



TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Division believes its primary role is to ensure that quality Catholic education is offered to all students. To that end, the Division supports a process which enables continuous growth, supervision, and evaluation of all certificated staff consistent with the Alberta Education Teaching Quality Standard.

Quality teaching is evident 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. This administrative procedure is designed to reinforce the commitment to professional growth on the part of teachers.

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 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 Principal to a teacher where the Principal has determined that a teacher's teaching does not meet the Teaching Quality Standard, and such a statement describes:

- The behaviours or practices that do not meet the Teaching Quality Standard and the changes required;
- The remediation strategies the teacher is directed to pursue; and
- 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.

Principal means a Principal as defined in the Education Act. This includes a designate (ie. Assistant Principal)

Superintendent means a Superintendent of Schools appointed pursuant to Section 222 of the Education Act, or for purposes of making recommendations under the Certification of Teachers Regulations.

Supervision means the ongoing process by which a Principal or designate carries out duties in respect to teachers and teaching required under section 204 of the Education 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 196 of the Education Act.



An individual who has a temporary letter of authority.

Teacher Professional Growth means the career long learning process whereby a teacher annually develops, implements and completes a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.

Teaching Quality Standard means the standard and descriptors of knowledge, skills, and attributes authorized by the Minister.

Procedures

1. The staff growth, supervision and evaluation program will:
 - 1.1 Ensure that a quality Catholic education is being offered to all students in the Division;
 - 1.2 Clearly communicate performance expectations;
 - 1.3 Provide a basis for professional growth and development;
 - 1.4 Acknowledge effective teaching/performance;
 - 1.5 Support staff in the process of self-evaluation;
 - 1.6 Assist staff in the development of strategies/skills to support improved performance;
 - 1.7 Assess the quality of instruction;
 - 1.8 Consider the staff member's training, experience, and skills when determining individual assignments; and
 - 1.9 Provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, transfer, dismissal, and provision of references.
2. The staff growth, supervision and evaluation process recognizes the following:
 - 2.1 That competency of staff is assumed;
 - 2.2 That the communication of clear goals, expectations, and criteria for performance by evaluators is essential to effective staff appraisal;
 - 2.3 The complexity of the teaching and learning process;
 - 2.4 That the individual has personal responsibility and accountability for his/her performance;
 - 2.5 That, in order to be effective at assessment and at facilitating staff growth, evaluators must possess a sound knowledge of what constitutes effective teaching; and



- 2.6 That evaluators must possess the skills necessary to recognize, understand and communicate what constitutes effective performance for each staff member.

3. Teacher Professional Growth

3.1 A teacher employed by the Division:

- 3.1.1 Under a probationary contract;

- 3.1.2 Under a continuing contract; and

- 3.1.3 Under an interim or temporary contract of ninety-five (95) or more teaching days.

Is responsible for developing, implementing, and completing during each school year an annual professional growth plan that meets the requirements of this Administrative Procedure.

3.2 A teacher's annual professional growth plan:

- 3.2.1 Shall take into consideration the assurance plans of the Division and Alberta Education. Each teacher will be provided with necessary supporting documents.

- 3.2.2 May include a faith formation goal and professional goals with objectives and indicators of goal achievement based on an assessment of learning needs by the individual teacher; and

- 3.2.3 Shall show a relationship to the Teaching Quality Standard.

3.3 A teacher must submit a copy of the annual professional growth plan the teacher intends to pursue;

- 3.3.1 To the Principal for review to ensure compliance with Procedure 3.2 by October 15 or, where a teacher commences employment after October 1, within 30 days of commencement of employment.

3.4 An annual teacher professional growth plan;

- 3.4.1 May be a component of a long-term, multi-year plan; and

- 3.4.2 May consist of a planned program of supervising a student teacher or mentoring a teacher.

3.5 In developing, implementing and completing a teacher's annual professional growth plan, a teacher shall adhere to the requirements of Procedure 3.2.



- 3.6 A teacher's annual professional growth plan shall be reviewed by the Principal when submitted as required by Procedure 3.3 and will also be reviewed when the completed annual professional growth plan is submitted in accordance with Procedure 3.3 within 30 days of the submission deadline.
- 3.7 In the event that the Principal is of the view that the proposed annual professional growth plan submitted in accordance with Procedure 3.3 is not in compliance with Procedure 3.2, the Principal shall return the proposed annual professional growth plan to the teacher, noting the deficiencies, and requiring resubmission of a compliant annual professional growth plan within two (2) weeks.
- 3.8 Unless a teacher agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a teacher.
- 3.9 Despite Procedure 3.8, a Principal may identify behaviours or practices that may require an evaluation under Procedure 5.1 provided that the information identified is based on a source other than the information in the teacher's professional growth plan.
- 3.10 The supervisor may keep each professional growth plan on file until completed. All completed growth plans shall be returned to the respective staff members.

4. Supervision

- 4.1 A fundamental component of this administrative procedure is ongoing supervision of teachers by the Principal or designate, including:
 - 4.1.1 Providing support and guidance to teachers;
 - 4.1.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - 4.1.3 Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
- 4.2 Supervision shall be conducted on a continuing basis for all teachers employed by the Division, using the Division model for supervision. Through ongoing supervision, a Principal or designate shall ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard.
- 4.3 At the beginning of each school year, the Principal will share and review with teachers a supervision plan.



- 4.4 In the normal course of duties, a Principal or Superintendent may receive information from any legitimate source and make observations and written notes about the quality of teaching. All relevant information and observations will be shared with the teacher in a timely fashion.
- 4.5 In exercising educational leadership, a Principal will provide guidance and support to a teacher to improve the teacher's quality of instruction. This assistance may vary in nature depending upon the teacher's learning needs and professional circumstances.
- 4.6 Supervision is to be viewed as developmental and teachers are to be willing to receive collegial advice and assistance to improve professional performance identifying areas of strength and provide recommendations and opportunities for further growth.
- 4.7 When a Principal or Superintendent believes that a teacher's teaching may not meet the requirements of the Teaching Quality Standard, the Principal or Superintendent may:
 - 4.7.1 Work with the teacher directly, as a part of the Principal or Superintendent's program of supervision, to provide assistance with regard to changing behaviours or practices that may be problematic; or
 - 4.7.2 Initiate an evaluation in accordance with these Procedures.

5. Evaluation

- 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 the 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 practice; or
 - 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.
- 5.2 On initiating an evaluation, the Principal must communicate explicitly to the teacher, in writing:
 - 5.2.1 The reasons for and purposes of the evaluation;
 - 5.2.2 The process, criteria, and standards to be used;
 - 5.2.3 The timelines to be applied; and
 - 5.2.4 The possible outcomes of the evaluation.



- 5.3 A Principal or Superintendent shall ensure that a teacher evaluated under Procedure 5.1 receives at least two written evaluations consisting of a minimum of six classroom visits each in a school year.
 - 5.3.1 Where possible, first evaluation by December 20 and second evaluation by April 30.
(Use Division teacher evaluation forms)
- 5.4 Before proceeding with the evaluation, a Principal or Superintendent shall meet with the teacher to communicate information about the nature of the evaluation as outlined in procedure 5.2 and to obtain information about the teacher's teaching assignment and professional context.
 - 5.4.1 A teacher will be involved in the development of the "evaluation plan" which will outline the process (including data collection procedures), criteria, standards and timelines to be followed.
- 5.5 The Principal or Superintendent designate shall observe the teacher's teaching and, if appropriate, other activities relating to the teacher's assignment. Data collection procedures shall be conducted in accordance with the Code of Professional Conduct for Teachers and Teacher Leaders. The Principal or Superintendent and the teacher shall meet through conferencing to discuss matters related to the evaluation.
- 5.6 When the Principal or Superintendent designate has completed a reasonable number of observations, the Principal or Superintendent shall determine if one or more aspects of the teacher's teaching meets or does not meet the Teaching Quality Standard.
- 5.7 When evaluation of a teacher is completed, the Principal or Superintendent designate shall draft a report and shall include the Principal's or Superintendent designate's recommendation using the following time frame:
 - 5.7.1 Within 30 calendar days when the evaluation is for continued employment or certification; or
 - 5.7.2 Within 14 calendar days when the evaluation pertains to remediation.
- 5.8 The Principal or Superintendent designate and teacher shall meet to discuss the evaluation and the teacher shall be given the opportunity to append any written comments to the report. The evaluation, together with the teacher's written comments, shall be placed in the teacher's personnel file.
 - 5.8.1 Upon completion of an evaluation, the Principal must provide the teacher with a written copy of the completed evaluation report in a timely fashion.



- 5.9 When, in the conduct of a program or school evaluation, a Principal or Superintendent designate believes that a teacher's teaching may not meet the Teaching Quality Standard, the Principal or Superintendent shall consider the program or school evaluation to be supervision under this administrative procedure and may initiate an evaluation under procedure 5.2.
- 5.10 When, as a result of an evaluation conducted, a Principal or Superintendent designate determines that a teacher's teaching does not meet the Teaching Quality Standard, the Principal or Superintendent issues a notice of remediation to the teacher and the following steps shall be taken:
- 5.10.1 A program of assistance, consistent with the notice of remediation, is offered to the teacher, and the teacher is notified of their right to representation by the ATA;
 - 5.10.2 After no more than 120 school days, a subsequent evaluation is undertaken but another evaluator separate from who conducted the initial evaluation;
 - 5.10.3 If the Principal or Superintendent designate concludes that the teacher's teaching meets the Teaching Quality Standard, the evaluation ceases;
 - 5.10.4 If the Principal or Superintendent designate concludes that the teacher's teaching still does not meet the Teaching Quality Standard, then, considering the best interest of the students, the teacher, the profession and the Division as a whole:
 - 5.10.4.1 An additional period of remediation is offered the teacher, or
 - 5.10.4.2 The teacher is given a change of assignment, or
 - 5.10.4.3 A combination of procedure 5.10.4.1 or 5.10.4.2 or
 - 5.10.4.4 A recommendation is made to the Board to terminate the teacher's contract of employment.
 - 5.10.5 Where a teacher's contract of employment is not terminated under this procedure, the evaluation cycle continues at procedure 5.10.2 above.
 - 5.10.6 Remediation strategies outlined in the notice replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan.
- 5.11 A recommendation by the Superintendent that a teacher be issued a permanent professional teaching certificate or offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher by the Principal. The first evaluation must be completed by December 20; a second evaluation must be completed by April 30 unless approval has been granted by the Superintendent for alternate dates.



6. Certificated Staff Appeal Procedures

6.1 A teacher has the right to appeal an evaluation report through the evaluator to the Superintendent.

6.2 A staff member who disagrees with an evaluation may appeal to the Superintendent as follows:

6.2.1 The appeal must take the form of a written letter and must be received by the Superintendent or designate within 14 calendar days of the staff member receiving the evaluation report. Specific concerns regarding the evaluation report or process must be detailed in the letter.

6.2.2 Within two weeks of the receipt of the appeal, the Superintendent or designate will establish a procedure for reviewing the evaluation. This may include:

6.2.2.1 A review of documentation presented by the staff member and evaluator pertinent to the appeal;

6.2.2.2 A meeting with the staff member and other appropriate administration staff;

6.2.2.3 A review of other information related to the evaluation report or process;

6.2.2.4 Additional observations and evaluations of the staff member by the Superintendent or designate, or another administrator.

6.2.3 Upon completion of the review, the Superintendent or designate shall indicate, in writing, to the staff member their recommendations regarding the appeal.

6.2.4 If there is a breach in compliance with Division procedures, the Superintendent shall arrange for a re-evaluation of the teacher.

6.2.5 The re-evaluation shall conform to the procedures for evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.

6.3 The decision of the Superintendent or designate is final.

6.4 This administrative procedure does not restrict the Superintendent:

6.4.1 From taking disciplinary or other action, as appropriate, where the Superintendent 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, a refusal to obey a lawful order of the Board; or



6.4.2 From taking any action or exercising any right or power under the Education Act.

Reference: Section 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act
Freedom of Information and Protection of Privacy Act
Certification of Teachers Regulation 3/99 (Amended AR 206/2001)
Practice Review of Teachers Regulation 4/99
Teaching Quality Standard – Ministerial Order 016/97
Teacher Growth, Supervision and Evaluation Policy 2.1.5
Guide to Education ECS to Grade 12