

Administrative Procedure 421

TEACHER PROFESSIONAL GROWTH, SUPERVISION AND EVALUATION

Background

Teacher effectiveness is the most important element in determining a high quality of education within the Division. To ensure that teacher effectiveness receives ongoing support and attention, the Division establishes and maintains an Administrative Procedure concerning teacher professional growth, supervision and evaluation.

Effective supervision and evaluation will facilitate teacher professional growth, assist in the provision of successful instruction to students and nurture a personal motivation and commitment to teaching and to the overall purposes and goals of the school and school system.

Definitions

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

Supervision means the on-going process by which a Principal carries out duties in respect to teachers and teaching required under the applicable section of the School Act, and exercises educational leadership.

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

Procedures

1. General

- 1.1 An appropriate teacher professional growth, supervision and evaluation Administrative Procedure for the Division is to have three (3) main components:
 - 1.1.1 Provision for teachers under a continuous contract, probationary contract, interim contract, or a one (1) year temporary contract to continue developing professionally;
 - 1.1.2 Supervision of teachers by the Principal;
 - 1.1.3 Evaluation of the performance of individual teachers.
- 1.2 The development of teacher professional growth plans, and the supervision and evaluation of teaching performance will be characterized by a spirit of empathy,

understanding, trust, cooperation, and common sense, with an emphasis upon the process of natural justice.

- 1.3 Professional Growth Plans will serve the functions of developing professional practice, of encouraging innovation, and of recognizing professional accomplishment.
- 1.4 Supervision will:
 - 1.4.1 Provide support and guidance to teachers;
 - 1.4.2 Observe and receive information from any source about the quality of teaching a teacher provides to students; and
 - 1.4.3 Identify the behaviours or practices of a teacher that for any reason may require an evaluation.
- 1.5 Evaluation will serve the function of assessing teacher performance.
- 1.6 Refer to Appendix A, B, and C for guidelines for developing teacher professional growth plans and teacher evaluation.
- 1.7 In-service education with respect to the teacher professional growth plans and the evaluation of professional practice will be provided on an ongoing basis.

2. Teacher Professional Growth Plans

- 2.1 Teachers employed under a continuous contract, probationary contract, interim contract, or a one (1) year temporary contract must by September 30 of each school year submit, to the Principal for review and approval, professional growth plans that:
 - 2.1.1 Reflect goals and objectives based on an assessment of learning needs by the individual teacher,
 - 2.1.2 Show a demonstrable relationship to the Teaching Quality Standard, and
 - 2.1.3 Take into consideration the education plans of the school, the Division and the government.
- 2.2 The Principal will supervise the teacher professional growth plans within the school. The Principal may designate the Assistant Principal to participate in the supervision of professional growth plans.
- 2.3 An annual professional growth plan:
 - 2.3.1 May be a component of a long-term, multi-year plan; and
 - 2.3.2 May consist of a planned program of supervising a student teacher or mentoring a teacher.
- 2.4 The teacher professional growth plan may include a number of optional approaches:
 - 2.4.1 Cooperative professional development
 - 2.4.1.1 A process whereby teachers work together for their own professional growth, observing each other's classes and conferring about those observations.
 - 2.4.2 Self-directed professional development

2.4.2.1 A process by which a teacher systematically plans for his/her own professional growth and conscientiously carries out the plan.

2.4.3 Administrative Advisory

2.4.3.1 An informal process in which a Principal or Assistant Principal works with a teacher to provide requested feedback much as another teacher would do in a peer coaching situation.

- 2.5 A summary of the accomplishments, comments or observations associated with the professional growth plans will be completed by the teacher by May 31 and forwarded to the Principal for review.
- 2.6 A copy of the professional growth plans and summary, along with the Principal's comments and signature, will be retained by the teacher. A copy will be filed at the school and will form the basis for the subsequent year's growth plan.
- 2.7 Unless a teacher agrees, no documents related to the annual professional growth plan will be used as part of the Program of Evaluation of Teaching Performance.

3. Program of Supervision

- 3.1 A fundamental component of this procedure is ongoing supervision of teachers by the Principal, including:
 - 3.1.1 Providing support and guidance to teachers;
 - 3.1.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - 3.1.3 Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
- 3.2 This procedure does not restrict a Principal from taking disciplinary or other action, as appropriate, where the 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.
- 3.3 This procedure does not restrict the Principal from taking any action or exercising any right or power under the School Act.

4. Evaluation of Teacher Performance

- 4.1 The Program of Evaluation will be used for:
 - 4.1.1 Evaluating teaching performance for a specific employment decision;
 - 4.1.2 Evaluating teaching performance to make a recommendation for permanent professional teaching certification;
 - 4.1.3 Evaluating the growth of the teacher in specific areas of practice;
 - 4.1.4 Providing a teacher with written credentials;

- 4.1.5 Providing an opportunity for a teacher to demonstrate that he/she has achieved the Teaching Quality Standard;
- 4.1.6 Determining whether there is a legitimate basis for termination of contract.
- 4.2 The Principal will initiate an evaluation of teaching performance for a teacher on a continuous contract 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.
- 4.3 The Principal will conduct an evaluation of teaching performance for a teacher on a continuous contract if directed to do so by the Associate Superintendent, Human Resources and Administration.
- 4.4 The Principal will conduct an evaluation of teaching performance if requested in writing by the teacher.
- 4.5 The components of the Program of Evaluation will include the evaluation of teaching performance and the remediation of teaching performance as needed.
- 4.6 There will be a high degree of consultation and communication between the evaluator and the teacher.
- 4.7 The evaluation of teaching performance will be based upon the clinical supervision approach i.e., pre-conference, observation, post-observation conference, written report. The teacher will complete a Pre-Lesson Observation/Conference Form (Teacher) which will then be brought to the pre-observation conference meeting. After the observation, the teacher will complete a Lesson Observation Reflection Form (Teacher), which will then be brought to the post-observation conference meeting.
- 4.8 An evaluation of teaching performance will be based upon the Widely Accepted Criteria for Teaching Performance and the Teaching Quality Standard (refer to Appendix A and B).
- 4.9 The Principal, in consultation with the Associate Superintendent, Human Resources and Administration, will plan and implement a schedule for the Program of Evaluation for the teachers of the school.
- 4.10 In regard to any evaluation, a Letter of Notification (Letter of Notification of Evaluation for Awarding of Continuous Teaching Contract or Notice of Evaluation: Continuous Contract Teacher) and an Evaluation Meeting Letter will be sent to the teacher to confirm the following:
 - 4.10.1 The reasons for and purposes of the evaluation;
 - 4.10.2 The process, criteria and standards to be used;
 - 4.10.3 The timelines to be applied; and
 - 4.10.4 The possible outcomes of the evaluation.
- 4.11 Evaluations will be conducted according to the following schedules:
 - 4.11.1 Awarding a Continuous Contract
 - 4.11.1.1 The Principal will write a Teacher Evaluation Report by April 30 for the purpose of recommending the awarding of a continuous contract.

- 4.11.2 Reviewing Teaching Performance of a continuous contract teacher
 - 4.11.2.1 Upon completion of an evaluation, the evaluator must provide the teacher with a copy of the completed Teacher Evaluation Report.
- 4.11.3 Remediation of Teaching Performance
 - 4.11.3.1 Where, as the result of an evaluation, a Principal determines that a change in the behaviours or practices of a teacher is required, the Principal must provide to the teacher a Notice of Remediation (Teacher). It may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.
 - 4.11.3.2 The Notice of Remediation will describe:
 - 4.11.3.2.1 The behaviours or practices that do not meet the Teaching Quality Standard and the changes required,
 - 4.11.3.2.2 The remediation strategies the teacher is advised to pursue,
 - 4.11.3.2.3 The expectation that the teacher will take primary responsibility for his/her own remediation, and make significant contributions to the planning and remediation process, and
 - 4.11.3.2.4 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 change.
 - 4.11.3.3 Teachers who have been in the program of remediation and who, in the judgment of the evaluator, have demonstrated satisfactory progress will be removed from the program of evaluation.
 - 4.11.3.4 Teachers who have been in remediation and who, in the judgment of the evaluator, have not demonstrated satisfactory progress may continue in remediation or may be recommended for termination of contract.
- 4.12 Where the teacher has both a specialized teaching assignment (such as librarian, counsellor, or work experience coordinator) and a classroom teaching assignment, the evaluation will reflect the proportion of each assignment.
- 4.13 Under special circumstances, the Program of Evaluation may be postponed by mutual agreement of the evaluator and the teacher.
- 4.14 Format/Accessibility

- 4.14.1 The original copy of a Teacher Evaluation Report will be provided to the teacher, a copy will be retained in the teacher's personnel file at the Division Office, and a copy will be retained in the Principal's office.
- 4.14.2 The Teacher Evaluation Report will provide space for the teacher's comments and/or reactions.
- 4.14.3 The Teacher Evaluation Report will be dated and signed by the evaluator and the teacher.
- 4.14.4 The Teacher Evaluation Summary Report must be completed by the Principal and submitted to the Associate Superintendent, Human Resources and Administration after all the supervision has been completed.

5. Appeals

- 5.1 A teacher has the right to appeal an evaluation conducted to evaluate his/her teaching performance.
- 5.2 The appeal must be made, in writing, to the Associate Superintendent, Human Resources and Administration.
- 5.3 The appeal must be made within ten (10) operational days of receipt of the written evaluation and must state clearly the reason(s) the evaluation is being appealed.
- 5.4 Within ten (10) operational days of the receipt of an appeal, the Associate Superintendent, Human Resources and Administration will:
 - 5.4.1 Consider the appeal,
 - 5.4.2 Review relevant documents,
 - 5.4.3 Conduct a hearing attended by the evaluator, the teacher and by counsel if the teacher so chooses,
 - 5.4.4 Determine whether or not a further evaluation is warranted, and
 - 5.4.5 Respond in writing to the teacher.

Reference: Section 18, 20, 22, 39, 60, 61, 105, 106, 107, 109.1, 113 School 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 11/2010
 Ministerial Order 016/97 – Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
 Ministerial Order 001/13 – Student Learning
 Guide to Education ECS to Grade 12
 Practice Review Bylaws

Form: Letter of Notification of Evaluation for Awarding of Continuous Teaching Contract
 Evaluation Meeting Letter
 Teacher Evaluation Report
 Teacher Evaluation Summary Report
 Notice of Evaluation: Continuous Contract Teacher
 Notice of Remediation (Teacher)
 Pre-Lesson Observation/Conference Form (Teacher)
 Lesson Observation Reflection Form (Teacher)