

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 1 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

Background

The Division is responsible for ensuring that the highest possible quality of education is provided for the students in its jurisdiction. This procedure ensures that the actions, judgments, and decisions of all Division teachers are in the best educational interests of students and supports quality teaching and optimum learning throughout the Division. Administrative Procedure 422, *Teacher Growth, Supervision and Evaluation*, applies to teachers in their various roles as teachers and is aligned with the *Teaching Quality Standard* for the teaching profession in Alberta.

The superintendent, jurisdiction leaders, principals and teachers share the responsibility to ensure the practice of all teachers is consistent with the *Teaching Quality Standard* determined by the Minister of Education.

Definitions

Evaluation means 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 or designate evaluating a teacher, to determine whether one or more aspects of the teaching practice of a teacher meets or does not meet the professional practice standard to which the individual is held.

Collaborative Inquiry means a process whereby teachers and administrators have regular opportunities to support professional growth-focused engagements. Collaborative Inquiry is a curiosity-driven process where an individual’s area of focus/ curiosity is explored on a regular basis using the Generative Dialogue method.

Generative Dialogue means an evidence-based structure for facilitating professional conversations with the intent of supporting the subject of the dialogue with questions that cause self-reflection and encourage professional growth over a series of regularly scheduled conversations.

Supervision means the on-going processes by which principals, jurisdiction leaders, and superintendents establish professional learning environments where teachers in their various professional roles can engage in critical self- reflection, identify challenges to effective practice, explore solutions and establish plans for continuous improvement, in accordance with the respective obligations of principals under *Section 197 of the Education*

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 2 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

Act and as required by the Leadership Quality Standard and the Superintendent Leadership Quality Standard;

Teacher Professional Growth means the career-long learning processes whereby a teacher, principal, school jurisdiction leader or superintendent annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with, respectively, the requirements of the *Teaching Quality Standard*, the *Leadership Quality Standard* or the *Superintendent Leadership Quality Standard*;

Teaching Quality Standard (TQS) means the authorized competencies and indicators including any additional standards or descriptors consistent with the “Teaching Quality Standard”, any Ministerial Order regarding teaching standards (as amended) and the mission and education plan of the Division, and the mission and education plan of the school.

Procedures

1. General Guidelines
 - 1.1 This Teacher Growth, Supervision and Evaluation Administrative Procedure will comply with related Ministerial Orders and Alberta Education policies and regulations, and Board policies and Division administrative procedures.
 - 1.2 All teachers employed by the Division will be held responsible for their professional growth.
 - 1.3 There will be ongoing supervision of all teachers in the Division in the performance of their professional duties and their adherence to the competencies and indicators provided by the TQS.
 - 1.4 All teachers in the Division will also be subject to evaluation procedures as required or requested for specific purposes (see 7.1 of this Administrative Procedure).
 - 1.5 Subsequent to an evaluation the teacher has the right to appeal per Section 9.
 - 1.6 Information obtained as a result of the processes involved in teacher growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 3 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

2. *Administrative Procedure 422 – Teacher Growth, Supervision and Evaluation*, shall be reviewed annually by the Teacher Trustee Liaison Committee and any recommendations for modifications to Administrative Procedure 422 shall be made to the Superintendent.

3. Annual Teacher Professional Growth Plan

- 3.1 All teachers employed on contract by the Division shall develop, implement, and sustain during each school year an Annual Teacher Professional Growth Plan that:
 - 3.1.1 Reflects goals and objectives based on an assessment of learning needs by the individual teacher;
 - 3.1.2 Shows a demonstrable relationship to the Teaching Quality Standard;
 - 3.1.3 Utilize the Division’s focus on Collaborative Inquiry to establish teacher inquiry-guided professional growth plans;
 - 3.1.4 Takes into consideration the education plans of the school, the Division and Alberta Education;
 - 3.1.5 May be a component of a long-term, multi-year plan.

4. Growth Plan Process

- 4.1 All teachers employed by the Division shall establish an inquiry-focused Annual Teacher Professional Growth Plan by October 30 of each school year.
- 4.2 The Principal or designate shall review the Annual Teacher Professional Growth Plan and, in consultation with the teacher, make a finding whether the teacher has developed an annual professional growth plan that complies with section 4 of this Administrative Procedure.
- 4.3 The teacher’s Annual Teacher Professional Growth Plan shall be kept in the possession of the teacher.
- 4.4 The teacher shall implement the Annual Teacher Professional Growth Plan and shall engage in collaborative inquiry with the Principal or designate to review progress of the Teacher Professional Growth plan.
- 4.5 Teachers who have not engaged in Professional Growth Planning as per this Administrative Procedure will be subject to discipline in accordance with Division and Provincial practices.

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 4 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

5. Supervision

- 5.1 The Principal shall develop a plan for the supervision of all teachers in their school as described in *AP 422 Teacher Professional Growth, Supervision and Evaluation*.
- 5.2 Supervision of teachers shall be an ongoing process carried out by the Principal to:
 - 5.2.1 Determine the teacher’s progress in meeting the competencies and indicators found in the Teacher Quality Standard;
 - 5.2.2 Provide support and guidance to teachers, as needed or determined through supervision, discussion and collaborative inquiry;
 - 5.2.3 Observe and receive information about the quality of teaching a teacher provides to students; and
 - 5.2.4 Identify the behaviours or practices of a teacher that for any reason may require further supervision and/or a transition to evaluation.

6. Evaluation

- 6.1 The evaluation of a teacher by a Principal may be conducted:
 - 6.1.1 Upon the written request of the teacher;
 - 6.1.2 For the purposes of gathering information related to a specific employment decision;
 - 6.1.3 For the purposes of assessing the growth of the teacher in specific areas of practice; and
 - 6.1.4 When, on the basis of information attained through supervision, the Principal has reason to believe that the teacher may not meet the Teaching Quality Standard.
- 6.2 A recommendation by a Principal that a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings based upon the format of observations set out in [Form 422-1 Template Teacher Evaluation Report](#).
- 6.3 The Principal shall develop a plan for the evaluation required as a result of needs identified as a result of supervision.
- 6.4 On initiating an evaluation, the Principal shall meet and communicate explicitly in writing to the teacher:

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 5 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

- 6.4.1 The reasons for and purposes of the evaluation including specific reference to the competencies and indicators of the Teacher Quality Standard;
 - 6.4.2 The process, criteria, competency(ies) and indicator(s) to be evaluated
 - 6.4.3 The timelines to be applied; and
 - 6.4.4 The possible outcomes of the evaluation.
 - 6.5 Unless a teacher agrees, the contents of an Annual Teacher Professional Growth Plan must not be part of the evaluation process of a teacher.
 - 6.6 On completion of an evaluation, the Principal shall:
 - 6.6.1 Complete a written report in a format specified by the Superintendent or designate which shall provide:
 - 6.6.1.1 Space for the teacher’s comments and/or reactions,
 - 6.6.1.2 The appeal procedures,
 - 6.6.1.3 The signatures of both the evaluator and the teacher, and
 - 6.6.1.4 the date;
 - 6.6.2 Provide the teacher with the original copy of the completed evaluation report;
 - 6.6.3 Provide the Superintendent or designate with a copy of the completed report which shall be retained in the teacher’s personnel file at Division Office; and
 - 6.6.4 Keep a copy of the completed report in the Principal’s office.
 - 6.7 Provision for secure storage shall be made for any document used to prepare a teacher evaluation report and for any required copies of the teacher evaluation report.
7. Notice of Remediation
- 7.1 Where, as a result of an evaluation, a Principal determines that a change in the behaviour or practice of a teacher is required, the Principal must provide to the teacher a notice of remediation.

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 6 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

7.2 A notice of remediation issued by the Principal shall be a written statement to the teacher where the Principal has determined that a teacher’s teaching does not meet the Teaching Quality Standard, and such a statement shall describe:

- 7.2.1 The behaviour(s) and/or practice(s) that do not meet the competencies and/or indicators of the Teaching Quality Standard and the changes required;
- 7.2.2 The remediation strategies the teacher is required to pursue and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual professional growth plan;
- 7.2.3 How the determination will be made that the required changes in behaviour or practice to meet the identified competency(ies) and/or indicator(s) have taken place;
- 7.2.4 Applicable timelines; and
- 7.2.5 The consequences of not achieving the required changes including, but not limited to, termination of a teacher’s contract of employment.

8. Appeal

- 8.1 A teacher shall have the right to appeal an evaluation of their teaching performance.
- 8.2 An appeal shall be made, in writing, directly to the Superintendent 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.
- 8.3 Within ten (10) operational days of receipt of an appeal, the Superintendent shall:
 - 8.3.1 Consider the appeal,
 - 8.3.2 Review the relevant documents, and
 - 8.3.3 Conduct a hearing attended by the evaluator, the teacher and legal counsel if the teacher so chooses.
- 8.4 The Superintendent shall determine whether or not a re-evaluation is warranted and respond in writing to the teacher within five (5) days of the hearing.
- 8.5 The Superintendent’s decision is final.

Administrative Procedures Manual	Administrative Procedure 422	
	Teacher Growth, Supervision and Evaluation	
	APPROVED: September 2013	
Page 7 of 7	AMENDED/REVIEWED: September 2019, August 2022	
LEGAL REFERENCE:	Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

- 8.6 In the event that the Superintendent finds that a re-evaluation is warranted, the Superintendent shall identify a new evaluator, and the time and manner of any re-evaluation.
- 8.6.1 The new evaluator shall not be given the particulars of the previous evaluation.
- 8.6.2 The Superintendent's decision in choosing a new evaluator is final.