

*MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"*

SECTION 500 – Personnel and Employee Relations

POLICY 510: TEACHER GROWTH, SUPERVISION AND EVALUATION

BACKGROUND

The Board of Trustees recognizes that it is responsible for ensuring that the highest possible quality of education is provided for Medicine Hat Public School Division (MHPSD) students. The Board believes that the standard of quality teaching can be achieved by providing opportunities for professional growth for teachers, by having the expectation that teachers will utilize the opportunities for professional development and by providing for effective teacher supervision and evaluation.

POLICY

The Board of Trustees expects the performance and effectiveness of individual teachers will be monitored on a systematic basis.

DEFINITIONS

1. "Administrator": for this policy, the school-based Principal or designate
2. "Teaching Quality Standard": the practices cited in the Alberta Education documents: Teacher Quality Standard (TQS) Applicable to the Provision of Basic Education in Alberta 1997
3. "Evaluation": the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by an administrator determining whether or not a Teacher's practice meets the expectations of the TQS
4. "Notice of Remediation": the written statement issued by an administrator to a teacher where the administrator has determined that the Teacher's practice does not meet the expectations of the TQS
5. Professional Growth: means 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 TQS
6. Superintendent: the Superintendent of Schools or designate

GUIDELINES

1. The policy shall apply to all teachers employed by the School Board under continuing, probationary, temporary and interim contracts.
2. Conduct

- 2.1. Regardless of contract status, when an administrator has reasonable grounds for believing that the conduct or 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 Board, the administrator shall recommend the teacher to the Superintendent for disciplinary or other actions as appropriate, supporting documentation must be provided.
3. Teacher Growth
 - 3.1. Teachers shall submit an annual teacher professional growth plan to the administrator by October 31st of each school year for review and approval.
 - 3.2. An annual teacher professional growth plan:
 - 3.2.1. reflects goals and objectives based on self-assessment of learning needs by the individual teacher;
 - 3.2.2. shows a demonstrable relationship to the TQS; and
 - 3.2.3. takes into consideration the education plans of the school, the Board, and Alberta Education.
 - 3.3. The growth plan identifies the goals to be achieved, the types of activities in which to be engaged, results/measures and timelines for the completion of those activities.
 - 3.4. If a teacher fails to submit an annual teacher professional growth plan by the date specified above or fails to work towards achieving the goals identified in the plan, the administrator shall provide the teacher with notice in writing that this may result in disciplinary action within the parameters defined within the School Act.
 - 3.5. An administrator may identify an area requiring supervision or evaluation that is identical or similar to that which is contained in the teacher's growth plan, so long as the particular concern arose from sources other than the teacher's growth plan.
 - 3.6. As part of the supervision process an administrator has awareness of a teacher's professional growth plan, which may include the provision of guidance and assistance in implementing and/or achieving the plan.
 - 3.7. An administrator may identify behaviors or practices that may require an evaluation separate from the contents of the annual professional growth plan.
 - 3.8. Prior to the end of the school year each teacher will meet with the administrator to discuss the implementation of the growth plans as well as professional growth needs and any implication for the next planning cycle.
4. Supervision
 - 4.1. Supervision of teachers shall be an ongoing process carried out by the administrator to:
 - 4.1.1. recognize the teacher's success in meeting TQS;
 - 4.1.2. provide support and guidance to the teacher;
 - 4.1.3. observe and receive information about the quality of teaching a teacher provides to students; and



- 4.1.4. identify the behaviors or practices of a teacher that for any reason may require an evaluation.

5. Evaluation

- 5.1. Any of the following may initiate an evaluation of a teacher by an administrator:

- 5.1.1. the written request of the teacher;
- 5.1.2. the purposes of gathering information related to a specific employment decision;
- 5.1.3. assessing the growth of the teacher in specific areas of practice;
- 5.1.4. when, on the basis of information received through supervision, the administrator has reason to believe that the teaching of the teacher may not meet the TQS.

- 5.2. Teachers who hold an Interim Professional Teaching Certificate or who are employed under a contract other than a continuing contract will have comprehensive evaluation in addition to on-going supervision.

- 5.3. Teachers who hold a Permanent Professional Teaching Certificate and are employed under a continuing contract will have on-going supervision but will not receive comprehensive evaluation except as in 5.1.1 and 5.1.4.

- 5.4. Teachers employed under a temporary contract will have on-going supervision but will not receive comprehensive evaluation except as in 5.1.1 and 5.1.4.

- 5.4.1. In the case of 5.1.1, the administrator may decline a teacher request for evaluation if the duration of the contract does not allow for a formalized process, as outlined in 5.6, or due to workload, the request represents an unreasonable burden for the administrator.

- 5.5. The process of teacher supervision and evaluation shall be conducted in a fair and consistent manner:

- 5.5.1. At the beginning of each school year, an overview of the evaluation process, along with a Notice of Evaluation outlining general timelines will be provided to all staff being evaluated;
- 5.5.2. There shall be standard criteria known to staff consistent with the TQS.

- 5.6. Teachers on Probationary Contracts will be evaluated in the following manner:

- 5.6.1. It is the responsibility of the administrator to ensure that teachers on these contracts are aware of this policy and any other policies that apply to their assignments.
- 5.6.2. A written evaluation report shall be based upon a minimum of six formal visits with advance notice (3 for mid-term & 3 for final evaluation), as well as informal visits.
- 5.6.3. Each visit or series of visits to the classroom will be preceded by a conference and followed by a conference between the teacher and evaluator.
- 5.6.4. The evaluation process shall include observations of the teacher's performance, a post conference and a written report.



- 5.6.5. For teachers on probationary contracts, the first visit, either formal or informal, shall be made within the first 30 working days of the school year or contract period.
- 5.6.6. A mid-term report will be completed by January 31st and a final evaluation report will be completed and received by the teacher by April 30th.
- 5.6.7. The report will have a place for the teacher's signature indicating receipt of the document as well as space to enter comments. A copy of the evaluation report shall be forwarded to the teacher and central office and a copy maintained in the administrator's office.
- 5.7. Teachers eligible for permanent certification will be evaluated as in 5.6 above. The recommendation for permanent certification will be forwarded to the Superintendent after meeting the Alberta Education requirement.
- 5.8. Teachers on continuing contracts may be evaluated in the following manner if the administrator has reason to believe that the teacher's performance may not meet the *TQS* and Medicine Hat Public School Division standards and expectations:
 - 5.8.1. On initiating an evaluation, the administrator shall meet and communicate explicitly, in writing to the teacher: (1) the reason for the evaluation; (2) the process, criteria and standards to be used; (3) the timeline to be applied; (4) the possible outcome of the evaluation.
 - 5.8.2. A written evaluation report shall be based upon a minimum of four formal visits with advance notice and a minimum of two random observations.
 - 5.8.3. Each visit or series of visits to the classroom will be preceded by a conference and followed by a conference between the teacher and evaluator.
 - 5.8.4. The evaluation process shall include observations of the teacher's performance, a post conference and a written report.
 - 5.8.5. The report shall have a place for the teacher's signature indicating receipt of the report and space to enter comments. A copy of the administrator's evaluation report shall be forwarded to the teacher and a copy maintained in the administrator's office.
 - 5.8.6. If, as a result of an evaluation, an administrator determines that a change in the behavior or practice of a teacher is required, the administrator must provide to the teacher a notice of remediation.
 - 5.8.7. A notice of remediation issued by the administrator shall be a written statement to the teacher where the administrator has determined that the teacher does not meet the *TQS*. The notice shall describe: (1) the behavior and practices that do not meet the *TQS* and changes required; (2) the remediation strategies that the teacher is required to pursue and the timeline within which this must be done; (3) how the determination will be made that the required changes in behavior or



practice have taken place, and the consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment; (4) the timeline for the process.

- 5.8.8. As part of the process, the teacher may request an opportunity to access a mentor.
- 5.9. A teacher shall have the right to appeal an evaluation of his/her teaching performance:
- 5.9.1. Any appeal shall be made, in writing, to the Superintendent of Schools within ten (10) teaching days of receipt of the written evaluation report. The teacher shall state clearly the reason(s) the evaluation is being contested;
- 5.9.2. Within ten operational days of receipt of an appeal, the Superintendent shall consider the appeal, review the relevant documents and make a decision on the appeal;
- 5.9.3. The Superintendent shall determine whether or not a re-evaluation is warranted, and shall respond in writing to the teacher within an additional five (5) operational days;
- 5.9.4. In the event that the superintendent finds that a re-evaluation is warranted, he/she shall identify a new evaluator and the time and manner of any re-evaluation. The new evaluator shall not be given the particulars of the previous evaluation;

REFERENCES

Policy 504 – Staff Selection, Assignment, Evaluation and Termination
 Policy 506 – Suspension of Staff
 Alberta Education – School Act
 Alberta Education –Teacher Growth, Supervision and Evaluation
 Alberta Education documents: Teacher Quality Standard (TQS)
 Teacher Growth, Supervision and Evaluation Handbook
 Teaching Quality Standard – KSAs (Knowledge, Skills and Attitudes)

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