

#77272

GCNA  
EXHIBITS 1 - 10  
GCNB

# **SUPERVISION FOR GROWTH GCNA-R**



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# SUMMATIVE

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## **Summative**

The St. James-Assiniboia School Division's Strategic Plan highlights and recognizes the importance of providing feedback and encouragement to its teaching staff in order that they have the opportunity to continuously improve their teaching performance and therefore have a positive impact on the teaching and learning in our schools. The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

*Note: Teacher is understood to mean teacher and/or clinician.*

### **I. Purpose**

The purpose of teacher evaluation is the assessment of teacher performance as required by the St. James-Assiniboia School Division.

### **II. Goals**

1. To develop and maintain the best possible learning environment for the students.
2. To ensure a high level of teacher performance by promoting professional growth.
3. To promote a positive teaching/learning process.

### **III. General Guidelines**

1. The general responsibilities and specific tasks of the teacher (components of evaluation) are comprehensively defined (rubrics) and this definition serves as the frame of reference for evaluation.
2. The accountability relationship of each component of evaluation is clearly determined. The teacher should know and understand the means by which he or she will be evaluated in relation to that component. The system of evaluation distinguishes between levels of performance.
3. Evaluation is a judgement based on the procedural guidelines.
4. Judgement is based on the entire evaluation period.
5. At the beginning of the summative year of the evaluation cycle, professional growth goals will be related to the areas being evaluated.

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6. The evaluation program makes ample provision for clear personalised verbal and written feedback.
7. There are written procedures in place that provide for the appeal of the evaluation.

#### **IV. Definition of Terms**

1. *Classroom observation* shall be defined as time spent in the classroom by the evaluator.
  - Observations may vary from a few minutes, to a full period, to a series of full class periods.
  - For the purpose of the report to the Superintendent/CEO in the summative year(s), formal observations will last one full class period.
2. *Evaluator* shall be defined as a Principal, Vice-Principal or Superintendent/CEO who is charged with the responsibility of evaluating teachers.
3. *Summative Evaluation* sums up effort, achievement and effectiveness. Principals submit reports of summative evaluation to the Superintendent/CEO. The primary purpose is to evaluate performance and assure accountability.

#### **V. Procedural Guidelines for Summative Evaluation**

##### Pre Conference

1. A pre-conference shall be held with the teacher at the commencement of any formal evaluation cycle. The purposes of the pre-conference are:
  - a) to discuss the purpose, goals, components (rubrics), criteria and process used for teacher evaluation in the St. James-Assiniboia School Division.
  - b) to discuss the observation times and duration of such times.
  - c) to discuss the specific procedures and forms to be used.
  - d) to discuss the focus of the evaluation.
  - e) to discuss the professional development component of the evaluation.
2. Pre-conference(s) may occur prior to classroom observations.

##### Data Collection

1. Data for the purpose of teacher evaluation may be gathered using one or more of the following:
  - a) observations both inside of and outside of the classroom.
  - b) consideration of student work and assessments.
  - c) conferences with the teacher being evaluated.

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- d) other materials related to the teacher's duties.
- 2. Feedback from parents and students may also be considered to assist the principal with component 5c Feedback and Communication to parents.

#### Conferences

1. After each classroom formal observation, the teacher shall receive some appropriate feedback from the evaluator. This may also include a post conference.
2. A final summative conference shall be held with the teacher at the conclusion of any formal evaluation cycle. The purposes of the summative conference are:
  - a) to review the purpose, goals, components, criteria, and process used for teacher evaluation in the St. James-Assiniboia School Division.
  - b) to clarify information and data.
  - c) to discuss highlights of the observation period.
  - d) to take note of any special circumstances.
  - e) to assess performance with particular reference to the rubrics as discussed in the pre-conference.
  - f) to clarify and discuss the professional development component pertaining to the upcoming formative years of evaluation.
  - g) to set a time line for improvement and outline a program of assistance where the rating is unsatisfactory.

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**VI. Cycle and Frequency of Observation**

Teachers New to Division			Teachers with One or More Years in Division
With Teaching Experience		New to Teaching	
<b>Evaluation Cycle</b>	Year 1 to attain baseline evaluation using all components, and then every 5 Years (Report 1c or 2c)	Year 1 & Year 2 and then every 5 years (Year 1 critical components Identified in Section IX, Year 2 all components)	Every 5 Years
<b>Minimum and Maximum Formal Evaluations</b>	<u>Minimum:</u> 4 Formal Class Observations 2 Formal Discussions providing evidence for all Domains  <u>Maximum:</u> 10 per school year		<b>Years 1-4</b> <u>Minimum:</u> 2 Classroom Observations (Formative)  <b>Year 5</b> <u>Minimum:</u> 2 Formal Class Observations 1 Formal Discussion providing evidence for all Domains (Summative) <u>Maximum:</u> 8 Per school year
<b>Teachers at Two Schools</b>	<u>Minimum:</u> 2 Formal Class Observations 1 Formal Discussion in each school providing evidence for all Domains  <u>Maximum:</u> 10 between all sites		<u>Minimum :</u> 2 Formal Class Observations 1 Formal Discussion in each school <u>Maximum:</u> 8 between all sites

**Note:**

The evaluation will be given an overall rating of either satisfactory or unsatisfactory for all summative evaluations.

1. Experienced teachers in their summative year, shall collaborate with their evaluators to select one of the components from each domain to be evaluated, in addition to a sixth component. (i.e. a minimum of six). The six components selected in their summative year should not normally be repeated in consecutive summative evaluations. Additional components selected by the teacher may be components previously evaluated.

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2. Formal classroom observations will occur in Years 1 to 4 of the evaluation cycle, if a concern(s) is(are) identified from classroom observations, the concern(s) will be discussed with the teacher. At the discretion of the Administrator, the teacher may be placed on the evaluative cycle using the amount of Domains and components deemed necessary.
3. An evaluator (in consultation with the teacher) may choose to evaluate both the teacher and the program at the same time especially when the program is under the jurisdiction of only one teacher (e.g. Resource, Guidance).
4. Any teacher who is rated unsatisfactory in any component will be re-evaluated the next year and an improvement plan will be in place.
5. Where a teacher who has taught for more than two years has received two consecutive reports with an overall unsatisfactory rating, the Superintendent/CEO may initiate "Later Probation" procedures as outlined in the Article titled "Later Probation" of the Collective Agreement.

#### Dates

The following dates are to be followed when submitting summative reports to the Superintendent/CEO. Extensions of deadlines may be granted by the Superintendent/CEO.

1. New teachers new to the Division:  
Report 1 - by December 1  
Report 2 - by March 15
2. Experienced teachers new to the Division by March 15.
3. Teachers with one or more years in the Division by April 30.

### **VII. Appeal Procedures**

1. If for any reason the teacher believes that a fair evaluation process has not taken place, the teacher has the right to appeal the evaluation in writing to the Superintendent/CEO or designate.
2. The appeal procedure must be initiated by the teacher within fourteen (14) calendar days from the date of the final report. If the appeal is approved by the Superintendent/CEO, re-evaluation procedures shall be as follows:
  - a) A new evaluator(s) satisfactory to the teacher and the Superintendent/CEO shall be agreed upon. If there is no agreement, the Superintendent/CEO shall appoint the evaluator(s). A new evaluator(s) shall be appointed from the current administration in the Division. The

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new evaluator(s) should be one of the building administrators, except in unusual circumstances.

- b) A pre-conference shall be held between the new evaluator and the teacher, reviewing the evaluation process. A summary of the pre-conference shall be forwarded to the Superintendent/CEO or designate.
- c) A final summative conference shall be held, with attendance of third parties if requested.
- d) A written report, signed by the participants (with comments, if desired), shall be forwarded to the Superintendent/CEO with copies to the teacher.

### **VIII. Reports to the Superintendent/CEO**

#### Written Reports

The final written summative report to be submitted to the Superintendent/CEO is to be discussed by the evaluator and the teacher. The report shall contain written observations/comments that refer to the components of evaluation. The teacher's signature on the report implies that the report has been read by the teacher. The teacher shall have five (5) working days to attach written comments to the report.

The report is confidential with copies to be given to the teacher and the evaluator. The original copy of the report is to be sent to the Superintendent/CEO. In the case where the Vice Principal completes the assessment, the Principal must also sign the report.

#### Rating Scale

The report forms contain a rating scale. Evaluators are required to rate each of the Components of Evaluation on a scale from distinguished to unsatisfactory. Any items checked unsatisfactory require comments on the specific problem(s) and details of supportive work planned/carried out by the evaluator. Any items checked distinguished require details of specific project(s), effort, achievement, etc. which would classify the staff member as "distinguished".

Exemplary performance that consistently exceeds the position requirements can be highlighted in the comment section provided at the end of each Domain on the evaluation form.

The following working definitions are provided to assist staff members to interpret the rating scale:

**Distinguished** – exceeds position requirements of professional teaching.

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**Proficient** – meets position requirements of professional teaching.

**Unsatisfactory** - not acceptable. Performance needs upgrading.

**N/A** – does not apply. Note: N/A may be used:

- If the component doesn't apply.
- If the specific element does not apply to the teacher.
- If the evaluator cannot see and/or infer it or get feedback on the specific element.

## **IX. Components of Evaluation**

Teacher effectiveness is a reflection of how well something works or how successful a person is in performing a task or in achieving certain desired objectives and/or outcomes. In the context of the classroom, teacher effectiveness is usually seen in terms of how well the teacher's activity leads to desired outcomes on the part of students. How students learn, however, is a very complex matter and effective teacher activity involves more than teacher-student exchanges in the normal classroom situation. It also involves knowledgeable planning, an understanding of the curriculum, how to create an effective learning environment for students, skills in working as a member of a professional team, and so on.

The five domains of teacher evaluation are:

1. Planning and Preparation
2. The Learning Environment
3. Delivery of Instruction
4. Assessment
5. Professional Responsibilities

Each domain has a number of components. Rubrics for each component have been developed based on the work of Charlotte Danielson in "Enhancing Professional Practice, A Framework for Teaching".

**Note: For teachers who are new to teaching, components marked with an asterisk \* will be evaluated in year 1, all components will be evaluated in year 2.**

### **A. TEACHERS**

#### Domain 1: Planning and Preparation

##### **1a Knowledge of Subject Matter and Resources\***

- Knowledge of subject content
- Knowledge of prerequisite relationships

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- Resources for teaching
- Resources for students

**1b Knowledge of Students**

- Understanding of characteristics of age group taught
- Understanding of students' varied approaches to learning
- Understanding of students' skills and knowledge and Language Proficiency
- Understanding of students' interest and cultural heritage

**1c Selecting Instructional Goals\***

- Appropriateness of goals
- Clarity
- Suitability for Diverse Students
- Balance

**1d Designing Effective Instruction\***

- Learning activities
- Instructional materials, technology and resources
- Instructional groups
- Lesson and unit structure

Domain 2: The Learning Environment**2a Creating an Environment of Respect and Rapport\***

- Teacher interaction with Students
- Classroom Climate

**2b Establishing a Culture for Learning\***

- Importance of content
- Expectations for learning and achievement

**2c Managing Classroom Procedures**

- Management of instructional groups
- Management of transitions and materials

**2d Managing Student Behaviour\***

- Standards of Conduct
- Monitoring and response of student behaviour

**2e Organization**

- Arrangement of the classroom
- Accessibility to learning resources for Instruction
- Managing assistants in the classroom

Domain 3: Delivery of Instruction**3a Communication with Students\***

- Expectations for Learning
- Directions and Procedures
- Use of Oral and Written Language

**3b Using Questions and Discussion Techniques**

- Quality of Questions
- Discussion Techniques

**3c Engaging Students in Learning\***

- Delivery of the Lesson
- Structure and Pacing

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- Activities and Assignments
- Differentiated Instruction

**3d Demonstrating Flexibility and Responsiveness\***

- Lesson Adjustment
- Response to Students
- Persistence

Domain 4: Assessment

**4a Designing and Managing\***

- Design of Formative Assessments
- Congruence with Instructional Outcomes
- Data Collection (Evidence)
- Assessment Results Used for Planning
- Student Self-Assessment

**4b Interpreting and Applying\***

- Criteria and Standards
- Feedback to Students (and Parents)

Domain 5: Professional Responsibilities

**5a Reflections on Teaching\***

- Accuracy of Perception
- Use in Future Teaching

**5b Professional Growth and Development\***

- Service to the Profession
- Service to Students
- "Team" Concept
- Professional Development
- Involvement in School/Division/Provincial Activities

**5c Professional Communication\***

- Communication to Parents
- Communication and Collaboration with Colleagues

**5d Professional Responsibilities**

- Non-instructional, classroom management and extra-curricular activities
- Instructional, academic records regarding assessment and achievement

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# **X. RUBRICS**

# **FOR**

# **TEACHERS**

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1a: Knowledge of Subject Matter and Resources**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Knowledge of Subject Content	The teacher makes content errors or does not correct content errors made by students. The teacher is not knowledgeable of the curriculum as outlined in Manitoba Education documents.	The teacher displays good content knowledge and can articulate connections with other parts of the discipline or with other disciplines. The teacher is knowledgeable of the curriculum as outlined in Manitoba Education documents.	The teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. The teacher's knowledge extends beyond the curriculum as outlined in Manitoba Education documents.
Knowledge of Prerequisite Skills	The teacher's plans and practices display little understanding of prerequisite knowledge important for student learning of the content.	The teacher's plans and practices indicates accurate awareness of prerequisite knowledge important for student learning of the content.	The teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.
Resources for Teaching	The teacher is unaware of technology and resources for teaching available through the school, the Division or Manitoba Education.	The teacher is aware of and uses technology and resources available through the school, the Division and Manitoba Education.	The teacher actively seeks resources, including technology, that are relevant and current to enhance instruction. Resources are obtained through the school, Division, Manitoba Education, community and professional organizations.
Resources for Students	The teacher is unaware of resources for students available through the school or Division.	The teacher is aware of and uses resources for students available through the school or Division.	The teacher's knowledge of resources for students is extensive, including those available through the school or Division, in the community, and professional organizations.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1b: Knowledge of Students**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Understanding of Characteristics of Age Group Taught	The teacher displays minimal knowledge and/or understanding of the developmental characteristics of the age group being taught.	The teacher displays an understanding of the typical developmental characteristics of the age group being taught.	The teacher displays extensive understanding of typical developmental characteristics of the age group being taught, as well as exceptions to the patterns.
Understanding of Students' Varied Approaches to Learning	The teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities and multiple intelligences.	The teacher displays an understanding of the different approaches to learning that different students exhibit and makes use of the resources provided in the Manitoba Education documents.	The teacher displays, where appropriate, extensive understanding of students' varied approaches to learning in instructional planning and integrates the resources provided in the Manitoba Education documents
Understanding of Students' Skills, Knowledge and Language Proficiency	The teacher displays minimal understanding of students' skills, knowledge and language proficiency and does not indicate that such knowledge is valuable.	The teacher recognises and displays understanding of students' skills, knowledge and language proficiency and applies this knowledge for the class as a whole.	The teacher displays extensive understanding of students' skills, knowledge and language proficiency for groups of students and recognizes the value of this knowledge with regard for individual students.
Understanding of Students' Interest and Cultural Heritage	The teacher displays minimal knowledge and/or understanding of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	The teacher displays an understanding of the interests and/or cultural heritage of groups of students and recognizes the value of this knowledge.	The teacher displays extensive understanding of the interests and/or cultural heritage of each student.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1c: Selecting Instructional Goals**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Appropriateness of Goals	Goals/objectives represent low expectations for students. There is minimal evidence of prepared goals/objectives. Goals/objectives do not reflect important learning or a connection to a sequence of learning.	Goals/objectives represent an appropriate level of expectations for students. Goals/objectives represent a connection to a sequence of learning.	Goals/objectives represent high expectations for students. The teacher can clearly articulate how goals/objectives establish high expectations and relate to Manitoba Education curriculum frameworks and standards.
Clarity	Goals/objectives are either not clear or are stated as student activities. Goals/objectives do not permit viable methods of assessment. There are no long or short-term goals/objectives and they are not measurable.	Goals/objectives are clear. Most goals/objectives permit viable methods of assessment. Long and short-term goals/objectives have been developed and are measurable. The students are aware of the learning outcomes.	Goals/objectives are clear, written in the form of student learning outcomes, and permit viable methods of assessment. Measurement of both long and short-term goals/objectives is comprehensive. The students are aware of the learning outcomes.
Suitability for Diverse Students	Goals/objectives are not suitable for the class or are not based on assessment of student needs.	Goals/objectives are suitable for most students in the class and have been based on assessment of student needs.	Goals/objectives take into account the varying learning needs of individual students or groups based on a comprehensive assessment of student learning.
Balance	Goals/objectives reflect only one type of learning and one discipline or strand. Current best practices are not evident.	Goals/objectives reflect several types of learning and opportunities for integration. Current best practices are evident.	Goals/objectives reflect several different types of learning, opportunities for integration and reflect student voice.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1d: Designing Effective Instruction**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Learning Activities	Learning activities are not relevant to students nor instructional goals. They do not engage students in active intellectual activity.	Learning activities are relevant to students or instructional goals. They are designed to engage students, and are differentiated, as appropriate for groups of students.	Learning activities are relevant to students and instructional goals. They are all designed to engage students in cognitive activity and are differentiated, as appropriate, for individual learners.
Instructional Materials, Technology and Resources	Instructional materials, technology and resources are not relevant to the instructional goals nor do they engage students in meaningful learning.	Instructional materials, technology and resources are relevant to students, support the instructional goals, and engage students in meaningful learning.	Instructional materials, technology and resources are suitable to students, support the instructional goals, and engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.
Instructional Groups	Instructional groups are inappropriate for students and do not support the instructional goals.	Instructional groups are productive, appropriate for students, and support instructional goals.	Instructional groups are productive and appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.	The lesson or unit has a recognizable structure. Activities are organized around the lesson. Some elements of effective instruction are evident. Most time allocations are reasonable.	The lesson or unit's structure is clear and allows for different pathways according to student needs. Time allocations are reasonable. Elements of effective instruction are consistently evident.

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**POLICY: GCNA-R****DOMAIN 2 – THE LEARNING ENVIRONMENT****Component 2a: Creating an Environment of Respect and Rapport**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Teacher Interaction with Students	The teacher doesn't show consistency, fairness and respect in dealing with students. A stimulating, supportive, non-threatening atmosphere does not exist.	The teacher demonstrates tolerance, consistency and fairness in dealing with students. Teacher-student interactions are friendly and demonstrate mutual respect.	The teacher maintains a stimulating, supportive, and non-threatening atmosphere. Teacher exhibits a good rapport with students and in turn students exhibit great respect for the teacher as an individual.
Classroom Climate	The teacher does not address negative interactions appropriately.	The teacher outlines classroom rules/belief statements and behaviour expectations. Inappropriate interactions are addressed appropriately.	The teacher and students collaborate to develop classroom rules/belief statements. Inappropriate interactions are addressed and resolved through the belief statement.

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**POLICY: GCNA-R****DOMAIN 2 – THE LEARNING ENVIRONMENT****Component 2b: Establishing a Culture for Learning**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Importance of the Content	The teacher conveys a negative attitude toward the content, and suggests it is not important or it is mandated by others.	The teacher conveys enthusiasm for the content and subject, demonstrating commitment to its value.	The teacher encourages students to demonstrate the value of the content through active participation, curiosity, and attention to detail.
Expectations for Learning and Achievement	Instructional goals, activities and the classroom environment convey minimal expectations for student achievement. The teacher does not demonstrate an interest in the completion of assigned work.	The teacher insists that student work must be of a high quality. Instructional goals, activities and the classroom environment convey high expectations for student achievement. The teacher expects completion of assigned work.	The teacher provides opportunities for students to participate in the planning of instructional goals and activities in the classroom. The teacher encourages excellence, commitment and a seriousness of purpose in all assigned work.

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**DOMAIN 2 – THE LEARNING ENVIRONMENT****Component 2c: Managing Classroom Procedures**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Management of Instructional Groups	Tasks for group work are not explained, and the purpose of the tasks is unknown to the students. Students not working with the teacher are not engaged in learning.	Tasks for group work are clearly explained and well organized. Students understand what they are expected to do. The groups are well managed and are on task.	Task-focused behaviour is maximized. Groups working independently are productively engaged, with students assuming responsibility for productivity.
Management of Transitions and Materials	Transitions during instructional time and routines for handling materials/supplies are disruptive to instructional time.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are handled seamlessly, with students assuming responsibility for efficient operations in the classroom.

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**POLICY: GCNA-R****DOMAIN 2 – THE LEARNING ENVIRONMENT****Component 2d: Managing Student Behaviour**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Standards of Conduct	Standards of conduct are unclear, and students are not aware of consequences.	Standards of conduct are clear and students are aware of consequences. The teacher uses effective behaviour management techniques.	Standards of conduct are clear to students and have been developed with student participation. The teacher shares knowledge of effective behaviour management techniques with others.
Monitoring and response of Student Behaviour	Student behaviour is not monitored, and/or response to misbehaviour, is inappropriate.	The teacher monitors and provides feedback for student behaviour and responds appropriately to misbehaviour.	Monitoring by the teacher is subtle and preventative in nature. Discipline is in a respectful and fair manner. Teacher provides feedback and opportunities for students to take responsibility for their behaviour, correcting one another respectfully.

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**POLICY: GCNA-R****DOMAIN 2 – THE LEARNING ENVIRONMENT****Component 2e: Organization**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Arrangement of the Classroom	The classroom is physically unsafe, or is not appropriate to the maturity level of the students. The classroom is consistently untidy and disorganized.	The classroom is safe, stimulating, organized and physically conducive to learning. Student work is displayed in a manner that is appropriate to the grade or subject area.	The classroom is stimulating and well organized. Both the teacher and students take pride and contribute to the appearance of the classroom.
Accessibility to Learning Resources for instruction	The teacher does not use learning resources effectively. Learning resources are not accessible to some students.	The teacher uses learning resources skilfully, and learning resources are equally accessible to all students.	Extensive use of learning resources is student initiated.
Managing Assistants in the Classroom	The teacher does not manage the responsibilities and activities of assistants in the classroom.	The teacher outlines and manages the responsibilities and activities of assistants in the classroom appropriately.	The teacher manages the responsibilities and activities of assistants in the classroom effectively for the benefit of all the students.

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**POLICY: GCNA-R****DOMAIN 3 – DELIVERY OF INSTRUCTION****Component 3a: Communication with Students**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Expectations For Learning	The objectives of the lesson are not communicated to students.	The objectives of the lesson are communicated to students, and include where and why it fits in broader learning.	The objectives of the lesson are clear to students, and they understand where and why it fits in broader learning. The activities or learning strategies are linked to student interests.
Directions and Procedures	The teacher's directions and procedures are confusing to students.	The teacher's directions and procedures are clear to students and they understand the expectations.	The teacher's directions and procedures are understood. The teacher anticipates possible student misunderstanding and considers alternative delivery methods.
Use of Oral and Written Language	The teacher's spoken language is difficult for students to understand. The written language contains grammatical or syntax errors. The teacher's written language is illegible. Vocabulary is inappropriate, vague, or used incorrectly.	The teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	The teacher's spoken and written language is correct and expressive with well-chosen vocabulary that enriches the lesson and the teacher finds opportunity to extend the student's vocabulary.

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**DOMAIN 3 – DELIVERY OF INSTRUCTION****Component 3b: Using Questions and Discussion Techniques**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Quality of Questions	The teacher's questions are of poor quality. Most questions require a closed response. The questioning techniques do not match the current stage of student learning.	The teacher uses a variety of questioning techniques that encourage a range of responses from recall to critical thinking. Wait time is used effectively.	The teacher uses a variety of questioning techniques that encourage a range of responses from recall to critical thinking. Wait time is used effectively. Opportunities are provided for students to formulate their own critical thinking questions.
Discussion Techniques	Classroom discussions are teacher driven with limited student involvement.	Classroom interaction represents true discussion, with the teacher stepping to the side, when appropriate. The teacher ensures that student voices are heard and respected in the discussion.	Classroom interaction is monitored by the teacher, where students assume considerable responsibility for the success of the discussion, initiating topics and making appropriate contributions.

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**POLICY: GCNA-R****DOMAIN 3 – DELIVERY OF INSTRUCTION****Component 3c: Engaging Students in Learning**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Delivery of the Lesson	Delivery of the lesson content is inappropriate and unclear or uses poor examples and analogies.	Delivery of the lesson content is appropriate and links well with students' knowledge and experience. Effective examples and analogies are used.	Delivery of the lesson content is appropriate and links well with students' knowledge and experience. Students contribute to the content of the lesson.
Structure and Pacing	The lesson has no clear defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate for the students.	The lesson has a clearly defined structure around which the activities are organized and allows for reflection. Pacing of the lesson is appropriate for all students and takes into account student learning needs.
Activities and Assignments	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged in the activities	Activities and assignments are appropriate to students, and almost all students are engaged in exploring content.	Activities and assignments are designed to cognitively engage students in their exploration of content. Students initiate or adapt activities and projects to enhance their learning.
Differentiated Instruction	There is no evidence of differentiated instruction or consideration of the individual students learning needs.	There is evidence of differentiated instruction and scaffolding. The teacher accommodates to meet most students' learning needs and learning styles.	The teacher successfully reaches all students by skilfully differentiating and scaffolding.

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**POLICY: GCNA-R****DOMAIN 3 – DELIVERY OF INSTRUCTION****Component 3d: Demonstrating Flexibility and Responsiveness**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Lesson Adjustment	The teacher does not recognize and/or make adjustments to improve the learning.	The teacher recognizes and makes adjustments as required to improve the learning.	The teacher successfully makes adjustments to lessons to enhance the learning and the adjustments occur seamlessly.
Response to Students	The teacher ignores or brushes aside students' questions or interests.	The teacher successfully accommodates students' questions or interests.	The teacher seizes opportunities to enhance student learning utilizing students' questions and/or interests.
Persistence	The teacher either gives up or blames the student or the environment when a student has difficulty learning or requires enrichment.	The teacher persists in seeking approaches for students who have difficulty learning or require enrichment, and possesses a repertoire of strategies.	The teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and solicits additional resources from a variety of sources. (eg: School, Division, Internet, ManEd.)

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**POLICY: GCNA-R****DOMAIN 4 – ASSESSMENT****Component 4a: Designing and Managing**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Design of Formative Assessments	Majority of assessment methods are summative, with little or no formative assessments provided.	Assessment methods include both assessment for and of learning. Students receive descriptive feedback related to instructional outcomes.	Assessment methods include both assessment for and of learning. Students use descriptive feedback to improve learning and track learning progress.
Congruence with Instructional Outcomes	Assessment methods are aligned with few or no instructional outcomes. Required differentiated assessment strategies are not evident.	Assessment methods are aligned with instructional outcomes. Differentiated assessment strategies are made for groups of students, as needed.	Assessment methods are fully aligned with instructional outcomes. Differentiated assessment strategies are made on an individual basis, as needed.
Data Collection (Evidence)	No system for maintaining information on student assessment and progress in learning is in place, or the system is in disarray. There is little evidence that student progress is accurately monitored. No examples of student work are retained.	A system for maintaining information on student assessment and progress in learning is in place. Student progress is accurately monitored. Examples of student work are retained for reference.	A system for maintaining information on student assessment and progress in learning is in place and highly effective. Student progress is accurately monitored. Both teacher and student are involved in the collection and tracking of assessment data. Several examples of student work are retained for reference.

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**DOMAIN 4 – ASSESSMENT****Component 4a: Designing and Managing cont.**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Assessment Results Used for Planning	The teacher does not use assessment results to plan for future instruction.	The teacher uses assessment results to plan for the class as a whole.	The teacher uses assessment results to plan for both individuals and groups of students. Students are aware of how they are meeting the established standards and participate in planning the next steps.
Student Self-Assessment	The teacher provides no opportunities for students to assess and monitor the quality of their own work against the assessment criteria and performance standards.	The teacher provides opportunities for students to assess and monitor the quality of their own work against the assessment criteria and performance standards.	The teacher provides opportunities for student self-assessment. The teacher models, and encourages students to assess, monitor and reflect on the quality of their own work against the assessment criteria and performance standards.

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**POLICY: GCNA-R****DOMAIN 4 – ASSESSMENT****Component 4b: Interpreting and Applying**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Criteria and Standards	Assessment criteria and standards are not evident and or do not relate to instructional goals.	Assessment criteria and standards have been developed with a relationship to the instructional goals, and have been communicated to students and parents.	Assessment criteria and standards are clear and varied and have been clearly communicated to students and parents. There is evidence that students contributed to the development of the criteria and standards.
Feedback to Students (and Parents)	Feedback is either not provided in a timely manner or is of uniformly poor quality.	Feedback is consistent in quality and timeliness of feedback is adequate.	Feedback is consistently of high quality and provided in a timely manner. The teacher guides and models how to make appropriate use of the feedback in student learning.

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**DOMAIN 5 – PROFESSIONAL RESPONSIBILITIES****Component 5a: Reflections on Teaching**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Accuracy of Perception	The teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	The teacher has an accurate impression of a lesson's effectiveness and the extent to which instructional goals were met and can cite references to support the judgement.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.
Use in Future Teaching	The teacher has no suggestions for how a lesson may be improved.	The teacher makes specific suggestions about how a lesson may be improved and/or enhanced.	The teacher draws on an extensive repertoire of skills, and offers specific alternative actions, complete with probable successes of different approaches.

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**POLICY: GCNA-R****DOMAIN 5 – PROFESSIONAL RESPONSIBILITIES****Component 5b: Professional Growth and Development**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Service to the Profession	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher shares knowledge and resources through collaboration with other educators.	The teacher contributes to the profession, such as mentoring new teachers, writing articles for publication(s), and making presentations.
Service to Students	The teacher is not alert to students' needs.	The teacher identifies and plans programming for individual students. The teacher collaborates with others to ensure that students receive a fair opportunity to succeed.	The teacher is proactive in planning for all students, providing opportunities and encouragement to succeed both in the classroom and throughout the school.
"Team" Concept	The teacher does not work as a contributing member of a school team.	The teacher participates in team or departmental decision-making and decisions are based on professional considerations.	The teacher takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
Professional Development	The teacher does not engage or contribute in professional development activities to enhance knowledge or skill.	The teacher seeks opportunities for professional development to enhance content knowledge and pedagogical skill, and incorporates this to their teaching practice.	The teacher seeks opportunities for professional development and incorporates this to their teaching practice. The teacher shares professional development with colleagues.
Involvement in School/Division/ Provincial Activities	The teacher does not become involved in school, division or provincial activities.	The teacher is actively involved in school, division or provincial activities.	The teacher is actively involved in school and division or provincial activities, and assumes a contributing major role in school, division or provincial activities.

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**POLICY: GCNA-R****DOMAIN 5 – PROFESSIONAL RESPONSIBILITIES****Component 5c: Professional Communication**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Communication to Parents	Teacher provides minimal or no communication, does not respond, or responds insensitively to family concerns about students.	Teacher provides information to families and attempts to build positive relationships with families. Response to family concerns is handled with professionalism.	Teacher takes initiatives and is proactive when communicating with families.
Communication and Collaboration with Colleagues	Teacher works in isolation <b>and/or</b> resisting opportunities to work collaboratively.	The teacher's maintains positive relationships with colleagues characterized by mutual support, collaboration, and professionalism, in fulfilling duties required by the school or division.	Teacher takes initiative in assuming leadership among the staff, and is sensitive to the opinions, attitudes and feelings of colleagues. Support and cooperation characterize relationships with colleagues.

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**POLICY: GCNA-R****DOMAIN 5 – PROFESSIONAL RESPONSIBILITIES****Component 5d: Record Keeping**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>		
	<b>UNSATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Non-instructional, classroom management and extra-curricular activities.	Keeps little or no records of non-instructional items. Records are kept in a disorganised fashion.	Records are kept in an effective and organized manner, which are easily accessible.	Records are kept in an organized manner, which are easily accessible. Students contribute to its maintenance.
Instructional, academic records regarding assessment and achievement.	Keeps little or no records of instructional items. Records are kept in a disorganised fashion.	Records are kept in an effective and organized manner, which are easily accessible.	Teacher's system for maintaining information on student progress in learning is effective. Students contribute information and participate in interpreting the records.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1a: Knowledge of Programs, Materials and Resources**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Knowledge of Programs, Materials and Resources	The teacher/clinician makes errors or does not correct errors made when using programs, materials or resources. The teacher/clinician is not knowledgeable of relevant programs, materials or resources. The teacher/clinician is unaware of materials, resources and technology available through the school, the Division or Manitoba Education.	The teacher/clinician demonstrates basic knowledge of relevant programs, materials and resources. The teacher/clinician demonstrates awareness of materials, resources and technology available through the school, the Division or Manitoba Education.	The teacher/clinician demonstrates good knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. The teacher/clinician is fully aware of and uses materials, resources and technology available through the school, the Division, Manitoba Education or other sources.	The teacher/clinician displays extensive knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. There is evidence of continuing pursuit of such knowledge. In addition to being aware of materials, resources and technology available through school, Division and Manitoba Education, the teacher/clinician actively seeks relevant materials, resources and technology to enhance programs, from other sources.
Knowledge of Prerequisite Relationships	The teacher/clinician displays little understanding of prerequisite knowledge important for student learning.	The teacher/clinician indicates awareness of prerequisite learning.	The teacher's/clinician's plans and practices reflect understanding of prerequisite relationships among topics and concepts.	The teacher/clinician actively builds on knowledge of prerequisite learning when describing instruction or seeking causes for student misunderstanding.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1b: Knowledge of Students**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Knowledge of Characteristics of Age Group	The teacher/clinician displays minimal knowledge of the developmental characteristics of the age group.	The teacher/clinician displays generally accurate knowledge of the developmental characteristics of the age group.	The teacher/clinician displays thorough understanding of the typical developmental characteristics of the age group as well as exceptions to general patterns.	The teacher/clinician displays knowledge of typical developmental characteristics of the age group, exceptions to the patterns, and the extent to which each student follows the patterns.
Knowledge of Individuals' Varied Approaches to Learning	The teacher/clinician is unfamiliar with the different approaches to learning that individuals exhibit, and does not use the resources and strategies available.	The teacher/clinician displays general understanding of the different approaches to learning that individuals exhibit and makes some use of the resources and strategies available.	The teacher/clinician displays solid understanding of the different approaches to learning that different individuals exhibit and makes use of appropriate resources and strategies.	The teacher/clinician uses, where appropriate, knowledge of individuals' varied approaches to learning in planning and integrates appropriate resources and strategies.
Awareness of Individuals' Skills and Knowledge	The teacher/clinician demonstrates little awareness of individuals' skills and knowledge and does not indicate that such awareness is valuable.	The teacher/clinician acknowledges the value of being aware of individuals' skills and knowledge.	The teacher/clinician acknowledges the value of being aware of individuals' skills and knowledge and demonstrates this awareness with regard to most individuals.	The teacher/clinician demonstrates awareness of individuals' skills and knowledge with regard to each individual he/she deals with, including those with special needs.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1b: Knowledge of Students cont.**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Knowledge of Individuals' Interests and Cultural Heritage	The teacher/clinician displays little knowledge of individuals' interests or cultural heritage. The teacher/clinician does little or nothing to address these issues.	The teacher/clinician acknowledges the value of understanding individuals' interests or cultural heritage.	The teacher/clinician displays knowledge of the interests or cultural heritage of groups and individuals and recognises the value of this knowledge both for groups and for individuals.	The teacher/clinician displays knowledge of the interests or cultural heritage of each individual and integrates this appropriately when using programs, materials and resources.

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**DOMAIN 1 – PLANNING AND PREPARATION****Component 1c: Knowledge of Assessment Techniques, Assessing Learning,  
Social/Emotional and Behavioural Difficulties**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Knowledge of Assessment Techniques	The teacher/clinician displays little knowledge of accepted assessment techniques.	The teacher/clinician indicates basic knowledge of accepted assessment techniques.	The teacher/clinician demonstrates an understanding of accepted assessment techniques and uses accepted assessment techniques.	The teacher/clinician displays extensive knowledge of accepted assessment techniques, and uses accepted assessment techniques with evidence of continuing pursuit of such knowledge.
Selection of Assessment Techniques	The content and methods of assessment do not relate to the outcomes.	Outcomes are assessed through appropriate techniques/approaches.	The teacher/clinician consistently uses a broad range of techniques to assess outcomes appropriately. Assessment tools/techniques are individualised to each situation.	The teacher's/clinician's assessment tools/techniques relate directly to the outcomes, both in content and process. The teacher/clinician actively seeks out alternative approaches to assessment when indicated and demonstrates a high degree of insight with student input.

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**DOMAIN 1 – PLANNING AND PREPARATION**
**Component 1c: Knowledge of Assessment Techniques, Assessing Learning,  
Social/Emotional and Behavioural Difficulties cont.**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Student Assessment	The teacher/clinician uses few assessment methods in assessing individual progress. Feedback on individual progress is minimal and/or sporadic.	The teacher/clinician uses appropriate assessment methods in assessing individual progress and provides feedback to individuals on a regular basis.	The teacher/clinician uses a variety of assessment methods to assess individual progress. The teacher/clinician recognises that evaluation is a continuous part of the learning process and provides timely feedback to individuals on a regular basis.	The teacher/clinician selects appropriate assessment tools/methods from a wide variety of assessment techniques to assess individual progress. The teacher/clinician recognises that evaluation is a continuous part of the learning process and provides timely feedback to individuals on a regular basis. Students are aware of how they are meeting the established standards and participate in planning the next steps.

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**DOMAIN 1 – PLANNING AND PREPARATION**
**Component 1c: Knowledge of Assessment Techniques, Assessing Learning,  
Social/Emotional and Behavioural Difficulties cont.**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Interpreting Assessment Results	Assessment results are inadequately interpreted. Interpretation may not be supported by assessment data and/or may not take all information into account.	The teacher/clinician generally interprets assessment results accurately. Information stated can be supported by assessment data. Strengths and weaknesses are delineated.	The teacher/clinician consistently interprets assessment results accurately. Information stated is well supported by assessment data while alternative interpretations are adequately considered. Strengths and weaknesses are clearly delineated.	The teacher/clinician consistently interprets assessment results accurately. Information stated is well supported by assessment data while alternative interpretations are adequately considered. Strengths and weaknesses are clearly delineated. Demonstrates a thorough understanding of relevant statistical issues.
Assessment Results Used for Planning	The assessment results are used only minimally for planning.	The teacher/clinician uses assessment results when planning interventions.	The teacher/clinician uses assessment results consistently to plan for individuals, groups and families as appropriate.	The teacher/clinician assists individuals, groups and families to develop an awareness of how they are meeting expectations. The teacher/clinician encourages participation in planning of next steps if appropriate.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1d: Recording, Reporting and Caseload**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Recording	The teacher/clinician has no system for maintaining information on student assessment and progress, or the system is in disarray. There is little evidence that student progress is accurately monitored. The teacher/clinician does not date and/or retain test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is adequate. There is evidence that student progress is accurately monitored. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective. Student progress is well monitored. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference consistently.	The system for maintaining information on student assessment and progress is effective and efficient. Student progress is consistently monitored with results matching outcomes. The teacher/clinician dates and retains test protocols, observational data, and other appropriate data for future reference.
Reporting	The teacher/clinician does not consistently prepare reports, funding applications, I.E.P.'s as required by Divisional policy. The teacher/clinician does not use or inconsistently uses professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Writing frequently contains errors.	The teacher/clinician prepares reports, funding applications, I.E.P.'s as required by Divisional policy and generally uses professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Writing meets professional standards.	The teacher/clinician prepares reports, funding applications, I.E.P.'s as required by Divisional policy. The teacher/clinician uses good professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Results are well documented and professional standards are consistently maintained.	Reports, funding applications, I.E.P.'s are prepared as required by Divisional policy, and in a timely fashion. The teacher/clinician uses exemplary professional judgement regarding client confidentiality when writing reports, funding applications, I.E.P.'s. Excellent professional reporting standards are consistently maintained. Reports are written so that the information is useful to members of the support team.

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**DOMAIN 1 – PLANNING AND PREPARATION**  
**Component 1d: Recording, Reporting and Caseload cont.**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Verbal Communication of Assessment Results	Verbal reports do not effectively convey assessment results. They are vague or disorganised, contain poorly chosen vocabulary or are marked by verbal expression problems.	Verbal reports appropriately convey assessment results.	Verbal reports consistently convey assessment results in a clear concise manner. Reports are well organised and contain appropriate details and pertinent examples.	Verbal reports consistently convey assessment results in a clear concise manner. Reports are very well organised and contain well documented details and examples. The teacher/clinician demonstrates a high degree of insight in communicating verbal reports.
Caseload Management	The teacher/clinician displays little knowledge of his/her caseload. System for establishment of priorities and appropriate closure of cases is not evident. Does not use time effectively. Decisions regarding client needs are often questionable. Makes decisions regarding client needs with little or no collaboration.	The teacher/clinician displays knowledge of his/her caseload. Systems to establish priorities and close cases are evidenced. Effective use of time is evident. The teacher/clinician makes decisions regarding client needs and communicates these decisions.	The teacher/clinician displays good knowledge of his/her caseload. He/she establishes priorities and closes cases when appropriate after discussion with other team members. The teacher/clinician uses time effectively. The teacher/clinician makes professional decisions regarding client needs and communicates those decisions in a timely fashion.	Displays a strong knowledge of his/her caseload. Works with team members to establish priorities and to make decisions regarding case closure. Uses time very effectively. Makes professional decisions regarding client needs in collaboration with school personnel and communicates those decisions effectively.

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Great Schools for Growing and Learning

**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1e: Reflections and Professional Growth**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Accuracy of Perception	Reflections do not indicate whether an intervention was effective or achieved its goals, or profoundly misjudges the success of the intervention.	There is a general impression of the intervention's effectiveness and the extent to which goals were met.	There is an accurate assessment of the intervention's effectiveness and the extent to which it achieved its goals. General references to support the judgement are cited.	There is a thoughtful and accurate assessment of the intervention's effectiveness and the extent to which it achieved its goals, citing many specific examples and weighing the relative strength of each. The teacher/clinician seeks insight through feedback from stakeholders.
Using self-evaluation to improve interventions and skills.	The teacher/clinician does not use self-evaluation in order to improve interventions and professional skills.	The teacher/clinician generally uses self-evaluation in order to improve interventions and professional skills.	The teacher/clinician consistently uses self-evaluation in order to improve interventions and professional skills. Revision of interventions is ongoing, based on information regarding their efficiency and effectiveness.	The teacher/clinician consistently makes self-evaluation a high priority. Revision of interventions is ongoing, based on information regarding their efficiency and effectiveness.
Enrichment Activities	The teacher/clinician engages in no professional development activities to enhance knowledge or skill.	Participates in professional activities as required.	Seeks out opportunities for professional development to enhance content knowledge and/or pedagogical/clinical skills.	Seeks out opportunities for professional development and makes a systematic attempt to conduct action research.

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**POLICY: GCNA-R**

**DOMAIN 1 – PLANNING AND PREPARATION**  
**Component 1f: Ethical Standards and Responsibilities**

ELEMENT	<u>LEVEL of PERFORMANCE</u>			
	UNSATISFACTORY	SATISFACTORY	PROFICIENT	DISTINGUISHED
Knowledge of Ethical Standards	The teacher/clinician displays minimal knowledge of ethical standards of relevant discipline.	The teacher/clinician displays general knowledge of ethical standards of relevant discipline.	The teacher/clinician displays thorough knowledge of ethical standards of relevant discipline and adheres to those standards while providing professional services.	The teacher/clinician displays extensive knowledge of ethical standards of relevant discipline and adheres to those standards diligently while providing professional services. The teacher/clinician shares this knowledge with others.
Responsibilities	The teacher/clinician does not abide by the policies and/or directives of the Board or abides by these policies and directives inconsistently. The responsibilities of the teacher/clinician, as outlined in the PSA or as directed by the Minister, are not followed or are followed inconsistently.	The teacher/clinician abides by the policies and/or directives of the Board. The responsibilities of the teacher/clinician are outlined in the PSA or as directed by the Minister are followed.	The teacher/clinician abides by the policies and/or directives of the Board. The responsibilities of the teacher/clinician are outlined in the PSA or as directed by the Minister are followed. The teacher/clinician demonstrates understanding of the reasons for such policies and/or directives.	The teacher/clinician assumes leadership among faculty and is a role model for the profession.

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**POLICY: GCNA-R****DOMAIN 1 – PLANNING AND PREPARATION****Component 1f: Ethical Standards and Responsibilities cont.**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Service to the Profession	The teacher/clinician makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher/clinician makes limited efforts to share knowledge with others or to assume professional responsibilities.	The teacher/clinician actively participates in assisting other professionals.	The teacher/clinician initiates important activities to contribute to the profession, such as mentoring, writing articles for publication, and making presentations.
Advocacy	The teacher/clinician seldom advocates for students, if at all.	The teacher/clinician advocates for students in situations that are brought to the individual's attention.	The teacher/clinician frequently advocates for students to ensure that they receive opportunities to succeed.	The teacher/clinician makes every effort to advocate for the best interest of all students. Students demonstrate confidence in the individual's support.
Collaboration and Teamwork	The teacher/clinician does not act as a team member and/or makes self-serving decisions.	The teacher/clinician demonstrates co-operation and participation as a team member. Decisions are made in isolation or are based on limited knowledge.	The teacher/clinician maintains an open mind and positively participates in team, discipline and/or departmental decision making.	The teacher/clinician takes a leadership role in team, discipline and/or departmental decision making and helps ensure that such decisions are based on the highest professional standards.

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**DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT**
**Component 2a: Creating an Environment of Respect and Rapport**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Interaction with Students	The teacher/clinician does not show consistency and fairness in dealing with students. Adult interaction is negative and/or sarcastic with some students. A stimulating, supportive, non-threatening atmosphere does not exist. Appropriate therapeutic relationships with students do not exist.	Adult-student interactions are generally appropriate. The teacher/clinician develops appropriate therapeutic relationships with students.	The teacher/clinician demonstrates tolerance, consistency, and fairness in dealing with students. Adult-student interactions are friendly and demonstrate warmth, caring, and respect. The teacher/clinician develops appropriate and effective therapeutic relationships with students.	The teacher/clinician demonstrates warmth, caring and respect for individual students. The teacher/clinician maintains a stimulating, supportive, and non-threatening atmosphere. The teacher/clinician perseveres and uses a wide variety of strategies to develop appropriate therapeutic relationships with students.
Student Interactions	A negative atmosphere exists because student interactions are frequently negative and are not resolved by the teacher/clinician.	Students generally demonstrate positive behaviour toward one another. The teacher/clinician corrects the behaviour.	Student interactions are polite and respectful.	Students respect the worth and dignity of one another as individuals and as students. Students demonstrate genuine caring and sensitivity for each other.

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**POLICY: GCNA-R****DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT****Component 2b: Establishing a Culture for Learning****LEVEL of PERFORMANCE**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Importance of Learning	The teacher/clinician conveys a negative attitude toward learning.	The teacher/clinician communicates the importance of learning.	The teacher/clinician conveys a genuine enthusiasm for learning, and students demonstrate consistent commitment to its value.	The teacher/clinician uses a wide variety of strategies to convey a genuine enthusiasm for learning, students demonstrate enthusiasm via active participation.
Expectations for Progress	Goals, activities, and the environment do not convey expectations for student progress or convey unrealistic expectations for student progress.	Goals, activities, and the environment convey realistic expectations for appropriate student progress. Student progress is satisfactory.	Goals, activities, and the environment convey consistent expectations for student progress. Excellence, commitment and seriousness of purpose are encouraged. Students are progressing well academically and socially.	Clients develop a realistic self-image, a feeling of self-worth and pride. Goals, activities, and the environment clearly convey realistic, consistent expectations for student progress. Students are progressing very well academically and socially.
Arrangement of the Room	The room is physically unattractive, unsafe, or is not appropriate to the maturity level of the students. The room is untidy or disorganised.	The room is attractive and tidy. The room is conducive to the maturity level of the students.	The room is physically attractive, organised, and physically conducive to learning. Space allows for sharing of confidential information.	The room is exceptionally attractive and well organised. Both the adult and students take pride in the appearance of the room. Area is very conducive to sharing of confidential information.

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**DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT**
**Component 2c: Managing Groups**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Management of Groups	Group work tasks are not clearly explained or are poorly organised, resulting in some off-task behaviour. Students may be unaware of the purpose of the task or activity.	Group work tasks are explained and organised in a satisfactory manner.	Tasks for group work are clearly explained and well organised. Students understand what they are expected to do. The group(s) is/are well managed and are on task. There is evidence of students meeting outcomes.	Task-focused behaviour is maximised. Groups are productively engaged at all times, with students assuming responsibility for productivity. Students consistently meet outcomes.
Management of Transitions and Materials	Much instructional time is lost during transitions and the handling of materials/supplies.	Transitions during instructional time and routines for handling materials/supplies are consistent, and function well.	Transitions during instructional time and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming some responsibility for efficient operations.

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**POLICY: GCNA-R****DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT****Component 2d: Managing Student Behaviour****LEVEL of PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Standards of Conduct	Rules and standards of conduct have not been established, or students are confused as to what the standards are.	Standards of conduct have been established, and most students seem to understand them.	Standards of conduct are clear to all students. Effective behaviour management techniques are well utilized.	Standards of conduct are clear to all students and have been developed with student participation. Knowledge of effective behaviour management techniques is shared with others, as appropriate.
Monitoring of Student Behaviour	The teacher/clinician does not monitor student behaviour and/or students do not monitor their own behaviour.	The teacher/clinician is generally aware of student behaviour but misses some activity. Students take some responsibility for monitoring their own behaviour.	The teacher/clinician actively monitors student behaviour and students assume responsibility for monitoring their own behaviour.	Monitoring is subtle and preventative. Students monitor their own and their peers' behaviour, correcting one another respectfully.
Response to Student Misbehaviour	The teacher/clinician does not respond to misbehaviour, or the response is inconsistent, extremely negative, or does not respect the students' dignity. The students don't seem to take the adult seriously.	The teacher/clinician responds to student misbehaviour. Student behaviour is generally satisfactory.	The teacher/clinician disciplines students in a dignified, fair, and positive manner; striving towards student self-control. The teacher/clinician remains objective in dealing with controversial matters. Student behaviour is generally appropriate.	Response to misbehaviour is highly effective and sensitive to students' individual needs, or, student behaviour is completely appropriate.

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**POLICY: GCNA-R****DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT****Component 2d: Managing Student Behaviour cont.**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Response to Crisis Situations	The teacher/clinician is slow to respond to crisis situations and results are minimally effective or ineffective.	The teacher/clinician responds to crisis situations with moderate success within a reasonable time frame.	The teacher/clinician responds to crisis situations quickly and effectively. All stakeholders are provided with appropriate assistance.	The teacher/clinician responds to crisis situations quickly and effectively, with as little disruption to the program as possible. All stakeholders are provided with appropriate assistance and follow-up.

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**POLICY: GCNA-R**

**DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT**  
**Component 2e: Managing Educational and Student Assistants**

ELEMENT	LEVEL of PERFORMANCE			
	UNSATISFACTORY	SATISFACTORY	PROFICIENT	DISTINGUISHED
Managing Assistants	The teacher/clinician misuses the responsibilities and activities of Assistants.	The teacher/clinician manages the responsibilities and activities of Assistants.	In a collaborative manner, the teacher/clinician schedules and plans the responsibilities and activities of Assistants appropriately.	The teacher/clinician works collaboratively with the support team to manage the responsibilities and activities of assistants effectively for the benefit of the students. Adjustments are made to schedules and responsibilities to address changing needs.
Professional Development and/or Training of Assistants	The teacher/clinician is not aware of professional development and/or training needs of Assistants. No effort is made to address this area.	The teacher/clinician is aware of professional development and/or training needs of Assistants. Some training sessions are provided.	The teacher/clinician is aware of professional development and/or training needs of Assistants. Ongoing training is provided and encouraged.	The teacher/clinician is acutely aware of the changing professional development and/or training needs of Assistants. Appropriate professional development opportunities are included in an annual plan. Assistants are encouraged to participate. Consistent efforts are made to facilitate release time as required.

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**POLICY: GCNA-R****DOMAIN 2 – THE EDUCATIONAL ENVIRONMENT****Component 2f: Contributions to School/Division Activities**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Relationships with Staff	Relationships with colleagues are negative or self-serving.	A cordial relationship with colleagues is maintained to fulfil the duties that the school or Division requires.	Support and cooperation characterise relationships with colleagues. A “team” concept is promoted at the school and/or Division levels.	Initiative is taken in assuming leadership among faculty. The teacher/clinician is sensitive to the opinions, attitudes and feelings of colleagues.
Involvement in School/Division Activities	The teacher/clinician does not become involved in school and/or Division projects/activities.	The teacher/clinician participates in school and/or Division projects/activities when specifically asked.	On his/her own initiative, the teacher/clinician recognises the worth of academic and non-academic activities and is actively involved in school and/or Division projects/activities.	The teacher/clinician volunteers to take on added responsibility for the benefit of the organisation in making a substantial contribution. The teacher/clinician assumes a leadership role in a major school and/or Division project/activity.

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**DOMAIN 3 – SERVICE DELIVERY**
**Component 3a: Selecting Intervention Outcomes/Objectives**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Appropriate- ness of Intervention Outcomes/ Objectives	Outcomes/objectives reflect either low expectations or little understanding of students. Outcomes/objectives may not reflect meaningful intervention(s).	Outcomes/objectives reflect moderate expectations and adequate understanding of students.	Outcomes/objectives reflect appropriate expectations, and strong understanding of students.	The outcomes/objectives are appropriate, and the teacher/clinician can clearly articulate how outcomes/objectives establish realistic expectations, which facilitate positive change.
Clarity of Intervention Outcomes/ Objectives	Outcomes/objectives are either not clear or are stated as student activities. Outcomes do not permit viable methods of assessment and/or tracking.	Most outcomes/objectives are clearly identified and permit assessment and/or tracking with adequate results.	Outcomes/objectives are clearly identified and permit viable methods of assessment and/or tracking. They reflect both long and short term intervention(s) that affect successful results.	Outcomes/objectives are clearly identified and/or tracked. Revisions to outcomes/objectives are ongoing and comprehensive. Students are appropriately involved in the implementation of the intervention(s) that affect very successful results.

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**POLICY: GCNA-R****DOMAIN 3 – SERVICE DELIVERY****Component 3b: Designing Effective Intervention Strategies**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Intervention Strategies	Strategies are not suitable or they do not follow an organised progression and do not reflect recent professional research.	Strategies are suitable to clients or instructional goals. Progression of strategies is logical.	Strategies are appropriate and support academic progress. Progression of strategies is logical, and activities reflect recent professional research.	Strategies are highly relevant. Progression of strategies is logical. The needs of the client are reflected, producing a unified whole. Activities reflect recent professional research and are appropriate for the students'/clients' age/placement.
Group Interventions	Groups do not support the intervention goals and offer no variety. Many outcomes for the group are not met.	Groups are suitable to the intervention goals. Some outcomes for the group are met.	Groups are varied, as appropriate to their needs, and are consistently suitable to the intervention goals. Outcomes for the group are met and there is evidence of necessary progress in the students' placement.	Groups are varied, as appropriate to the different intervention goals. Outcomes for the group are effectively met and there is evidence of excellent progress in the students' placement.

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**POLICY: GCNA-R****DOMAIN 3 – SERVICE DELIVERY****Component 3c: Communication****LEVEL of PERFORMANCE**

<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Communication with Parents and/or Outside Agencies	Limited information is provided to parents and/or outside agencies.	Communication occurs with parents and/or outside agencies.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate. Relevant informational sessions are provided for the community.
Sensitivity To Individual Needs	Parental concerns are not treated with sensitivity and/or confidentiality is not consistently respected.	Required procedures for communicating with parents and/or outside agencies are followed. Responses to parent concerns are consistent. Confidentiality is respected.	Communication with parents and/or outside agencies is provided promptly and professionally. Confidentiality is respected. Parental concerns are addressed in a caring and timely fashion.	Communication with parents and/or outside agencies is provided on both positive and negative aspects of student progress on a regular basis. Confidentiality is respected. Response to parental concerns is handled with sensitivity in a prompt manner.
Participation of Parents and/or outside agencies in the Intervention Plan	Little or no attempt is made to engage parents and/or outside agencies in the intervention plan, or such attempts are inappropriate.	Parents and/or outside agencies are included in the intervention plan appropriately.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan. Families/agencies actively participate in planning futures and resolving issues.

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**POLICY: GCNA-R****DOMAIN 3 – SERVICE DELIVERY****Component 3c: Communication cont.**

<b>ELEMENT</b>	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Directions and Procedures	Directions and procedures are confusing.	Directions and procedures are satisfactory and are clarified as needed.	Directions and procedures are clear and contain an appropriate level of detail.	Directions and procedures are clear and anticipate possible misunderstandings.
Oral and Written Language	Spoken or written language contains many grammatical errors. Vocabulary is inappropriate, vague, or used incorrectly leading to confusion.	Spoken or written language conveys the message and contains few grammatical errors. Vocabulary is appropriate to the needs of the client and/or to the purpose of the document.	Spoken and written language is clear and facilitates understanding. Vocabulary is selected to suit the needs of the client and/or the purpose of the document.	Spoken and written language is excellent with well-chosen vocabulary that facilitates understanding.

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**DOMAIN 3 – SERVICE DELIVERY**
**Component 3d: Using Questioning and Discussion Techniques**

ELEMENT	<b><u>LEVEL of PERFORMANCE</u></b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Quality of Questions	Questions are of poor quality, lacking accuracy, clarity, and/or substantive content. The questioning techniques do not match the student's/client's cognitive level. Think time is not given.	Questions are of adequate quality, and some invite response. Adequate time for reflection is provided.	Most of the questions are of high quality, characterised by accuracy, clarity, and substantive content. Adequate time for reflection is consistently provided.	The questions are of uniformly high quality with adequate time for students to reflect before responding. Students/clients are actively engaged.
Discussion Techniques	The teacher/clinician fails to engage students/clients in relevant discussions.	The teacher/clinician engages students/clients in relevant discussions with consistent results.	The teacher/clinician facilitates discussion with students/clients occasionally taking a lead. Interaction represents true discussion.	Students assume considerable responsibility for the success of the discussion, initiating topics and making appropriate contributions.
Student Participation	The teacher/clinician does not attempt to engage students/clients in discussions.	The teacher/clinician uses techniques to engage students/clients in discussion.	The teacher/clinician successfully uses a variety of techniques to engage most students/clients in discussion.	Students/clients ensure that all voices are heard and respected in discussion.

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**POLICY: GCNA-R****DOMAIN 3 – SERVICE DELIVERY****Component 3e: Engaging Students in Lessons and/or Engaging Clients in Sessions**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Instruction of Content	Instruction of the content is inappropriate and unclear or uses poor examples and analogies.	Instruction of the content is consistent in quality. Some instruction is done skillfully.	Instruction of the content is appropriate and links well with students' knowledge and experience.	Instruction of the content is appropriate and links well with students' knowledge and experience. Students are encouraged to contribute.
Activities and Assignments	Activities and/or assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged in the activities. Few activities meet students' individual and group needs.	Activities and/or assignments are appropriate to students and engage them. Some activities meet students' individual and group needs.	Most activities and/or assignments are appropriate to students and engage them. Activities meet students' individual and group needs.	Students are engaged in the activities and/or assignments in their exploration of content. Students are encouraged to initiate or adapt activities and projects to enhance learning.
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals. There is no evidence of differentiated instruction or consideration of the individual students and their learning styles.	Instructional groups are appropriate to the students and are successful in advancing the instructional goals of a lesson. There is some evidence of differentiated instruction and consideration of individual students' learning styles.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson. Differentiated instruction is used appropriately. Individual student's learning styles are given due consideration.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students are encouraged to take the initiative to advance their understanding.

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**Component 3e: Engaging Students in Lessons and/or Engaging Clients in Sessions cont.**

ELEMENT	<u>LEVEL of PERFORMANCE</u>			
	UNSATISFACTORY	SATISFACTORY	PROFICIENT	DISTINGUISHED
Structure and Pacing	The lesson/session has no clearly defined structure, or the pacing is too slow or rushed, or both. The pace of the lesson/session is not based on student learning behaviours and/or client needs.	The lesson/session has a recognisable structure. Pacing of the lesson/session is consistent. The pace is based on student learning behaviours and/or client needs.	The lesson/session has a clearly defined structure around which the activities are organised. The pace of the lesson/session is consistent and is based on student learning behaviours and/or client needs.	The structure of the lesson/session is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson/session is appropriate for all involved.
Effective Instruction Techniques	The teacher/clinician does not use the principles of effective instruction (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure) or uses these principles inappropriately.	The teacher/clinician uses the principles of effective instruction in managing student learning (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure).	The teacher/clinician uses the principles of effective instruction in managing student learning in an appropriate manner consistently (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure).	The teacher/clinician uses the principles of effective instruction in managing student learning in an exemplary manner consistently (anticipatory set, objective, input, modelling, checking for understanding, guided practice, independent practice, closure) and shares these techniques with others.

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**ST. JAMES-ASSINIBOIA SCHOOL DIVISION**

Great Schools for Growing and Learning

**POLICY: GCNA-R****DOMAIN 3 – SERVICE DELIVERY****Component 3f: Demonstrates Flexibility and Responsiveness**

<b>ELEMENT</b>	<b>LEVEL of PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>SATISFACTORY</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
Lesson/ Session Adjustment	The teacher/clinician adheres rigidly to a plan, even when change will clearly improve a lesson/session.	The teacher/clinician adjusts lessons/sessions with mixed results.	Sound planning is evident. The teacher/clinician makes minor adjustments to lessons/sessions if required and the adjustments occur smoothly.	Effective planning is evident. The teacher/clinician successfully makes major adjustments to lessons/sessions if required to enhance the learning/clinical process.
Response to Students/ Clients	The teacher/clinician ignores or brushes aside students'/clients' questions or interests.	The teacher/clinician accommodates students'/clients' questions or interests.	The teacher/clinician successfully accommodates students'/clients' questions or interests.	The teacher/clinician seizes opportunities to enhance student/client learning/needs by utilising his/her questions or interests.
Persistence	When a student has difficulty learning, the teacher/clinician either gives up or blames the student or the environment for the student's lack of success.	The teacher/clinician accepts responsibility for the success of all students and has a moderate repertoire of instructional strategies to use.	The teacher/clinician persists in seeking approaches for students who have difficulty learning and possesses a good repertoire of strategies. The teacher/clinician solicits additional resources/support as needed.	The teacher/clinician persists in seeking effective approaches for students who have difficulty learning, using an extensive repertoire of strategies and soliciting additional resources from the school/community as needed.

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# FORMATIVE

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## FORMATIVE

### I. PROFESSIONAL GROWTH

This model illustrates how the professional growth of the teacher as a learner is linked to classroom and school improvement. As the teacher grows as a learner, he/she grows as a teacher, and creates an environment in which student engagement, learning, and continuous improvement become norms of the school.

- Teachers are professionals, responsible for making the choices, which lead to successful learning outcomes.
- Teachers are lifelong learners, continuously seeking better ways to help learners grow.
- Teaching is a continuous decision-making process guided by reflection and evaluation.
- Collaboration enhances successful learning and teaching.
- Successful teaching best occurs in empowering environments.

**Teachers grow professionally as learners by:**

- reflecting upon their work with their students,
- using their own classroom and students to do research and develop new practices,
- sharing their professional learning about their students with their colleagues and responding to the learning that they share with the teacher, and
- refining and expanding their own repertoire of skills and strategies in response to the needs of all their students.

**Teachers influence classroom improvement as teachers by:**

- focusing their educational goals and developing content appropriate for all of their students,
- managing their classroom in ways that enhance the growth and learning of all of their students,
- employing a wide range of instructional that meet the learning needs of all of their students, and
- utilising a variety of students assessments and evaluation tools for close monitoring of their growth.

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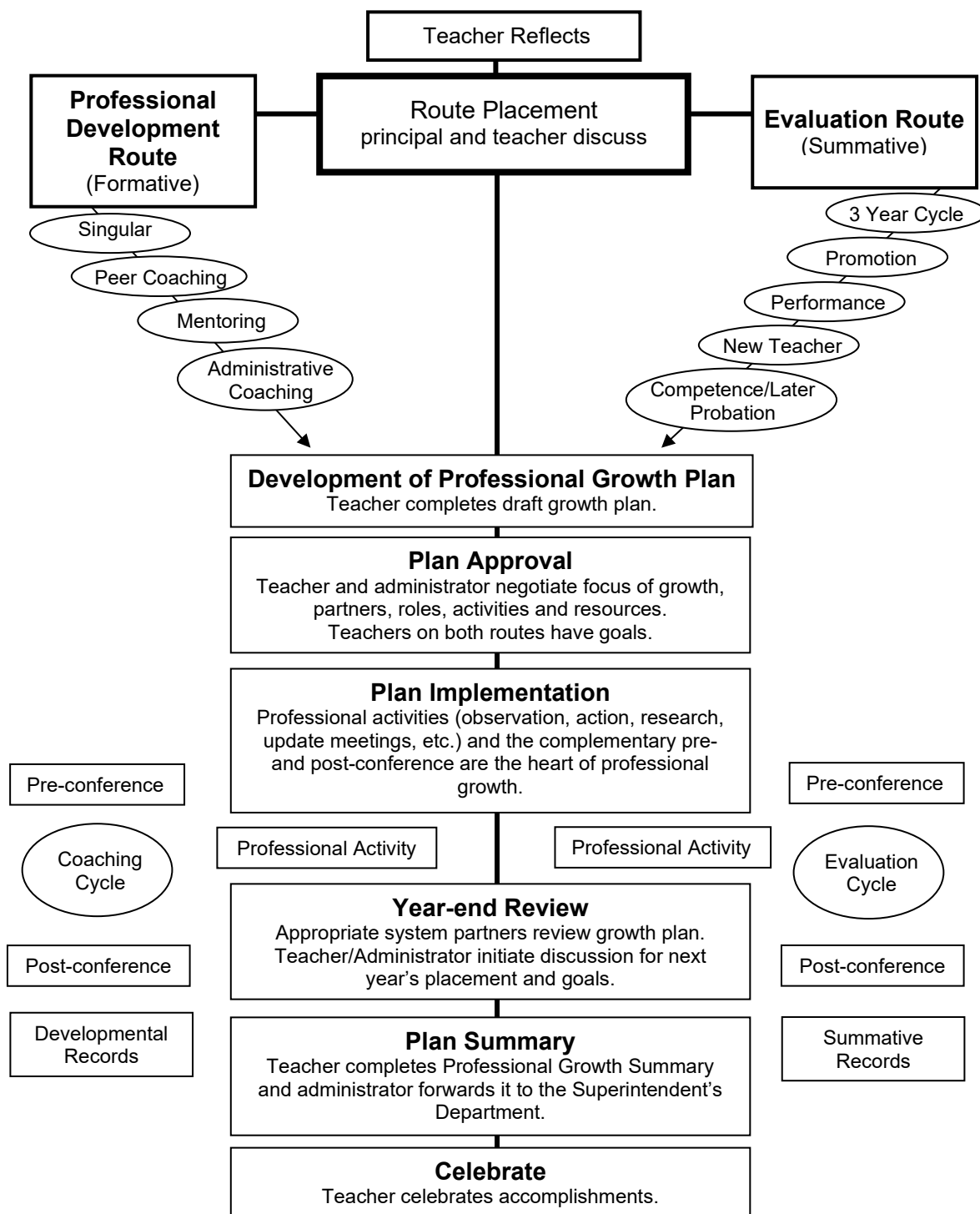
**Teachers influence school improvement as colleagues by:**

- helping to create a shared purpose and vision in the school,
- establishing patterns and behaviours of continuous improvement and experimentation in the school,
- practising a form of collegiality which reflects those norms, and supporting Division policies necessary for school improvement.

**Note: Recommended reading: *Success for All Learners: A Handbook on Differentiating Instruction, Manitoba Education and Training***

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## II. THE PROCESS



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**Professional Development vs. Evaluation Routes**

Principal's General Supervision of Total School Program and Staff		
<b>Professional Development Route</b>	Professional Growth	<ul style="list-style-type: none"> <li>• singular</li> <li>• peer coaching</li> <li>• mentoring</li> <li>• administrative coaching</li> </ul>
<b>Evaluation Route</b>	Five Year Cycle	• summative evaluation
	Promotion	<ul style="list-style-type: none"> <li>• developmental records</li> <li>• summative evaluation</li> </ul>
	New Teachers	• summative evaluation
	Performance	<ul style="list-style-type: none"> <li>• summative evaluation <i>(intensive assistance if required)</i></li> </ul>
	Later Probation/Competence	• performance review
Principal's role is monitored by appropriate superintendent through performance appraisal program.		

**III. DEFINITION OF TERMS**

1. *Formative Evaluation* is the diagnostic-prescriptive aspect of evaluation. The primary purpose is to enhance performance. Principals do not submit reports of formative evaluation to the Superintendent/CEO.
2. Teachers **with one or more years in the Division** will be supervised on a five year cycle, as follows:  
 Years 1 to 4 - normal minimum of two classroom observations for the purpose of formative supervision.  
 Year 5 - normal minimum of two formal classroom observations and one formal discussion with the evaluator providing evidence for Domains 1 to 5 for the purpose of a summative report to the Superintendent/CEO.

Note: Formal classroom observations will occur in Years 1 to 4 if a concern(s) is identified from the classroom observations, and the concern(s) will be discussed.

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3. *Classroom observation* shall be defined as time spent in the classroom by the evaluator. Observations may vary from a few minutes, to a full period, to a series of full class periods. Formal observations will last one full class period.

#### **IV. PLACEMENT**

**To assist in making the decision for route placement, consider the following:**

- ❖ Through a consultative process, the teacher and the administrator will determine the appropriate placement within the Professional Development Route and/or the Evaluation Route. The principal has the responsibility to make the final decision, and will review the route placement with teachers annually.
- ❖ Teachers are in the Professional Development Route if they intend to develop, implement, and review their own professional growth plan.
- ❖ Teachers are in the Evaluation Route on their own initiative or on the initiative of the principal, if they are on the three year cycle of evaluation, seek promotion, request assessment for performance, require assessment for competence, are in their first year with the Division, or are on a Limited Term Contract.
- ❖ It is possible for teachers to be in the Professional Development and the Evaluation Routes at the same time. For example, they could be in the Professional Development Route because they are implementing their professional growth plan and in the Evaluation Route because they require an assessment for promotion or are on the three year cycle of evaluation.
- ❖ It is up to teachers to consider their career goals in developing a professional growth plan for the year and for their future.

#### **V. THE PRINCIPAL'S ROLE**

Teacher evaluation challenges the principal to be the instructional leader in the school. It is the responsibility of the principal to ensure that all professional staff are inserviced and have a thorough understanding of evaluation. As well, it is necessary that staff receive ongoing training in goal setting and cognitive coaching, as these are key skills that teachers must have if evaluation is to be implemented successfully.

It is advisable that principals continue to coach 2nd and 3rd year teachers who are new to the profession. As experienced educators principals should use their experience to facilitate collegial relationships and to support involvement in professional activities. Peer coaching and mentoring in the Professional Development Route are intended to complement the principal's supervision skills. As instructional leaders, principals facilitate effective teaching and enhance student learning. When working with teachers on a day-to-day basis, principals influence

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how teachers interact with students in their classrooms. Principals are supervised in this task by their superintendents.

The ability of principals to diagnose and analyse students' and teachers' needs and to support the coaching/mentoring relationships enhances the professional growth of all staff, including themselves.

## **VI. GROWTH PARTNERS**

Growth partners in our model may be persons with expertise in the area(s) of the selected goals. In some cases, this may involve persons working outside the teaching profession, such as in the area of technology. Partners have varying responsibilities depending on their roles and functions within the process, but all share the responsibility to promote and implement the Division's mission statement.

### **Teachers:**

- ☐ reflect on professional needs
- ☐ negotiate route placement
- ☐ develop a professional growth plan
- ☐ consult with coach/mentor
- ☐ consult with principal for advice
- ☐ gain principal's approval of plan
- ☐ implement plan
- ☐ celebrate and share growth
- ☐ review plan and reflect on future professional needs
- ☐ complete Professional Growth Summary

### **Mentors and Coaches:**

- ☐ assist new teachers and partners in developing, implementing, and reviewing growth plans
- ☐ facilitate the collegial process

### **Department Heads/PIA's:**

- ☐ model professional growth
- ☐ assist teachers in the classroom
- ☐ provide curriculum and instructional leadership
- ☐ suggest resources
- ☐ facilitate the collegial process

### **Coordinators:**

- ☐ model professional growth
- ☐ assist teachers in the classroom
- ☐ provide curriculum and instructional leadership
- ☐ suggest resources

### **Principals and Vice-Principals:**

- ☐ model professional growth
- ☐ discuss route placement
- ☐ discuss and approve professional growth plans
- ☐ provide administrative coaching
- ☐ coach 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year teachers
- ☐ monitor professional growth plans
- ☐ provide resources
- ☐ assist staff in formative route
- ☐ assess staff in summative route
- ☐ report annually on process
- ☐ facilitate the collegial process
- ☐ forward Professional Growth Summary to Superintendent/CEO's Department

### **Superintendents:**

- ☐ model professional growth
- ☐ provide resources
- ☐ assist staff in formative route
- ☐ assess staff in summative route
- ☐ monitor principals' roles
- ☐ monitor consultative staff roles
- ☐ facilitate the integration of system policies into professional growth plans

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## **VII. INDICATORS OF GOOD PRACTICE: THE COMPONENTS OF EVALUATION**

Teacher evaluation is based on the premise that teachers are committed to continuous professional growth. Each indicator of good practice is meant to call attention to the activities of effective teachers and are used by St. James-Assiniboia staff members to establish professional growth plans.

Each Indicator is important on its own. However, they should also be considered together to provide a complete picture. Please see pages 6 to 9 for a complete listing of the components.

## **VIII. PROFESSIONAL GROWTH PLAN**

### **a) Developing a Growth Plan**

A professional growth plan is a thoughtful, written statement describing the teacher's intended professional growth over a period of time, usually over a school year. A growth plan must include a clear goal, objectives, action plan and indicators. These four essential elements along with the following critical attributes must be included within the planning and writing of any growth plans.

- The focus of the plan is the professional growth of the teacher.
- The goals and the objectives are related to the enterprise of teaching.
- The teacher owns the plan.
- The plan is achievable within realistic time lines.

The teacher selects the areas for professional growth; decides the outcomes and the activities to achieve these outcomes. The teacher's summative evaluation will include a professional development goal(s) which will be further developed using the growth plan during the next year. Before finalising the growth plan, the teacher must consider the resources required and their availability. This includes the types of coaching relationships needed to accomplish specific outcomes.

### **b) Choosing Goals**

Reflection on the teaching practice is important in the development of the growth plan. One needs to know where one is before one can decide where one wants to be, and how one plans to get there.

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Teachers' reflections should take into consideration how their teaching behaviours could affect the delivery of their programs consistent with the characteristics of the learner and the mission statement of the Division.

Professional growth encourages teachers to reflect on all aspects of their career, to shape their own professional growth, and to work with their colleagues to improve the learning environment for their students.

*"Our research shows that all teaching decisions focus on:*

- 1) what content to teach next*
- 2) what the student will do to demonstrate that learning has occurred*
- 3) what the teacher will do to facilitate the acquisition of that learning.*

*When these decisions are made on the basis of sound psychological theory and sensitivity to the student, learning will be increased."*

- Dr. Madeline Hunter

**c) Writing A Plan**

A written growth plan is a requirement. It must include the four essential elements: goals, objectives, action plan and indicators, and must be tested against the four critical attributes. Once the teacher has determined an area for professional growth, the plan is to be shared with the administrator. It should be discussed thoroughly so that there is a common understanding of what the teacher is trying to achieve and the kinds of support required to assure success. At this point, both individuals sign the plan and for the duration of the plan, a copy is left with the administrator.

An Example:

**a) The Four Essential Elements**

**Goals— Where am I? Where do I want to be?**

- to learn to adapt my instruction in mathematics for highly able learners.
- to modify content and my method of instruction in order to meet the needs of highly able learners in mathematics.

**Objectives—How will I get there?**

- to work with a Thinking Skills Facilitator in a coaching relationship.
- to attend inservices on thinking at the Teacher Centre and elsewhere.
- to adapt content within the units: Quadratic Equations and Transformational Graphing, in consultation with colleagues over the course of the year.

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***Action Plan—What activities will I pursue to achieve my objectives?***

- participate in a learning community
- personal readings
- visits to programs
- cognitive coaching activities
- meetings with PIA, Dept. Head, Coordinator

***Indicators—How will I know I have achieved my objectives?***

- the Thinking Skills Facilitator is....
- the dates for sessions are as follows...
- increased student engagement in learning...
- modifications to content in the two units completed...

**b) The Four Critical Attributes**

1. Is the focus of the plan the professional growth of the teacher?
2. Are the goals and objectives related to the enterprise of teaching?
3. Does the teacher own the plan?
4. Is the plan achievable within realistic time lines?

If the answers to each of these questions is **yes**, it is a growth plan.

**c) Implementing the Plan**

Reflection and self-evaluation go on throughout the implementation of the Growth Plan.

Note: these are suggestions. The steps will vary, depending upon individual plans.

**Steps to Consider in implementation are:**

- starting the plan
- reflecting upon the process and new information being gathered
- modifying the strategies as necessary
- sharing insights, concerns and questions
- other

**Methods one can use to gather information to support the plan:**

- observation
- interviews/questions
- standardised/teacher-made tests
- feedback instruments
- self-evaluation
- feedback from coach/students, colleagues/parents

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- work samples—portfolio
- professional reading
- other

**Ways to Record the Findings:**

- anecdotal
- tapes
- journal
- letters between two people
- other

**Some resources that are available:**

- teacher centre library
- teacher centre personnel
- colleagues
- coordinators
- other

**d) Self-Evaluation...a time of reflection**

At the end of the time line for the professional growth plan, the teacher will meet with the administrator to share what was done and what was learned.

The purpose of this reflective discussion is to improve the dialogue about teaching and learning in our schools that enables us to have common goals, take collective actions and study the effects on student learning.

Since the professional growth plan is an ongoing process, this discussion could also be a point of departure for future professional growth.

A suggestion is to bring notes to demonstrate the findings and possibly a self-evaluation. The teacher will keep all of the documentation, and the administrator will return the original copy of the growth plan. Self-evaluations are just that, and are not signed by anyone.

**e) Celebrate**

On the completion of the growth plan, celebrate the achievement. Teachers may want to consider:

- sharing the learning with a colleague
- offering to give a short presentation or a workshop
- sharing the findings at a team or department meeting
- letting others know in other schools.

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**IX. SETTING GOALS FOR PROFESSIONAL DEVELOPMENT**

Teachers and administrators often find it difficult to identify challenging professional growth goals. Daniel Duke, University of Virginia, has created a typology of professional development goals. This typology is a guide to assist educators in the development of their goals.

<u>Goal Type</u>	<u>Example</u>
<b>Prerequisite goal</b>	<ul style="list-style-type: none"> <li>Accomplish activities necessary to work on professional development goal (awareness building; fund-raising; time management)</li> </ul>
<b>Acquisition goal</b> <ul style="list-style-type: none"> <li>Acquire a new skill</li> <li>Acquire new knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Learn to speak Spanish</li> <li>Learn the work of a new author</li> </ul>
<b>Development Goal</b> <ul style="list-style-type: none"> <li>Develop/refine existing skill</li> <li>Develop/refine existing knowledge</li> <li>Develop/refine attitudes or attributes</li> </ul>	<ul style="list-style-type: none"> <li>Become a better public speaker</li> <li>Update knowledge of post-Soviet Russia</li> <li>Increase sensitivity to the needs of special education students</li> </ul>
<b>Application Goal</b> <ul style="list-style-type: none"> <li>Apply existing skill or knowledge to familiar situation</li> <li>Apply new skill or knowledge to familiar situation</li> <li>Apply existing skill or knowledge to new situation</li> <li>Apply new skill or knowledge to new situation</li> </ul>	<ul style="list-style-type: none"> <li>Use existing knowledge of drama to enhance language arts course</li> <li>Use recently acquired knowledge of computers to enhance geometry class</li> <li>Use existing knowledge of drama to motivate students in a new dropout prevention program</li> <li>Use recently acquired knowledge of computers to challenge students in new thinking skills program</li> </ul>

**X. TYPES OF GOALS**

Annually, in most cases, the minimum number of goals for each teacher will be three. The goals can come from any of the five domains, but not two from the same domain, and should vary from year to year. A minimum of one goal from either the peer coaching or administrative coaching routes is to be included in the plan.

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There are many different types of goals.

**a) Singular**

A singular goal is one in which the individual teacher chooses to pursue his or her goal without the involvement of another teacher. A teacher who chooses the singular route, embarks on a quest for knowledge in developing new strategies, new materials, and or new expertise in an area related to furthering instructional competency and in delivering quality education to students. A teacher who chooses the singular method within the professional development route is obligated to complete a professional growth plan. This plan will outline the activities the teacher will complete during the school year.

**b) Coaching**

A coach is someone who will best help the teacher accomplish the growth plan goals. The teacher decides how a coach can best help. The teacher selects the coach, and determines the kind of coaching relationship. The coach will be someone who is helpful and supportive; someone the teacher can learn from and learn with. The teacher may choose to have more than one coach at the same time, or a series of coaches over a period of time. A school administrator may be chosen as a coach.

Although a coach will usually be a professional colleague, persons with other expertise may be more appropriate to meet the selected goals. i.e. a technology expert from school division offices, a University Professor.

An experienced teacher, skilled in self-analysis and self-direction may elect to work alone. In this case, a professional dialogue will continue with the school administrator.

*“Even champions need coaches.”*

-Madeline Hunter

There are several variations of peer coaching and administrative coaching.

**i. Reciprocal Peer Coaching:**

Two Teachers determine how they can help one another. Both need to know how to be a coach and give support. The two teachers may be working on similar growth plans, or may indeed be working on very different plans. For example:

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- two teachers want to improve their diagnostic skills to enhance literacy levels of their students.
- two chemistry teachers exploring the use of computer technology to simulate laboratory experiences for their students.

**ii. Team Coaching or Group Problem-Solving:**

In this form of coaching, a small group of teachers work together toward a shared goal.

Expertise is shared amongst the members of the group, and where necessary, additional resources are brought in for the whole group. For example:

- a group of math teachers work together to learn strategies related to a revised curriculum.
- a grade group works together to integrate multicultural concepts in their social studies program.

**iii. Consultative or Expert Coaching:**

A teacher who requires some specific help consults with a person with specific training or skills. For example:

- a teacher who wished to become more skilled in using computers is the classroom works in with a divisional technologist as one of his/her coaches.

**iv. Administrative Coaching:**

If the teacher has selected a principal or vice-principal as the coach, the relationship is one of teacher and administrative coach. The principal or vice-principal will work with the teacher to accomplish the objectives.

**c) Mentoring**

Mentoring is a professional relationship in which a new teacher receives support and assistance from an experienced teacher or a group of education professionals: teachers help each other. It could apply as well to tenured teachers who transfer to another school within the Division.

Mentoring differs from peer coaching in that a mentor addresses the specific needs of a new teacher or a teacher new to a school. A mentor provides knowledge, advice, skills, and support, and both parties gain through interaction, reflection, and experimentation.

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**XI. RECORDS**

- Formative evaluation records are the property of the teacher.
- The principal files an Annual School Report in September and submits it to the Superintendent's office.
- In June, the teacher completes a Professional Growth Summary Form and the Principal forwards this form to the Superintendent's Office for placement in the teacher's personnel file.

Formative evaluation 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.

As Madeline Hunter says:

- Great coaches plan their work.
- Effective teaching is never pure and simple.
- Supervision is decision-making.
- Specific feedback is the breakfast of champions.

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# APPENDIX

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The purpose of this Appendix is to provide a glossary of terms and additional resources for teachers and administrators.

## **Glossary**

**Adaptation** is the act of making changes in the teaching process or materials or in student products to help students achieve the expected learning outcomes.

**Assessment** is the systematic process of gathering information about what a student knows, is able to do, and is learning to do.

**Authentic Assessment** is an assessment of student performance that involves students in tasks that are worthwhile, significant and meaningful and occur in real-life contexts. Authentic assessment provides students with descriptions of expected performance levels and the criteria by which they will be evaluated.

**Balance** refers to instructional goals reflecting a balance among different types of learning. Some may represent factual knowledge or conceptual understanding. Others may include reasoning skills, social skills or communication. Still others may include dispositions, such as a willingness to listen to all points of view or taking pride in one's work. A single lesson may incorporate only a few types of goals; a longer unit generally includes balance.

**Checklist** is an assessment instrument used by an evaluator to record the presence or absence of specific concepts, skills, processes, or behaviours and attitudes that the teacher has pre-selected for observation.

**Collaborative Learning** is an approach to learning that stresses, in general, the importance of such factors as teamwork, interdependence, and interaction among students (small-group learning projects, cooperative learning, peer tutoring).

**Cooperative Learning** is a formal approach to collaborative learning in which students are placed into small groups or teams, based on the teacher's criteria, which work together at various times to achieve common learning goals.

**Diagnostic Assessment** is a highly specialized procedure. 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. This is important to know before developing and implementing a plan of intervention and collaborating with others to improve the student's learning.

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**Differentiated Assessment** involves a wide range of instruments for measuring the multidimensional expressions of each student's learning. The increasing diversity of students in our classrooms requires differentiated assessment. Assessment must be equitable and must offer opportunities for success to everyone.

**Differentiated Instruction** is instruction that acknowledges and responds to diversity among learners. It refers to the wide range of instructional strategies, techniques, and approaches used to support student learning and to help each student achieve high expectations and realize his or her potential. Differentiated instruction is concerned with establishing a supportive learning environment for all students and with meeting each student's learning requirements.

**Division or School Activities** include activities that enhance education for students. Major activities would include those that involve a large time commitment such as coaching a major sports team or chairing a major committee.

**Elements of Effective Instruction** involves using the principles of learning and seven questions of lesson design effectively.

**Evaluation** is the process of making judgements and decisions based on the interpretation of evidence gathered through assessment.

**Higher Level Thinking** involves the use of Bloom's taxonomy – a hierarchy of six levels of thinking complexity:

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

**Learning Style (Learning Modality)** supports the theory that individuals differ in the ways (modalities) they prefer to learn and/or learn most easily or effectively. Examples include preferences for auditory, visual, tactile, or kinesthetic learning experiences.

**Metacognition** means thinking about thinking. Metacognition involves awareness of and deliberation about one's thinking and learning processes and approaches: planning, monitoring, and evaluation.

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**Multiple Intelligences** include the following intelligences:

- Verbal Linguistic Intelligence
- Logical Mathematical Intelligence
- Interpersonal Intelligence
- Musical Rhythmic Intelligence
- Intrapersonal Intelligence
- Visual Spatial Intelligence
- Bodily – Kinesthetic Intelligence
- Naturalist Intelligence

**Observation** is an assessment process in which the teacher systematically observes and records information about student performance in order to evaluate what has been learned. A checklist is often used to record what has been observed.

**Outcomes** are the descriptions of the knowledge and skills that students are expected to know and be able to do at the completion of a course or grade in a subject area.

**Principles of Learning** (Madeline Hunter)

1. Retention – The ability to retrieve learned information from the memory bank; dependent on five factors (meaning, feeling tone, positive transfer, adequate degree of original learning, practice – massed/distributed).
2. Transfer – The connection of a new learning to past experience that has the potential to accelerate or impede acquisition of the new learning (similarity, association, degree of original learning, critical attribute).
3. Motivation – A state of need or desire that activates a person to do something that will satisfy that need or desire; controlled by six variables (level of concern, feeling tone, interest, success, knowledge of results, reward).
4. Rate and Degree of Learning – How quickly and how much a person learns. Fifteen factors that influence rate and degree are: order, length, complexity, meaning, whole vs. part, vividness, motivation, reinforcement, feeling tone, active participation, degree of guidance, knowledge of results, level of aspiration, schedule of practice, positive and negative transfer.
5. Reinforcement – An event that strengthens the immediately preceding behaviour.

**Representation of the Content** involves helping students understand new content. How content is presented, or represented, to students has enormous bearing on their understanding. Skilled teachers select examples and metaphors that illuminate the new ideas or skills, connecting new content to students' knowledge, interests, and a school's

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culture. Presentation of content can take the form of oral description, visual representation (through some type of graphic organizer), or teacher-led discussion.

**PDSA Cycle** is the total quality cycle of continuous improvement: plan, do, study, act.

**Rubric** is a fixed scale and specific set of criteria that describes what performance should look like at each point on the scale. Usually a rubric has between three to five levels.

**Seven Questions of Lesson Design (Lesson Structure)** (Madeline Hunter)

1. Anticipatory Set – How am I going to focus the learner on what I want him/her to learn?
2. Objective – What will the learner know and for what benefit or purpose?
3. Input – How will I give the learner the information that is needed to meet the objective?
4. Modeling – How am I going to show the learner what I mean?
5. Check for Understanding – How will I know that the learner understands what I am teaching?
6. Guided Practice – How much? How long? How often? How well?
7. Independent Practice – How much? Is it necessary?

**Standards** are the description of the expected level of student performance in relation to grade and specific outcomes. There are both Provincial and Divisional standards.

**Student Progress** includes both academic progress as well as social development, both of which are included on the student's report card.

**Technology** means the use of computers, Internet, graphing calculators, video, etc. as an integrated part of instruction.

**Three Phases of Learning** are used when preparing instructional plans and goals:

- Activating
- Acquiring
- Applying

**True Discussion** occurs when all students are engaged. The dialogue is not dominated by a few "star" students, and the teacher is not simply waiting for someone to provide the answer he/she has been looking for. Rather, all students are drawn into the conversation; the perspectives of all students are sought; all voices are heard.

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**Resources**

Books and articles many of which are available in the principal's office:

Brooks, Jacqueline Grennon and Martin G. Brooks (1993). *In Search of Understanding The Case for Constructivist Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Danielson, Charlotte (1996). *Enhancing Professional Practice: A Framework for Teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.

DiGiulio, Robert (1995). *Positive Classroom Management: A Step-by-step Guide to Successfully Running the Show Without Destroying Student Dignity*. Thousand Oaks, California: Corwin.

Fullan, Michael (1998). *Change Forces: Probing the Depths of Educational Reform*. Levittown, PA: Falmer Press.

Herman, Joan L. and Lynn Winters (1992). *Tracking Your School's Success: A Guide to Sensible Evaluation*. Newbury Park, California: Corwin.

Hunter, Madeline (1994). *Enhancing Teaching*. Don Mills, Ontario: Maxwell Macmillan.

Hunter, Madeline (1982). *Mastery Teaching*. El Segundo, CA: TIP Publications.

Jensen, Eric (1998). *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

Langford, David P. and Barbara A. Cleary (1995). *Orchestrating Learning with Quality*. Milwaukee, Wisconsin: ASQC Quality Press.

Lajoie, Gesele and Alyson McLellan and Cindi Seddon (1997). *Take Action Against Bullying*. Coquitlam, B.C.: Bully B'ware Productions.

Scott, Terrance M. and c. Michael Nelson (1999). Universal School Discipline Strategies: Facilitating Positive Learning Environments. *Effective School Practices*, 17(4), Spring: 54-64.

Sousa, David A. (1995). *How the Brain Learns*. Reston, VA: National Association of Secondary School Principals.

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Stiggins, Richard J. (1994). *Student-Centered Classroom Assessment*. Upper Saddle River, New Jersey: Prentice Hall.

Tomlinson, Carol Ann (1999). *The Differentiated Classroom: Responding to the Needs of All Learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Walker, Hill M. and Annemieke Golly (1999). Developing Behavioral Alternatives for Antisocial Children at the Point of School Entry. *The Clearing House*, Vol. 73, No. 2, November/December: 104-106.

Wong, Harry K. (1991). *The First Days of School: How to be an Effective Teacher*. Sunnyvale, CA: Harry K. Wong Publications

Manitoba Education and Training Documents:

- A Thinking Framework: Thinking Across the Curriculum
- Curricular Connections: Elements of Integration in the Classroom
- Evaluating Educational Practice
- Foundation for Implementation documents
- Individual Education Planning
- Reporting on Student progress and Achievement: A Policy Handbook for Teachers, Administrators and Parents
- Specific Subject Learning Outcomes documents
- Success for All Learners: A Handbook on Differentiating Instruction
- Vision to Action

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