

EVALUATION OF TEACHERS, TEACHER GROWTH, SUPERVISION AND EVALUTION

Background

All personnel within the Division have a professional responsibility to be involved in a continuous professional growth process designed to foster growth and effectiveness of the employee's skills to enhance student learning.

Definitions

1. In this procedure
 - (a) "**administrator**" means a certificated teacher who is a director, principal, vice-principal, coordinator, department head, supervisor, or a specialist;
 - (b) "**evaluation**" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
 - (c) "**notice of remediation**" means the 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, and such a statement describes
 - (i) the teaching standard that is expected,
 - (ii) the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - (iii) the remediation strategies the teacher is advised to pursue, and
 - (iv) 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;
 - (d) "**principal**" means a principal as defined in the *School Act*, or a certificated supervisor who is responsible for the supervision of non-school-based teachers who do not receive an administrative allowance;
 - (e) "**review body**" means a group of two or more teachers delegated by the principal to review the teacher professional growth plan if the principal and faculty determine that a delegated group will be established;



- (f) **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under Section 20 of the *School Act*, and exercises educational leadership;
- (g) **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under Section 18 of the *School Act*, and who is employed by the Medicine Hat Catholic Board of Education but does not include an administrator;
- (h) **"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 and meet the requirements of sections 5, 6 and 7 of this procedure;
- (i) **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order.

- 2 (1) The purposes of this procedure are
 - (a) to provide a process for superintendents, principals and teachers to work together to achieve the teaching quality standard, and
 - (b) to ensure that all teachers are responsible and accountable for meeting the teaching quality standard throughout their employment with the Medicine Hat Catholic Board of Education.
- (2) Any action undertaken in good faith under this regulation does not constitute personal harassment under Administrative Procedure 170 Discrimination and Harassment.
- 3 Principals must explain the process for teacher growth, supervision and evaluation to their parents through a presentation at a school council meeting.
- 4 Part 1 and Part 2 of this regulation apply to a teacher who is employed by the Board
 - (a) under a probationary contract;
 - (b) under a continuing contract, or
 - (c) under an interim or temporary contract of 110 or more teaching days.

**PART 1
TEACHER PROFESSIONAL GROWTH PLAN
ROLE OF THE TEACHER**

- 5 Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that



- (a) is teacher authored, growth-directed and continuous,
 - (b) reflects an assessment of professional learning needs by the individual teacher,
 - (c) shows a demonstrable relationship to the teaching quality standard, and
 - (d) takes into consideration the education plans of the school and the Board
 - (e) may include a faith-based (Catholicity) goal.
- 6** A teacher professional growth plan must include
- (a) goal(s)/objective(s),
 - (b) expected outcomes and desired results,
 - (c) action plans/strategies,
 - (d) assistance/support,
 - (e) timelines, and
 - (f) descriptors of completion/indicators of success
- 7** A teacher must work towards the attainment of their teacher professional growth plan through ongoing action and personal review.
- 8** Subject to the approval of the principal, a teacher professional growth plan
- (a) may be a component of a long-term, multi-year plan or
 - (b) may consist of a planned program of supervising a student teacher or mentoring a teacher.
- 9** A teacher may choose to have their teacher professional growth plan reviewed by
- (a) the principal, or
 - (b) a group of teachers delegated by the principal (review body).
- 10** The teacher must submit a copy of their teacher professional growth plan on or before October 15 of each school year
- (a) to the principal, and
 - (b) the review body, if applicable.
- 11** The teacher must retain a copy of their teacher professional growth plan and a copy is retained for the school year by the principal and the review body, if applicable.
- 12** **(1)** Teacher professional growth plan review is a process for reflection and includes 2-way communication between the teacher and the principal or the review body.
- (2)** The principal or review body must arrange for and complete an oral review of the teacher professional growth plan within the last 60 calendar days of the school year.
- 13** The principal or the review body, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a teacher professional growth plan that complies with this regulation.



- 14** If a teacher professional growth plan review finds that a teacher has not completed the requirements of a teacher professional growth plan that complies with this regulation, the teacher may be subject to disciplinary action.
- 15** (1) unless a teacher agrees, the content of a teacher professional growth plan must not be part of the evaluation process of a teacher.
- (2) Notwithstanding section 15(1), a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.
- 16** The teacher professional growth plan and any attachments must be returned to the teacher at the end of the school year.

PART 2
TEACHER PROFESSIONAL GROWTH PLAN
Role of the Principal

- 17** The principal must ensure that teachers receive information and understand teacher professional growth plans by providing
- (a) access to supporting documents,
 - (b) access to system communication including information meetings and workshops,
 - (c) opportunities to discuss teacher professional growth plans as a staff and to decide the process for development and review in each school setting, and
 - (d) an outline of the school's process for teacher professional growth plans must be included in the school staff handbook or other appropriate document.
- 18** The principal must make provision for each teacher to meet with the principal or review body
- (a) to receive the teacher professional growth plan,
 - (b) to orally review the teacher professional growth plan, and
 - (c) to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 19** The principal must ensure each teacher's teacher professional growth plan
- (a) reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
 - (b) shows a demonstrable relationship to the teaching quality standard, and
 - (c) takes into consideration the education plans of the school and the Board.
- 20** The principal must maintain an awareness of the implementation status of each teacher's teacher professional growth plan.
- 21** The principal and, if applicable, the review body, must



- (a) hold a copy of the teacher professional growth plan for the school year,
- (b) make provision for a review of the completed teacher professional growth plan within the last 60 days of the school year, and
- (c) return the teacher professional growth plan and any additional documents to the teacher once the completed plan has been reviewed.

22 The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.

PART 3 SUPERVISION OF TEACHERS

23 (1) The purpose of supervision by the principal is

- (a) to provide support, guidance and developmental opportunities for the teacher,
- (b) to observe and receive information from any source about the quality of teaching a teacher provides to students, and
- (c) to identify the behaviours or practices of a teacher that for any reason may require an evaluation.

(2) It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.

24 The principal must

- (a) provide ongoing supervision for all teachers in the school, and
- (b) seek to be satisfied that a teacher's teaching meets the requirements of the teaching quality standard.

25 In the normal course of duties, a principal

- (a) may receive information from any source and make observations about the quality of teaching a teacher provides to students, and
- (b) will share relevant information and observations with the teacher on an on-going basis.

26 (1) In exercising educational leadership, a principal may provide assistance, support, guidance and developmental opportunities to a teacher to improve the teacher's quality of instruction.

(2) The assistance provided in section 26(1) may vary in nature depending upon the teacher's learning needs and professional circumstances.

27 When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the teaching quality standard, the principal



- (a) may work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- (b) may initiate an evaluation.

PART 4 EVALUATION OF TEACHERS

- 28** A principal must conduct an evaluation of a teacher
- (a) within 60 days of a written request by a teacher who holds a continuing contract and a permanent professional teaching certificate,
 - (b) for the purposes of gathering information related to a specific employment decision of a teacher who does not hold a continuing contract or a permanent professional teaching certificate,
 - (c) for purposes of assessing the growth of the teacher in specific areas of practice identified by the school board for the purposes of program or school evaluation, or
 - (d) 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.
- 29** A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract, must be supported by the findings of two or more evaluations of the teacher.
- 30** When the principal initiates an evaluation, the principal must communicate all of the following to the teacher:
- (a) the reasons for and purposes of the evaluation,
 - (b) the process, criteria and standards to be used,
 - (c) the timelines to be applied, and
 - (d) the possible outcomes of the evaluation.
- 31** When conducting an evaluation a principal must
- (a) include observations of the teacher's teaching and other activities relating to the teacher's assignment;
 - (b) collect data in accordance with the Teachers' Code of Professional Conduct; and
 - (c) provide the teacher with on-going feedback over the course of the evaluation.
- 32** Within 30 calendar days of completing an evaluation, the principal must
- (a) complete an evaluation report, and
 - (b) include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.
- 33** **(1)** The principal must meet with the teacher to discuss the evaluation report.



- (2) The teacher may add written comments to the evaluation report.
- 34** The principal must
- (a) give the original evaluation report together with the teacher's comments, to the teacher,
 - (b) keep a copy of the evaluation report together with the teacher's comments, and
 - (c) forward a copy of the evaluation report to the teacher's personnel file.
- 35** When, in the conduct of an external program evaluation or school evaluation, a principal believes that a teacher's teaching may not meet the teaching quality standard, the principal must consider the external program evaluation or school evaluation to be supervision under this procedure, and may initiate an evaluation.
- 36** (1) When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
- (a) issue a notice of remediation to the teacher,
 - (b) offer a program of assistance, consistent with the notice of remediation, to the teacher, and
 - (c) undertake a subsequent evaluation, after no more than 100 school days.
- (2) If the principal concludes that the teacher's teaching meets the teaching quality standard, the evaluation is complete.
- (3) If the principal concludes that the teacher's teaching still does not meet the teaching quality standard, the principal must recommend
- (a) an additional period of remediation,
 - (b) disciplinary action, or
 - (c) termination of the teacher's contract of employment.
- (4) If a teacher's contract of employment is not terminated, the evaluation continues.
- (5) A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan and the teacher must comply with the notice of remediation.
- 37** (1) A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this procedure.
- (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) 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 21 calendar days.



38 This procedure does not restrict

- (a) a principal from 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
- (b) the Board or the Superintendent from taking any action or exercising any right or power under the School Act.

Reference: School Act R.S.A. 2000, c. S-3, sections 20 and 27
Ministerial Order #016/07 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta
Administrative Procedure 170 Discrimination and Harassment
Administrative Procedure 408

