

## **Administrative Procedure 204**

### **Personnel and Employee Relations**

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#### **TEACHER GROWTH, SUPERVISION AND EVALUATION**

##### **Background**

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

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**

“Administrator” means the principal or assistant principal of STEM Innovation Academy.

“Superintendent” means the superintendent of STEM Innovation Academy and any alternate superintendent appointed by the Board.

“Teaching Quality Standard” 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 the Teaching Quality Standard.

“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 over a period of time 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 behaviours and practices meet or does not meet the Alberta Teaching Quality Standard and the distinctive requirements of this charter school.

“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.

##### **Process**

###### **1. Teacher Growth**

1.1. A Teacher Professional Growth (TPG) plan will be submitted to the principal 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 principal may delegate a group of teachers to act as a review committee.

1.3. An annual TPG 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 principal, 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.

1.5. A TPG 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 teacher's professional growth plan including the status and 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, each teacher will meet with the principal, or the review committee if delegated by the principal, for final review of the growth plan.

1.8. If a teacher fails to submit an annual TPG plan by the dates indicated, the principal 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 growth plan must not be part of an evaluation process of a teacher.

## 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 teaching and learning;
- 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, 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

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. It is formative in intent and functions to support, guide, and where necessary, redirect professional practice.

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

### 4. Evaluation

Evaluation is the process of formalizing supervision of a teacher through documentation. The process is always interactive; therefore, it presumes active teacher involvement. The process leads to a written report by a certified administrator. The report is used as one basis from which on-going supervision activities are planned. It is also the basis for decision making relative to employment status.

## **Procedures**

The supervision and evaluation of a teacher may be conducted by the superintendent, principal or assistant principal (Administrators).

### 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. Evaluation

#### 2.1. Evaluation Criteria

The expectations for the professional practice of teaching are contained in the Education Act and the Teaching Quality Standard (TQS).

## 2.2. Timelines for Evaluation

A principal must conduct an evaluation of a teacher:

- 2.2.1. within 60 days of a written request by a teacher who holds a continuing contract and a permanent professional certificate;
- 2.2.2. for the purposes of gathering information related to a specific employment decision of a teacher who does not hold a continuing contract or permanent professional teaching certificate;
- 2.2.3. 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; and
- 2.2.4. 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.

Teachers new to the school shall receive an 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.

## 3. Evaluation Practices

- 3.1. On initiating an evaluation, the superintendent, principal or designate must communicate explicitly to the teacher:
  - 3.1.1. The reasons for and purposes of the evaluation;
  - 3.1.2. The process, criteria and standards to be used;
  - 3.1.3. The timelines to be applied; and
  - 3.1.4. The possible outcomes of 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. A report on teacher evaluation is to consist of:
  - 4.1.1. An introduction.
  - 4.1.2. A statement of evaluation purposes and possible outcomes.
  - 4.1.3. An overview of the evaluation context.
  - 4.1.4. A description and data-based comment in each applicable TQS competency.
  - 4.1.5. Identification of the significant strengths of a teacher.
  - 4.1.6. Recommendations for improvement.

- 4.1.7. 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 contained in the Teaching Quality Standard for Alberta.
- 4.1.8. 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.
- 4.2. Upon the completion of the evaluation, the superintendent, principal 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.
- 4.3. A teacher being evaluated shall be given a reasonable opportunity, not to exceed 14 days from the receipt of the report, to append additional comments to an evaluation report.
- 4.4. A teacher may ask the superintendent to review the evaluation process used to ensure compliance with this policy.
- 4.5. A request for a review must be made within 14 operational days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 4.6. 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.
5. Notice of Remediation
  - 5.1. A notice of remediation is a written statement issued to a teacher by an administrator where the administrator has determined that the teacher's teaching does not meet the TQS and the distinctive requirements of this Charter school. A notice of remediation describes:
    - 5.1.1. the behaviors or practices that do not meet the TQS and the changes required;
    - 5.1.2. an indication of resources available to assist the teacher to address the necessary changes;
    - 5.1.3. a reasonable timeline to address the remediation strategies;
    - 5.1.4. how the determination will be made that the required changes in behavior or practice have taken place; and
    - 5.1.5. the consequences of not achieving the required changes, including, but not limited to termination of the teacher's contract of employment.
  - 5.2. Remediation Follow-up Evaluation

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.

    - 5.2.1. The remediation follow-up evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectation described in the notice of remediation.
    - 5.2.2. 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.

5.2.3. 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.

5.2.4. In the event of termination of contract, the teacher shall be made aware of his/her right to appeal.

### 5.3. 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.

## 6. Evaluation Decisions

6.1. 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.

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

6.2.1. the principal may recommend placement on a continuous contract;

6.2.2. the principal may recommend a probationary contract; or

6.2.3. the principal may recommend termination of the contract; and

6.2.4. 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 teacher meets TQS standards.

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

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

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

6.5.1. shortcomings in the teacher's practice will be clearly identified to the teacher in writing;

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

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

6.5.4. 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;

6.5.5. 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

6.5.6. 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.

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

## 7. Appeal Procedure

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

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

7.3. 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.

7.4. If the concern of the teacher remains after meeting with the principal, the teacher may forward the appeal to the superintendent.

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

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

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

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