

PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION OF TEACHERS

Background

Teacher growth, supervision and evaluation processes in the Division are designed to ensure that each teacher's actions, judgments, and decisions support optimal teaching and learning. It provides a framework for teachers, principals and the Superintendent to work together to ensure that the practice of teachers is consistent with the Teaching Quality Standard and other expectations established by Alberta Education and the Division's mission, vision, beliefs, values and goals.

A program of career-long learning must be an integral part of a teacher's professional life. Teachers have the responsibility of reflecting upon their professional practice and seeking improvement as part of a continuing process of professional development.

Definition

Teaching Quality Standard means the standard and descriptors of knowledge, skills and attributes authorized by the Minister or other local standards specific to the operation of the Catholic school.

Procedures

1. The Principal will review this administrative procedure with all teaching staff at the start of each school year.
2. Growth
 - 2.1 Teachers are required to develop a Staff Assurance Development Plan (SADP). This plan can be chosen as the Professional Growth Plan (PGP). The primary purpose of which is to allow teachers to reflect on, develop and work to achieve optimum teaching and learning.
 - 2.2 The PGP is to be developed on a yearly basis. This plan is to be submitted for approval to the Principal or a group of teachers approved by the Principal by September 30.
 - 2.3 Teachers who do not submit a PGP, may be subject to disciplinary action.
 - 2.4 The Professional Growth Plan is to:

- 2.4.1 Reflect goals based on self-assessment or professional learning needs by the individual teacher.
- 2.4.2 Show a demonstrable relationship to the Teaching Quality Standard (TQS) and may reflect a Catholic faith dimension
- 2.4.3 Be consistent with the mission, vision, values and goals of the Division.
- 2.4.4 Take into consideration Administrative Procedure 420 – Role of the Teacher.
- 2.4.5 Take into consideration the education plans of the school, the Division and Alberta Education.
- 2.4.6 Reflect strategies / actions / activities selected to meet the professional goal(s).
- 2.4.7 Reflect an evaluation of progress in goal achievement.
- 2.5 As part of the supervision process, the Principal will maintain awareness of a teacher's professional growth plan, the status of progression towards achieving the goal(s) of the plan, and may provide guidance and assistance in implementing the plan.
- 2.6 A cumulative summary of the accomplishments, comments or observations associated with the professional growth plan will be completed by the teacher by May 31 and forwarded to the Principal for review.
- 2.7 The Principal, or representative group of teachers shall in consultation with the teacher determine by June 30 whether the teacher has fulfilled an annual teacher professional growth plan.
- 2.8 The teacher will retain an original copy of the teacher professional growth plan for the period of the school year.
 - 2.8.1 A copy of the aforementioned may be filed with the Principal.
 - 2.8.2 Any copy kept on file by the Principal will be returned to the teacher at the end of the school year.
- 2.9 Teachers are responsible for maintaining three (3) consecutive years of PGPs and provide these to the Principal should they be requested.
- 2.10 Unless a teacher agrees, the content of an annual Professional Growth Plan must not be part of the evaluation process of a teacher within this administrative procedure.

3. Supervision

- 3.1 Supervision involves a range of processes designed to ensure quality teaching practice and to improve teaching and learning. A fundamental component of this administrative procedure is ongoing supervision of

teachers by the Principal or designate. Supervision includes such activities as:

- 3.1.1 Providing support and guidance to teachers.
- 3.1.2 Observing through classroom visits and receiving information from any source about the quality of teaching practice.
- 3.1.3 Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.
- 3.2 Principals will participate in teacher supervision through:
 - 3.2.1 Ongoing communication with teachers about teaching and learning.
 - 3.2.2 The review and approval of annual Professional Growth Plans.
 - 3.2.3 The acquisition of information regarding the teacher's participation in any aspect of the activities of the school.
 - 3.2.4 Ongoing observation, guidance and support of teaching planning and practice.
 - 3.2.5 The sharing of relevant information and the addressing of legitimate concerns, regarding teachers, generated by stakeholders.
- 3.3 Where the Principal, through the process of supervision, has reason to believe that a teacher may not be meeting the expectations of Administrative Procedure 420 – Role of the Teacher or the Alberta Teaching Quality Standard, a teacher evaluation may be initiated by the Principal in accordance with the Evaluation section of this administrative procedure.

4. Evaluation

- 4.1 Teacher evaluation is based upon the Principal's informed and reasoned judgment about the teacher's practice in relation to the expectations established by Alberta Education, Board policy and Division administrative procedures.
- 4.2 The evaluation of a teacher by the Principal may be conducted:
 - 4.2.1 Upon the written request of the teacher;
 - 4.2.2 For the purposes of gathering information related to a specific employment contract decision or certification recommendation;
 - 4.2.3 For purposes of assessing the growth of the teacher's practice; or
 - 4.2.4 When, on the basis of information received through supervision, the Principal has reason to believe that the performance of the teacher may not meet the expectations established by Alberta Education as amended from time to time, Board policy and Division administrative procedures.

- 4.3 Two (2) successful evaluations performed by the Division will be required prior to a recommendation for a continuing contract being offered.
- 4.4 Two (2) successful evaluations will be required prior to a recommendation for permanent teaching certification will be made.
- 4.5 On initiating an evaluation, the Principal will communicate in writing to the teacher:
 - 4.5.1 The reason(s) and the purpose of the evaluation;
 - 4.5.2 The process, criteria and the standards to be used;
 - 4.5.3 The evaluation data sources to be used;
 - 4.5.4 The general timeline, and
 - 4.5.5 Any possible outcomes of the evaluation.
- 4.6 The following processes will be used in the teacher evaluations:
 - 4.6.1 Multiple Observations
 - 4.6.1.1 A minimum of five (5) observations shall be conducted for the purposes of permanent certification and a minimum of five (5) observations for the purposes of contract change based upon established TQS criteria and other activities related to the teacher's assignment.
 - 4.6.2 The evaluation will include additional data related to the teacher's teaching practice such as but not limited to:
 - 4.6.2.1 Planning documents,
 - 4.6.2.2 Student evaluation records,
 - 4.6.2.3 A variety of student performance and teaching artifacts,
 - 4.6.2.4 Other data sources.
 - 4.6.3 Pre-observation (for scheduled observations) and post-observation conference discussions with the teacher.
- 4.7 Upon completion of an evaluation, the Principal shall provide the teacher with a copy of the completed evaluation report which will consist of:
 - 4.7.1 An introduction;
 - 4.7.2 A statement of evaluation purposes and possible outcomes;
 - 4.7.3 An overview of the evaluation context;
 - 4.7.4 An overall summary rating of the teacher's performance;
 - 4.7.5 Recommended areas for improvement and growth as necessary;
 - 4.7.6 A concluding statement and / or a recommendation statement; and

- 4.7.7 A statement verifying that the report has been discussed with the teacher, that provision has been made for the teacher to sign the report indicating that the report has been reviewed and discussed prior to its submission to EICS Central Learning Services.
- 4.8 The teacher and the Principal will sign the evaluation report. A copy of the evaluation report will be provided to the teacher. The original report will be retained in the teacher's EICS Central Learning Services personnel file as a record of the evaluation.
- 4.9 A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report, which will be included in the evaluation report.
- 4.10 A teacher may ask the Superintendent or designate to review the teacher's evaluation to ensure compliance with this administrative procedure.
 - 4.10.1 A request for a review of an evaluation must be made to the Superintendent within ten (10) working days of the teacher receiving the evaluation report and must outline in writing the teacher's reason(s) for the request.
 - 4.10.2 Upon receiving a request for a review of a teacher's evaluation, the Superintendent will determine whether a review is required and will provide a written decision within fifteen (15) working days.

5. Notice of Remediation

- 5.1 A Notice of Remediation is the written statement issued to a teacher by a Principal where the Principal has determined that the teacher's performance does not meet the expectations of the Alberta Teaching Quality Standard (TQS) and other expectations established by Alberta Education, Board policy and Division administrative procedures.
- 5.2 A Notice of Remediation describes:
 - 5.2.1 The behaviors or practices that do not meet the aforementioned expectations and the changes required;
 - 5.2.2 The remediation strategies the teacher is advised to pursue;
 - 5.2.3 A reasonable time schedule to address the remediation strategies;
 - 5.2.4 The resources that shall be available to assist with the remediation;
 - 5.2.5 How the determination will be made that the required changes have taken place;
 - 5.2.6 The consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment;

- 5.2.7 Notification that the remediation strategies stipulated may replace the obligation of the teacher to develop and implement an annual Professional Growth Plan.

5.3 Remediation Follow-up Evaluation

- 5.3.1 A Remediation Follow-up Evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations specifically described in the Notice of Remediation.
- 5.3.2 In the event that a Remediation Follow-up Evaluation identifies that the teacher's practice meets expectations, the evaluation ceases and the teacher returns to the supervision process as outlined in this administrative procedure.
- 5.3.3 In the event that the Remediation Follow-up Evaluation Report concludes the teacher's professional practice is not meeting the Division requirements and expectations established by Alberta Education, the Principal may:
 - 5.3.3.1 Advise the teacher of an extension to the remediation with a follow-up of another remediation evaluation; or
 - 5.3.3.2 Will advise the Superintendent and make a recommendation for the termination of the employment contract in accordance with the Education Act.

- 6. This administrative procedure does not restrict the Superintendent or Principal from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing that the actions or practices of a teacher endangers the safety of students or staff, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Division or, from taking any action or exercising any right of power under the Education Act.

Reference: *Education Act*, SA 2012, c E-0.3, ss. 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers and Teacher Leaders Regulation, AR 84/2019
Practice Review of Teachers and Teacher Leaders Regulations, AR 92/2019
Minister of Education: Order on Student Learning, Ministerial Order (#001/2013)
Minister of Education: Teaching Quality Standard –
Guide to Education ECS to Grade 12
Practice Review Bylaws