



Administrative Procedure #309 - TEACHER GROWTH, SUPERVISION AND EVALUATION Staff

TEACHER GROWTH, SUPERVISION AND EVALUATION

BACKGROUND

Supervision and evaluation of individual teachers are important components for providing high quality learning experiences to students and for facilitating the professional growth and development of teachers. The supervision and evaluation of staff must be ethical, fair, just and based on processes known to teachers. Professional practices used to conduct teacher supervision and evaluation must respect procedural fairness and provide for opportunities to appeal.

DEFINITIONS

In this administrative procedure:

1. "Administrator" means the principal or assistant principal of Fusion Collegiate.
2. "Teaching Quality Standard" means the authorized standard and descriptors of knowledge, skills and attitudes (KSA's) as defined in the TQS and any additional Fusion standards which are consistent with the TQS.
3. "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 an administrator in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the TQS and the distinctive requirements of this Collegiate.
4. "Notice of remediation" means the written statement issued by an administrator to a teacher where the administrator has determined that the teacher's teaching does not meet the TQS.
5. "Principal" means the principal of Fusion Collegiate.
6. "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 TQS.
7. "Superintendent" means the superintendent of Fusion Collegiate and any alternate superintendent appointed by the charter board.
8. "Supervision" means the ongoing process by which an administrator supports and guides teaching.

PROCESS

1. Teacher 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 policy.

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; and

1.2.3 take into consideration the education plans of the school, the charter board and Alberta Education.

1.3 Subject to the approval of the principal/supervisor, a teacher professional growth plan may be a planned program of supervising a student teacher or mentoring a teacher. A growth plan may also be a component of a long-term, multi-year plan.

1.4 A teacher professional growth plan should include the following:

1.4.1 professional learning goals/objectives;

1.4.2 strategies to obtain each goal;

1.4.3 a timeline for implementation;

1.4.4 the intended method of assessing goal attainment or outcomes (indicators or measures); and

1.4.5 required resources.

1.5 By October 30 of a school year, a teacher must submit an annual teacher professional growth plan for initial review and approval to the principal/supervisor or to a group of teachers as delegated by the principal/supervisor.

1.6 As part of the supervision process an administrator may 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) of the plan.

1.7 Before the end of each school year, at a time specified by the principal/supervisor, each teacher will meet with the principal/supervisor, or the group of teachers if delegated by the principal/supervisor, for final review of the growth plan to determine whether the teacher has completed the plan as required.

1.8 If the teacher fails to submit an annual teacher professional growth plan or to complete the plan by the dates indicated, the principal/supervisor shall provide the teacher with notice in writing that they are in violation of the policy and may be subject to the other disciplinary action at the discretion of the superintendent.

1.9 Unless a teacher agrees, the content of a growth plan must not be part of an evaluation process of a teacher.

1.10 Despite the previous section above and as a result of supervision, a principal/supervisor may identify behaviours or practices that may require evaluation in accordance with this policy provided that the information identified is based on a source other than that in the annual teacher professional growth plan.

2. Supervision and Evaluation

Supervision and evaluation are interrelated processes. They contribute to the improved practices of the individual teacher and the school when they are focused on learning (growth) and are based on open communication, mutual respect and trust.

Supervision and evaluation are intended:

2.1 To promote growth or improvement in a teacher's instructional practice so as to positively influence the quality of student learning and achievement.

2.2 To ensure communication between individual teachers and school administration relative to:

2.2.1 the quality and impact of the teacher's contribution to learning and teaching; and
2.2.2 the capacity of school administration to assist the teacher with challenges the teacher may face.

2.3 To provide a basis for decision making in regard to employment, assignment, tenure, promotion, or termination of a teacher contract.

2.4 To ensure that the professional performance of teachers is commensurate with the expectations of the school community.

2.5 To reflect the legislated requirements of Alberta Education regarding professional growth, supervision and evaluation.

2.6 For purposes related to the certification of teachers by Alberta Education.

3. Supervision

Supervision is the process of becoming familiar with the manner in which a teacher meets professional responsibilities. It is formative in intent and functions to support, guide and, where necessary, redirect professional practice. Supervision occurs through frequent, informal visits of administrators to teachers' classrooms, through individual interaction between administrators and teachers, through knowledge gained of a teacher's contribution to the school and through the communication, which should occur between teachers and administrators, and for which both are responsible.

4. Evaluation

Evaluation is the process of formalizing supervision of a teacher through documentation. The process is interactive; therefore, it presumes active teacher involvement and will include a wide variety of professionally sound practices. The process leads to a written report by a certificated administrator. The report is used as one basis from which ongoing supervision activities are planned. It is also a basis for decision making relative to employment status.

Evaluation focuses on the quality of a teacher's practice as experienced by students and a teacher's contribution to the school as a whole. All teacher evaluations will involve consultation with the teacher. While the process will feature frequent oral and written communication, reports should be:

- growth focused or formative for teachers on continuous contracts or for the initial evaluation of a teacher new to the school;
- comprehensive or summative for teachers on interim, temporary, or probationary contracts; or, for teachers on continuous contracts who request this approach; or for teachers on continuous contracts whose professional practices are of concern to the principal.

PROCEDURES

1. Supervision

1.1 Administrators are expected to visit classrooms frequently.

1.2 Administrators are expected to meet with certificated staff individually and in groups for the purposes of meeting the school's responsibilities to students and the school community.

1.3 Administrators are expected to facilitate communication and promote growth in the professional practice of teachers and their own knowledge and practices through the process of supervision.

1.4 The follow-up to an evaluation and the process of ongoing supervision requires:

1.4.1 the administrator and the teacher should meet annually to discuss the teacher's professional growth plan. Regular conversations with individuals and groups of teachers should occur in relation to growth goals. The means of supporting teachers' professional growth plans should be identified (e.g. readings, professional development activities, peer observations, buddy systems, etc.); and

1.4.2 where a teacher has received an evaluation report containing recommendations for growth, a follow-up plan for formative supervision will form part of the teacher's professional growth plan.

2. Evaluation

2.1 Evaluation Criteria

The expectations for the professional practice of teaching are contained in the Education Act, the Teaching Quality Standard (TQS) and the indicators of Knowledge, Skills and Attitudes (KSA's) contained therein.

2.2 Timelines for Evaluations

2.2.1 A principal must conduct an evaluation of a teacher:

2.2.1.1 within 60 days of a written request by a teacher who holds a continuing contract and a permanent professional certificate;

2.2.1.2 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;

2.2.1.3 for the purposes of assessing the growth of a teacher in specific areas of practice identified by the school board for the purposes of program or school evaluation;

2.2.1.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching practice of a teacher may not meet the teaching quality standard; and

2.2.1.5 teachers new to the school shall receive both a formative and summative evaluation report from the principal (or administrative designate) on or before March 31 in a school year. The principal shall inform a teacher, in writing, if there are concerns with the teacher's performance on or before January 31.

2.3 Responsibility for Summative Evaluations

2.3.1 The principal is primarily responsible for evaluating teachers. The principal may delegate this responsibility to another school administrator.

2.3.2 The superintendent may evaluate teachers.

3. Evaluation Practices

The administrator's evaluation practices should include but not be limited to the following:

3.1 An evaluation plan will be created prior to a formal evaluation through a meeting between the administrator and the teacher. The plan will include:

3.1.1 discussion, clarification and, where appropriate, adaptation of the Knowledge, Skills and Attitudes identified in the Teaching Quality Standard;

3.1.2 determination of a minimum of three formal classroom observations to be undertaken by the administrator;

3.1.3 determination of the evaluation practices to be used in the evaluation process; and

3.1.4 establishment of the proposed timeline for the evaluation.

3.2 The evaluation plan will be communicated in writing to the teacher.

3.3 Written documentation and feedback for each formal observation will be shared with the teacher.

4. Evaluation Reports

4.1 Purpose

Reports are to reflect the quality of the teacher's professional performance as it relates to student learning and school life. Reports are expected to:

4.1.1 reflect the objectives of continuous improvement, feedback and quality assurance;

4.1.2 reflect the form of evaluation undertaken;



4.1.3 contain feedback about the quality, recognition of growth and suggestions for future growth. Should it occur, the report will clearly identify practices which are less than satisfactory and/or acceptable and which must be addressed;

4.1.4 describe the context of the teaching situation within which the teacher works; and

4.1.5 provide evidence to support the conclusions drawn throughout the report.

4.2 Contents

The contents of reports must include as a minimum:

4.2.1 a summary of the evaluation process;

4.2.2 for growth-oriented evaluation reports, descriptive and qualitative comments on the elements of teaching observed for purposes of growth, the outcomes of the growth process, and ideas pertinent to future growth within these elements; or

4.2.3 for comprehensive reports, description and qualitative comments on the major elements of teaching as identified in the Teaching Quality Standard;

4.2.4 a summary section which contains a statement that addresses each of the KSA's in the Teaching Quality Standard, indicating that the teacher has either met/not met each standard. • "In my opinion, at this time and in this assignment (this teacher) has/has not met (each KSA)." • "In my opinion, at this time, the teacher's contribution to this school is (acceptable/less than acceptable)." Likewise, additional complimentary adjectives and comments may be made. • a statement verifying the report has been discussed with the teacher and that the teacher has been given the opportunity to sign the report before it is submitted to the superintendent.

4.3 Notice of Remediation

A notice of remediation is a written statement issued to a teacher by an administrator where the administrator has determined that the teachers' teaching does not meet the TQS and the distinctive requirements of this Collegiate. A notice of remediation describes:

4.3.1 the behaviors or practices that do not meet the TQS and the changes required;

4.3.2 an indication of resources available to assist the teacher to address the necessary changes;

4.3.3 a reasonable timeline to address the remediation strategies;

4.3.4 how the determination will be made that the required changes in behavior or practice have taken place; and

4.3.5 the consequences of not achieving the required changes, including, but not limited to termination of the teacher's contract of employment.

4.4 Remediation Follow-up Evaluation

4.4.1 A remediation follow-up evaluation shall be conducted by the original evaluator, in accordance with the expectations and timelines stated in the notice of remediation.

4.4.2 The remediation follow-up evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations described in the notice of remediation.

4.4.3 In the event the remediation follow-up evaluation concludes the teacher's practice meets expectations, recommendations for a professional growth plan will be included in the report and a further evaluation of the teacher will be completed within two years of the remediation follow-up report.

4.4.4 In the event the remediation follow-up evaluation report concludes the teacher's professional practice does not meet the TQS, a recommendation may be made by an administrator to the superintendent to terminate the teacher's contract in accordance with the Education Act.

4.4.5 In the event of termination of contract, the teacher shall be made aware of the teacher's right to appeal.

4.5 Distribution Copies of evaluation reports together with the teacher's observations, if any, are to be provided to the teacher, the principal and the superintendent for the teacher's personnel file.

5. Evaluation Decisions

5.1 Any decisions taken as a consequence of a written evaluation shall be clearly communicated to the teacher. If further evaluation is to occur as a consequence of writing a report, the teacher shall be notified of this in writing.

5.2 For teachers on interim, temporary or probationary contracts:

5.2.1 the principal may recommend placement on a continuous contract; 5.2.2 the principal may recommend a probationary contract with a subsequent evaluation to be performed by the superintendent or designate; or

5.2.3 the principal may recommend termination of the contract; and

5.2.4 the superintendent will authorize decisions in respect of contract status. In order for a contract to become continuous, the concluding statements in the report must state that the learning situation is satisfactory (or better) and the contribution is acceptable (or better).

5.3 For teachers on a continuing contract the principal will follow-up evaluations with on-going supervision.

5.4 For teachers on a continuing contract whose performance is less than satisfactory and/or acceptable such findings may lead to termination of the contract.

5.5 For teachers on a continuing contract and where the teacher's employment with the charter board is at risk, the following practices will usually apply:

5.5.1 shortcomings in the teacher's practice will be clearly identified to the teacher in writing

5.5.2 recommendations for improvement in professional practice will be identified to the teacher in writing;

5.5.3 an administrator other than the author of the original report, may be responsible for writing a subsequent evaluative report;

5.5.4 in the process of evaluation or formative supervision, assistance will be offered and ideas shared with the teacher. The teacher will be given sufficient time to implement suggestions and recommendations and will also be responsible for additional learning which may be required to implement suggestions and recommendations;

5.5.5 in the event that a second report also identifies the teacher's professional practice as less than satisfactory and/or acceptable, a recommendation will be made to the superintendent to terminate the teacher's contract; and

5.5.6 in the event that a less than satisfactory/acceptable report is followed by a satisfactory/acceptable report, formative supervision will be used as a follow-up. Another summative evaluation will occur within two years of the date of the most recent report.

5.6 The procedures to be followed in the termination of a continuing contract will be consistent with those identified in the Education Act.

6. Appeal Procedure

Teachers have the right to appeal any report written on their performance.

6.1 The appeal should be directed first to the author of the report in writing.

6.2 If the concern of the teacher remains after meeting with the author of the report (where the author of the report is not the principal), the teacher may forward the appeal to the principal.

6.3 If the concern of the teacher remains after meeting with the principal, the teacher may forward the appeal to the Superintendent. The request for review by the Superintendent must be made within 10 days of receiving the evaluation report.

6.4 The superintendent will review the process of evaluation to ensure that it is consistent with charter board policy, guidelines and regulations.

6.5 Upon receipt of an appeal, the superintendent will acknowledge the appeal, investigate the circumstances, and respond to those involved in the original report.

6.6 The superintendent will normally render a written decision to uphold, modify or reject a report within six weeks from receipt of the appeal.

7. Other Action

This regulation does not restrict:

7.1 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

7.2 the board of the Superintendent of taking any action or exercising any right or power under the Education Act.

LEGAL REFERENCES: Education Act
 Teaching Quality Standard

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