

SUPERVISION AND EVALUATION - TEACHERS

Background

The Division expects the professional staff in its jurisdiction to consistently employ effective teaching practices and strategies.

Notwithstanding the above, the Division believes that teacher professional growth is possible, is crucial for sustaining quality instructional programs in the Division, and, furthermore, that the feedback provided through a program of ongoing supervision comprises an important element of a teacher's professional growth.

The Division also recognizes that specific reasons make it necessary to evaluate teaching performance from time to time, and that there needs to be in place a mechanism by which these judgments are made.

All teachers employed by the Division are expected to consistently meet or exceed the "Teaching Quality Standard". Teachers, principals, superintendents and the Board each have responsibilities to ensure the achievement of this standard.

Definitions

1. *Teaching Quality Standard (TQS)* - the authorized standard and descriptors of knowledge, skills and attributes and that all teachers are required to meet.
2. *Evaluation* - the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a Principal in determining whether one or more aspects of a teacher's practice exceeds, meets or does not meet the TQS.
3. *Principal*
 - 3.1 A Principal as defined in the Education Act;
 - 3.2 The Assistant Principal, if designated by the Principal or Superintendent to conduct an evaluation.
4. *Notice of remediation* - the written statement issued by a Principal or Superintendent/designate to a teacher where the evaluator has determined that a teacher's teaching does not meet the TQS. Such a statement describes:
 - 4.1 The behaviors or practices that do not meet the TQS and the changes required,
 - 4.2 The remediation strategies the teacher is advised to pursue, and
 - 4.3 How the determination will be made that the required changes in behavior or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.
5. *Supervision* - the on-going process by which a Principal carries out duties in respect to teachers and teaching required under Section 202 of the Education Act, and exercises educational leadership.

Procedures

1. Supervision

- 1.1 Ongoing supervision is comprised of those actions of Principals designed to maintain a general awareness of instructional programs, teaching practices, and student performance.
- 1.2 Supervision procedures provide for a range of practices, and may include growth-oriented teacher conferences that focus on a specific area(s) of practice.
- 1.3 Supervision of teachers by the Principal must include:
 - 1.3.1 Providing professional support and guidance to the teachers;
 - 1.3.2 Observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - 1.3.3 Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.
- 1.4 Principals shall ensure that teachers in their schools have each completed an annual individualized professional growth plan as detailed in Administrative Procedure 414.
- 1.5 Early in the school year, each Principal shall inform staff members of the nature of informal classroom visits.
- 1.6 Principals are to share their observations and perceptions with teachers in an informal yet professional manner. The feedback provided is to be designed to encourage reflection, with professional growth being the intended outcome. This shall include both verbal and written feedback throughout the school year.
- 1.7 Where the Principal determines the information at hand warrants an evaluation of a teacher's performance, the Principal shall inform the teacher and the Superintendent or designate(s). The Superintendent or designate(s), and/or the Principal will meet, forthwith, with the teacher to advise the teacher of the behavior(s) or practice(s) in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.
- 1.8 Where the Superintendent or designate(s), through information provided to them from any source, determines the information at hand warrants an evaluation of a teacher's performance, they shall inform the teacher and the Principal. The Superintendent or designate(s), and/or Principal will meet, forthwith, with the teacher to advise the teacher of the behavior(s) or practice(s) in question and its relationship to the TQS. The Superintendent, designate or Principal will prepare and deliver to the teacher a written account of the meeting.

2. Evaluation

- 2.1 An evaluation may be conducted:
 - 2.1.1 Upon the written request of the teacher;
 - 2.1.2 For purposes of gathering information related to a specific employment decision such as granting a continuous contract or making a recommendation for permanent certification;
 - 2.1.3 For purposes of assessing the growth of the teacher in specific areas of practice, or
 - 2.1.4 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 TQS.

- 2.2 The teacher evaluation process shall follow the rules of natural justice.
 - 2.3 Evaluations are to be carried out in a spirit of empathy, understanding, trust, cooperation, and common sense.
 - 2.4 Principals shall evaluate the teachers employed in their schools. In addition, Division Office personnel may also conduct evaluations.
 - 2.5 On initiating an evaluation, the Principal must communicate explicitly to the teacher the reasons for and purposes of the evaluation.
 - 2.6 Principals shall use the appropriate process, criteria and standards for the evaluation considering both the contractual status of the teacher being evaluated and the purpose of the evaluation.
 - 2.7 In-service education may be provided for school administrators and other supervisory staff responsible for the evaluation of teacher performance.
3. Evaluation of teachers who do not possess a permanent professional certificate and/or a continuing contract of employment:
 - 3.1 The Principal will conduct these evaluations unless there is a conflict of interest (see Administrative Procedure 401).
 - 3.2 Evaluations will focus on judging the degree to which the teachers possess and apply the appropriate knowledge, skills and attributes outlined in *Teaching Quality Standard (Appendix)*.
 - 3.3 After conducting a minimum of two (2) formal classroom visits (including one visit prior to November 30), and one (1) informal (non-scheduled) classroom visit, each evaluator shall complete a formal evaluation.
 - 3.4 The teacher shall receive a minimum of two written evaluations within one (1) school year.
4. Evaluation of teachers holding a permanent professional teaching certificate employed under a continuing contract and who are deemed to be meeting or exceeding the TQS:
 - 4.1 These evaluations will be initiated by a written request from the teacher.
 - 4.2 Situations in which such an evaluation may be initiated include the following:
 - 4.2.1 When a teacher wants feedback on a new teaching approach or program;
 - 4.2.2 When a teacher is considering a change of position or wants an employment reference.
 - 4.3 Either school-based or Division Office personnel may conduct these evaluations.
 - 4.4 The teacher and the evaluator shall meet in a pre-observation conference to jointly develop the evaluation plan and to establish the procedures for gathering the data required for the report.
 - 4.5 The final responsibility for any judgments made in the culminating written evaluation report lies with the author.

5. Evaluation of teachers whose performance may not meet the TQS:

- 5.1 In the event that observations made during the course of ongoing supervision warrant an evaluation of a teacher's performance, the Superintendent, designate and/or Principal shall conduct an evaluation and shall determine if all aspects of the teacher's teaching meet the TQS.
- 5.2 Within 30 calendar days of the completion of the evaluation, the Principal or Superintendent or designate shall prepare a report and shall include recommendations pertaining to the need for the teacher to remediate their teaching practices (if applicable).
- 5.3 The Principal and/or Superintendent or designate and the teacher shall meet to discuss the evaluation and the teacher shall be given an opportunity to append any written comments to the report. The evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.
- 5.4 When the Principal or Superintendent or designate determines that a teacher's teaching does not meet the TQS, the Principal or Superintendent or designate shall issue a Notice of Remediation to the teacher.
 - 5.4.1 A Notice of Remediation shall comply with the definition provided in this procedure.
 - 5.4.2 The Principal and Superintendent or designate may provide assistance and/or resources as requested by the teacher.
 - 5.4.3 After no more than 100 school days, a subsequent evaluation is undertaken.
 - 5.4.4 If the Principal and/or Superintendent or designate concludes that the teacher's teaching now meets or exceeds the TQS, the regular supervision cycle will resume.
 - 5.4.5 If the Principal and/or Superintendent or designate concludes that the teacher's teaching does not meet or exceed the TQS, then the Superintendent or designate will:
 - 5.4.5.1 Offer an additional period of remediation to the teacher, and/or
 - 5.4.5.2 Change the teacher's assignment, or
 - 5.4.5.3 Recommend to the Board to terminate the teacher's contract of employment.

6. This administrative procedure does not restrict:

- 6.1 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 Board, or
- 6.2 The Board, or Superintendent or designate, from taking any action or exercising any right or power under the Education Act.

7. Appeals

- 7.1 The teacher shall have an opportunity to discuss the evaluation with the evaluator and to append additional information to an evaluation report.
- 7.2 The teacher may appeal the evaluation process, in writing, to the Superintendent.

7.3 The teacher shall have the right to request of the Superintendent that an additional evaluator be assigned.

7.3.1 On the first occasion in which a teacher requests that an additional evaluator be assigned, the Superintendent shall assign a person to conduct a re-evaluation.

7.3.2 On any other occasion, the Superintendent may assign a person to conduct a re-evaluation.

Reference: Section 18, 52, 53, 196, 197(i), 202, 206, 214, 215, 225 Education Act
Teaching Quality Standard (Alberta Education)
Teacher Growth, Supervision and Evaluation Policy 2.1.5

Related APs: Nepotism (401)
Progressive Discipline (409)
Professional Growth Plans (414)

Appendix: Supervision & Evaluation - TQS (412 Appendix) *Teaching Quality Standard
(Alberta Education)*

Forms: Evaluation of Teacher Professional Practice - Semester 1 (412-1)
Evaluation of Teacher Professional Practice - Semester 2 (412-2)

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