

<b>Kelsey School Division Box 4700 The Pas, MB R9A 1R4  Phone: 623-6421</b>	<b>Code: GCN</b>
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**EVALUATION OF PROFESSIONAL STAFF**

The Superintendent of Schools shall have the responsibility for initiating a procedure to carry out regular evaluations for all professional personnel in the school system.

The evaluation shall be done in accordance to the Administrative Organizational Plan as per Policy CCA and the supervisory authority indicated therein. As a result, principals shall be responsible for the evaluation of assistant principals.

This policy has been developed and agreed to in conjunction with the Kelsey Teachers' Association.

I. TEACHER EVALUATION

A. PURPOSES OF EVALUATION

The evaluation of teachers in the Division shall be conducted for the following purposes:

1. Improvement of instruction.
2. Maintenance of the teacher's personnel record.
3. Review of teaching performance in order to make decisions regarding permanent certification, probation, contract termination and/or reassignment.
4. Professional growth.

B. FREQUENCY OF EVALUATION

1. Evaluation for improving instruction shall occur on a continuing basis.
2. For teachers in their first two years of employment in the Division, a formal evaluation report will be completed prior to April 30th in each year.

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3. For teachers with more than two years of employment in the Division, a formal evaluation report will be completed every three years unless:
  - a) the teacher requests a formal evaluation;
  - b) the principal determines that a formal evaluation is required; or
  - c) the teacher has applied for permanent certification.

For third year evaluation, every effort will be made to have these completed prior to May 30<sup>th</sup> or within a 6-month period. Time extension beyond these parameters will be collegially agreed to by the evaluator and □valuate.

4. Teachers who have received at least four favourable formal evaluations under the standard evaluation procedure shall be considered for evaluation under the professional growth model. For teachers on a professional growth procedure, the frequency would be at least every three years.

### C. CRITERIA

The general criteria for teacher evaluation shall include:

1. Professional Abilities:
  - a) lesson organization
  - b) lesson presentation
  - c) evaluation
  - d) remediation
  - e) class management
  - f) class climate

Other criteria related to the specific role of the teacher may be added by agreement between the teacher and the evaluator. Specific determinants of these criteria will be collegially agreed upon at the school level. In the case of specialist teachers, the criteria/determinants shall be determined by the principal based on the specialist's job description and in consultation with the specialist. Where appropriate, the criteria and determinants used should reflect those of the Division and school.

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2. Professional Qualities:

The characteristics commented on are these personal qualities which relate to the person's professional role as a teacher. The specific determinants will be collegially agreed upon at the school level.

For teachers on a professional growth procedure, the following shall be considered in discussions held between the evaluator and the teacher:

1. The professional growth which has occurred since the last formal evaluation.
2. The professional goals established by the teacher.
3. Curricular objectives set by the teacher.

D. PROCESS

1. Evaluation for improvement of instruction may be conducted formally or informally as determined by the teacher and the evaluator.
2. On those occasions when a formal evaluation procedure might be utilized, it should include:
  - a) a pre-observation conference at which the criteria to be reviewed are clarified;
  - b) an observation period;
  - c) an analysis of data gathered; and
  - d) a post-conference with the teacher to discuss the analysis and any recommendations for improvement.

It is expected that reasonable support and assistance shall be given to the teacher in an attempt to effect an improvement.
3. If the teacher is not fulfilling his/her role to the satisfaction of the principal:

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- a) The principal shall recommend to the Superintendent that the teacher be placed on probation.
- b) If the Superintendent concurs with the recommendation or if the Superintendent initiates probation, the Superintendent shall notify the teacher in writing of the probationary status, such notice to include the length of the probationary period, the evaluative procedure to be followed, and an explanation of consequences.
- c) During the probationary period, there should be at least three reports of the formal evaluations submitted to the Superintendent. The evaluation report should indicate details regarding aspects requiring improvement, suggestions, and support given to the teacher during this period. The Superintendent may choose to conduct an evaluation personally either in an informal or a formal manner.
- d) At the conclusion of the probationary period, the Superintendent shall notify the teacher in writing of any decision made regarding the teacher's future status.

4. In following a procedure for professional growth, the following steps shall be included:

- a) An invitation to the teacher to participate in a review for professional growth.
- b) A preconference to determine the time frame during which the review is to occur.
- c) An opportunity for the teacher to compile information, such as a portfolio, illustrating the teacher's professional growth, goals, and objectives.
- d) An opportunity for the teacher and the evaluator to review and discuss the information relating to the professional growth criteria provided.
- e) Production of, and an opportunity to review, the final documentation developed for signature of the participants.

E. DOCUMENTATION

- 1. Evaluation for improvement of instruction may utilize documentation agreeable to both evaluator and  valuate but which is confidential between them and not placed in the teacher's permanent file at the office. Such documentation should make specific suggestions for improvement being made as required.

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2. Formal documentation shall be based on the criteria and determinants previously agreed upon and shall indicate areas of strength and/or weakness with an explanation of the latter in particular. In addition, general comments as requested by the teacher and recommendations of the evaluator may be included.
3. The teacher reads and signs the report. The signature of the teacher verifies that the report has been discussed with the teacher but shall not imply the teacher's concurrence with the contents of the report. If there are areas of disagreement that cannot be resolved to the satisfaction of both parties, the teacher has the right to attach their comments. The original document is placed in the teacher's permanent file, a copy is given to the teacher, and the principal retains a copy for the principal's file.
4. If possible, the document should be in the language of instruction of the teacher.

F. APPEALS

The principal is the primary evaluator of teachers in the school. If, for any valid reason, either the evaluator or the evaluatee feels that a fair evaluation will not take place, a third party satisfactory to both evaluator and evaluatee should give an independent evaluation. If they are unable to agree on a third party, the Superintendent shall appoint an alternate evaluator if the reason is judged by the Superintendent to be valid.

II. PRINCIPAL AND ASSISTANT PRINCIPAL EVALUATION

A. The evaluation of principals and assistant principals in the Kelsey School Division shall be conducted for the following purposes:

1. To assist in developing an awareness of the principal's and assistant principal's competencies.
2. To identify general areas in job performance and skills in which improvements are needed.
3. To develop realistic performance goals, both short and long range, to assist the professional growth of the individual.

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- 4. To have a record of performance to determine qualifications for promotion and/or recommendations to prospective employers.
- 5. To review administrative performance in order to make decisions regarding reassignment, probation, demotion, or dismissal.

**B. FREQUENCY AND EVALUATION**

The formal evaluation of principals and assistant principals will occur:

- 1. in the first year that the individual fills an administrative position in the Division;
- 2. if there is mutual agreement between the principal/assistant principal and the Superintendent that an evaluation occur or if the Superintendent determines that an evaluation is required; and
- 3. at least once every three years after completion of the principal/assistant principal's initial year in a position.

**C. CRITERIA**

The formal evaluation process for principals and assistant principals requires the selection of criteria for evaluating that determines a standard of acceptable administrative performance.

Although it may be advisable to focus on only a few areas of the principal's or assistant principal's responsibilities, all of these responsibilities should be considered before the final criteria are selected for examination.

The general criteria for principal/assistant principal evaluation should include:

- 1. Criteria applicable to the role of the principal/assistant principal:
  - a) Management of the instructional program (technical-educational skills).
  - b) Human relations (human-managerial skills).

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- c) Management of resources (technical-managerial skills).
  - d) General management performance (speculative-creative skills).
2. Determinants agreed upon considering the particular school level and facility.

D. THE PROCESS

- 1. Annually, the principal/assistant principal will participate with his/her superior in a performance-objective setting discussion. Self-assessment and/or faculty staff assessment may be used as sources of information.
- 2. Every three years, the principal/assistant principal will be involved in a formal evaluation procedure which may be divided into four phases:

- a) Pre-Conference

Consultation between the evaluator(s) and the □ valuate will determine the instrumentation required, the areas of mutual concern, and the time line necessary to complete the evaluation.

- b) Data Gathering

This will take into consideration the areas of mutual concern and the particular nature of the school environment as it affects the criteria being observed. Data gathered may be by instrument, observation, and interview of the □ valuate as mutually agreed upon.

- c) Post Conference

This will be held to discuss the assessment report, professional development recommendations, and to set performance objectives which may include a statement of general improvement goals, self-development objectives, the means of which these might be achieved, methods for measuring the achievement, and a target date for accomplishment of the objectives.

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3. If it becomes apparent that the principal/assistant principal is not fulfilling his/her role to the satisfaction of the Superintendent:
  - a) the principal/assistant principal shall be informed in writing that they are now on probation;
  - b) the principal/assistant principal shall be given conditions in order to have the probationary status removed;
  - c) documentation of the above, as well as assistance provided to the principal/assistant principal during the probationary period, shall be maintained; and
  - d) at the conclusion of the probationary period, the Superintendent shall notify the principal/assistant principal in writing of any decision made regarding future status.
  
4. The evaluator shall be the Superintendent or designate. The Superintendent may, in consultation with the evaluatee, permit another person to be involved.

E. DOCUMENTATION

The documentation may include the following:

1. Self-assessment: may be discussed with the evaluator but remains the property of the evaluatee.
2. Faculty/Staff assessment: individual copies remain confidential to the evaluatee, but a compilation of these may be provided to the evaluator(s) by the evaluatee as part of the formal evaluation documentation.
3. Formal Evaluation Report: this is the report of the formal evaluation procedure. It may include the compilation of the faculty assessment, a report of the performance objectives attained since the last formal assessment, a summary of the interview, and the observation conclusions, and recommendations of the evaluator(s). The evaluator(s) and the evaluatee sign and date this documentation. The signature of the evaluatee verifies that the report has been discussed with the evaluatee but shall not imply the evaluatee's concurrence with the contents of the report. If

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there are areas of disagreement that cannot be resolved to the satisfaction of both parties, the evaluatee has the right to attach comments. The original document is placed in the evaluatee's permanent file, and a copy is given to the evaluatee.

4. When the evaluation is for purposes of professional growth, the final report shall focus on the principal's professional growth and goals.

F. APPEALS

The Superintendent is the primary evaluator of principals and assistant principals in the Division. If, for any valid reason, either the evaluator or the evaluatee feels that a fair evaluation will not take place, a third party satisfactory to both evaluator and evaluatee should give an independent evaluation. If they are unable to agree on a third party, the Board shall appoint an alternate evaluator if the reason is judged by the Board to be valid.

III. ACCESS TO TEACHERS' PERMANENT FILES

(Teacher also refers to principal and assistant principal.) The Division office's permanent files of the professional staff are private and confidential. They are to be kept in a secure location and may not be allowed out of the office unless required for dismissal or certification hearings. Professional staff are allowed access to their files in the presence of the Superintendent or designate. Principals may view the permanent file of their staff or of prospective staff in the presence of the Superintendent or designate.

Requests for information from these files by outside agencies or other administrative personnel must be made through the Superintendent. The decision to release pertinent information will be made within the following guidelines:

1. The person making the request has a legitimate reason for doing so.
2. The teacher is aware of the request and, if it is of a reference nature that the teacher has agreed to by completing a release form, the dissemination of the information to that applicant shall be made.
3. Reference requests regarding teacher competency will be answered by referring to the formal evaluation reports on file.

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4. Reference requests should be in writing. If a phone request is made, the Superintendent or principal shall ensure the authenticity of evaluation report(s).
  
5. Requests for information by the Board must be made by motion to the Superintendent who will examine the file in preparing the response to the request. The teacher involved should be made aware of the details concerning such a request.