

CONNECT CHARTER SCHOOL SOCIETY

Policy Title: **Teacher Growth, Supervision & Evaluation** Policy No. **4.06**

RATIONALE: Teacher growth, supervision and evaluation is aligned with the Charter and is fundamental to the continued evolution of exemplary teaching practice and for ongoing school improvement.

POLICY: The Board of the Connect Charter School, through its administrative team, will support teachers in their professional development in order to maintain high standards of teaching and ensure teachers' practices are aligned with the Charter and expectations outlined in the Alberta Teaching Quality Standard and the Connect Charter School Exemplary Teaching and Leadership Frameworks.

DEFINITIONS:

Professional Growth: Professional growth is a career-long, collaborative learning process whereby a teacher annually develops and implements an action plan to achieve professional learning objectives or goals consistent with the Teaching Quality Standard and the Exemplary Teaching and Leadership Frameworks.

Teacher Supervision: The ongoing process in which the Superintendent, Principal or designate carries out supervisory duties related to the teacher's behaviours or practices.

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 Superintendent and Principal or designate in determining whether one or more aspects of the teacher's behaviours and practices meet or does not meet the Alberta Teaching Quality Standard and the characteristics of exemplary teaching and leadership.

PRINCIPLES:

1. Teacher Growth

Teachers employed under a temporary, probationary or continuing contract will complete a Teacher Learner Plan (TLP) that represents the teacher's assessment of his/her own practice. TLP's will be aligned with the goals of the Charter and the Connect Charter School descriptors of exemplary teaching.

2. **Teacher Supervision:**

Ongoing supervision by the Superintendent, Principal and Assistant Principal(s) is 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.

3. **Teacher Evaluation:**

The evaluation of a teacher by the Superintendent, Principal or designate may be conducted:

- a. Upon the written request of a 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 observations, the Superintendent, Principal or designate has reason to believe that the performance of the teacher, may not be meeting the Alberta Teaching Quality Standard.

This policy does not restrict the Board of Directors or Superintendent from taking any action or exercising any right or power under the Education Act.

First Reading	<u>June 24, 2008</u>
Adopted	<u>Nov 25, 2008</u>
Amended	<u>Sept. 20, 2011</u>
Amended	<u>February 13, 2018</u>

PROCEDURES:

1. Teacher Growth

A Teacher Learning Plan will be submitted to the Principal no later than October 1st of each school year or within 45 calendar days of commencing a contract after the start of the school year.

The Teacher Learner Plan (TLP), with reference to the Alberta Teaching Quality Standard document, the Exemplary Teaching and Leadership Frameworks, and the Three-year Education Plan, should include identification of:

- a. Areas of strength,
- b. Areas for growth,
- c. Action strategies,
- d. Timeline for implementation,
- e. Measures of success,
- f. Resources required.

School leadership team members, including administration, and the Portfolio Leaders will provide support for teachers in achieving the stated goals of their TLP.

A designated administrator will meet with the teacher prior or subsequent to the submission of their TLP and again prior to the end of the school year to review the implementation of the plan and to identify areas of success and further growth.

2. Teacher Supervision

As part of the supervision process, information can be gathered from many sources, including: direct observation of teaching and professional collaboration, feedback from students and parents, student work, teacher assessments and reflections.

In recognition of the merit of having feedback from an external perspective, a member of the administrative team shall visit teacher classrooms and provide written feedback for all teachers at least once every four years.

School administrators will seek opportunities to visit all teachers' classrooms with the intent of providing verbal feedback on strengths and possible areas of growth.

3. Teacher Evaluation

- A. On initiating an evaluation, the Superintendent, Principal or designate must 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, and
 - d. The possible outcomes of the evaluation.
- B. Upon the completion of the evaluation, the Superintendent, Principal or designate 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 the evaluation, that shall not invalidate the report, nor prevent further steps being taken under this policy.
- C. A teacher being evaluated shall be given a reasonable opportunity, not to exceed 14 days from the receipt of the report, to append additional comments to an evaluation report.
- D. A teacher may ask the Superintendent to review the evaluation process used to ensure compliance with this policy.
- E. A request for a review under procedure 3.D., must be made within 14 operational days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- F. Upon receiving a request for a review under procedure 3.D., the Superintendent or designate must conduct a review or arrange for a review to be conducted and render a written decision within 15 operational days.
- G. Where, as a result of an evaluation, a Superintendent, Principal or designate determines that a change in the behaviour or practice of a teacher is required, the Superintendent, Principal or designate must provide to the teacher a Notice of Remediation within 10 operational days from the time of the evaluation.
- H. Upon the completion of the remediation process, the Superintendent, Principal or designate must meet with the teacher and provide the teacher with a copy of the completed remediation report.

- I. 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. Such a determination may result in termination of the teacher's contract.

- J. This policy does not restrict a Superintendent, Principal or designate from taking disciplinary or other action, as appropriate, where there are 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 of Directors, or a breach of contract.