

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
SUPERVISION: INSTRUCTIONAL/TEACHING STAFF	GCNA

I. POLICY

The Louis Riel School Board believes that the evaluation of the divisional teaching staff is one of the most important roles of the school principal and other designated supervisors and that evaluation processes serve two equally important purposes:

- The enhancement of professional growth to benefit student learning, through processes that articulate goals for growth and strategies to achieve them; and recognize the progress of a teacher’s work to achieve those goals through evidence
- The support of systemic accountability, whereby administrators apply information about teacher performance to recommend decisions about tenure, employment or career advancement

Accordingly, this policy will outline two distinct processes for school principals, and other designated supervisors who have the definitive responsibility for teacher evaluation, to apply as appropriate.

II. GUIDELINES

The two distinct processes are as outlined below.

- **Supervision for Continuous Professional Learning** provides a process for teachers to take primary responsibility for their own professional development as it is connected to their assigned role in a given school year.
 1. Tenured teachers on permanent contracts
- **Supervision for Growth** provides a process for the evaluation of all members of the divisional teaching staff with respect for their differing needs, including their status of employment and career experience
 1. Teachers on Term Contracts of more than eight weeks
 2. Teachers in their first year of a permanent contract
 3. Teachers who are experiencing difficulty
 4. Teachers experiencing sustained difficulty
 5. Discipline

Adopted:	June 1, 2007	Legal References:
Revised:	June 18, 2019	

III. PRODEDURES

Supervision for Continuous Professional Learning

I. Tenured teachers on permanent contracts:

- Review their previous year’s LRSD self-assessment tool which encompasses four domains of teacher practice: Planning and Preparation; Learning Environment; Instruction; and Professional Responsibilities.
- Develop a Professional Learning Plan (PLP). While individual teachers need to take ownership and responsibility for their own learning, they are encouraged to work on their PLP with other professionals as part of a team. Completion of the online PLP is required on an annual basis and must be connected to their current assignment or role with the Division. It must include: goals, strategies, and evidence. Self-reflection on the PLP process should be ongoing.
- At the end of the school year, teachers are to complete an online annual review form and select an artifact to demonstrate the impact of their PLP on student learning. Teachers working on multi-year plans reflect on the current year’s progress.
- The PLP will be reviewed by a school administrator twice a year. Initial review before the end of October and a final review of the artifact prior to the end of June. School administration will provide support to achieve the goals outlined within the PLP.

Supervision for Growth

I. All teachers on Term Contracts that extend past 8 weeks in duration will:

- I.1. Complete all processes described in the supervision for continuous professional learning section above.
- I.2. Receive a summative evaluation report. This date is outlined by Human Resources as the term end date or May 31st whichever comes first.
- I.3. Teachers will receive, sign and may comment on the Summative evaluation.

2. Non-tenured teachers in their first year of a permanent contract

School administration will refer to [Protocol to Evaluate Non-Tenured Teachers on Permanent Contracts](#) to ensure the timeline set out by the Division is met as well as the below expectations.

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- 2.1 Develop a Professional Learning Plan (PLP) as described above prior to September 30th. This will be reflected upon through the below procedures.
- 2.2 The administrator and teacher establish a timeline for a series of meetings / observations that will take place between October and March (minimum of three formal observations). Additional meetings and observations can take place.
 - 2.2.1. Pre-observation meetings in which the teacher shares their intentions of a class/lesson.
 - 2.2.2. Observations in which the administrator observes the teacher working with students.
 - 2.2.3. Post meeting in which the teacher shares reflections and the administrator provides feedback.
 - 2.2.4. A final meeting in which the administrator provides a written evaluation.

3. Teachers who are experiencing difficulty

If an administrator believes a teacher to be experiencing difficulty that is due to lack of experience, or other factors beyond the worksite such as physical/mental health issues, they need to provide the appropriate supports that may include:

- 3.1. Reference to the Manitoba Teachers Society Disability Benefits Plan (MTSDBP).
- 3.2. Personally, mentoring or arranging for a mentor.
- 3.3. Arranging for specific professional development in the area of difficulty.

4. Teachers experiencing sustained difficulty

If an administrator comes to believe that there is a continued pattern of difficulty in which the teacher needs to take some further responsibility, the administrator needs to arrange for a process to ensure clear expectations, and observance of improvement.

- 4.1. Administrator informs the teacher that they have concerns, a meeting to discuss the concerns needs to take place, and a LRTA/MTS representative should attend the meeting with the teacher as this meeting will include the Superintendent of Schools or designate.
- 4.2. Meeting is held to discuss the concerns, identify specifically what improvements need to occur, how the administrator and/or The Division can support the improvements, and a date is set for a follow-up meeting to discuss progress or lack thereof.
- 4.3. After the meeting, The Division will provide a written “Letter of Expectation” that summarizes the various components of the meeting together with required improvements by the teacher, supports provided by the LRSD, and timelines for subsequent meetings. The letter clearly indicates that the meeting was not disciplinary in nature.
- 4.4. At the following meeting, (may be 2 weeks or a month later), progress or the lack of progress is discussed. There are three potential results from this subsequent meeting:
 - 4.4.1. Progress was satisfactory, and no further meetings need to occur.
 - 4.4.2. Additional work and supports are required, and further meetings will occur.

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4.4.3. It is deemed by the Superintendent of Schools or designate and the school administrator that the teacher is responsible for their lack of improvement, and that the matter is now one of discipline.

5. Discipline

There will be incidences in which the division believes that disciplinary action is required.

5.1. If an administrator believes there has been significant unprofessional behaviour, a meeting can be called. The teacher may be requested to leave the worksite immediately, so the concern may be investigated. The meeting will also include the Superintendent of Schools or designate, and an LRTA or MTS representative.

5.2. If, as a result of meeting(s) to address sustained difficulty (2 above), it is deemed that the teacher is culpable for the unacceptable performance, the process will shift to discipline.

5.3. Arbitrators have established a number of factors that will inform the potential disciplinary action that will be considered.

5.4. Potential disciplinary action can include, but is not limited to:

5.4.1. Written reprimand

5.4.2. Suspension without pay

5.4.3. Transfer to a different position and site

5.4.4. Termination. A teacher can appeal a termination with the Louis Riel School Division School Board.

6. For teachers employed within the Louis Riel School Division who have both a permanent and term contract, term teacher observation and summative reports are not to be completed.
7. School administration may access divisional Coordinators' participation in teacher evaluation processes through consultation with the teacher being evaluated.
8. The Director of Student Support Services may access divisional Supervisors' participation when evaluating members of the staff of Clinical Services, whom the Division employs on teaching contracts, with reference to the standards of the provincial bodies that regulate their respective disciplines.

Required Information:

- [Protocol to Evaluate Non-Tenured Teachers on Permanent Contracts](#)
- [Teacher Formal Observation Report](#)
- [Teacher Summative Report](#)
- [Clinicians Formal Observation](#)
- [Clinicians Summative Report](#)
- [Clinicians Growth Plan](#)

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