

429 TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Division recognizes the complexity of the teaching process and accepts that teaching is the critical element in a sound educational program. It is also the belief of the Division that a process of teacher growth, supervision and evaluation will ensure and improve teacher effectiveness. This process will assist teachers of Canadian Rockies School Division in the realization of their full potential as teachers, resulting in the improvement of instruction throughout the Division.

The Division also recognizes that both teachers and administrators need to collaborate in this process to facilitate quality improvement through each teacher's career-long professional growth. This collaboration will include three major emphases:

1. **teacher growth:** including the setting of annual professional growth plans.
2. **teacher supervision:** the ongoing process in which a principal or superintendent exercises instructional leadership and carries out their duties with respect to teachers and their teaching, as required under Section 197 of the Education Act.
3. **teacher evaluation:** the assessment of a teacher's performance by administration in determining whether one or more aspects of the teaching of a teacher meets or does not meet the Teaching Quality Standard.

This administrative 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 Board, nor does it restrict the Board or Superintendent from taking any action or exercising any right or power under the Education Act.

Definitions

The definitions of the terms 'supervision, evaluation, teacher professional growth, notice of remediation and teacher quality standard' are consistent with those outlined in Alberta Education Policy 2.1.5. Teacher Growth, Supervision and Evaluation.

Guiding Principles

1. The process should be conducted in an atmosphere of mutual respect and involve meaningful and honest dialogue about the professional growth plan.
2. All evaluations are to be completed in written form and considered confidential.

3. The teacher is made aware when expectations of the position are not being met.
4. If the performance of a teacher is unsatisfactory, the teacher has the right to be given sufficient time to obtain assistance and improve. The teacher is expected to follow the directives of the school administration.

Procedures

The following procedures outline the parameters for the adherence to the administrative procedure.

1. **Teacher Growth:**

- a. Each teacher employed by the Canadian Rockies School Division under a probationary, temporary or continuing contract is responsible for completing an annual professional growth plan that:
 - i. Reflects goals and objectives based on an assessment of learning needs of the teacher,
 - ii. Shows a demonstrable relationship to the [Teaching Quality Standard,
https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf](https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf)
 - iii. Takes into consideration, and aligns with the education plans of the school, the Division and Alberta Education.
- b. Each teacher must submit an annual professional growth plan ([Appendix A](#)) for approval to the Principal or designate by September 30 each year (this may consist of a planned program of supervising or mentoring another teacher). In addition, each teacher must provide a report by June 15 of each school year which indicates the activities detailed in the growth plan has been completed. The Principal or designate (if applicable) must make a finding whether the annual professional growth plan has been carried out.
- c. If the review of the professional growth plan finds it has not been completed as required, the teacher may be subject to disciplinary action.
- d. An annual teacher professional growth plan:
 - i. May be a component of a long term, multi-year plan, or
 - ii. May consist of a planned program of supervising a student teacher or mentoring a teacher.
- e. Unless the teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of the teacher.
- f. Despite Procedure d, 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.

2. Supervision

- a. The purpose of ongoing supervision by the Principal is to seek to ensure that a teacher's teaching meets the requirements of the Teaching Quality Standard by:
 - i. Providing support and guidance to teachers,
 - ii. Observing and receiving information from any source about the quality of teaching a teacher provides to students, and
 - iii. Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

3. Evaluation

- a. The evaluation of a teacher by a Principal may be conducted:
 - i. Upon the written request of the teacher,
 - ii. For purposes of gathering information related to a specific employment decision,
 - iii. For purposes of assessing the growth of the teacher in specific areas of practice,
 - iv. 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.
- b. A recommendation by the Principal or Superintendent 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.
- c. On initiating an evaluation, the Principal must communicate explicitly to the teacher:
 - i. The reasons for and purposes of the evaluation;
 - ii. The process, criteria and standards to be used;
 - iii. The time lines to be applied; and
 - iv. The possible outcomes of the evaluation.
- d. Upon completion of the evaluation, the Principal must provide the teacher with a copy of the completed evaluation form.
- e. When an evaluation determines the teacher's teaching does not meet the Teaching Quality Standard, the evaluation period may be extended or a notice of remediation may be issued to the teacher.

- f. The notice of remediation should describe
 - i. The behaviors or practices that do not meet the Teaching Quality Standard and the changes required,
 - ii. The remediation strategies the teacher is expected to pursue, and
 - iii. How the determination will be made that the required changes in behavior or practices have taken place, applicable time lines, and the consequences of not achieving the required changes including but not limited to, termination of the teacher's contract of employment.

- g. Written reports shall be subject to the following provisions:
 - i. All observations shall culminate in the preparation of a formal written evaluation which will include dates, times and topic of the pre-conferences, classroom visitations and post-conferences.
 - ii. All formal written evaluation reports shall include areas of strength and recommendations for growth as appropriate.
 - iii. One copy of the report will be given to the teacher and one copy shall be placed in the teacher's confidential personnel file located in the office of the Superintendent.
 - iv. All formal evaluation reports shall be reviewed with the teacher prior to being filed.
 - v. All formal evaluation reports shall be signed by the teacher indicating that he/she has received a copy and that the report was discussed with him/her.
 - vi. The teacher may respond in writing to the report either in the space provided at the end of the report or by separate letter to be attached to the report and added to the personnel file. The response must be received within ten working days of receiving the report.
 - vii. To ensure confidentiality, access to the file will be restricted to:
 - ◆ the individual teacher
 - ◆ the individual's Principal or designate
 - ◆ the Superintendent or designate
 - viii. A teacher may release an evaluation report to another party by authorization in writing to the Superintendent.
 - ix. Evaluation reports will be retained on file for a minimum of three years for teachers who have left their position with the Division.

References

Education Act Sections 11, 33, 196-218
Freedom of Information and Protection of Privacy Act

Certification of Teachers Regulation 84/2019
Practice Review of Teachers Regulation 92/2019
Teaching Quality Standard (2019)
Teacher Growth, Supervision and Evaluation Policy 2.1.5
Guide to Education ECS to Grade 12

History

Developed: August 2003
Amended: April 2006
Amended: January 2020