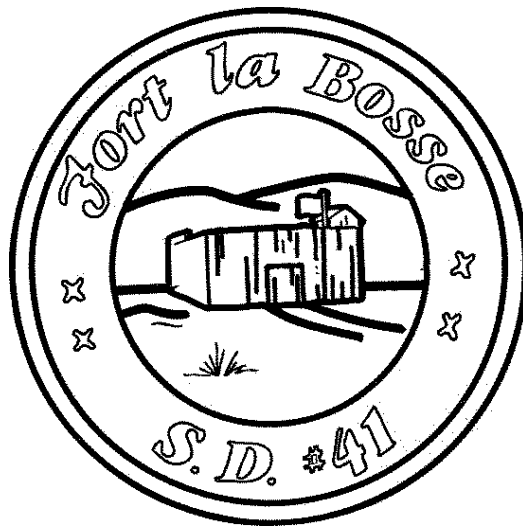


*Teacher Supervision
And Evaluation*



***FORT LA BOSSE SCHOOL
DIVISION***

May, 2001

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PHILOSOPHY

Teacher supervision in Fort La Bosse School Division is based on the premise that teachers want to improve their professional performance for the benefit of their students. It also rests on the belief that teacher professional development can improve the quality of instruction and therefore enhance student learning.

Fort La Bosse School Division recognizes that each teacher's needs are unique and that professional growth is best nurtured in collegial cultures where teachers value the support of colleagues and administrators. This teacher supervision policy is an invitation for individual teachers to grow towards excellence in teaching.

As a foundational document within this supervision policy, the ***Indicators of Effective Teaching*** (Appendix A) is intended to serve as a resource to assist personnel with assessment, evaluation, and planning for continuous professional growth.

Enacted effectively, this policy will both encourage professional growth and ensure organizational accountability. This will be accomplished by teachers and administrators working together.

To improve is to change; to be perfect is to change continuously.

- Winston Churchill

MISSION

The Fort La Bosse School Division is committed to working together with our communities to prepare students for the future by providing quality education and fostering lifelong learning in caring environments while making the best possible use of resources.

VALUES

The values that guide us are:

1. A responsibility to provide quality education for all students.
2. An openness to change that enables us to respond thoughtfully to the demands of the future.
3. An appreciation of and belief in the diversity, strength, and commitment of our communities.
4. An understanding of communities in their broadest sense; including staffs, parents, families, homes, businesses, cultures, as well as our students as partners in education.
5. A fostering of healthy self-esteem and high achievement in students so that they may become self-directed, responsible adults.
6. A respect for all people and their ideas which is demonstrated in all decisions, actions, and communications.
7. A desire for safe, caring environments that show an appreciation of the talents, strengths, and needs of our students.
8. An obligation to make the best possible use of all available and potential resources including the personnel, finances, and materials used to support education.
9. A desire for responsible citizens committed to lifelong learning for everyone: students, staff, parents, and all community members.

ACKNOWLEDGEMENTS

The following committee members are acknowledged for their significant efforts:

- Bob Chalmers, Principal, Virden Collegiate Institute
- Cliff Chutskoff, Superintendent, Fort La Bosse School Division
- Emma Lou Evanson, Coordinator of Curriculum and Student Assessment
- Jaclyn Evaschesen, Teacher, Fort La Bosse School Division
- Carl Johnas, Trustee, Fort La Bosse School Division
- Kathleen Kristjanson, President, Fort La Bosse Teachers' Association
- Brenda Lowes, Trustee, Fort La Bosse School Division
- Allan McAulay, Vice-Principal, Virden Collegiate Institute
- Bob Senff, Teacher, Virden Collegiate Institute
- Jim Skelton, Trustee, Fort La Bosse School Division
- Donnela Wheelans, Teacher, Goulter School
- Laura Wright, Teacher, Virden Junior High School

***“We judge ourselves by what we feel capable of doing.
Others judge us by what we have done.”***
- Henry Wadsworth Longfellow

OPERATIONAL PROCEDURES

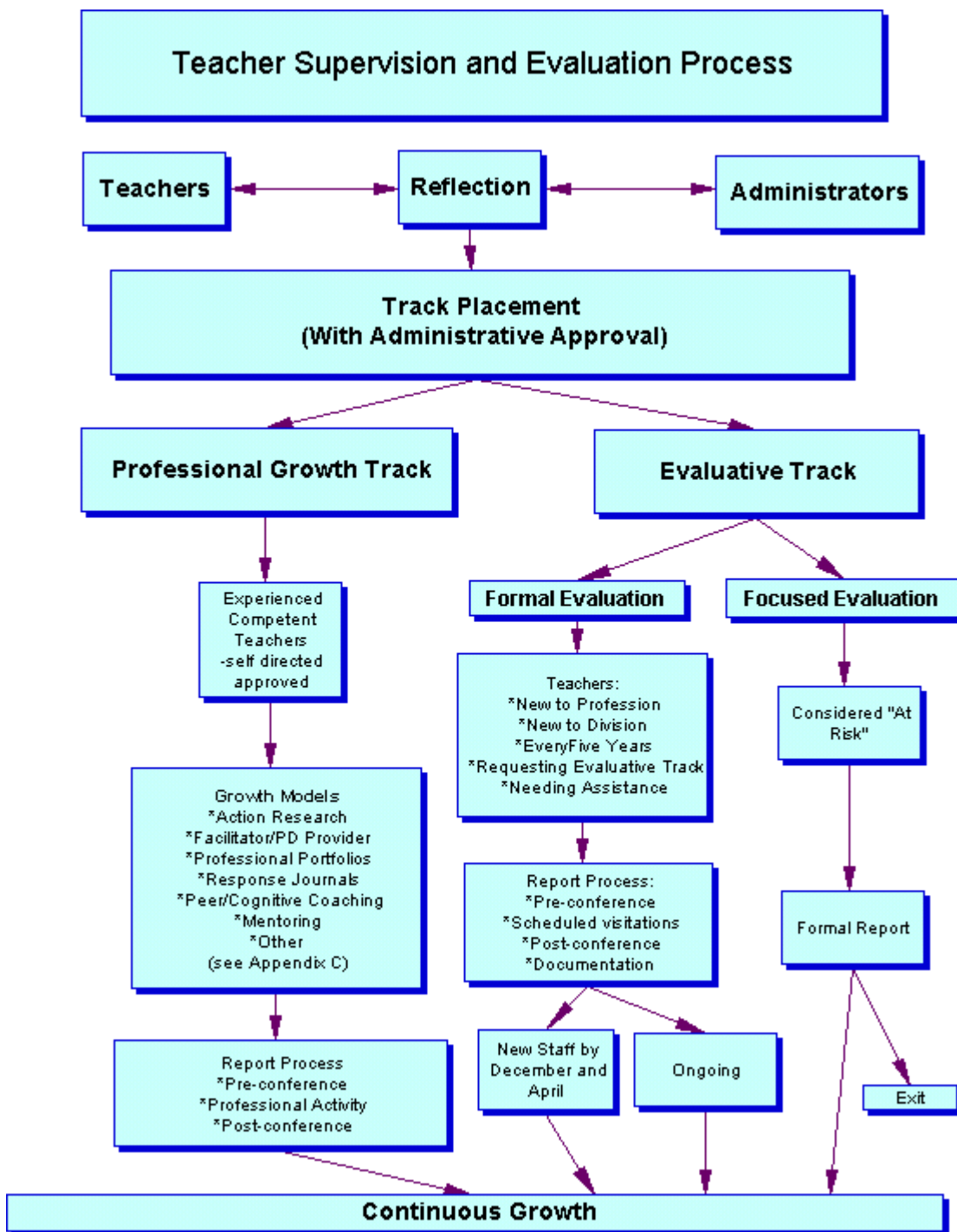
Principles:

For all teachers, the supervision process must vary according to individual needs and circumstances. Accordingly, this supervision guide proposes several options:

- Teachers and administrators will work collaboratively to determine the most appropriate supervision/evaluation experience.
- Experienced, competent teachers in stable environments will usually choose from several options within the Professional Growth Track.
- It is understood that where mutually acceptable to both the teacher and the administrator, other individuals may play a role in the supervision/evaluation process.
- First year teachers and teachers new to the division will be placed in the Evaluative Track.
- Experienced teachers in challenging situations may be placed in the Evaluative Track.
- Supervision/Evaluation experiences for teachers on term contracts will be carried out at the direction of the principal.
- All teachers will be placed in the Evaluative Track at least once every five years.
- Teachers may request participation in the Evaluative Track at any time.
- Teachers needing assistance will work closely with administration and may be placed under “Focused Evaluation” within the Evaluative Track

“The most powerful form of learning, the most sophisticated form of staff development, comes not from listening to the good words of others but from sharing what we know with others. By reflecting on what we do, by giving it coherence, by sharing and articulating our knowledge we make meaning, we learn.

-Barth



PROFESSIONAL GROWTH TRACK

Principles:

As an alternative to formal evaluation, teachers, in consultation with the school administration, may decide to embark upon the professional growth track. Depending upon their individual needs and goals, a number of possible routes are available.

Teachers need to become familiar with the many models presently in use. They may, however, decide upon and develop a model of their own choosing. The key ingredient is the communication between teachers and administrators. The end result is a meaningful plan for teacher professional growth.

School administrators are required to provide a climate conducive to the professional growth of teaching staff. An atmosphere of trust and encouragement is essential. Collaboration in the development and final approval of the teacher growth plan is an integral part of the whole process. Administrators must be willing to provide ongoing feedback and final evaluation of the plan's effectiveness.

Roles and Responsibilities of Teachers:

Given:

- Teachers are most aware of their individual and professional growth needs.
- Teachers are committed to their professional growth.

To this end, teachers will:

- reflect on their needs, goals and objectives.
- become knowledgeable of different alternatives to professional growth.
- familiarize themselves with Divisional and school plans/objectives so that professional growth plans tie into large plans.
- develop a plan for professional growth.
- meet with their school administrator in September to establish and review the written plan.
- consult with coach/mentor where appropriate.
- implement an appropriate plan.
- engage in on-going reflection.

- review and assess the plan in June.
- reflect on accomplishments and future needs.
- celebrate and share the growth.

Roles and Responsibilities of School Administrators:

Given:

- Administrators must play a major role initiating, developing, implementing and sustaining a professional growth model.
- Administrators must have a working knowledge of the alternatives to the evaluative model.
- There must be an acceptance of the fact that the goal of this multi-track model is to improve instruction and to promote the personal and professional growth of teachers.

To this end, administrators will:

- actively engage in developing a climate, which will promote professional growth.
- authentically model this professional growth plan.
- attempt to provide resources, financial and otherwise, which will enable teachers to enter this system with the assurance of support.
- enable the teacher to meet his/her goal.
- be prepared to provide clear and specific feedback to the teacher.
- follow the procedure for forwarding the written report to the superintendent.

Roles and Responsibilities of the Superintendent and Trustees:

Superintendent-

Given:

- The superintendent will recognize and value the positive educational importance of the professional growth model.
- The superintendent must have a working knowledge of the various professional growth alternatives.
- The superintendent must be prepared to receive, assess, and respond to comments, recommendations, and suggestions forwarded as part of this process.

To this end, the superintendent will:

- model professional growth.
- support and provide the means to deliver divisional professional development in-service opportunities to administrative staff and teachers.
- encourage and foster professional growth opportunities for administrators and teaching staff.

Trustees-

Given:

- Trustees support the concept of on-going, authentic professional development.
- Trustees will continue to encourage and promote professional growth opportunities among teachers.

To this end, trustees will:

- Work with the superintendent to provide a collegial and supportive atmosphere in which the professional growth model is central to teacher supervision and evaluation.

Suggested Timelines:

September: Teacher and school administrator meet to discuss the Professional Growth Plan alternatives.

October: The plan is developed and confirmed.

October to June: The plan is implemented. There is on going consultation and feedback.

April: Teacher and school administrator meet for year-end review.

June: Report is written and submitted.

We need to celebrate our diversity and cultivate the aptitudes our teachers possess.

EVALUATIVE TRACK

Principles:

It makes sense that the Evaluative Track continues to be used as a means of promoting professional growth, teacher effectiveness, and accountability. This is a model that effectively addresses the importance of the ever-changing role of the classroom teacher. An important strength of this model is that it directly involves teachers in decisions about the purposes and expected outcomes of the evaluation. It acknowledges competence, reinforces the importance of the relationship between an administrator and a teacher and promotes constructive communication. The evaluative model recognizes the positive legitimacy of informal and formal classroom visitations, allows for pre- and post-conference interviews and concludes with a formal summative report, which includes plans for future professional development.

Teachers new to the Division as well as permanent staff who are involved in the Evaluative Track will meet with their school administrator early in the first term to discuss his/her evaluation following the *Indicators of Effective Teaching* document that forms part of this policy.

Teachers New to the Division :

All non-tenured and tenured teachers new to the Division will be formally evaluated by the following dates during the initial year:

December 1st – a brief written report is submitted
April 1st – a full summative evaluation is due

The purposes of this process are to:

- assess competence levels.
- determine tenure for non-tenured teachers.
- encourage and promote educator growth.
- promote positive interpersonal staff relationships.
- foster contributions to the Division/school philosophy.

To reduce isolation and the feeling of being overwhelmed, new teachers are encouraged to seek a professional mentor in consultation with administration.

Experienced Teachers:

For experienced, competent teachers, Division policy requires that all teachers participate annually in the supervision process outlined in the “Professional Growth Track”.

Once every five years, all teachers will participate in a “formal evaluation” process within the “Evaluative Track” as outlined below. Teachers may request to participate in a “formal evaluation” process more frequently.

For tenured teachers deemed to be struggling and requiring assistance, a “focused evaluation” will be initiated, conducted and concluded according to the recommendations of the administration.

Formal Evaluation:

This model is designed for teachers:

- new to the profession.
- new to the Division.
- in need of assistance.
- who request it.
- teachers in the fifth year of the five year cyclical process.

This sequential process assumes that there is a sequence of conferences and follow-ups prior to the production of a final summative report. The process includes:

- 1) creating an atmosphere for supervision.
 - discuss issues
 - identify areas for feedback
 - discuss the class
 - arrange for a visit

- 2) visitations.
 - observe and record data
 - note strengths
 - note concerns
- 3) a plan for post-visit conference.
 - organize observations
 - develop several objectives from issues
- 4) a post-visit conference.
 - * *At this point it may be decided to move the evaluative process to “focused evaluation”*
- 5) follow-up, setting goals, monitoring progress.
- 6) an evaluation conference.
- 7) writing a formal summative report.
- 8) summative report conference.

Focused Evaluation:

This model is designed for teachers:

- considered “at risk”.
- in need of immediate assistance.
- identified by immediate administrator(s).

This sequential process includes:

1) *Initial Step – Formal Notification in Writing-*

- letter to teacher from administrator which will outline:
 - required areas of improvement.
 - suggested corrective measures and strategies.
 - assistance available.
 - an established timeline for improvement.
- copy of letter shall be submitted to superintendent.

2) *Step Two – Evaluation Process-*

- Administrator(s) evaluating shall use following procedures:
 - pre-conference discussions
 - formal visitations
 - post visit conferences
 - submission of written reports
- In accordance with established timeline; the administrator(s) will write a summative report based on data collected.
- The summative report will include:
 - reports of each area identified as needing improvement.
 - recommendation whether or not the teacher will return to regular supervision, continue under focused evaluation or be terminated subject to contractual and statutory rights.
- The summative report will be submitted to the superintendent.
- Other evaluators may be called in for assistance.
- Any secondary evaluation reports will be submitted to the primary administrator evaluating.

3) *Final Step – Appeal Process:*

- Teachers wishing to appeal recommendations made by the administrator evaluator shall have the right of appeal to the superintendent.
- Teachers wishing to appeal recommendation made by the superintendent shall have the right of appeal to the Board of Trustees.

RECORD KEEPING

Records in the Professional Growth Track:

- All records in the professional growth track are the property of the teacher. The growth plan and a self-evaluation may be placed in the personnel file at the teacher's discretion.
- A copy of the professional growth plan will be left with the school administrator to allow for administrative monitoring and for ongoing dialogue. It is understood that the Superintendent may ask to monitor teacher progress on the Professional Growth Track initiatives identified in the school summary sheet.
- The plan is returned to the teacher at the end of the school year.
- The principal files an annual report, usually in September, indicating the teacher's track placement, with the Superintendent's department.

Records in the Evaluative Track:

- Teachers may request written feedback from informal observations.
- Teachers will receive, sign and may make comment on written feedback from formal observations.
- Teachers will receive, sign and may make comment on the summative evaluation.
- A copy of the summative evaluation along with a copy of all written reports of formal evaluations will be placed in the teacher's personnel file at the Board Office.

Records In "Focused Evaluation":

- Documentation shall be kept of all visits, conferences, recommendations and other pertinent information. All reports of informal and formal observations should be dated, signed by the supervisor and the teacher concerned. The teacher may include comments in writing. A summative report will be sent to the Superintendent.

Appendix A

INDICATORS OF EFFECTIVE TEACHING

FOREWARD

The following document has been produced by a committee of dedicated individuals interested in enhancing the education of students in Fort La Bosse School Division. The overriding objective of the committee's efforts has been to revamp the division's "Teacher Supervision and Evaluation Policy". It is the committee's hope that the revised policy will reflect what this school division believes is important in quality teaching and learning.

While struggling with the larger objective of policy review in the area of teacher evaluation, the committee concluded that it was critical to first try to attempt to define "what effective teaching would look like." This booklet is the result of those efforts.

It is important to note, however, that the concepts reflected in the following pages cannot be the final and definitive statement on indicators of effective teaching. Everyone in the field of education is acutely aware that the "teaching/learning situation" is too complex an entity to be defined completely in several pages of text. The factors described are all interconnected, and in a real "teaching/learning situation" the lines between the areas of focus will by necessity become quite blurred.

Even more importantly, it is the committee's hope that the sharing of this booklet with a larger audience of "stakeholders" will lead to an even more complete dialogue on the issue of effective teaching, and a document that itself will improve and grow as a result.

Nevertheless, the committee believes that the *Indicators of Effective Teaching* will prove to be an important document for educators committed to the process of ongoing professional growth.

"Education is not the filling of a pail, but the lighting of a fire."

- William Butler Yeats

INTRODUCTION

The following indicators of effective teaching have been organized around three large themes or “**standards**”. In considering the organizational structure, and through the review of various resources documenting the area of effective teaching indicators, it became clear to the committee that there were many ways to “place meaning” around this topic. The organizational structure presented here by the committee is the one around which consensus was found. Please note that the committee fully recognizes that other conceptualizations could prove just as purposeful. It is the committee’s wish that the following standards and “**indicators**” will prove effective as a “springboard”. After a review of this booklet, it is hoped educators will engage in a much richer and complete dialogue that will define, in a personal way for specific participants, a process of continuous growth toward excellence in teaching and learning.

The above comments are certainly also true, perhaps even more clearly, for the expressions of “**evidence**” within the various indicators. In specifying examples of evidence, *it is essential that the reader not assume that the “evidence list” is complete and all encompassing.* That would be an impossible task. The “evidence” listed throughout this booklet will serve its purpose if it helps to bring to light the possible “tangible record” of meeting a listed indicator of effective teaching.

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STANDARD ONE: CLASSROOM CLIMATE

Definition:

The first listed standard describes the characteristics of the physical and emotional “home” of the learning, the classroom itself. In a sense, this standard is the one that provides the most “tangible” evidence of what is being taught and what is being learned. This standard attempts to define a very rich and dynamic situation in some specific and observable ways.

Indicator #1:

“ The teacher maintains an inviting classroom that promotes learning.”

Evidence—

- Maintains a safe, organized, and attractive classroom.
- Reports safety and cleanliness concerns.
- Displays current student work.
- Provides space for each student.
- Displays products of units being taught.
- Provides a variety of hands–on materials.
- Invites student feedback.

Indicator #2:

“ The teacher models the treating of others with respect and dignity.”

Evidence—

- Shows respect to students through tone, voice, gestures, and actions.
- Uses appropriate language.
- Guides students in the development of a definition of “respect”.
- Expresses concerns individually and without audience.
- Treats other adults with respect.
- Deals with issues promptly and discreetly.
- Promotes cooperation.
- Displays sensitivity to the physical and emotional needs of students.
- Takes appropriate action to respond to students’ physical and emotional needs.

Indicator #3:

“The teacher maintains behavioral expectations which emphasize personal responsibilities and respect.”

Evidence—

- Uses student input in development of expectations for classroom behaviors for student and teacher.
- Communicates expectations for classroom / school-wide behaviors for students to parents.
- Follows with appropriate actions the school’s “Code of Conduct”.
- Meets with parents to explain expectations, consequences, or plans of action as needed.
- Engages in and documents home contacts.
- Provides for special recognition of students.

Indicator #4:

“ The teacher reinforces appropriate student behavior and academic success.”

Evidence—

- Engages in parent/teacher/student conferences.
- Provides positive rewards.
- Notifies parents of child’s progress and behavior.
- Writes comments to parents/students on report cards.
- Uses the school newsletter or other media to recognize student achievement.
- Praises students verbally.
- Develops a system to recognize positive student actions.
- Distributes certificates of recognition.
- Comments positively on student work.
- Creates a variety of ways for student work to be displayed or published.
- Plans for celebrations of student success.

Indicator #5:

“The teacher plans procedures for the effective utilization of time and materials.”

Evidence—

- Organizes storage and distribution of instructional materials.
- Develops routines for transition times.
- Is familiar with emergency procedures.

STANDARD TWO: INSTRUCTION

Definition: This standard describes behaviours and actions that speak more to the professional actions of effective teachers. Certainly, the classroom and other environments will bear “evidence” of attention to this standard, but various behaviours described here may also be more personal and individual.

Indicator #1:

“The teacher organizes for effective instruction.”

Evidence—

- Assesses each student’s readiness and abilities.
- Prepares daily and long-range plans carefully.
- Assembles necessary materials in advance.
- States or implies definite learning outcomes for lessons
- Reflects provincial curricular outcomes in teaching.
- Addresses the interests and abilities of individual students when planning and instructing.
- Identifies the purpose, key concepts, and main ideas in lesson plans.
- Provides opportunities for students to develop independence in learning.
- Uses differentiated instructional strategies to adapt learning experiences to the diverse needs of students.
- Ensures that all students use classroom learning time effectively.
- Provides for students requiring “individual education plans” or modified/adapted programming.
- Plans for appropriate instructional experiences during times of teacher absence from the classroom.

Indicator #2:

“ The teacher assesses and evaluates student learning.”

Evidence—

- Uses a wide variety of formal and informal assessment and evaluation techniques that are appropriate to curricular and instructional strategies.
- Adheres to the “Principles of Fair Student Assessment Practices” as required by Manitoba Education and Training.
- Ensures that assessment and evaluation corresponds to learning outcomes.
- Establishes explicit, measurable criteria on which assessment and evaluation is based.
- Assesses student work regularly and provides appropriate feedback.
- Adapts assessment and evaluation practices to meet student needs.
- Maintains current and accurate records of student progress.

Indicator #3:

“The teacher demonstrates effective teaching strategies and skills.”

Evidence—

- Outlines assignments and activities clearly.
- Stimulates students to think and respond creatively and critically.
- Creates opportunities for students to articulate and evaluate their own ideas and experiences.
- Uses questioning strategies to stimulate all levels of thinking.
- Provides explanations appropriate to the developmental level of the students.
- Makes appropriate use of a variety of materials and resources.
- Provides many different opportunities for students to succeed.
- Uses a variety of instructional methods to achieve learning outcomes.
- Uses problem solving, simulation, and modeling to relate learning to everyday situations.

Indicator #4:

“The teacher demonstrates knowledge of current curricula in assigned teaching areas.”

Evidence—

- Knows the outcomes as expressed in the applicable curricula and support documents in each subject area taught.
- Respects the scope and sequence for each subject area taught.
- Incorporates the “Foundational Skill Areas” (literacy and communication, problem solving, human relations, and technology) in lesson planning.
- Recognizes curricula as a tool to maximize each student’s learning potential through differentiation.
- Uses a variety of primary and supplementary resources to assist in effective teaching.

***“Successful people believe in the validity of their own dreams and goals, even if dreams are all they have to go on.” –
Dennis Waitley***

STANDARD THREE: PROFESSIONAL

Definition: The “Professional Standard” describes the behaviors of teachers that promote a respect for the professional responsibilities of being a teacher.

Indicator #1:

“The teacher collaborates with others to enhance learning.”

- Follows the guidelines and directions articulated by the Department in curricular and foundational documents.
- Adheres to the policies of the school division.
- Invites colleagues to monitor the teaching and learning environment of his/her classroom.
- Plans and shares resources with colleagues.
- Seeks assistance from a variety of sources.

Indicator #2:

“The teacher behaves in a manner consistent with the expectations of a professional educator.”

Evidence—

- Strives for the continuous improvement of his/her teaching effectiveness.
- Participates in school decision-making about goals, instruction, and accountability.
- Practices punctuality and efficient use of time.
- Engages in purposeful self-appraisal of professional skills.
- Attends appropriate professional development experiences.
- Is aware of current programs, practices, and activities within the school.
- Respects the confidentiality of professional information.
- Develops an awareness of the knowledge and skills necessary to be an effective teacher.
- Keeps informed of current trends and practices in education.
- Seeks out and tries new ideas.
- Incorporates research findings into teaching practice where appropriate.

References:

Waynesboro Public Schools Personnel Evaluation Process. Waynesboro Public School Division (July, 1996).

Indicators of Effective Teaching. Regina Public School Division (June, 1991).

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

Assessment: The systematic process of gathering information on an on going basis using a variety of assessment tools and strategies.

Code of Conduct: A document created by a school that describes the expectations of student behaviour and the consequences when the expectations are not met.

Differentiated instruction: Instruction that acknowledges and responds to the diversity among learners, using a wide range of instructional strategies to support student learning and help each student realize his/her potential.

Evaluation: A process of summarizing and interpreting assessment information and making informed judgments concerning the attainment of standards and the identification of further learning needs.

Formative assessment: A process of on going assessment designed to monitor progress and improve teaching and learning by providing feedback to the students and the teacher on student achievement relating to the outcomes.

Indicator: An index or sign of a particular activity.

Individual Education Plan (I.E.P.): A written document developed and implemented by a team outlining a plan to address the individual learning needs of a student.

Modification: The altering of the number, essence and content of the curricular outcomes that a student is expected to meet in a course of study.

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

Stakeholder: Anyone who has a personal stake in a particular activity.

Standard: Level or degree of excellence considered as a goal or as adequate; model.

Action Research:

Action research is a systematic means of collecting and analyzing data with the intent of improving a particular system. It is a focused study conducted by one or several colleagues in a school setting initiated to facilitate improved instruction.

Action Research involves...

- Selecting a focus
- Collecting data
- Organizing data
- Analysis and interpretation of data
- Implementing – taking action!

Types of Action Research:

- Individual teacher research to effect change in a classroom
- Collaborative research to generate information which will create changes in one or more classrooms
- School-wide action research analyzing data which will lead to a divisional consensus and a plan for change

ACTION RESEARCH
“LET’S STUDY! LET’S IMPROVE!”

Facilitator/Professional Development Provider:

As a facilitator/professional development provider, a teacher has many opportunities for professional growth.

Some examples of PD providers/facilitators:

- Pathfinders in curriculum areas
- Facilitators for grade level or subject area groups
- Professional development provider at the school, divisional, regional, or provincial level.

Mentoring:

Mentoring is a professional relationship in which a new teacher (new to the profession, subject area, grade level, etc.) receives support and assistance from an experienced teacher or group of educational professionals.

Mentoring is about teachers helping teachers. Mentoring addresses the specific needs of teachers new to a school, grade level, or curriculum area by the mentor providing knowledge, advice, skills, and support. Mentoring exists only as long as both of the teachers derive mutual benefit and continue to grow in the professional relationship.

Advantages of Mentoring-

➤ *To the New Teacher:*

➤ At the initial stage of a new teacher's career, stress is usually related to inexperience and uncertainty. As mentors, experienced teachers can provide assistance with classroom management, lesson planning, school routines, instructional skills and strategies.

➤ *To the Teacher New to a School or Grade Level:*

Teachers who transfer to another school, especially if the assignment is also at a different level, may find it beneficial to have a mentor to assist with the new school routines and also provide and share ideas on how to teach the new assignment.

➤ *To the Mentor :*

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

Peer/Cognitive Coaching:

Cognitive Coaching is a confidential partnership between two educational professionals which operates in the context of trust and mutual support and whose goals include:

- Deepening collegiality
- Increasing professional dialogue
- Examination and reflection of teaching practices
- On-going refinement of teaching practices

Coaching may or may not be reciprocal in nature depending on the desired growth outcome that the teacher chooses.

Good Coaches:

- Are effective communicators
- Believe their colleagues are capable and caring
- Are eager to share information
- Strive to improve their coaching skills
- Are trusting and trustworthy
- Are flexible and open-minded
- Are responsible and conscientious
- Have respect for differences
- Are culturally sensitive and aware of different learning styles

The Advantages of Coaching:

- A better understanding of teaching
- Improved self-analysis skills
- Enhanced sense of professional skill
- Renewal and recognition
- Increases sense of efficacy
- Improved teaching performance
- Expanded repertoire of instructional strategies
- Reduced isolation
- Increased student growth

A Coaching Relationship is...

- Collegial not competitive
- Professional not social
- Specific not general
- Confidential not public
- Assisting not assessing
- Dynamic not static

Professional Portfolio:

A professional portfolio provides a unique portrait of the educator at different stages in his/her career. The teacher's involvement in education is reflected in the collection of data which might include a resume, goal and philosophy statements, correspondence, professional development sessions attended, workshops delivered, and more. The contents are personally designed to give a unique view of the individual's talents and interests. The focus is on personal and professional growth.

The contents encourage discussions with other colleagues about teaching and professional activities. These and other interactions may lead to long-range planning which could further enhance teaching practices, and foster a desire for continuous improvement. Research indicates that self-determination has a positive impact on professional growth.

What could go into a portfolio?

- Statement of goals/beliefs
- Photographs
- Professional development plan
- Examples of student products
- Videotapes
- Audio tapes

Who will see the portfolio?

- Anyone you choose to share it with
- Colleagues
- Administration

What are the benefits?

- Reflection
- Raises consciousness as to what we are doing and why
- Encourages long-range planning/defines goals
- Documents what we do
- Helps to see what works and what doesn't
- Encourages self-evaluation

“Whether or not we know ourselves better than anyone else does, our portfolios give us the opportunity to know ourselves better.”

J. Hansen

Response Journals:

A response journal is a diary, log, or journal, in which an educator notes feelings, questions, concerns, important issues, and other personal observations on an ongoing basis.

It is shared with a self-selected partner who responds in writing as a coach or mentor.

Appendix D

Supervision/Evaluation Yearly Action Plan

Evaluation Track Form

Conference Sheet Form

Annual School Report Form



**FORT LA BOSSE SCHOOL DIVISION # 41
SUPERVISION / EVALUATION
YEARLY ACTION PLAN**



At the beginning of each school year, this form is to be completed by teachers. One copy remains with the teacher and one copy with the administrator. At the end of each school year, the administrator's copy is returned to the teacher or, if requested by the teacher, placed in the teacher's school file and/or forwarded to the Division Office for placement in the teacher's personnel file.

Teacher _____ **Coach/Mentor** _____

Position _____ **Administrator** _____

School _____ **Approval Date** _____

TRACK ROUTE

Professional Growth Track: (Please indicate which process(s) will be used.)

- | | | |
|--|--|------------------------------------|
| <input type="checkbox"/> Peer Coaching | <input type="checkbox"/> Action Research | <input type="checkbox"/> Other |
| <input type="checkbox"/> Administrative Coaching | <input type="checkbox"/> Response Journal | <input type="checkbox"/> Mentoring |
| <input type="checkbox"/> Professional Portfolio | <input type="checkbox"/> Facilitator/PD Provider | |

Evaluative Track: (Please indicate which process applies.)

- | | |
|---|--|
| <input type="checkbox"/> Five Year Cyclical Process | <input type="checkbox"/> New to Profession |
| <input type="checkbox"/> New to Division | <input type="checkbox"/> Needing Assistance |
| <input type="checkbox"/> Teacher Request | <input type="checkbox"/> Teacher/Administrator Request |

GOAL: _____

OBJECTIVES: _____



YEARLY ACTION PLAN: Professional Growth Track (continued)



STRATEGIES: _____

EXPECTED STUDENT OUTCOMES:

INDICATORS OF SUCCESS (YEAR - END REVIEW):

At the teacher's request, this copy has been:
 returned to the teacher
 placed in the teacher's file in the school
 placed in the teacher's file in the Division Office

Teacher's Signature Date of Year-End Review Administrator's Signature Page 2 of 2



**FORT LA BOSSE SCHOOL DIVISION # 41
SUPERVISION / EVALUATION
CONFERENCE SHEET**



This form is to be used by teachers, coaches, mentors, and administrators to record information relevant to the conferencing process: Pre-Conference, Observation/Activity, and Post-Conference.

When used with teachers in the Professional Growth Track, **all copies** are the sole property of the teacher.

When used with teachers in the Evaluative Track, the teacher and the administrator retain a copy.

Date: _____

Teacher: _____

Grade/Subject: _____

Coach/Mentor/Administrator: _____

Track: _____

School: _____

Conference Notes

(Coach/Mentor/Administrator's Signature)

(Teacher's Signature)



**FORT LA BOSSE SCHOOL DIVISION # 1
SUPERVISION / EVALUATION
ANNUAL SCHOOL REPORT**



SCHOOL: _____ **REPORT PERIOD:** _____

to _____

PRINCIPAL: _____ **VICE PRINCIPAL** _____

(Principal's signature)

Teacher's Name	Professional Growth Track						Evaluative Track				
	P.C.	M.	A. R.	R.J.	P.P.	P.D.	N. A.	N.D.	R.	5 Yr.	F.E.

- P.C.** Peer/Cognitive Coaching
- M.** Mentoring
- A. R.** Action Research
- R. J.** Response Journals
- P. P.** Professional Portfolio
- P. D.** Facilitator/P.D. Provider

- N. A.** Needing Assistance
- N. D.** New to Division/Profession
- R.** Teacher/Administer Request
- 5 Yr.** 5 Year Cyclical Process
- F.E.** Focused Evaluation