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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.

PURPOSE

1. The purposes of the teacher growth, supervision, and evaluation program are to:
 - 1.1 Ensure that all teachers are knowledgeable about the Teaching Quality Standard as related to their level of certification;
 - 1.2 Ensure clear understanding of teacher duties and responsibilities;
 - 1.3 Ensure the maintenance and improvement of quality instruction;
 - 1.4 Communicate performance expectations to all teachers;
 - 1.5 Establish the criteria to be used to measure teacher effectiveness;
 - 1.6 Recognize effective teaching performance;
 - 1.7 Identify areas where teacher effectiveness could be improved;
 - 1.8 Identify teacher training and development needs;
 - 1.9 Provide a basis for decisions regarding permanent certification or termination, probationary contracts, and/or promotion.

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DEFINITIONS

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 the teaching of a teacher exceeds, meets or does not meet the teaching quality standard.
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 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, 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.
4. **Policy:** the Teacher Growth, Supervision and Evaluation Policy approved by the Minister.
5. **Policy:** the policy implemented by the CAPE Charter Board.
6. **Principal:** a principal as defined in the *Education Act*.
7. **Superintendent:** 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 the *Education Act*.
8. **School authority:** CAPE-Centre for Academic and Personal Excellence and the CAPE Charter Board.
9. **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.
10. **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 the *Education Act*, or an individual whose qualifications are approved by the Minister and is employed to teach under the *Education Act*.
11. **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.
12. **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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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.
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 a teacher at least twice 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 (September and October).
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 (January).
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 (before February).

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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 (April and Mid-May).
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.

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30. The teacher will submit the Professional Growth Plan to the Principal 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 Principal 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 Principal 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 listed items, 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.
40. Unless a teacher agrees, the content of an annual Professional Growth Plan will not be part of the evaluation process of the school leader.
41. The Superintendent may from time to time suspend individual Professional Growth Plans if the staff as a whole is engaged in Professional Growth in an area identified by the Superintendent as requiring attention.

References:

Education Act,
Guide to Education
Teacher Growth, Supervision and Evaluation Policy
Certification of Teachers Regulation
Practice Review of Teachers Regulation
Teaching Quality Standard (Ministerial Order 016/97)

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CAPE Policy 3.03

CAPE charter

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