



## **Background**

All teachers are expected to meet the Teaching Quality Standard. In addition, teachers employed by the Calgary Girls Charter School are expected to support the unique Charter goals. Supervision and evaluation of teachers supports ongoing professional growth, continuous improvement of learning, and professional decision-making that responds to the best interests of students.

### **A. GENERAL**

1. All teachers are expected to meet the *Teaching Quality Standard*.
2. Teachers should actively participate in planning, evaluating, and enhancing or improving their performance on a continuous basis.
3. The Principal/Certificated Supervisor shall be responsible for the supervision of the teacher's performance on an on-going basis. Supervision shall: provide support and guidance to teachers, include observing and receiving information from any source about the quality of performance, and identify the behaviors or practices that for any reason may require an evaluation.
4. Written evaluations of a teacher's performance as related to the responsibilities and performance standards of the position shall be completed upon the written request of the teacher, for the purpose of gathering information related to a specific employment decision, for the purpose of assessing growth in specific areas of practice, and when the Principal/Certificated Supervisor has reason to believe through supervision that the teacher's performance may not be meeting the Teaching Quality Standard.
5. Principals/Certificated Supervisors shall be responsible for ensuring that the teacher receives a copy of all evaluation reports and for placing the original evaluation reports on the teacher's personnel file. Written evaluations shall be treated in confidence and access shall be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*.
6. A teacher may request a review of an evaluation process no later than 3 calendar days after the receipt of the evaluation report. The request shall be in writing to the Superintendent. The Superintendent or designate shall review the evaluation to determine if the process of evaluation by the Principal/Certificated Supervisor was conducted in accordance with the provisions of the Administrative Procedure. The results of the review shall be reported to the teacher in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal from a review.

## **B. ANNUAL PROFESSIONAL GROWTH PLAN**

1. Teachers with probationary or continuing contracts (and those with temporary contracts that expect to exceed five months of the school year) are responsible for developing and implementing an annual growth plan.
2. Unless the teacher agrees, the content of the annual professional growth plan shall not be used as part of an evaluation process.
3. The annual professional growth plan is the property of the teacher and may be kept in a central school file for the duration of the school year. The plan shall be returned to the teacher upon his/her request at the end of the school year.
4. The annual professional growth plan shall be designed to improve practice. The plan should be meaningful and related to the teacher's current assignment. For teachers on continuing contracts, the annual growth plan may also address career goals. As such, the plan shall: reflect the goals and objectives based on an assessment of learning needs by the individual teacher, show a demonstrable relationship to the Teaching Quality Standard, and, take into account the education plans of the school, the school authority, and the government.
5. The annual professional growth plan shall be submitted in writing for review by October 30 of each year or within 60 days of employment for teachers whose employment begins after September 30. The professional growth plan is submitted to the Principal/Certificated Supervisor or a group of teachers delegated by the Principal/Certificated Supervisor in consultation with the teacher.
6. The annual professional growth plan may be a component of a long-term, multi-year plan and may also include a planned program of supervising a student teacher or mentoring a teacher.
7. The annual growth plan shall include a goal/ objective statement(s), strategies for achieving the goal, indicators and measures of the achievement of the goal, an estimated timeline for completion or achievement of the goal.
8. Each year, at a time specified by the Principal/Certificated Supervisor, the teacher shall provide the Principal/Certificated Supervisor (or the group of teachers delegated by the Principal/Certificated Supervisor with a summary reflection on: the degree of success in achieving the goal/objective(s), how the teacher's professional practice has improved, how student learning has improved.
9. The Principal/Certificated Supervisor or the group of designated teachers shall in consultation with the teacher, determine whether the teacher has completed the annual professional growth plan in compliance with Alberta Education and board policy.

10. The Principal/Certificated Supervisor may identify behaviors or practices that may require an evaluation provided that the information identified is based on a source other than information in the teacher's professional growth plan.

### **C. TEACHER SUPERVISION**

1. Supervision of teachers by Principals/Certificated supervisors and/or designates is intended to assist teachers in meeting their professional responsibilities and to enhance teaching knowledge, skills and attributes that maximize student learning. Supervision is intended to be ongoing, supportive and collegial in nature.
2. The supervision process shall provide support and guidance to teachers, include observations and information from any source about the quality of teaching a teacher provides, and identify behaviors that for any reason require an evaluation.
3. As a result of information gathered through supervision, an ongoing concern about the teacher's behaviour or practice arises, the Principal/Certificated Supervisor or designate shall work with the teacher to redress the concern.

### **D. TEACHER EVALUATION**

1. Evaluation of a teacher by a Principal/Certificated Supervisor may be conducted upon the written request of a teacher, for the purposes of gathering information related to a specific employment decision, for the purposes of assessing growth in specific areas of practice, and whenever the Principal/Certificated Supervisor has reason to believe, on the basis of information received through supervision, that the teaching of the teacher may not meet the Teaching Quality Standard.
2. A recommendation by the Principal/Certificated Supervisor regarding whether or not a teacher is to be issued a permanent, professional teaching certificate or be offered employment under a continuing contract shall be supported by the findings of two or more written evaluations.
3. On initiating an evaluation, the Principal/ Certificated Supervisor shall: meet with the teacher and communicate explicitly: the reasons for and the purposes of the evaluation; the process, criteria and standards to be used, the timelines to be applied; and the possible outcomes of the evaluation. The Principal/Certificated Supervisor shall provide a written account of the meeting to the teacher.
4. Evaluations should consist of a minimum of two formal observations of a minimum of a full period and should be followed by a post observation conference between the Principal and the teacher.
5. Upon the completion of the written evaluation, the Principal/Certificated Supervisor shall meet with the teacher to discuss the results of the evaluation.

## E. NOTICE OF REMEDIATION

1. When the Principal/Certificated Supervisor determines, as a result of an evaluation, that a change in behaviour or practice of a teacher is required, the Principal/Certificated Supervisor shall provide to the teacher a notice of remediation that:
  - a. describes all behaviors and practices that do not meet the Teaching Quality Standard;
  - b. describes the expectations and indicators for acceptable performance;
  - c. indicates the remediation strategies the teacher is advised to pursue;
  - d. describes the supervision, monitoring and evaluation strategies the Principal/Certificated Supervisor shall employ to determine whether changes in practice have taken place;
  - e. describes an applicable timeline including a date for an evaluation;
  - f. indicates the consequences of not achieving the required changes including but not limited to the termination of a teacher's contract of employment;
  - g. replaces the obligation of the teacher to develop or implement an annual professional growth plan, until such time that the teacher's behaviour or practices are deemed acceptable by the Principal/Certificated Teacher.
2. The evaluation report shall include a determination that the teacher's teaching meets or does not meet the Teaching Quality Standard.
3. The Principal/Certificated Supervisor shall meet with the teacher to discuss the outcomes of the evaluation.
4. If the Principal/Certificated Supervisor determines that the teacher's teaching is meeting the Teaching Quality Standard, evaluation will cease.
5. If the Principal/Certificated Supervisor determines that the teacher's teaching does not meet the Teaching Quality Standard, then the Principal/Certificated Supervisor shall either: provide the teacher with a revised remediation plan; consider other options in accordance with board policy and administrative procedures; or recommend to the Superintendent, the termination of the teacher's contract of employment.
6. Should any timeline or period of time specified in the "notice of remediation" be interrupted for any reason other than a scheduled holiday or break, the timeline or period of time will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends. A revised notice of remediation shall be issued.

## F. EMPLOYEE CONDUCT

AP 421 Supervision and Evaluation of Teachers does not restrict:

1. The Principal/Certificated Supervisor from recommending disciplinary or taking other action when the Principal/Certificated Supervisor has reasonable grounds for believing the actions or practices of a teacher employee endanger the safety of students, constitute neglect of duty, or a breach of trust, or refusal to obey a lawful order of the school authority; or
2. The Charter Board or the Superintendent from taking any action or exercising any right or power under the Education Act.

### REFERENCES:

Education Act , s.18, 33, 52, 196, 197, 213, 214, 215, 218, 222

Freedom of Information and Protection of Privacy Act

Personal Information Protection Act

Teaching Profession Act

Certification of Teachers Regulation A.R. 84/2019

Ministerial Order 028/2020 – Student Learning

Ministerial Order 018/2019 – Certification of Teachers and Teacher Leaders Regulation

Ministerial Order 026/2019 – Practice Review of Teachers and Teacher Leaders Regulation

Guide to Education ECS to Grade 12

Practice Review Bylaws

### TOOLS:

Teaching Quality Practice Standard Applicable to the Provision of Basic Education in Alberta

<https://open.alberta.ca/dataset/4596e0e5-bcad-4e93-a1fb-dad8e2b800d6/resource/75e96af5-8fad-4807-b99a-f12e26d15d9f/download/edc-alberta-education-teaching-quality-standard-2018-01-17.pdf>

Code of Professional Conduct

<https://www.teachers.ab.ca/TheTeachingProfession/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx>

Professional Growth Plan Tools

<https://www.teachers.ab.ca/For%20Members/ProfessionalGrowth/Pages/Teacher%20Professional%20Growth%20Plans.aspx>



### **Purpose/Background**

To ensure all teachers at CGCS receive meaningful evaluations for their growth, in compliance with the Teaching Quality Standard (TQS).

### **Procedures**

1. Teachers shall be evaluated a minimum of once per year while holding a Temporary Teaching Contract, Probationary Teaching Contract, or Interim Teaching Contract. These evaluations are for contractual and/or certification purposes. Teachers holding Continuing Teaching Contracts may be evaluated as per procedures outlined in this document.
2. At the beginning of October in each school year, principals will receive a list from the Board Office, to identify teachers who require evaluations (for contractual or certification purposes) in the current school year. The following procedures apply based on the type of teacher contract:
  - 2.1 **Probationary Contracts** - Teachers on a probationary contract require two full evaluations due January 15 and April 15. The only exception to the above is if that teacher has a minimum of one prior CGCS evaluation on record, from the previous year. If this is the case, there is only one evaluation due on April 15. To note: if it has been more than two years since the previous evaluation, the Principal shall conduct two evaluations on the teacher. In addition, teachers who have completed two full years of teaching and who may be recommended for a Permanent Professional Teaching Certificate with Alberta Education, require two successful evaluations. To note: As per the Education Act, a probationary contract may be extended for one year following the initial probationary year only if evaluations indicate a further probationary period is required and the teacher agrees. In this case, two evaluations shall be conducted for teachers holding an Extended Probationary contract.
  - 2.2 **Temporary or Interim Contracts** (eight months or more) - Teachers who are on a temporary or interim contract for more than eight months (full or part-time) require two evaluations, due January 15 and April 15. Similar to probationary contracts, the same exception applies for a teacher on a temporary or interim contract, if they have had at least one evaluation the previous school year, and there has been more than two years since the last evaluation.
  - 2.3 **Temporary or Interim Contracts** (3-7 months) - Teachers who are on a temporary or interim contract (full or part-time) for three to seven months require one evaluation, due at the end of the second to last month. To note: contracts that start after March 1 do not require an evaluation.
  - 2.4 **Temporary or Interim Contracts** (less than 3 months) - Teachers who are on a temporary or interim contract (full or part-time) for less than three months do not require an evaluation. This, however, does not preclude the Principal from completing an evaluation.

3. Evaluation of a continuing contract teacher may be initiated as a result of ongoing supervision when a Principal has reason to believe the teacher may not be meeting the TQS. In all such scenarios, consultation must be undertaken with the Superintendent prior to engaging the process. Efforts to provide assistance to the teacher are to be made and documented, prior to initiation of an evaluation.
4. The following timelines apply for the evaluative processes:
  - 4.1 Beginning of October – Principals have reviewed the list received from the Board Office as to which teachers must be evaluated and for what purpose.
  - 4.2 January 15 – first evaluation completed and submitted to the Superintendent.
  - 4.3 April 15 – second evaluation completed and submitted to the Superintendent.
  - 4.4 April 30 – Extended Probationary – If a Principal is recommending an extended probationary contract for the following year; this must be indicated on the April 15<sup>th</sup> evaluation form and the areas of concern as they relate to the TQS must be cited. Understanding for the reasons of the Extended Probationary contract must be clearly communicated to the teacher from the Principal, and if necessary, the Superintendent.
  - 4.5 Second to last month – evaluation due for 3-7 month contracts.
  - 4.6 Remediation – must be a minimum of three months. Remediation is required for continuing contract teachers who undergo an evaluation of their professional practice and who have been deemed to be not meeting the TQS by their Principal/Supervisor. The purpose of the remediation period is to assist the teacher with his/her professional growth.
  - 4.7 Evaluation following remediation. In all cases, when a teacher has engaged in a remediation plan, an evaluation of the teacher’s professional practice may be undertaken by the Superintendent or designate.
  - 4.8 As required - On the basis of information received through ongoing supervision, if the Principal has reason to believe a teacher is not meeting the expectations of the TQS, the teacher is issued a Notice of Evaluation.
5. Guidelines for completing the evaluation form:
  - 5.1 The evaluation forms for teachers (AF421) is to be used for final reporting in January and April. Principals shall ensure they are using the most up to date form.
  - 5.2 All evaluations – The teacher must be given written notice of the evaluation. The following must be included in the notice:
    - 5.2.1 Process – dates, pre and post conference, document review, website review, etc.
    - 5.2.2 Criteria – based on TQS (Interim or Permanent Professional Certificate)
    - 5.2.3 Possible outcomes – not meeting TQS, certification, and contract status.
  - 5.3 The form has fields for both evaluation one and two (if required). If a teacher is receiving two, the first complete evaluation (due January 15) is to be submitted to the Superintendent.

- 5.4 When the second evaluation (or the final) is done, a hard copy must be submitted to the Superintendent, on or before April 15.
- 5.5 Opening comments – the evaluator only needs to write once.
- 5.6 Evaluation Process - Each evaluation (January and April) shall involve a minimum of two (2) observations – each observation being the entire length of a class period or lesson. Pre and post conferencing discussions with the teacher are to be conducted for each observation.
- 5.7 Competencies on form – The evaluator must read and be familiar with each competency.
- 5.8 Comment Sections – Will expand to any length the evaluator requires.
- 5.9 Supporting Evidence – Do not submit evidence – List evidence the evaluator and the teacher have discussed.
- 5.10 Recommendations for Growth – Must always be included. Evaluations are first and foremost growth documents.
- 5.11 Commendations and Final Comments – Must always be included and specifically outline/highlight successes. Final comments must be used to summarize recommendations.
- 5.12 Spelling and Grammar - The Evaluator/Principal shall perform a final spelling and grammar check of the evaluation before printing and signing. In order to perform the spelling and grammar check, the evaluation will need to be unlocked. To unlock the document in Microsoft Word, select **Review/Restrict Editing/Stop Protection**. Once the evaluation is unlocked, a spelling and grammar check can be performed. It is strongly recommended administrators co-edit prior to final signatures.
- 5.13 Signatures – The Evaluator/Principal is to sign the evaluation along with the teacher. The first evaluation is to be scanned to the Superintendent. If the first evaluation is the only evaluation, it is to be signed by all parties and submitted to the Superintendent as a hard copy. Once the second evaluation has been written, it is to be signed by all parties and submitted to the Superintendent as a hard copy.

REFERENCES:

AF421 – Supervision and Evaluation of Teachers  
Education Act  
Freedom of Information and Protection of Privacy Act  
Teaching Profession Act  
Certification of Teachers Regulation AR 84/2019  
Practice Review of Teachers and Teacher Leaders Regulation 92/2019  
Teaching Quality Standard  
Ministerial Order 028/2020 - Student Learning  
Guide to Education ECS to Grade 12  
Practice Review of Teachers Information Bulletin 3.3.2