

DATE: December 13, 2011

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Process for Supervising and Evaluating Teacher Performance (Information – Response to Trustee Request # 135)

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE

STAFF: Diana Bolan

REFERENCE: November 8, 2011 Board Meeting (Trustee Johner)
Alberta Education Policy 2.1.5 – Teacher Growth, Supervision and Evaluation
[GGCA.AR - Supervision and Evaluation of Teachers](#) (Attachment I)
[GGC.BP – Staff Performance](#) (Attachment II)

ISSUE

The following information was requested: When a teacher continues to underperform, what is the process and steps taken to manage and improve performance in schools? How does the collective agreement impact the process?

BACKGROUND

Processes relevant to the supervision and evaluation of teachers are governed by Alberta Education Policy 2.1.5 on *Teacher Growth, Supervision and Evaluation*, and are reflected in Administrative Regulation GGCA.AR - Supervision and Evaluation of Teachers (Attachment I) and Board Policy GGC.BP - Staff Performance (Attachment II). These processes are not impacted by the collective agreement.

CURRENT SITUATION

The *Teacher Growth, Supervision and Evaluation Policy* reflects a professional model based on teacher growth rather than teacher deficiency. When a principal has reason to believe that a teacher may not be meeting the Teaching Quality Standard (Attachment III), the principal may work with the teacher directly and/or provide consultant support to provide assistance to improve practice. If the assistance plan does not result in improvement, the principal is obliged to initiate a Notice of Evaluation under Section 10(1)(d) of Alberta Education Policy 2.1.5 and the Administrative Regulation GGCA.AR Supervision and Evaluation of Teachers.

If an evaluation determines that the teacher is not meeting the Teaching Quality Standard, a Notice of Remediation is issued. The Notice of Remediation describes the required change in practice; strategies the teacher is expected to pursue; how it will be determined whether the required changes have been made; applicable time lines; and the consequences of not achieving the required changes. A program of assistance, including but not restricted to consultant support, is then put into place for the teacher.

Following the period of remediation, a further Notice of Evaluation is issued. If the evaluation results in a determination that the Teaching Quality Standard is being met, evaluation will cease and the teacher will resume his/her own professional growth plan. If the evaluation reveals that some progress has been made, the principal may choose to provide the teacher with a revised Notice of Remediation. However, as required by Alberta Education Policy, if no significant gains are made and performance remains generally unacceptable, a recommendation may be made to the Superintendent to terminate the contract of employment.

KEY POINTS

- Processes relevant to the supervision and evaluation of teachers are governed by Education Policy 2.1.5 on *Teacher Growth, Supervision and Evaluation* and are reflected in Board Administrative Regulation *GGCA.AR Supervision and Evaluation of Teachers*.
- The *Teacher Growth, Supervision and Evaluation Policy* reflects a professional model based on teacher growth rather than teacher deficiency.
- When a principal has reason to believe that a teacher may not be meeting the Teaching Quality Standard, processes dictated by the Teacher Growth, Supervision and Evaluation Policy are implemented.
- Processes governed by the *Teacher Growth, Supervision and Evaluation Policy* are not impacted by the Collective Agreement.
- Administrative Regulation *GGCA.AR Supervision and Evaluation of Teachers* reflects the processes

ATTACHMENT I GGCA.AR Supervision and Evaluation of Teachers
ATTACHMENT II GGC.BP Staff Performance
ATTACHMENT III Teaching Quality Standard

DB:ps

Edmonton Public Schools

Board Policies and Regulations

CODE: GGCA.AR
TOPIC: Supervision and Evaluation of
Teachers

EFFECTIVE DATE: 07-07-2009
ISSUE DATE: 10-07-2009
REVIEW DATE: 07-2014

I. GENERAL

1. Teachers should actively participate in planning, evaluating, and enhancing or improving their performance on a continuous basis.
2. Teachers are expected to meet the Teaching Quality Standard.
3. The principal/certificated supervisor shall be responsible for the supervision of the staff member's performance on an on-going basis.
4. On-going supervision shall:
 - a. provide support and guidance to staff members
 - b. include observing and receiving information from any source about the quality of performance
 - c. identify the behaviours or practices that for any reason may require an evaluation.
5. Written evaluations of a teacher's performance as related to the responsibilities and performance standards of the position shall be completed:
 - a. upon the written request of the teacher
 - b. for the purpose of gathering information related to a specific employment decision
 - c. for the purpose of assessing growth in specific areas of practice
 - d. when, on the basis of information received through supervision, the principal/certificated supervisor has reason to believe that the teacher's performance may not be meeting the Teaching Quality Standard.
6. Principals/certificated supervisors shall be responsible for ensuring that the teacher receives a copy of all evaluation reports and for placing the original evaluation reports on the staff member's personnel file.
7. Written evaluations shall be treated in confidence and as such, access shall be in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*.
8. A teacher may request a review of an evaluation process no later than 30 calendar days after the receipt of an evaluation report.
 - a. Such a request shall be made in writing to the Superintendent of Schools.
 - b. The Superintendent of Schools or a designate shall review the

evaluation to determine if the process of evaluation by the principal/certificated supervisor was conducted in accordance with provisions in the administrative regulations.

- c. The results of the review shall be reported to the teacher in writing, no more than 30 calendar days from the time the request for the review is received. There is no appeal from a review.

II. ANNUAL PROFESSIONAL GROWTH PLAN

1. Teachers with a probationary or a continuing contract are responsible for developing and implementing an annual professional growth plan.
2. Unless the teacher agrees, the content of the annual professional growth plan shall not be used as part of an evaluation process.
3. The annual professional growth plan is the property of the teacher and may be kept in a central school file for the duration of the school year. The plan shall be returned to the teacher at the end of the school year.
4. The annual professional growth plan shall be designed to improve practice. The plan should be meaningful and related to the teacher's current assignment and or career goals. As such, the plan shall:
 - a. reflect goals and objectives based on an assessment of learning needs by the individual teacher;
 - b. show a demonstrable relationship to the Teaching Quality Standard; and,
 - c. take into account the education plans of the school, the district and the government.
5. The annual professional growth plan shall be submitted in writing for review by October 30 of each school year to:
 - a. the principal/certificated supervisor or
 - b. a group of teachers delegated by the principal/certificated supervisor in consultation with the teacher.
6. The annual professional growth plan:
 - a. may be a component of a long-term, multi-year plan;
 - b. may also include a planned program of supervising a student teacher or mentoring a teacher.
7. Each annual professional growth plan shall include:
 - a. a goal/objective statement(s)
 - b. strategies for achieving the goal/objective
 - c. indicators and or measures of the achievement of the goal/objective
 - d. an estimated timeline for completion of the goal/objective
8. Each year, at a time specified by the principal/certificated supervisor in consultation with the staff the teacher shall provide the principal/certificated supervisor, or the group of teachers delegated by the principal/certificated supervisor with a summary reflection on:
 - a. the degree of success in achieving the goal/objective
 - b. how the teacher's professional practice has improved
 - c. how student learning has improved

9. The principal/certificated supervisor or the group of designated teachers shall in consultation with the teacher, determine whether the staff member has completed the annual professional growth plan in compliance with Alberta Education and board policy.
10. A principal/certificated supervisor may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than information in the teacher's annual professional growth plan.

III. TEACHER SUPERVISION

1. Supervision of teachers by principals/certificated supervisors and/or their designates is intended to assist teachers in meeting their professional responsibilities and to enhance teaching knowledge, skills and attributes that maximize student learning. It should be ongoing, supportive and collegial in nature.
2. The supervision process shall:
 - a. provide support and guidance to teachers
 - b. include observations and information from any source about the quality of teaching a teacher provides
 - c. identify behaviours that for any reason may require an evaluation.
3. If as a result of information gathered through supervision, an ongoing concern about the teacher's behaviour or practices arises, the principal/certificated supervisor or designate shall work with the teacher to redress the concern in a prompt manner.

IV. TEACHER EVALUATION

1. Evaluation of a teacher by a principal/certificated supervisor may be conducted:
 - a. upon the written request of a teacher
 - b. for the purposes of gathering information related to a specific employment decision;
 - c. for the purposes of assessing growth in specific areas of practice;
 - d. when, on the basis of information received through supervision, the principal/certificated supervisor has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard.
2. A recommendation by the principal/certificated supervisor regarding whether or not a teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract shall be supported by the findings of two or more written evaluations.
3. On initiating an evaluation, the principal/certificated supervisor shall:
 - a. meet with the teacher and communicate explicitly:
 - the reasons for and the purposes of the evaluation;
 - the process, criteria and standards to be used;

- the timelines to be applied; and
 - the possible outcomes of the evaluation
- b. provide a written account of the meeting to the teacher
4. Evaluations should consist of a minimum of two formal observations of a minimum of a full period and should be followed by a post observation conference between the principal and the teacher.
 5. Upon the completion of a written evaluation, the principal/certificated supervisor shall meet with the teacher to discuss the results of the evaluation.

V. NOTICE OF REMEDIATION

1. Where, as the result of an evaluation, a principal/certificated supervisor determines that a change in the behaviour or practice of a teacher is required, the principal/certificated supervisor shall provide to the teacher a notice of remediation that:
 - a. describes all behaviours and practices that do not meet the Teaching Quality Standard;
 - b. describes the expectations and indicators for acceptable performance;
 - c. indicates the remediation strategies the teacher is advised to pursue;
 - d. describes the supervision, monitoring and evaluation strategies the principal/certificated supervisor shall employ to determine whether changes in practice have taken place;
 - e. describes an applicable timeline including a date of evaluation;
 - f. indicates the consequences of not achieving the required changes including but not limited to the termination of a teacher's contract of employment;
 - g. replaces the obligation of the teacher to develop or implement an annual professional growth plan, until such time that the teacher's behaviour or practices are deemed acceptable by the principal/certificated supervisor
2. The evaluation report shall include a determination that the teacher's teaching meets or does not meet the Teaching Quality Standard.
3. The principal/certificated supervisor shall meet with the teacher to discuss the outcome of the evaluation.
4. If the principal/certificated supervisor determines that the teacher's teaching is meeting the Teaching Quality Standard, evaluation will cease.
5. If the principal/certificated supervisor determines that the teacher's teaching does not meet the Teaching Quality Standard, then the principal/certificated supervisor shall either:
 - a. provide the teacher with a revised remediation plan;
 - b. consider other options in accordance with district policy and practices; or
 - c. recommend to the Superintendent of Schools, the termination of the teacher's contract of employment
6. Should any timeline or period of time specified in the "notice of remediation" be interrupted for any reason other than a scheduled holiday or

break, the timeline or period of time will be suspended for the duration of the interruption and will be reinstated on the date that the interruption ends. A revised notice of remediation shall be issued.

Reference(s):

[GAA.BP](#) - Human Resources Framework

[GGC.BP](#) - Staff Performance

[School Act](#) Sections 18 and 20

[Alberta Education Policy 2.1.5](#) - Accountability in Education Teacher Growth, Supervision and Evaluation

[Ministerial Order 016/97](#) - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

[Freedom of Information and Protection of Privacy Act](#)



Edmonton Public Schools Board Policies and Regulations

CODE: GGC.BP
TOPIC: Staff Performance

EFFECTIVE DATE: 24-03-2009
ISSUE DATE: 26-03-2009
REVIEW DATE: 03-2016

The Board believes that an ongoing process of continuous growth, supervision and evaluation for improved staff performance is essential in achieving the mission of the District.

The Board believes that all staff are responsible and accountable for meeting the performance standards of their positions.

The Superintendent of Schools shall be responsible for providing information, which summarizes the application of this policy to the public through the District's annual review of its results.

References:

[GAA.BP](#) - Human Resources Framework

[GGCA.AR](#) - Supervision and Evaluation of Teachers

[GGCB.AR](#) - Supervision and Evaluation of Exempt Non-Management Staff

[GGCC.AR](#) - Supervision and Evaluation of Custodial, Maintenance and Support Staff

[School Act](#) Sections 18 and 20

[Alberta Education](#) - Teacher Growth, Supervision and Evaluation Policy

[Ministerial Order 016/97](#) - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta

[Freedom of Information and Protection of Privacy Act](#)

TQS STANDARDS AND CRITERIA

CURRICULUM KNOWLEDGE AND EXPERTISE

The teacher displays an understanding of the purposes of the *Guide to Education* and programs of study germane to the specialization or subject disciplines taught by:

- using the *Guide to Education* and Program of Study documents to inform and direct planning, instruction and assessment of student progress
- establishing goals, and selecting resources based on relevance to curriculum
- demonstrating the knowledge, concepts, methodologies, and assumptions of subject disciplines taught
- demonstrating how knowledge in each discipline is created and organized; illustrating that subject disciplines are more than bodies of static facts and techniques – they are complex and evolving
- linking each discipline to everyday life experiences at the personal, local, national, and international level, as appropriate
- adapting curriculum expectations, within courses of study, to meet individual needs
- completing IPP's that are based on the curriculum
- relating displays and projects to curriculum

PLANNING AND PREPARATION

The teacher engages in a range of planning activities including

- developing and recording plans based on their understanding of the context in which teaching occurs e.g. students' abilities and developmental levels, legal requirements, nature of program, school, and parental and community value
- maintaining plans as a record of their decisions on what teaching and learning strategies apply in their situation
- establishing goals and selecting resources based on relevance to the curriculum

- developing long-range, unit and lesson plans that outline an incremental progression toward achievement of specified curriculum outcomes
- planning lessons that reflect curriculum objectives and are structured to include elements of good teaching i.e. links to past learning, statement of objectives, presentation of the material at students' level, modeling, guided practice, independent practice, assessment of student learning and closure
- monitoring the context of instruction, assessing student's learning on an ongoing basis, and modifying plans for instruction accordingly
- varying plans to accommodate individuals and groups of students
- developing plans that include integration of subject areas
- planning collaboratively with colleagues
- completing thorough plans for substitute teachers
- completing and implementing a written plan for communicating and reporting student growth
- considering relevant information from parents, students and colleagues when planning

INSTRUCTIONAL STRATEGIES

The teacher demonstrates that all students can learn, albeit at different rates and in different ways and that there are many approaches to teaching and learning by:

- recognizing individual differences and needs, and accommodating for these differences in individuals and groups of students including those students with special needs
- monitoring continually, the teacher's own practice, and changing those practices which are ineffective or inappropriate
- supporting and providing opportunities for remediation and extension
- selecting and using instructional strategies which vary depending upon context, subject/curriculum content, desired objectives, and individual differences and learning styles

The teacher translates curriculum content and objectives into meaningful learning activities by:

- selecting strategies to achieve desired curriculum outcomes and the expectations outlined in the *Guide to Education*

- communicating clearly to students, short and long-range learning expectations and outlining how expectations are to be achieved and assessed
- using teachable moments
- showing students how learning is connected to the world of their experience
- demonstrating good pedagogy such as giving clear instructions, providing examples, models and analogies, checking for understanding, and re-teaching when necessary
- providing opportunities for guided and individual practice
- providing systematic feedback, encouragement and correction
- engaging students in curriculum-based activities that motivate and challenge them to achieve expectations
- promoting the pursuit of excellence by stimulating intellectual curiosity and encouraging independent and analytical thinking
- integrating current learning with prior learning

The teacher employs technology to support student learning by:

- using teaching/learning resources such as chalkboard, texts, computers, and other auditory print and visual media
- being aware of emerging technological resources, keeping abreast of advances in teaching/learning technologies and integrating them appropriately into instruction and learning
- developing the teacher's and the students' skill in using technology as a tool for learning (e.g. gathering/generating content, presentation, delivery, research applications, word processing, information management, and record keeping)
- using electronic networks and other telecommunication media to enhance the teacher's and the students' knowledge and abilities, and as a way of communicating more effectively

CLASSROOM ENVIRONMENT AND MANAGEMENT

The teacher creates environments conducive to student learning by:

- completing and implementing a written classroom plan which outlines behavioural expectations

- being respectful of students' human dignity
- establishing professional relationships with students that are characterized by mutual respect, trust, and harmony
- establishing learning environments in which students feel physically, psychologically, socially and culturally secure
- working with students to establish classroom routines that enhance and increase the involvement of students in productive learning activities
- maintain acceptable levels of student conduct by using a various management strategies that will provide for minimal disruptions to students' learning and result in a positive environment conducive to student learning
- organizing facilities, materials, equipment and space to provide students equitable opportunities to learn and to provide for the safety of students
- modeling beliefs, principles, values, and intellectual characteristics outlined in the *Guide to Education* and in programs of study and guiding students to do the same
- working independently and cooperatively to make the classroom(s) and the school a stimulating learning environment
- ensuring secure and positive environments conducive to students' learning in situations where community members work with students, and/or where students are engaged in school-sponsored, off-campus activities

ASSESSMENT STRATEGIES

The teacher demonstrates an understanding of the purposes of student assessment, and gathers and uses information about students' learning needs and progress by:

- using a variety of diagnostic methods including
 - observing students' activities,
 - analyzing students' learning difficulties and strengths,
 - using the results of assessments to deepen understanding of students' learning
 - using information provided by students, parents, colleagues and other professionals
- selecting and developing a variety of assessment strategies and instruments to assess the full range of curriculum objectives
- evaluating students fairly and equitably by assessing student performance based on a common standard which should be provided to the student

- providing clear and substantial evidence that students have learned
- differentiating between classroom assessment and large scale instruments (such as provincial achievement tests), administering both, and using the results for the ultimate benefit of students
- recognizing that the results from large scale assessments are used for program and school improvement
- assisting school councils and members of the community to understand the purposes, meanings, outcomes, and implications of assessments
- monitoring students' actions, learning and assignments on an ongoing basis and promptly giving useful feedback to students
- assisting students, parents, and other educators to interpret and understand the results of diagnoses and assessments and the implications for students
- assisting students to develop the ability to self evaluate, to diagnose their own learning needs, and to set and assess their progress toward goals
- recording, interpreting, and using assessments to modify their teaching practices and student learning activities

PROFESSIONAL AND PERSONAL ATTRIBUTES

The teacher demonstrates an understanding of the legislated, moral and ethical frameworks within which one works by:

- adhering to policy frameworks established by Edmonton Public Schools as authorized under the *School Act* and other legislation.
- respecting confidentiality of staff, students, and parents
- displaying behaviour consistent with professional standards
- acting as an appropriate role model for students, communities, and society at large
- displaying conduct expected of a caring, knowledgeable, and reasonable adult who is entrusted with the custody, care, or education of students or children

The teacher demonstrates an understanding of the importance of contributing, independently and collegially, to the quality of the school by:

- engaging in activities that contribute to the quality of the school as a learning environment

- working with others to develop, coordinate, and implement programs and activities that characterize effective schools
- using skills and strategies to function effectively as a team member
- working cooperatively with school councils
- being enthusiastic about work
- being committed to education as a profession
- supporting school and district decisions
- being flexible regarding school and district needs
- projecting a positive attitude about students' ability to learn

The teacher demonstrates an understanding of the importance of career-long learning by:

- being a reflective practitioner, assessing the teacher's own teaching practices and continually striving to improve
- engaging in ongoing Professional Development to enhance their:
 - understanding of and ability to analyze the context of teaching
 - ability to make reasoned judgement and decisions
 - pedagogical knowledge and abilities
- recognizing the teacher' own professional needs, and working positively with others to meet those needs
- developing and implementing an Annual Growth Plan which is consistent with one's areas for growth
- knowing how to use the findings of assessments, self reflection and feedback from others to select, develop, and implement the teacher's own professional development activities
- accepting suggestions for growth in a professional manner, including the feedback from students and others
- working with others responsible for supervising and evaluating teachers
- sharing professional expertise to the benefit of others in schools, communities, and the teaching profession

The teacher demonstrates an understanding of the importance of guiding the teacher's own actions with a personal, overall vision of the purpose of teaching by:

- being able to articulate a clear vision of the purpose of teaching and using this vision to guide actions
- refining and redefining this vision in light of ever-changing context, knowledge, understanding, and experiences
- maintaining a commitment to teaching practices through which students can achieve optimum learning

COMMUNICATION SKILLS

The teacher demonstrates effective interpersonal communication skills by:

- using clear language that is understood by students and parents
- writing for a variety of audiences and demonstrating appropriate format, correct grammar and accurate spelling
- being tactful and diplomatic
- listening attentively to what students and other stakeholders have to say

The teacher demonstrates an understanding of the importance of purposefully and meaningfully engaging parents in all aspects of teaching and learning, and that student learning is enhanced through the use of home and community resources by:

- developing and implementing strategies that create and strengthen partnerships among teachers, parents, and students
- completing and implementing a written plan for communicating and reporting student growth
- involving parents in their children's schooling
- engaging in student/parent/teacher conferencing
- establishing partnerships with the home, characterized by the sharing of information and ideas, so that teachers and parents independently and cooperatively are able to contribute to students learning
- incorporating community resources into instruction and encouraging students to use home and community resources in learning

- using home and community resources to make learning meaningful and relevant so students understand the knowledge, skills, and attitudes they will need to participate in and contribute positively to society