

Procedures 6.03

Category: Personnel and Employee Relations

Teacher Growth, Supervision, and Evaluation

BACKGROUND & RATIONALE

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.

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”

Effective supervision of professional staff contributes to the maintenance and improvement of high quality instructional programs. Teacher growth, supervision, and evaluation at CAPE is designed to ensure that each teacher's actions, judgments, and decisions support optimal student learning.

DEFINITIONS:

1. "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 a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard.
2. "Notice of remediation" means 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 such a statement describes:
the behaviours or practices that do not meet the teaching quality standard and
the changes required, the remediation strategies the teacher is advised to pursue,

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

and how the determination will be made that the required changes in behaviour 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.

3. "Policy" means the Teacher Growth, Supervision and Evaluation Policy approved by the Minister.
4. "Policy" means the policy implemented by the CAPE Charter Board.
5. "Principal" means a principal as defined in the *School Act*.
6. "Superintendent" means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the supervision of 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" means the CAPE Charter Board.
8. "Supervision" means 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" means 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" 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 teaching quality standard.

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

11. "Teaching quality standard" means 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.

PURPOSE:

12. The purposes of the 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.

PROCEDURE:

13. The evaluation of a teacher by the Principal may be conducted:
 - 13.1 upon the written request of the teacher;
 - 13.2 for purposes of gathering information related to a specific employment decision;
 - 13.3 for purposes of assessing the growth of the teacher in specific areas of practice;
 - 13.4 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.

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

14. Informal discussions between the Principal and teacher may take place as time allows or as the need arises throughout the academic year. These ensure that:
 - 14.1 the Principal may monitor the work of the teacher;
 - 14.2 offer support and suggestions;
 - 14.3 act as a resource;
 - 14.4 assist in the resolution of issue.
15. The Principal will carry out an evaluation of teacher at least once during the first year of employment (probationary contract), and again at least once during the second year of employment if the second year is also a probationary year.
16. The Principal will carry out an evaluation of teacher on a continuous contract every third year for the duration of the continuous contract.
17. The Principal will advise the teacher of the date(s) of the formal evaluation at least one (1) month prior to the actual evaluation. and
 - 17.1 share the evaluation document with the teacher;
 - 17.2 the reasons for and purposes of the evaluation;
 - 17.3 the process, criteria and standards to be used;
 - 17.4 the timelines to be applied; and
 - 17.5 the possible outcomes of the evaluation.
18. The Principal will ensure that ample time is available for the evaluation.
19. The Principal will observe the teacher in practice in as many environments and situations as possible.
20. The Principal may focus the evaluation in a specific area if a specific area has previously been identified as of concern.
21. The Principal will prepare preliminary observation notes within two (2) weeks of the conclusion of the evaluation.
22. The Principal will set up a meeting with the teacher within three (3) weeks of the conclusion of the evaluation, and discuss the content of the notes.
23. The Principal will then structure the report within two (2) weeks of the post meeting, and share that report with the teacher, attach Principal and teacher signatures, and give the teacher a copy of the final report.

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

24. The signed administrative copy of the evaluation is to be filed in the staff member professional file.
25. The teacher may request:
 - 25.1 further visits;
 - 25.2 additional supports;
 - 25.3 additional time to address concerns;
 - 25.4 additional evaluations.
26. In the event that remediation is required, the Principal will provide the teacher with a notice of remediation. This notice will include remediation strategies.
27. 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. These may include:
 - 27.1 Letter of Reprimand;
 - 27.2 Leave with pay;
 - 27.3 Leave without pay;
 - 27.4 Re-assignment
 - 27.5 Termination of Employment.
28. At the beginning of each academic year, a teacher must develop a Professional Growth Plan that:
 - 28.1 reflects goals and objectives based on an assessment of learning needs by the individual teacher, or
 - 28.2 shows a demonstrable relationship to the *Teaching Quality Standard*, or
 - 28.3 takes into consideration the education plans of the school.
29. In addition to the teacher's name and academic year, the Professional Growth Plan must include any of the following, if applicable:
 - 29.1 professional goal;
 - 29.2 definition(s);
 - 29.3 context;
 - 29.4 sub-goal(s) or specific goal(s);
 - 29.5 strategies;
 - 29.6 data collection table(s);
 - 29.7 template(s);
 - 29.8 bibliography.

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

30. The teacher will submit the Professional Growth Plan to the Superintendent by the end of October of the academic year.
31. If the teacher requires additional time, the school leader must advise the Superintendent by the middle of October.
32. The Superintendent may assist the teacher with the development of the Professional Growth Plan, if requested to do so by the teacher.
33. The teacher will submit the updated and completed Professional Growth Plan to the Superintendent by the end of June of that academic year.
34. If the teacher is unable to meet the end of June deadline, then the teacher must request an extension from the Superintendent.
35. The Professional Growth Plan report must include, in addition to the items stated in 27, if applicable:
 - 35.1 data tables;
 - 35.2 graphs;
 - 35.3 conclusion;
 - 35.4 discussion;
 - 35.5 extensions.
36. If the teacher requires financial support with the Professional Growth Plan, the teacher must submit a request to the Superintendent in early September.
37. If a teacher has not completed an annual Professional Growth Plan as required, the teacher may be subject to disciplinary action in the form of a letter of reprimand.
38. The Superintendent may post, with the permission of the teacher, the Professional Growth Plan report on the school's website if, in the opinion of the Superintendent, the work is quality action research and/or seek publication.
39. Unless a teacher agrees, the content of an annual Professional Growth Plan will not be part of the evaluation process of the school leader.

References:

CAPE Policy 6.03

School Act, Section 18, 20, 22, 30(1)(2), 39(3), 93, 94, 105-109, 113(4) (and 28(2) even though this section does not apply to charter schools)

Guide to Education

Teacher Growth, Supervision and Evaluation Policy

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 6.03

Category: Personnel and Employee Relations

Certification of Teachers Regulation

Practice Review of Teachers Regulation

Teaching Quality Standard (Ministerial Order 016/97) See Section 4, K-12 Learning System Policy, Regulations and Forms Manual, Section 4, Ministerial Orders and Directives, and Section 5, School Act Regulations

School Authority Accountability Policy 2.2.1

CAPE charter

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