



Administrative Procedure 5070

Evaluation of Professional Staff

Board Governance Policy Cross Reference: [1](#), [2](#), [11](#), [12](#), [13](#)

Administrative Procedures Cross Reference:

[Assignment of Professional Permanent Staff](#)

[Employment of Professional Staff](#)

Form Cross Reference:

Legal/Regulatory Reference:

[BTA Collective Agreement](#)

Date Adopted: April 2012

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The Brandon School Division believes the supervision and evaluation of educators to be of vital importance in the delivery of a quality education program. The process of supervision shall have as its primary objective, the professional growth of staff resulting in improved instruction, better enabling students to achieve their fullest potential.

In support of this objective, the educator supervision process will adhere to the guiding principles and standards of excellence in teaching as outlined.

The Superintendent/CEO or designate shall ensure that an appropriate, up-to-date supervision and evaluation process is promoted within the Division. While the Superintendent/CEO or designate may from time to time involve themselves directly in classroom supervision, primary responsibility for supervision and the consequent summative evaluation shall rest with the School Leaders.

Supervision shall be seen as an ongoing process, with reports on professional growth and reviews of performance resulting in feedback to the educator and the Division Office. Summative reports shall be retained on file for consideration in circumstances related to placement, promotion, contract continuation and the giving of references.

Guiding Principles

Professional growth is a continuous and progressive process

- It is guided by reflection, self-assessment and personal goal-setting.
- Educators are responsible for planning their professional growth, which is aligned with the goals and beliefs of the schools in which they work and with those of the Division.

Motivation is intrinsic

- Professionals want to be successful and thus have an inherent incentive to pursue their own professional development for the benefit of their students, their school communities and themselves.
- They recognize the need for and respond to opportunities for growth and improvement.
- Professional growth is maximized when individuals have ownership of the process.

Professional growth is a constructive social process

- Educators grow professionally by actively constructing new knowledge within a purposeful, supportive and collaborative atmosphere.

Educators have a right to know and discuss what is expected of them in terms of professional practices

Educators are accountable for their professional performance

- They are responsible for maintaining the standards of professional practice.
- They are provided opportunities and time to improve their practice.

Professional growth is facilitated by system supports.

- These include a safe and supportive environment that promotes and demonstrates collaboration, collegiality and trust.
- It is most likely to occur where such growth is acknowledged and valued.
- It also includes opportunities and time to reflect on and improve practice.

- It is enhanced and facilitated by resources including time, funding, and access to opportunities and information.

Standards of Excellence in Teaching

The following components have been identified to outline key elements of excellence in teaching and to aid in developing individual professional growth plans.

Defining what is essential and exemplary in teaching is a difficult task. Teaching is too complex an activity to assess or describe in its entirety. On the other hand, dividing it into small pieces destroys its integrity. For purposes of individual growth planning, many attempts have been made to generate lists of critical teaching tasks.

The following list, Standards of Excellence in Teaching, is one resource for teachers in the reflective stage of growth planning and should serve as a guide in the difficult task of setting meaningful professional development goals.

Each component is important on its own, but components should also be considered as a whole. Discussions centered on Standards of Excellence in Teaching can lead to a heightened awareness and examination of the dynamic context in which we work as educators.

Classroom Learning Environment

The environment supports and stimulates active learning by considering the effective use of time, space, people and materials.

Classroom Climate

Characterized by caring and mutual respect among students and educators in a secure atmosphere conducive to learning.

Curriculum and Program Planning

School, Division and Provincial documents are articulated and reflected by educators to meet the needs of all students.

Instructional Diversity

A wide variety of teaching strategies is used to accommodate the needs of students with varied achievement levels, learning styles and other special needs.

Student Assessment

Ongoing and fundamental to student learning, assessment provides information needed to plan for instruction, evaluation and reporting.

Contributions to the School/Community Environment

As positive contributing members of an educational community, educators exercise their responsibility to grow individually and to support colleagues as they strive to accommodate student learning in a rapidly changing world.

Interpersonal Relationships

Positive relationships are critical to all learning and allow both students and educators to share their talents and strengths in a climate that encourages courtesy, cooperation, mutual respect, risk-taking, questioning and experimentation.

Professionalism and Shared Leadership

In Learning Communities, a collective vision is shared and all activities are governed by and congruent with a set of shared values, sentiments and beliefs about teaching and learning.

Classroom Learning Environment

The educator capitalizes upon time, space, people, and materials to enrich the environment and stimulate active learning. People are the most valuable resource in an environment which promotes active learning. Whether students are in a large group, small group, or individual learning situations, clear expectations for behaviour are evident.

Organization of space is appropriate to the situation, subject and grade level. The arrangement of the furniture and equipment is both functional and comfortable and provides opportunities for individual and group learning. A functional classroom is arranged in such a way as to maximize the time spent on productive activities and minimize time lost during transitions or disruptions.

The classroom environment is maintained and updated regularly. Materials and resources are readily accessible as required. Display areas, arranged attractively and revised frequently, enhance the appearance of the classroom. The materials posted represent a wide range of interests, are related to the curriculum and reflect student work and participation.

The educator reflects:

Where am I?

Where do I want to be?

What will I do to get there?

Classroom Climate

A positive classroom climate is characterized by caring and mutual respect among students and educators in an atmosphere conducive to learning. It involves procedures, routines, and rules co-operatively established between the educator and the students and a productive engagement in learning activities.

Students experience a sense of security when classroom management practices are clearly relevant, understood and applied consistently. Students are encouraged, through modeling and direct teaching to recognize the value of responsible conduct and the logical consequences of inappropriate behaviour. It is ideal when both educators and students take pride in their achievements and their classroom environments.

Student-teacher interactions and student-student interacting during classroom activities promotes personal self-worth, recognition of the worth of others, and thus, recognition of the values inherent in a climate free from sex-role, cultural, religious, and racial stereotyping.

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Curriculum and Program Planning

The curriculum outcomes articulated by the educator and reflected in program planning and implementation should be congruent with School, Divisional, and Provincial curriculum documents. To be effective, curriculum and program planning, including instructional techniques and lesson presentations, should be under continual review and analysis by the educator.

Individually and collectively educators have the responsibility of implementing, integrating, revising, and adapting mandated curriculum to best meet the identified needs and abilities of their students. Special attention must be given to ensure that materials and practices are free from sex-role, cultural, religious, and racial stereotyping. In the context of setting outcomes and planning lessons, it is desirable for several staff members to work together in order to pool knowledge and resources and to capitalize on a wider variety of activities, outside resources, field excursions, and potential community involvement.

The educator reflects:

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Instructional Diversity

Instructional diversity refers to the use of a wide variety of teaching strategies to accommodate the needs of students with varied achievement levels, learning styles and other special needs.

Considerable information about a wide variety of teaching techniques is available to educators including Manitoba Education Citizenship and Youth curriculum implementation and documents such as Success for All Learners: A Handbook on Differentiating Instruction (1996). In planning instruction, educators select the strategies most appropriate to the levels and needs of the students, the subject matter being learned and the logical development of the learning experience. By using a wide variety of appropriate strategies, educators provide the students with many opportunities to experience, interact, reflect, hypothesize and evaluate. Students are thus enabled to become more independent and autonomous learners.

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Student Assessment

Purposes of Assessment and Evaluation (Manitoba Education, Citizenship & Youth)

Assessment is ongoing and fundamental to the process of student learning. Assessment enables teachers to gather data to determine the needs of their students and to address those needs adequately in subsequent learning experiences. When teachers start to make judgements on these data, they begin to evaluate student achievement.

Assessments are conducted to gather data for formative, diagnostic, or summative purposes. While any form of assessment may yield diagnostic, formative, or summative information, assessment strategies may vary for each of these purposes. By closely examining each of the three purposes, one can more easily differentiate among them and thus ensure that all forms of assessment are used appropriately on a regular basis.

Formative assessment is designed to improve teaching and learning by

- Providing feedback to both students and teachers, highlighting students' progress such as what they have learned and what they have yet to learn or what learning strategies contribute to students' progress
- Helping in the identification of specific learning needs as well as instructional experiences to plan for improvement

The thrust of formative assessment is toward improving learning and instruction. Therefore, the information should not be used for assigning marks as the assessment often occurs before students have had full opportunities to learn content or develop skills.

Diagnostic assessment is a highly specialized procedure. This form of assessment is much more comprehensive and detailed than formative assessment. Diagnostic assessments probe the underlying causes of student learning difficulties. This information can help determine why some learning experiences may be more beneficial to a student's learning.

Summative assessment is usually conducted at the end of a block of instruction and is designed to determine to what extent students have attained learning outcomes. Summative assessments assist in determining student achievement and the effectiveness of instruction, as well as validating subject area outcomes.

Planning for Learning

Planning for instruction, assessment, evaluation, and reporting is crucial to effective student learning. At the beginning of a block of instruction, teachers and students identify expected learning outcomes and establish performance criteria. It is important that these criteria correspond with provincial outcomes and standards, where applicable. This communication between students and teachers helps to identify clearly what needs to be accomplished, thereby assisting in the learning process.

When students are aware of expected outcomes, they will be more focused on the learning and more likely to assess their own progress. Furthermore, they can participate in creating appropriate assessment and evaluation criteria. Assessment methods must be valid, reliable, and fair to students.

Reporting

After teachers have assessed and evaluated a student's performance, they are faced with the question of how this information can best be summarized and presented to students, parents, and administrators.

Reports on student progress and achievement should contain at least two separate components:

- Information that indicates academic progress and achievement for each course or subject area (separate from and not reflective of punctuality, attitude, behaviour, effort, attendance, and work habits); this information may include marks.
- Anecdotal comments or checklists that describe aspects such as attitude, behaviour, punctuality, attendance, and work habits written in an objective, accurate way; this information should not be reported as marks.

Developing and Choosing Methods for Assessment

Assessment methods should be appropriate for and compatible with the purpose and context of the assessment.

- Methods should be developed or chosen that directly evaluate the knowledge, skills, attitudes, and behaviours of students so that inferences and possible misinterpretations can be minimized.
- Methods should be clearly related to the learning goals/outcomes and standards and be compatible with the teaching-learning experiences.
- Methods should be comprehensive, systematically applied, and an integral part of teaching and learning.

- When developing or choosing assessment methods, consideration should be given to the consequences of the decisions to be made as a result of the obtained information.
- A wide variety of methods should be used to ensure comprehensive and consistent measurement of student knowledge, attitudes, skills, and behaviours.
- Methods should be suited to the background, prior experiences, and special needs of students.
- Content and language that would generally be viewed as sensitive, sexist, or offensive in nature should be avoided.
- Instruments translated into a second language or transferred from another context or location should be accompanied by evidence that inferences based on these instruments are valid for the intended purpose.
- All aspects of the assessment process should be open to review and scrutiny.

For more information, please refer to the Manitoba Education, Citizenship and Youth document *Communicating Student Learning – Guidelines for Schools* (2008).

http://www.edu.gov.mb.ca/k12/assess/docs/csl/csl_doc.pdf

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Contributions to the School Community Environment

As positive contributing members of a school community, educators exercise their responsibility to grow individually and to support their colleagues as they strive to accommodate students. As system partners, they work in supportive, collegial and collaborative ways to identify, address, and plan for changing needs in a rapidly changing world. Educators understand that educational change to improve teaching and learning must be ongoing. They take steps to develop knowledge, resources and skills for dealing successfully with the challenges of change.

Educators participate in change using varied professional growth activities such as attending in-services, taking courses, reading professional books and journals, observing colleagues, taking part in professional dialogue, and conducting research in their classrooms. They recognize that change may be difficult and the resulting learning and its implication for practice are shared among colleagues and thus impact on the wider community of students and parents.

Educators continually ensure that they communicate with one another, students, and parents in a respectful and co-operative manner. They see themselves as members of a team, which includes students, staff members, and other system and community partners. One of the ways that educators can contribute to the success of their team is by involving themselves in co-curricular activities, by serving on school/parent council/Divisional/Provincial committees or by active involvement in the community.

The educator reflects:

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Interpersonal Relationships

Interpersonal relationships refer to the quality of the interactions that take place within the classroom and school environment.

Positive interpersonal relationships are crucial to all learning and allow both students and educators to share their talents and strengths in a climate that encourages courtesy, cooperation and support of others. Mutual respect as well as a positive attitude towards religious and social diversity, cultural heritage and the elimination of sex-role stereotyping is evident.

Students learn best when they experience success, feel secure and have a positive self-image. Educator-student interactions should provide for feedback, risk-taking, questioning, experimentation and language that is appropriate to the age and needs of the students. Equally important is that respect, kindness and trust be modeled and encouraged. Classroom activities teach students to take responsibility for their own behaviour and encourage respect for self and others.

Positive interpersonal relationships are enhanced when educators work together in a supportive environment and adopt a collegial approach to teaching. Joint planning, sharing of skills and information and support of staff consensus are examples of a positive team approach.

The Educator Reflects:

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Professional and Shared Leadership

Schools are known primarily as learning communities, rather than just formal organizations, when it is evident that all of their activities are governed by and congruent with a set of shared values, sentiments and beliefs about teaching and learning. This core of principles transcends the interests of any individual and gives rise to the collective vision of the learning community. Educators as key members of the community have an obligation to help construct the core of shared values, which will guide their behaviour and give meaning to school community life. In a learning community, leadership is shared by all the members. It is promoted/achieved when professionalism in all its dimensions thrives with the norms of the community.

Four dimensions of professionalism are:

- A commitment to exemplary practice which means staying abreast of the latest research in educational practice, researching one's own practice, experimenting with new approaches, and sharing one's insight. Once established, this dimension results in educators accepting responsibility for their own professional growth, thus reducing the need for someone else to plan and implement staff development programs for them.
- A commitment to work toward valued social ends, which is a commitment to place one's self in service to students and parents and to agreed-upon school values and purposes. When this ideal is in place, teaching is elevated to a form of stewardship which in turn becomes a form of self-management.
- A commitment not only to one's own practice but also to the practice of teaching itself. This results in a broadening of the educator's outlook. It requires that teaching be transformed from individual to collective practice. When practice is collective, competent educators offer help to those having difficulties. Educators with special insights share them with others. They do not define success in terms of what happens in their own classrooms, but rather in terms of the achievement of the entire school.
- A commitment to the ethic of caring shifts the emphasis from professional technique to a concern for the whole person. Educators act as models of caring when they model through preparation, lively presentation, critical thinking, appreciative listening, constructive evaluation and general curiosity.

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