

S U M M I T W E S T

Independent School

POLICY TITLE:

Teacher Growth, Supervision & Evaluation

Board Approval: May 5, 2015

Board Review: July 9, 2015

RATIONALE:

Summit West Independent School recognizes that a system of teacher growth, supervision and evaluation is fundamental to the continual evolution of teachers' practice and the school.

DEFINITIONS:

1. **Professional Growth:** Professional growth is a collaborative enterprise as well as an individual pursuit, and thus a balance must be struck between those two elements. It encompasses a career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals, consistent with the Teaching Quality Standard, including the setting of an annual teacher professional growth plan developed by the teacher which outlines the teacher's proposed professional development activities to enhance teaching practice;
2. **Teacher Supervision:** The ongoing process in which the principal/supervisor carries out supervisory duties related to the teacher's behaviours or practices and exercises educational leadership;
3. **Teacher Evaluation:** 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/supervisor in determining whether one or more aspects of the teaching (behaviours or practices) of a teacher meets or does not meet the Alberta Teaching Quality Standard.

POLICY:

Summit West Independent School, through its administrative team, will support teachers in their professional development. Teacher growth will be monitored in order to maintain high standards of teaching and ensure teachers' practice is aligned with the intent of the charter and expectations for teacher competency outlined in the Alberta Teaching Quality Standard.

PRINCIPLES:

The Executive Director, Program Director, and Principal are responsible for the supervision and evaluation of teachers.

A. Teacher Growth

All teachers employed at SWIS will complete a Teacher Professional Growth Plan (TPGP) that represents the teacher's appraisal of their own practice.

B. Teacher Supervision

Ongoing supervision by the Program Director and Principal is meant to provide support and guidance for teachers to determine where teachers are relative to the Alberta Teaching Quality Standard, and to identify behaviors or practices of teachers that may require further evaluation.

C. Teacher Evaluation

The evaluation of a teacher by a program director/principal may be conducted:

- a. upon the written request of a teacher;
- b. for purposes of gathering information related to a specific employment decision;
- c. for purposes of assessing the growth of the teacher in specific areas of practice;
- d. when, on the basis of information received through supervision, the program director/principal has reason to believe that the teaching of the teacher may not be meeting the Alberta Teaching Quality Standard.

This policy does not restrict the Board or Executive Director from taking any action or exercising any right or power under the School Act.

PROCEDURES:

A. Teacher Growth

1. A Teacher professional growth plan will be submitted to the Principal no later than October 31st of each school year or within 30 calendar days of commencing a contract after the start of the school year.
2. The Teacher Professional Growth Plan (TPGP), with reference to the Alberta Teaching Quality Standard document, should include identification of:
 - a. areas of strength,
 - b. areas for growth,
 - c. action strategies
 - d. timeline for implementation,
 - e. measures of success,
 - f. resources required.
3. School leadership will provide support for teachers in achieving the stated goals of their TPGP.

B. Teacher Supervision

1. As part of the supervision process, information can be gathered from many sources, including: direct observation of teaching and professional collaboration, feedback from students and parents, the quality of student work, self assessments and teacher reflections.
2. In recognition of the merit of having feedback from an external perspective, a member of the administrative team shall visit teacher classrooms and provide written feedback for all teachers at least once every three years.

C. Teacher Evaluation

1. On initiating an evaluation, the program director/principal must communicate explicitly to the teacher in a Notice of Evaluation:
 - a. the reasons for and purposes of the evaluation;
 - b. the process, criteria and standards to be used;
 - c. the timelines to be applied; and
 - d. the possible outcomes of the evaluation.
2. Upon the completion of the evaluation, the program director/principal must meet with the teacher and provide the teacher with a copy of the completed evaluation report once it is signed by the teacher and the evaluator. If the teacher refuses to sign that shall not invalidate the report, nor prevent further steps being taken under this policy.
3. A teacher being evaluated shall be given a reasonable opportunity, not to exceed 7 operational days from the receipt of the report, to append additional comments to an evaluation report.
4. A teacher may ask the Executive Director to review the evaluation process used to ensure compliance with this policy.
5. A request for a review under Guideline C4 must be made within 7 operational days of the teacher receiving the evaluation report and must outline in writing the teacher's reasons for the request.
6. Upon receiving a request for a review under Guideline C4, the Executive Director or designate must conduct a review or arrange for a review to be conducted and render a written decision within 15 operational days.
7. Where, as a result of an evaluation, a program director/principal determines that a change in the behaviour or practice of a teacher is required, the program director must provide to the teacher a Notice of Remediation.