 <p><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5080	Page #: 1 of 1
	Category: Teacher Growth, Supervision and Evaluation	
	Legal Reference: School Act, Sec 15(h), 25(3) 1	
	Adopted: December 20, 1999	Resolution #: 133-99

## BACKGROUND

The Board believes that Teachers have a significant impact on quality educational programs. Regular supervision and evaluation of Teachers contributes to the improvement of quality instruction consistent with the East Central Alberta Catholic Separate Schools Regional Division No. 16 Mission Statement.

## POLICY STATEMENT

**The Board requires all Teachers employed by the School Division to be supervised/evaluated on a regular basis to ensure that actions, judgements and decisions are consistent with Provincial and Division policies. Implementation of this policy will follow procedures defined in the Teacher Growth, Supervision and Evaluation Policy Manual.**

## CONFIDENTIALITY

Evaluation reports will be treated as confidential documents and kept in the Central Office Personnel file. Access to evaluation reports is restricted to the appraisee, the appraisee's Principal, the Superintendent and the Board (only through formal motion to review the appraisee's file). In the event that a formal Board request to view an appraisee's file is made, the individual shall be notified of the request in writing prior to the review of the file.

## LEGAL LATITUTDE

This policy does not restrict a 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.

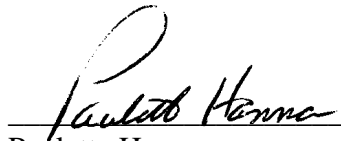
The policy does not restrict a Board or a Superintendent from taking any action or exercising any right or power under the School Act.

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 or ECS operator if its policy is consistent with the School Act.

# INTRODUCTORY STATEMENT

This policy statement and manual have been prepared for teachers, supervisors, principals and other administrators. The purpose is to inform, provide clarification, and to create staff awareness of all the components of an effective staff supervision and evaluation program. The document outlines roles and responsibilities and identifies system expectations for the appraisal process. It is hoped that *all professional staff* individuals will find value in this document.

This document will be reviewed periodically with the intent of improving practices in the East Central Alberta Catholic Separate Schools Regional Division No. 16.



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Paulette Hanna  
Superintendent of Schools



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David Keohane  
Deputy Superintendent of Schools

# ACKNOWLEDGEMENTS

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Red Deer Catholic Separate Schools Regional Division No. 39

A final and very special thank you to our facilitator Jim Olivero.


## **AVAILABILITY TO THE PUBLIC**

Policies related to teacher supervision/evaluation shall be readily available to the public.

- Available information summarising implementation of the policies shall be reported to the public annually.

## **PROCESS AND POLICY REVIEW**

The processes and procedures inherent in the East Central Alberta Catholic Separate Schools Regional Division No. 16 **Teacher Growth Supervision and Evaluation Policy Guidelines and Procedures** will be reviewed over time. The Superintendent will establish, from time to time, a committee made up of appropriate representation that will consider and advise on further refinements of the process and procedures in this manual.

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## DEFINITIONS

In this policy,

- (a) “ECACS” means East Central Alberta Catholic Separate Schools Regional Division No. 16.
- (b) “Evaluation” means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement 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.
- (c) “Notice of remediation” means the written statement issued by a Principal to a Teacher where the Principal has determined that a Teacher’s performance does not meet the teaching quality standard, and such a statement describes:
  - (1) the behaviours or practices that do not meet the teaching quality standard and the changes required,
  - (2) the remediation strategies the Teacher is advised to pursue, and
  - (3) 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.
- (d) “Plan of Assistance” is a process designed to address competencies that are not meeting Teaching Quality Standards. (See Appendix A.)
- (e) “Policy” means the Teacher Growth, Supervision and Evaluation Policy approved by the Board.
- (f) “Principal” means
  - (1) a Principal or Vice-Principal as defined in the School Act.
  - (2) a Superintendent or designee in respect to fulfilling obligations under section 94 of the School Act, or for purposes of making recommendations under the Certification of Teachers Regulation.
- (g) “School authority” means a school board.
- (h) “Supervision” means the on-going process by which a Principal carries out duties in respect to Teachers and teaching required under section 15 of the School Act, and exercises educational leadership.

- (i) “Teacher” means
- (1) 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 13 of the School Act.
  - (2) An individual whose qualifications are approved by the Minister and is employed to teach under section 22(2)(b)(iii) of the School Act.
- (j) “Teacher professional growth” means the vocation-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 Standards. (See Appendix A.)
- (k) “Teaching quality standard” means the authorised standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standards Ministerial Order. (See Appendix A.)
- (l) “Division standard” is that of Teaching Quality Standards Ministerial Order (Appendix A) and a high level of participation in Catholic Ministry defined in the Criteria of Catholic Ministry (Appendix B.)

# PURPOSES

The purposes of the performance appraisal program are to:

- Ensure that what we do as educators is consistent with the Mission and Ministry of our Catholic schools.
- Promote and enhance a high quality educational program to support student learning.
- Identify the knowledge, skills and attributes expected from effective teachers.
- Provide a basis for the professional growth of teachers.
- Provide a basis for decisions related to professional assignment, tenure, permanent certification, and termination.

## GUIDING PRINCIPLE

The evaluation/supervision of the teaching process implies a collegial relationship between the teacher and the evaluator/supervisor. Accordingly, the evaluation process shall adhere to the basic premises of natural justice and due process.

# **QUALITY STANDARDS AND SUPERVISION/EVALUATION CRITERIA**

Quality standards and supervision/evaluation criteria include the following major components:

- Catholic Ministry
- Planning and Preparation
- Instructional Techniques
- Management and Environment
- Student Evaluation
- Personal and Professional Attributes

Refer to Appendix A for specific descriptors of these major components as defined by the Teaching Quality Standards.

Appendix B represents the East Central Alberta Catholic Separate Schools Regional Division No. 16 Evaluation Criteria.

# **GUIDING PRINCIPLES FOR SUPERVISION/EVALUATION**

Every teacher, with the exception of those who are in the Evaluation Remediation mode, will be supervised or evaluated annually.

## **I. TEACHER GROWTH PLAN**

- Every teacher completes annual Professional Growth Plans (See Appendix D) except any teacher in the Evaluation Remediation mode.
- The content of the Professional Growth Plan can *not* be used for evaluation purposes. The major idea of the growth plan is to help teachers stretch and grow. In some cases this will mean taking risks to learn new skills, knowledge and attributes.
- Each staff member can establish his or her own goals for annual improvement based on needs, concerns, interests and problems.
  - Goals may be identified using the criteria in the Teacher Supervision/Evaluation document. (See Appendix B.)
  - Goals may be determined in consultation with the school principal.
  - Goals may be determined as a result of reviewing new knowledge that may be necessary to successfully fulfil the School Education Plan.
- Examples of strategies to meet goal expectations may include, but are not limited to:
  - Attending a series of professional development activities that enhance understanding of the disciplines taught or the methods that are effective in those disciplines.
  - Engaging in a program of professional reading to enhance knowledge of the disciplines taught or the methods that are proven to be effective in those disciplines.
  - Engaging in specified volunteer activities in the school community to create and enhance partnerships among teachers, parents and students.
  - Becoming well versed in a particular technology that will enhance abilities to meet the learning needs of students.
  - Engaging in the development of curriculum, projects or publications that will enhance abilities to meet the learning needs of students.

- Engaging in a program whereby teachers share a specific form of expertise with other teaching staff so that the effectiveness of the learning experience for all students within the school or school jurisdiction is enhanced.
  - Engaging in a program of student assessment in which one gains a better understanding of assessment strategies.
  - Working in collaboration with teaching staff and/or the School Council to improve student achievement within the school.
  - Participating in exchange visits with teachers within the school, school jurisdiction or province.
- There are six goal areas:
    1. Catholic Ministry
    2. Planning and Preparation
    3. Instructional Techniques
    4. Management and Environment
    5. Student Evaluation
    6. Personal and Professional Attributes
  - Teachers must select a minimum of two growth goals from any of the six areas. A separate Professional Growth Plan (See Appendix D) is prepared for each growth goal.
  - Strategies for achieving the goals may be approached in a manner that represents an individual's style of learning.
  - The bottom line of the growth plan is to promote outcomes that ultimately will have positive effects on students.

### **Timeline for Professional Growth Plan**

- The Professional Growth Plans are to be submitted to the principal **on or before October 15**. Teachers are encouraged, however, to submit their growth plans in June to be reviewed with the principal in the fall of the subsequent school year.
- The principal has until **October 31** to review with the teacher and sign the growth plans.
- A mid-review of the plans will be completed **on or before March 1**.
- A final review of the plans will be completed **prior to the end of June**.

## **Development and Review of the Professional Growth Plans**

It is anticipated that all teachers will successfully develop and have the plans reviewed by the October 31 deadline. Moreover, it is anticipated that all teachers will successfully implement the Plans. Reasonable efforts will be made to assist those who may have difficulty with development and/or implementation.

If, however, there is a reluctance to develop the plans in a timely manner and/or to implement the plans according to their designs, disciplinary action can occur as defined with the School Act.

For example, a letter of reprimand may be placed in the teacher's file, or the teacher may be assigned to the evaluation remediation mode. Disciplinary actions could include suspension and/or termination. The specific action, if necessary, is at the discretion of the supervisor.

## **II. WALK THROUGH OBSERVATIONS**

Teachers should anticipate that a principal will make "walk through" observations in the classroom on a regular basis. When walk through observations are made, the principal will note teacher behaviours as reflected in the criteria outlined in Appendix B. For a teacher in virtual delivery program, a walk through observation will be conducted using a variety of methods, e.g. – daily journal, specific progress report on a student, an on site visit, workshops, registration meetings, meet the teacher nights.

## **III. EXTENDED OBSERVATIONS AND FEEDBACK**

Extended observations are another aspect of the program of supervision/evaluation in ECACS. Extended observations will normally be followed by a post-observation conference. Teachers in the evaluation mode will receive extended observations and feedback; other teachers in the supervision mode may receive extended observations and feedback if it appears to the principal that the extended observations and feedback are warranted.

## **IV. SELF-EVALUATION AND REFLECTION**

The Teacher Supervision/Evaluation Criteria (See Appendix B) must be used by all teachers for self-evaluation purposes except those in the evaluation/remediation mode.

# **SUPERVISION/EVALUATION MODES**

## **• Supervision**

On-going supervision of teachers by the principal includes:

- **Providing support and guidance to teachers.**
- **Observing and receiving information from any source about the quality of teaching a teacher provides to students.**
- **Identifying the behaviours or practices of a teacher that for any reason may require an evaluation.**

## **• Evaluation Level I**

Evaluation of a teacher by a principal will be conducted:

- **During the first year of employment (probationary teachers).**
- **For tenure and/or permanent certification.**

Evaluation of a teacher may also be conducted:

- **Upon the written request of a teacher.**
- **For purposes of gathering information related to a specific employment decision (change of programs or divisions and temporary contracts).**
- **For purposes of assessing the growth of the teacher in specific areas of practice.**

## **• Evaluation Remediation**

Evaluation of a teacher by a principal will be conducted:

- **When, on the basis of information received through Supervision, or Evaluation Level I the principal has reason to believe that the performance of the teacher may not meet the Division Standard on the Teacher Supervision/Evaluation Criteria Instrument.**

# **SPECIFIC FEATURES OF SUPERVISION**

## **Elements**

- Professional Growth Plan (See Appendix D.)
- Walk Through Observations
- Extended Observations and Feedback Where Warranted
- Teacher Supervision/Evaluation Criteria for Self-evaluation and Reflection (See Appendix B.)

## **Operational Features**

- Professional Growth Plans are to be submitted and reviewed as per the designated timeline.
- The principal will make a minimum of two walk through observations per month in the classroom of each teacher. In the virtual program, the principal will make a minimum of one walk through observation per month.
- The principal will hold extended observation and post-observation feedback conferences with teachers, if the extended observations are warranted. These extended observations will be 10 – 15 minutes in length. Extended observations for a teacher of a virtual program will be as per “Specific Features of Evaluation Level 1.”
- The principal will complete the Teacher Supervision/Evaluation Criteria instrument as a source document prior to the end of year review. The original document will be presented to the teacher. A copy may be placed on file at the school.
- The teacher will complete the Teacher Supervision/Evaluation Criteria instrument as a source document prior to the end of the year
- At the year-end review conference the principal may suggest one or more areas of improvement. The teacher may elect to include one or more of the suggestions in subsequent growth plans.
- At the final review conference, the principal will recommend that the teacher:
  - Remain in the supervision mode.
  - Be assigned to the Evaluation (Level 1) mode or to the Evaluation/Remediation mode.

# **SPECIFIC FEATURES OF EVALUATION LEVEL I**

The following teachers will be included in Evaluation Level I:

- Teachers who are new to the Division
- Teachers seeking tenure and/or permanent certification

The following teacher may be included in Evaluation Level 1:

- Teachers who have changed programs
- Teachers who request an evaluation
- Teachers who require assessment in their growth in specific areas of practice

## **Elements**

- Professional Growth Plan (See Appendix D.)
- Walk Through Observations
- Extended Observations and Feedback
- Teacher Supervision/Evaluation Criteria for Self-Evaluation and Reflection. (See Appendix B.)

*The process of Level I Evaluation will be outlined for the teacher being evaluated prior to the commencement of the evaluation process.*

## **Operational Features**

- Professional Growth Plans are submitted and reviewed as per the designated time line.
- The principal will make a minimum of four walk through observations per month into the classroom of the teacher. In the virtual program, the principal will make a minimum of two walk through observations per month.
- An extended observation (30 minute minimum) followed by a post-observation conference will be held by the principal with the teacher.
  - a minimum of two observations and post-conferences will be conducted by the conclusion of the first evaluation cycle. (December 1.)
  - a minimum of one observation and post-conference will be conducted by the conclusion of the second evaluation cycle. (March 1.)
  - a minimum of one observation and post conference will be conducted by the conclusion of the third evaluation cycle. (May 1.)

- The teacher will complete the Teacher Supervision/Evaluation Criteria prior to the final review conference (on or before May 1) for self-evaluation purposes.
  - For a teacher in a virtual delivery program, an extended observation will include one on-site visit to the teacher's office (prior to December 1) and a review of (prior to March 1):
    - contact log (travel diary, e-mail, faxes, etc.)
    - evidence of individualisation of instruction
    - assessment of student learning
    - final review prior to May 1
- } Prior to March 1
- The principal will complete the Teacher Supervision/Evaluation Criteria form to use as a source document for the end of the year review. The original document will be presented to the teacher. A copy of the document will be placed on file at the division office.
  - At the final review conference, the principal will make a recommendation regarding future employment:
    - Move to continuing contract/Supervision
    - Continue in a second year probationary status/Evaluation Level I
    - Discontinue contract
    - If applicable, recommend permanent certification
  - At the end of the year review conference the principal may suggest one or more areas for improvement. The teacher may include suggestions in subsequent growth plans.

**Timeline:**

- Reports for teachers being evaluated are due on or before each of the following dates:
  - December 1
  - March 1
  - May 1 (Final report with recommendations for future employment to Superintendent.)
- If any teacher is having difficulty meeting Division standards, the principal is to inform the Superintendent.

# **SPECIFIC FEATURES OF EVALUATION/REMEDATION MODE**

It is understood that the evaluation/remediation mode is an intensive process and the timelines can be adjusted to a 2 – 4 month cycle.

## **Elements**

- Walk Through Observations
- Extended Observations and Feedback Conferences
- Remediation Plan of Assistance. (See Appendix C.)

## **Operational Features**

- Prior to initiating the evaluation/remediation mode, the principal must provide to the teacher a written notice of remediation.
- Upon notifying a teacher that he/she is being placed in the evaluation/remediation mode, the Superintendent shall be informed.
- On initiating a Plan of Assistance, the principal must communicate explicitly to the teacher:
  - The reasons for the purposes of evaluation/remediation (i.e., not meeting Division standards).
  - The process, criteria and standards to be used.
  - The timelines to be applied.
  - The possible outcomes of evaluation/remediation.  
Possible Outcomes include:
    - a. Meets Standard = Return to Supervision mode.
    - b. Needs Improvement = Continue in evaluation/remediation mode.
    - c. Does Not Meet Standard = Termination procedures are initiated or continue in evaluation/remediation mode.
- The remediation plan may replace the obligation of the teacher to develop and implement a Professional Growth Plan.
- Reports for a teacher in the evaluation/remediation mode will be submitted to the Superintendent after each review as indicated in the remediation Plan of Assistance. (See Appendix C.)
- The final report will indicate a recommendation regarding future employment.

# APPEAL PROCESS

A teacher who disagrees with an evaluation may appeal the evaluation to the Superintendent as follows:

- The appeal must take the form of a written letter and must be received by the Superintendent within one week of the teacher receiving the evaluation report. Specific concerns regarding the evaluation report or process must be detailed in the letter.
- The Superintendent within one week of the receipt of the appeal, will establish a procedure for reviewing the evaluation. This may include:
  - A review of the employee's file.
  - A meeting with the teacher and other appropriate administration staff.
  - Additional observations and evaluations of the teacher by the Superintendent or another administrator.
  - A review of documentation presented by the teacher and administrator pertinent to the appeal.
  - A review of other information related to the evaluation report or process.
- Within one week following completion of the review, the Superintendent will indicate in writing to the teacher his/her recommendations and observations regarding the appeal.
- Within one week following the receipt of the Superintendent's recommendations, the teacher may appeal in writing to the Board.
- The decision rendered by the Board to an appeal of an evaluation will be final and binding.