



Policy 6.03

Category: Personnel and Employee Relations

Teacher Growth, Supervision, and Evaluation

BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

Alberta Education Policy states that each teacher "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, or the program statement of an ECS operator"

Teacher Growth, Supervision and Evaluation Policy

To ensure that CAPE students receive top-quality education, CAPE teachers need to grow professionally, receive supervision to improve their practice, and receive formal evaluation and feedback on their performance. Effective supervision of professional staff contributes to the maintenance and improvement of high quality instructional programs.

CAPE school expects this key group of employees to perform their duties in an efficient and effective manner, and to manage their actions and decisions in the best educational interests of the students.

POLICY STATEMENT

1. Teacher growth, supervision, and evaluation at CAPE shall be designed to ensure that each teacher's actions, judgments, and decisions support optimal student learning.
2. The practice of teaching shall be evaluated regularly to ensure that it supports the mission, goals and objectives of CAPE.

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DEFINITIONS:

3. **Notice of remediation** - the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the *Teaching Quality Standard*, and describes:
 - 3.1 the behaviours or practices that do not meet the *Teaching Quality Standard* and the changes required,
 - 3.2 the remediation strategies the teacher is advised to pursue,
 - 3.3 how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines,
 - 3.4 the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment.
4. **Policy** - the Teacher Growth, Supervision and Evaluation Policy approved by the Minister or the policy implemented by the CAPE Charter Board.
5. **Principal** - an individual that holds a certificate of qualification as a teacher, as well as a leadership certification, and meets the criteria defined in the *School Act*.
6. **Superintendent** - an individual who is required to hold a certificate of qualification as a teacher, as well as a leadership certification and a superintendent leadership certification, and who is responsible for supervise the operation of schools and the provision of education programs in the district or division under section 113 of the *School Act*.
7. **School authority** - a school board, a person or society that operates a charter school or an accredited private school, in this case the CAPE Charter Board.
8. **Supervision** - the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the School Act and exercises educational leadership.
9. **Teacher** - an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the School Act, or an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the *School Act*.
10. **Teacher professional growth** - 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 teaching quality standard.
11. **Teaching quality standard** - the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the CAPE Charter School.

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GUIDELINES

12. The purposes of teacher growth, supervision, and evaluation program are to:
 - 12.1 Ensure that all teachers are knowledgeable about the Teaching Quality Standards as related to their level of certification;
 - 12.2 Ensure clear understanding of teacher duties and responsibilities;
 - 12.3 Ensure the maintenance and improvement of quality instruction;
 - 12.4 Communicate performance expectations to all teachers;
 - 12.5 Establish the criteria to be used to measure teacher effectiveness;
 - 12.6 Recognize effective teaching performance;
 - 12.7 Identify areas where teacher effectiveness could be improved;
 - 12.8 Identify teacher training and development needs;
 - 12.9 Provide a basis for decisions regarding permanent certification or termination, probationary contracts, and/or promotion.
13. The CAPE Charter Board is responsible for ensuring that CAPE's teacher growth, supervision, and evaluation policy adheres to the requirements and standards set in the references.
14. The Superintendent is responsible for structuring, and supervising teacher growth, supervision, and evaluation processes.
15. The Principal is responsible for ongoing teacher growth, supervision, and evaluation in accordance with established protocols.
16. The evaluation of a teacher by the Principal may be conducted:
 - 16.1 upon the written request of the teacher;
 - 16.2 for purposes of gathering information related to a specific employment decision;
 - 16.3 for purposes of assessing the growth of the teacher in specific areas of practice;
 - 16.4 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 teaching quality standard.
17. A recommendation by the Superintendent 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.
18. On initiating an evaluation, the Principal must communicate explicitly to the teacher:
 - 18.1 the reasons for and purposes of the evaluation;
 - 18.2 the process, criteria and standards to be used;

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- 18.3 the timelines to be applied; and
- 18.4 the possible outcomes of the evaluation.
- 19. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.
- 20. The teacher may request further classroom visits, additional time to address concerns, additional supports, or an additional evaluation if that teacher does not agree with the Principal's evaluation. The teacher may bring the matter to the attention of the Superintendent if not satisfied with the outcome of additional evaluation. The decision of the Superintendent is final.
- 21. 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.
- 22. The Principal may initiate 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 CAPE Charter Board
- 23. The CAPE Charter Board, or the Superintendent may take any action or exercise any right or power under the *School Act*.
- 24. At the beginning of each academic year, each teacher must develop, implement, and assess a Professional Growth Plan that:
 - 24.1 reflects goals and objectives based on an assessment of learning needs by the individual teacher, or
 - 24.2 shows a demonstrable relationship to the teaching quality standard, or
 - 24.3 takes into consideration the education plans of the school.
- 25. Each teacher will submit the Professional Growth Plan by the end of October of the academic year to the Superintendent. Each teacher will submit the updated and completed Professional Growth Plan by the date set by the Superintendent.
- 26. The Professional Growth Plan is a professional development initiative and is financially supported by the CAPE Charter Board.
- 27. If a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action in the form of a letter of reprimand.
- 28. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher.

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References:

School Act

Guide to Education

Teacher Growth, Supervision and Evaluation Policy

Certification of Teachers Regulation

Practice Review of Teachers Regulation

Teaching Quality Standard

School Authority Accountability Policy 2.2.1

CAPE charter

Adopted: December 13, 1999

Motion: #

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Motion: #

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