

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Division believes that teacher growth, supervision and evaluation are important elements associated with a teacher's professional performance. Teacher growth and supervision are dynamic and ongoing processes, while teacher evaluation may be required for the purpose of making decisions regarding employment or certification. It is recognized that both teachers and administrators need to collaborate in this process and assume their distinct roles and professional responsibilities.

Definitions

1. **“evaluation”** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment in determining whether one or more aspects of the teacher's performance exceeds, meets or does not meet the *Teaching Quality Standard*.
2. **“notice of remediation”** means the written statement issued to a teacher where it is determined that a teacher's performance does not meet the *Teaching Quality Standard*, and such a statement describes:
 - a. the teaching standard that is expected,
 - b. the behaviours or practices that do not meet the *Teaching Quality Standard* and the changes required,
 - c. the remediation strategies the teacher is advised to pursue, and
 - d. 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. **“supervision”** means the ongoing process by which a principal provides instructional leadership and carries out duties with respect to teachers and teaching as required by the *Education Act*.
4. **“teacher 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* and this administrative procedure.
5. **“teaching quality standard”** means the authorized standard and descriptors of competencies as set out in the [Teaching Quality Standard](#) and available from Alberta Education.

1. Teacher Growth

- a. All teachers are required to engage in ongoing learning and develop an annual growth plan that fosters continuous professional growth.

- b. Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that:
 - i. is teacher authored, growth-directed and continuous;
 - ii. reflects an assessment of professional learning needs by the individual teacher;
 - iii. shows a demonstrable relationship to the *Teaching Quality Standard*; and
 - iv. takes into consideration the education plans of the school, Livingstone Range School Division, and Alberta Education.
- c. A teacher professional growth plan must include:
 - i. goal(s)/objective(s);
 - ii. expected outcomes and desired results;
 - iii. strategies for goal attainment;
 - iv. potential sources for assistance or support;
 - v. timelines; and
 - vi. descriptors or indicators of growth.
- d. A teacher is required to work towards professional growth through ongoing action and personal review.
- e. Teachers must submit a copy of their professional growth plan to the school principal by October 31 for approval.
- f. The principal must make a finding whether the growth plan complies with the legislated requirement, and review that plan with the teacher prior to the end of the school year to determine whether the teacher has completed the requirements of the professional growth plan.
- g. Responsibility for receiving and reviewing professional growth plans may be delegated by the principal to an assistant principal or, with teacher consent, to a group of teachers.
- h. Unless a teacher agrees, the content of a professional growth plan shall not be a part of an evaluation process.
- i. Notwithstanding Administrative Procedure 410.1(g), a principal or superintendent may identify behaviours or practices of a teacher that require an evaluation, provided that the information identified is based on a source other than the information in the teacher's professional growth plan.
- j. A teacher who does not complete a professional growth plan may be subject to discipline.
- k. The foregoing procedures shall also apply to school principals who shall submit their annual professional growth plans to the Superintendent, or designate.

2. Teacher Supervision

- a. The purpose of supervision by the school principal is:
 - i. to provide support, guidance and development opportunities for the teacher;
 - ii. to observe and receive information from any appropriate source about the quality of teaching provided to students; and

- iii. to identify the behaviours or practices of a teacher that are not in keeping with the expectations of the *Teaching Quality Standard* or that for any reason may require an evaluation.
- b. The principal must provide ongoing supervision for all teachers in the school.
- c. It is the teacher's responsibility to receive and act on advice provided through supervision to improve the teacher's professional performance.
- d. The principal must share relevant information with the teacher throughout supervision.
- e. The principal may provide assistance, support, guidance, and development opportunities to a teacher to improve the quality of instruction, and such assistance may vary in nature depending upon the teacher's learning needs and professional circumstances.
- f. When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the *Teacher Quality Standard*, the principal:
 - i. may work with the teacher directly, as part of the program of supervision, to provide assistance to change the behaviours or practices that may be problematic; or
 - ii. may initiate an evaluation.

3. Teacher Evaluation

- a. An evaluation may be conducted by a principal or superintendent:
 - i. upon the written request of a teacher;
 - ii. for the purpose of gathering information related to a specific employment decision;
 - iii. to assess the growth of a teacher in specific areas of practice; or
 - iv. when, on the basis of information received through supervision, the principal has reason to believe that the teaching may not meet the expectations of the *Teacher Quality Standard* or that for any reason may require an evaluation.
- b. When an evaluation is initiated, the teacher is to be notified in writing of the following:
 - i. the reason(s) for and purpose(s) of the evaluation;
 - ii. the process, criteria and standards to be used;
 - iii. the timelines to be applied; and
 - iv. the possible outcomes of the evaluation.
- c. When conducting an evaluation, a principal or evaluator must:
 - i. include observations of the teacher's teaching and other activities related to the teacher's assignment;
 - ii. collect relevant data to inform decisions and recommendations;
 - iii. conduct appropriate pre-observation and post-observation conference discussions with the teacher;
 - iv. ensure each evaluation observation covers a minimum of one entire teaching lesson or period and, where feasible, covers a longer period of time;
 - v. include a minimum of three classroom observations; and
 - vi. provide the teacher with on-going feedback over the course of the evaluation.

- d. A teacher with a probationary contract must be given written notification of the evaluation to be conducted during the probationary period, and:
 - i. two of the classroom observations should normally occur before January 31; and
 - ii. at least one other observation shall be conducted by an associate superintendent or designate prior to April 30, prior to any decision being made with regard to permanent certification or a continuous contract.
- e. A teacher who receives a temporary contract of 10 or more weeks:
 - i. may be evaluated at the Principal's discretion be given written notification of the evaluation process at the beginning of employment. ;
 - ii. may submit, to the school principal, a written request for an evaluation within one week of commencing employment.
- f. An evaluation report must be completed within 30 calendar days of completing an evaluation, and include recommendations pertaining to the teacher's employment, certification or remediation as applicable.
- g. The evaluator must meet with the teacher to discuss the evaluation report, and the teacher may add written comments to the evaluation report.
- h. A copy of the original evaluation report, together with the teacher's written comments, must be given to the teacher, and a copy must also be forwarded to Division Office for inclusion in the teacher's personnel file.
- i. If the evaluator carrying out the evaluation concludes that the teacher's performance does meet the *Teaching Quality Standard*, or that a change in the behaviour or practice of a teacher is not required, the evaluation is complete.
- j. When an evaluation determines the teacher's performance does not meet the expectations of the *Teaching Quality Standard*, or that a change in the behaviour or practice of a teacher is required, then the teacher must be provided:
 - i. a notice of remediation describing the required change in behaviour or practice;
 - ii. a program of assistance and strategies the teacher is expected to pursue, consistent with the notice of remediation;
 - iii. information about how it will be determined if the required changes have been made, the applicable timelines for the remediation, and the possible consequences of not achieving the required changes; and
 - iv. notification of a subsequent evaluation to be undertaken after no fewer than 45 school days and no more than 100 school days from the date of the notice of remediation.
- k. If the evaluator concludes that the teacher's performance still does not meet the expectations of the *Teaching Quality Standard*, or that a change in the behaviour or practice of a teacher still is required, the evaluator must recommend:
 - i. an additional period of remediation and ongoing evaluation;
 - ii. disciplinary action, where appropriate; or
 - iii. termination of the teacher's contract of employment; or any combination of these.

- I. A notice of remediation may replace the teacher’s obligation to develop, implement and complete an annual professional growth plan and the teacher must comply with the notice of remediation.

- m. A teacher may ask the Superintendent to review the teacher’s evaluation to ensure compliance with this Administrative Procedure, and such a request shall be made within 10 calendar days of the teacher receiving the evaluation report.

- n. This Administrative Procedure does not restrict
 - i. a principal from taking or recommending 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, or
 - ii. the Superintendent from taking any action or exercising any right or power under the Education Act.

August, 2006
Updates: January 2018, January 2020, November 2023

References

Teacher Growth, Supervision and Evaluation Policy 2.1.5
Teacher Quality Standard
Section 18,33,52,53,196,197,204,213,214,215,218,222 Education Act
Code of Professional Conduct of Teachers and Teacher Leaders