

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Division recognizes that excellence in education for students is largely determined by qualified and committed staff.

To ensure that a quality Catholic education is afforded to students, our Division supports a growth, supervision and evaluation program of staff performance. This program is constructive, emphasizing continuous personal professional growth, ongoing instructional supervision and professional development of all staff.

The Division's Teacher Growth, Supervision and Evaluation administrative procedure is designed to reinforce the need for career long professional growth on the part of teachers, and aims to ensure that each teacher's professional actions, judgements and decisions are in the best educational interests of students and support the creation of ongoing opportunities for optimum learning.

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

Definitions

In this administrative procedure,

1. Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement 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.
2. Notice of Remediation means a lawful order of the Board that is in the form of a 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. The teacher must follow any directions outlined in the Notice of Remediation, and it may replace the teacher's growth plan for the time that the teacher is on remediation. The Notice of Remediation describes:
 - 2.1 The behaviours or practices that do not meet the Teaching Quality Standard and the changes required;
 - 2.2 The remediation strategies the teacher is directed to pursue; and
 - 2.3 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.
3. Principal means a principal as defined in the Education Act.

4. Superintendent means a superintendent of schools appointed pursuant to Section 113 of the Education Act, or for purposes of making recommendations under the Certification of Teachers Regulations.
5. Supervision means the ongoing process by which a principal or designate carries out duties in respect to teachers and teaching required under section 20 of the Education Act, and exercises educational leadership.
6. Teacher means:
 - 6.1 An individual who is required to hold an Alberta certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the Education Act; or
 - 6.2 An individual who has a temporary letter of authority or its equivalent as recognized by the Professional Standards Branch of Alberta Education.
7. 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.
8. 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 Affirm the worth and dignity of all the parties involved;
 - 1.3 Clearly communicate performance expectations;
 - 1.4 Provide a basis for professional growth and development;
 - 1.5 Acknowledge effective teaching/performance;
 - 1.6 Support staff in the process of self-evaluation;
 - 1.7 Assist staff in the development of strategies/skills to support improved performance;
 - 1.8 Assess the quality of instruction;
 - 1.9 Consider the staff member's training, experience and skills when determining individual assignments; and
 - 1.10 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. The Superintendent or designate is responsible for periodically reporting to the Board, at a public meeting, information summarizing the implementation of this administrative procedure.
4. Teacher Professional Growth
- 4.1 A teacher employed by the Division:
 - 4.1.1 Under a probationary contract;
 - 4.1.2 Under a continuing contract; and
 - 4.1.3 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.
 - 4.2 A teacher's annual professional growth plan shall:
 - 4.2.1 Consider a faith formation goal.
 - 4.2.2 Include a minimum of two goals with objectives and indicators of goal achievement based on an assessment of learning needs by the individual teacher;
 - 4.2.3 Show a demonstrable relationship to the Teaching Quality Standard; and
 - 4.2.4 Take into consideration the education plans of the school, the Division and Alberta Education. Each teacher will be provided with necessary supporting documents.
 - 4.3 A teacher must submit a copy of the annual professional growth plan the teacher intends to pursue:
 - 4.3.1 To the principal for review to ensure compliance with the procedure 4.2; or
 - 4.3.2 To a representative body of teachers delegated by the principal and including the principal for review to ensure compliance with the procedure 4.2

by October 15 or, where a teacher commences employment after October 1, within 30 days of commencement of employment.

- 4.4 An annual teacher professional growth plan:
 - 4.4.1 May be a component of a long-term, multi-year plan; and
 - 4.4.2 May consist of a planned program of supervising a student teacher or mentoring a teacher.
- 4.5 In developing, implementing and completing a teacher's annual professional growth plan, a teacher shall adhere to the requirements of procedure 4.2.
- 4.6 A teacher's annual professional growth plan shall be reviewed by the principal, in consultation with the teacher, when submitted as required by procedure 4.3 and will also be reviewed, in consultation with the teacher, when the completed annual professional growth plan is submitted in accordance with procedure 4.11.
- 4.7 In the event that the principal is of the view that the proposed annual professional growth plan submitted in accordance with procedure 4.3 is not in compliance with procedure 4.2, the principal shall return the proposed annual professional growth plan to the teacher noting the deficiencies and requiring resubmission of a complying annual professional growth plan within two (2) weeks.
- 4.8 Unless a teacher agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a teacher.
- 4.9 Despite procedure 4.8, a principal may identify behaviours or practices that may require an evaluation under procedure 4.19 provided that the information identified is based on a source other than the information in the annual teacher's professional growth plan of the teacher.
- 4.10 At a time specified by the principal, a teacher must provide a completed annual teacher professional growth plan to the principal for review by the principal or the body of representatives referenced in 4.3. The person(s) conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with this administrative procedure.
- 4.11 By June 1 a teacher shall provide the principal, or the representative body of teachers where established by the school staff, a written or verbal culminating report using the original written copy of the teacher annual professional growth plan as a guide for the report.
- 4.12 The principal shall, by June 30, submit to the Superintendent written verification that each teacher has developed, implemented and completed an annual professional growth plan for the prior school year.

SUPERVISION

- 4.13 A fundamental component of this administrative procedure is ongoing supervision of teachers by the principal or designate, including:
 - 4.13.1 Providing support and guidance to teachers;
 - 4.13.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - 4.13.3 Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

- 4.14 Supervision shall be conducted on a continuing basis for all teachers employed by the Division. Through ongoing supervision, a principal or designate shall ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard.
- 4.15 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.
- 4.16 In exercising educational leadership, a principal will provide guidance and support to a teacher to improve the teacher's quality of instruction and this assistance may vary in nature depending upon the teacher's learning needs and professional circumstances.
- 4.17 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 providing recommendations and opportunities for further growth.
- 4.18 When, through supervision, 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:
 - 4.18.1 Work with the teacher directly, as a part of the principal or Superintendent's program of supervision, to provide assistance to change the behaviours or practices that may be problematic; or
 - 4.18.2 Initiate an evaluation in accordance with these procedures.

EVALUATION

- 4.19 The evaluation of a teacher by a principal or Superintendent may be conducted:
 - 4.19.1 Within 30 days of the written request of a teacher who holds a continuous contract and a Permanent Professional Teaching Certificate;
 - 4.19.2 For the purposes of gathering information related to a specific employment decision regarding a teacher who does not hold a continuous contract or permanent professional teaching certificate;
 - 4.19.3 For purposes of assessing the growth of the teacher in specific areas of practice identified by the principal or Superintendent; or
 - 4.19.4 When, on the basis of information received through supervision, the principal or Superintendent has reason to believe that the teacher may not meet the Teaching Quality Standard.
- 4.20 A principal or Superintendent shall ensure that a teacher evaluated under procedure 4.19.2 receives at least two written formal evaluations consisting of at least three classroom period observations each in a school year consistent with any timeline required under procedure 4.19.
- 4.21 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 4.18 and to obtain information about the teacher's teaching assignment and professional context.

- 4.21.1 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.
- 4.22 On initiating an evaluation, the principal must communicate explicitly to the teacher in writing:
 - 4.22.1 The reasons for and purposes of the evaluation;
 - 4.22.2 The process, criteria and standards to be used;
 - 4.22.3 The timelines to be applied; and
 - 4.22.4 The possible outcomes of the evaluation.
- 4.23 The principal or Superintendent 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. The principal or Superintendent and the teacher shall meet through conferencing to discuss matters related to the evaluation.
- 4.24 When the principal or Superintendent 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.
- 4.25 When the evaluation of a teacher is completed, the principal or Superintendent shall draft a report and shall include the principal's or Superintendent's recommendation using the following time frame:
 - 4.25.1 Within 30 calendar days when the evaluation is for continued employment or certification; or
 - 4.25.2 Within 14 calendar days when the evaluation pertains to remediation.
- 4.26 The principal or Superintendent 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.
 - 4.26.1 Upon completion of an evaluation, the principal must provide the teacher with a written copy of the completed evaluation report in a timely fashion.
- 4.27 When, in the conduct of a program or school evaluation, a principal or Superintendent 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 4.19.4.
- 4.28 When, as a result of an evaluation conducted under procedure 4.19. 1, 4.19.3 or 4.19.4, a principal or Superintendent 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:
 - 4.28.1 A program of assistance, consistent with the notice of remediation, is offered to the teacher, and the teacher is notified of his/her right to representation by the ATA;

- 4.28.2 After no more than 120 school days, a subsequent evaluation is undertaken by an evaluator other than the one who conducted the initial evaluation;
 - 4.28.3 If the principal or Superintendent concludes that the teacher's teaching meets the Teaching Quality Standard, the evaluation ceases;
 - 4.28.4 If the principal or Superintendent 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:
 - 4.28.4.1 An additional period of remediation is offered the teacher, or
 - 4.28.4.2 The teacher is given a change of assignment, or
 - 4.28.4.3 A combination of procedure 4.28.4.1 or 4.28.4.2, or
 - 4.28.4.4 Terminate the teacher's contract of employment.
 - 4.28.5 Where a teacher's contract of employment is not terminated under this procedure, the evaluation cycle continues at procedure 4.28.2 above.
 - 4.28.6 Remediation strategies outlined in the notice replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan.
- 4.29 A recommendation to 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 written formal evaluations of the teacher by the principal. For teachers hired as of the first school day of the school year the first evaluation should normally be completed by January 31; a second evaluation should normally be completed by May 1.

CERTIFICATED STAFF APPEAL PROCEDURES

- 4.30 A teacher has the right to appeal an evaluation report through the evaluator to the Superintendent.
- 4.31 A staff member who disagrees with an evaluation may appeal the evaluation to the Superintendent as follows.
 - 4.31.1 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.
 - 4.31.2 Within two weeks of the receipt of the appeal, the Superintendent or designate will establish a procedure for reviewing the evaluation. This may include:
 - 4.31.2.1 A review of the employee's file;
 - 4.31.2.2 A meeting with the staff member and other appropriate administration staff;
 - 4.31.2.3 Additional observations and evaluations of the staff member by the Superintendent or designate, or another administrator;

- 4.31.2.4 A review of documentation presented by the staff member and administrator pertinent to the appeal; or
- 4.31.2.5 A review of other information related to the evaluation report or process.
- 4.31.3 Upon completion of the review, the Superintendent or designate shall indicate, in writing, to the staff member his/her recommendations/decisions regarding the appeal.
- 4.31.4 If there is a breach in compliance with the Division procedures and Alberta Education Policy 2.1.5, the Superintendent may arrange for a re-evaluation of the teacher.
- 4.31.5 The re-evaluation shall conform with the procedures for evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.
- 4.31.6 If the principal completed the initial evaluation, the decision of the Superintendent or designate is final. If the Superintendent completed the initial evaluation, there is no further appeal.
- 4.32 This administrative procedure does not restrict the Superintendent or principal:
 - 4.32.1 From taking disciplinary or other action, as appropriate, where the Superintendent or 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, a refusal to obey a lawful order of the Board; or
 - 4.32.2 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 A.R. 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