



## Supervision and Evaluation: Counsellors

### Administrative Procedure 2.C.255

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**Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16**

**Legal Reference: PSA**

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**Date Adopted: October 2006**

**Date Amended: October 2009; June 2018**

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The Evergreen School Division believes that the fundamental purposes of supervision and evaluation of professional staff are:

1. Growth, with the objective of improving instruction leading to enhanced student learning.
2. Accountability, where information is provided for administrators to make decisions about tenure, competency or dismissal;

The Evergreen School Division also believes that supervision and evaluation of professional staff is based on the premise that the teachers, as professionals, should take primary responsibility for their own professional growth.

The Evergreen School Division recognizes that student learning is highly dependent upon the quality of instruction and the learning environment provided by teachers.

The evaluation and supervision of professional staff may take one of three forms:

1. Formal Evaluation
2. Professional Growth
3. Under Review

# 1. FORMAL EVALUATION

## GOALS

1. To develop and maintain the best possible learning environment for the student.
2. To ensure effective teaching practices.
3. To facilitate ongoing professional dialogue.
4. To provide a “Formal Evaluation Report” of teacher performance and provide recommendations where necessary.

## DOMAINS OF FORMAL EVALUATION

All teachers will be evaluated using **2.C.310 A: Framework for Professional Practice**. Within this Framework, the following four domains will be evaluated and recommendations will be made by the Principal with respect to them.

1. Planning and Preparation
2. The Classroom Environment
3. Instruction
4. Professional Responsibilities

## PROCESS

1. Supervision and evaluation of teachers will be conducted by the Principal/Vice-Principal on an ongoing basis both inside the classroom and during school-related activities. Observations will be shared with the teacher either verbally or in writing.
2. Formal Evaluation will be conducted for the following professionals:
  - a. Teachers new to the profession will be formally evaluated in their first and second year.
  - b. Experienced teachers new to the division will be evaluated in their first year.
  - c. Term (limited) teachers.
  - d. All other teachers will be evaluated on a 5 year cycle.
  - e. Teachers requesting a formal evaluation.
  - f. Teachers who, in the Principal’s professional judgment are experiencing difficulty meeting an acceptable level of performance as outlined in the Framework for Professional Practice.
3. All participants in the evaluation process will be informed of the criteria, procedures, and purpose of the evaluation.

4. The following will occur during Formal Evaluation:
  - a. A pre-visitation conference with the teacher which may include observations made during the supervision process.
  - b. A minimum of three pre-arranged formal classroom visitations (equally/reasonably distributed in the September – April time period).
  - c. A post-visitation conference will be held as soon as possible upon completion of each of these formal visitations.
  - d. The teacher will complete **2.C.255 A: Self-Assessment: Counsellor** prior to the post conference. It will be returned to the teacher upon completion of the **Summative Evaluation Report** by the administrator.
  - e. The **Summative Evaluation Report** will be written by the administrator. It must be signed by both parties and retained in the teacher's personnel file. A copy will be given to the teacher.
  
5. Timelines:
  - a. New teachers to the division will receive the **2.C.310 B: Interim Report on Professional Staff New to the Division**, which will be completed by November 30<sup>th</sup> in their first year.
  - b. All teachers on formal evaluation will receive a **Summative Evaluation Report** by April 30<sup>th</sup>.

## APPEAL PROCEDURE

1. If a teacher wishes to appeal the **Summative Evaluation Report**, the teacher will first discuss the report with the evaluator.
2. Failing a satisfactory resolution to (1) above:
  - a. A teacher may appeal the report in writing to the evaluator within 5 teaching days of signing and receiving a copy of the report.
  - b. The evaluator must respond to this appeal in writing within 10 teaching days of the date the teacher signed and received the report. The response may be an amended report or written notification that the report will not be amended.
  - c. Subsequently, the teacher may appeal in writing the report to the Superintendent within 15 teaching days of signing and receiving a copy of the report. The Superintendent shall discuss the report with the teacher within 5 teaching days of receiving the appeal.

- d. The teacher may request an alternate evaluation from the Superintendent or Assistant Superintendent.
3. A teacher may withdraw an appeal at any time.

## **2. PROFESSIONAL GROWTH**

### **PROFESSIONAL GROWTH**

#### **GOALS**

1. To develop and maintain the best possible learning environment for the student.
2. To ensure effective teaching practices.
3. To facilitate ongoing dialogue amongst professional staff.
4. To promote professional development recognizing that each teacher's needs are unique.

#### **COMPONENTS OF PROFESSIONAL GROWTH**

##### *Professional Portfolios*

This record of personal and professional pursuits may be presented in a variety of formats such as scrapbooks, albums, folders, binders, CD, or other media.

##### *Self-Directed Professional Development*

The teacher may select one or more professional development activities that are relevant to the approved plan. This might include conferences, visitations, workshops or other professional development activities discussed with the school administrator.

##### *Professional Learning Communities*

This may involve school level professional development, grade level meetings or other activities where a group of professionals focus on a particular P.D. topic that is relevant to the teacher's plan.

##### *Action Research*

The teacher selects an area for study and gathers data at the school level. This may be done individually or by a group of teachers interested in studying the same area. The project should result in a report and may be part of a post-secondary course.

##### *Post-Secondary Work*

This involves university or community college work that is relevant to the teacher's plan.

### *Educational Committees*

Many teachers serve on committees at the local level and/or provincial level. Also, the committee's work must be relevant to the teacher's plan.

### *Presenting Professional Development Sessions*

Preparing for a P.D. session involves extensive reading, in-depth examination of a topic, and preparation of materials. The topic must be relevant to teaching.

### *Other*

An area of professional development that links to personal professional, school, and divisional goals.

## **PROCESS**

1. Every year subsequent to their first year, all teachers will complete **2.C.310 C: Professional Growth Plan.**
2. The teacher and the Principal will collaborate on the plan. Plans must be connected to personal professional, school and divisional goals.
3. The teacher is responsible for identifying goals, developing strategies to achieve these goals, and selecting the kind of data to be gathered to indicate success of goal.
4. Both teacher and Principal must sign the plan and keep a copy. It is recognized that if changes in the plan occur during the year, then such changes must be mutually agreed upon.
5. Teachers will meet with Principal at mid year to discuss progress.
6. A **2.C.310 B: PGP Reflective Summary** shall be completed by the teacher by May 30<sup>th</sup>. This will be discussed with the Principal, signed by the teacher and Principal and placed in the teacher's personnel file.

## **PROFESSIONAL PORTFOLIOS**

### **GOALS**

1. To promote reflective practice.
2. To provide teachers with a mechanism to keep a record of professional growth activities and teaching artifacts.
3. To provide a vehicle for the celebration of personal and professional achievements.

### **COMPONENTS**

The components and format will be determined by the teacher.

### **PROCESS**

1. All teachers will maintain a professional portfolio after year one.
2. It will serve as a record of personal and professional activities, which will be shared with the Principal on an annual basis as part of the reflective process.

## **3. UNDER REVIEW**

When a Principal has reason to believe that a teacher's competency is in question or deemed unsatisfactory, the Principal may, after consultation with the Superintendent, initiate the Under Review Process. All written communication pertaining to this process will be given to the teacher with a copy to the Superintendent for placement in the teacher's personnel file. The teacher will be informed at the outset of his/her right to have Manitoba Teachers' Society (MTS) involved in this process.

### **GOALS**

1. To identify and document unsatisfactory teaching performance.
2. To assist teachers to correct and improve unsatisfactory teaching performance.
3. To provide a mechanism by which a recommendation for dismissal may be made.

### **RESPONSIBILITY**

The primary responsibility rests with the school Principal. Throughout the process, the Superintendent must be consulted and kept informed.

## **PROCESS**

1. The Principal shall write a letter of concern to the teacher which includes:
  - a. Identification of specific areas of unsatisfactory performance.
  - b. Specific description of the improvement(s) expected.
  - c. Identification of resources and supports available to the teacher to assist in improving performance.
  - d. Identification of a reasonable time period for the teacher to show sufficient improvement (normally 30 teaching days).
  - e. A statement of possible consequences (which may include termination) for failure to improve.
2. A meeting will be arranged with the Principal, the Superintendent, 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.
3. Meetings with the teacher and his/her MTS representative will be held to monitor the teacher's progress as specified in the letter of concern.
4. The Principal shall prepare a written summary of every meeting, review it with the teacher and the teacher will sign the summary acknowledging that it has been read. The teacher will have the opportunity to respond within 3 working days.
5. Based on the identified timelines, the Principal will observe a minimum of three lessons to determine whether sufficient improvement has taken place. (Note: 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.
6. If the improvements expected as outlined in Step 1 have been achieved within the specified timelines, the Principal will so advise the teacher in writing. If improvements expected have not been achieved, the matter will be referred to the Superintendent.

## **REFERRAL TO SUPERINTENDENT**

1. The Superintendent shall arrange a meeting with the Principal, the teacher and his/her MTS representative. At this meeting, the Superintendent will decide to:
  - a. extend the timeline for required improvement or

- b. recommendation for dismissal to the Evergreen School Division Board of Trustees. A copy of the recommendation will be provided to the teacher.
2. If a decision is made to extend the time period for improvement, the Principal will write a second letter of concern. Based on the identified timelines, the Principal will follow up with the teacher to determine whether improvements expected are achieved.
- a. If improvements expected are achieved, the Principal will so inform the teacher in writing.
  - b. If improvements expected are not achieved, the matter will be referred to the Superintendent.

### **RECOMMENDATION FOR DISMISSAL**

This decision shall be taken only after all attempts to assist the teacher have failed to produce the required improvement. The Superintendent's recommendation will include evidence of:

- a. Having notified the teacher in writing of the proposed course of action and the reason(s) thereof.
- b. Having advised the teacher that he/she has the right to appear and make representation before the Board 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.

**Evergreen School Division**  
**2.C.255 Summative Evaluation Report: Counsellor**

<b>Name:</b>		<b>Date:</b>		<b>Teaching Assignment:</b>	
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Levels of Performance:

**(U)Unsatisfactory:** The teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area.

**(B)Basic:** The teacher appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area. For supervision and evaluation, this level is minimally competent- improvement is likely with experience.

**(P)Proficient:** The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

**(D)Distinguished:** Teachers at this level are master teachers and make a contribution to the field, both in and outside of the school. They operate at a qualitatively different level, and are highly motivated and engaged, assuming considerable responsibility for their own learning.

**Rate each of the following categories:**

<b>Domain 1: Planning and Preparation</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1a:	Demonstrates knowledge of counselling theory/ techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1b:	Demonstrates knowledge of child and adolescent development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1c:	Establishes goals for the counselling program appropriate to the setting and the student served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1d:	Demonstrates knowledge of resources both within and beyond the school and division	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1e:	Plans the counselling program, integrated with the regular school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1f:	Develops a plan to evaluate the counselling program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Domain 2: The Environment</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2a:	Creates an environment of respect and rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b:	Establishes a culture for productive communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c:	Manages routines and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d:	Establishes standards of conduct and contributes to the culture for student behaviour throughout the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e:	Organizes physical space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Domain 3: Delivery of Service</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
3a:	Assesses student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3b:	Assists students/teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c:	Uses counselling techniques in individual/classroom programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d:	Brokers resources to meet needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e:	Demonstrates flexibility and responsiveness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

<b>Domain 4: Professional Responsibilities</b>		<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
4a:	Reflects on practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4b:	Maintains records and submits them in timely fashion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4c:	Communicates with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4d:	Participates in a professional community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4e:	Engages in professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4f:	Shows professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Administrator Final Comments:

Teacher Comments / Plans for Further Professional Growth:

I have discussed this report with my Principal.  
My signature does not necessarily indicate agreement.

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date