

Teacher Growth, Supervision and Evaluation processes in the Division are designed to ensure that each Teacher's actions, judgments and decisions support optimal student learning. The Board expects that all Teachers will consistently meet or exceed the "Teaching Quality Standard" established by the Department of Education, set out in Ministerial Order #016/97.

Purpose:

The purposes of this Administrative Procedure are:

- (a) to provide a process for Superintendents, School Principals and Teachers to work together to achieve the Teaching Quality Standard, and
- (b) to ensure that all Teachers are responsible and accountable for meeting the Teaching Quality Standard throughout their employment with the Division.

Definitions:

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a School Principal in determining whether one or more aspects of the teaching of a Teacher meets, or does not meet the Teaching Quality Standard.

Notice of Remediation means the written statement issued by a School Principal to a Teacher where the School Principal has determined that a Teacher's teaching does not meet the Teaching Quality Standard, and such a statement describes:

- (a) the teaching standard that is expected,
- (b) the behaviours or practices that do not meet the Teaching Quality Standard and the changes required,
- (c) the remediation strategies the Teacher is advised to pursue, and
- (d) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a Teacher's contract of employment.

School Principal means:

- (a) a School Principal as defined in the *School Act*, or a Certificated Supervisor who is responsible for the supervision of non-school-based Teachers
- (b) a Superintendent or designate in respect to fulfilling obligations under Section 113 of the *School Act*, or for the purposes of making recommendations under the Certification of Teachers Regulation.

Supervision means the ongoing process by which a School Principal carries out duties in respect to Teachers and teaching required under Section 20 of the *School Act*, and exercises educational leadership.

Teacher means an individual who is required to hold a certificate of qualification as a Teacher and who is responsible for the provision of instruction or supervision under Section 18 of the *School Act*, and who is employed by the Division but does not include an Administrator.

Teacher Professional Growth Plan means the career-long learning process whereby a Teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard and meet the requirements of this regulation.

Teaching Quality Standard means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order #016/97.

I. TEACHER PROFESSIONAL GROWTH – ROLE OF THE TEACHER

Responsibility of a Teacher

Each school year, a Teacher is responsible for developing, implementing and completing a Teacher Professional Growth Plan that:

- (a) reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- (b) shows a demonstrable relationship to the Teaching Quality Standard, and
- (c) takes into consideration the education plans of the school and the Division.

Components of a Growth Plan

A Teacher Professional Growth Plan must include:

- (a) goal(s)/objective(s),
- (b) expected outcomes and desired results,
- (c) action plans/strategies,
- (d) assistance/support,
- (e) timelines, and
- (f) descriptors of completion/indicators of success (measurement).

Implementation of a Plan

A Teacher must work towards the attainment of their Teacher Professional Growth Plan through ongoing action and personal review.

Subject to the approval of the School Principal, a Teacher Professional Growth Plan may be a component of a long-term or multi-year plan or may include a component of supervising a Student Teacher or Mentoring a Teacher.

Submission of Annual Plan

The Teacher must submit a copy of his/her Teacher Professional Growth Plan to the School Principal by September 30th or 30 working days following the commencement of employment with the Division.

Teacher Professional Growth Plan Review

Teacher Professional Growth Plan review is a process for reflection and includes two-way communication between the Teacher and the School Principal. The School Principal must arrange for and complete an oral review of the Teacher Professional Growth Plan within 60 days of receiving the Teaching Professional Growth Plan.

Compliance with Regulation

Each year, at a time specified by the School Principal, the Teacher shall provide a summary reflection on:

- (a) the degree of success in achieving the goal/objective,
- (b) how the Teacher's professional practice has improved, and
- (c) how student learning has improved.

The School Principal, in consultation with the Teacher, must make a finding whether the Teacher has completed the requirements of a Teacher Professional Growth Plan that complies with this regulation.

If a Teacher Professional Growth Plan review finds that a Teacher has not completed the requirements of a Teacher Professional Growth Plan that complies with this regulation, the Teacher may be subject to disciplinary action.

Use of the Teacher Professional Growth Plan in Evaluation

Unless a Teacher agrees, the content of a Teacher Professional Growth Plan must not be part of the evaluation process of a Teacher. A School Principal may identify behaviours or practices of a Teacher that may require an evaluation provided that the information identified is based on a source other than the information in the Teacher's Professional Growth Plan.

II. TEACHER PROFESSIONAL GROWTH PLAN - Role of the School Principal

Information on Plans

The School Principal must ensure that Teachers receive information and understand Teacher Professional Growth Plans by providing:

- (a) access to supporting documents,
- (b) access to system communication including information meetings and workshops,
- (c) opportunities to discuss Teacher Professional Growth Plans.

Review Meetings

The School Principal must make provision to:

- (a) receive the Teacher Professional Growth Plan,
- (b) orally review the Teacher Professional Growth Plan within 60 days of receiving it,
- (c) discuss the opportunities available for mentoring, coaching, and support throughout the school year,
- (d) review the completed Teacher Professional Growth Plan before the end of the school year in which it was developed.

Expectations for Development of Plans

The School Principal must ensure each Teacher's Teacher Professional Growth Plan reflects goals and objectives based on an assessment of professional learning needs by the individual Teacher, shows a demonstrable relationship to the Teaching Quality Standard, and takes into consideration the education plans of the school and the Division.

Implementation Status

The School Principal must maintain an awareness of the implementation status of each Teacher's Teacher Professional Growth Plan.

Annual Requirements

The School Principal must ensure that all Teachers meet the annual requirements to develop a Teacher Professional Growth Plan, and to review their Teacher Professional Growth Plan two times per year.

School Annual Report

The School Principal will report on teacher professional growth and evaluation in the school's annual report.

Use of the Plan in Evaluation

The School Principal may identify behaviour or practices of a Teacher that may require an evaluation provided that the information identified is based on a source other than the information in the Teacher's Teacher Professional Growth Plan.

III. SUPERVISION OF TEACHERS

Purpose of Supervision

The purpose of supervision by the School Principal is:

- (a) to provide support, guidance, and developmental opportunities for the Teacher,
- (b) to observe and receive information from any source about the quality of teaching a Teacher provides to students, and
- (c) to identify the behaviours or practices of a Teacher that for any reason may require an evaluation.

It is the Teacher's responsibility to receive and act on feedback received through supervision to improve the Teacher's Professional Performance.

Ongoing Supervision

The School Principal must provide ongoing supervision for all Teachers in the school, and seek to be satisfied that a Teacher's teaching meets the requirements of the Teaching Quality Standard.

Results of Supervision

When, through supervision, a School Principal believes that a Teacher's behaviours or practices may not meet the requirements of the Teaching Quality Standard, the School Principal may work with the Teacher directly as a part of the School Principal's program of supervision to provide assistance to change the behaviours or practices that may be problematic, or may initiate an evaluation.

IV. EVALUATION OF TEACHERS

A School Principal may conduct an evaluation of a Teacher:

- (a) upon written request by a Teacher,
- (b) for the purposes of gathering information related to a specific employment decision,
- (c) for purposes of assessing the growth of the Teacher in specific areas of practice
- (d) when, on the basis of information received through supervision, the School Principal has reason to believe that the teaching of the Teacher may not meet the Teaching Quality Standard.

- (e) when, by a recommendation by the School Principal/Certificated Supervisor, a Teacher be issued a permanent professional teaching certificate. Note, this type of recommendation must be supported by the findings of two or more evaluations of the Teacher.

Initiating an Evaluation

When the School Principal initiates an evaluation, the School Principal must provide the Teacher written notification including all of the following:

- (a) the reasons for and purposes of the evaluation,
- (b) the process, criteria and standards to be used,
- (c) the timelines to be applied, and
- (d) the possible outcomes of the evaluation.

Evaluation Plan

The School Principal, in consultation with the Teacher, shall develop an evaluation plan which includes the process, timelines, and the criteria and standards to be used.

The established evaluation plan will be signed off by the Teacher and School Principal/Certificated Supervisor.

Evaluation Process

When conducting an evaluation a School Principal will:

- (a) include a minimum of four classroom teaching observations and other activities related to the Teacher's assignment,
- (b) conduct pre-observation and post observation conference discussions with the Teacher unless conducting a random observation,
- (c) use additional data provided by the Teacher which may include but is not limited to:
 - planning documents
 - student evaluation records
 - a variety of student performance and teaching artifacts
 - applicable surveys or survey data
 - other agreed upon data sources
- (d) collect data in accordance with the Teachers' Code of Professional Conduct, and
- (e) provide the Teacher with ongoing feedback over the course of the evaluation,
- (f) provide the Teacher with a mid-term evaluation report.

Final Evaluation Report

Within 30 calendar days of completing an evaluation process, the School Principal will complete a final evaluation report which includes the School Principal's recommendations pertaining to the Teacher's employment, certification or remediation as applicable.

Discussion of the Evaluation Report

The School Principal must meet with the Teacher to discuss the evaluation report. The Teacher may add written comments to the evaluation report.

Distribution of Evaluation Report

The School Principal must:

- (a) give the original evaluation report together with the Teacher's comments, to the Teacher,
- (b) keep a copy of the evaluation report together with the Teacher's comments, and
- (c) forward a copy of the evaluation report to Human Resources c/o the Assistant Superintendent for filing and/or follow-up.

Remediation of Teaching Performance

When, as a result of an evaluation, a School Principal determines that a Teacher's teaching does not meet the Teaching Quality Standard, the School Principal must provide to the Teacher a written notice of remediation that:

- (a) describes all behaviours and practices that do not meet the Teaching Quality Standard,
- (b) describes the expectations and indicators for acceptable performance,
- (c) indicates the remediation strategies the Teacher is advised to pursue,
- (d) describes the supervision, monitoring and evaluation strategies the School Principal/Certificated Supervisor shall employ to determine whether changes in practice have taken place,
- (e) describes an applicable timeline including a date of evaluation,
- (f) indicates the consequences of not achieving the required changes including but not limited to the termination of a Teacher's contract of employment,
- (g) can replace 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 the School Principal/Certificated Supervisor.

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.

The School Principal/Certificated Supervisor shall meet with the Teacher to discuss the outcome of the evaluation.

If the School Principal/Certificated Supervisor determines that the Teacher's teaching is meeting the Teaching Quality Standard, the evaluation is complete and regular supervision will resume.

If the School Principal/ Certificated Supervisor concludes that the Teacher's teaching still does not meet the Teaching Quality Standard, the School Principal/ Certificated Supervisor must recommend:

- (a) an additional period of remediation,
- (b) disciplinary action, or
- (c) recommend to the Superintendent of Schools, the termination of the Teacher's contract of employment.

If a Teacher's contract of employment is not terminated, the evaluation continues.

A Notice of Remediation may replace the Teacher's obligation to develop, implement and complete an annual Teacher Professional Growth Plan and the Teacher must comply with the notice of remediation.

Appeal

A Teacher may ask the Superintendent to review the Teacher's evaluation to ensure compliance with this administrative procedure. A request to appeal an evaluation must be made within 10 calendar days of the Teacher receiving the evaluation report and must outline in writing the Teacher's reasons for the request. Upon receiving the appeal of a Teacher's evaluation, the Superintendent must conduct a review and render a written decision with 15 calendar days. The Superintendent's decision is final.

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 any re-evaluation. The new evaluator shall not be given the particulars of the previous evaluation. The Superintendent's decision in choosing a new evaluator is final.

Other Action

This Administrative Procedure does not restrict:

- (a) a School Principal from recommending disciplinary or other action, as appropriate, where the School Principal has reasonable grounds for believing that the actions or practices 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, or
- (b) the Board or the Superintendent from taking any action or exercising any right or power under the *School Act*.

Reference

[School Act R.S.A. 2000](#), c. S-3, Sections 20 and 27

[School Act](#) Sections 18 and 20

[Alberta Education Policy 2.1.5](#) - Accountability in Education Teacher Growth, Supervision and Evaluation

[Ministerial Order 016/97](#) - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta chart