

413 - TEACHER SUPERVISION AND EVALUATION

Background

The School Division expects professional staff in its jurisdiction to consistently employ effective teaching practices and strategies in order to meet or exceed the Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Ministerial Order #016/97). Teachers, principals, superintendents and the Board each have responsibilities to ensure they achieve the standard.

The primary purpose of the supervision and evaluation process shall be to promote the growth of teachers in order to improve the educational process and maximize service to students. A program for evaluating teacher effectiveness should result in improved student learning. The responsibility for professional improvement ultimately resides with the teacher.

The purpose of The Supervision and Evaluation program is to enhance the growth of the teacher. Supervision and evaluation is conducted in an atmosphere of trust, confidence and support.

Guidelines

Ongoing supervision of teachers by the Principals is required as per following:

- ♦ Providing support and guidance to teachers;
- ♦ Observing and receiving information from any source about the quality of teaching a teacher provides to students;
- ♦ Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

A teacher employed by Wild Rose Public Schools under a probationary contract or continuing contract is responsible for completing during each school year an annual teacher professional growth plan that:

- (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,
- (ii) shows a demonstrable relationship to the teaching quality standard, and
- (iii) takes into consideration the education plans of the school, the school authority and the Government,

A teacher must submit for review or approval by September 30 that annual teacher professional growth plan to the principal.

If a review finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action.

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

Supervision

1. Administrators are responsible for the ongoing supervision of teachers in their school. Ongoing supervision is comprised of those actions of administrators designed to maintain an awareness of instructional programs, teaching practices, and student performance, including:
 - (a) providing support and guidance to teachers;
 - (b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - (c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
2. Supervision procedures provide for a range of practices including but not limited to:
 - (a) Teacher – Administrator conferences both formal and informal;
 - (b) Informal and/or formal classroom visits such as walkthroughs;
 - (c) Observing and receiving information from a variety of sources.
3. Where a Principal determines that the information at hand warrants an evaluation of performance, she/he will inform the teacher in writing and then the Superintendent or designate.

Evaluation

The evaluation of a teacher by a principal may be conducted:

- (a) upon the written request of the teacher;
- (b) for purposes of gathering information related to a specific employment decision;
- (c) for purposes of assessing the growth of the teacher in specific areas of practice,
- (d) 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.

A recommendation by an authorized individual that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the teacher.

On initiating an evaluation, the principal must communicate explicitly to the teacher in writing:

- (a) the reasons for and purposes of the evaluation;
- (b) the process, criteria and standards to be used;
- (c) the timelines to be applied; and
- (d) the possible outcomes of the evaluation.

Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

Other

This Administrative Procedure does not restrict:

- (a) 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 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
- (b) or a superintendent from taking any action or exercising any right or power under the **School Act**.

Reference: Sections 18, 20, School Act
Teacher Growth, Supervision, and Evaluation Policy 2.1.5
Teaching Quality Standard Applicable to the Provision of Basic Education
in Alberta
(Ministerial Order 16/97)

Revised: April 3, 2009