

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

Teacher growth, supervision and evaluation processes in the Division are designed to ensure quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and ability to apply, result in optimum learning for all students. This administrative procedure provides a framework for administrators and teachers to work together to ensure that all teachers meet Alberta Education's Teaching Quality Standard (TQS) throughout their employment with the Division.

The Assistant Superintendent, Employee Services is responsible for the administration of this administrative procedure.

Definitions

In this administrative procedure:

Administrator means a teacher who is a Superintendent, Principal or Vice-Principal.

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 evaluating a teacher to determine whether one or more aspects of the teaching practice of a teacher meets or does not meet the Teaching Quality Standard (TQS).

Notice of remediation means the written statement issued by a principal to a teacher or a written statement issued by a superintendent to a principal or school jurisdiction leader, where the principal or the superintendent, in the circumstance, has determined that a teacher's practice does not meet the Teaching Quality Standard

Superintendent means the Superintendent or the Assistant Superintendent, Employee Services as designee of the Superintendent in respect to fulfilling obligations under section 222 of the Education Act, or for the purposes of making recommendations under the Certification of Teachers Regulation.

Supervision means the on-going processes by which administrators establish professional learning environments where teachers in their various professional roles can engage in critical self-reflection, identify challenges to effective practice, explore solutions and establish plans for continuous improvement, in accordance with the respective obligations of principals and superintendents under sections 202 and 222 of the Education Act and as required by the Leadership Quality Standard and the Superintendent Leadership Quality Standard

Teacher 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 TQS.

Teaching Quality Standard (TQS) means the provincially authorized standard and descriptors of competencies and indicators as defined in the TQS and any additional Division standards which are consistent with the TQS. Appendix A is a summarized version of the competencies and indicators that must be met for Permanent Professional Teaching Certification and serve as the framework for the preparation, professional growth, supervision and evaluation of all teachers.

Procedures

1. General

- 1.1 Principals will review this administrative procedure with all teaching staff near the commencement of each school year.
- 1.2 A program of career-long learning must be an integral part of a teacher's professional life. Teachers have the responsibility of critically self-reflecting upon their professional practice and seeking improvement as part of a continuing process of career-long professional learning.
- 1.3 All teachers are required to participate in ongoing supervision to ensure quality teaching practices that meet the expectations of the TQS and to promote professional growth in order to optimize student learning.
- 1.4 Teachers who hold Interim Professional Teaching Certificates or who are employed under a contract other than a continuing contract will participate in teacher evaluation as outlined in this administrative procedure as well as participating in ongoing supervision.
- 1.5 Teachers who hold Permanent Professional Teaching Certificates and are employed under a continuing contract will only be evaluated for one (1) of the reasons noted in section 4 of this administrative procedure.
- 1.6 This administrative procedure does 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 endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Division or, from taking any action or exercising any right of power under the appropriate sections of the Education Act.

2. Teacher Growth

- 2.1 All teachers must complete annual professional growth plans to help them support optimum learning for all students.
- 2.2 Annual growth plans:
 - 2.2.1 Individual Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction's goals. Teachers may also consider school education plan goals.
 - 2.2.2 School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate. Foothills School Division planning template to support teacher growth relevant to jurisdiction and school goals please refer to: *Guide for Teacher Professional Learning*

- 2.3 The 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.
- 2.4 Prior to October 15 of a school year, a teacher must make available for review and discussion, the annual teacher professional growth plan to be shared with the principal or, if jointly agreed by the principal and the teacher, a group of teachers delegated by the principal.
- 2.5 Growth plans are to address the following:
 - 2.5.1 Assessment of professional learning needs
 - 2.5.2 Professional learning goals,
 - 2.5.3 Strategies to obtain each goal,
 - 2.5.4 A time line for implementation, and
 - 2.5.5 The intended method of assessing goal attainment.
- 2.6 As part of the supervision process, an administrator will maintain awareness of a teacher's professional growth plans, the status of progression towards achieving the goal(s) of the plan and may provide guidance and assistance in implementing the plan.
- 2.7 By June 15, each teacher must make available the completed annual teacher professional growth plan to the administrator or the group of teachers under section 2.4 for review. In this same review teachers may consider professional growth possibilities for the next year.
- 2.8 The professional growth plan remains the property of the individual teacher and any use of the plan beyond the terms of this procedure is at the discretion of the individual teacher.
- 2.9 Unless a teacher agrees, the content of a growth plan must not be part of an evaluation of a teacher.
- 2.10 Despite 2.9 above, a Principal may identify behaviours or practices that may require evaluation in accordance with this administrative procedure provided that the information identified is based on a source other than that in the annual growth plan of the teacher.

3. Supervision

- 3.1 Supervision refers to the establishment of professional learning environments where teachers in their various professional roles can engage in critical self- reflection, identify challenges to effective practice, explore solutions and establish plans for continuous improvement, the supervision of a teacher's professional practice by a principal, is integral to improvement. Supervision involves a range of instructional leadership processes designed to ensure quality teaching practice and to ensure optimum learning for all students. Teacher supervision includes but is not limited to such instructional leadership activities as:
 - 3.1.1 Providing support and guidance to teachers including assisting teachers to become familiar with the professional responsibilities as outlined in the TQS.

- 3.1.2 Observing and receiving information from a variety of sources and any source about the quality of teaching practice that a teacher provides to students.
- 3.1.3 Administrators working together with teachers to establish processes for the review and interpretation of a wide range of data that may inform improved teaching practice.
- 3.2 Administrators will participate in instructional supervision through:
 - 3.2.1 Observing, engaging, and/or participating in meaningful collaborative learning opportunities with teachers.
 - 3.2.2 Ongoing communication with teachers about quality teaching and optimal learning;
 - 3.2.3 Receiving, discussing, and reviewing completed annual growth plans;
 - 3.2.4 The acquisition of information regarding the teacher's participation in any aspect of the activities of the school;
 - 3.2.5 Frequent observation, guidance, support and feedback of teaching practice.
- 3.3 When necessary, information gathered through supervision by a principal about the practices of a teacher, may be used to identify challenges to effective practice that require more focussed supervision, investigation or evaluation. When an administrator has reason to believe a teacher may not be meeting the expectations of the TQS, teacher evaluation may be initiated in accordance with section 4 of this administrative procedure.

4. Evaluation

- 4.1 Teacher evaluation is 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 evaluating a teacher to determine whether one or more aspects of the teaching practice of a teacher meets or does not meet the Teaching Quality Standard (TQS).
- 4.2 The evaluation of a teacher by an administrator may be conducted:
 - 4.2.1 Upon written request by a teacher;
 - 4.2.2 For purposes of gathering information related to a specific employment decision;
 - 4.2.3 For purposes of assessing the growth of a teacher's practice related to the issuing of a Permanent Professional Teaching Certificate;
 - 4.2.4 When, on the basis of information gathered through supervision, the Principal has a reason to believe that the teaching of a teacher may not meet the TQS.
 - 4.2.5 For purposes of assessing the growth of the teacher in specific areas of practice as identified in a notice of remediation provided to the teacher.
- 4.3 On initiating an evaluation, the evaluator will communicate explicitly to the teacher:
 - 4.3.1 Reasons for and purposes of the evaluation;
 - 4.3.2 A written 'Notice of Evaluation'

- 4.3.3 Processes, criteria and professional practice standards to be used;
 - 4.3.4 Evaluation data sources to be used;
 - 4.3.5 Timelines to be applied; and
 - 4.3.6 Possible outcomes of the evaluation.
- 4.4 Processes used in teacher evaluations may include:
- 4.4.1 Multiple observations based upon established TQS criteria.
 - 4.4.2 Additional evidentiary data related to the teacher's teaching practice:
 - 4.4.2.1 Instructional Design for Learning & Planning documents;
 - 4.4.2.2 Design and implementation of instructional strategies
 - 4.4.2.3 Assessment and Evaluation practices/artifacts;
 - 4.4.2.4 A variety of student performance and teaching artifacts;
 - 4.4.2.5 Feedback from a variety of sources
 - 4.4.2.6 Other agreed upon data sources.
 - 4.4.2.7 Teacher critical self-reflection data on growth related to TQS criteria
 - 4.4.3 Frequent conferencing including the evaluator's updates about the teacher's strengths/areas for growth in relation to the six TQS competencies.
- 4.5 A report on teacher evaluation is to consist of:
- 4.5.1 An introduction.
 - 4.5.2 A statement of evaluation purposes and possible outcomes.
 - 4.5.3 An overview of the evaluation context.
 - 4.5.4 A description and data-based comment in each applicable TQS competency.
 - 4.5.5 Identification of the significant strengths of a teacher.
 - 4.5.6 Recommendations for improvement.
 - 4.5.7 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.
 - 4.5.8 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 office of the Assistant Superintendent, Employee Services and that the teacher has been made aware of the right of review.
 - 4.5.9 An attached copy of the original 'Notice of Evaluation'
- 4.6 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 Principal. The original report will be held in the teacher's Division Office personnel file.

- 4.7 A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report.
 - 4.8 A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this administrative procedure.
 - 4.9 A request for a review of an evaluation must be made within ten (10) calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
 - 4.10 Upon receiving a request for a review of a teacher's evaluation, the Superintendent's review must be conducted and a written decision rendered within twenty-one (21) calendar days.
5. Evaluation of Teachers on Probationary, Temporary or Interim Contracts
 - 5.1 Teachers on probationary contracts, interim contracts or temporary contracts of six (6) months or more will be evaluated during the term of their contract in accordance with this administrative procedure.
 - 5.2 Evaluations of teachers on probationary contracts are to be completed by April 15 of the school year.
 - 5.3 Evaluations of teachers on temporary contracts of six (6) months or more are to be completed by the end of the sixth month of the temporary contract.
6. Evaluation of Teachers For Permanent Certification
 - 6.1 Evaluations for the purpose of recommending a teacher for Permanent Professional Certificate are to be completed by April 15 of the year of eligibility.
 - 6.2 A recommendation by an authorized individual that a teacher with an Interim Professional Certificate be issued a Permanent Professional Certificate must be supported by the findings of two or more evaluations of the teacher.
7. Notice of Remediation
 - 7.1 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. A Notice of Remediation describes:
 - 7.1.1 The behaviours or practices that do not meet the TQS and the changes required;
 - 7.1.2 The remediation strategies the teacher is advised to pursue;
 - 7.1.3 A reasonable time schedule to address the remediation strategies;
 - 7.1.4 How the determination will be made that the required changes have taken place;
 - 7.1.5 The consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment;
 - 7.1.6 Notification that the remediation strategies stipulated may replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.

8. Remediation Follow-up Evaluation

- 8.1 In accordance with the expectations and timelines of the Notice of Remediation, the original evaluator may be involved in the follow-up teacher evaluation or the evaluation may be conducted by a superintendent.
- 8.2 A remediation follow-up evaluation will be undertaken with a focus on assessing the degree to which the teacher has met the performance expectations specifically described in the Notice of Remediation.
- 8.3 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.
 - 8.3.1 An additional evaluation of the teacher's professional practice will be completed within two (2) years of the filing of the second report.
- 8.4 In the event that the remediation follow-up evaluation report concludes the teacher's professional practice is not meeting the Alberta Teaching Quality Standard, a recommendation may be made to terminate the teacher's contract in accordance with the Education Act.

Reference: Relevant Legislation & Guidelines



Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

Teaching Quality Standard

1. In the context of this document:

- (a) “**competency**” means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) “**inclusive learning environment**” means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) “**indicators**” means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) “**local community**” means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) “**school authority**” means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) “**school community**” means students, teachers and other school staff members, parents/guardians and school council members;
- (g) “**school council**” means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) “**student**” means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) “**teacher**” means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Teaching Quality Standard

Fostering Effective Relationships

- 1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.**

Achievement of this competency is demonstrated by indicators such as:

- acting consistently with fairness, respect and integrity;
- demonstrating empathy and a genuine caring for others;
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

- 2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.**

Achievement of this competency is demonstrated by indicators such as:

- collaborating with other teachers to build personal and collective professional capacities and expertise;
- actively seeking out feedback to enhance teaching practice;
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- seeking, critically reviewing and applying educational research to improve practice;
- enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.



Adhering to Legal Frameworks and Policies

- 6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.**

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.