



AP #317 - Teachers – Supervision, Professional Growth, and Evaluation

Prairie Rose School Division

Developing lifelong learners for responsible global citizenship

Human Resources

Procedure Manual

Policy Ref: 10, 11, 12, 14, 18

Teachers - Supervision, Professional Growth and Evaluation

PRSD believes that all teachers have a professional obligation to demonstrate professional growth through annual professional growth plans and through a formal evaluation process.

The professional growth plan is an annual process that is designed to foster the teachers' professional growth that will result in improved student engagement and student achievement.

Formal performance evaluations are conducted to provide positive feedback to teachers and to identify those teaching and learning areas that require further development.

Formal performance evaluations are also conducted to provide information to make decisions about retention, assignment, and promotion.

Professional Growth Plans

Professional growth plans will focus on the following areas:

- Planning and preparation;
- Classroom organization and environments;
- Instruction and student assessment and;
- Professional responsibilities.

Professional growth plans are expected to demonstrate some relationship to the school's development plan.

Guidelines for professional growth plans are as follows:

- All professional staff will submit a written professional growth plan to the principal by September 30th or within the first month of employment. The professional growth plan is to be signed by both the teacher and principal to indicate mutual acceptance.
- All teachers shall meet a minimum of 2 times with their principal to report progress towards the stated goal by May 31 of each school year.

Teacher/Professional Staff Performance Evaluations

Supervision and evaluation of teachers is an on-going process conducted by the principal and/or supervisor.

Formal performance evaluations of teachers will be guided as follows:

- All teachers will be evaluated by the principal using PRSD's teacher evaluation process and reporting templates.
- All teachers, new to the profession or school division, will be evaluated twice by the principal during the first year of employment. Formal reports are to be completed and submitted to PRSD by December 15th and March 31st.



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- All teachers, new to the profession, will be evaluated during the second year of employment by March 31st.
- For Year I and II, March 31st evaluations, for all classroom teachers, new to the profession or school division, will include a minimum of 2 classroom visits by the Assistant Superintendent. Commendations and recommendations will be shared with the principal.
- For all classroom teachers, new to the profession or school division, in Year I, principals will submit a DRAFT performance evaluation to the Assistant Superintendent for review and feedback prior to presentation to the classroom teacher.
- For all classroom teachers, new to the profession, in Year II, principals will submit a DRAFT performance evaluation to the Assistant Superintendent for review and feedback prior to presentation to the classroom teacher.
- For all guidance counsellors and resource teachers, new to the profession or school division, in Year I, principals will submit a DRAFT performance evaluation to the Director of Student Services for review and feedback prior to presentation to the guidance counsellor or resource teacher.
- For all guidance counsellors and resource teachers, new to the profession, in Year II, principals will submit a DRAFT performance evaluation to the Director of Student Services for review and feedback prior to presentation to the guidance counsellor or resource teacher.
- All term teachers employed after the official school start date will have their evaluation reporting schedule set by the principal.
- All permanent classroom teachers will be evaluated on a 4 year rotation by June 15th of the evaluation year.

Teacher Notification: Purpose and Procedures

Prior to the teacher evaluation process, the principal will meet with the teachers to present the performance criteria and procedures, review the reporting template, and set tentative timelines.

A minimum of three formal classroom visitations by the principal and/or vice principal is required to complete a teacher evaluation. These visitations are to be equally distributed within the available timeframe, must be arranged.

Teacher Evaluation Appeal Process

Should a teacher appeal the teacher evaluation report, the principal must receive the appeal within 5 teaching days of signing the teacher evaluation report.

The principal shall respond within 5 working days of the teacher appealing the teacher evaluation report. The principal has the option of amending the report or notifying the teacher that the report will not be amended.

The teacher may appeal to the Superintendent/CEO. The Superintendent/CEO, or designate, will meet and discuss the report with the teacher and principal within a reasonable time period. The teacher may withdraw his/her appeal at any time.



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Focused Evaluative Track

If a principal has reason to believe that a teacher's performance is below an acceptable level, after consultation with the Superintendent/CEO, a principal may initiate the Focused Evaluation Track process.

The Focused Evaluation Track will be designed to correct or improve unsatisfactory teaching performance.

All written communication pertaining to the Focused Evaluation Track will be given to the teacher with a copy to the Superintendent/CEO for placement in the teacher's personnel file.

Teachers placed on the Focused Evaluation Track will be informed of their rights to have Manitoba Teachers' Society representation in this process.

Focused Evaluation Track Procedures

The principal shall write a letter to the teacher which includes:

- Identification of specific areas of unsatisfactory performance; referencing the teacher evaluation report
- Specific description of the improvement/s expected
- Identification of resources and supports available to the teacher to assist in improving performance
- Identification of a reasonable time period for the teacher to show sufficient improvement
- A statement of possible consequence, which may include recommendation for termination, for failure to improve

The principal prepared letter must be approved by the Superintendent/CEO, prior to the first meeting with the teacher.

The principal shall schedule a meeting with the teacher and his/her MTS representative. The teacher shall be informed of the decision to begin the process and the letter of concern shall be discussed.

Regular meetings with the teacher and his/her MTS representative will be held throughout the process to monitor the teacher's progress.

The principal shall prepare a written summary of every meeting and review it with the teacher. The teacher will sign the summary acknowledging that it has been read and will have the opportunity to respond.

The principal will observe a minimum of 5 lessons to determine whether sufficient improvement has taken place.

Should an interruption in the time period occur for any reason other than a scheduled holiday or break, the timeline will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends.

If sufficient improvement has been demonstrated, the principal will so advise the teacher in writing.



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If sufficient improvement has not been demonstrated, the matter will be referred to the Superintendent/CEO. The Superintendent/CEO shall arrange a meeting with the principal, the teacher, and his/her MTS representative. At this meeting, it will be decided whether:

- Extending the timeline for required improvement is appropriate, or
- Extension of the timeline is not appropriate in which case a recommendation for dismissal will be forwarded to the Prairie Rose School Division Board of Trustees.

If a decision is made to extend the time period for improvement, the principal shall write a second letter of concern. Based on the identified timelines, the principal will follow up with the teacher to determine whether sufficient improvement has taken place.

If sufficient improvement has been demonstrated, the principal will so inform the teacher in writing.

If sufficient improvement has not been demonstrated, the principal will so inform the teacher in writing and may forward a recommendation for dismissal to the Superintendent/CEO.

Superintendent/CEO Recommendation

The decision to recommend dismissal will be taken to PRSD's Board of Trustees after all attempts to assist the teacher have failed to produce the required improvement. The Superintendent/CEO recommendation will include evidence that the teacher was:

- Presented with the specific areas of unsatisfactory performance; referencing the teacher evaluation report
- Presented with a specific description of the improvement/s expected
- Provided the necessary resources and supports to assist in improving performance
- Provided with reasonable time period for the teacher to show sufficient improvement
- Provided with a statement of possible consequence, which may include recommendation for termination, for failure to improve

The teacher will have the right to appear and make a representation before the Prairie Rose School Division Board of Trustees and/or make a written submission which will be given to the Board as part of the deliberations dealing with the recommendation for dismissal as per Section 92 of the Public Schools Act.