

Administrative Procedure 422

PROFESSIONAL GROWTH, SUPERVISION, AND EVALUATION OF TEACHERS

Background

In keeping with our District Foundation Statement, the District supports processes that enable the professional growth, supervision, and evaluation of all teachers.

These processes shall affirm the worth and dignity of all involved and shall recognize the commitment of professionals

- In that the competency of the teacher is acknowledged;
- In that the communication of clear goals, expectations, and performance criteria by the Principal is essential to effective teacher assessment;
- In understanding the complexity of teaching processes;
- In that teachers have responsibility and accountability for their performance; and
- In that the Principal must possess the knowledge, skills, and attitudes to recognize and communicate the Standards of Teaching Practice.

All teachers are responsible for meeting the Standards of Teaching Practice of the District throughout their employment with the District.

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 in determining the teacher's performance in relation to the *Standards of Teaching Practice*.

Initiating the Phase 2 Process means the written statement issued by a principal to a teacher where the Principal has determined as the result of an evaluation that a teacher's teaching does not meet one or more of the *Standards of Teaching Practice*.

Standards of Teaching Practice means the authorized standards and descriptors of knowledge, skills, and attributes as defined by *Ministerial Order #016/97* as well as additional standards and/or descriptors which reflect the mission of the District.

Supervision means the ongoing process by which a Principal carries out duties in respect to teachers and teaching required by the *School Act* and *Administrative Procedure 430 – Role of the Principal* and exercises educational leadership.

Teacher 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 *Standards of Teaching Practice*.

Procedures

Teachers are key to student learning. Alberta Education defines quality teaching as occurring “when the teacher’s ongoing analysis of the context, and the teacher’s decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.” The Teaching Quality Standard is outlined in detail in Ministerial Order # 016/97. Practices which support quality teaching include the following description that comprise the Teaching Quality Standard

1. Teachers provide a Catholic education which inspires students to learn and that prepares them to live fully and to serve God in one another.
2. Teachers’ application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.
3. Teachers understand the legislated, moral, and ethical frameworks within which they teach.
4. Teachers understand the subject disciplines they teach.
5. Teachers know there are many approaches to teaching and learning.
6. Teachers engage in a range of planning activities.
7. Teachers create and maintain environments that are conducive to student learning.
8. Teachers translate curriculum content and objectives into meaningful learning activities.
9. Teachers apply a variety of technologies to meet students’ learning needs.
10. Teachers gather and use information about students’ learning needs and progress.
11. Teachers establish and maintain partnerships among school, home, and community, and within their own schools.
12. Teachers are career-long learners.

Adopted: April 3, 2000

Reviewed/Revised: November 15, 2001, June 12, 2002, March 15, 2005, January 4, 2010, June 28, 2013, June 30, 2017

Reference: Section 18, 20, 22, 39, 60, 61, 94, 105, 106, 107, 109, 109.1, 113, 132 School Act
Freedom of Information and Protection of Privacy Act
Personal Information Protection Act
Teaching Profession Act
Certification of Teachers Regulation 3/99 (Amended A.R. 206/2001)
Practice Review of Teachers Regulation 4/99
Ministerial Order 016/97 - Teaching Quality Standard
Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12
Practice Review of Teachers Information Bulletin 3.3.2