



**POLICY
SUBJECT:**

**GCN
PERFORMANCE ASSESSMENT AND
DEVELOPMENT**

APPROVAL DATE:

REVISION DATE:

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1. GENERAL

- 1.1 The assessment and development of employee performance is one of the most important aspects of the management process. It is important in terms of contributing to employee development, identifying employee potential, aiding in human resource planning, and improving the performance of the employee and the organization.
- 1.2 The Division shall maintain appropriate performance assessment and development systems for all employees.

2. PROCEDURES

- 2.1 The Chief Superintendent shall be responsible for the development of appropriate assessment and development procedures for all employees.
- 2.2 The assessment and development procedures shall be both formative and summative in nature focusing on employee strengths and needs.
- 2.3 The procedures shall allow for two-way communication between the employee and the individual doing the assessment on identification of criteria, assessment of performance and the planning necessary to maintain or strive for excellence.
- 2.4 The assessment and development procedures shall include specific criteria to be assessed as determined by the Chief Superintendent.

3. RESPONSIBILITY FOR ASSESSMENT

The Chief Superintendent shall assign the specific responsibility for implementing the Performance Assessment and Development procedures.

4. FREQUENCY OF ASSESSMENT

The Chief Superintendent will determine the frequency of assessment for all employees.

5. PRINCIPAL/SUPERVISOR

The Principal/Supervisor shall be responsible for the assessment of all staff assigned to the school/Division facility and the forwarding of reports to the superintendent and/or designate.



**ADMINISTRATIVE RULE/
PROCEDURE** **GCN-R(1)**
SUBJECT: **PERFORMANCE ASSESSMENT AND
DEVELOPMENT - TEACHING STAFF**

APPROVAL DATE: September 9, 1986
REVISION DATE: May 6, 2002
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Regulations governing procedures and operations for the performance assessment and development of professional staff as determined by the Chief Superintendent.

1. General

The Assessment and Development Procedure for Teachers is a process which has been established in The Winnipeg School Division through consultation with Principals and Teachers.

The process shall be both formative and summative in nature focusing on teacher strengths and needs as appropriate. The approach calls for two-way communication on identification of criteria, assessment of performance and the planning necessary to maintain or strive for excellence.

The assessment is a way of providing information to teachers and the Division on teachers' performance and to the administration in their deliberations on transfer and promotions. It is recognized that the Assessment and Development Procedure in its summative nature possesses both legal and professional implications and may lead to implementation of the Teacher Improvement Procedure.

Teacher satisfaction, productivity, and growth will be enhanced as the teacher knows how their performance is viewed, what is expected, how performance is measured and how to get assistance for improvement when required.

2. Frequency of Assessment

- 2.1 Newly hired teachers shall have a formal written summative performance assessment during their first year of employment on a permanent contract with the Division.
- 2.2 After the first year, teachers shall have a formal written summative assessment in the fourth year of employment and a minimum of once every five years subsequently unless requested more frequently by either the teacher or the principal and approved by the superintendent.

3. Establishment of Criteria and Process for Assessment

- 3.1 The Principal/Vice-Principal will meet with each of the teachers who have been identified for assessment for the coming year. Prior to this meeting the teacher will be given a copy of the Board Policy (GCN), Administrative Rule/Procedure (GCN-R), and Exhibits (GCN-E) for Performance Assessment and Development - Teaching Staff including the rubrics. This meeting should be held by the end of October.
- 3.2 During the initial meeting, the Principal/Vice-Principal and the teacher should discuss the organization of the teacher's program including the expected learning outcomes, program goals and objectives, the nature and the educational needs of the student population in the class(es) and any other information which will allow the Principal/Vice-Principal and the teacher to come to an understanding of what the expectations of the teacher are for the coming school year. The list of criteria and rubrics contained in the Exhibits section of the Performance Assessment Policy should be discussed and clarified. From this discussion the Principal/Vice-Principal and the teacher will determine the criteria and define the process to be used in the subsequent assessment.

3.3 Required Criteria

The following criteria must be included in the written summative assessment of the classroom teacher that is provided to the Human Resources Department:

- a) Classroom Learning Environment
- b) Planning/Preparation



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- c) Communication - Students
 - Parents/Guardians
 - Colleagues
- d) Instructional Techniques
- e) Assessment & Evaluation
- f) System, School, Team Goals/Priorities
- g) Professional Responsibilities
- h) Contribution to School/Division Activities

3.4 Criteria for Non Classroom Support Teachers

The required criteria may be modified by the Principal/ Vice-Principal and the support teacher during the initial meeting. If additional criteria are added at a later date a meeting must be held with the teacher to explain why and to clarify the Principal's expectations in this performance area(s). The modification and addition of other criteria will be recorded by the Principal in a memo to the teacher.

3.5 The process for the performance assessment must include the following:

- (a) a minimum of three (3) prearranged classroom observation periods;
- (b) the assessment period will normally begin in September and end in May of the school year;
- (c) each prearranged observation will be a minimum of thirty (30) minutes in duration (a minimum of a full class period in secondary);
- (d) there may be some observations of the teacher's lessons that may not be prearranged;
- (e) a brief written summary regarding the objectives for the activity/lesson to be taught, including a general statement on the presentation and how the effectiveness of the lesson will be evaluated, will be provided by the teacher to the Principal/Vice-Principal prior to all prearranged observations.
- (f) review of any written materials(e.g. exams, unit plans, course outlines) and student records developed by the teacher. This may include the review of the teacher's professional portfolio if applicable.

3.6 The Principal/Vice-Principal will prepare a written memo summarizing the discussions and detailing the criteria and process agreed to at the initial meeting and forward it to the teacher as soon as possible following the meeting.

4. **Assessment Period**

- 4.1 Prior to each prearranged observation period the teacher will provide to the Principal/Vice Principal the written statement referred to in 3.5(e).
- 4.2 For each prearranged observation, the Principal/Vice-Principal will attend the classroom for the agreed upon lesson and will record observations made of the lesson, the criteria established and the relationship of the lesson to the objectives of the lesson.
- 4.3 For observations that are not prearranged, the Principal/Vice-Principal will attend the classroom and will record observations made of the lesson and the criteria established.



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4.4 As soon as possible (preferably on the same day but at least within 3 days) after each observation period, the Principal/Vice-Principal will provide an opportunity for discussion and feedback on his/her observations made during the visit. The discussion should focus on strengths, concerns, if any, and recommendations, if any, which are being made for improvement. In the latter case, a list of available supports should be included.

The date and time for the feedback session should be arranged at the same time that the observation is being arranged.

4.5 Following the post observation period conference feedback identified in Step 3.4 above, the Principal/Vice-Principal will provide a memo addressed to the teacher which confirms the discussions held and summarizes these discussions. This memo will remain in the Principal/ Vice-Principal's assessment and development file. Copies of this documentation may be requested by the Superintendent if required.

5. Summation/Written Report

5.1 Upon completion of the assessment period, the Principal/Vice-Principal will complete all sections of the assessment form [Sections I-V][Exhibit E(1)] and provide a copy of the completed form to the teacher.

5.2 Within five (5) days of providing a copy of the final assessment form to the teacher, the Principal/Vice-Principal and the teacher will meet to discuss the written assessment.

5.3 The teacher will be allowed five (5) days to make any written comment the teacher wishes in the section labelled Teacher Comments prior to signature.

5.4 The Principal/Vice-Principal and the teacher will sign the form, the Principal/Vice-Principal indicating completion of the assessment. The teacher will sign the form to indicate that he/ she has been given the opportunity to read, discuss and respond to the assessment, but not that he/she necessarily agrees with the information. In the case where a Vice-Principal completes the assessment, the Principal must also initial the form to indicate that he/she has read the assessment.

5.5 A copy of the completed assessment must be given to the teacher.

5.6 The completed assessment will normally be sent to the Personnel Department on or before May 31 where it will be reviewed and forwarded to the appropriate Superintendent for their review.

5.7 Assessment and Development records will be maintained in the teacher's personnel file.

6. Ongoing Learning Plan

An ongoing learning plan is a written statement prepared by the teacher in consultation with the administrator describing the teacher's intended professional growth. Each teacher will develop the ongoing learning plan to be implemented over a defined period of time between the formal summative assessment periods. The defined period of time may be a minimum of one year to a maximum of 2 years as agreed between the teacher and the school administrator.



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7. Teacher Improvement Procedures

- 7.1 The Principal, when he/she believes that a teacher is not performing satisfactorily, will initiate the following process. It should be noted if concerns require disciplinary action the procedures outlined in the Discipline and Discharge policy will apply.
- 7.2 The Principal will establish a process to identify the concern(s) about the performance or work habits of the teacher. The documentation on the process should include the following information:
- (a) The dates, times and duration of the visits to the classroom;
 - (b) A summary of recorded observations made during the visits which lead to the determination of the concern(s) (e.g., teaching methodologies, classroom management);
 - (c) A summary of post visit conferences held with the teacher indicating that the concern(s) and/or observations have been brought to the teacher's attention and discussed;
 - (d) A summary detailing remedial actions and/or development of action plans which have been recommended to the teacher in order to address the concerns identified (seminars, inservices recommended and/or attended, visits to other classrooms arranged, role modelling provided and any other actions recommended). This should include a list of dates and action taken by the teacher;
 - (e) A summary which identifies whether the process was repeated and that sufficient progress has not been made at the school level.
 - (f) A summary which identifies whether the process was repeated and that further progress cannot be made at the school level.
- 7.3 When the Principal has determined that the identified concern(s) have not been adequately addressed and that the teacher should be considered for the Teacher Improvement Process, the Principal will submit the documentation referred to in 7.2 to the Superintendent.
- 7.4 If the Superintendent determines that the concern(s) identified remain and have been appropriately documented, have been brought to the attention of the individual, and that adequate attempts have been made to remedy the concern(s) a letter will be sent to the teacher to:
- (a) indicate that he/she is at risk;
 - (b) request the teacher attend a meeting with the Superintendent, the Principal, and a representative of the Human Resources Department;
 - (c) outline the purpose of the meeting;
 - (d) inform the individual of the right to be accompanied by a representative of The Winnipeg Teachers' Association. A copy of the letter will be sent to The Winnipeg Teachers' Association.
- 7.5 The agenda for the meeting with the teacher will include:
- (a) outline of concerns;
 - (b) remedial action attempted;
 - (c) description of present situation;
 - (d) teacher's response to concerns identified.



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If probationary procedures are determined necessary the meeting will further:

- (a) outline expectations, reporting dates, etc., for probationary period;
- (b) outline support available;
- (c) clarify procedures and expectations for all concerned;
- (d) clarify possible consequences of the evaluation depending on outcome;
- (e) establish a date for a final meeting to decide outcome of probationary period.

- 7.6 The Superintendent will provide to the teacher, in writing, a summary of the meeting and outline:
- expectations
 - timelines
 - possible outcomes, etc.
- 7.7 The Superintendent will determine the person responsible for the assessment. If he/she determines it to be in the best interest of the Division or the teacher, the teacher may be transferred to another school or another administrator may be assigned to the evaluation. Ongoing assessments (evaluations) by the Principal will periodically be discussed with the teacher in accordance with the timelines established, in the presence of the Superintendent and The Winnipeg Teachers' Association representative.
- 7.8 The decision on the outcome will be made in sufficient time to allow the Division to meet the requirements of the Collective Agreement and The Public Schools Act. This probationary process would normally last one (1) year except where it is deemed necessary to alter the length of the process in the best interest of the Division or the teacher.



**ADMINISTRATIVE RULE/
PROCEDURE** GCN-R(2)
SUBJECT: **PERFORMANCE ASSESSMENT & DEVELOPMENT - NON-TENURED TEACHING STAFF**
APPROVAL DATE: October 6, 1987
REVISION DATE: May 16, 1989
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Regulations governing procedures and operations for the performance assessment and development of professional staff as determined by the Chief Superintendent.

1. General

The Assessment and Development Procedure for Non-Tenured Teachers shall be both formative and summative in nature focusing on teacher strengths and needs. The approach calls for communication between the Principal and the teacher on the identification of criteria, the assessment of performance, and the planning necessary to maintain or strive for excellence.

The assessment provides information to teachers and the Division on non-tenured teachers' performance and to the administration in their deliberations on retention or release of non-tenured teachers. It is recognized that the Assessment and Development Procedure in its summative form possesses both legal and professional implications and may lead to termination procedures.

2. Establishment of Criteria and Process for Assessment

2.1 The Principal/Vice-Principal will meet with the non-tenured teacher who is to be assessed for the coming year. This meeting should be held during the first month of the school year.

2.2 During the initial meeting, the Principal/Vice-Principal, and the teacher should discuss the organization of the teacher's program including goals and objectives, the nature and the educational needs of the student population in the class(es), and any other information which will allow the Principal/Vice-Principal and the teacher to determine and agree to the expectations of the teacher for the coming school year. The Principal/Vice-Principal and the teacher will review the criteria and define the process to be used in the subsequent assessment. For teachers in support positions, e.g. counsellor, librarian, resource, etc., the criteria as listed on the assessment forms may require modification and/or development at the outset of the assessment process.

2.3 Required Criteria

The following criteria must be included in the written assessment of the teacher that is providing to the Personnel Department:

- (a) Classroom Management;
- (b) Teaching Methodology;
- (c) Organization and Planning;
- (d) Interpersonal Relations;
- (e) Program Content;
- (f) Attention to Professional Duties and Responsibilities.

2.4 The Principal/Vice-Principal will prepare a written memo summarizing and detailing the criteria and process discussed at the initial meeting and forward it to the teacher as soon as possible following the meeting.

2.5 The process for the performances assessment must include the following:

- (a) there will be three assessment periods:
 - (i) September to November 15,
 - (ii) November 15 to February 15,
 - (iii) February 15 to April 15;



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- (b) (i) a minimum of two (2) pre-arranged classroom observations in each assessment period;
 - (ii) each pre-arranged observation will be a minimum of twenty (20) minutes in duration;
 - (iii) there will be additional observations of the teacher's lessons that are not pre-arranged;
- (c) a brief written summary regarding the objectives for the activity/lesson to be assessed, including a general statement on what the students will be doing, the teacher's role in the activity/lesson and how the effectiveness of the activity/lesson will be evaluated. This will be provided by the teacher to the Principal/Vice-Principal prior to all pre-arranged observations.

3. Assessment Period

- 3.1 Prior to pre-arranged observation periods, the teacher will provide to the Principal/Vice-Principal the written statement referred to in 2.5(c).
- 3.2 For pre-arranged observation periods, the Principal/Vice-Principal will attend the classroom for the agreed upon activity/lesson and will record observations made according to the criteria established, and the relationship of the activity/lesson to the written plan.
- 3.3 For observation periods that are not pre-arranged, the Principal/Vice-Principal will attend the classroom and will record observations made of the activity/lesson according to the criteria established.
- 3.4 As soon as possible, (preferably on the same day) after each observation period, the Principal/Vice-Principal will provide an opportunity for discussion and feedback on observations made during the visit. The discussion should focus on strengths, concerns, if any, and recommendations, if any, which are being made for improvement.
- 3.5 Following the post observation conference identified in Step 3.4 above, the Principal/Vice-Principal will provide a memo addressed to the teacher which confirms and summarizes the discussion. A copy of this memo will remain in the Principal/Vice-Principal's assessment and development file, and may be requested by the Superintendent if required.
- 3.6 When the performance of a non-tenured teacher falls below the acceptable level, a formal process will be put in place to address the situation involving the Personnel and the Superintendent's Departments, and the Winnipeg Teachers' Association.

4. Summation/Written Report

- 4.1 Upon completion of each assessment period, the Principal/Vice-Principal will complete the appropriate assessment form (Exhibit 3; 4; 5) and provide a copy of the completed form to the teacher.
- 4.2 The Summative Report (Section III) in Report No.1 contains a "No Comment" section which may be checked off for those performance areas which have not yet been observed by the Principal/Vice-Principal during the first reporting period.



**ADMINISTRATIVE RULE/
PROCEDURE** GCN-R(2)
SUBJECT: **PERFORMANCE ASSESSMENT & DEVELOP-
MENT - NON-TENURED TEACHING STAFF**
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- 4.3 Within two (2) days of providing a copy of each assessment form to the teacher, the Principal/Vice-Principal and the teacher will meet to discuss the written assessment.
- 4.4 The teacher will be allowed two (2) days to make any written comment wished in the section labelled Teacher's Comments prior to signature.
- 4.5 Both the Principal/Vice-Principal and the teacher will sign each form; the Principal/Vice-Principal to indicate that he/she has completed the assessment and the teacher to indicate that he/she has been given the opportunity to read, discuss, and respond to the assessment, not that he/she necessarily agrees with the information. In the case where a Vice-Principal completes the assessment, the Principal must also initial the form to indicate that the assessment has been read.
- 4.6 A copy of each completed assessment must be given to the teacher.
- 4.7 Completed assessments will normally be sent to the Personnel Department on or before the appropriate due date where each will be reviewed and forwarded to the appropriate Superintendent for review.
- 4.8 The completed assessments will be due as follows:
- (i) Assessment Report 1 - November 15,
 - (ii) Assessment Report 2 - February 15,
 - (iii) Assessment Report 3 - April 15.
- 4.9 Assessment and Development records will be maintained in the teacher's personnel file.



**ADMINISTRATIVE RULE/
PROCEDURE** GCN-R(3)
SUBJECT: PERFORMANCE ASSESSMENT AND
DEVELOPMENT-SCHOOL ADMINISTRATORS
APPROVAL DATE:
REVISION DATE: June, 2005
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Regulations governing procedures and operations for the performance assessment and development of school administrative staff as determined by the Chief Superintendent.

1. General

1.1 *The School Administrator Performance Assessment* process should address both the needs of the system and the practicing administrators within the system. To this end, the process should:

- 1.1.1 provide an assessment of the performance of the individual school administrator;
- 1.1.2 develop the skills and abilities required by school administrators in The Winnipeg School Division;
- 1.1.3 provide information for the Superintendent of Schools to make recommendations to the Board regarding the promotion and placement of school administrators.

2. Frequency of Assessment

2.1 Formal and systematic assessment during the two-year period following the initial administrative appointment as a principal or a vice-principal. During the two-year period all performance areas will be assessed.

2.2 At the initiation of the appropriate Superintendent of Schools, all administrators shall be formally and systematically assessed at least once every five (5) years. The assessment shall be based on their performance since their last evaluation.

During each evaluation period, all performance areas need not be assessed. The areas for assessment will be determined jointly by the appropriate Superintendent of Schools and the principal/vice-principal.

The formal assessment may be deferred for one year with the approval of the Chief Superintendent.

2.3 Formal and systematic assessment may take place at any time at the request of the individual administrator or the Superintendent of Schools.

3. Guidelines and Establishment of Criteria

3.1 By the first of October, the appropriate Superintendent of Schools shall notify those administrators who are to be assessed during the following school year. Administrators who wish to be evaluated during a particular school year shall notify the appropriate Superintendent of Schools by the third week of September. Individuals being assessed may identify areas in which they would like particular assistance and/or appraisal.

3.2 a) The assessment of a principal shall be conducted by the appropriate Superintendent of Schools.

b) The assessment of a vice-principal shall be conducted by the principal in conjunction with the appropriate Superintendent of Schools.



**ADMINISTRATIVE RULE/
PROCEDURE GCN-R(3)
SUBJECT: PERFORMANCE ASSESSMENT AND
DEVELOPMENT-SCHOOL ADMINISTRATORS**

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3.3 The performance areas for the assessment of principals and vice-principals will include:

- a) Leadership/Management
- b) Personnel
- c) Communication/Relationships
- d) Program.

Indicators for each performance area are included in Exhibit 5. Other indicators may be included as agreed to by the administrator and Superintendent of Schools.

3.4 Prior to October 31st, a preliminary meeting between the principal and the appropriate Superintendent of Schools will be held in order to define the process, establish the goals, discuss and clarify the criteria for evaluation, and agree on the data collection process to be utilized during the assessment period.

Where the assessment is of a vice-Principal, the principal will arrange and conduct the meeting.

In those cases in which the assessment process begins at a time other than at the beginning of the school year, the timelines shall be adjusted accordingly.

3.5 Following the preliminary meeting, written confirmation of the discussion will be provided by the Superintendent of Schools. The principal will provide written confirmation if the assessment is on the performance of a vice-principal.

4. Data Collection

4.1 Meetings (required)

Meetings shall be held with individuals or groups of staff members as agreed to by the school administrator being assessed such as:

- grade level representatives
- department heads and/or team leaders
- support team representatives
- subject area departments
- small groups, including teachers, teacher assistants, clerks, custodians, etc.
- staff advisory committee members
- professional development committee members
- parents/community members.



4.2 Surveys (optional)

If mutually agreed upon, data collection may include either:

- a) a survey instrument organized by the school staff, or provided by the Human Resources Department or Research Department, which solicits information from the total staff. The completed survey should be signed by the staff member and returned directly to the assessor.
- b) a staff committee structured to request input from the total staff reporting to the administrator.

The process for the receipt, collation, and reporting of the information obtained by the survey or staff committee will be mutually agreed upon by the Superintendent of Schools and the principal. The data would be destroyed after one year.

4.3 Supporting Documentation

The Superintendent of Schools may request copies of various written materials related to the performance areas being assessed. Examples of such materials are included in Exhibit 5.

5. School Visits

5.1 There shall be the following minimum number of visits by the Superintendent of Schools to the school during the assessment process, exclusive of the initial and the final meeting.

- a) 4 - ½ day visits during the assessment process for principals
- b) 6 - ½ day visits over the two-year assessment period for new administrators.

5.2 Feedback shall be provided to the school administrator throughout the assessment process.

6. Summation Written Report

6.1 At the conclusion of the assessment process, there shall be a discussion between the school administrator and the appropriate Superintendent of Schools.

Where the assessment is of a vice-principal, the principal will prepare the draft assessment and will review it with the Superintendent of Schools prior to discussion with the vice-principal.

6.2 The outcome of the discussion shall be a confidential written report, one copy to be given to the school administrator by the end of September and one copy to remain with the appropriate Superintendent of Schools.



**ADMINISTRATIVE RULE/
PROCEDURE** **GCN-R(4)**
SUBJECT: **SCHOOL ADMINISTRATORS'
IMPROVEMENT PROCEDURE**
APPROVAL DATE: September 21, 1993
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In accordance with the procedures established for the performance assessment of school administrators, the appropriate superintendent will monitor the performance of the administrator on an ongoing basis with a formal written assessment to be completed at least once during a five year period. The Superintendent, when he/she believes that a school administrator is not performing satisfactorily, will initiate the following process. It would be noted that if the concerns require disciplinary action the procedures outlined in the Discipline and Discharge policy will apply.

1. The Superintendent will establish a process to identify the concern(s) about the performance or work habits of the administrator. The documentation on the process should include the following information:
 - (a) the dates, times, purposes and duration of the visits to the school;
 - (b) a summary of data collected during the visits which lead to the determination of the concern(s) (feedback from staff, written materials, observations);
 - (c) a summary of meeting held with the administrator indicating that the concern(s) and/or observations have been brought to the administrator's attention and discussed;
 - (d) a summary detailing remedial actions and/or the development of action plans which have been recommended to the administrator in order to address the concerns identified (seminars, inservices recommended and/or attended, visits to other schools arranged, role modelling provided and any changes in administration practices recommended); this should include a list of dates and action taken by the school administrator;
 - (e) a summary which identifies that the school administrator's response to the action plan has been monitored and the situation has been re-evaluated;
 - (f) a summary which identifies whether the process was repeated and that sufficient progress has not been achieved at the school level.

When the Superintendent has determined that the identified concerns have not been adequately addressed and that the school administrator should be considered for the School Administrator Improvement Process, the Superintendent will submit the documentation referred to above to the Chief Superintendent.

If the process involves a vice principal, the Superintendent shall outline the role of the principal in the assessment. If the Chief Superintendent determines that the concern(s) identified remain and have been appropriately documented, have been brought to the attention of the individual, and that adequate attempts have been made to remedy the concern(s) a letter will be sent to the school administrator to:

- i) indicate that he/she is at risk;
- ii) request the administrator to attend a meeting with the Chief Superintendent, the appropriate Superintendent, and a representative of the Human Resources Department;
- iii) state the purpose of the meeting;
- iv) inform the individual of the right to be accompanied by a representative of the Winnipeg Teachers' Association.



**ADMINISTRATIVE RULE/
PROCEDURE** **GCN-R(5)**
SUBJECT: **PERFORMANCE ASSESSMENT AND
DEVELOPMENT – CLINICAL STAFF**

APPROVAL DATE: May 2, 1995
REVISION DATE: February 4, 2002, May 15, 2006
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Regulations governing procedures and operations for the performance assessment and development of professional staff as determined by the Chief Superintendent.

1. General

The Performance Assessment and Development Procedures for Clinicians is a process which has been established in The Winnipeg School Division through consultation with Superintendents, the Director of Child Guidance Clinic, Area Service Directors, Principals and clinicians.

The process shall be both formative and summative in nature focussing on clinician strengths and needs as appropriate. The approach calls for two-way communication on identification of criteria, assessment of performance and the planning necessary to maintain or strive for excellence.

The assessment is a way of providing information to clinicians and to the Division on clinicians' performance and to the administration in their deliberations on transfer and promotions. It is recognized that the Assessment and Development Procedure in its summative nature possesses both legal and professional implications and may lead to implementation of the Clinician Improvement Procedure.

Clinician satisfaction, productivity, and growth will be enhanced as the clinician knows how their performance is viewed, what is expected, how performance is measured and how to get assistance for improvement when required.

2. Frequency of Assessment

2.1 Newly hired clinicians shall have the following formal written summative performance assessments:

- * If already possessing a permanent clinician's certificate: during the first year of employment
- * If not already possessing a permanent clinician's certificate: annually until permanent certification is obtained (normally 2 school years).

2.2 After obtaining permanent certification, and initial performance assessments(s), clinicians shall have a formal written summative assessment a minimum of once every five years subsequently unless requested more frequently by either the clinician or the Area Service Director(s) and approved by the Director.

3. Establishment of Criteria and Process for Assessment

3.1 There are two tracks of performance assessment:

- * An **Intensive Track**. This format (Exhibit GCN-E (10) is used for all newly hired clinicians and those clinicians who have not yet qualified for a permanent clinician's certificate.
- * A **Developmental Track**. This format (Exhibit GCN-E (11) is normally used for all performance assessments of clinicians referred to in 2.2. The Area Service Director(s) may use the Intensive Track format in lieu of the Developmental Track if concerns have been raised regarding the clinician's performance.

Both the clinician's unit Area Service Director and the Discipline Supervisor (if different from the Area Service Director) will be involved in the performance assessment ("the Area Service Director(s)"). If a clinician works equal time in two or more units, the Area Service Directors will decide amongst themselves, in consultation with the clinician, who will be involved in the performance assessment.

If the clinician works in more than one unit, the Area Service Director of the unit in which the clinician is assigned the most time will be the designated Area Service Director for the performance review.

3.2 The Area Service Director(s) will meet with each of the clinicians who have been identified for assessment for the coming year. Prior to this meeting the clinician will be given a copy of the Board Policy (GCN), Administrative Rule/Procedure (GCN-5), and Exhibit (GCN-E (10 → 12) for Performance Assessment and Development – Clinical Staff. This meeting should be held by the end of October.



**ADMINISTRATIVE RULE/
PROCEDURE:** GCN-R (5)
SUBJECT: PERFORMANCE ASSESSMENT AND
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3.3 During the initial meeting, the Area Service Director(s) and the clinician should discuss the Child Guidance Clinic 5-year plan and unit goals, the clinician's assignments, the process for evaluation, means of data collection and feedback, process for file review, observations, number of meetings and any other information which will allow the Area Service Director(s) and the clinician to come to an understanding of what the expectations of the clinician are for the coming school year. The list of criteria should be discussed and clarified. From this discussion the Area Service Director(s) and the clinician will determine the criteria and define the process to be used in the subsequent assessment.

3.4 **Required Criteria**
The following criteria must be included in the written summative assessment of the clinician that is provided to the Human Resources Department.

Intensive Track Criteria:

- a) Assessment/Diagnosis
- b) Treatment/Therapy/Tutoring
- c) Consultation/Programming
- d) Workload Management and Organization
- e) Communication
- f) Team Functioning
- g) Report Writing/Recording
- h) Inservices/Presentations
- i) Professionalism – Discipline Standards
- j) Objectives for Continued Growth and Development

Developmental Track Criteria:

- a) Summary of Progress/Actions re: Goals for the year
- b) Clinical Skills
- c) Communication/Interpersonal/Teaming Skills
- d) Workload Management
- e) Objectives and Continued Growth and Development

3.5 The process for the performance assessment must include the following:

For the Intensive Track:

- a) a minimum of 25 hours of direct supervision until the clinician obtains permanent certification
- b) The Annual Case Review Process
- c) File Review and observations as required
- d) Feedback from the schools to which the clinician is assigned in accordance with the defined process (Exhibit GCN-E (12))

For the Developmental Track:

- a) Clinician Defined Goals
- b) The Annual Case Review Process
- c) A minimum of three meetings with the clinician and the Area Service Director(s)
- d) Feedback from the schools to which the clinician is assigned in accordance with the defined process (Exhibit GCN-E (12))

3.6 The principal of the school in which the clinician provides services may raise concerns at any time with the clinicians and the Area Service Director.



**ADMINISTRATIVE RULE/
PROCEDURE:** GCN-R (5)
SUBJECT: PERFORMANCE ASSESSMENT AND
DEVELOPMENT - CLINICAL STAFF
APPROVAL DATE: May 2, 1995
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4. Summation/Written Report

- 4.1 Upon completion of the assessment period, the Area Service Director(s) will complete the appropriate summative report (Exhibit GCN-E (10) & (11)) and provide a copy of the completed form to the clinician at a meeting arranged to review the final written report.
- 4.2 The clinician will be allowed ten (10) days to make any written comment the clinician wishes in the section labelled Clinician's Comments prior to signature.
- 4.3 The Area Service Director(s) and the clinician will sign the form, the Area Service Director(s) indicating completion of the assessment. The clinician will sign the form to indicate that he/she has been given the opportunity to read, discuss and respond to the assessment, but not that he/she necessarily agrees with the information.
- 4.4 A copy of the completed assessment must be given to the clinician.
- 4.5 The completed assessment will normally be sent to the Human Resources Department on or before May 31 where it will be reviewed.
- 4.6 Assessment and Development records will be maintained in the clinician's personnel file.

5. Annual Professional Growth

An annual Professional Growth plan is a written statement prepared by the clinician in consultation with the Area Service Director describing the clinician's annual goals and action plans based on the Clinic and Unit/Discipline goals. Each clinician will develop the plan to be implemented each year between the formal summative assessment periods.

6. Clinician Improvement Procedure

NOTE: 'Area Service Director' means Unit Area Service Director or Discipline Supervisor or both, depending on the nature of concerns with the clinician's performance.

- 6.1 The Area Service Director, believing that a clinician is not performing satisfactorily, will make the Director and the (District) Superintendent of the clinician's unit(s) aware of the concerns.
- 6.2 The Area Service Director will establish a process to identify the concern(s) about the performance or work habits of the clinician. The written documentation on the process should include the following information (clinician receives copies of all summaries and reports):
- a) The dates, times and duration of observation or file review;
 - b) A summary of recorded observations made during the visits which lead to the determination of the concern(s) (e.g., assessment methodologies, report writing, treatment skills);
 - c) A summary of post observation conferences held with the clinician indicating that the concern(s) and/or observations have been brought to the clinician's attention and were discussed;
 - d) A summary report detailing remedial action and/or development of action plans which have been recommended to the clinician in order to address the concerns identified (seminars, in-services recommended and/or attended, visits to other clinicians arranged, role modelling provided, and any other actions recommended). This should include a list of dates and attempts made by the clinician to improve his/her performance;
 - e) A summary which identifies that the clinician's response to the action plan has been monitored and the situation has been re-evaluated;
 - f) A summary which identifies whether the process was repeated and that further progress cannot be made.



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- 6.3 When the ASD has determined that the identified concerns have not been addressed adequately and that the clinician should be considered for the Clinician Improvement Process, the Area Service Director will submit the documentation referred to in 6.2 to the Director.
- 6.4 If the Director determines that the concern(s) identified remain and have been appropriately documented, have been brought to the attention of the individual, and that adequate attempts have been made to remedy the concern(s) a letter will be sent to the clinician to:
- indicate that the clinician is at risk;
 - request the clinician attend a meeting with the Director, the Area Service Director, and a representative of the Human Resources Department (for Participating School Divisions a representative of that Division could be included).
 - outline the purpose of the meeting;
 - inform the individual of the right to be accompanied by a representative of the Winnipeg Teachers' Association or the Manitoba Teachers' Society. A copy of the letter will be sent to the Winnipeg Teachers' Association.
- 6.5 The agenda for the meeting with the clinician will include:
- outline of concerns;
 - remedial action attempted;
 - description of present situation;
 - clinician's response to concerns identified.
- If probationary procedures are determined necessary the meeting will further:
- outline expectations, reporting dates, etc., for probationary period;
 - outline supports available;
 - clarify procedures and expectations for all concerned;
 - clarify possible consequences of the evaluation depending upon outcome;
 - establish a date for a final meeting to decide outcome of probationary period.
- 6.6 The Director will provide to the clinician, in writing, a summary of the meeting and outline:
- expectations **for performance in each identified areas; expectations of others involved in the process**
 - **timelines and reporting dates**
 - possible outcomes **of the clinician improvement procedures**
- 6.7 The Director will determine the person responsible for the assessment. If he/she determines it to be in the best interest of the Division or the clinician, the clinician may be transferred to another unit or another Area Service Director may be assigned to the evaluation. Ongoing assessments (evaluations) by the Area Service Director will periodically be discussed with the clinician in accordance with the timelines established, in the presence of the Director, the representative of the Human Resources Department and The Winnipeg Teachers' Association representative.
- 6.8 The decision on the outcome will be made in sufficient time to allow the Division to meet the requirements of the Collective Agreement and The Public Schools Act. This probationary process would normally last one (1) year except where it is deemed necessary to alter the length of the process in the best interest of the Division or the clinician.



**ADMINISTRATIVE RULE/
PROCEDURE** **GCN-R(6)**
SUBJECT: **PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

APPROVAL DATE: May 2, 1995
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Regulations governing procedures and operations for the performance appraisal process of non-teaching staff as determined by the Chief Superintendent.

1. General

The performance appraisal process for non-teaching staff is structured to be both formative and summative in nature. The approach focuses on employees' strengths and needs as appropriate and is intended to assist employees in achieving their full potential within the Division.

The appraisal process is a way of providing information to employees and the Division on employees' performance and to the Administration in their deliberations on transfer and promotions.

Employees satisfaction, productivity, and growth will be enhanced as the employee knows how his/her performance is viewed, what is expected, how performance is measured and how to get assistance for improvement when required.

It is recognized that the Performance Appraisal Procedure in its summative nature possesses both legal and career implications and may lead to implementation of the employee improvement procedures.

2. Frequency of Assessment

2.1 Performance assessments on non-teaching staff shall be conducted on the following basis:

- a) Probationary employees shall be evaluated at the mid-way mark of their probationary period. In the case of all other non-teaching employees, three (3) months from the date of employment.
- b) Trial period employees as defined in the respective Collective Agreement shall be evaluated three (3) months from the effective date of the job change.
- c) An employee who has successfully completed the probationary or trail period as referred to in 2.1 (a) and (b) shall be evaluated on the anniversary date of the completion of the first year of service in the position.
- d) An employee shall be evaluated every three (3) years thereafter on the anniversary date notwithstanding 2.1 (b)

2.2 Performance appraisal forms for non-teaching staff who are due to be evaluated in any particular school year will be forwarded by the Human Resources Department to the attention of the appropriate supervisor at the beginning of the respective school year. The evaluation process will then be conducted over the course of that school year and the completed appraisal form returned by May 15 to the Human Resources Department.



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3. ROLES AND RESPONSIBILITIES:

- 3.1.1 In a school the principal shall have overall responsibility for the coordination, content, completion and signing of the Performance Appraisal Form for all the non-teaching staff within the School.
- 3.1.2 In a non-schooling setting, the Supervisor shall have overall responsibility for the coordination, content, completion and signing of the Performance Appraisal Form for all staff within their department(s).
- 3.2 The Principal or Supervisor as the case may be, may, at their discretion, delegate the responsibility for the completion of a specific step or steps of the performance appraisal process of the immediate supervisor (designate) of the employee being evaluated. In such cases, however, the Principal or Supervisor as the case may be, shall maintain overall responsibility as identified in 3.1.1 and 3.1.2.
- 3.3 The Principal or Director and/or designate as identified in 3.2 shall be responsible for:
- a) meeting with employees who have been identified for assessment in the coming year to review job expectations and to establish realistic and achievable objectives for the assessment period. A copy of the administrative rule/procedures should be provided to the employee at the initial meeting. This meeting should be held as soon as possible upon receipt of the performance appraisal form. The agreed upon objectives will be documented and a copy provided to the employee;
 - b) conducting the initial formal assessment and development meeting with each employee being evaluated.
 - c) assessing the employee's performance in the achievement of previously set objectives and in the application of appropriate performance dimension requirements of the position as set out on the Performance Appraisal Form(s) (Exhibit 6.7.& 8); if the employee is a head clerk or head/chief custodian the performance assessment addendum shall also be used (Exhibit 9).
 - d) Identifying an overall performance rating and ensuring that whatever performance indicator is chosen it is clearly justified by the achievement or non-achievement of objectives and performance dimensions;
 - e) discussing with the employee any staff development (training) that occurred during the appraisal period and documenting same;
 - f) discussing with the employee any staff development (training) required, documenting same and providing assistance in the initiation of these plans;
 - g) reviewing the employee's performance periodically throughout the assessment period and providing feedback both verbally and in writing to the employee on an ongoing basis;



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- 3.4 All documentation or letters addressed to the employee over the course of the assessment period and which are not ultimately attached to the final performance appraisal form, will remain in the Principal's/Director's or designate's assessment and development file on the employee. Copies of this documentation may be requested by the Superintendent/Director and/or Human Resources Department if required.
- 3.5 The Building Operations Supervisors may be contacted on a consultative basis with respect to Custodial staff performance appraisals.
- 3.6 The Human Resources Department shall have responsibility for:
- a) coordinating and maintaining the performance appraisal program which encompasses the scheduling of evaluations in accordance with 2.1 (a) through (d) and 2.2 and following up with Principals and/or Directors concerning receipt and retention of the Performance Appraisal forms;
 - b) providing advice and guidance when requested by supervisory staff and employees on individual staff development (training) plans or needs;
 - c) assisting the Principal and/or Director in determining appropriate follow-up steps/procedures with respect to identified performance appraisal concerns;
- 3.7 The employee has responsibility for:
- a) participating in the appraisal process throughout the assessment period, and in the final appraisal interview;
 - b) participating in and completing necessary staff development (training) requirements, as stated in 3.3 (e) and (f);
 - c) participating in the review of the job expectations and in the establishing of objectives as stated in 3.3 (a).
- 4. SUMMATION/WRITTEN REPORT:**
- 4.1 Upon completion of the assessment period the Principal/Director or designate as referred to in 3.2 will complete all sections of the appropriate non-teaching performance appraisal form (exhibits 6,7,& 8) and provide a copy of the completed form to the employee.
- 4.2 Within five(5) working days of providing a copy of the final performance appraisal form to the employee, the Principa/Director and/or designate and the employee will meet to discuss the written appraisal.
- 4.3 The staff member will be allowed five (5) working days to make any comment he/she wishes in the section titled "Employee's Comment" prior to signature.



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4.4 The Principal/Director will sign the form to indicate that he/she has completed the appraisal process. The staff member will sign the form to indicate that he/she has been given an opportunity to read, discuss and respond to the assessment, but not that he/she necessarily agrees with the information. In the case where a designate as referred to in 3.2 completes the appraisal form, the Principal/Director must also sign the form to indicate the he/she has participated in and read the appraisal in accordance with 3.1.1 or 3.1.2.

4.5 A copy of the completed signed performance appraisal form must be given to the staff member.

4.6 The completed performance appraisal form will be sent to the Human Resources Department where it will be reviewed and subsequently filed and maintained in the staff member's file.

5. EMPLOYEE IMPROVEMENT PROCEDURES:

5.1.1 In a school, the principal, when he/she believes that a staff member is not performing satisfactorily will make the appropriate Superintendent and Human Resources Department aware of the situation.

5.1.2 In a non-school setting, the immediate supervisor, when he/she believes that a staff member is not performing satisfactorily will make the Human Resources Department aware of the situation.

5.1.3 It should be noted if concerns require disciplinary action the procedures outlined in the Discipline and Discharge Policy will apply.

5.2 The Principal/Director and/or designate, in consultation with the Human Resources Department, if required, will establish a process to identify the concern(s) about the performance or work habits of the staff member. The documentation during this initial identification process should include the following information:

- a) documentation and/or performance appraisal(s) confirming the review and establishment of clear job expectations with respect to duties and responsibilities;
- b) a summary of recorded observations and/or incidents, including dates and times where applicable, which lead to the determination of the concerns;
- c) documentation and/or performance appraisal(s) identifying any staff development (training) that was recommended and/or occurred in order to assist the staff member address performance issues;
- d) documentation confirming any special instructions or guidance given to assist the staff member in addressing performance issues.

5.3.1 When the Principal has determined that an identified concern has not been adequately addressed and that the staff member should be considered for the Employee Improvement Process, the Principal will submit the documentation referred to in 5.2 to the Superintendent.



- 5.3.2 When the immediate supervisor of a staff member has determined that the identified concern has not been adequately addressed and that the staff member should be considered for the Employee Improvement process, the immediate supervisor will submit the documentation referred to in 5.2 to the Director of Human Resources.
- 5.4 If the Superintendent/Director in consultation with the Human Resources Department determines that the concern identified remains and has been appropriately documented, has been brought to the attention of the staff member, and that adequate attempts have been made to remedy the concern(s) at the School/Department level, a letter will be sent to the staff member to:
- a) indicate that he/she is at risk;
 - b) request the staff member to attend a meeting with the Superintendent/Director, the Principal/Immediate Supervisor and representative of the Human Resources Department;
 - c) outline the purpose of the meeting;
 - d) inform the staff member, if applicable of the right to be accompanied by a representative of their union/association. When the staff member is a member of a union/association, a copy of the letter will be sent to the appropriate union/association.
- 5.5 The agenda for the meeting with the staff member will include:
- a) outline of concerns;
 - b) remedial action attempted;
 - c) description of present situation;
 - d) staff members response to concerns identified.
- If improvement procedures are determined necessary the meeting will further;
- a) outline expectations, establish schedule of future meeting dates etc., during the improvement period;
 - b) outline supports and resources available;
 - c) clarify procedures and expectations for all concerned;
 - d) clarify possible consequences of the evaluation depending upon outcome;
 - e) establish a date for a final meeting to decide outcome of probationary period.
- 5.6 The Superintendent/Director will determine the person responsible for conducting the improvement process. If he/she, after consultation with the appropriate Union/Association, determines it to be in the best interest of the Division or the staff member, the clinician may be transferred to another unit or another school/department or another administrator/supervisor may be assigned to the evaluation process. Ongoing assessments (evaluations) of the staff member will periodically be discussed, in accordance with established timelines, in the presence of the Superintendent/Director and/or designate, a representative of the Human Resources Department and a Union/Association representative.
- 5.7 The improvement process will normally last six (6) months except where it is deemed necessary to alter the length of the process in the best interest of the Division or the staff member.
- 5.8 If the outcome of the employee improvement process is satisfactory improvement in performance, the staff member will return to their regular performance evaluation schedule as identified in 2.1 (d).
- 5.9 If the performance does not improve according to the agreed upon indicators, a recommendation by the Superintendent or Director, whichever the case may be, will be made to the Chief Superintendent.
- 5.10 The Chief Superintendent will forward his/her recommendation to the Board of Trustees. A possible outcome of this process may include, but is not restricted to, dismissal.



EXHIBIT
SUBJECT:

GCN-E(1)
PERFORMANCE ASSESSMENT &
DEVELOPMENT – TENURED TEACHERS

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**THE WINNIPEG SCHOOL DIVISION
TEACHER PERFORMANCE ASSESSMENT
SUMMATIVE REPORT
(TENURED TEACHERS)**

SCHOOL: _____

TEACHER: _____

GRADE(S) TAUGHT: _____ SUBJECT(S) TAUGHT: _____

PERIOD OF ASSESSMENT _____ TO _____

CRITERIA FOR ASSESSMENT:

Rate each of the following categories with a \surd using the following guide:

Descriptors

- Exceeds Standard** - consistently exceeds the expectations for the position
- Meets Standard** - consistently meets the expectations for the position
- Below Standard** - not acceptable; performance needs improvement

CRITERIA	EXCEEDS STANDARD	MEETS STANDARD	BELOW STANDARD	NOT APPLICABLE
1. <u>Classroom Learning Environment</u>				
Establishment of a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creation of an Environment of Respect & Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of the Classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of Student Behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management of Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <u>Planning/Preparation</u>				
Selection of Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning for Substitutes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning for Teacher Assistants/Volunteers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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CRITERIA

EXCEEDS STANDARD MEETS STANDARD BELOW STANDARD NOT APPLICABLE

3. Communication - Students

Providing Direction & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral & Written Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Communication - Parents/Guardians

Developing & providing information on Programs
 Developing & providing information on Student Progress
 Developing & providing information on Student Behaviour

5. Communication - Colleagues

Interaction with other Staff in School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with School Administration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interaction with Division Support Staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Instructional Techniques

Knowledge of Child Development/Characteristics of age group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Students= Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Materials, Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructional Groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activities and Assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oral & Written Language Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Direction & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Student's Interests and Cultural Heritage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness and use of Technology & other Resources for Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of Resources for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selection of Learning Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Assessment & Evaluation

Use of Criteria & Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Congruence with Instructional Goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Use for Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Record Keeping on Student Progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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CRITERIA

EXCEEDS STANDARD MEETS STANDARD BELOW STANDARD NOT APPLICABLE

8. System, School, Team Goals/Priorities

Knowledge of Division/District Goals (Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of School Goals (Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of Division/District Goals (Non-Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of School Goals (Non-Instructional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Professional Responsibilities

Service to Profession	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Service to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advocacy for Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision-Making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Awareness of Division/Department Policies & Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance of Non-Instructional Duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Contribution to School/Division Activities

Service to the School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participation in School/Division Projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leadership (Optional)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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EVALUATOR'S COMMENTS:

CLASSROOM OBSERVATIONS:

List dates and the name of the evaluator for each pre-arranged classroom observation:

Date

Name of Evaluator

DATE _____

Signature of Evaluator

Signature of Principal



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TEACHER'S COMMENTS:

This confirms that I have had the time and opportunity to discuss this report with the evaluator and to attach any written comments. My signature does not necessarily indicate agreement with the content of the evaluation.

DATE _____

Signature of Teacher

FOR OFFICE USE ONLY

Date: _____ Human Resources Department

Date: _____ Superintendent's Department



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**THE WINNIPEG SCHOOL DIVISION
ONGOING LEARNING PLAN**

TEACHER _____

ASSIGNMENT _____

SCHOOL _____

SCHOOL ADMINISTRATOR _____

TIME FRAME FOR PLAN _____

DATE OF MEETING _____

GOAL(S) - *Where do I want to be?*

OBJECTIVES - *How will I get there?*



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ACTION PLANS - *What activities will I pursue? What resources and/or supports will I need to help me achieve my plan?*

INDICATORS - *How will I know I have achieved my objectives?*

THIS FORM IS TO BE COMPLETED BY THE TEACHER, WITH A COPY PROVIDED TO AND DISCUSSED WITH THE SCHOOL ADMINISTRATOR

Signature of Teacher

Signature of Principal/Vice-Principal



**EXHIBIT
SUBJECT:**

**GCN-E (2)
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CRITERION INDICATORS

The following are the rubrics which may be used by Principals in assessing a teacher's performance in the criteria areas.

1. CLASSROOM LEARNING ENVIRONMENT

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Establishment of a Culture for Learning Expectations for Learning and Achievement	The teacher establishes and maintains through planning of instructional goals, learning activities, interactions, and the classroom environment high expectations for the learning of all students.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent or modest expectations for student achievement.
Quality of Student Work	The teacher insists on student work of high quality and initiates ongoing improvement to ensure that high quality work is produced.	The teacher insists on work of high quality.	There is little evidence that the teacher expects high quality work from the students.
Creation of an Environment of Respect and Rapport	The teacher maintains a stimulating, and supportive atmosphere demonstrating genuine caring and respect for individual students. All students are dealt with consistently and fairly.	Teacher-student interactions are friendly and the teacher generally demonstrates warmth, caring and respect for the students. The teacher demonstrates consistency, and fairness in dealing with students.	Teacher doesn't show consistency and fairness in dealing with students. The teacher's interaction is negative and/or sarcastic with some students. Teacher-student interactions are cold. A stimulating supportive, non-threatening atmosphere does not exist.
Establishment of Routines	Routines are established and followed consistently. Students have input into the establishment of the routines.	Routines are established and followed.	Routines are not established or if they are established are not followed consistently.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Management of Classroom Management of Instructional Groups	Task focused behavior is maximized. Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.	Tasks for group work are clearly explained and well-organized. Students understand what they are expected to do. Groups are well managed and on task.	Group work tasks are not clearly explained or well-organized, resulting in consistent off-task behavior when the teacher is involved with another group.
Management of Transitions and Materials	Transitions during instructional time and routines for handling materials/supplies are seamless, with students assuming responsibility where possible for efficient operations in the classroom.	Transitions during instructional times and routines for handling materials/supplies occur smoothly, with little loss of instructional time.	Much instructional time is lost during transitions and the handling of materials/supplies.
Management of Student Behavior Expectations	Standards of conduct are clear to all students and have been developed with student participation. The teacher shares knowledge of effective behavior management strategies with others.	Standards of conduct are clear to all students. The teacher is aware of a variety of effective behavior management techniques.	The teacher has not established rules and standards of conduct or the rules and expectations are not consistently enforced. The teacher has a limited knowledge of effective behaviour management strategies.
Monitoring of Students' Behavior	The teacher is alert to all student behaviour at all times. Students monitor their own and their peers' behavior, correcting one another respectfully.	Teacher is alert to all student behavior at all times.	Student behavior in general is not monitored, and the teacher is unaware of what students are doing.
Response to Student Misbehavior	Teacher disciplines students in a dignified, fair, and positive manner, striving towards student self control and maintains appropriate records of misbehaviour.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs. Records of behaviour are maintained.	Teacher does not use discipline strategies effectively, nor responds to student misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Management of Physical Space Safety and Arrangement of Furniture	Classroom is well organized and safe. The furniture is arranged to advance appropriate outcomes of the learning environment.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is unsafe, or the furniture arrangement is not suited to the learning activity, or both.
Managing Teacher and Student Assistants or volunteers as appropriate)	Teacher manages the responsibilities and activities of assistants in the classroom effectively for the benefit of the learning of the students. The teacher and the assistants function as a team.	Teacher manages the responsibilities and activities of assistants in classroom appropriately.	Teacher does not appropriately identify the responsibilities and activities of assistants in classroom.
Awareness of Physical Resources and Accessibility to Learning	Both students and teachers effectively use school resources such as library, computer lab and gym to enhance learning both inside and outside the classroom optimally and teacher ensures that all learning is equally accessible to all students.	Teacher uses school resources such as library, computer lab and gym to enhance learning both inside and outside the classroom skillfully and learning is equally accessible to all students.	Teacher rarely uses school resources such as library, computer lab and gym to enhance learning or learning is not accessible to some students.



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2. PLANNING/PREPARATION

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Selection of Instructional Goals	The teacher incorporates long and short term planning, prepares daily learning activities as appropriate and can clearly articulate how the goals establish high expectations and relate to curriculum frameworks and standards.	The teacher incorporates long and short term planning, prepares daily learning activities as appropriate. Goals set are valuable in their level of expectations, conceptual understanding and importance of learning.	The teacher seldom or does not incorporate long and short term planning, or prepare daily learning activities as appropriate. Goals are not valuable and represent low expectations or do not reflect important learning.
Planning Skills	<p>a) The teacher consistently develops instructional units that are congruent with Provincial curricula and expected outcomes and has daily lesson plans that are consistent with the unit plan.</p> <p>b) The daily lesson plan always includes learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c) There is consistent evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of the students.</p>	<p>a) The teacher generally develops instructional units that are congruent with Provincial curricula and expected outcomes and has daily lesson plans that are consistent with the unit plan.</p> <p>b) The daily lesson plan generally includes learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c) There is some evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of the students.</p>	<p>a) The teacher does not demonstrate knowledge of how to develop instructional units that are congruent with Provincial curricula and expected outcomes. The daily lesson plan, if available, does not follow previous day's lesson.</p> <p>b) The daily lesson plan does not include learning outcomes expected for that lesson, learning activities and the methods to be used to assess whether the students have learned what was expected.</p> <p>c) There is no evidence that instructional strategies are planned to accommodate varying levels of ability and learning styles of the students.</p>



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Planning for Substitutes	The teacher provides appropriate material and information for the substitute to allow for a smooth transition for the students.	The teacher provides sufficient work for substitute in substitute folder and includes relevant information on the class.	The teacher does not provide any work or information for a substitute.
Planning for Teacher Assistants, Volunteers	Volunteers and teacher assistants have been assigned clearly defined duties and are productively engaged during entire class.	Volunteers and teacher assistants are assigned duties and are productively engaged during most of the class time.	Teacher assistants and volunteers have no clearly defined duties or do nothing productive.



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3. COMMUNICATION - STUDENTS

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Directions and Procedures	The teacher's directions and procedures are clear to students and anticipates possible student misunderstanding.	The teacher's directions and procedures are clear to students and contain an appropriate level of detail.	The teacher's directions and procedures are confusing and/or excessively detailed resulting in confusion.
Oral and Written Language	The teacher's written and spoken language with students is correct and expressive with well-chosen vocabulary.	The teacher's written and spoken language is clear and appropriate to students' age and interests.	The teacher's spoken language is inaudible or written language is illegible and may contain grammatical and syntax errors.
Interaction with Students	The teacher consistently communicates effectively with students and shows personal concern and empathy for them; demonstrates excellent listening skills.	The teacher-student interactions are friendly and demonstrate general warmth, caring and respect; teacher demonstrates good listening skills.	The teacher's interactions with any student are negative, demeaning, sarcastic, inappropriate for student age group. The teacher does not demonstrate active listening skills.



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4. COMMUNICATION - PARENT/GUARDIANS

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Developing & Providing Program Information	The teacher provides ongoing information to parents/guardians about the instructional program. The students participate in preparing information for their parents.	The teacher provides ongoing information to parents/guardians about the instructional program.	The teacher participates in the school's activities for parent/guardian communication but does not attempt to provide any additional information about the program.
Developing & Providing Student Progress Information	The teacher provides information to parents/guardians on an ongoing basis on both positive and negative aspects of student progress. The teacher responds to parents'/guardians' questions and concerns in a sensitive manner. The teacher respects confidentiality.	The teacher provides information to parents/guardians promptly on both the positive and negative aspects of student progress. The teacher respects confidentiality.	The teacher provides progress information only at regularly scheduled reporting periods. Information on student progress generally only focuses on the negative. Responses to parent/guardian concerns are minimal and/or insensitive.
Developing & Providing Student Behaviour Information	The teacher provides information to parents/guardians on an ongoing basis on both positive and negative aspects of student behaviour. The teacher works in cooperation with the parent/guardian in developing strategies to improve student's behaviour. The teacher involves other staff or agencies as appropriate.	The teacher provides information to parents/guardians promptly on both positive and negative aspects of student behaviour. The teacher develops strategies to improve student's behaviour.	The teacher does not provide information to parents/guardians on student behaviour. The teacher generally relies on others to develop strategies to improve student's behaviour.



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5. COMMUNICATION - COLLEAGUES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Interaction with Other Staff within School	The teacher takes initiative in assuming leadership among staff. The teacher is sensitive to the opinions, attitudes, and feelings of other staff members.	Support and cooperation characterizes professional relationships with colleagues.	The teacher's professional relationships with colleagues are negative self-serving or non-existent.
Interaction with School Administration	The teacher provides support to the school administration and actively assists in the operating of the school.	Support and cooperation characterizes professional relationships with the school administration.	The teacher's professional relationship with the school administration is negative or challenges the administration's authority, or is non-existent.
Interaction with Division Support Staff	The teacher takes initiative in accessing Division support staff to meet specific goals of program and/or school.	The teacher shows willingness to support and cooperate with Division support staff.	The teacher shows lack of awareness of supports available or lack of willingness to work with Division support staff when recommended.



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6. INSTRUCTIONAL TECHNIQUES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Knowledge of Child Development/ Characteristics of Age Group	Teacher is knowledgeable of child development, typical characteristics of the age group taught & how children learn. This know-ledge is evident in the classroom practice. Teacher is always anticipating student needs and searches out practices to meet them.	Teacher is knowledgeable of child development, the typical characteristics of the age group taught and how children learn. This knowledge is evident in the classroom practice.	Teacher displays little knowledge of child development, the characteristics of the age group taught or how children learn. There is little or no evidence in classroom practice.
Knowledge of Students' Skills	Teacher is knowledgeable about the specific strengths/needs and learning styles of students in the classroom/program and plans appropriate programs and uses a wide variety of instructional strategies.	Teacher is knowledgeable about the specific strengths/needs and learning styles of students in the classroom/ program and plans appropriate programs.	Teacher has little specific knowledge of specific strengths/needs and learning styles of students in the classroom.
Knowledge of Content	Teacher displays extensive content knowledge with evidence of continuing pursuit of such knowledge, adheres to Manitoba Education prescribed curriculum objectives, matches instructional materials/resources to objectives, actively involves learners in learning tasks.	Teacher displays basic content knowledge and makes connections with other part of the subject discipline or with other disciplines, adheres to Manitoba Education prescribed curriculum objectives, matches instructional materials/resources to objectives, actively involves learners in learning tasks.	Teacher makes content errors or does not correct content errors students make, seldom or does not adhere to Manitoba Education prescribed curriculum objectives, or match instructional materials/ resources to objectives or actively involve learners in learning tasks.
Learning Activities	Teacher consistently focuses and facilitates the learning activity, matches instructional materials/resources to student outcomes, sets clear objectives and outcomes and actively involves learners in learning tasks. Learning activities match students and instructional goals.	Teacher usually focuses and facilitates the learning activity, matches instructional materials/resources to student outcomes, sets clear objectives and outcomes and actively involves learners in learning tasks. Most of the learning activities match students and instructional goals.	Teacher does not focus or facilitate the learning activity, match instructional materials or resources to student outcomes, set clear objectives and outcomes and actively involve learners in learning tasks. Learning activities are not suitable to student or instructional goals.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Instructional Materials, Resources	Teacher is fully knowledgeable about program of studies, and consistently selects fully appropriate materials. All of the materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials.	Teacher is knowledgeable about program of studies, and selects appropriate objectives. Materials and resources support the instructional goals and most engage students in meaningful learning.	Teacher has little knowledge about program of studies, and selects inappropriate objectives. Materials and resources seldom or never support the instructional goals or engage students in meaningful learning.
Instructional Groups	Instructional groups are varied as appropriate to the different instructional goals as well as evidence of appropriate student choice in selecting instructional groups.	Instructional groups are varied as appropriate to the different instructional goals.	Instructional groups do not support the instructional goals and offer little or no variety.
Activities and Assignments	Teacher encourages all students to engage in the activities and assignments and creates an environment where students initiate and adapt activities and projects to enhance content.	Teacher involves most students in activities and assignments that are appropriate to them and almost all students are cognitively engaged in them.	Teacher provides activities and assignments that are inappropriate and unclear or uses poor examples and analogies.
Oral and Written Language Skills	Teacher's written and spoken language is correct and expressive, with well-chosen vocabulary that enriches the learning activity.	Teacher's written and spoken language is clear and correct. Vocabulary is appropriate to students' age, interests and subject matter.	Teacher's spoken language is inaudible, or written language is illegible and may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague or used incorrectly, leaving students confused.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Directions and Procedures	Teacher clearly and fully informs, explains, gives directions, provides clear demonstrations, illustrations, models and procedures and anticipates possible student misunderstanding.	Teacher usually informs, explains, gives directions, provides clear demonstrations, illustrations, models and procedures that are clear to students.	Teacher's information, explanations, illustrations and procedures are confusing to students.
Knowledge of Students' Interests and Cultural Heritage	The teacher displays knowledge of the interests and cultural heritage of each student and integrates this appropriately into instruction.	The teacher recognizes the value of understanding students' interests and cultural heritage and there is integration of this knowledge into instructional planning and delivery.	The teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.
Awareness and Use of Technology and Other Resources for Teaching	In addition to being aware of and uses school, Division and Manitoba Education technology and resources, the teacher actively seeks other materials that are relevant and current to enhance instruction.	The teacher is fully aware and uses technology and resources available through the school, the Division and Manitoba Education.	The teacher displays limited awareness of technology and resources available through the school, the Division or Manitoba Education.
Awareness of Resources for Students	In addition to being aware of school and Division resources to assist students who require them, the teacher is aware of additional resources available through the community. There is evidence of student participation in the selection of learning resources.	The teacher is fully aware of all resources available, through the school or Division, to assist the students who require them and knows how to gain access for students. There is some evidence of student participation in the selection of learning resources.	The teacher displays limited awareness of resources available to assist students who require them. There is no evidence of student participation in selection of learning resources.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Selection of Learning Resources	<p>There are a wide variety of learning resources in the classroom to address a wide range of individual needs, learning styles and abilities.</p> <p>There is evidence that the teacher has selected learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.</p>	<p>There are a variety of learning resources in the classroom to address a wide range of individual needs, learning styles and abilities.</p> <p>There is some evidence that the teacher has selected learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.</p>	<p>There is little variety of learning resources in the classroom.</p> <p>There is no evidence that the teacher has attempted to select learning resources which represent racial, religious, ethno-cultural and gender diversity and are free from negative bias and stereotyping.</p>



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7. ASSESSMENT & EVALUATION

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Use of Criteria and Standards	Assessment criteria and standards are clear and have been clearly communicated to students. Teacher creates an environment where students may contribute to the development of the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to the students.	The proposed approach contains no clear criteria or standards and students appear uninformed to the standards and criteria.
Congruence with Instructional Goals	Teacher assesses and evaluates student progress on a regular basis and assessment approaches are completely congruent with the instructional goals and learning outcomes both in content and in process.	Teacher assesses and evaluates student progress on a regular basis and the proposed assessment approaches are generally congruent with the instructional goals and learning outcomes.	Teacher does not assess and evaluate student progress on a regular basis and content and methods of assessment lack congruence with instructional goals and learning outcomes.
Assessment Techniques	Teacher employs a variety of meaningful assessment techniques, diagnostic, formative and summative and children are involved in their own assessment.	Teacher employs a variety of meaningful assessment techniques, diagnostic, formative and summative.	Teacher uses inappropriate and/or few assessment techniques.
Use for Planning	Assessment information is an integral part of the program planning. Teacher ensures that students are aware of how they are meeting the established standards and participate in planning the students program.	Assessment information is an integral part of the program planning.	The assessment results affect program planning for students minimally or not at all.
Quality of Feedback to Students	Teacher provides immediate and specific feedback to students that is consistently of high quality. Provision is made for students to use feedback in their learning.	Teacher provides immediate and specific feedback to students that is of high quality.	Teacher does not or seldom provides immediate and specific feedback to students and feedback to students is of uniformly poor quality.



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Element	Level of Performance		
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Record Keeping on Student Progress	Teacher keeps detailed, systematic records of students' progress. Students sometimes participate in maintenance of records. Teacher's system for maintaining information on student progress in learning is fully effective and provides accurate information for parents/guardians and program planning.	Teacher's system for maintaining records on student completion of assignments and progress is adequate and effective. Accurate information is generally available for parents/guardian and program planning.	Teacher does not or seldom keeps systematic records of students' progress. Teacher's system for maintaining records on student completion of assignments is in disarray/has no relevance.



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8. SYSTEM, SCHOOL, TEAM GOALS/PRIORITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Knowledge of Division/District Goals [Instructional]	Teacher is aware of division/district goals/priorities and there is evidence that the teacher uses them in the program where possible. The teacher develops units/themes to ensure that division priorities are incorporated in the program.	Teacher is aware of division/district goals/priorities and there is evidence that the teacher uses them in the program where possible.	Teacher is not aware of division/district goals/priorities <u>or</u> is aware and does not incorporate them in the instructional program.
Knowledge of School Goals [Instructional]	Teacher is aware of school goals/priorities and there is evidence that the teacher uses them in the program where possible. The teacher develops units/themes to ensure that school priorities are incorporated in the program.	Teacher is aware of school goals/priorities and there is evidence that the teacher uses them in the program where possible.	Teacher is not aware of school goals/ priorities <u>or</u> is aware and does not incorporate them in the instructional program.
Knowledge of Division/District Goals [Non-Instructional]	Teacher is aware of division/district goals/priorities and there is evidence that the teacher incorporates them into the school program.	Teacher is aware of division/district goals/priorities and there is evidence that the teacher acts on them.	Teacher is not aware of division/district goals/priorities.
Knowledge of School Goals [Non-Instructional]	Teacher is aware of school goals/priorities and there is evidence that the teacher incorporates them into the school program.	Teacher is aware of school goals/priorities and there is evidence that the teacher acts on them.	Teacher is not aware of school goals/ priorities.



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9. PROFESSIONAL RESPONSIBILITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Service to the Profession	The teacher initiates important activities to contribute to the learning of other educators.	The teacher actively participates in assisting other educators.	The teacher makes no effort to share knowledge with others or to assume professional responsibilities.
Service to Students	The teacher is highly proactive in serving students, seeking out resources when necessary.	The teacher is active in serving students.	The teacher is not alert to student's needs.
Advocacy	The teacher makes a particular effort to challenge negative attitudes and helps ensure all students, particularly those traditionally under served, are honored in the school.	The teacher works within the context of a particular staff or department to ensure all students receive a fair opportunity to succeed.	The teacher contributes to practices that result in some students being ill served by the school.
Decision-Making	The teacher takes a leadership role in the staff or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.	The teacher maintains an open mind and participates in staff or department decision-making.	The teacher does not participate or negatively impacts on staff decision-making models. Teacher makes decisions based on self-serving interests or without sufficient information.



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Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Awareness of Division/ Department Policies and Procedures	The teacher is fully knowledgeable of Division/Department policies and procedures. The teacher implements program and behaves in a manner consistent with these policies and procedures.	The teacher is generally aware of Division/Department policies and procedures. The teacher generally implements program and behaves in a manner consistent with these policies and procedures.	The teacher has little knowledge of Division/department policies and procedures. The teacher's program and behaviour is not consistent with these policies and procedures.
Professional Development	The teacher actively participates in his/her own professional development and assists others in their growth and development.	The teacher actively participates in his/her own professional development.	The teacher reluctantly or does not participate in professional development activities.
Performance of Non-Instructional Duties	The teacher has a well-established system for non-instructional duties resulting in minimal loss of instructional time.	The teacher has a system for performing non-instructional duties which generally results in a minimal loss of instructional time.	The teacher wastes considerable instructional time performing non-instructional duties.



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10. CONTRIBUTIONS TO SCHOOL/DIVISION ACTIVITIES

Element	Level of Performance		
	Exceeds Standard	Meets Standard	Below Standard
Service to the School	The teacher participates in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.	The teacher supports and/or participates in school events.	The teacher avoids becoming involved in school events or does so in an unwilling manner that has a negative impact.
Participation in School and Division Projects	The teacher participates in School and Division projects, making a substantial contribution, and assumes a leadership role in a major school or division project.	The teacher supports and/or participates in School and Division projects.	The teacher avoids becoming involved in School and Division projects.
Leadership (optional)			



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WINNIPEG SCHOOL DIVISION

**PERFORMANCE ASSESSMENT AND DEVELOPMENT
NON-TENURED TEACHERS**

Report No. 1

Due: November 15

Name of Teacher _____ School _____

Grade Level/Subject Area/Program _____

Period of Assessment _____ to _____

Assessor _____

This assessment process:

1. Establishes Criteria: The principal and the teacher review the criteria for assessment and development.
2. Informs: The principal informs the teacher of expectations and how he/she is performing.
3. Develops: The principal and the teacher identify actions the teacher can take to enhance his/her development.
4. Assesses: The principal and the teacher assess results based on pre-established criteria and performance measures.

I. Assessment Criteria

Required by Division

1. Classroom Management
2. Teaching Methodology
3. Organization and Planning
4. Interpersonal Relations
5. Program Content
6. Attention to Professional Duties and Responsibilities

II. Pre-arranged Observation Duties (list)

1. Day _____ Month Year _____
2. _____
3. Number of observation visits (NOT pre-arranged) included in this assessment report _____.



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INDICATORS cont'd)

1.6 Attention to Professional Duties and Responsibilities

- Participates actively in professional development activities
- Contributes in a cooperative manner to ensure school goals are achieved
- Reports to and is prepared to commence work on time
- Attends work without undue absenteeism
- Submits required information, reports, etc., in accordance with established guidelines
- Prepares lessons for the substitute in the event of an absence

1	2	3	4	N/C

IV General Assessment: Check off one box of A, B, or C. Complete the appropriate areas for comments i and ii:

- A. This teacher appears to have made a good beginning in this school
- B. Although this teacher has had some difficulties, there seems to be potential for good teaching

i) Identify Performance Strengths/Weaknesses (if any)

ii) Development Plan: Areas on which to focus development for next assessment period



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C. This teacher is having serious performance in the areas listed as follows:

i) Identified Performance Problem Areas

ii) Development Plan:

The following has been developed to address identified performance problems:

V PRINCIPAL'S SIGNATURE _____ **Date:** _____

VICE-PRINCIPAL'S SIGNATURE _____ **Date:** _____
(if applicable)



**EXHIBIT
SUBJECT:**

**GCN-E(3)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

REVISION DATE:

PAGE:

June 28, 1988

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VI Teacher's Comments

I have had the opportunity to read, discuss, and respond to this assessment and to provide my comments. My signature does not necessarily mean I agree with the contents.

TEACHER'S SIGNATURE: _____ Date: _____

Comments (Optional): _____

For Office Use Only

Personnel _____ Date: _____

Superintendent's Signature _____ Date: _____



**EXHIBIT
SUBJECT:**

**GCN-E(4)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

REVISION DATE: June 28, 1988

PAGE: 1 of 6

WINNIPEG SCHOOL DIVISION

**PERFORMANCE ASSESSMENT AND DEVELOPMENT
NON-TENURED TEACHERS**

Report No. 2

Due: February 15

Name of Teacher _____	School _____
Grade Level/Subject Area/Program _____	
Period of Assessment _____	to _____
Assessor _____	

This assessment process:

1. Establishes Criteria: The principal and the teacher review the criteria for assessment and development
2. Informs: The principal informs the teacher of expectations and how he/she is performing
3. Develops: The principal and the teacher identify actions the teacher can take to enhance his/her development
4. Assesses: The principal and the teacher assess results based on pre-established criteria and performance measures

I Assessment Criteria

Required by Division

1. Classroom Management
2. Teaching Methodology
3. Organization and Planning
4. Interpersonal Relations
5. Program Content
6. Attention to Professional Duties and Responsibilities

II Pre-arranged Observation Dates: (list)

- | | Day | Month | Year |
|----|---|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | Number of observation visits (NOT pre-arranged) included in this assessment report _____. | | |



**EXHIBIT
SUBJECT:**

**GCN-E(4)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

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INDICATORS cont'd)

1.6 Attention to Professional Duties and Responsibilities

- Participates actively in professional development activities
- Contributes in a cooperative manner to ensure school goals are achieved
- Reports to and is prepared to commence work on time
- Attends work without undue absenteeism
- Submits required information, reports, etc., in accordance with established guidelines
- Prepares lessons for the substitute in the event of an absence

1	2	3	4

IV General Assessment: Check off one box of A, B, or C. Complete the appropriate areas for comments i and ii:

- A. I am satisfied with the progress this teacher is making
- B. Although this teacher is have some difficulties, reasonable progress is being made

i) Identify Performance Strengths/Weaknesses (if any)

ii) Development Plan: Areas on which to focus development for next assessment period



**EXHIBIT
SUBJECT:**

**GCN-E(4)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

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C. This teacher is having serious performance problems, and must show considerable improvement to merit recommendation for tenure

i) Identified Performance Problem Areas

ii) Development Plan:

The following has been developed to address identified performance problems:

V PRINCIPAL'S SIGNATURE _____ **Date:** _____

VICE-PRINCIPAL'S SIGNATURE _____ **Date:** _____
(if applicable)



**EXHIBIT
SUBJECT:**

**GCN-E(4)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

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VI Teacher's Comments

I have had the opportunity to read, discuss, and respond to this assessment and to provide my comments. My signature does not necessarily mean I agree with the contents.

TEACHER'S SIGNATURE: _____ Date: _____

Comments (Optional): _____

For Office Use Only

Personnel _____ Date: _____

Superintendent's Signature _____ Date: _____



**EXHIBIT
SUBJECT:**

**GCN-E(5)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

REVISION DATE:

June 28, 1988

PAGE:

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WINNIPEG SCHOOL DIVISION

**PERFORMANCE ASSESSMENT AND DEVELOPMENT
NON-TENURED TEACHERS**

Report No. 3

Due: April 15

Name of Teacher _____ School _____
Grade Level/Subject Area/Program _____
Period of Assessment _____ to _____
Assessor _____

This assessment process:

1. Establishes Criteria: The principal and the teacher review the criteria for assessment and development
2. Informs: The principal informs the teacher of expectations and how he/she is performing
3. Develops: The principal and the teacher identify actions the teacher can take to enhance his/her development
4. Assesses: The principal and the teacher assess results based on pre-established criteria and performance measures

I Assessment Criteria

Required by Division

1. Classroom Management
2. Teaching Methodology
3. Organization and Planning
4. Interpersonal Relations
5. Program Content
6. Attention to Professional Duties and Responsibilities

II Pre-arranged Observation Dates: (list)

- Day Month Year
1. _____
 2. _____
 3. Number of observation visits (NOT pre-arranged) included in this assessment report _____.



**EXHIBIT
SUBJECT:**

**GCN-E(5)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

REVISION DATE:

PAGE:

June 28, 1988

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INDICATORS cont'd)

1.6 Attention to Professional Duties and Responsibilities

- Participates actively in professional development activities
- Contributes in a cooperative manner to ensure school goals are achieved
- Reports to and is prepared to commence work on time
- Attends work without undue absenteeism
- Submits required information, reports, etc., in accordance with established guidelines
- Prepares lessons for the substitute in the event of an absence

1	2	3	4

IV Assessor's Comments

V General Assessment: Check off one:

- a) Recommended for tenure
- b) Recommended for release for the following reasons:



**EXHIBIT
SUBJECT:**

**GCN-E(5)
PERFORMANCE ASSESSMENT &
DEVELOPMENT - NON-TENURED TEACHERS**

APPROVAL DATE:

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Reasons for release (continued)

VI PRINCIPAL'S SIGNATURE _____ **Date:** _____

VICE-PRINCIPAL'S SIGNATURE _____ **Date:** _____

VII Teacher's Comments

I have had the opportunity to read, discuss, and respond to this assessment and to provide my comments. My signature does not necessarily mean I agree with the contents.

TEACHER'S SIGNATURE: _____ Date: _____

Comments (Optional): _____

For Office Use Only

Personnel _____ Date: _____

Superintendent's Signature _____ Date: _____



EXHIBIT
SUBJECT:

GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF

APPROVAL DATE:

REVISION DATE:

February 4, 2002

PAGE:

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The Winnipeg School Division

**Performance Appraisal
for
Support Staff**

Employee's Name _____ Title _____

Appraiser's Name _____ Title _____

Location _____

Performance Period _____

Period Beginning

Period Ending

BASIC PURPOSE OF THE PERFORMANCE APPRAISAL

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, to set goals for improvement in any area of performance which will help you reach your full potential at The Winnipeg School Division.

APPRAISER'S INSTRUCTIONS

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement and comments on the entire period covered and not upon isolated incidents alone.

PART I - Performance Dimensions

Check the box opposite the appropriate wording in each performance dimension category. If necessary check between wordings to reflect your rating. **In either case, your ratings should be supported with comments which include specific examples of relevant job behaviour.**

PART II- Evaluation Summary

Based on your ratings in Part I summarize the employee's overall performance during the period being rated and where necessary identify an action plan (written direction) on how to improve performance.



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

APPROVAL DATE:

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**PART I
Performance Dimensions**

<p>Evaluation Please check appropriate box. If necessary check between boxes and explain reason(s)</p>	<p>COMMENTS Where appropriate use work related examples</p>
<p>A. Working Accurately/Thoroughly</p> <ul style="list-style-type: none"><input type="checkbox"/> Work is very accurate/thorough; pays close attention to detail<input type="checkbox"/> Accuracy of work is typically good; few errors are found in work; usually thorough<input type="checkbox"/> Does not work carefully, tends to leave careless errors and overlooks important details<input type="checkbox"/> Work often needs to be redone because of errors; it lacks essential detail	
<p>B. Work Quantity</p> <ul style="list-style-type: none"><input type="checkbox"/> Quantity of work is fully satisfactory<input type="checkbox"/> Quantity of work is acceptable<input type="checkbox"/> Quantity of work requires improvement<input type="checkbox"/> Quantity of work is unsatisfactory	
<p>C. Job Knowledge/Skills</p> <ul style="list-style-type: none"><input type="checkbox"/> Can be consulted by others on all aspects of the job; has exemplary job skills and abilities<input type="checkbox"/> Understands most procedures and requirements of the job; has good job skills<input type="checkbox"/> Has an adequate knowledge of job procedures; displays adequate skills in getting the job done<input type="checkbox"/> Job knowledge/skills requires improvement	



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

APPROVAL DATE:

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**PART I
Performance Dimensions (cont'd)**

Evaluation	COMMENTS Where appropriate use work related examples
<p>D. Job Involvement/Attitude</p> <ul style="list-style-type: none"><input type="checkbox"/> Consistently does more than what is required; frequently offers suggestions for improvements; seeks to expand capabilities and responsibilities<input type="checkbox"/> Does what is asked and sometimes more; very willing to accept new responsibilities; occasionally contributes new ideas; seems interested in self-improvement<input type="checkbox"/> Does assigned work and no more; shows little desire for self-improvement and for new responsibilities<input type="checkbox"/> Does as minimum as possible; shows no concern for performance; shows no desire to improve skills	
<p>E. Following Instruction</p> <ul style="list-style-type: none"><input type="checkbox"/> Follows instructions closely; work procedures rarely need checking; always knows when to seek assistance when required<input type="checkbox"/> Can generally be depended on to follow instructions; usually knows when to ask questions or seek information<input type="checkbox"/> Sometimes does not follow instructions; does not ask questions or seek assistance as often as needed<input type="checkbox"/> Work needs frequent checking or follow-up; does not follow instructions; fails to ask questions or seek information when required	
<p>F. Working with Minimum Supervision</p> <ul style="list-style-type: none"><input type="checkbox"/> Starts and completes tasks independently; shows a great deal of initiative<input type="checkbox"/> Starts and completes tasks without much supervision/direction; shows initiative<input type="checkbox"/> Needs some supervision/direction to complete assigned tasks; shows little initiative<input type="checkbox"/> Needs constant supervision/direction to complete assigned tasks; does little without being told or instructed	



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

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**PART I
Performance Dimensions (cont'd)**

Evaluation	COMMENTS Where appropriate use work related examples
<p>G. Learning New Tasks</p> <ul style="list-style-type: none"><input type="checkbox"/> Learns procedures and tasks quickly<input type="checkbox"/> Learns most procedures and tasks fairly quickly with minimal repetition<input type="checkbox"/> Learns new tasks and procedures somewhat slowly; has some problems with difficult tasks<input type="checkbox"/> Requires repeated instructions for most tasks and procedures	
<p>H. Cooperation/Working with Others</p> <ul style="list-style-type: none"><input type="checkbox"/> Succeeds in working well with others; helps eliminate tension and conflict<input type="checkbox"/> Tries very hard to work well with others; very helpful; considers others opinion<input type="checkbox"/> Makes an effort to work with almost everyone; typically avoids conflicts; very cooperative<input type="checkbox"/> Works fairly well with others; occasionally conflicts with others; usually cooperative<input type="checkbox"/> Makes little or no effort to work with others; sometimes contributes to conflict or tension; generally uncooperative	
<p>I. Contact/Interaction with Students</p> <ul style="list-style-type: none"><input type="checkbox"/> Has very effective skills interacting with students<input type="checkbox"/> Has good skills interacting with students both individually and/or in groups<input type="checkbox"/> Has adequate skills interacting with students<input type="checkbox"/> Needs guidance interacting with students	



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

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**PART I
Performance Dimensions (cont'd)**

Evaluation	COMMENTS Where appropriate use work related examples
<p>J. Exercising Judgement/Solving Problems</p> <ul style="list-style-type: none"><input type="checkbox"/> Judgement is excellent; able to solve almost any work related problem<input type="checkbox"/> Demonstrates good judgement; can be relied on to solve many problems by self<input type="checkbox"/> Judgement/problem solving ability are fair<input type="checkbox"/> Exercises little judgement in completing tasks; demonstrates little ability to solve problems	
<p>K. Organization</p> <ul style="list-style-type: none"><input type="checkbox"/> Does a very good job of planning and organizing work; good work habits<input type="checkbox"/> Generally organizes and plans work well; works fairly systematically; recognizes priorities<input type="checkbox"/> Does not organize or plan work well; work habits need improvement<input type="checkbox"/> Does not set priorities; planning and organization are disorganized; work habits are poor	
<p>L. Attendance</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	
<p>M. Punctuality</p> <ul style="list-style-type: none"><input type="checkbox"/> Very good<input type="checkbox"/> Satisfactory<input type="checkbox"/> Needs to improve	



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

APPROVAL DATE:

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PART II

EVALUATION SUMMARY: Comment on the employee's overall performance and where necessary identify an action plan to improve performance.

PART III

OVERALL PERFORMANCE RATING: Check the section which comes closest to summarizing your overall evaluation of the individual's performance over the past evaluation period.

- EXCEEDS REQUIREMENTS** - Indicates that the individual's performance frequently exceeds that which is expected in fully executing the duties and responsibilities required by the individual's position.
- MEETS REQUIREMENTS** - Indicates that the individual's performance consistently meets the level which is expected in fulfilling the duties and responsibilities of the position.
- MARGINAL** - Indicates that the individual's performance does not consistently meet the level which is expected in fulfilling the duties and responsibilities of the position (select the most appropriate explanation)
- Has not had sufficient time and/or training in position
- Has had sufficient time and/or training
- UNSATISFACTORY** - Indicates that the individual's performance is below the acceptable level which is required for the position. Should not be retained in this position unless substantial improvement can be exhibited in the near future.



**EXHIBIT
SUBJECT:**

**GCN-E (6)
PERFORMANCE APPRAISAL PROCESS -
NON-TEACHING STAFF**

**APPROVAL DATE:
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Employee's comments: (To be completed by employee)

Empty box for employee comments.

I have examined the Performance Appraisal and discussed the contents with my supervisor. My signature means that I have been advised of my performance but does not necessarily imply that I agree with the evaluation.

Principal/Supervisor _____

Employee _____

Other Appraiser(s) _____

Date _____



**EXHIBIT
SUBJECT:**

**GCN-E (7)
PERFORMANCE APPRAISAL PROCESS -
BUILDING DEPARTMENT AND CUSTODIAL**

APPROVAL DATE:

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The Winnipeg School Division

**Performance Appraisal
for
Building Department Staff**

Employee's Name _____

Appraiser's Name _____

Title _____

Location _____

Performance Period _____

Period Beginning

Period Ending

BASIC PURPOSE OF THE PERFORMANCE APPRAISAL

The performance appraisal is an important tool which you and your supervisor use to evaluate your growth and development over a specific period of time and together, to set goals for improvement in any area of *Performance* which will help you reach your full *Potential* at The Winnipeg School Division.

APPRAISER'S INSTRUCTIONS

Appraisal is a matter of judgement. Judgement should rise from fact, observation and opinion. Base your judgement on the entire period covered and not upon isolated incidents alone.

After carefully reviewing and familiarizing yourself with the overall performance rating definitions at the bottom of Page II, complete Part I by checking the appropriate space opposite each factor being rated. The ratings you provide must indicate how effective the employees performance was in meeting specific job duties and responsibilities related to each factor.

In most instances, your ratings should be supported with a few specific examples of relevant job behavior, with this in mind please complete Parts II and III appropriately.



**EXHIBIT
SUBJECT:**

**GCN-E (7)
PERFORMANCE APPRAISAL PROCESS -
BUILDING DEPARTMENT AND CUSTODIAL**

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PART I

Check appropriate space according to performance evaluation statements at bottom of page.		O	F.S.	S.	A.	U.
1. Job Knowledge Technical Competence	Consider how complete the employee's knowledge of the techniques, processes, procedures, products, equipment and materials are to perform the job					
2. Volume of Work	Consider how much work is produced in relation to reasonable expectations. Are repeats and reworking necessary?					
3. Quality of Work	Consider the quality of work performance. How much checking and follow-up needs to be done on the employee's work? Are assignments completed thoroughly, accurately and on time?					
4. Initiative	Consider the ability to be resourceful and aggressive in carrying out job duties, the ability to find work to do when assignments are completed. Is the employee a self-starter?					
5. Adaptability	Consider how the employee adjusts to new procedures, duties and peak work loads. Is the employee willing to consider new ideas? Does the employee respond positively to change?					
6. Judgement and Execution	Consider the employee's ability to make sound decisions, to carry out instructions properly and meet required schedules.					
7. Observance of Rules and Policies	Does the employee support and reinforce Division policies? Maintain effective standards and other controls within the scope of job responsibilities?					
8. Human Relation Skills	Consider the ability to understand and demonstrate a sense of teamwork. Does the employee contribute to a supportive work environment? How well does the employee interact with co-workers? How well does the employee interact with public, teachers and students?					
9. Attendance and Punctuality	Consider the employee's dependability in getting to work on time, frequency of absenteeism, leaving early, over extending lunch and coffee breaks, etc.					
10. Supervisory and Leadership (if applicable)	Consider the ability to organize the efforts of others and to supervise, train and coach employees. Is the employee able to achieve desired results using the people and materials available? To what extent does the employee hold the respect and confidence of co-workers.					

Overall Performance Rating

Study each set of standards listed below carefully, and check the section which comes closest to summarizing your overall evaluation of the employee's performance over the past evaluation period.

- Outstanding - Performance significantly exceeds the standards established or expected for the position in all aspects of the work. Extremely conscientious and thorough, rarely makes errors. Possesses an excellent knowledge of assigned duties and responsibilities. Extremely dependable, including performance of non-routine assignments.
- Fully Satisfactory - Consistently meets all or most of the job requirements. Organizes work assignments well and completes assignments with a minimum amount of supervision or direction. Work is consistently well-done with a negligible number of errors. Possesses a good knowledge and understanding of expected duties and responsibilities.
- Satisfactory - Performs most of the assigned job duties in a satisfactory manner. Alternatively, may perform some aspects of the job very well, but is still not quite up to standards expected in other areas of responsibility. Is performing at a level expected for an employee who has basic qualifications and training for the job. Generally fulfills responsibilities and follows instructions with limited supervision.
- Acceptable - Just meeting minimum standards in most aspects of the job. Alternatively, is performing part of the job reasonably well but other parts are not being done, or are yet to be learned. Requires more than normal supervision. Improvement is expected to occur with further training and experience.
- Unsatisfactory - Work assignments seldom meet quality or volume standards. Organizes and performs work assignments poorly. Demonstrates little knowledge or understanding of work procedures and techniques; unreliable, does not follow instructions properly, has not responded to counselling and training efforts. Should not be retained in this position unless substantial improvement can be exhibited in the near future.



**EXHIBIT
SUBJECT:**

**GCN-E (8)
PERFORMANCE APPRAISAL PROCESS -
ADMIN. 1-10, COMMUNITY LIAISON AND
SCHOOL COMMUNITY WORKERS**

APPROVAL DATE:

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Please consider the employee's demonstrated performance and mark the square which most closely describes that performance.

Outstanding: Performance consistently far exceeds what is expected in the position.

Consistently Exceeds

Job Requirements: Performance consistently exceeds what is expected in the position.

Consistently Meets

Job Requirements: Performance consistently meets all expectations of the position.

Requires

Improvement: Performance is marginal and requires some improvement to meet expectations of the position.

Unsatisfactory:

Performance is unacceptable and requires considerable improvement to meet expectations of the position.

Legend: O = Outstanding; C.E. = Consistently Exceeds Job Requirements; C.M. - Consistently Meets Job Requirements; R.I. = Requires Improvement; U. = Unsatisfactory

Mark the box that most accurately describes the performance of the individual being appraised. Comment where appropriate. For items not applicable, insert "N.A." under comments.	O.	C.E.	C.M.	R.I.	U.	Comments
Quality of Work — Caliber of work produced or accomplished	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Quantity of Work — Volume of acceptable work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Related Work Knowledge — Knowledge of effects of work upon other areas and knowledge of related areas which have influence on assigned work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Judgment — Soundness of conclusions, decisions and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Initiative — Ability to take effective action without being told.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Creativity — Ability to generate worthwhile new ideas or techniques having practical applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communicative Ability — Effectiveness in using oral and written communications and in keeping subordinates, associates, superiors and others adequately informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Dependability — Reliability in assuming and carrying out the commitments and obligations of the position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Analytical Ability — Effectiveness in thinking through a problem, in recognizing securing and evaluating relevant facts, reaching sound conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Resource Utilization — Ability to delineate project needs and locate, plan and effectively use all resources available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



**EXHIBIT
SUBJECT:**

**GCN-E (9)
PERFORMANCE APPRAISAL PROCESS -
HEAD CLERKS & HEAD/CHIEF/ASSISTANT
CHIEF CUSTODIANS**

APPROVAL DATE:

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**PERFORMANCE ASSESSMENT
ADDENDUM
HEAD CLERKS
HEAD/CHIEF CUSTODIANS**

The following performance dimensions are to be included in the assessment of the leadership skills of head clerks and head/chief custodians.

Legend: O = Outstanding; C.E. = Consistently Exceeds Job Requirements; C.M. = Consistently Meets Job Requirements; R.I. = Requires Improvement; U. = Unsatisfactory

Mark the box that most accurately describes the performance of the individual being appraised. Comment where appropriate. For items not applicable, insert "N.A." under comments.	O.	C.E.	C.M.	R.I.	U.	Comments
Communicative Ability - Effectiveness in using oral and written communications and in keeping subordinates, associates, superiors and others adequately informed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Resource Utilization - Ability to delineate project needs and locate, plan and effectively use all resources available (both human and material resources).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Planning Effectiveness - Ability to anticipate needs, forecast conditions, set goals and standards, plan and schedule work, and measure results.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teamwork - Working relationship established with fellow employees. Ability to develop in others the willingness and desire to work toward common objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Delegating - Effectiveness in delegating work and assigning responsibility to subordinates and in establishing appropriate controls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please consider the employee's demonstrated performance and mark the square which most closely describes that performance.

Outstanding: Performance consistently far exceeds what is expected in the position

**Consistently Exceeds
Job Requirements:** Performance consistently exceeds what is expected in the position

**Consistently Meets
Job Requirements:** Performance consistently meets all expectations of the position

**Requires
Improvement:** Performance is marginal and requires some improvement to meet expectations of the position

Unsatisfactory: Performance is unacceptable and requires considerable improvement to meet expectations of the position



EXHIBIT
SUBJECT:

GCN-E (10)
PERFORMANCE ASSESSMENT AND
DEVELOPMENT - CLINICAL STAFF

APPROVAL DATE:
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CHILD GUIDANCE CLINIC OF WINNIPEG
PERFORMANCE REVIEW SUMMATIVE REPORT
INTENSIVE TRACK

SE7A

Name: _____ Discipline: _____ Date: _____

Date of Employment: _____ Date of Last Evaluation: _____

1st year () 2nd year () Senior ()

Description of Clinician's Assignment: _____

1. **Assessment/Diagnosis**

2. **Treatment/Therapy/Tutoring**

3. **Consultation/Programming**

4. **Workload Management & Organization**

5. **Communication**

6. **Team Functioning**



EXHIBIT
SUBJECT:

GCN-E (10)
PERFORMANCE ASSESSMENT AND
DEVELOPMENT - CLINICAL STAFF

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7. Report writing/Recording

8. In-services/Presentations

9. Professionalism - Discipline Standards

10. Additional Activities

Summary Comments:

Objectives for continued growth and development based on this performance review (if applicable):

Clinician's Comments:

Area Service Director _____ Date _____

Discipline Supervisor _____ Date _____

I have had the opportunity to read, discuss and respond to this assessment and to provide my comments. My signature does not necessarily mean that I agree with the contents.

Clinician _____ Date _____

The Winnipeg School Division



EXHIBIT
SUBJECT:

GCN-E (11)
PERFORMANCE ASSESSMENT AND
DEVELOPMENT - CLINICAL STAFF

APPROVAL DATE:
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CHILD GUIDANCE CLINIC OF WINNIPEG
PERFORMANCE REVIEW SUMMATIVE REPORT
DEVELOPMENTAL TRACK

SE7B

Name: _____ Discipline: _____ Date: _____

Date of Employment: _____ Date of Last Evaluation: _____

Description of Clinician's Assignment: _____

1. Summary of Progress/Actions Re: Goals for the Year:

EXHIBIT

GCN-E (11)

The Winnipeg School Division



SUBJECT: PERFORMANCE ASSESSMENT AND DEVELOPMENT - CLINICAL STAFF
APPROVAL DATE:
REVISION DATE: May 15, 2006
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2. **Clinical Skills:**
Clinician's Performance: Exceeds Requirements: _____ Meets Requirements: _____ Marginal: _____ Unsatisfactory: _____

3. **Communication/Interpersonal/Teaming Skills:**
Clinician's Performance: Exceeds Requirements: _____ Meets Requirements: _____ Marginal: _____ Unsatisfactory: _____

4. **Workload Management:**
Clinician's Performance: Exceeds Requirements: _____ Meets Requirements: _____ Marginal: _____ Unsatisfactory: _____

5. **Additional Activities**

Summary Comments:

Objectives for continued growth and development based on this performance review (if applicable):

Clinician's Comments:

Area Service Director _____ Date _____

Discipline Supervisor _____ Date _____

I have had the opportunity to read, discuss and respond to this assessment and to provide my comments. My signature does not necessarily mean that I agree with the contents.

Clinician _____ Date _____

