

ASASA Learning School Authority 0235

Teacher Growth, Supervision and Evaluation 2.0
Updated: April 10, 2021
Approved by: Board of Directors
Applies to: All Alberta Certified Teaching Staff teaching under authority 0235

Objective: Adopted from the Policy for Teacher Growth, Supervision and Evaluation as per Alberta Education. This policy will serve as a framework to ensure the teachers teaching in the School Authority are conducting themselves in a manner that maximizes student learning outcomes as defined by Alberta Education.

Policy: This policy is designed to assist the principal in ensuring the continuous process of teacher growth, supervision and evaluation is carried out. Furthermore, it is designed so that all processes and results are easily communicated to another principal, should such a need arise, and be carried out for the purpose of improving student learning outcomes. The goal of the policy is to maintain high academic instruction standard across the School Authority. Furthermore, the Early Childhood Educators professional development plans are focused to meet the needs of ELL children. This policy is adapted from Alberta Education's Policy for Teacher Growth, Supervision and Evaluation located at <https://education.alberta.ca/media/1626684/tgse.pdf>

The following regulations must be referred in conjunction with this policy; *The Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97). These regulations can be accessed at <https://education.alberta.ca/professional-practice-standards/teaching-quality-standard/>

Procedure

1. Growth

Teachers are required to prepare a growth plan which outlines the goals and objectives based on an assessment of learning needs by the individual teacher. Teachers assigned to ELL children make their professional growth plans to enhance their teaching strategies that should be aligned with the special needs of ELL students. The demonstrable relationship to the teaching quality standard, the integration of the school's unique philosophy and Alberta Education's goals should also comprise part of the growth plan. This plan is to be submitted prior to September 1st of each academic school year to the principal.

- (i) Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher under Procedures 2(b) and 3.
- (ii) Despite Procedure 2, a principal may identify behaviors or practices that may require an evaluation under Procedure 2(b) provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

The plan should conform to the following standards:

Include the name, year of instruction, Alberta Teacher Certificate number and signature of teacher on each page

Submit strategies for at least the following three components:

and objectives for the teacher based on learning needs.

How the teacher meets and will continue to meet the teaching quality standard as defined by the Teaching Quality Standard Regulation and,

Integrate the school's unique philosophy and needs of the children at ASASA Learning to achieve best outcome of teachers' performance. Also include Alberta Education's goals in his or her professional growth plan.

2. Supervision

The principal is to provide support and guidance to teachers. The process and result of teacher evaluation assists the principal in effective supervision of teachers to ensure educational interests of students and provision of optimum learning takes place. The principal has, at his or her disposal, a variety of means through which supervision may take place; monitoring of lesson plans, atmosphere of the classroom and group dynamics within teachers.

- (a) observing and receiving information from any source about the quality of teaching a teacher provides to students: and
- (b) Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

3. Teacher Evaluation

The purpose of teacher evaluation by the principal is to ensure that the teacher is following the Alberta Education curriculum, continues to demonstrate professionalism, observes the school's safety procedures and Code of Conduct Policy 6.0. There are two evaluations each year. Principal can use a detailed checklist that may comprise part of the evaluation, covering a wide area of teacher's performance evaluation. The teacher who is being evaluated will be provided the criteria according to which he or she is to be evaluated.

- (i) 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.

(ii) On initiating an evaluation, the principal must communicate explicitly to the teacher:

- (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.

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

(iv) 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

4. This Policy 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 ECS operator, or
- (b) the board, from taking any action or exercising any right or power under the **School Act**.