

# **Professional Growth**

in

Red River Valley  
School Division

Revised June 2004

## **Acknowledgments**

This document is the result of a cooperative effort between The Red River Valley School Division (RRVSD) Board of Trustees (the Board) and members of The Red River Valley Teachers' Association (RRVTA).

## **Documents Reviewed During This Policy Development Process:**

- "Supervision for Growth" - North York Schools
- "The Professional Growth Model 1995" - Seine River S.D. #14
- "Supervision for Growth for Teachers" - Frontier S.D. #48
- "Working Together for Professional Growth 1992" - Pembina Valley S.D. #27
- "Teacher Supervision Policy" - Western S.D. #47
- "Teacher Supervision Policy" - St. Boniface S.D. #6
- "A Guidebook to the Evaluative Track" - St. Boniface S.D. #6

## **History**

The Education Committee of the Board identified a need for an improved method of teacher supervision. The M.M.T.A. was contacted and volunteers were sought to serve on the Professional Growth Committee. On June 6th, 1995, the Professional Growth Committee members held their first meeting. Objectives were agreed upon and reading material was distributed. The committee reconvened September 26th, 1995 to draft belief statements, to discuss background information for teachers, and to develop an implementation plan. Also discussed was the need for more administrator representation. At the October 25th, 1995 M.M.T.A. General Meeting, members were given a progress report on the actions of the committee. The committee drafted the rest of the document on November 28th, 1995 and December 4th, 1995. The document was distributed to committee members, administrators, trustees and the M.M.T.A. Executive for review during January 1996. This draft was circulated to all schools in M.M.S.D. #19 for review by staff on January 31st, 1996. The Professional Growth Committee reviewed comments and revisions on March 7th, 1996. The document was distributed to all pilot teachers and schools in April 1996. The committee reviewed further recommendations for revision in November 1996 and February 1997. The document was revised, and then distributed to all staff in August 1997.

Subsequently, the Professional Growth Committee, comprising some former and new members, met on October 11, 2000 to discuss the need for revisions to the April 1997 document. A temporary addendum was drafted and finalized at that meeting. This addendum addressed the needs of the adult education sites that have joined M.M.S.D. #19 since 1997. Two subcommittees were formed to update and revise the document, one for teachers and one for administrators.

The Professional Growth Committee, consisting of representatives from the Teachers, The Board of Trustees and the Teachers' Association, met again in the Spring of 2003 to revise the manual.

Further revisions continued until June 2004.

## **Timeline**

1. The draft copy was made available to all schools on February 1st, 1996.
2. M.M.S.D. #19 staff reviewed the document.
3. The Professional Growth Committee met March 7, 1996 to make final revisions.
4. Final draft of the document was prepared by April 1, 1996.
5. Pilot participants were inserviced on April 29, 1996.
6. Professional Growth was piloted in 1996-97.
7. The Professional Growth Committee reviewed the document and suggestions for revision from pilot schools in April 1997.
8. The document revisions were completed and distributed to all teachers in August 1997.
9. A Divisional inservice was planned for April 28th, 1997. (April inservice was cancelled due to flood and rescheduled to August 25, 1997.) The Professional Growth Model was presented to all staff, with optional participation for the 1997-98 school year.
10. On August 27, 1998, a half-day inservice was held on implementing Professional Growth. Professional Growth became compulsory at that time.
11. On October 11, 2000, the Professional Growth Committee met to draft and finalize an addendum for the adult learning centres. Subcommittees of administrators and teachers met during the 2000-2001 school year to update and revise the document.
12. As a result of the amalgamation of Morris-Macdonald School Division and Red River School Division, the Professional Growth model was implemented for Red River School Division teachers in 2001-2002.
13. As of September 2002, a "Clinicians Performance Review Assessment Tool" was included in the document.

### **The Professional Growth Committee (1995-2000)**

Lorne Bergstresser, Ron Buzahora, Judy Danchura, Louise DeGueldre, Janice Harrison, Bert Kornelson, Steve Lawrie, Ingrid Loepp, Allyson Matczuk, Larry McCrady, Ross Murison, Joanne Rempel, Terry Serediuk

### **The Professional Growth Committee (2000-2001)**

Judy Danchura, Louise Evans, Steve Lawrie, Ingrid Loepp, Pat MacDonald, Linda Parker, Shirley Preusentanz, Angela Tascona

### **Professional Growth for Administrators Sub-committee (2001)**

Bill Bumstead, Allan Dickson, Steve Lawrie, Gerhard Sommerfeld, Angela Tascona

### **The Professional Growth Committee (2002-2003)**

John Bergmann, Phillippe Dufort, Marnie Erb, Lorraine Franz, Pauline Lafond-Bouchard, Ingrid Loepp, Geoff Robson, Dave Schmidt

### **The Professional Growth Committee (2003-2004)**

Kelly Barkman, Phillippe Dufort, Marnie Erb, Ingrid Loepp, Suzanne Remillard, Geoff Robson, Linda Strachan

<p><b>A Professional Growth model of supervision offers educators possibilities for personal and professional growth.</b></p>
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**\*Note – All references to Teachers include Clinicians.**

# **Section One: Professional Growth For Teachers**

## **Philosophy**

**Professional Growth** describes a desirable, necessary and ongoing process that promotes teacher growth. Individuals are encouraged to make decisions regarding their own professional and personal development. Professional growth has an impact on everyone in the educational system and is more likely to occur when fostered by a collaborative school climate.

## **Belief Statements**

**Professional Growth for teachers is based on the following beliefs:**

1. Teachers are responsible, professional educators dedicated to the academic, social, physical and emotional development of their learners.
2. Teachers recognize that learning is a lifelong process and accept personal responsibility for improving their professional competence.
3. Appropriate encouragement, training and professional development are necessary for teachers and administrators to implement Professional Growth.
4. Teachers can benefit from a climate in which they are free to try new ideas and methods in an open, secure atmosphere where they can take risks.
5. Professional growth can best be enhanced through a collegial support system that values growth activities and provides moral support for teachers.
6. The goal of supervision is both the overall professional growth of teachers and the enhancement of their performance for the benefit of their learners and staff.
7. Expectations of Professional Growth should be clearly described and reviewed by teachers and administrators on a continuous basis.
8. The Red River Valley School Division accepts the obligation to provide appropriate training and professional development for teachers.
9. Professional growth is most effective when it is self-directed.
10. Professional growth improves the quality of instruction and enhances learning.
11. All teachers benefit from professional growth.

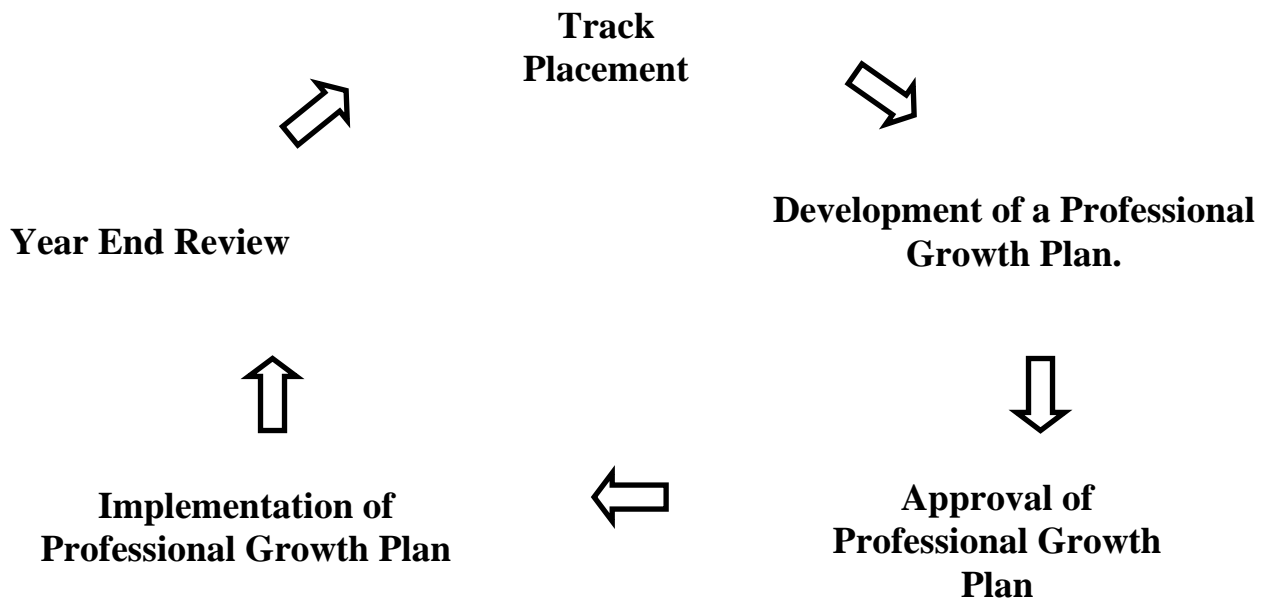
## **Professional Growth Plans**

- A Professional Growth Plan is a planning document that is dynamic and open to revision at any time. It is a framework for guiding and documenting professional growth.
- The purposes of the Professional Growth Plan are: to focus thinking, develop a basis for teaching/professional activities, and provide criteria for measuring progress.

### **Teacher supervision serves two purposes:**

- Growth: where professional development is promoted
- Accountability: where information is provided for administrators to determine competency and to make recommendations about continued employment

## **Cycle of Professional Growth**



## **Professional Growth Has Two Tracks**

### **A. Developmental Track**

- offers experienced teachers opportunities to work with others in a supportive climate to promote professional growth
- includes a Professional Growth Plan developed by teachers and their selected partner(s)
- leads to discussion of the plan with, and approval by, the administrator and then implementation during the year
- requires developmental records that are kept and shared with the administrator.

**The teacher decides whether the records enter his or her personnel file at the end of each year. This track is not used for evaluation by administration. The administrator's role is to provide supervision and support.**

### **B. Evaluative Track**

- requires the administrator to assist teachers new to the division in developing competency (including first year teachers)
- requires the administrator to determine the competency of teachers new to the division (including first year teachers)
- provides evaluations for experienced teachers
- assists experienced or probationary teachers in need of help
- leads to professional growth plan development by the teacher and the administrator at the beginning of the school year and implementation during the year
- requires the preparation of a summative report that is placed in the teacher's personnel file
- requires administrator's supervision, support, and evaluation

## Track Placement

- All teachers will be on the Developmental Track unless they meet the conditions of the Evaluative Track (see Professional Growth Track Placement, p. 8). Through a consultative process, the teacher and the administrator will determine track placement by the end of the first full school week.
- Teachers who need additional support may be placed on the evaluative track as determined by the administrator.
- The Divisional Track Placement Form, (see Appendix I) shall be submitted to the superintendent by the end of the first full school week. Copies of this form are kept on file at the school and at Division Office.
- Through a consultative process, teachers in term positions and the administrator will determine track placement. The form in Appendix M may be used for evaluation.
- Track placement changes can occur at any time throughout the school year.
- Track placement may be appealed to the superintendent.

<b>Developmental Track</b>	<b>Evaluative Track</b>
<p><b>For Teachers:</b></p> <ul style="list-style-type: none"> <li>• not on the Evaluative Track</li> </ul> <p><b>To promote Professional Growth with:</b></p> <ul style="list-style-type: none"> <li>• peer partnerships</li> <li>• professional development</li> <li>• curriculum development</li> <li>• action research</li> <li>• readings</li> <li>• visitations</li> <li>• cognitive coaching</li> <li>• teacher portfolios</li> </ul>	<p><b>For Teachers:</b></p> <ul style="list-style-type: none"> <li>• new to the division (including 1<sup>st</sup> year teachers)</li> <li>• in their 4<sup>th</sup> year in RRVSD</li> <li>• requesting evaluation</li> <li>• needing help</li> <li>• placed on probation</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• assist competency development</li> <li>• determine competency</li> <li>• provide evaluations</li> <li>• make recommendations about continued employment</li> <li>• encourage professional growth</li> </ul>
<p align="center"><b>Produces Developmental Records (may be placed in personnel file)</b></p>	<p align="center"><b>Produces a Summative Evaluation Report (placed in personnel file)</b></p>

## **Roles and Responsibilities**

### **Teacher**

- reflect on professional needs
- select a peer partner (see Appendix C)
- confirm track placement and consult with the administrator
- set objectives
- draft the Professional Growth Plan (including a time line) and share with the administrator
- implement the Professional Growth Plan
- review and reflect
- provide a written or oral summary

### **Peer Partner**

- assist in developing, implementing and reviewing the Professional Growth Plan
- listen, reflect and provide feedback
- act as mentor for teachers new to the profession

### **Administrator (see Appendix J)**

- implement Professional Growth in schools
- authorize track placement and submit a list (see Appendix I) to the superintendent
- inform superintendent of changes in track placement
- ensure teachers new to the profession have a mentor available to them
- act as a peer partner/facilitator upon request
- provide resources and support
- evaluate staff on the Evaluative Track and prepare the summative evaluation report
- submit a Professional Growth Report to the superintendent including feedback on the process annually

### **Superintendent**

- assist in the implementation of the policy
- provide resources
- monitor the administrator's role
- set up procedures for reviewing the model
- support all staff
- communicate with the Board
- review administrators' Professional Growth Reports to the superintendent and make necessary recommendations
- consider written appeals of track placement

## **Professional Growth Planning**

The steps below outline the process teachers should follow when preparing Professional Growth Plans. These plans are to be completed by teachers on *either* the Developmental or Evaluative Tracks.

Step One: Reflect on Professional Needs  
(see Appendix A)

Step Two: Confirm Track Placement with Administrator

Step Three: Establish Time Line  
Professional Growth Plan should be completed within a  
calendar  
year.

Step Four: Select Goals, Strategies and Indicators  
(see Appendix B)

Step Five: Find a Peer Partner  
(see Appendix C)

Step Six: Complete Professional Growth Plan  
(see Appendices D and E for Developmental Track)  
(see Appendices F and G for Evaluative Track)  
(see Appendix H for Common Questions and Answers)

Step Seven: Share Professional Growth Plan with Peer  
Partner and Administrator

## **The Developmental Track (for all teachers not on the Evaluative Track)**

### **Purpose**

- to promote self-directed professional growth and accountability

### **Process**

- reflect on professional needs
- select a peer partner
- confirm track placement and consult with administrator
- set goals, objectives and indicators, considering division and school initiatives
- draft Professional Growth Plan and share with administrator
- implement Professional Growth Plan
- review and reflect
- provide a written or oral summary of professional growth to administrator

### **Time Line**

- confirm track placement by the end of the first full school week
- share Professional Growth Plan annually with administrator by a mutually agreed upon deadline
- review, reflect and provide a written or oral summary to administrator **by May 31<sup>st</sup>**
- complete Professional Growth Plan within a calendar year

### **Records**

- administrator keeps a copy of current annual Professional Growth Plan on file
- administrator's copy of Professional Growth Plan and written summary (if provided) are returned to the teacher at the end of the school year
- teachers are encouraged, but not required, to place record of professional growth in personnel file at Division Office

**The Developmental Track is not evaluative, and failure to meet a goal cannot, in itself, be used to determine that the teacher's performance is unsatisfactory. Self-evaluation and data collection by teachers is strongly recommended.**

## **The Evaluative Track**

### **A. All Teachers New to the Division (includes 1st year teachers)**

#### **Purpose**

- to assist the development of competence
- to determine competence and to provide an evaluation
- to make recommendations about continued employment
- to encourage professional growth

#### **Process**

- informal (unscheduled) observations by administrator - verbal or written feedback
- formal (scheduled) observations by administrator including: pre-conference, observation and data collection, post-conference and written report
- administrator-written summative evaluation report

#### **Time Line**

- October 15 - initial informal observations must be completed (further informal observations may occur throughout the year)
- October 31 - at least one formal observation must be completed
- if December termination is considered - three formal observations and a summative evaluation report must be completed by November 15th
- May 15 - at least three formal observations and a summative evaluation report must be completed and submitted to the superintendent

#### **Records**

- teachers may request written feedback from informal observations
- teachers will receive, sign and may comment in writing on written feedback from informal and formal observations, and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the teacher's personnel file at Division Office

**B. 1. Teachers in their Fourth Year in The Red River Valley School Division**  
**2. Experienced Teachers Requesting Evaluation**

**Purpose**

- to provide a current evaluation

**Process**

- teacher asks for a summative evaluation (excluding 4th year teachers)
- informal (unscheduled) observations by administrator - verbal or written feedback
- formal (scheduled) observations by administrator including: pre-conference, observation and data collection, post-conference and written report
- administrator-written summative evaluation report

**Time Line**

- October 15 - initial informal observations must be completed (further informal observations may occur throughout the year)
- October 31 - at least one formal observation must be completed
- May 15 - at least two formal observations and a summative evaluation report must be completed and submitted to superintendent

**Records**

- teachers may request written feedback from informal observations
- teachers receive, sign and may comment in writing on written feedback from informal and formal observations, and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the teacher's personnel file at Division Office

## **C. Teachers Needing Help**

**(Track placement changes can occur at any time throughout the school year.)**

### **Purpose**

- to assist teachers needing help (self or administrator-identified)

### **Process**

- administrator discusses concerns with teacher and documents these concerns
- administrator and teacher jointly develop administrator-directed growth plan
- administrator communicates in writing to teacher that he or she is being placed on the Evaluative Track
- growth plan is implemented
- informal (unscheduled) observations by administrator - verbal or written feedback
- formal (scheduled) observations by administrator including: pre-conference, observation and data collection, post-conference and written report
- administrator-written summative evaluation report

### **Time Line**

- administrator-directed growth plan specifies time line
- May 15 - plan evaluated and summative evaluation report written (notwithstanding other timelines)

### **Records**

- teachers receive a written summary of areas of concern. This summary will not be included in the personnel file
- teachers receive, sign and may comment in writing on written feedback from informal and formal observations, and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the teacher's personnel file at Division Office

### **Administrator-directed growth plans include:**

- areas for improvement
- process for improvement to occur and the provision of necessary resources
- indicators of improvement
- role of the administrator and others in the process
- time lines for informal and formal observations, periodic review conferences and the writing of a summative evaluation report
- time intervals in which the teacher works on the growth plan, including dates by which specific objectives will be met

**The summative evaluation report includes a recommendation for track placement. When there is a recommendation for continuation on the Evaluative Track, areas requiring improvement and areas of difficulty will be clearly identified.**

## **D. Teachers Placed on Probation**

Teachers who, in the professional judgement of the administrator, are experiencing serious difficulty in their teaching situation, may be placed on probation at any time throughout the school year. Teachers will be provided with a process and evaluation designed to address the areas of concern. The administrator must consult with the superintendent before placing a teacher on probation. Two weeks before teachers are placed on probation, they must be advised of their right to involve an advocate and to inform the RRVTA and Manitoba Teachers' Society. The superintendent shall advise teachers of their probationary status in writing. The letter will identify problem areas, the corrective measures and/or strategies deemed appropriate, assistance available, as well as a time line for required specified changes to take place. A teacher placed on probation may appeal this placement in writing, to the superintendent.

### **Process**

- administrator consults with superintendent
- administrator verbally advises teacher of his/her probationary status
- teacher receives a letter from superintendent stating problem areas, corrective measures and/or strategies deemed appropriate, assistance available, and time line for specified changes to occur
- informal (unscheduled) observations by administrator and superintendent
  - may be brief and impromptu
  - will be followed by written reports
- formal (scheduled) observations by administrator and superintendent
  - must be preceded by a pre-conference and followed by a conference as soon as possible, preferably within three teaching days
  - at least three formal observations will be made prior to a summative evaluation report
- administrator and superintendent write summative evaluation report which:
  - provides a summary of observations and recommendations made by administrator
  - states whether identified problems have been addressed
  - includes recommendation as to whether the teacher should
    - a) be released;
    - b) be continued on the Evaluative Track; or
    - c) be placed on the Developmental Track

### **Records**

- administrator and superintendent document, in writing, all visits, conferences, recommendations and other pertinent information
- written reports of informal and formal observations will be dated and signed by administrator, superintendent, and teacher concerned (signature of teacher indicates that report has been read)
- teacher may include comments in writing
- summative evaluation report and all records will be sent to superintendent

### **Time Line**

- outlined in the letter advising the teacher of placement on probation

## **The Developmental Track - Clinicians (for all clinicians not on the Evaluative Track)**

### **Purpose**

- to promote self-directed professional growth and accountability

### **Process**

- reflect on professional needs
- select a peer partner
- confirm track placement and consult with supervisor
- set goals, objectives and indicators, considering division and school initiatives
- draft Professional Growth Plan and share with supervisor
- implement Professional Growth Plan
- review and reflect
- provide a written or oral summary of professional growth to supervisor

### **Time Line**

- confirm track placement by the end of the first full school week
- share Professional Growth Plan annually with supervisor by a mutually agreed upon deadline
- review, reflect and provide a written or oral summary to supervisor **by May 31<sup>st</sup>**
- complete Professional Growth Plan within a calendar year

### **Records**

- supervisor keeps a copy of current annual Professional Growth Plan on file
- supervisor's copy of Professional Growth Plan and written summary (if provided) are returned to clinician at the end of the school year
- clinicians are encouraged, but not required, to place record of professional growth in personnel file at Division Office.

**The Developmental Track is not evaluative, and failure to meet a goal cannot, in itself, be used to determine that the clinician's performance is unsatisfactory. Self-evaluation and data collection by clinicians is strongly recommended.**

***\*\*Supervisor refers to Assistant Superintendent or  
Student Services Coordinator\*\****

## **The Evaluative Track - Clinicians (for all clinicians not on the Developmental Track)**

### **Purpose**

- to collect feedback from administrators on effectiveness of services
- to facilitate self-reflection (used for discussion purposes with supervisor)
- to provide a current evaluation
- to improve service delivery to schools

### **Process**

- supervisor distributes Clinician Performance Review (see Appendix K) to administrator
- supervisor distributes Clinician Personal Performance Review (see Appendix L) to clinician
- administrator completes and discusses Clinician Performance Review with clinician
- clinician completes Personal Performance Review and may share it with supervisor
- supervisor compiles Clinician Performance Review(s) and writes summative report

### **Time Line**

- by February 28 – supervisor distributes Performance Reviews to administrators and clinician
- by April 30 – administrators complete Clinician Performance Review
- by May 15 – supervisor writes summative report

### **Records**

- clinician will receive, sign and may comment in writing on the Clinician Performance Review and supervisor's summative report (signature of clinician indicates that report has been read)
- copy of Clinician's Performance Review and summative report will be placed in clinician's personnel file at Division Office

## **Appendix A: Reflecting Upon Professional Needs**

Reflection is an important beginning in the development of a Professional Growth Plan. Professional development encompasses the areas of teaching and learning strategies and content, so that teachers may develop as both teacher and learner. In the pursuit of continuous improvement, reflecting and learning about teaching are ongoing processes. Listed below are possible areas for professional growth:

### **Instructional Techniques/Models of Teaching**

Some examples include cooperative learning, activity-based learning, peer tutoring, response journals, the writing process, using technology in the classroom, and curriculum integration.

### **Classroom Management and Discipline**

Classroom management refers to the entire range of teacher-directed planning, managing and monitoring of student learning and behaviors. Discipline refers to the management of student behavior as it relates to refining manners, following directions, developing respect for routines and furthering consideration of the rights of others.

### **Student Assessment and Evaluation**

A plan for authentic student assessment and evaluation should be seen as a clear and fair process for assessing and reporting student growth and for planning instruction.

### **Curriculum Action Planning**

Curriculum action planning is meant to include selecting, revising, and adapting an externally prescribed curriculum by a teacher or group of teachers.

### **Professional Career Goals**

Reflection upon career goals may reveal areas for professional growth.

### **Contributions to Total School Climate**

Teachers work with colleagues, administration, professional organizations, divisional personnel, and/or community resource people to improve school climate.

**Other Areas of Focus for Professional Growth Include:**

- Differentiating Instruction
- Interpersonal Skills and Conflict Management
- Student Needs Assessments (e.g. self-esteem)
- Action Research
- Collaboration with Colleagues
- Education Technology
- Incorporating Art, Music and Movement in Classrooms
- Record Keeping
- Struggling Learners
- Incorporating Problem Solving in Classrooms
- Challenging Gifted Learners

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## Appendix B: Selecting Goals, Strategies, and Indicators

### Goals/Objectives

**Goals** are expressions of purpose and direction. The Professional Growth goal will be a statement that identifies the general topic chosen as an area of focus. From this goal, objectives are developed.

**Objectives** are specific, measurable and observable statements that outline the expected outcomes.

A good objective for Professional Growth Plan will outline precisely the professional activities or events proposed and is described in terms of teacher and / or student behavior.

### Strategies

Strategies are the **processes** used to achieve the objectives. Some strategies include: classroom observation, curriculum development, action research, and peer partners. Other strategies include professional activities such as workshops, courses, conferences or professional reading.

**Classroom Observation** encourages a closer look at teaching practice. Teachers reflect upon observations and formulate questions about the teaching/learning process. Classroom observation is useful for collection of data. Collection can occur in a variety of classrooms, or in the teachers own classroom, by the teacher, other teachers or administrator.

**Curriculum Development** provides teachers with the opportunity to respond to learners' needs by creating or revising curriculum that identifies learners, clarifies objectives, defines instructional techniques, determines evaluation strategies, and identifies potential resources.

**Action Research** assists in identifying an area of professional interest, observing and gathering of data systematically in classrooms, engaging in professional reading, reflecting upon teaching and student learning and sharing with colleagues.

**Peer partners** provide opportunities to participate in structured discussions of teaching practice as it relates to students' needs and recent research.

### Indicators

- behaviors, events or activities that demonstrate that the objective has or is being accomplished
- allow you to demonstrate the achievement of your objectives

## Appendix C: Peer Partners

The Peer Partner is a supportive colleague whose activities are determined by the needs of the teacher. Peer partners have a confidential partnership, which facilitates the achievement of goals and objectives, contributes to professional growth, and promotes collegiality. All peer partners require the forming of a supportive bond, so that there can be a free exchange of information in an atmosphere of openness, trust, and confidentiality.

### Role of Peer Partners

- assist in developing, implementing and reviewing the Professional Growth Plan
- listen, reflect and provide feedback
- act as mentors for teachers new to the profession

### Benefits of Peer Partnerships

- better understanding of teaching
- improved self-analysis skills
- improved sense of professional skill
- increased sense of efficacy
- improved teaching performance
- increased student growth
- reduced isolation
- increased support and encouragement to grow professionally

### Partner Relationships

There are several variations of partner relationships. **Reciprocal partners** are teachers who have chosen to be each other's partners. If, however, the relationship is not reciprocal, then a partner will provide assistance and encouragement as a **consultative partner**. It is possible to have three or more teachers in a reciprocal peer coaching relationship called a **group partnership**.

### Finding a Peer Partner

A colleague with whom a teacher can work comfortably and productively enhances Professional Growth. Peer partners can work together to improve teaching practice, modify classroom environments and explore new opportunities.

While expertise may be valuable for certain situations, it is much more significant that a partner be committed to the spirit and intent of Professional Growth, and have effective observation and communication skills.

The administrator's knowledge of other teachers' strengths, initiatives and professional experiences could be a valuable resource, if you require assistance in selecting a peer partner. It is a good idea to determine the area of professional growth and formulate your objectives before selecting a peer partner. Another teacher may be the most appropriate peer partner, for classroom-learning environment objectives. For other areas of professional growth, an administrator, or another person may be better suited to act as your peer partner. It is important that a peer partner be accessible, and familiar with the professional growth process.

**Peer partners provide opportunity to participate in unique professional development.**

**This co-operative effort may be among the most rewarding experiences of a career.  
Peer partner choice is not limited to employees of The Red River Valley School Division.**

## Appendix D: Examples of Professional Growth Plans

### *Developmental Track Professional Growth Plan*

Year 2004

#### Teacher

#### Partner

<b>Name:</b> John Doe	<b>Name:</b> Jane Smith
<b>Assignment:</b> S1 – S4 Physics	<b>Position:</b> Physics Teacher
<b>Location:</b> Anywhere	<b>Location:</b> Elsewhere
<b>Status:</b> 10 <sup>th</sup> Year	

**Goals/Objectives**      **S** pecific  
    **M** easurable  
    **A** chievable      **Focus on student**  
**achievement?**

**R** ealistic  
**T** ime-bound

Goal: to improve the performance of students through differentiated instruction
Objectives: to learn more about multiple intelligences
to use more diverse instructional techniques that target all learning styles
to collect data on student performance and preferences

#### **Strategies used to achieve objectives**

increase my familiarity with current literature in this area
seek professional development opportunities related to differentiated instruction
collaborate with a colleague in the planning of lessons, observation, and feedback
do a learning style analysis with students

collect data on student performance and preferences
---

**Indicators that demonstrate objectives have been achieved**

bibliography of completed readings
list of related professional development activities
lesson plans which use differentiated instruction and address learning styles
journal about teaching experiences
examples / evidence of collaboration with peer partner and other colleagues

**Time Line**

<b>Action Plan</b>	<b>Date</b>
notify P.D. rep and administrator of interests	September
select peer partner and share growth plan with partner and administrator	September
locate resources for readings and participate in P.D. activities	A.S.A.P
collaborate on the creation of lesson plans	Ongoing
teach lessons and collect data	Ongoing
annual review of growth (written or oral)	May

**Review, reflect and provide a written or oral summary of Professional Growth Plan within a calendar year.**

Teacher's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

**This is a dynamic document open to revision at any time. Teachers are encouraged to place this record of professional growth in their personnel file. All copies of these records are the property of the teacher.**

## Appendix E: Developmental Track Professional Growth Plan

Year \_\_\_\_\_

Teacher

Partner

<b>Name:</b>	<b>Name:</b>
<b>Assignment:</b>	<b>Position:</b>
<b>Location:</b>	<b>Location:</b>
<b>Status:</b>	

**Goals/Objectives**

**S** pecific

**M** easurable

**A** chievable

**Focus on student**

**achievement?**

**R** ealistic

**T** ime-bound


**Strategies used to achieve objectives**


**Indicators that demonstrate objectives have been achieved**


**Time Line**

<b>Action Plan</b>	<b>Date</b>

**Review, reflect and provide a written or oral summary of Professional Growth Plan within a calendar year.**

Teacher's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This is a dynamic document open to revision at any time. Teachers are encouraged to place this record of professional growth in their personnel file. All copies of these records are the property of the teacher.**

## Appendix F: Examples of Professional Growth Plans

### *Evaluative Track Professional Growth Plan*

Year 2004

#### Teacher

#### Partner

<b>Name:</b> Jane Doe	<b>Name:</b> John Smith
<b>Assignment:</b> Grade 5 All Subjects	<b>Position:</b> Grade 5 Teacher
<b>Location:</b> Anywhere	<b>Location:</b> Somewhere Else
<b>Status:</b> 4 <sup>th</sup> Year	

Administrator directed? Yes

No

**Goals/Objectives:** **S**pecific  
**M**easurable  
**A**chievable **Focus on student**  
**achievement?**

**R**ealistic  
**T**ime-bound

Goal: align assessment and evaluation practices with new Math and E.L.A. curriculum
Objectives: to learn about portfolio assessment and strategies
to begin collecting and trying assessment rubrics and techniques
to plan for implementation

#### **Strategies used to achieve objectives**

read current research about portfolio assessment and strategies
attend appropriate inservices
collaborate with colleagues
visit classrooms using portfolio assessment and strategies
reflect on implementation of authentic assessment

**Indicators that demonstrate objectives have been achieved**

list of readings / professional development activities completed
collection of assessment activities and rubrics
journal of authentic assessment strategies used in the classroom this year
outline for portfolio implementation next year
meeting notes from colleagues/classroom visitations

**Time Line**

Action	Date
notify P.D. rep and administrator of interests	Sept.
select peer partner and share growth plan with partner and administrator	Sept.
schedule meetings and visits with administrator	Sept.
locate resources for readings and participate in P.D. activities	A.S.A.P.
arrange classroom visitations	Oct.
practice using authentic assessment strategies in the classroom	Oct.- June
make implementation plan for next year	May
year end review of growth	May
summative evaluation report by administrator	May

**Formal Observations**

Date	Date	Class Observed	Date	Date	Date
<b>1. Pre-conference</b>	10/10	Gr. 5 L.A./Math	11/10	<b>Post-conference</b>	13/10
<b>2. Pre-conference</b>	15/01	Gr. 5 L.A./Math	16/01	<b>Post-conference</b>	17/01
<b>3. Pre-conference</b>	15/04	Gr. 5 L.A./Math	16/04	<b>Post-conference</b>	16/04

Teacher's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**This form is placed in the teacher's personnel file at the end of the year along with the administrator's written summative evaluation report.**

## Appendix G: Evaluative Track Professional Growth Plan

Year \_\_\_\_\_

### Teacher

### Partner

<b>Name:</b>	<b>Name:</b>
<b>Assignment:</b>	<b>Position:</b>
<b>Location:</b>	<b>Location:</b>
<b>Status:</b>	

Administrator directed?    **Yes**                      **No**

### Goals/Objectives

**S** pecific  
**M** easurable  
**A** chievable  
**R** ealistic  
**T** ime-bound

**Focus on student achievement?**


### Strategies used to achieve objectives


**Indicators that demonstrate objectives have been achieved**


**Time Line**

Action	Date

**Formal Observations**

	Date	Class Observed	Date		Date
<b>1. Pre-conference</b>				<b>Post-conference</b>	
<b>2. Pre-conference</b>				<b>Post-conference</b>	
<b>3. Pre-conference</b>				<b>Post-conference</b>	

Teacher's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Partner's Signature: \_\_\_\_\_  
 Date: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<p><b>This form is placed in the teacher's personnel file at the end of the year along with the administrator's written summative evaluation report.</b></p>
--

## **Appendix H: Common Questions and Answers**

### **1. How do you ensure the focus of the Evaluative Track is professional growth?**

Administrators must be role models and assist staff in focussing on professional growth, through their actions and interactions. Trust is essential. Most people benefit from receiving encouragement, support, and constructive feedback on their performance.

### **2. What is the role of evaluation in the Developmental and Evaluative Tracks?**

The Developmental Track is not used for evaluation by administration. The Evaluative Track is used for evaluation by administration.

### **3. If I am on the Evaluative Track, what role does my Professional Growth Plan play in my evaluation?**

Evaluative Track Professional Growth Plan may or may not be administrator directed, depending upon the situation. If the plan is administrator directed, then it should focus on areas that require improvement and would be part of the administrator's summative evaluation report. If the plan is not administrator directed, it should follow Professional Growth guidelines and demonstrate attempts at growth. This should be considered in summative evaluation reports.

### **4. How do I find a compatible peer partner?**

Peer partnership options are numerous. Create a short list of people you would like to partner with, and then talk to them. Your administrator or other staff may be of assistance in helping you find a peer partner. You do not have to have the same goals as your peer partner. In fact, you may benefit from having different goals. Peer partner choice is not limited to employees of RRVSD.

### **5. What about system needs vs. individual needs? How can we set up individual goals or fit those in with goals for school plans?**

As a professional, you are able to judge what goals are most beneficial in your situation, as you consider your professional responsibilities. Teachers are strongly encouraged to choose goals that will have maximum benefit for learners. Provincial, divisional and school initiatives should also be considered. Your administrator and colleagues are available to assist you in selecting your goals.



## **Appendix J: Checklist For Administrators**

1. Notify all teachers of track placement and submit Appendix I: Divisional Track Placement Form to the superintendent by the end of the first full school week.
2. Review Professional Growth procedures and expectations and schedule time at staff meetings for questions, review of expectations and acknowledgement of staff professional growth. Encourage a collegial atmosphere for professional growth.
3. Meet with staff on the Evaluative Track and review all deadlines and procedures.
4. Schedule the formal observations of staff on the Evaluative Track.
5. Review all Developmental Track Professional Growth Plans by the deadline(s) established and provide ongoing support. File a copy of staff Professional Growth Plans for reference during the school year.
6. Provide written feedback to staff on the Evaluative Track after each formal observation.
7. For teachers on the evaluative track:
  - a. Write summative evaluation reports.
  - b. Review summative evaluation reports with each teacher.
  - c. Submit summative evaluation reports to superintendent.
8. Submit completed Divisional Track Placement Form (Appendix I) to the superintendent. (End of June)
9. Review and return all Professional Growth documents to teachers on the developmental track. Encourage teachers to place a copy of their year-end summary in their personnel file at the Division Office.
10. Forward feedback regarding Professional Growth to the Professional Growth Committee Chairperson.

## **Appendix K: Clinician Performance Review**

### ***Evaluative Track***

**Clinician's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Position:** \_\_\_\_\_

This performance review is to be completed by the administrator (principal or vice-principal) for a routine performance review. This report will be shared with the clinician and used to aid the development of service delivery and in planning his or her professional growth.

**It is important that this form be filled out in confidence by the Principal/Vice-Principal and not delegated to school staff.**

### **EVALUATION CRITERIA**

#### **UNSATISFACTORY**

This describes performance that is below minimum performance expectations for the specific area noted.

Quality of work has serious shortcomings, and is well below what is acceptable and the results are inadequate.

#### **IMPROVEMENT REQUIRED**

This describes performance that is below the level expected of a competent clinician in the areas noted. While the performance is not necessarily below minimum performance expectations, weakness is evident.

Some improvement is required to reach a fully satisfactory level of performance.

#### **FULLY SATISFACTORY**

This describes the performance that is expected of a competent clinician in the areas noted. Any performance problems identified are minor and are quickly remedied. Occasionally, the clinician performs beyond expectations.

#### **SUPERIOR**

This describes performance that frequently exceeds that expected of a competent clinician in the areas noted. No performance problems were noted.

This assessment suggests that the clinician has consistently demonstrated considerable strength in this skill.

This assessment may reflect a situation in which the performance expectations have been met or exceeded in an especially difficult environment.

## Clinician Performance Review

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
1. Is accessible to school personnel					
2. Is perceived as being a helpful resource					
3. Collaborates with school personnel					
4. Effectively communicates client's needs					
5. Attends team meetings and contributes to effective team decision-making					
6. Participates and follows through on team action plans / IEP / BIP					
7. Advocates effectively for students					

8. Is punctual, sticks to schedule					
	<b>U</b>	<b>IR</b>	<b>FS</b>	<b>S</b>	<b>COMMENTS</b>
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
9. Organizes workload effectively					
10. Is aware of and uses school and community resources					
11. Is able to work under pressure					
12. Appropriately facilitates home / school communication					
13. Provides satisfactory reports					
14. Relates appropriately with students					
15. Offers relevant recommendations which are practical					

---

Major Strengths:

Effectiveness could be improved by:

Ways that the school could better facilitate clinician's functioning:

Has this evaluation been discussed with clinician?

Yes

No

Thank you for your assistance.

---

Principal's Signature

---

Date

---

Clinician's Signature

---

Date

## **Appendix L: Clinician Personal Performance Review**

**Clinician's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_ **Position:** \_\_\_\_\_

This performance review is to be completed by clinician to facilitate self-reflection and may be used for discussion purposes with supervisor.

**In recognition of the reality that expectations and objectives of clinicians' roles vary, portions of some sections of the Performance Review checklist may be marked N/A.**

### **EVALUATION CRITERIA**

#### **UNSATISFACTORY**

This describes performance that is below minimum performance expectations for the specific area noted.

Quality of work has serious shortcomings, and is well below what is acceptable and the results are inadequate.

#### **IMPROVEMENT REQUIRED**

This describes performance that is below the level expected of a competent clinician in the areas noted. While the performance is not necessarily below minimum performance expectations, weakness is evident.

Some improvement is required to reach a fully satisfactory level of performance.

#### **FULLY SATISFACTORY**

This describes the performance that is expected of a competent clinician in the areas noted. Any performance problems identified are minor and are quickly remedied. Occasionally, the clinician performs beyond expectations.

#### **SUPERIOR**

This describes performance that frequently exceeds that expected of a competent clinician in the areas noted. No performance problems were noted.

This assessment suggests that the clinician has consistently demonstrated considerable strength in this skill.

This assessment may reflect a situation in which the performance expectations have been met or exceeded in an especially difficult environment.

## Clinician Personal Performance Review

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one</b> U = Unsatisfactory;    IR = Improvement Required;    FS = Fully Satisfactory;    S = Superior					
<b>1. ASSESSMENT / DIAGNOSIS</b>					
a) Gathers necessary pre-assessment information or materials					
b) Demonstrates knowledge of a wide range of formal and informal procedures					
c) Implements formal assessment processes only when appropriate					
d) Selects method and/or specific tests that are appropriate to clients					
e) Demonstrates flexibility in adapting to the clients' needs					
f) Develops a diagnosis based on all available information					
g) Makes appropriate recommendations					
<b>2. INTERVENTION</b>					
a) Establishes appropriate long and short term goals based on diagnostic findings					
b) Demonstrates on-going evaluation of the effectiveness of intervention					
c) Displays competency with a variety of intervention strategies					

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
d) Demonstrates flexibility in adapting to the clients' needs					
e) Involves parents in all steps of the process, as appropriate					
f) Demonstrates ability to terminate treatment appropriately					
g) Advocates on behalf of the clients					
h) Uses available community / school resources appropriately					
<b>3. TEAM FUNCTIONING</b>					
a) Supports and encourages other team members					
b) Utilizes ideas of others					
c) Willing to help team member with specific tasks					
d) Carries out team responsibilities					
e) Recognizes and uses expertise of other team members					

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
f) Solicits the active help of other team member, when appropriate					
g) Follows through on commitment to conclusion of task					
h) Works effectively with people who have points of view different from his / her own					
i) Confers with school personnel as frequently as feasible regarding specific cases					
<b>4. COMMUNICATION</b>					
a) Seeks information appropriate to the situation					
b) Offers information appropriate to the situation					
c) Seeks opinions of others relevant to the discussion					
d) Offers opinions relevant to the discussion					
e) Facilitates-keeps group on track, points out deviations from agreed upon procedures or from directions of group discussion					
f) Offers appropriate feedback to school/parent regarding specific cases					

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
g) Writes appropriately for various audiences					
h) Listens, understands, and appreciates the perspective of others					
i) Is approachable by teachers, students and parents					
j) Continues to respond in an objective manner when others disagree					
k) Gauges discussion at a level appropriate for the audience					
l) Establishes positive relationship / rapport with clients					
<b>5. CONSULTATION</b>					
a) Prepares in advance for consultation, as appropriate					
b) Acknowledges and empowers all participants					
c) Demonstrates understanding and use of problem solving processes					
d) Can use process for bringing consultation to closure					

	U	IR	FS	S	COMMENTS
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
e) Follows through on action plan(s)					
f) Tests feasibility – checks (questions) reality & checks practicality of suggested solutions					
g) Demonstrates ability to involve others					
h) Involves available community / school resources appropriately					
i) Recognizes and uses expertise of other team members					
j) Encourages an atmosphere of mutual respect and trust					
<b>6. WORKLOAD MANAGEMENT &amp; ORGANIZATION</b>					
a) Establishes priorities for workload in collaboration with school and Student Services Administration					
b) Appropriately manages time					
c) Contracts appropriate services with clients					
d) Is prompt in keeping appointments					

	<b>U</b>	<b>IR</b>	<b>FS</b>	<b>S</b>	<b>COMMENTS</b>
<b>Please check (✓) one U = Unsatisfactory; IR = Improvement Required; FS = Fully Satisfactory; S = Superior</b>					
e) Carries out tasks in an organized manner					
f) Provides interpretation of assessment results within one month of completion					
g) Notifies school and secretary of changes in schedule and ensures necessary people are notified					
h) Prepares for meetings and conferences					
i) Meets deadlines					
<b>7. REPORT WRITING / RECORDING</b>					
a) Writes clear, concise and complete reports					
b) Submits reports for typing within one month after completion of assessment					
c) Uses clinical judgement in selecting report content					
<b>8. INSERVICE PRESENTATIONS</b>					
a) Presents with style appropriate to audience					
b) Includes content which is appropriate to the audience					
	<b>U</b>	<b>IR</b>	<b>FS</b>	<b>S</b>	<b>COMMENTS</b>

Please check (✓) one    U = Unsatisfactory;    I R = Improvement Required;    F S = Fully Satisfactory;    S = Superior					
c) Presents in an organized manner					
d) Responds to questions / comments from audience					
e) Provides supplementary material, when appropriate					
<b>9. PROFESSIONALISM – DISCIPLINE STANDARDS</b>					
a) Adheres to the ethical standards set by his / her professional organizations					
b) Adheres to Red River Valley policies and procedures					
c) Keeps abreast of current literature					
d) Integrates new knowledge with prior knowledge and experience					
e) Seeks continuing upgrading of specific skills					
f) Recognizes own strengths and weaknesses					
g) Seeks out supervision and consultation when appropriate					

	<b>U</b>	<b>IR</b>	<b>FS</b>	<b>S</b>	<b>COMMENTS</b>
<b>Please check (✓) one    U = Unsatisfactory;    IR = Improvement Required;    FS = Fully Satisfactory;    S = Superior</b>					
h) Modifies behaviour in response to supervision					
i) Maintains professional relationship with colleagues					
j) Participates in setting and evaluating individual goals and implementing action plans					

## Appendix M: Term Teacher Evaluation

	Meets Expectations			COMMENTS
	C	S	R	
Please check (✓) one C = Consistently; S = Sometimes; R = Rarely				
<b>1. INSTRUCTION</b>				
a) Knowledge Of Curricula <ul style="list-style-type: none"> <li>Engages students in subject related learning that reflects knowledge of provincial curricula</li> </ul>				
b) Knowledge Of Subject Matter <ul style="list-style-type: none"> <li>Demonstrates solid content knowledge and makes connections between disciplines</li> </ul>				
c) Effective Planning <ul style="list-style-type: none"> <li>Addresses curricular objectives and outcomes, procedures and evaluative techniques</li> </ul>				
d) Ability To Adapt Instruction <ul style="list-style-type: none"> <li>Identifies and accommodates individual needs and differences through differentiated teaching</li> </ul>				
e) Use Of Resources <ul style="list-style-type: none"> <li>Uses a range of appropriate materials including text, technology, concrete materials and visuals</li> </ul>				
f) Assessment And Evaluation <ul style="list-style-type: none"> <li>Selects a variety of appropriate evaluation tools including tests, journals, projects, portfolios, and self-evaluation</li> </ul>				

	Meets Expectations			
	C	S	R	COMMENTS
Please check (✓) one                      C = Consistently;                      S = Sometimes;                      R = Rarely				
<b>2. CLASSROOM ENVIRONMENT</b>				
a) Creation Of Learning Environment <ul style="list-style-type: none"> <li>Creates a setting conducive to learning through classroom displays, appropriate physical arrangement and organization</li> </ul>				
b) Classroom Management <ul style="list-style-type: none"> <li>Captures and maintains student attention</li> </ul>				
c) Use of Time <ul style="list-style-type: none"> <li>Uses classroom time effectively</li> </ul>				
d) Creation of Climate <ul style="list-style-type: none"> <li>Creates a positive classroom environment</li> </ul>				
e) Classroom Behaviour <ul style="list-style-type: none"> <li>Reinforces good behaviour and manages disruptions quickly and appropriately</li> </ul>				

	Meets Expectations			
	C	S	R	COMMENTS
Please check (✓) one                      C = Consistently;                      S = Sometimes;                      R = Rarely				
<b>3. PROFESSIONAL RESPONSIBILITIES</b>				
a) Communication  • Maintains regular contact with the home				
b) Record Keeping  • Reports student progress as required				
c) Confidentiality  • Is discreet in dealings with students, parents, and staff				
d) Professional Qualities  • Exhibits punctuality, reliability and a positive professional image				
e) Professional Growth  • Makes an effort to grow professionally				

# **Section Two: Professional Growth for School Administrators**

## **Scope**

**School Administrators** refers to Red River Valley School Division educators in administrative roles. They are referred to as "administrators" throughout the document.

## **Philosophy**

**Professional Growth** describes a desirable, necessary and ongoing process that promotes administrator growth. Individuals are encouraged to make decisions regarding their own professional and personal development. Growth impacts everyone in the educational system and is more likely to occur when fostered by a collaborative climate.

## **Belief Statements**

**Professional Growth for administrators is based on the following beliefs:**

1. Administrators are first and foremost educational leaders.
2. Administrators are responsible, professional educators dedicated to the academic, social, physical and emotional development of their learners.
3. Administrators are dedicated to the personal and professional support of their staff.
4. Administrators recognize that learning is a lifelong process and accept personal responsibility for improving their professional competence.
5. Professional Growth can best be enhanced through a collegial support system that values growth activities and provides moral support for administrators.
6. The goal of supervision is both the overall professional growth of administrators and the enhancement of their performance for the benefit of their learners and staff.
7. Expectations of administrators should be clearly described, communicated, and regularly reviewed by administrators and the superintendent.
8. Red River Valley School Division accepts the obligation to provide appropriate training and professional development for administrators.
9. Professional Growth is most effective when it is self-directed.
10. All administrators benefit from Professional Growth.
11. Administrators who have less than twenty-five percent administration time may arrange an alternative Professional Growth Plan with the superintendent.

## **Professional Growth Plans**

- A Professional Growth Plan is a planning document that is dynamic and open to revision at any time. It is a framework for guiding and documenting professional growth.
- The purposes of the Professional Growth Plan are: to focus thinking, develop a basis for professional activities, and provide criteria for measuring progress.

### **Administrator supervision serves two purposes:**

- Growth: where professional development is promoted
- Accountability: where information is provided for superintendent to determine competency and make recommendations about continued employment

The superintendent or assistant superintendent supervises administrators.

Administrators, in collaboration with the superintendent or assistant superintendent, supervise vice-principals.

## **Professional Growth Has Two Tracks:**

### **A. Developmental Track**

- promotes self-directed professional growth
- results in developmental records which administrators may place in their personnel files

### **B. Evaluative Track**

- provides evaluation for new and experienced administrators
- provides support for administrators needing help
- results in a summative evaluation report placed in the administrators' personnel files

## Track Placement

- Administrators and their supervisors will determine track placement each year. It is expected that all administrators will be on the Developmental Track, unless they meet the conditions of the Evaluative Track. The supervisor has the responsibility to make the final decision with regard to track placement.
- Administrator track placement is reported to the superintendent. The superintendent will report annually to the Board the number of administrators in each track.
- Track placement may be appealed to the Board.

<b>Developmental Track</b>	<b>Evaluative Track</b>
<p><b>For Administrators:</b></p> <ul style="list-style-type: none"> <li>• not on the Evaluative Track</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• promote professional growth</li> </ul>	<p><b>For Administrators:</b></p> <ul style="list-style-type: none"> <li>• new to the division</li> <li>• in their 2<sup>nd</sup> and 3<sup>rd</sup> year in administration in RRVSD</li> <li>• new to a school</li> <li>• in their fifth year without an evaluation</li> <li>• requesting evaluation</li> <li>• needing help</li> </ul> <p><b>To:</b></p> <ul style="list-style-type: none"> <li>• assist competency development</li> <li>• determine competency</li> <li>• provide evaluations</li> <li>• make recommendations about continued employment</li> <li>• encourage professional growth</li> </ul>
<p><b>Produces Developmental Records</b> (may be placed in personnel file)</p>	<p><b>Produces a Summative Evaluation Report</b> (placed in personnel file)</p>

# **Roles and Responsibilities**

## **Administrators**

- confirm track placement and consult with supervisor
- reflect on professional needs
- set goals
- draft Professional Growth Plan and share with supervisor
- implement Professional Growth Plan
- review and reflect
- provide a written or oral summary

## **Supervisors**

- authorize track placement
- provide resources and support
- evaluate administrators on the Evaluative Track
- prepare summative evaluation reports

# The Developmental Track Process

## Purpose

- to promote self-directed professional growth and accountability for administrators not on Evaluative Track

## Process

- confirm track placement and consult with supervisor
- reflect on professional needs
- set goals, objectives and indicators, considering division and school initiatives
- select peer partner
- draft Professional Growth Plan and share with supervisor
- implement the Professional Growth Plan
- review, reflect, and provide a written or oral summary to the supervisor by May 31<sup>st</sup>

## Time Line

- confirm track placement by the end of the first full school week
- share Professional Growth Plan annually with superintendent by a mutually agreed upon deadline
- review, reflect and provide a written or oral summary to superintendent **by May 31<sup>st</sup>**
- complete Professional Growth Plan within a calendar year

## Records

- superintendent keeps a copy of current annual Professional Growth Plan on file
- superintendent's copy of Professional Growth Plan and written summary (if provided) are returned to the administrator at the end of the school year
- administrators are encouraged, but not required, to place record of professional growth in personnel file at Division Office

**The Developmental Track is not evaluative, and failure to meet a goal cannot, in itself, be used to determine that the administrator's performance is unsatisfactory. Self-evaluation and data collection by administrators is strongly recommended.**

# **The Evaluative Track Process**

- A.**
- 1. New Administrators in the Division**
  - 2. Administrators in their 2nd and 3rd Year in RRVSD**

## **Purpose**

- to provide an evaluation
- to encourage professional growth
- to develop the skills and abilities required by an administrator
- to make recommendations for continued employment

## **Process**

- primary focus of supervision will be limited each year. For example:
  - Year 1: personal, transitional, personnel, and management skills
  - Year 2: educational leadership, school planning, community
  - Year 3: school effectiveness, stakeholder involvement, divisional contributions
- mentorship, formative evaluations, and a summative evaluation report will be provided each year

## **Time Line**

- January 31 – initial informal visits and at least one formal visit must be completed (further informal visits may occur throughout the year)
- May 15 - at least three formal visits and a summative evaluation report must be completed by the supervisor

## **Records**

- administrators may make comments on written feedback and the summative evaluation report from supervisors
- copy of the summative evaluation report and all written reports will be placed in the administrator's personnel file at the Division Office

## **B. Experienced Administrators New to a School**

### **Purpose**

- to make recommendations for future track placement

### **Process**

- administrator and supervisor establish process based on “Summary of Supervision Practices and Processes” (see page 59)
- evaluation will occur within the first two years in the school

### **Time Line**

- January 31 – initial informal visits and at least one formal visit must be completed (further informal visits may occur throughout the year)
- May 15 - at least three formal visits and a summative evaluation report must be completed by the supervisor

### **Records**

- administrators may make comments on written feedback and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the administrator's personnel file at the Division Office

**C. 1. Administrators in their Fifth Year Without an Evaluation  
2. Administrators Requesting an Evaluation**

**Purpose**

- to provide a current evaluation

**Process**

- administrator and supervisor establish process based on “Summary of Supervision Practices and Processes” (see page 59)

**Time Line**

- January 31 – initial informal visits and at least one formal visit must be completed (further informal visits may occur throughout the year)
- May 15 - at least three formal visits and a summative evaluation report must be completed by the supervisor

**Records**

- administrators may make comments on written feedback and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the administrator's personnel file at the Division Office

## **D. Experienced Administrators Placed on the Evaluative Track**

Administrators who, in the professional judgement of the supervisor, are experiencing serious difficulty, will be placed on the Evaluative Track. Administrators will be provided with a process and evaluation designed by the superintendent and/or supervisor to address the areas of concern.

### **Purpose**

- to evaluate administrator performance
- to assist experienced administrators to make necessary improvements in performance
- to make recommendations to the Board regarding the administrator's assignment

### **Process**

- supervisor will advise administrators of their status in writing
- administrator receives a letter from supervisor stating problem areas, corrective measures and/or strategies deemed appropriate, assistance available, and time line for specified changes to occur
- supervisor discusses concerns with the administrator and documents these concerns
- supervisor and administrator jointly develop a supervisor-directed growth plan

### **Supervisor-directed growth plans will include:**

- goal statements identifying required improvement in performance
- a process for improvement to occur and the provision of necessary resources
- indicators of improvement
- the role of the supervisor and others in the process
- time intervals in which the administrator works on the Professional Growth Plan, including dates by which specific objectives will be met
- time lines for informal and formal observations, periodic review conferences and the writing of a summative evaluation report

### **Records**

- administrators may make comments on written feedback and summative evaluation report
- copy of the summative evaluation report and all written reports will be placed in the administrator's personnel file at the Division Office

**The summative evaluation report includes a recommendation for track placement. When there is a recommendation for continuation on the Evaluative Track, areas requiring improvement and areas of difficulty will be clearly identified.**

## **Summary of Supervision Practices and Processes**

1. Effective supervision practices constitute the best methods of improving and enhancing the professional performance of administrators.
2. The supervision process will be goal oriented. An administrator's goals should be reasonable and few in number each year.
3. Goals, performance objectives to be evaluated, and the evaluation procedures are to be agreed upon by the administrator and the supervisor. They must be clearly stated, and recorded.
4. Effective goals may be personal or professional in nature. However, all goals should clearly relate to professional performance.
5. The Developmental Track is not evaluative, and failure to meet a goal cannot, in itself, be used to determine that the administrator's performance is unsatisfactory. Self-evaluation and data collection by administrators is strongly recommended.
6. When supervision goals are not achieved, it may be appropriate to select new time lines, strategies, goals, or another track.
7. A differentiated approach to supervision will be used to facilitate the professional growth of administrators. This approach allows administrators at different stages in their careers to receive feedback and support necessary for continued professional growth.
8. Administrators, in conjunction with their supervisors, will agree upon the supervision process to be used. However, the supervisor has the responsibility to select the supervision option, if mutual agreement cannot be reached.
9. Supervision is an ongoing process with new goals being identified and pursued by administrators and supervisors. In those cases where unsatisfactory performance has been determined by the supervisor, the supervisor will place the administrator on the Evaluative Track.