

Calgary Changemakers in Education Society

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Calgary Changemaker School

Teacher Supervision, Evaluation and Professional Growth Policy

Having a strong support system for teachers that includes professional learning communities, teacher development programs and a collaborative evaluation process that includes mentorship, regular observations and constructive feedback is in alignment with the Calgary Changemaker School's mission and vision.

The Calgary Changemakers in Education Society (CCES) Board and Head of School along with the appointed Principal for the Calgary Changemaker School will provide support and mentorship for teachers in order to grow as teaching professionals. The expectations outlined in the Alberta Teaching Quality Standard will be followed and all teachers will be expected and encouraged to actively seek opportunities that will encourage their continuous professional growth.

DEFINITIONS

Professional Growth: Professional growth is a career-long, collaborative learning process whereby a teacher develops and implements thoughts, spirit, and action to deepen and/or expand their teaching practice, consistent with the Teaching Quality Standards of Alberta.

Teacher Evaluation: The ongoing informal and formal processes of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by an administrator in determining whether one or more aspects of the teacher's behaviours and practices exceeds, meets or does not meet the Alberta Teaching Quality Standards or requirements of Calgary Changemaker School.

Teacher Supervision: The ongoing process by which an administrator supports and guides teaching.

Administrator: The Principal, Assistant Principal or Head of School at Calgary Changemaker School.

Teaching Quality Standard: The authorized standard and descriptors of knowledge, skills and attributes (KSA's) as defined in the TQS and any additional Calgary Changemaker School standards which are consistent with the TQS.

PROCESS

Professional Learning and Growth

Teachers employed at Calgary Changemaker School will consider and submit a Professional Learning Portfolio (PLP) as a reflection on one's own practice and a plan for how it might grow and develop in addition to an annual written teacher professional growth plan (TPGP) which meets the requirements of this policy.

Professional Learning Communities

Teachers employed at Calgary Changemaker School will participate in regular (minimum once weekly and in some cases daily) professional learning community (PLC) sessions that are embedded into the school timetable and use these sessions as a tool to collaborate with other teachers in the school in addition to providing and receiving mentorship and formative feedback on how to improve student learning outcomes and teaching practices.

Teacher Supervision:

Ongoing mentorship, observations and constructive feedback by the Head of School and Principal are meant to provide support and guidance for teachers to determine where their practice is relative to the Alberta Teaching Quality Standard and exemplary teaching and leadership frameworks, and to identify behaviors and/or practices of teachers that may require further evaluation and support.

1. Teacher Growth

1.1 Each teacher placed on a year-long contract, must develop, implement and complete an annual written teacher professional growth plan (TPGP) which meets the requirements of this policy.

1.2 An annual TPGP must:

1.2.1 reflect goals and objectives based on self-assessment of professional learning needs by the individual teacher;

- 1.2.2 show a demonstrable relationship to the Teaching Quality Standard;
 - 1.2.3 take into consideration the education plans of the school and Alberta Education.
- 1.3 Subject to the approval of the Administrator, a TPGP may be a planned program of supervising a student teacher or mentoring a teacher. A growth plan may also be a component of a long-term, multi-year plan.
- 1.4 A TPGP should include the following:
- 1.4.1 professional learning goals/objectives;
 - 1.4.2 strategies to obtain each goal;
 - 1.4.3 a timeline for implementation;
 - 1.4.4 the intended method of assessing goal attainment or outcomes (indicators or measures); and
 - 1.4.5 required resources.
- 1.5 By October 30 of a school year, a teacher must submit an annual teacher professional growth plan for initial review and approval to an administrator.
- 1.6 As part of the supervision process an administrator may provide guidance and assistance in implementing the plan and will maintain awareness of a teacher's professional growth plan including the status of progression towards achieving the goal(s) of the plan.
- 1.7 Before the end of each school year, at a time specified by the administrator, each teacher will meet with the administrator for final review of the growth plan to determine whether the Teacher has completed the plan as required.
- 1.8 If the Teacher fails to submit an annual teacher professional growth plan or to complete the plan by the dates indicated, the Principal/Supervisor shall provide the Teacher with notice in writing that they are in violation of the policy and may be subject to disciplinary action.

1.9 Unless a teacher agrees, the content of a growth plan must not be part of an evaluation process of a teacher.

1.10 Despite the previous section above and as a result of supervision, a principal/ supervisor may identify behaviours or practices that may require evaluation in accordance with this policy provided that the information identified is based on a source other than that in the annual TPGP.

2. Supervision and Evaluation

Supervision and evaluation are interrelated processes. They contribute to the improved practices of the individual teacher and the school when they are focused on learning (growth) and are based on open communication, mutual respect and trust.

Supervision and evaluation are intended:

- . 2.1 To promote growth or improvement in a teacher's instructional practice so as to positively influence the quality of student learning and achievement.
- . 2.2 To ensure communication between individual teachers and school administration relative to:
 - . 2.2.1 the quality and impact of the Teacher's contribution to learning and teaching; and challenges the Teacher may face.
- 2.3 To provide a basis for decision making in regard to employment, assignment, tenure, promotion, or termination of a teacher contract.
- 2.4 To ensure that the professional performance of teachers is commensurate with the expectations of the school community.
- 2.5 To reflect the legislated requirements of Alberta Education regarding professional growth, supervision and evaluation.
- 2.6 For purposes related to the certification of teachers by Alberta Education.

3. Supervision

Supervision is the process of becoming familiar with the manner in which a teacher meets professional responsibilities. It is **formative** in intent and functions to support, guide and, where necessary, redirect professional practice.

Supervision occurs through frequent, informal visits of administrators to teachers' classrooms, through individual interaction between administrators and teachers, through knowledge gained of a teacher's contribution to the school and through the communication which should occur between teachers and administrators, and for which both are responsible.

4. Teacher Evaluation

Evaluation is the process of formalizing supervision of a teacher through documentation.

The process is interactive; therefore, it presumes active teacher involvement and will include a wide variety of professionally sound practices. The process leads to a written report by a certificated administrator. The report is used as one basis from which on-going supervision activities are planned. It is also a basis for decision making relative to employment status.

Evaluation focuses on the quality of a teacher's practice as experienced by students and a teacher's contribution to the school as a whole. All teacher evaluations will involve consultation with the Teacher. While the process will feature frequent oral and written communication, reports should be:

- **growth focused** or **formative** for teachers on contracts or for the initial evaluation of a teacher new to the school;
- **comprehensive** or **summative** for teachers who request this approach; or teachers whose professional practices are of concern to the Principal.

POLICIES AND PROCEDURES

1. Supervision

- . 1.1 Administrators are expected to visit classrooms frequently.
- . 1.2 Administrators are expected to meet with certificated staff individually and in groups for the purposes of meeting the school's responsibilities to students and the school community.
- . 1.3 Administrators are expected to facilitate communication and promote growth in the professional practice of teachers and their own knowledge and practices through the process of supervision.
- . 1.4 The follow-up to an evaluation and the process of ongoing supervision requires:

1.4.1 the Administrator and the Teacher should meet annually to discuss the Teacher's professional growth plan. Regular conversations with individuals and groups of teachers should occur in relation to growth goals. The means of supporting teachers' professional growth plans should be identified (e.g. readings, professional development activities, peer observations, buddy systems, etc.); and

1.4.2 where a teacher has received an evaluation report containing recommendations for growth, a follow-up plan for formative supervision will form part of the Teacher's professional growth plan.

2. Evaluation

2.1 Evaluation Criteria

The expectations for the professional practice of teaching are contained in the *Education Act* and the *Teaching Quality Standard (TQS)* and the indicators of Knowledge, Skills and Attributes (KSA's) contained therein.

2.2 A principal must conduct an evaluation of a teacher:

- . 2.2.1 within 60 days of a written request by a teacher who holds a contract and a permanent professional certificate;
- . 2.2.2 for the purposes of assessing the growth of a teacher in specific areas of practice identified by the board for the purposes of program or school evaluation;

- . 2.2.3 when, on the basis of information received through supervision, the administrator has reason to believe that the teaching practice of a teacher may not meet the teaching quality standard; and
- . 2.2.4 teachers new to the school shall receive both a formative and summative evaluation report from the administrator on or before March 31 in a school year. The administrator shall inform a teacher, in writing, if there are concerns with the Teacher's performance on or before January 31.

2.3 Responsibility for Summative Evaluations

- . 2.3.1 The Principal is primarily responsible for evaluating teachers. The Principal may delegate this responsibility to another school administrator.

3. Evaluation Practices

An evaluation plan will be created prior to a formal evaluation through a meeting between the Administrator and the Teacher and the evaluation plan will be communicated in writing to the Teacher. Additionally, written documentation and feedback for each formal observation will be shared with the Teacher.

4. Evaluation Reports

- . 4.1 Purpose

Reports are to reflect the quality of the Teacher's professional performance as it relates to student learning and school life. Reports are expected to:

 - . 4.1.1 reflect the objectives of continuous improvement, feedback and quality assurance;
 - . 4.1.2 reflect the form of evaluation undertaken;
 - . 4.1.3 contain feedback about the quality, recognition of growth and suggestions for future growth. Should it occur, the report will clearly identify practices which are less than satisfactory and/or acceptable and which must be addressed;
 - . 4.1.4 describe the context of the teaching situation within which the Teacher works; and

- . 4.1.5 provide evidence to support the conclusions drawn throughout the report.
- . 4.2 Contents
The contents of reports must include as a minimum:
 - . 4.2.1 a summary of the evaluation process;
 - . 4.2.2 for growth-oriented evaluation reports, descriptive and qualitative comments on the elements of teaching observed for purposes of growth, the outcomes of the growth process, and ideas pertinent to future growth within these elements;
or
 - . 4.2.3 for comprehensive reports, description and qualitative comments on the major elements of teaching as identified in the *Teaching Quality Standard*;
 - . 4.2.4 a summary section which contains a statement that addresses each of the KSA's in the *Teaching Quality Standard*, indicating that the Teacher has either met/not met each standard.

4.3 Notice of Remediation

A notice of remediation is a written statement issued to a teacher by an administrator where the Administrator has determined that the Teacher's teaching does not meet the TQS and the distinctive requirements of the Calgary Changemaker School.

5. Evaluation Decisions

- . 5.1 Any decisions taken as a consequence of a written evaluation shall be clearly communicated to the Teacher. If further evaluation is to occur as a consequence of writing a report, the Teacher shall be notified of this in writing.
- . 5.2 When the Teacher's employment is at risk, the following practices will usually apply:
 - . 5.5.1 shortcomings in the Teacher's practice will be clearly identified to the Teacher in writing;

- 5.2.2 recommendations for improvement in professional practice will be identified to the Teacher in writing;
 - 5.2.3 an administrator other than the author of the original report, may be responsible for writing a subsequent evaluative report;
 - 5.2.4 in the process of evaluation or formative supervision, assistance will be offered and ideas shared with the Teacher. The Teacher will be given sufficient time to implement suggestions and recommendations and will also be responsible for additional learning which may be required to implement suggestions and recommendations;
 - 5.2.5 in the event that a less than satisfactory/acceptable report is followed by a second less than satisfactory/acceptable report, a teacher's contract may not be renewed the following year.
- 5.3 The procedures to be followed in the termination of a continuing contract will be consistent with those identified in the *Education Act*.

6. Appeal Procedure

Teachers have the right to appeal any report written on their performance.

- 6.1 The appeal should be directed first to the author of the report in writing.
- 6.2 If the concern of the Teacher remains after meeting with the author of the report, the Teacher may forward the appeal to the Principal or Head of School.