



Teacher Growth, Supervision and Evaluation Policy

Policy 5.15

This policy is applicable to all volunteers, employees, contractors, and the Executive Director.

DOCUMENT CONTROL

Managed by: Sunil Mattu	Responsible position: Executive Director	Version: 4
Approved by the Board of Directors: Linda McKay-Panos, Chair	Date approved: 19 February 2020	Next review date: January 2022

REVISION RECORD

Date	Version	Revision description
18 Feb 2015	2	Replaces Staff Evaluation Policy 2013
29 Jan 2020	3	Replace Staff Evaluation Policy 2015
19 Feb 2020	4	Teacher Growth, Supervision and Evaluation Policy 2020

1. TITLE

Teacher Growth, Supervision and Evaluation

2. PURPOSE

The purpose of this Policy is:

- To provide a process for the Executive Director and/or Principal, and Teacher to work together to achieve the teaching quality standard, and
- To ensure that all teachers are responsible and accountable for meeting the teaching quality standard throughout their employment with Third Academy International Ltd.

3. DEFINITIONS

Term	Meaning
(a) administrator	may be the Executive Director and/or Principal or a specialist
(b) 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 under the <i>Education Act s197</i>
(c) Executive Director	the staff appointed by the Board to carry out the functions of the Executive Director as outlined in the Role of the Executive Director
(d) notice of remediation	the written statement issued by the Executive Director and/or Principal to a teacher where the Executive Director and/or Principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes <ul style="list-style-type: none">(i) the behaviours or practices that do not meet the teaching quality standard and the changes required,(ii) the remediation strategies the teacher is advised to pursue, and(iii) 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
(e) Policy	this Teacher Growth, Supervision and Evaluation Policy
(f) procedure	the actions taken to implement this Policy
(g) Principal	<ul style="list-style-type: none">(i) a principal as defined in the <i>Education Act s197</i>, or(ii) the teacher of an accredited private school assigned to carry out the duties of a principal in respect to teachers and teaching <i>Education Act ss202 and 203</i>
(g) operator	the board that operates an accredited private school under the

(i)	supervision	authority granted to it by the Minister the on-going process by which a Principal carries out duties in respect to teachers and teaching required under the <i>Education Act</i> ss196 and 197
(j)	Teacher	(i) a teacher as defined in the <i>Education Act</i> s196, or (ii) an individual who is required by the <i>Education Act</i> to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction s198 or supervision s199
(k)	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
(l)	teaching quality standard	<i>Teaching Quality Standard</i> and any additional standards or descriptors consistent therewith and the Vision, Mission, and Pillars of the school communities

4. POLICY STATEMENT

It is the Policy of the Board that the Executive Director, Principals, and Teachers must work together to develop and implement procedure to ensure that all Teachers practice consistently in keeping with the Teaching Quality Standard.

Supervision is intended to:

- Provide support, guidance and development opportunities for the Teacher
- To observe and receive information from an appropriate source about the quality of teaching a teacher provides to students, and
- To identify the behaviours/practices of a teacher that for any reason may require an evaluation

In the normal course of duties, the Executive Director and/or Principal may receive information from an appropriate source and make observations about the quality of teaching a Teacher provides to students, and will, at the discretion of the Executive Director and/or Principal, share relevant information and observation with the Teacher on an ongoing basis.

It is the Teacher's responsibility to act on feedback received through supervision to improve their professional performance.

Evaluations are contextually tailored to Teacher practice and are to reflect the development of the individual teacher.

5. PROCEDURES

Evaluation of Teachers - Conduct of an Evaluation

The Executive Director and/or Principal must conduct an evaluation of a Teacher

- Within 60 days of a written request by a Teacher who holds an employment

agreement and a professional teaching certificate,

- For purposes of assessing the growth of the Teacher in specific areas of practice identified by the Executive Director and/or Principal
- When, on the basis of information received through supervision, the Executive Director and/or Principal has reason to believe that the teaching of the Teacher may not meet the Teaching Quality Standard.

Permanent Teaching Certificate

A recommendation by an authorized individual that a Teacher be issued a permanent teaching certificate (or be offered employment under a continuing contract), must be supported by the findings of two or more evaluations over 400 school days of the Teacher including an assigned Designated Signing Authority assigned through AISCA.

Initiating an Evaluation

When the Executive Director and/or Principal initiates an evaluation, they must communicate all of the following to the Teacher:

- The reasons for and purposes of the evaluation,
- The process, criteria and standards to be used,
- The time lines to be applied, and
- The possible outcomes of the evaluation.

Evaluating Observations

When conducting an evaluation, the Executive Director and/or Principal must:

- Include observations of the teacher's teaching and other activities relating to the teacher's assignment;
- Collect data in accordance with the Teacher's Code of Professional Conduct; and
- Provide the teacher with ongoing feedback over the course of the evaluation.

Evaluation Timelines

Within 30 calendar days of completing an evaluation, the Executive Director and/or Principal must:

- Complete an evaluation report, and
- Include the recommendations pertaining to the teacher's employment, certification or remediation as applicable.

The Executive Director and/or Principal must meet with the teacher to discuss the evaluation report.

The Teacher may add written comments to the evaluation report which will be identified as such.

The Executive Director and/or Principal must:

- Give the original evaluation report together with the Teacher's comments, to the

Teacher,

- Keep a copy of the evaluation report together with the Teacher's comments,
- Share a copy of the evaluation report with the Executive Director, and
- Forward a copy of the evaluation report to the Teacher's personnel file.

Notice of Remediation

When, as a result of an evaluation, the Executive Director and/or Principal determines that a Teacher's teaching does not meet the Teaching Quality Standard, the Principal or designate must:

- Issue a Notice of Remediation to the Teacher,
- Offer a program of assistance consistent with the Notice of Remediation, to the Teacher, and
- Undertake a subsequent evaluation, after no more than 100 school days.

If the Executive Director and/or Principal concludes that the Teacher's teaching meets the teaching quality standard, the evaluation is complete.

If the Executive Director and/or Principal concludes that the teaching still does not meet the teaching quality standard, they must recommend either:

- An additional period of remediation,
- Disciplinary action, or
- Termination of the Teacher's employment agreement with Third Academy International Ltd.

If a Teacher is not terminated, the evaluation continues.

A notice of remediation may replace the Teacher's obligation to develop, implement and complete an annual teacher professional growth plan and the teacher must comply.

The Operator has a duty to report as per the *Practice Review of Teachers and Teacher Leaders Regulation 92/2019*.

Evaluation Review Mechanism

A Teacher may ask the Executive Director to review the Teacher's evaluation to ensure compliance with this policy. In the case where the Executive Director has conducted the evaluation, the Board will be the final arbiter.

A request for a review of an evaluation must be made within 10 calendar days of the Teacher receiving the evaluation report and must outline in writing the Teacher's reasons for the request.

Upon receiving a request for review of an evaluation, the Executive Director must conduct a review and render a written decision within 21 calendar days.

This policy does not restrict:

- The Executive Director and/or Principal from recommending disciplinary or other action, as appropriate, when they have reason to believe that the

actions/practices of a Teacher endanger the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school, or

- The Executive Director and/or Principal from taking any action or exercising any right or power under the *Education Act*.

Annual Requirements

The Teacher must engage in teacher professional growth.

The Teacher must develop a teacher professional growth plan.

The Teacher and the Executive Director and/or Principal must work together to develop a professional development schedule.

The Executive Director and/or Principal must provide ongoing supervision to all teachers in the school and seek to be satisfied that a teacher's practice meets the requirements of the Teaching Quality Standard.

The Executive Director and/or Principal must conduct at minimum 2 evaluations.

The Principal must make recommendation to the Executive Director for the Teacher to be offered employment under a continuing contract.

Teacher Professional Growth Plan

Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that:

- Is teacher authored, growth-directed and continuous,
- Reflects an assessment of professional learning strengths and needs by the individual teacher,
- Shows a demonstrable relationship to the Teaching Quality Standard and takes into consideration the 3 Year Plan of Third Academy International Ltd. and school plans as appropriate,
- Indicates timelines, goals, and strategies.

6. LIMITATION

Notwithstanding anything in this Policy, the Executive Director and/or Principal are permitted to develop further procedures as appropriate at the school level.

7. COMMUNICATION

This policy will be posted on the school websites, in hard copy in the office of the Executive Director and/or Principal, and in the staff handbook.

8. ASSOCIATED DOCUMENTS

Education Act 2012
Certification of Teachers Regulation 3/1999
Practice Review of Teachers and Teacher Leaders Regulation 92/2019
Private Schools Regulation 93/2019
Alberta Education- Teacher Growth, Supervision and Evaluation Policy
Teaching Quality Standard
Leadership Quality Standard
Developing Possibilities and Potentialities: A Mentorship Handbook for Educators 2012