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PERSONNEL	TEACHER'S GROWTH, SUPERVISION AND EVALUATION	
		DEVELOPED: 2021-01 REVISED: 2026-04 NEXT REVIEW: 2030-02

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. The Board, Principal and teachers are responsible for ensuring quality improvement through each teacher's career-long professional growth.

POLICY

The Board, Principal and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

DEFINITIONS

In this Policy:

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.

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:

i. The behaviors or practices that do not meet the teaching quality standard and the changes required.
ii. The remediation strategies the teacher is advised to pursue.
iii. 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.

Policy – means:

i. The *Teacher Growth, Supervision and Evaluation* policy approved by the Minister.
ii. The policy implemented by a school authority under Procedure 1.

Principal - means as defined in the **Education Act.**

School Authority - means the Society's Board operating an accredited independent school.

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 **Education Act** and exercises educational leadership.

Teacher – means:

i. 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 **Education Act**.

Or

ii. An individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the **Education Act**.

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.

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 school authority.

PROCEDURES

General

1. Each school shall implement the Teacher Growth, Supervision and Evaluation policy that:
   (a) Applies to all teachers unless otherwise stipulated in this Policy.
   (b) Provides a review mechanism.
   (c) Is consistent with the Teaching Quality Standard.
   (d) Is readily available to the public.
   (e) Details when and how often information summarizing implementation of the policy will be reported to the public.
2. The policy referred to in Procedure 1 shall be communicated with the teachers of the school authority.

Teacher Growth

3. A teacher employed by the school authority:
   (a) Under a probationary contract or continuing contract, is responsible for completing 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.
      iii. Takes into consideration the education plans of the school, the school authority and Alberta Education.
   (b) Must submit for review or approval at a specified time an annual teacher professional growth plan to the Principal.
4. An annual teacher professional growth plan:
   (a) May be a component of a long-term, multi-year plan.
   (b) May consist of a planned program of supervising a student teacher or mentoring a teacher.
5. If a review under Procedure 3 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher.

6. Despite Procedure 5, a principal may identify behaviors or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

7. A fundamental component of this policy is ongoing supervision of teachers by the Principal, including:
   (a) Providing support and guidance to teachers.
   (b) Observing and receiving information from any source about the quality of teaching a teacher provides to students.
   (c) Identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

Evaluation

8. 1. The evaluation of a teacher by the Principal may be conducted:
   (a) Upon the written request of the teacher.
   (b) For purposes of gathering information related to a specific employment decision.
   (c) For purposes of assessing the growth of the teacher in specific areas of practice.
   (d) 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.
   2. A recommendation by an authorized individual 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 (2) or more evaluations of the teacher.

9. On initiating an evaluation, the principal will communicate explicitly to the teacher:
   (a) The reasons for and purposes of the evaluation.
   (b) The process, criteria and standards to be used.
   (c) The timelines to be applied.
   (d) The possible outcomes of the evaluation.

10. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.

11. Where, as the result of an evaluation, a principal determines that a change in the behavior 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.

Other

12. This Policy does not restrict:
   (a) The 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 school authority, or

(b) A board from taking any action or exercising any right or power under the **Education Act**.

13. Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority if its' policy is consistent with The Teacher Growth, Supervision and Evaluation policy.

REFERENCES

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Independent Schools Regulation*, and the *Teaching Quality Standard* must be referred to in conjunction with this Policy.