

TEACHER GROWTH, SUPERVISION AND EVALUATION POLICY

The Teacher Growth, Supervision and Evaluation Policy aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. (*as per School Act*)

This policy becomes a mandated dialogue between teachers and principals regarding the professional development plans for each teacher based on both strengths and weaknesses as identified by the teacher and as reviewed and/or approved by the principal. This means a career-long 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. Each teacher will have copies of the ministerial order which approves a teaching quality standard applicable to the provision of basic education in Alberta and the School Act Policy 2.1.5 which relates to teacher growth, supervision and evaluation.

Teacher Growth:

Teachers are responsible for completing an Annual Teacher Professional Growth Plan that:

- Reflects goals and objectives based on an assessment of learning needs by the individual teacher.
- Shows a demonstrable relationship to the teaching quality standard.
- Takes into consideration the education plans of the school, the school board and the Government.

This plan will be submitted for review and/or approval by the end of October and review again by June of the following year. An annual teacher professional growth plan may be a component of a long-term, multi-year plan; and may consist of a planned program of supervising a student teacher or mentoring a teacher. If a teacher has not completed an annual teacher professional growth plan as required or if the teacher has not made any attempt to put the plan into action, the teacher may be subject to disciplinary action.

Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher. A principal may identify behaviors or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision:

There will be ongoing supervision of teachers by the principal, including:

- Providing support and guidance to teachers through regular classroom visits, through discussions regarding the classroom visits and through ongoing interaction with teachers throughout the school year.
- Observing and receiving information from any source about the quality of teaching a teacher provides to students.

- Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.
- No formal record of ongoing supervision will be placed in a teacher's permanent file.

Evaluation:

During the teacher's intern status, a formal evaluation will take place the first year and the teacher will be evaluated by Alberta Education for permanent status during the second year. Further evaluation of a teacher by a principal may be conducted:

- Upon written request by the teacher.
- For purposes of gathering information related to a specific employment decision.
- For purposes of assessing the growth of the teacher in specific areas of practices.
- 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.

On initiating an evaluation, the principal must communicate explicitly in writing to the teacher:

- the reasons for and purposes of the evaluation;
- the process, criteria and standards to be used;
- the time lines to be applied; and
- the possible outcomes of the evaluation.

Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report. The teacher must provide the principal with proof of receipt of the evaluation.

Where, as the result of an evaluation, a principal determines that a change in the behavior or practice of a teacher is required, the principal must provide the teacher with a notice of remediation and 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.

This policy does not restrict a principal from taking disciplinary action or other action, as appropriate, when 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 or ECS operator or constitute conduct detrimental to the school or the school society.

The principal will present a formal evaluation on every new teacher as well as general observations to the Education Committee on an annual basis in the following areas:

- teachers' personal professional growth
- status of professional development
- observations on teacher professional growth