

Medicine Hat Public School Division

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*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

ADMINISTRATIVE PROCEDURE: TEACHER GROWTH, SUPERVISION AND EVALUATION

<i>PROCEDURE CODE:</i>	<i>510 AP 001</i>
Policy Reference: 510 – Teacher Growth Supervision and Evaluation	

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).
3. "Evaluation": the formal process of gathering and recording information or evidence over time and the application of reasoned professional judgment by an administrator when determining if a teacher's practice meets the TQS competencies.
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 TQS competencies.
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 and takes into consideration the education plans of the school, the Board, and Alberta Education.
6. Generative Dialogue: means essential and clear guiding questions that initiate and sustain successful professional growth. Conversations about teaching and learning are the primary means by which educators reflect on, understand, and expand their knowledge and skills.
7. Superintendent: Superintendent of Schools or designate.

PROCEDURE**1. Teacher Growth**

- 1.1. Teachers shall submit an annual Generative Dialogue question **or both a Generative Dialogue question and a professional growth plan** to their school administrator by October 31st of each school year for review and approval.

- 1.1.1. Teachers can choose to do a Generative Dialogue question individually or collaboratively with colleagues.
- 1.1.2. Teachers who cannot meet with their school administrator to review their Generative Dialogue question or professional growth plan will then meet with the Superintendent or designate.
- 1.2. An annual Generative Dialogue question and teacher professional growth plan:
 - 1.2.1. Shows a demonstrable relationship to the TQS.
 - 1.2.2. Takes into consideration the education plans of the school, the Board, and Alberta Education.
- 1.3. Generative Dialogue question and professional 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.
- 1.4. The administrator/superintendent shall provide the teacher with a written notice that may result in disciplinary action within the parameters defined within the Education Act and Division policy if the teacher:
 - 1.4.1. Does not submit an annual Generative Dialogue question, or teacher professional growth plan and Generative Dialogue question, by October 31 of each year.
 - 1.4.2. Fails to demonstrate progress towards achieving the identified learning goals.
- 1.5. An administrator/superintendent may identify an area requiring supervision or evaluation that is identical or similar to that which is contained in the teacher's Generative Dialogue question and professional growth plan. Required supervision will arise from sources other than the teacher's Generative Dialogue question or professional growth plan.
- 1.6. As part of supervision an administrator may provide guidance and assistance in the implementation and in achieving the stated goals of the Generative Dialogue question and professional growth plan.
- 1.7. An administrator may identify conduct or instructional practice that may require an evaluation separate from the teacher's Generative Dialogue question or professional growth plan.
- 1.8. Prior to the end of the school year each teacher will meet with the administrator to discuss the progress made in achieving the goals of the Generative Dialogue question and the growth plan and how this process informs future professional learning needs and the planning to address those needs.

2. Supervision

- 2.1. Supervision of teachers shall be an ongoing process carried out by the administrator to:
 - 2.1.1. determine the teacher's success in meeting the TQS.
 - 2.1.2. provide support and guidance to the teacher.



- 2.1.3. observe and receive information about the quality of teaching a teacher provides to students.
- 2.1.4. identify any conduct or instructional practice of a teacher that may require an evaluation.

3. Evaluation

- 3.1. An evaluation of a teacher by an administrator may be initiated:
 - 3.1.1. By the written request of the teacher.
 - 3.1.2. For the purposes of gathering information related to a specific employment decision.
 - 3.1.3. For assessing the growth of the teacher in specific areas of practice.
 - 3.1.4. When, on the basis of information received through supervision, the administrator has reason to believe that the teacher's instructional practice or conduct may not meet the TQS of Division policy.
- 3.2. Teachers who hold an Interim Professional Teaching Certificate or who are employed under a probationary contract will have comprehensive evaluation in addition to on-going supervision.
- 3.3. 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 3.1.1 and 3.1.4.
- 3.4. Teachers employed under a temporary contract will have on-going supervision but will not receive comprehensive evaluation except as in 3.1.1, and 3.1.2.
 - 3.4.1. In the case of 3.1.1, the administrator may decline a teacher's request for evaluation if the duration of the contract does not allow for a formalized process, or due to workload, the request represents an unreasonable burden for the administrator.
- 3.5. The process of teacher supervision and evaluation shall be conducted in a fair and consistent manner:
 - 3.5.1. 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 teachers being evaluated.
 - 3.5.2. The evaluation criteria standard will be the TQS.
- 3.6. Teachers on probationary contracts will be evaluated based on the following practice:
 - 3.6.1. Teachers on probationary contracts are aware of this policy and any other policies that apply to their assignments.
 - 3.6.2. A written evaluation report shall be based upon a minimum of six formal classroom observations with advance notice (3 for mid-term & 3 for final evaluation), as well as informal visits.



- 3.6.3. Each formal classroom observation or series of formal classroom observations will be preceded by a pre-observation meeting followed by a post-observation meeting.
- 3.6.4. The evaluation process shall include a mid-term report that will be completed and received by the teacher by January 31. The final evaluation report will be completed and received by the teacher by April 30.
- 3.6.5. 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.
- 3.6.6. The written evaluation will include the teacher's signature indicating receipt of the document as well as space to enter the teacher's comments. A copy of the evaluation report shall be forwarded to the teacher and Human Resources with a copy on file in the administrator's office.
- 3.7. Teachers eligible for permanent certification will be evaluated as in 3.6 above. After meeting Alberta Education requirements, the recommendation for permanent certification will be forwarded to the Superintendent.
- 3.8. A teacher on a continuous contract may be evaluated if the superintendent, designate or school administrator has reason to believe that the teacher's instructional practice or conduct may not meet the TQS or Division policy.
 - 3.8.1. On initiating an evaluation, the school administrator shall meet and communicate
 - 3.8.2. 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.
 - 3.8.3. A written evaluation report shall be based upon a minimum of four formal pre-arranged classroom observations and a minimum of two unscheduled classroom observations.
 - 3.8.4. The evaluation process shall include scheduled formal and unscheduled informal observations of the teacher's practice/conduct, pre and post formal observation meetings, and a final evaluation report.
 - 3.8.5. The written evaluation will include the teacher's signature indicating receipt of the document as well as space to enter the teacher's comments. A copy of the evaluation report shall be forwarded to the teacher and Human Resources with a copy on file in the administrator's office.
 - 3.8.6. A written notice of remediation will be issued to the teacher by the administrator if, as a result of an evaluation, the administrator determines that a change in the conduct, or instructional practice is required. The notice shall describe: (1) the conduct or instructional practice that do not meet the TQS, Division policy; (2) the changes required; (3) the remediation strategies that the teacher is required to



pursue and the timeline within which this must be done; (4) how the determination will be made that the required changes in conduct or instructional practice have taken place; (5) the consequences of not achieving the required changes including, but not limited to, termination of the teacher's contract of employment; and (4) the timeline for the process.

3.8.7. The teacher may request an opportunity to work with a mentor.

3.9. A teacher shall have the right to appeal an evaluation of his/her conduct or teaching practice.

3.9.1. Any appeal 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 clearly state the reason(s) the evaluation is being disputed.

3.9.2. 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 clearly state the reason(s) the evaluation is being disputed.

3.9.3. 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.

3.9.4. 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.

3.9.5. If the Superintendent finds that a re-evaluation is warranted, he/she shall identify a new evaluator and outline the process and timeline for the evaluation to occur. The new evaluator shall not be given the particulars of the previous evaluation.

REFERENCES

Policy 510: Teacher Growth, Supervision and Evaluation
 School Division Teacher/Administrator Growth, Supervision and Evaluation Handbook
 Education Act
 Policy 2.1.5 Teacher Growth, Supervision and Evaluation
 Teacher Quality Standard (TQS)

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