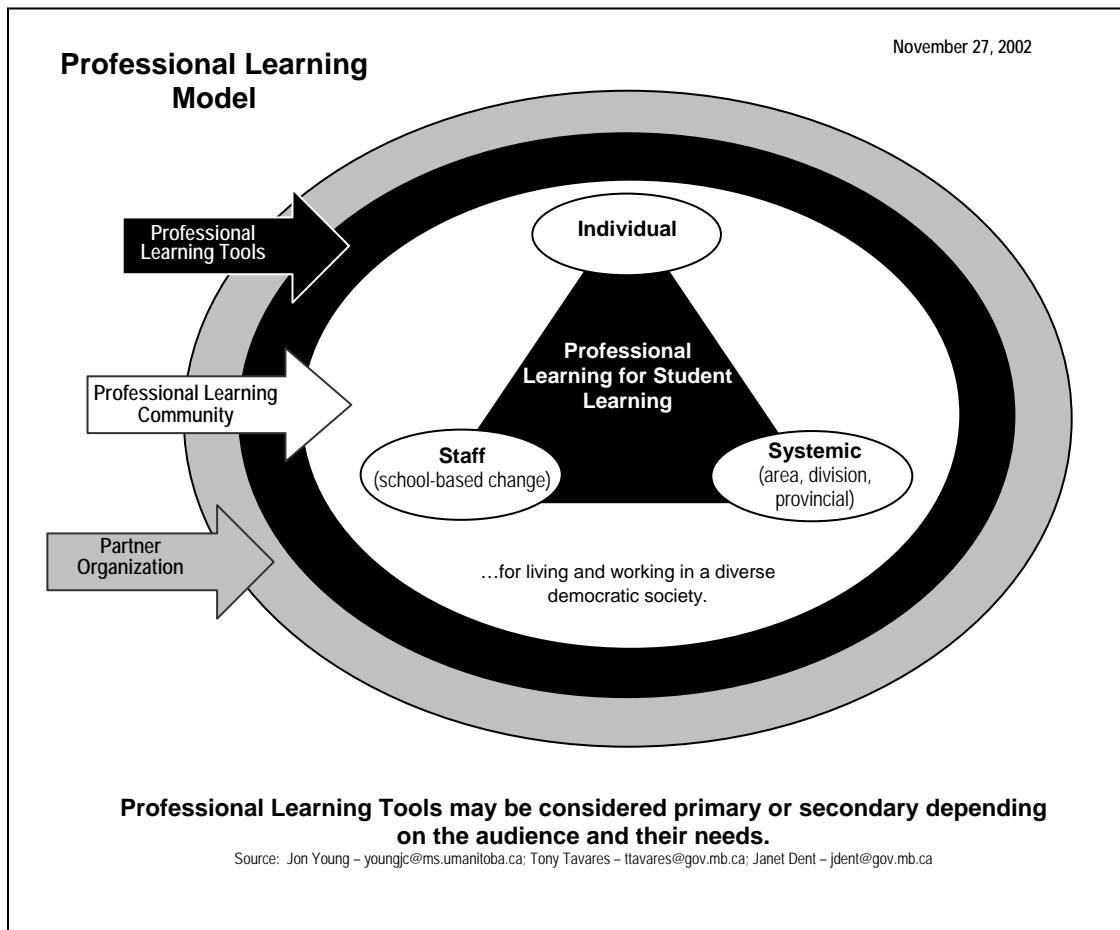
The inner circle symbolizes the *Professional Learning Community*, the essential ingredient in a successful professional learning environment. The three dimensions of professional learning: *Individual, Staff,* and *Area/Divisional/Provincial* are embedded in that *Professional Learning Community*. The middle circle symbolizes the variety of professional learning tools that surround and support each of the three dimensions of professional learning. The advantage of offering a variety of tools is that a customized and individualized approach can be followed. The outer encompassing circle recognizes that all of the partner organizations have an impact on the professional learning environment. The challenge is to organize and structure that involvement, so as many Teachers as possible can be positively affected.

> With consultant support, teachers organize professional learning lessons to research solutions to problems uncovered by a careful analysis of school data.
> Educational Leadership (February 2005)

PRINCIPLES FOR EFFECTIVE PROFESSIONAL LEARNING

There are many approaches for professional learning available to Teachers. Over a period of time, more than one will be used. The graphic below highlights principles for establishing professional learning that will be long lasting and effective.

address *issues of concern* recognized by the teachers themselves

take place as close as possible to the *teacher's own working environment*

take place over an *extended period of time*

have the *support* of both *colleagues* and the *school administration*

Principles for Effective Professional Learning
Professional learning should:

provide opportunities for *reflection and feedback*

enable participating teachers to feel a substantial degree of *ownership*

involve a conscious *commitment* on the part of the teacher

involve *groups* of teachers rather than *individuals* from a school

use the *services of a consultant* and/or *critical friend*

(Revised from MCTP Professional Development Package)

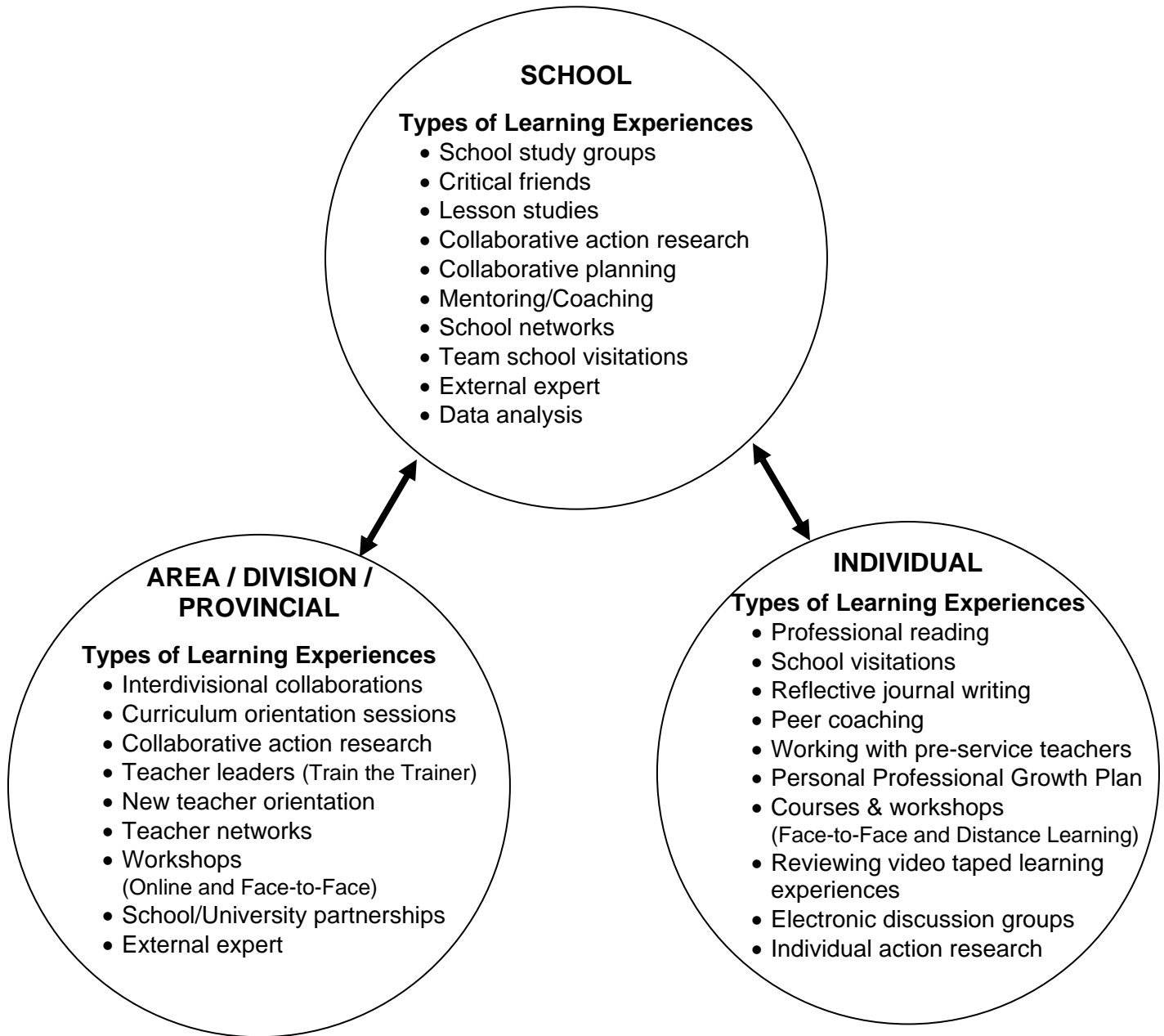Professional development needs to focus neither on the individual teacher alone nor on district wide needs, but on the teacher in the context of the school as the unit of work.
Educational Leadership (February 1998)

APPROACHES TO IMPLEMENT PROFESSIONAL LEARNING

There are many different approaches to professional learning that can be utilized to enhance student learning. The various types of learning experiences outlined below are interconnected within the professional learning community.

SCHOOL

Types of Learning Experiences
- School study groups
- Critical friends
- Lesson studies
- Collaborative action research
- Collaborative planning
- Mentoring/Coaching
- School networks
- Team school visitations
- External expert
- Data analysis

AREA / DIVISION / PROVINCIAL

Types of Learning Experiences
- Interdivisional collaborations
- Curriculum orientation sessions
- Collaborative action research
- Teacher leaders (Train the Trainer)
- New teacher orientation
- Teacher networks
- Workshops
  (Online and Face-to-Face)
- School/University partnerships
- External expert

INDIVIDUAL

Types of Learning Experiences
- Professional reading
- School visitations
- Reflective journal writing
- Peer coaching
- Working with pre-service teachers
- Personal Professional Growth Plan
- Courses & workshops
  (Face-to-Face and Distance Learning)
- Reviewing video taped learning experiences
- Electronic discussion groups
- Individual action research

High quality professional development is not a program or an activity, but an ethos – a way of being where learning suffuses throughout the teachers working lives.
Association for Supervision and Curriculum Development

PROCESS FOR PROFESSIONAL LEARNING

Manitoba Professional Learning Model Process
Success for All Learners – Activate, Acquire, Apply, and Assess

Determine Professional Learning Needs

Which Professional Learning Experiences will best satisfy our Professional Learning needs?

Engage in the Professional Learning Experiences

School-Based

Professional Learning for Student Learning

Did we achieve our goal? What do we need to change?

How can we apply the strategies we learned?

Systemic

Individual

Three Dimensions Professional Learning

Assess Impact on Students

How do we know it is making a difference?

Reflect, Collaborate, Adapt, Practice, Apply

In a successful *Professional Learning Community,* there is a collective commitment to what the people in the school believe and seek to create. A school plan is created involving the whole staff, school committee, and community rather than only people in a leadership position. Learning needs are determined according to the school plan. There may be some differences between individual staff learning plans; however, when staff are committed to the school vision there will be more congruence than difference.

Determining Professional Learning Needs
- What do we want to do and how does it relate to student achievement?
- What are some needs from the school plan we need to work on?
- Are there some Division or Provincial initiatives we need to work on?
- Looking at the big picture, what are my needs as a Teacher and how do I develop my growth plan?
- Do I need to focus on teaching strategies or do I need to learn more about strategies?

Content of the Professional Learning Experience
- What are the Primary Tools? Which tools are best suited for our Professional Learning goals?
- Am I following the principles of effective professional learning?
- Which range of activities best reflect the identified needs?
- Is it on-going over time?
- Is it supported by colleagues?

Reflect, Collaborate, Adapt, Plan, Practice, Apply
- Did we achieve our goals?
- What do we need to change?
- Has it made a difference in our practice?
- Was the model appropriate?

Assess Impact on Student
- How do we know it is making a difference?
- Has this had a positive impact on students?

CREATING TIME FOR PROFESSIONAL LEARNING

Finding time for learning and collaborating with colleagues is a challenge. The most successful schools have significant collaborative time built in. An excellent resource is Powerful Designs for Professional Learning, a National Staff Development Council publication, which is available through Library Services.

Some possibilities:

- Study groups or sectional groups meet bi-weekly/monthly for one hour after school
- Students are dismissed an hour early and Teachers spend an extra hour after school for discussions that centre around professional learning
- On-line professional learning forums
- Informal meetings
- Literature circles
- Conference calls
- School-based action research.

PROFESSIONAL LEARNING COMMITTEES

SCHOOL BASED COMMITTEE

Each school has funding allocated by the Division for school professional learning. This funding is for both whole school and individual staff members. Individual professional learning is derived from a Teacher's personal Supervision for Growth plan that is connected to the school plan and the Division's Charting the Future. Professional learning tools should be defined and outlined in school plans.

The Division provides funding at the school level for professional learning through Teacher, Special Needs, and A.A.A. in-service budget amounts.

Each school should form a Professional Learning Committee (PLC) that is representative of the administration, resource, and grade groups.

This committee is to be created annually, usually as a result of the school planning process. Key responsibilities of the committee include assisting the school administration with:

- Budgeting for the implementation of the school plan
- Budgeting for individual professional learning as identified in growth plans
- Reflection and evaluation of professional learning for the year.

AREA BASED COMMITTEE

Each area also has funding allocated by the Division for Area professional learning. This funding is to promote area-wide initiatives, as well as Division and Provincial programs and directives.

Each area should form an Area Professional Learning Committee (APLC) that is representative of Area support staff, i.e. consultants, administration, and school-based personnel.

The APLC is created annually with the following key responsibilities:

- Reflection and review of feedback gathered from the previous year's Area workshop
- Planning Area professional learning based upon Area needs, Charting the Future, and Provincial directives
- Planning the workshop within the allocated budget.

> Powerful professional learning begins with what will really help young people, engages those involved in helping them learn, and has an effect in the classrooms where those students and teachers learn.
> Powerful Designs for Professional Learning, 2005

FRONTIER SCHOOL DIVISION PROFESSIONAL LEARNING INITIATIVES

In addition to school and Area-based professional learning, the Frontier School Division invests in the development of our staff through the following opportunities.

Annual New Teachers' Orientation

- Two-day orientation session jointly sponsored by Frontier School Division, Frontier Teachers' Association and Manitoba Teachers' Society with a goal of providing information that leads to a successful transition to Frontier School Division.

Annual Administrators' Conference

- Held concurrently with the Annual New Teachers' Orientation to provide a forum to share Division and Provincial initiatives
- Provides networking opportunities.

Annual Resource Teachers' Conference

- Two-day annual workshop for all resource Teachers that focuses on current topics in special education.

English Language Arts

- Assessment Planning Team (APT) – This team of English Language Arts consultants and classroom Teachers engage in the ongoing development of assessment material for English Language Arts
- Continua Learning Community (CLC) – This team is comprised of classroom Teachers and English Language Arts consultants who develop resources to support teaching and learning in English Language Arts.

Mathematics

- Math Recovery – This is a training opportunity for early years' Teachers in support of the Math Recovery program
- PRIME – Training is provided to middle years' Teachers to support strengthening of students' numeracy skills
- Support Team.

Annual opportunities for all Teachers that focus on current topics in the following specialty areas

- Physical Education
- High School English
- High School Mathematics
- High School Principals

> Time set aside for teacher work must be spent in serious and purposeful work to increase teachers' knowledge and skills.
> Journal of Staff Development

In addition and through the Collective Agreement between FSD and FTA, the Division supports professional learning for Teachers and administrators in obtaining university course work leading to advanced credentials.

ACCESSING FUNDING

Funding is available to individual Teachers to support professional learning through their Supervision for Growth plan. Each school Professional Learning Committee may establish, on an annual basis, criteria, funding amounts and the process to be followed. The application and process for accessing these funds varies from year to year. Individual Teachers must explore these options. Funding may also be available from sources outside the Division to further support Teacher and administrator professional learning.

A sample form can be found at the end of this document.

AVAILABLE RESOURCES

There are numerous resources available to support professional learning for Frontier School Division's Teachers and administrators.

In Frontier School Division
- Area consultants (Mathematics, Language Arts, Special Services, Psychologists, and Speech Clinicians)
- Divisional support staff (Special Services, Health and Wellness, Science, Social Studies/Native Studies, Adult Education, Career Studies, Technology)
- Division committee members (i.e., English Language Arts and Mathematics)
- Teacher mentors and administrator mentors in the Division
- Library resources: Division library and school based.

Outside the Division
- Manitoba Education Citizenship and Youth
- Manitoba Teachers' Society
    - Leadership Team
    - Staff Officers
- Other professional learning organizations such as Association for Supervision and Curriculum Development (ASCD), Reading Council, Manitoba Association of Mathematics Teachers
- Invited experts
- Online courses
- Universities and colleges
- Other schools and school divisions.

CLOSING

If we are to grow as Teachers and continually improve on the teaching and learning in schools, then high-quality professional learning is essential. Successful professional learning communities clearly demonstrate what is possible when Teachers learn and collaborate within their schools as part of their daily work.

REQUEST TO PROFESSIONAL LEARNING COMMITTEE

Name:

Type of Professional Learning:

Number of Days:

Location:

Rationale and Connection to the Annual Professional Growth Plan:

Cost:

Funding Requirement:

How will you share?

_____   _____
              Signature   Principal

_____   ☐ Funding Approved
              Chairperson

Appendix I - Coaching and Mentoring

AREAS IN WHICH A TEACHER MAY WISH TO BE COACHED/MENTORED

Getting Started

- Understanding school handbook
- Understanding school calendar year
- Reviewing procedures for Teacher absence
- Filling out a register.

Student Relationships

- Establishing and maintaining positive relationships with students
- Identifying student needs
- Developing motivational techniques.

Classroom Management

- Establishing procedures, routines and rules
- Managing student behaviour
- Preventing misbehaviour.

Classroom/Learning Environment

- Setting up the classroom
- Setting up a timetable
- Using student groupings for learning
- Establishing expectations for behaviour in group work
- Using equipment
- Obtaining information on text books and resources.

Curriculum and Program Planning

- Meeting individual student needs including differentiated instruction
- Developing appropriate and effective short and long term plans
- Locating and organizing resources that support curriculum
- Becoming familiar with specific goals and implementation strategies in the school plan and *Charting the Future*.

Instructional Techniques

- Exploring new instructional strategies
- Refining teaching techniques.

Student Assessment and Evaluation

- Understanding Department, Division and school philosophy and expectations
- Developing appropriate assessment strategies *for, of* and *as* learning
- Writing report card comments
- Conducting parent interviews.

Contributions to Total School Environment

- Becoming involved in co-curricular activities
- Learning about field trip procedures
- Assisting in school and community events
- Participating in professional learning activities.

In our lives there comes that unexpected meeting with someone who
acknowledges who we are and what we can be,
awakening the circuits of our potential.
Linda Lambert

COACHING

Coaching is a confidential partnership that facilitates the achievement of outcomes, contributes to professional growth, and promotes collegiality.

All coaching relationships require the forming of a supportive bond such that there can be free exchange of information in an atmosphere of openness, trust and confidentiality.

In selecting a coach the Teacher considers a colleague that will support professional growth by working collaboratively to improve planning, teaching, managing the classroom environment and exploring new roles in the school system.

While expertise may be valuable in certain situations, it is much more significant that a coach:

- Be committed to the Supervision for Growth model
- Possess effective observation and communication skills
- Be prepared to understand the role of the coach in the coaching process.

Benefits of Coaching…

- better understanding of teaching
- improved self-analysis skills
- improved sense of professional skill
- renewal and recognition
- increased sense of efficacy
- improved teaching performance
- increased student growth
- reduced isolation

Coaching is …

Collegial		Competitive
Professional		Social
Specific	**NOT**	General
Confidential		Public
Assisting		Assessing
Dynamic		Static

Always, the coach is a supportive colleague. The coach's activities are determined by the needs of the teacher.
W. Seller

If a Teacher selects an aspect of the classroom learning environment for professional growth, then a fellow Teacher will be the most appropriate Peer Coach. If however, the Teacher has chosen an area for growth that deals with the total school environment, a Principal or Vice-Principal as an Administrative Coach may be the best choice.

MENTORING

Mentoring is a professional relationship in which a new Teacher receives support and assistance from an experienced Teacher or a group of educational professionals. Mentoring may also occur between two or more experienced Teachers.

In mentoring, Teachers help each other. Mentoring addresses the specific needs of Teachers both new and experienced, and the mentor provides knowledge, advice, skills, and support. Both parties gain through interaction, reflection and experimentation. Mentoring exists only as long as both the Teacher and mentor derive mutual benefit from the relationship.

In selecting a mentor the Teacher considers a colleague(s) who acts as:

- Personal Mentor - an experienced Teacher acting as a positive role model and confidante for a new Teacher
- Broker Mentor - an experienced Teacher directing new Teachers to resources and colleagues who have expertise they need to access
- Mentorship Team - several experienced staff collaborating to support and challenge Teachers to become the professionals they want to be.

BENEFITS OF MENTORING

To the New Teacher
New Teachers value professional autonomy and equality and as a result they often do not seek assistance from senior colleagues. At the initial stage of their careers, stress is usually related to inexperience and uncertainty. Classroom management, lesson planning, school routines, instructional skills, and strategies are areas in which new Teachers often require assistance.

To the Mentor
Mentoring encourages experienced Teachers to reassess their practices and beliefs and gain insight into their own teaching. As a result of their involvement in mentoring, Teachers are revitalized professionally, form new friendships, and have their professionalism recognized.

To the Profession
Mentoring results in improved practices by both mentors and Teachers that translate into improved learning environments for students. Student benefits are increased learning and improved outcomes. Students' interpersonal relationships and cooperative skills can be influenced when the concepts are modeled by their Teachers.

To the Organization
Mentoring demonstrates that staff care for and support one another. New Teachers become more productive in their classrooms and more satisfied with their professional performance. Experienced staff pass on professional knowledge and skills in a dynamic way. Both new and experienced Teachers become more effective in the classroom and in the school.

I value people who ask for assistance.
Veronica Lacey

Appendix II - Forms

SUPERVISION FOR GROWTH - Professional Growth Plan

By October 31 of each school year this form is to be completed by the Teacher. The original copy remains with the Teacher, a copy with the Principal/Area Superintendent and a copy to Human Resources for placement in the personnel file.

Name: Coach:

School: Mentor:

Position: Administrative Coach:

                                               Position:

PLACEMENT

Developmental Track: Administrative Track:

Coaching: Probation:

Mentoring: Performance:

Administrative Coaching: Promotion

Self-directing

OUTCOME:	STRATEGIES:	INDICATORS	RESULTS

SUPERVISION FOR GROWTH - Year-End Self Reflection

This year-end self-reflection will be completed **by May 31 of each school year** and attached to the annual professional growth plan. The original copy remains with the Teacher, a copy with the Principal/Area Superintendent and a copy to Human Resources for placement in the personnel file.

Name: _____

Position: _____ Location: _____

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Teacher's Signature: _____ Date: _____

Principal/Area Superintendent's Signature: _____ Date: _____

SUPERVISION FOR GROWTH - Observation Form for Teachers on The Administrative Track

This observation form is provided for Principals for use with Teachers on the Administrative Track. Reflective of current Division Policy, this format is based upon the Supervision for Growth document, in particular, the *Framework for Effective Teaching*.

Name: School:

Position: Date:

Principal:

To assist Principals with their observations, the following four point scale is provided:

        1   -   Minimal

        2   -   Needs Support/Improvement

        3   -   Meets Expectations

        4   -   Exceeds Expectations

INSTRUCTIONAL COMPETENCE

I. Planning Lessons

A. Curriculum Planning – Develops and sequences long and short term plans with learning activities geared to the Provincial/Division curriculum guidelines.

1. Identifies learning needs and abilities of each student.　　1　2　3　4

2. Designs lessons based upon knowledge derived from assessing students.　　1　2　3　4

3. Prepares plans which correlate with specific instructional outcomes.　　1　2　3　4

4. Constructs lessons using a variety of learning strategies and activities.　　1　2　3　4

5. Develops extended and enriched activities to challenge students.　　1　2　3　4

B. Instructional Resources Planning – Selects and adapts resources consistent with instructional objectives.

1. Identifies and arranges for material resources.　　1　2　3　4

2. Identifies and arranges for human resources.　　1　2　3　4

C. Organizational Planning – Plans and demonstrates effective organizational systems.

1. Plans for the entire instructional period.　　1　2　3　4

2. Mathematics year plan and weekly/monthly plans are complete.　　1　2　3　4

3. Language Arts year plan and weekly/monthly plans are complete.　　1　2　3　4

Comments:

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II. Implementing Instructional Techniques

    A. Opening – Opens lessons with appropriate strategies geared to the Provincial/Division curriculum guidelines.

1. Focuses students' attention.   1 2 3 4

2. Establishes purpose of lesson.   1 2 3 4

3. Connects the learning.   1 2 3 4

4. Promotes student involvement.   1 2 3 4

    B. Sequencing Content – Teaches content as it relates to outcomes.

1. Presents content and instructional tasks clearly.   1 2 3 4

2. Relates new information to previous knowledge, future learning, or relevant life experiences.   1 2 3 4

    C. Questioning – uses questions to promote understanding geared to the Provincial/Division curriculum guidelines.

1. Formulates questions based on student needs and complexity of the material.   1 2 3 4

2. Asks clearly stated questions relevant to the outcomes.   1 2 3 4

3. Provides wait-time and cues to prompt, correct or expand student responses.   1 2 3 4

    D. Monitoring – Moves among students observing and responding to student behaviour as it relates to the delivery of the lesson.

1. Uses strategies to involve students in higher order thinking processes.   1 2 3 4

2. Uses student verbal and non-verbal behaviors to determine if further cues or explanations are needed.   1 2 3 4

    E. Adjusting Instruction – Revises instruction during the lesson based on student responses.

1. Provides flexibility during instruction to accommodate student needs.   1 2 3 4

2. Demonstrates ability to adjust instruction.   1 2 3 4

F. Guides Practice – Provides opportunities for students to demonstrate new learning with Teacher support.

1. Provides relevant practice to support lesson outcomes.   1 2 3 4

2. Provides immediate feedback to the student.   1 2 3 4

3. Provides opportunities for student interaction for understanding and clarification.   1 2 3 4

4. Provides sufficient practice to achieve lesson objectives.   1 2 3 4

G. Independent Practice – Provides opportunities to practice learned material at school and at home.

1. Provides differentiated activities that are consistent with lesson outcomes and student skill levels.   1 2 3 4

2. Holds students accountable for assignments.   1 2 3 4

3. Assesses assigned practice and provides timely feedback to the student.   1 2 3 4

H. Closing – Summarizes lesson by using appropriate strategies.

1. Reinforces the lesson objectives.   1 2 3 4

2. Creates a transition to the next lesson.   1 2 3 4

3. Assigns homework.   1 2 3 4

Comments:

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III. Assessing Student Progress

1. Provides criteria that allows students to measure progress.   1   2   3   4

2. Uses a variety of techniques to provide feedback on performance.   1   2   3   4

3. Provides consistent flow of feedback on student performance.   1   2   3   4

Comments:

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IV. Climate

    A. Organizing the Student Environment – Facilitates the learning environment to encourage positive student behaviour.

1. Conveys clear behavioural expectations to students and monitors
    for compliance.   1   2   3   4

2. Uses variation in voice, movement, and pacing to focus attention
    during lesson.   1   2   3   4

3. Manages more than one situation at a time when necessary.   1   2   3   4

4. Establishes a trusting environment which fosters risk taking and   1   2   3   4
    maintains student motivation and engagement.

    B. Managing Student Problems – Addresses student problems in an organized, fair, and consistent manner.

1. Shows awareness of what is occurring in the classroom.   1   2   3   4

2. Deals with problems effectively before they escalate into disruption.   1   2   3   4

3. Uses disciplinary action only after using other alternatives.   1   2   3   4

4. Works with parents, support staff and others when problems arise.   1   2   3   4

C. Developing Student Self-Concept – Enhances positive student self-concept and attitude toward learning.

1. Instructs, models or counsels students in ways to cope effectively with problem situations.   1   2   3   4

2. Respects and shows sensitivity to individual needs and concerns.   1   2   3   4

3. Focuses on student behaviour rather than personality.   1   2   3   4

4. Communicates praise commensurate with the needs of individual students.   1   2   3   4

D. Teacher Self-Concept - Portrays positive self-concept and attitude towards teaching.

1. Treats students in a professional Teacher-student manner.   1   2   3   4

2. Displays enjoyment and enthusiasm for teaching and expects students to enjoy learning.   1   2   3   4

3. Recognizes individual and cultural diversity of students.   1   2   3   4

4. Serves as a positive role model in school environment.   1   2   3   4

5. Displays a sense of humour.   1   2   3   4

PROFESSIONAL RESPONSIBILITIES

1. Interpersonal Relationships
2. Institutional Duties
3. Parental Involvement
4. Co-curricular Activities
5. Professional Learning
6. Community Involvement

Comments:

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Overall Comments:

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Teacher _____ Date _____

Principal _____ Date _____

PRINCIPAL/VICE-PRINCIPAL WORK PLAN

By October 31 of each school year this work plan is to be completed by Principals/Vice-Principals. The original copy remains with the Principal/Vice-Principal, the copy with the Area Superintendent/Principal and a copy to Human Resources for placement in the personnel file.

Name: Position

School: Date:

This work plan provides an important opportunity for the Principal/Vice-Principal to reflect on his/her progress and growth in fulfilling the six areas of responsibility outlined in Policy C.I.E – Principal's Duties and Responsibilities, as well as in *Framework for Effective School Leadership*.