



## SUPERVISION FOR PROFESSIONAL GROWTH

The **Dual-Track Supervision Model** of the Portage la Prairie School Division is a system of evaluation of Teachers, which addresses both the need for professional growth and the expectation of accountability. It consists of two tracks: ***The Professional Growth Track and The Professional Accountability Track.***

***The Professional Growth Track*** provides an opportunity for experienced Teachers, who have consistently demonstrated their competence in the Portage la Prairie School Division to take ownership and increased responsibility for their professional growth and development. Teachers enter this track in their third year of employment with the Division where supported by the Principal. This track requires the Teacher to develop a professional growth plan, describing the professional growth, which the Teacher intends to experience over a period of time. Some of the possible areas of focus for this growth plan are effective instruction, classroom management, student evaluation, interpersonal skills, educational technology, or innovations of the teacher's own choosing.

Placement in this track lasts for three years, during which time the Teachers works in regular communication with the supervising administrator so that a mutual understanding of the goals, progress, and growth exists. Every fourth year, a Teacher will re-enter the accountability track to assure that performance standards are still met.

***The Professional Accountability Track*** is applicable for beginning Teachers, Teachers new to the Division, experienced Teachers whose performance is being appraised as part of the regular supervisory cycle, or experienced teachers who request such appraisal. A written summative report is prepared by the supervisor and shared with the Teacher following the appraisal. The Accountability Track offers three possible track placements:

***Supervision 1*** is a structured, formal, and clinical approach to evaluation, used to assess the performance of Teachers who are recent graduates, are new to Manitoba, or are re-entering the profession after an absence of more than three years, and tends to focus on the most fundamental techniques of teaching. This process involves pre-conferencing, observation, and post-conferencing.

***Supervision 2*** is applicable to non-beginning Teachers who are new to the Division, having taught in Manitoba for at least one of the last three years. This process is not unlike Supervision 1, but ideally, the focus of the level of supervision will be the development of more refined skills. It provides for a more collegial and monitorial approach, with greater empowerment for the Teacher.

***Supervision 3*** is similar to 1 and 2, but it allows for a greater degree of collaboration and Teacher empowerment. It is a process for Teachers who have completed three years in the Professional Growth Track, or those who may request a performance appraisal (for personal reasons such as resume purposes).

In the event of unsatisfactory performance or lack of progress in making improvements, Teachers may be placed on probation or have their contract terminated.