Administrative Procedure 204

Personnel and Employee Relations

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

The Board of STEM Collegiate, through its administrative team, will support teachers in their professional development to maintain optimum standards of teaching and ensure teachers' practices are aligned with the Charter Board expectations and the Alberta Teaching Quality Standard (TQS).

Supervision, evaluation and performance review of individual teachers are important components for providing high quality learning experiences to students and for facilitating the professional growth and development of teachers.

Definitions

"Administrator" means the principal or assistant principal of STEM Collegiate.

"Superintendent" means the superintendent of STEM Collegiate, and any alternate superintendent appointed by the Board.

"Teaching Quality Standard (TQS)" means the authorized standard and indicators showing examples of competent teaching practice as defined in the TQS.

"Professional Growth" means a career-long, collaborative learning process whereby a teacher annually develops and implements an action plan to achieve professional learning objectives or goals consistent with TQS expectations.

"Supervision" means the ongoing process in which the superintendent, principal or designate supports and guides teaching.

"Evaluation" means the formal process of gathering and recording information or evidence and the application of reasoned professional judgment by a superintendent and principal or designate in determining whether one or more aspects of the teacher's behaviors and practices meet or does not meet the Alberta Teaching Quality Standard (TQS) and the distinctive requirements of this charter school.

"Performance Review" means a process of gathering information by a superintendent and principal or designate for the purpose of providing actionable feedback to teaching staff on their current job performance and/or quality of working relationships with others.

1. Teacher Growth

1.1. A Teacher Professional Growth Plan (TPGP) will be submitted to the administrator by October 30 of a school year, or within 60 days of commencing a contract after the start of the school year, for initial review.

1.2. The administrator may delegate a group of teachers to act as a review committee.

1.3. An annual TPGP plan must:

1.3.1. Reflect goals and objectives based on self-assessment of professional learning needs by the individual teacher;

1.3.2. Show a demonstrable relationship to the Teaching Quality Standard;

1.3.3. Take into consideration the education plans of the school, the Board, and Alberta Education.

1.4. Subject to the approval of the administrator, a TPGP 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.

1.5. A TPGP plan should include the following:

1.5.1. Professional learning goals/objectives;

1.5.2. Strategies to obtain each goal;

1.5.3. A timeline for implementation;

1.5.4. Indicators or measures of success; and

1.5.5. Required resources.

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 TPGP including the status and progression towards achieving the goal(s).

1.7. Before the end of each school year, at a time specified by the administrator, each teacher will meet with the administrator, or the review committee if delegated by the administrator, for final review of the growth plan.

1.8. If a teacher fails to submit an annual TPGP plan by the dates indicated, the administrator shall provide the teacher with notice in writing that they are in violation of the policy and may be subject to other disciplinary action at the discretion of the superintendent.

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

2. Supervision, Evaluation, and Performance Reivew

These are interrelated processes. They contribute to the improved practices of the individual teacher and the school when they are focused on learning and are based on open communication and mutual respect.

These are activities 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 teaching and learning;

2.2.2. The capacity of school administration to assist the teacher with challenges the teacher may face.

2.3. To ensure that the professional performance of teachers is commensurate with the expectations of the school community and charter goals.

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

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

3. Supervision and Performance Review

As part of the supervision process, information can be gathered from many sources, including direct observation of teaching and professional collaboration, feedback from students and parents, student work, teacher assessments and reflections. Its function is to support, guide, and where necessary, redirect professional practice.

School administrators will seek opportunities to visit all teachers' classrooms with the intent of providing feedback on strengths and possible areas of growth. At the

discretion of the Administration, Performance Reviews may be completed annually.

4. Evaluation

Evaluation is the process of formalizing supervision of a teacher through documentation as required in legislation. The process is interactive; therefore, it presumes active teacher involvement. The process leads to a written report by a certified administrator.

Procedures

The supervision and evaluation of a teacher may be conducted by the superintendent, administrator, or designate.

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.

2. Performance Review

   A performance review shall be completed at the discretion of the Charter Board annually.

3. Evaluation

4. The following applies to Evaluations required in the Education Act. In the event of a discrepancy between these policies and the applicable legislation, the legislation shall apply.

   4.1. Evaluation Criteria

   The expectations for the professional practice of teaching are contained in the Education Act and TQS in the Province of Alberta.

   4.2. Timelines for Evaluation

   An administrator or designate must conduct an evaluation of a teacher:

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

4.2.2. 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; and

4.2.3. when, based on information received through supervision, the administrator has reason to believe that the teaching practice of a teacher may not meet the TQS.

Teachers who are evaluated shall receive a written evaluation report from the administrator (or administrative designate).

5. Evaluation Practices

5.1. On initiating an evaluation, the superintendent, administrator or designate must communicate explicitly to the teacher:

5.1.1. The reasons for and purposes of the evaluation;

5.1.2. The process, criteria and standards to be used;

5.1.3. The timelines to be applied; and

5.1.4. The possible outcomes of the evaluation.

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

5.3. Feedback for each formal observation will be shared with the teacher.

6. Evaluation Reports

6.1. A report on teacher evaluation is to consist of:

6.1.1. An introduction.

6.1.2. A statement of evaluation purposes and possible outcomes.

6.1.3. An overview of the evaluation context.

6.1.4. A description and data-based comment in each applicable TQS competency.

6.1.5. Identification of the significant strengths of a teacher.

6.1.6. Recommendations for improvement.

6.1.7. A concluding statement: In my opinion, at this time and in this assignment, the teacher's professional practice (does not meet, or meets,) the expectations outlined in the TQS.

6.1.8. A statement verifying that the report has been discussed with the teacher, that provision has been made for the teacher to sign the report prior to its submission to the superintendent.

6.2. Upon the completion of the evaluation, the superintendent, administrator or designate must meet with the teacher and provide the teacher with a copy of the completed evaluation report once it is signed by the teacher and the evaluator. If the teacher refuses to sign the evaluation, that shall not invalidate the report, nor prevent further steps being taken under this policy.

6.3. A teacher may ask the superintendent to review the evaluation process used to ensure compliance with this policy.

6.4. A request for a review must be made in writing to the superintendent within 14 operational days of the teacher receiving the evaluation report and must outline the teacher's reasons for the request.

6.5. Upon receiving a request for a review, the superintendent or designate must conduct a review or arrange for a review to be conducted and render a written decision within 15 operational days.

7. Evaluation Decisions

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

7.2. For teachers on interim, temporary, or probationary contracts:

7.2.1. the administrator may recommend placement on a continuous contract;

7.2.2. the administrator may recommend a probationary contract; or

7.2.3. the administrator may recommend termination of the contract; and

7.2.4. the superintendent will authorize decisions in respect of contract status. For a contract to become continuous, the concluding statements in the report must state that the teacher meets TQS standards.

7.3. For teachers on a continuing contract whose performance is satisfactory, the administrator or designate will follow-up with annual performance reviews and on-going supervision.

7.4. For teachers on a continuing contract whose performance is found to be less than satisfactory, such findings may lead to termination of the contract.

7.5. Copies of evaluation reports are to be provided to the teacher, the administrator and the superintendent for the teacher's personnel file.

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