

Administrative Procedure 421

Administrative Procedure - Teacher Growth, Supervision and Evaluation

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PART 1 - BACKGROUND

The purpose of this AP is to provide a process for superintendents, principals and teachers to work together to achieve the Teacher Quality Standard (TQS), and to ensure that all teachers are responsible and accountable for meeting the TQS throughout their employment with Golden Hills School Division.

Teacher growth, supervision and evaluation will also provide meaningful feedback and assist in the administrative decision-making related to continuing contracts, permanent certification and transfer or dismissal. It is the belief of the Division that the components of growth, supervision and evaluation are necessary where the end goal is to effect positive growth in student learning.

1.1 Definitions

In this Administrative Procedure

- 1.1.1 **"principal"** means a principal as defined in the **Education Act** or a Superintendent or designate (associate superintendent, principal or associate principal) in respect to fulfilling obligations under section 197 of the **Education Act**, or for purposes of making recommendations under the Certification of Teachers Administrative Procedure.
- 1.1.2 **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement by a principal in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;
- 1.1.3 **"notice of remediation"** means the written statement issued by a principal to a teacher where the principal has determined that a teacher's teaching does not meet the teaching quality standard, and such a statement describes:

- 1.1.3.1 the teaching quality standard that is expected,
 - 1.1.3.2 the behaviours or practices that do not meet the teaching quality standard and the changes required,
 - 1.1.3.3 the remediation strategies the teacher is advised to pursue, and
 - 1.1.3.4 how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of a teacher's contract of employment;
- 1.1.4 **"supervision"** means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 197 of the *Education Act*, and exercises educational leadership;
- 1.1.5 **"teacher"** means an individual who is required to hold a certificate of qualification as a teacher and who is responsible for the provision of instruction or supervision under section 196 of the Education Act, or an individual whose qualifications are approved by the Minister and is employed to teach according to the Education Act and who is employed by the Golden Hills School division
- 1.1.6 **"Teacher Professional Growth Plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of Part 2 of this Administrative Procedure;
- 1.1.7 **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard. Attached Appendix A.

1.2 Responsibility to Teachers

At the commencement of each school year the Principal shall review this administrative procedure with all teaching staff.

1.3 Application

- 1.3.1 Part 1, Part 2 and Part 3 of this Administrative Procedure applies to all teachers employed by Golden Hills School Division unless otherwise stipulated in [provincial regulation 2.1.5](#) (mentorship plans)
- 1.3.2 Any action undertaken in good faith under this AP does not constitute personal harassment under [AP 161 – Harassment](#).

PART 2- TEACHER PROFESSIONAL GROWTH PLAN - Role of the Teacher

2.1 Responsibilities

Each school year a teacher is responsible for developing, implementing and completing a Teacher Professional Growth Plan that

- 2.1.1 is teacher authored, growth-directed and continuous,
- 2.1.2 reflects an assessment of professional learning needs by the individual teacher,
- 2.1.3 shows a demonstrable relationship to the teaching quality standard, and
- 2.1.4 takes into consideration the education plans of the school and the Golden Hills School Division

2.2 Components of a Plan

A Teacher Professional Growth Plan must include

- 2.2.1 goal(s)/objective(s)
- 2.2.2 expected outcomes and desired results,
- 2.2.3 action plans/strategies,
- 2.2.4 assistance/support,
- 2.2.5 timelines, and
- 2.2.6 descriptors of completion/indicators of success.

2.3 Implementation of a Plan

A teacher must work towards the attainment of their Teacher Professional Growth Plan through ongoing action and personal review.

2.4 Additional Consideration of a Plan

Subject to the approval of the principal, a Teacher Professional Growth Plan (a) may be a component of a long-term, multi-year plan or (b) may include a component of supervising a student teacher or mentoring a teacher.

2.5 Submission of Annual Plan

The teacher must submit a copy of their Teacher Professional Growth Plan to the principal or associate principal for review and approval by October 30

2.6 Retention of Teacher Professional Growth Plan

The teacher must retain a copy of their Teacher Professional Growth Plan and a copy is retained for the school year by the principal.

2.7 Teacher Professional Growth Plan Review

- 2.7.1 The principal or associate principal must arrange for and complete a review of the Teacher Professional Growth Plan within the last 60 days of the school year.
- 2.7.2 The principal or associate principal, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure.

2.8 Disciplinary Action

If the principal or associate principal finds that a teacher has not completed the requirements of a Teacher Professional Growth Plan that complies with this Administrative Procedure, the teacher may be subject to disciplinary action.

2.9 Use of the Teacher Professional Growth Plan in Evaluation

- 2.9.1 Unless a teacher agrees, the content of a Teacher Professional Growth Plan must not be part of the evaluation process of a teacher
- 2.9.2 Notwithstanding section 2.9.1 a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 3 - TEACHER PROFESSIONAL GROWTH PLAN – Role of the Principal

3.1 Information on Plans

A principal must ensure that teachers receive information and understand Teacher Professional Growth Plans by reviewing information and process and inform at the commencement of school year.

3.2 Review Meetings

A principal must make provision to meet with each teacher by October 30th

- 3.2.1 to receive the Teacher Professional Growth Plan,
- 3.2.2 to orally review the Teacher Professional Growth Plan, and
- 3.2.3 to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- 3.2.4 make provision for a review of the completed Teacher Professional Growth Plan within the last 60 days of the school year.

3.3 *Expectations for Development of Plans*

A principal must ensure each teacher's Teacher Professional Growth Plan

- 3.3.1 reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- 3.3.2 shows a demonstrable relationship to the teaching quality standard, and
- 3.3.3 takes into consideration the education plans of the school and the Golden Hills School Division

3.4 *Implementation Status*

A principal must maintain an awareness of the implementation status of each Teacher's Professional Growth Plan.

3.5 *Plan Retention*

The principal and, if applicable, the review body, must

- 3.5.1 hold a copy of the Teacher Professional Growth Plan for the school year,

3.6 *Use of the Plan in Evaluation*

The principal may not use the teacher growth plan to identify behaviors or practices of a teacher that may require evaluation. The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's Teacher Professional Growth Plan.

PART 4 - SUPERVISION OF TEACHERS

4.1 *Purpose of Supervision*

- 4.1.1 The purpose of supervision by the principal is
 - 4.1.1.1 to provide support, guidance for the teacher,
 - 4.1.1.2 to observe and receive information from any source about the quality of teaching a teacher provides to students, and
 - 4.1.1.3 to identify the behaviors or practices of a teacher that for any reason may require an evaluation.
- 4.1.2 It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.

4.2 *Ongoing Supervision*

A principal must

- 4.2.1 Provide ongoing supervision for all teachers in the school, and

- 4.2.2. Seek to be satisfied that a teacher's teaching meets the requirements of the Appropriate Section of the TQS (Appendix A)

4.3 Relevant Information

In the normal course of duties, a principal

- 4.3.1 may receive information from any source and make observations about the quality of teaching a teacher provides to students, and,
- 4.3.2 Will share relevant information and observations with the teacher on an on-going basis

4.4 Educational Leadership

- 4.4.1 In exercising educational leadership, a principal may provide assistance, support and guidance, to a teacher to improve the teacher's quality of instruction.
- 4.4.2 The assistance provided may vary in nature depending upon the teacher's learning needs and professional circumstances

4.5 Results of Supervision

When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the TQS (Appendix A), the principal

- 4.5.1 May work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
- 4.5.2 May initiate an evaluation.

PART 5 - EVALUATION OF TEACHERS

5.1 Reasons to Conduct an Evaluation

A principal may conduct an evaluation of a teacher

- 5.1.1 Upon a written request by a teacher
- 5.1.2 for the purposes of gathering information related to a specific employment decision of a teacher
- 5.1.3 for purposes of assessing the growth of the teacher in specific areas of practice, or
- 5.1.4 when, on the basis of information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.
- 5.1.5 For a recommendation by an authorized individual that a teacher be issued a **permanent professional teaching certificate** or be offered employment under a **continuing contract**. Such a recommendation must be supported by the findings **of two or more** evaluations of the teacher.

5.2 *Initiating an Evaluation*

When the principal initiates an evaluation, the principal must communicate all of the following in writing to the teacher:

- 5.2.1 the reasons for and purposes of the evaluation,
- 5.2.2 the process, criteria and standards to be used,
- 5.2.3 the timelines to be applied, and
- 5.2.4 the possible outcomes of the evaluation.

5.3 *Evaluation Observations*

When conducting an evaluation a principal must

- 5.3.1 include observations of the teacher's teaching and other activities relating to the teacher's assignment; within the framework of the appropriate section of the TQS. (Appendix A)
- 5.3.2 collect data in accordance with the Teachers' Code of Professional Conduct; and
- 5.3.3 provide the teacher with on-going feedback over the course of the evaluation.
- 5.3.4 complete an evaluation report, and based on the TQS framework.
- 5.3.5 include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.

5.4 *Discussion of the Evaluation Report*

- 5.4.1 A principal must meet with the teacher to discuss the evaluation report.
- 5.4.2 The teacher may add written comments to the evaluation report.

5.5 *Distribution of Evaluation Report*

- 5.5.1 A principal must:
 - 5.5.1.1 give the original evaluation report together with the teacher's comments, to the teacher.
 - 5.5.1.2 a principal may keep a copy of the evaluation report together with supporting documents
 - 5.5.1.3 forward a copy of the evaluation report with teacher's comments to the teacher's personnel file.

5.6 *Notice of Remediation*

- 5.6.1 When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
 - 5.6.1.1 issue a notice of remediation to the teacher,
 - 5.6.1.2 offer a program of assistance (Appendix B) , consistent with the notice of remediation, to the teacher, and

- 5.6.1.3 undertake a subsequent evaluation
- 5.6.2 The subsequent evaluation at the end of the remediation process may result in:
 - 5.6.2.1 a return to the supervision process (if the teacher has met the expectations of the Teaching Quality Standard) or
 - 5.6.2.2 An extension of the remediation plan or
 - 5.6.2.3 A change of assignment or
 - 5.6.2.4 A recommendation for termination of the teacher's contract of employment.
- 5.6.3 A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual Teacher Professional Growth Plan and the teacher must comply with the notice of remediation.
- 5.6.4 After notice of remediation, a second evaluation may be completed by another Principal or designate.

5.7 Appeal Process

- 5.7.1 A teacher may ask the Superintendent to review the teacher's evaluation to ensure compliance with this Administrative Procedure.
- 5.7.2 A request for a review of an evaluation must be made within 10 calendar days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
- 5.7.3 Upon receiving a request for a review of a teacher's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 21 calendar days.
- 5.7.4 The appeal process will occur before a suspension or notice of termination.

Education Act Sections & Provincial Regulations: Section 105 to 109
Reference: Education Act s. 196 (1), (2)
Teaching Quality Standard

Appendix B - GUIDELINES FOR PLAN OF ASSISTANCE

1. Rationale

Once in a while, summative evaluation will reveal that a teacher's performance is below system expectations. When this happens we have a professional obligation, and an ethical and humanitarian obligation, to initiate reasonable efforts to assist the teacher to improve his or her performance to a satisfactory level. A well designed and carefully implemented plan of assistance will reflect our interest in the welfare of students, our compassion for the teacher and our loyalty to both.

All written documentation regarding the Plan of Assistance must be the property of both the teacher and his/her employer.

2. Purpose

A Plan of Assistance serves three basic purposes:

- 2.1 To provide formal support to the teacher whose performance level is unacceptable in order to assist the teacher in meeting the expectations of the school system. In other words, an assistance plan should create a reasonable opportunity, as well as an expectation, that there will be sufficient improvement.
- 2.2 To reinforce the essential attitude that the primary purpose for evaluating teacher performance is to enhance learning opportunities for students through the increase effectiveness and professional growth of teaching personnel.
- 2.3 to utilize the Plan of Assistance as support for an administrative action, in particular if the teacher appeals the action to a higher authority.

3. Process

3.1 Step 1: Specify Performance Expectations

The teacher must know what the expectations are for his/her performance. These expectations must be consistent with those defined in the school system's procedures and reviewed with the teacher prior to the evaluation process. The expectations must be communicated in written form and also re-stated for the teacher's benefit at the beginning of the Plan of Assistance.

3.2 Step 2: Identify Problem Areas

When evaluation reports suggest that a teacher's performance is unsatisfactory relative to the requirements specified in Step 1 (i.e., the teacher does not meet the expectations of the school

system), then it must be indicated to the teacher exactly what the problem areas are in relation to the performance expectations. The behavior that we expect the teacher to demonstrate at the conclusion of the assistance plan, and an indication of a reasonable timeline within which this satisfactory level of improved performance must be noted, will be made clear to the teacher.

3.3 Step 3: Establish Objectives for Improvement

Once the teacher has understood the performance expectations held for him/her, he/she must take primary responsibility for formulating objectives for improvement

Recommended guidelines:

- 3.3.1 The objectives in the improvement plan must bear a direct relationship to the performance expectations held out to the teacher.
- 3.3.2 The number of objectives included in the improvement plan must be limited to those considered critical to the teacher's ability to reach a satisfactory level of performance.
- 3.3.3 The teacher may seek the assistance of colleagues as Assistance Team members in the formulation of objectives for improvement; where necessary, Assistance Team members will be granted release time from their regular duties.

3.4 Step 4: Develop Interventions

During this step the corrective activities, strategies or interventions that are intended to assist the teacher in reaching the objectives for improvement are to be articulated. Possible types of interventions may include:

- 3.4.1 Help that the Assistance Team will provide (e.g. one-to-on workshop/in-service activities, demonstration teaching, monitoring classroom performance, modifying conditions, conferencing, giving advice).
- 3.4.2 Help from other people (e.g. peer observation, demonstrations, visiting the classrooms of master teachers).
- 3.4.3 Special materials or opportunities (e.g. reference materials, in-service opportunities, instructional materials, etc.).

The interventions shall be directly related to the objectives, designed by the teacher, as s/he attempts to reach the necessary level of teacher performance.

3.5 Step 5: Determine a Time Schedule

A time schedule specifying when corrective activities and interventions will occur, and the date upon which the assistance plan will be terminated, must be made clear. The time frame must be consistent with what the teacher's evaluator has provided as a reasonable timeline for improved performance.

3.6 Step 6: Specify Monitoring Methods

The Plan of Assistance must take place as intended. It is therefore desirable to build in certain

observation and check point activities as a schedule for these as a formal written part of the plan. The teacher may request peer coaching/observation feedback from members of the Assistance Team. This undertaking will require an unfailing commitment from each member of the Assistance Team and from the teacher involved.

3.7 Evaluation

The original evaluator(s) must be involved in the final teacher evaluation, so as to provide as much consistency as possible. At the Superintendent's discretion an additional evaluator may be named to provide a further objective opinion. At the conclusion of the Plan of Assistance, a new summative evaluation of the teacher's performance level shall be undertaken, with a focus on an assessment of the degree to which the teacher has met the performance expectations described to him/her at the outset of the Plan of Assistance. This end-point evaluation shall focus only on data relevant to those areas where the teacher's performance was not first seen as having been at an acceptable level.