

402.11.1 Teacher – Growth, Supervision and Evaluation

Purpose

The purpose of the growth, supervision, and evaluation process for teachers is to support professional learning and enhance instructional practice through constructive, timely, and ongoing feedback. This process provides opportunities for teachers to reflect on their practice, celebrate successes, set professional goals, and engage in meaningful dialogue about their growth in relation to their responsibilities and student learning.

All teachers are expected to meet the Alberta Teaching Quality Standard (TQS) throughout their careers. Designated supervisors are responsible for providing ongoing feedback and support to help teachers achieve and maintain the competencies outlined in the Teaching Quality Standard (TQS). Growth, supervision and evaluation assess effectiveness in meeting these professional standards.

This process is designed to build professional capacity, recognize contributions, and strengthen the overall quality of teaching, leading and learning within the Division. It also promotes accountability and maintains a high standard of service, helping to retain and support high-quality employees who contribute to student and organizational success.

Definitions

Growth: Continuous enhancement of skills and knowledge.

Supervision: Overseeing performance, providing guidance, and facilitating professional development and accountability.

Evaluation: Formal process of assessing contributions and effectiveness.

Designated Supervisor: A designated supervisor within the Division includes but is not limited to positions such as superintendent, associate superintendent, director, coordinator, principal, vice principal, and manager who are responsible for the supervision and evaluation of staff.

Teaching Quality Standard (TQS): The authorized standard, competencies and indicators as defined in the Teaching Quality Standard Ministerial Order.

Teacher Professional Growth Plan: Means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard (TQS), including the development of an annual teacher professional growth plan which outlines the teachers' proposed professional development activities to enhance teaching practice.

Procedures

The process for teacher growth, supervision and evaluation will address the following;

1. Growth

- 1.1. Each teacher employed under a probationary or continuing contract and any teacher placed on a contract during September, which continues until the last day of that school year, must develop, implement and complete an annual written, teacher professional growth plan which meets the requirements of this administrative procedure.
- 1.2. An annual teacher professional growth plan must:
 - 1.2.1. Reflect goals and objectives based on self-assessment of professional learning needs by the individual teacher;
 - 1.2.2. Show a demonstrable relationship to the Teaching Quality Standard (TQS); and
 - 1.2.3. Take into consideration the education plans of the school, the Division, and Alberta Education.
- 1.3. Subject to the approval of the designated supervisor, a professional growth plan may consist of a planned program of supervising a student teacher or participating in a division teacher mentorship program. A growth plan may also be a component of a long-term, multi-year plan.
- 1.4. A teacher professional growth plan is to include the following:
 - 1.4.1. Professional learning goals/objectives;
 - 1.4.2. Strategies to obtain goals/objectives;
 - 1.4.3. Indicators and/or measures to obtain goals/objectives;
 - 1.4.4. Timeline for estimated implementation and completion;
 - 1.4.5. Required resources and support.
- 1.5. By a date determined by Human Resources in a school year, a teacher must submit an annual teacher professional growth plan for initial review and approval to their designated supervisor.
- 1.6. As part of the growth process a teacher plays an active role by;
 - 1.6.1. Engaging in thoughtful self-reflection and aligning their professional learning with the competencies and expectations of the Teaching Quality Standards (TQS).
 - 1.6.2. The teacher will keep their designated supervisor apprised to the status of progression towards achieving the goals/objectives of their professional growth plan.

- 1.7. As part of the growth process a designated supervisor should;
 - 1.7.1. Determine if the teacher has complied with this administrative procedure;
 - 1.7.2. Provide guidance and assistance in implementing the plan and will maintain awareness of a teacher's professional growth plan including the status of progression towards achieving the goal(s)/objective(s) of the plan.
- 1.8. If the teacher fails to submit an annual teacher professional growth plan, or to complete the plan by the dates indicated, the designated supervisor shall provide the teacher with notice in writing that they are in violation of this administrative procedure and may be subject to other disciplinary action at the discretion of the Associate Superintendent of Human Resources or designate.
- 1.9. Unless a teacher agrees, the content of a growth plan must not be part of the evaluation process of a teacher.
- 1.10. Despite the previous section above and as a result of supervision, a designated supervisor may identify behaviours or practices that may require evaluation in accordance with this Administrative Procedure provided that the information identified is based on a source other than that in the annual teacher professional growth plan.

2. Supervision

- 2.1. The designated supervisor shall conduct supervision on an ongoing basis, to ensure each teacher meets the requirements of the Teaching Quality Standard (TQS). Designated supervisor supervision of teacher practice includes:
 - 2.1.1. Providing support, guidance and direction to the teacher;
 - 2.1.2. Observing and receiving information from any source about the teacher's practice.
 - 2.1.3. Identifying areas of strength and areas for growth
 - 2.1.4. Identifying behaviours or practice of the teacher that, for any reason, may require documented improvement; and
- 2.2. When, through supervision, a designated supervisor believes a teacher's teaching may not meet the requirements of the Teaching Quality Standard (TQS), the designated supervisor should work directly with the staff member to provide support, guidance and direction to address the identified concerns and may move to the evaluation process.
 - 2.2.1. The designated supervisor must consult with the Associate Superintendent of Human Resources or designate prior moving to an evaluation process.

3. Evaluation

- 3.1. The evaluation of a teacher by a designated supervisor may be conducted:
 - 3.1.1. Upon the written request of a teacher;
 - 3.1.2. For purposes of gathering information related to a specific employment decision or consideration for a permanent professional teaching certificate;
 - 3.1.3. For purposes of assessing the growth of the teacher in specific areas of practice; or
 - 3.1.4. When, on the basis of information received through supervision, the designated supervisor has reason to believe the teaching of the teacher may not be meeting the Teaching Quality Standard (TQS).
- 3.2. On initiating an evaluation, the designated supervisor must communicate to the teacher in a Notice of Evaluation letter and develop an evaluation plan to include:
 - 3.2.1. The reasons for and purposes of the evaluation;
 - 3.2.2. The process, criteria and standards to be used;
 - 3.2.3. The timelines to be applied; and
 - 3.2.4. The possible outcomes of the evaluation.
- 3.3. Throughout the evaluation process, the designated supervisor must:
 - 3.3.1. Include observations of the teacher's practice where appropriate
 - 3.3.2. Collect data in accordance with the Code of Professional Conduct for teacher
 - 3.3.3. Provide the teacher with on-going feedback over the course of the evaluation
 - 3.3.4. Provide a copy of the final evaluation report for teacher to review that clearly indicates the teacher is meeting or not meeting the expectations of the TQS
 - 3.3.4.1. The teacher may choose to respond in writing to the documentation
 - 3.3.5. Meet with the teacher to discuss the final evaluation report
 - 3.3.6. Provide the teacher with the completed and signed final evaluation report
 - 3.3.6.1. The teacher may choose to respond in writing to the final evaluation report
 - 3.3.6.2. If the teacher refuses to sign the final evaluation report, this shall not invalidate the report nor prevent further steps being taken under this Administrative Procedure.
 - 3.3.7. Forward a completed, signed copy of the final evaluation report to Human Resources;

3.3.7.1. A teacher being evaluated shall be given a reasonable opportunity, not to exceed 7 school days from the receipt of the report, to append additional comments to an evaluation report.

3.4. Remediation

3.4.1. Where, as a result of an evaluation, a designated supervisor determines that the competencies are not being met by a continuing contracted teacher:

3.4.2. The designated supervisor will notify the Associate Superintendent of Human Resources or designate

3.4.3. The designated supervisor will provide a Notice of Remediation Letter to the teacher

3.4.4. A remediation plan will be established by the designated supervisor outlining;

3.4.4.1. The behaviours, practices and competencies that remain deficient

3.4.4.2. How success with the remediation strategies will be measured, including timelines; and

3.4.4.3. The consequences of not achieving the required changes including, but not limited to, termination of the teachers' contract of employment.

3.5. Unsuccessful Remediation

3.5.1. Should the designated supervisor determine that remediation has been unsuccessful, and the teacher's practice is still not meeting the Teaching Quality Standard (TQS):

3.5.2. The designated supervisor must inform the Superintendent or designate who will make an employment decision

3.5.3. Prior to an employment decision being made, the teacher will be provided with the opportunity to be heard by the Associate Superintendent of Human Resources regarding the findings of the evaluation;

3.5.3.1. If the Associate Superintendent of Human Resources determines that a second opinion is not warranted, the Superintendent will subsequently take whatever action they believe is required. This may include termination of the teacher's contract of employment.

3.5.3.2. If the Associate Superintendent of Human Resources determines that a second opinion is required or warranted, then an administrator appointed by The Education Centre will repeat the evaluation process.

3.5.3.3. The second evaluation and subsequent remediation plan, if required, should be developed by the teacher in consultation with a The Education Centre administrator.

Once the new remediation plan and its timelines have passed, and if the competencies are not met, the report shall be submitted to the Superintendent. The Superintendent will provide an opportunity for the teacher to be heard regarding the findings of the evaluation. The Superintendent will subsequently take whatever action they believe is required, which may include termination of the teacher's contract of employment.

3.6. Evaluation review process

- 3.6.1. A teacher may ask the Superintendent or designate to review the Teacher's evaluation to ensure compliance with this Administrative Procedure.
 - 3.6.2. A request for a review of an evaluation must be made within 10 calendar days of the Teacher receiving the evaluation report and must outline in writing the Teacher's reasons for the request.
 - 3.6.3. Upon receiving a request for a review of a teacher's evaluation, the Superintendent or designate must conduct a review and render a written decision within 30 calendar days.
- 3.7. This Administrative Procedure does not restrict a designated supervisor from recommending immediate disciplinary or other appropriate action, where the designated supervisor has reasonable grounds to believe that the actions or practices of a teacher may endanger the safety of students, constitute a neglect of duty, a breach of trust, a refusal to obey a lawful order of the school authority, or concerns over teachers conduct.
- 3.8. This Administrative Procedure does not restrict the Board or the Superintendent from taking any action or exercising any right or power under the Education Act.
- 3.9. Where a teacher is suspended or terminated, provisions under the appropriate legislation or Board Policy shall apply.
- 3.10. Documents resulting from teacher requested evaluations shall be delivered to the teacher only. The teacher may forward a copy of the evaluation to Human Resources for inclusion in their personnel record.

References

- Division Policies:
- 402.11.1 Growth, Supervision, and Evaluation
 - 400.1 Welcoming, Caring, Respectful and Safe Work Environments
 - Appendix A 400.1 Employee Code of Conduct
 - 402.12 Staff Learning
 - 607.4 Responsible Use of Technology
 - 1003.1 Channels of Communication and Disputes Resolution
 - 403.3 Employee Discipline
- Other:
- Alberta Teachers' Association Collective Agreement
 - Alberta Employment Standards
 - Occupational Health and Safety Act
 - Alberta Education Act (Sections: 196, 197, 222)
 - Teaching Quality Standards (TQS)
 - Teacher Growth, Supervision and Evaluation Policy 2.1.5