

Teacher Supervision, Growth, and Evaluation Policy

BACKGROUND

Teacher growth, supervision and evaluation practices are intended to ensure ongoing school improvement and that Alberta Classical Academy (ACA) teachers demonstrate, in their teaching practice, the professional teaching competencies as outlined in the Alberta Teaching Quality Standard (TQS) and the distinctive teaching requirements of the charter. The policy is mandated to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning.

A program of career-long learning must be an integral part of a teacher's professional life. Teachers have the responsibility of constantly reflecting upon their professional practice and seeking improvement as part of a continuing process of professional development. Through its administrative team, ACA will support teachers in their professional development in order to maintain high standards of teaching and ensure teachers' practices are aligned with the Charter and expectations outlined in the Alberta Teaching Quality Standard.

These Administrative Procedures do not restrict administrators from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing that the actions or practices of a teacher endanger the safety of students, or constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of ACA, or from taking any action or exercising any right of power under the *Education Act*.

DEFINITIONS

In this Administrative Procedures document:

- “administrator” means the Superintendent, Deputy Superintendent, Principal Educator or Associate Principal;
- “distinctive teaching requirements of this charter school” refers to the Vision, Purpose, Philosophy and Principles of the Alberta Classical Academy Charter
- “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 an administrator in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the TQS and the distinctive requirements of ACA;
- “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;
- “professional growth” means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Alberta TQS and the distinctive requirements of ACA;
- “supervision” means the ongoing process by which an administrator supports and guides teaching;
- "Teaching quality standard" means the authorized standard and competencies as defined in the [Alberta Teaching Quality Standard](#).

PROCEDURES

1. Teacher Professional Growth

- 1.1. All teachers will complete annual professional growth plans to help them support optimum student learning.
- 1.2. An annual growth plan is expected to contain:
 - 1.2.1. The core principles and priorities as outlined in the charter, strategic plan, education plan and other areas as identified by the Board or admin team;
 - 1.2.2. A demonstrable relationship to the Alberta TQS and/or distinctive requirements of ACA.

2. As well, growth plans connect to and reflect elements of:

- 2.1.1. The short-and long-term development needs of the campus;

- 2.1.2. The self-assessment of professional learning needs by the individual teacher under the guidance of their supervisor.
3. An annual growth plan may:
 - 3.1. A focus connected to the mentoring of a new teacher or supervision of a student-teacher;
 - 3.2. Be a component of a long-term, multi-year plan.
4. Growth plans will address the following:
 - 4.1. guiding question or problem of practice;
 - 4.2. professional learning goals;
 - 4.3. strategies to obtain each goal;
 - 4.4. a timeline for implementation, and;
 - 4.5. the identification of data or other artifacts which will be used to provide evidence of progress on the professional growth goals.
5. A teacher will share their annual growth plan for review and approval to their administrator(s) within the first 60 days of the school year or their starting date of employment if hired mid-year.
6. A teacher will keep their campus administrator(s) informed of their progress on achieving the goal(s) of their plan including any potential modifications during the school year as part of the supervision process.
7. Prior to the end of the school year, each teacher will meet with their campus administrator(s) to review the implementation of the growth plan and to consider professional growth possibilities for the next year.
8. The Principal Educator will maintain an updated copy of the teacher's current professional growth plan and return prior copies to the teacher as modifications are made.
9. Unless a teacher agrees, the content of a growth plan must not be part of an evaluation of a teacher.
10. Despite "9" above, a Principal Educator may identify behaviors or practices that may require evaluation in accordance with these Administrative Procedures, provided that the

information identified is based on a source other than that in the annual growth plan of the teacher.

2. Teacher Supervision

2.1. Supervision involves a range of leadership processes designed to ensure quality teaching practice and to improve teaching and learning. Teacher supervision includes such instructional leadership activities as:

- 2.1.1. Providing support and guidance to teachers, including assisting teachers to become familiar with the professional responsibilities as outlined in the TQS and the Distinctive Characteristics of this charter school;
- 2.1.2. Observing and receiving information from any source about the quality of teaching practice;
- 2.1.3. Providing guidance and/or resources to support teachers in the pursuit of their professional growth goals;
- 2.1.4. Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

3. Supervisors participate in teacher supervision through:

- 3.1. Ongoing communication with teachers about teaching and learning;
- 3.2. Reviewing and approving annual growth plans;
- 3.3. The acquisition of information regarding the teacher's participation in any aspect of the activities of the school;
- 3.4. Frequent observation, guidance and support of teaching practice.

4. If a concern regarding a teacher's practice is expressed by a parent or student to an administrator, the administrator may:

- 4.1. Arrange for the person concerned to discuss the matter with the teacher in accordance with relevant communication and employee conduct policies;
- 4.2. Attempt to deal with the situation through mediation, an investigation or more focused supervision if the student or parent is unwilling or unable to discuss the matter with the teacher or if the matter remains unresolved;

- 4.3. If an investigation or more focused supervision leads to the belief the teacher may not be meeting the TQS and/or and the distinctive requirements of this charter school, initiate the teacher evaluation process.
- 5. Where the Principal Educator, through the process of supervision, has reason to believe that a teacher may not be meeting the expectations of the TQS and/or and the distinctive requirements of this charter school, teacher evaluation may be initiated in accordance with the “Teacher Evaluation” section of these Administrative Procedures.

3. Teacher Evaluation

- 3.1. Teacher evaluation is based upon the Principal Educator’s informed and reasoned judgment about the teacher’s practice in relation to the TQS and the Distinctive Characteristics of this charter school.
- 3.2. The evaluation of a teacher by the Principal Educator or designate is required if:
 - 3.2.1. The teacher holds an Interim Professional Teaching Certificate;
 - 3.2.2. The teacher holds a Letter of Authority;
 - 3.2.3. The teacher is employed on a probationary contract;
 - 3.2.4. The teacher is employed on a temporary contract for a term of 80 teaching days or greater;
 - 3.2.5. It has been five years since their previous formal evaluation;
 - 3.2.6. Significant changes are made to the Alberta TQS or the distinctive requirements of ACA;
 - 3.2.7. Ongoing supervision leads to the belief the teacher may not be meeting the TQS and/or distinctive requirements of ACA.
- 3.3. Additional evaluations of a teacher by the Principal Educator or designate may be conducted:
 - 3.3.1. Upon written request by a teacher;
 - 3.3.2. Upon a significant change in role (e.g. kindergarten teacher to physical education specialist);
 - 3.3.3. For purposes of gathering information related to a specific employment decision;

- 3.3.4. For purposes of assessing the growth of a teacher's practice related to the issuing of a permanent professional teaching certificate.
- 3.4. On initiating an evaluation, the evaluator will communicate explicitly to the teacher:
 - 3.4.1. the reasons for and purposes of the evaluation;
 - 3.4.2. the processes, criteria and standards to be used;
 - 3.4.3. the evaluation data sources to be used;
 - 3.4.4. the timelines to be applied, and;
 - 3.4.5. the possible outcomes of the evaluation.
- 3.5. The following processes may be used in teacher evaluations:
 - 3.5.1. Teacher self-reflection based upon established TQS criteria and the distinctive requirements of this charter school
 - 3.5.2. Multiple observations based upon established TQS criteria and the distinctive requirements of this charter school;
 - 3.5.3. Additional data related to the teacher's teaching practice: planning documents, student evaluation records, a variety of student performance and teaching artifacts, surveys, and other agreed upon data sources.
 - 3.5.4. Frequent conferencing, including the evaluator's updates about the teacher's strengths/weaknesses in the major areas of teaching practice.
- 3.6. The evaluation of teachers who have gone five years since their previous evaluation may utilize an abridged combination of any or all of the processes described as determined, by the evaluator in consultation with the teacher, to be sufficient to verify the teacher's practice meets the TQS and distinctive requirements of this charter school.
- 3.7. A report on teacher evaluation will consist of:
 - 3.7.1. A background/introduction;
 - 3.7.2. A statement of evaluation purposes and possible outcomes;
 - 3.7.3. An overview of the evaluation context;
 - 3.7.4. A description and data-based comment in each applicable TQS competency;
 - 3.7.5. A description and data-based comment regarding the distinctive requirements of ACA;

- 3.7.6. Identification of the significant strengths of a teacher;
 - 3.7.7. Recommendations for professional growth;
 - 3.7.8. A concluding statement: "In my opinion, at this time and in this assignment, the teacher's professional practice (does not meet, or meets, or exceeds) the expectations contained in the Teaching Quality Standard for Alberta and the distinctive requirements of this charter school";
 - 3.7.9. 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 office of the Superintendent, and that the teacher has been made aware of the right of review.
- 3.8. All evaluation reports will be signed by the teacher and the evaluator. A copy of the evaluation report will be provided to the teacher being evaluated and the school Principal Educator. The original report will be held in the teacher's personnel file at the Central Office.
- 3.9. A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report.
- 3.10. Required evaluations of teachers on:
- 3.10.1. Full-year contracts will be completed by May 15 of the school year.
 - 3.10.2. Interim or temporary contracts of 80 school days or more will be completed by the end of the interim or temporary contract.
- 3.11. A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with these Administrative Procedures.
- 3.12. A request for a Superintendent review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 3.13. Upon receiving a request for a Superintendent review of a teacher's evaluation, a review must be conducted and a written decision rendered within 21 calendar days.

4. Notice of Remediation

- 4.1. A Notice of Remediation is the 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:
 - 4.1.1. The behaviors or practices that do not meet the TQS and/or distinctive requirements of this charter school, and the changes required;
 - 4.1.2. An indication of resources available to assist the teacher to address the necessary changes;
 - 4.1.3. A reasonable time schedule to address the remediation strategies;
 - 4.1.4. How the determination will be made that the required changes have taken place;
 - 4.1.5. The consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment;
 - 4.1.6. Notification that the remediation plan may temporarily replace the obligation of the teacher to implement an annual Teacher Professional Growth Plan.
- 4.2. A Remediation Follow-up Evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations in accordance with the expectations and timelines of the Notice of Remediation.
- 4.3. The follow-up teacher evaluation may be conducted by the original administrator, or the Superintendent or designate.

- 4.4. In the event that Remediation Follow-up Evaluation identifies that the teacher's practice meets expectations, recommendations for a professional growth plan will be included in the report. However, an additional evaluation of the teacher's professional practice will be completed within two years of filing the second report.
- 4.5. In the event that the Remediation Follow-up Evaluation report concludes the teacher's professional practice is not meeting the Alberta Teaching Quality Standard and/or the Distinctive Characteristics of this charter school, a recommendation may be made to the Board to terminate the teacher's contract in accordance with the *Education Act*.
- 4.6. In the event of termination of contract, the teacher shall be made aware of his/her right of appeal.

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