

Teacher Growth, Supervision and Evaluation

BACKGROUND AND PURPOSE

Fusion Education Association (FEA) is committed to attracting, supporting, and retaining exceptional educators who advance our Charter and provide high-quality learning experiences for every student. Teacher growth, supervision, and evaluation are fundamental to professional excellence, continuous improvement, and student success. Consistent with the Education Act, the Teaching Quality Standard (TQS), and the values of Fusion Education Association, these processes are guided by the following principles:

- Support continuous professional learning and reflective practice.
- Enhance teaching effectiveness and improve student learning.
- Align professional practice with the Teaching Quality Standard and the Fusion Charter.
- Be conducted in a respectful, ethical, transparent, and collaborative manner.
- Recognize professional strengths while identifying opportunities for continued growth.
- Ensure procedural fairness, accountability, and open communication throughout the process.

DEFINITIONS

- **Administrator** – Fusion Executive Leadership Team member.
- **Professional Growth Plan** – An annual plan developed by each teacher to support ongoing professional learning and continuous improvement.
- **Mentorship** - Mentorship supports the successful transition and ongoing professional growth of teachers. A teacher may be assigned or request a mentor to provide guidance, encouragement, and professional support. Mentorship is developmental in nature and is not part of the formal supervision or evaluation process.
- **Supervision** – The ongoing process of supporting, observing, coaching, and guiding professional practice.
- **Evaluation** – A formal process that determines whether a teacher's professional practice meets the Teaching Quality Standard and the distinctive expectations of Fusion Collegiate.
- **Notice of Remediation** – A written plan identifying required improvements, supports, timelines, and follow-up when professional practice does not meet expectations.

PROFESSIONAL GROWTH PLAN

Every teacher employed on a temporary, probationary or continuing contract shall develop and implement an annual Professional Growth Plan.

The plan shall:

- reflect the teacher's self-assessment and professional learning goals;
- align with the Teaching Quality Standard, the Charter, and school priorities;
- identify strategies, timelines, evidence of learning, and required supports; and
- be submitted to the Principal by October 30 each school year.

Growth plans remain confidential and are not used as part of a formal evaluation unless concerns arise through supervision from another source.

MENTORSHIP

Mentors may assist teachers with:

- Understanding the Fusion Charter and collegiate model.
- Instructional design and effective teaching practices.

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- Assessment, reporting, and student feedback.
- Classroom organization and management.
- School routines, resources, and professional collaboration.
- Reflective practice and professional growth.

SUPERVISION

Supervision is an ongoing process by Administration that promotes professional growth through regular communication, classroom observations, coaching, and feedback.

Administrators will:

- visit classrooms regularly;
- provide timely feedback and support;
- recognize effective practice;
- assist teachers in addressing challenges; and
- maintain awareness of each teacher's professional growth.

EVALUATION

1. Formal evaluation may occur:
 - a. at the request of a teacher holding a continuing contract;
 - b. for employment decisions;
 - c. when required by legislation;
 - d. when concerns arise through supervision;
 - e. for teachers new to Fusion Collegiate; or
 - f. as part of a remediation process.
2. Evaluations will:
 - a. be communicated in advance;
 - b. include multiple sources of evidence, including classroom observations;
 - c. provide opportunities for discussion throughout the process;
 - d. result in a written report;
 - e. determine whether the teacher's practice reflects the Charter mandate; and
 - f. determine whether the teacher meets the Teaching Quality Standard.

EVALUATION REPORTS

1. Evaluation reports will:
 - a. summarize the evaluation process;
 - b. recognize professional strengths;
 - c. identify recommendations for continued growth;
 - d. provide evidence supporting conclusions; and
 - e. provide examples of practice related to the Charter mandate; and
 - f. identify whether the Teaching Quality Standard has been met.
2. Where concerns exist, the report will clearly identify required improvements and next steps.

NOTICE OF REMEDIATION

1. When a teacher's practice does not meet the Teaching Quality Standard, the Principal may issue a Notice of Remediation outlining:
 - a. areas requiring improvement;

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- b. supports and resources available;
 - c. expected timelines;
 - d. evidence required to demonstrate improvement; and
 - e. possible consequences if expectations are not met.
2. A follow-up evaluation will be conducted in accordance with the Education Act.

APPEALS

1. Teachers have the right to request a review of an evaluation.
2. Appeals shall first be discussed with the evaluator.
3. If concerns remain unresolved, the teacher may appeal to the Principal within 10 days of receiving the evaluation report.
 - a. The Principal will review the process of evaluation to ensure that it is consistent with Charter board policy, guidelines and regulations.
 - b. Upon receipt of an appeal, the Principal will acknowledge the appeal, investigate the circumstances, and respond to those involved in the original report.
 - c. The Principal will normally render a written decision to uphold, modify or reject a report within six weeks from receipt of the appeal.
4. If concerns still remain unresolved, the teacher may appeal to the Superintendent within 10 days of receiving the report from the Principal.
 - a. The Superintendent will review the process of evaluation to ensure that it is consistent with Charter board policy, guidelines and regulations.
 - b. Upon receipt of an appeal, the Superintendent will acknowledge the appeal, investigate the circumstances, and respond to those involved in the original report.
 - c. The Superintendent will normally render a written decision to uphold, modify or reject a report within six weeks from receipt of the appeal.

LEGAL REFERENCE: *Education Act, Teaching Quality Standard (TQS)*