
Purpose/Background

Rocky View Schools is dedicated to ensuring all students in the jurisdiction have access to high quality learning experiences. It is essential to provide, and ensure teachers access, ongoing opportunities for professional growth and by providing for effective teacher supervision and evaluation. All teachers have a professional responsibility to be involved in the annual professional growth and supervision process. The Division supports a process of teacher growth, supervision and evaluation as outlined by Alberta Education. All teachers are expected to meet the Teaching Quality Standard (2023). Current Education Center staff, teachers and administrators must work together to achieve the Teaching Quality Standard as determined by the Minister of Education.

Teacher professional growth – the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals, consistent with the Teaching Quality Standard (2023), including the development of an annual teacher professional growth plan which outlines the teacher’s proposed professional development activities to enhance teaching practice.

Teacher supervision – the ongoing process in which the Principal/Supervisor carries out supervisory duties related to the teacher’s behaviours or practices and exercises educational leadership;

Teacher 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/Supervisor in determining whether one or more aspects of the teaching (behaviours or practices) of a teacher exceeds, meets or does not meet the Teaching Quality Standard.

Procedures

The process for teacher growth, supervision and evaluation will address the following:

1. Teacher Growth

- 1.1 Each teacher employed under a probationary or continuing contract and any teacher placed on a contract during September which continues until the last day of that school year, must develop, implement and complete an annual written teacher professional growth plan which meets the requirements of this Administrative Procedure.
- 1.2 An annual teacher professional growth plan 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; and
 - 1.2.3 Take into consideration the education plans of the school, the Division and Alberta Education.
- 1.3 Subject to the approval of the Principal/Supervisor, in lieu of a teacher professional growth plan 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 teacher professional growth plan is to 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 (indicators or measures);
 - 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 the Principal/Supervisor or to a group of teachers as delegated by the Principal/Supervisor.
- 1.6 As part of the supervision process a Principal 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 Principal/Supervisor, each teacher will meet with the Principal/Supervisor, or the group of teachers if delegated by the Principal/Supervisor, 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 Administrative Procedure and may be subject to other disciplinary action at the discretion of the Superintendent.
- 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 Administrative Procedure provided that the information identified is based on a source other than that in the annual teacher professional growth plan.

2. Teacher Supervision

- 2.1 The Principal/Supervisor shall conduct supervision on an ongoing basis, formally and informally, to ensure each teacher meets the requirements of the Teaching Quality Standard. Principal/Supervisor supervision of teacher practice includes:
 - 2.1.1 Providing support and guidance to the teacher;
 - 2.1.2 Observing and receiving information from any source about the teacher's practice;
 - 2.1.3 Identifying behaviours or practice of the teacher that, for any reason, may require an evaluation; and
 - 2.1.4 Identifying areas of strength and areas for growth.

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- 2.2 When, through supervision, a Principal/Supervisor believes a teacher's teaching may not meet the requirements of the Teaching Quality Standard, the Principal/Supervisor may:
 - 2.2.1 Work with the teacher directly, as part of a program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
 - 2.2.2 Initiate an evaluation in accordance with this Administrative Procedure.
 3. Teacher Evaluation
 - 3.1 The evaluation of a teacher by a Principal/Supervisor may be conducted:
 - 3.1.1 Upon the written request of a teacher;
 - 3.1.2 For purposes of gathering information related to a specific employment decision;
 - 3.1.3 For purposes of assessing the growth of the teacher in specific areas of practice; or
 - 3.1.4 When, on the basis of information received through supervision, the Principal/Supervisor has reason to believe the teaching of the teacher may not be meeting the Teaching Quality Standard.
 - 3.2 On initiating an evaluation, the Principal/Supervisor must communicate explicitly to the teacher in a Notice of Evaluation:
 - 3.2.1 The reasons for and purposes of the evaluation;
 - 3.2.2 The process, criteria and standards to be used;
 - 3.2.3 The timelines to be applied; and
 - 3.2.4 The possible outcomes of the evaluation.
 - 3.3 Upon the completion of the evaluation, the Principal/Supervisor must meet with the teacher and provide the teacher with a copy of the completed evaluation report once it is signed by the teacher and the evaluator. If the teacher refuses to sign, this shall not invalidate the report nor prevent further steps being taken under this Administrative Procedure.
 - 3.4 A teacher being evaluated shall be given a reasonable opportunity, not to exceed 7 school days from the receipt of the report, to append additional comments to an evaluation report.
 - 3.5 A teacher may ask the Superintendent to review the evaluation process used to ensure compliance with this Administrative Procedure.
 - 3.6 A request for a review under section 3.5 must be made within 7 school days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
 - 3.7 Upon receiving a request for a review under section 3.6, the Superintendent or designate must conduct a review or arrange for a review to be conducted and render a written decision within 15 school days.
 - 3.8 Where, as a result of an evaluation, a Principal/Supervisor determines that a change in the behaviour or practice of a teacher is required, the Principal/Supervisor must provide to the teacher a Notice of Remediation.

- 3.9 Upon the completion of the remediation process, the Principal/Supervisor must meet with the teacher and provide the teacher with a copy of the completed evaluation report once it is signed by the teacher and the evaluator.

In the event that the Remediation report concludes the teacher's professional practice is not meeting the Alberta Teaching Quality Standard, the Principal/Supervisor will inform the Superintendent

This Administrative Procedure does not restrict a Principal/Supervisor from taking disciplinary or other action, as appropriate, where the Principal/Supervisor 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 Board.

- 3.10 This Administrative Procedure does not restrict the Board or the Superintendent from taking any action or exercising any right or power under the Education Act.

4. Reporting

- 4.1 From time to time, a summary which details the implementation of this Administrative Procedure is to be reported in the Annual Education Results Report or some other reporting document.

Reference:

- Education Act Sections 18,33,52,53,196,197,204,213,214,215,218,222 Freedom of Information and Protection of Privacy Act
- Personal Information Protection Act
- Teaching Profession Act
- Certification of Teachers Regulation 3/99 (Amended A.R. 84/2019)
- Practice Review of Teachers Regulation 92/2019
- Teaching Quality Standard (2023)
- Ministerial Order 028/2020 - Student Learning
- Guide to Education ECS to Grade 12