

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

Division Office personnel, school administrators and teachers, all have a role to play in ensuring that teachers achieve the Teaching Quality Standard and engage in career long professional growth activities. This is most likely to occur within a procedures structure that has been created after consulting those directly involved in the process.

The process of teacher growth, supervision and evaluation follows the framework below.

Procedures

1. General Guidelines

- 1.1 This Teacher Growth, Supervision and Evaluation Administrative Procedure will comply with related Ministerial Orders and Alberta Education policies and regulations, and Board policies and Division administrative procedures.
- 1.2 All teachers employed by the Division will be held responsible for their professional growth.
- 1.3 There will be ongoing supervision of all teachers in the Division in the performance of their professional duties and their adherence to the competencies and indicators provided by the TQS.
 - 1.3.1 On-going supervision shall:
 - 1.3.1.1 provide support and guidance to staff members
 - 1.3.1.2 include observing and receiving information from any source about the quality of performance
 - 1.3.1.3 identify the behaviours or practices that for any reason may require an evaluation.
- 1.4 All teachers in the Division will also be subject to evaluation procedures as required or requested for specific purposes (see section 5 of this Administrative Procedure).
- 1.5 Subsequent to an evaluation the teacher has the right to appeal per section 7.
- 1.6 Information obtained as a result of the processes involved in teacher growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

2. Professional Growth Plans and Procedures

- 2.1 Each year all teachers under a probationary contract or continuing contract, must submit a Professional Growth Plan (PGP) to their Principal or a group of teachers delegated by the Principal, as determined by school procedures, that:
 - 2.1.1 Reflects goals and objectives based on an assessment of learning needs by the individual teacher;
 - 2.1.2 Shows a demonstrable relationship to the Teaching Quality Standard;
 - 2.1.3 Takes into consideration the education plans of the school, the Division and Alberta Education;
 - 2.1.4 May be a component of a long-term, multi-year plan
 - 2.1.5 May consist of a planned program of supervising a student teacher or mentoring a teacher.
- 2.2 Teachers are to submit their PGP for review by October 15 or one (1) month after the commencement of employment.
- 2.3 Principals will ensure that there is a budget for the professional development of their staff.
- 2.4 The Principal or designate shall review the Annual Teacher Professional Growth Plan and, in consultation with the teacher, make a finding whether the teacher has developed and completed an annual professional growth plan that complies with the growth plan process of this Administrative Procedure.
- 2.5 The Superintendent will establish an Individual Professional Growth Plan Manual to elaborate the procedures and arrangements necessary pursuant to this Administrative Procedure.

3. Supervision

- 3.1 Supervision is the ongoing process by which a Principal carries out duties with respect to teachers and teaching required under provincial legislation and exercises educational leadership. Though the Teacher Growth, Supervision and Evaluation Administrative Procedure may involve individuals other than the Principal in a supervisory mode, the Administrative Procedure is the vehicle by which the Principal fulfils their responsibilities in the areas of teacher growth, supervision and evaluation. It is the responsibility of the Principal to ensure that the Administrative Procedure works efficiently in their school.
- 3.2 The purpose of ongoing supervision by the Principal is to seek to ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard by:
 - 3.2.1 Providing guidance and support to the teacher;
 - 3.2.2 Observing and receiving information from any source about the quality of

teaching a teacher provides to students; and

- 3.2.3 Identifying the behaviours or practises of a teacher that for any reason may require an evaluation.

4. Standards

Standards refer to the provincial Teaching Quality Standard; Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students. These serve as a benchmark to guide the teacher growth, supervision and evaluation processes.

5. Evaluations

5.1 The evaluation of a teacher by a Principal may be conducted:

- 5.1.1 Upon the written request of the teacher;
- 5.1.2 For purposes of gathering information related to a specific employment decision;
- 5.1.3 For purposes of assessing the growth of the teacher in specific areas of practise;
- 5.1.4 When on the basis of information received through supervision, the Principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 5.1.5 A recommendation by a Principal to the Superintendent of Schools that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings based upon the format of observations set out in the 'First' and 'Final' Teacher Evaluation Reports.
- 5.1.6 The Principal shall develop a plan for the evaluation required as a result of needs identified as a result of supervision and this plan shall be communicated in writing to the teacher.

5.2 On initiating an evaluation the Principal must communicate explicitly in writing to the teacher:

- 5.2.1 The reasons for and purposes of the evaluation;
- 5.2.2 The process, criteria and competences to be evaluated;
- 5.2.3 The timelines to be applied; and
- 5.2.4 The possible outcomes of the evaluation.

5.3 Upon completion of an evaluation, the Principal shall:

- 5.3.1 Complete a written report in a format specified by the Superintendent or designate which shall provide:
 - 5.3.1.1 Space for the teacher's comments at the conclusion of the report
 - 5.3.1.2 The signatures of both the evaluator and the teacher, and
 - 5.3.1.3 the date.
- 5.3.2 Provide the teacher with the original copy of the completed evaluation report;
- 5.3.3 Provide the Superintendent or designate with a copy of the completed report which shall be retained in the teacher's personnel file at Division Office; and
- 5.3.4 Keep a copy of the completed report in the Principal's office.

6. Notice of Remediation

- 6.1 Where, as the result of an evaluation, a Principal or designate determines that a change in the behaviour or practice of a teacher is required, the Principal or designate shall provide to the teacher a notice of remediation that:
 - 6.1.1 describes all behaviours and practices that do not meet the Teaching Quality Standard;
 - 6.1.2 describes the expectations for acceptable performance;
 - 6.1.3 indicates the remediation strategies the teacher is advised to pursue;
 - 6.1.4 includes a second Notice of Evaluation to be employed for the purposes of assessing the growth of the teacher in specific areas of practice have taken place;
 - 6.1.5 describes an applicable timeline including a date of the second evaluation;
 - 6.1.6 indicates the consequences of not achieving the required changes including but not limited to the termination of the teacher's contract of employment;
 - 6.1.7 replaces the obligation of the teacher to develop or implement an annual professional growth plan, until such time that the teacher's behaviour or practices are deemed acceptable by a subsequent evaluation.
- 6.2 The evaluation report shall include a determination that the teacher's teaching meets or does not meet the Teaching Quality Standard.
- 6.3 The Principal or designate shall meet with the teacher to discuss the outcome of the second evaluation.
- 6.4 If the Principal or designate determines that the teacher's teaching is meeting the Teaching Quality Standard this will be reflected in the evaluation report and the teacher

will return to the ongoing supervision process.

6.5 If the Principal or designate determines that the teacher's teaching does not meet the Teaching Quality Standard, then the Principal or designate shall either:

6.5.1 provide the teacher with a revised remediation plan;

6.5.2 consider other options in accordance with district policy and practices; or

6.5.3 recommend to the Superintendent of Schools, the termination of the teacher's contract of employment.

6.5.4 A recommendation by the Superintendent of Schools may make a report to the Executive Secretary of the Alberta Teachers' Association to initiate a Professional Practice Review Hearing under the Practice Review Bylaws.

6.6 Should any timeline or period of time specified in the 'notice of remediation' be interrupted for any reason other than a scheduled holiday or break, the timeline or period of time will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends. A revised notice of remediation shall be issued.

7. Appeals and Reviews

7.1 A teacher shall have the right to appeal an evaluation of their teaching performance.

7.2 An appeal shall be made, in writing, directly to the Superintendent within ten (10) teaching days of receipt and review of the written evaluation report. The teacher shall state clearly the reason(s) the evaluation is being contested.

7.3 Within ten (10) operational days of receipt of an appeal, the Superintendent shall:

7.3.1 Consider the appeal.

7.3.2 Review the relevant documents, and

7.3.3 Conduct a hearing attended by the evaluator, the teacher and legal counsel if the teacher so chooses.

7.4 The Superintendent shall determine whether or not a re-evaluation is warranted and respond in writing to the teacher within five (5) days of the appeal review.

7.5 The Superintendent's decision is final.

7.6 In the event that the Superintendent finds that a re-evaluation is warranted, the Superintendent shall identify a new evaluator, and the time and manner of the re-evaluation.

7.6.1 The new evaluator shall not be given the particulars of the previous evaluation other than what competencies are under review.

7.6.2 The Superintendent's decision in choosing a new evaluator is final.

8. This Administrative Procedure does not restrict:

- 8.1 A Principal from taking disciplinary or other action as appropriate where the Principal has reasonable grounds for believing that the actions or practises of a teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority.
- 8.2 The Board or the Superintendent from taking any action or exercising any right or power under the Education Act.

Adopted/Revised: JUN 2016/SEP 2019/NOV 2019/MAY 2022

Reference: Section 18, 33, 52, 53, 55, 196, 197, 204, 213, 214, 215, 218, 222 Education Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2