

Personnel And Employee Relations

Administrative Procedure #304 Teacher Growth, Supervision and Evaluation

1. Professional Growth Plan

- a. The teacher will develop an annual professional growth plan which reflects goals based on an assessment of learning needs by the individual teacher. A teacher's professional growth plan may be a component of a long-term multiyear plan and may consist of a planned program of supervising a student teacher or mentoring a teacher.
- b. This plan will take into consideration the education plans of the school, and Alberta Education.
- c. This plan will show a demonstrable relationship to the [Teaching Quality Standard](#).
- d. Early in the school year, the teacher will review their plan with the Principal or with a group of teachers delegated by the Principal. The teacher and the Principal or delegated teachers may meet throughout the school year to review the progress. The teacher shall provide a final progress report to the Principal, or delegated teachers prior to the end of the school year.
- e. Unless a teacher agrees, the content of an annual professional growth plan must not be part of the evaluation process of a teacher. However, a Principal may identify behaviours or practices that require an evaluation, provided that the information identified is based on a source other than the information in the annual professional growth plan of the teacher.

2. Supervision

- a. The supervision of teachers shall include:
 - i. Providing support and guidance to teachers.
 - ii. Observing and obtaining information from any source about the quality of teaching a teacher provides to students.
 - iii. Identifying behaviours or practices of a teacher that may require an evaluation.

3. Evaluation

- a. Evaluation of teachers shall occur in the following situations:
 - i. Upon written request by a teacher.
 - ii. For purposes of gathering information related to a specific employment decision concerning a teacher who does not hold a continuing contract (report to be completed by May 15).
 - iii. For purposes of assessing the growth of a 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.
 - v. For purposes of assessing the practice of a teacher relative to a recommendation for a permanent professional teaching certificate.
- b. 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 timelines to be applied.
 - iv. The possible outcomes of the evaluation.
- c. The following may be used in teacher evaluations:
 - i. Multiple observations based upon TQS criteria.
 - ii. Additional data related to the teacher's teaching practice which may include:
 - 1. Planning documents.
 - 2. Student evaluation records.
 - 3. A variety of student performance and teaching artifacts.
 - 4. Other sources of information.
- d. Teacher evaluation reports must bear the signature of the Principal.
- e. The Principal must provide the teacher with a copy of the evaluation report. A teacher may add written comments to the evaluation report. A copy of the evaluation report must be placed in the teacher's personnel file.

4. Remediation

- a. Where evidence obtained through evaluation substantiates that a teacher's practice does not meet the Teaching Quality Standard, the Principal shall provide the teacher with a written notice of remediation.
- b. The written notice of remediation will advise the teacher regarding:
 - i. Behaviours or practices that do not meet the Teaching Quality Standard and the changes required.
 - ii. Remediation strategies the teacher is advised to pursue.
 - iii. The means by which it will be determined if the required changes in behaviour or practice have taken place.
 - iv. Applicable timelines.
 - v. Possible outcomes of a failure to successfully address the areas identified for remediation.

- c. A notice of remediation may stipulate that the remediation strategies replace the obligation of the teacher to develop and implement the annual teacher professional growth plan.

5. Discipline or Other Action

- a. These regulations do not restrict:
 - i. 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 endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority.
 - ii. The Board of Directors or Superintendent from taking any action or exercising any right or power under the *School Act*.