

Authority: FOOTPRINTS FOR LEARNING SOCIETY
School: FOOTPRINTS FOR LEARNING CHARTER ACADEMY

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HOLISTIC AUTHENTIC PURPOSE DRIVEN ENTREPRENEURIAL GLOBAL

TEACHER GROWTH, SUPERVISION AND EVALUATION POLICY

OVERVIEW

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

POLICY

The Footprints for Learning Charter Academy encourages excellent teaching and will provide opportunities for its teachers' professional growth.

- In accordance with provincial requirements, all teachers employed by Footprints for Learning Charter Academy will develop and implement an approved Teacher Growth Plan with a TQS aligned template provided or an alternative template approved.
- All teachers at FLCA will be visited by Administration on a regular basis, weekly, to provide support, advice, and guidance.
- All teachers at FLCA will be given an annual Evaluation by Administration aligned with Alberta's Teacher Quality Standards.

REFERENCE REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy. This Policy also makes reference to the Education Act

(<https://www.gp.alberta.ca/documents/Acts/e00p3.pdf>).

ADDITIONAL REFERENCES

Teachers at FLCA will also review the FLCA Policy Handbook, the FLCA Annual Education Plan, and the FLCA Annual Education Results Report. Recent published research also provides reference for the FLCA Board.

<https://prism.ucalgary.ca/bitstream/handle/1880/111772/Submitted%20March%204%2c2018%20TGSE%20Report.pdf?sequence=1&isAllowed=y>

TEACHER GROWTH

1. A teacher employed by Footprints for Learning Charter Academy is responsible for completing by September 30th of each school year an annual teacher **Professional Growth Plan** that:
 - (i) reflects goals and objectives based on an assessment of learning needs by the individual teacher, based on reflection of the strengths and needs by an individual teacher;
 - (ii) shows a demonstrable relationship to the teaching quality standard, and
 - (iii) takes into consideration the education plans of the school, the school authority and the Government.
2. An annual teacher professional growth plan:
 - (a) may be a component of a long-term, multi-year plan which has timelines, goals, strategies, and reflections
 - (b) may consist of a planned program of supervising a student teacher or mentoring a teacher.
3. By September 30th of each year, a teacher must provide a completed annual teacher professional growth plan to the principal for review.
4. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher;
5. A principal may identify behaviours or practices that may require an evaluation based on a source other than the information in the annual teacher professional growth plan of the teacher.

TEACHER SUPERVISION

6. A fundamental component of the policy must be ongoing supervision of teachers by the principal, including:

- a. providing support and guidance to teachers with ongoing visits and conversations;
- b. observing and receiving information from any source about the quality of teaching a teacher provides to students; and
- c. identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

TEACHER EVALUATION

7. The evaluation of the Teacher by the Principal may be conducted:

- (a) upon the written request of the 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 principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

8. A recommendation by an authorized individual that the Teacher be issued a permanent professional teaching certificate or be offered employment under a continuing contract must be supported by the findings of two or more evaluations of the Teacher. (AISCA assists FLCA in this matter.)

9. On initiating an evaluation, the Principal must communicate explicitly to the Teacher:

- (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.

10. Upon completion of an evaluation, the Principal will meet with the Teacher and provide the Teacher with a copy of the completed evaluation report.

11. Where, as the result of an evaluation, the Principal determines that a change in the behaviour or practice of the Teacher is required, the Principal must provide to the Teacher a notice of remediation.

Evaluation Review Mechanism

- A Teacher may ask the Executive Director to review the Teacher's evaluation to ensure compliance with this policy. In the case where the Executive Director has conducted the evaluation, the Board will be the final arbiter.
- 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. Upon receiving a request for review of an evaluation, the Executive Director must conduct a review and render a written decision within 21 calendar days.
- This policy does not restrict:
 - The Executive Director and/or Principal from recommending disciplinary or other action, as appropriate, when they have reason to believe that the 6 actions/practices of a Teacher endanger the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school, or
 - The Executive Director and/or Principal from taking any action or exercising any right or power under the Education Act.

ANNUAL REQUIREMENTS

- The Teacher must engage in teacher professional growth.
- The Teacher must develop a teacher professional growth plan.
- The Teacher and the Executive Director and/or Principal must work together to develop a professional development schedule.
- The Executive Director and/or Principal must provide ongoing supervision to all teachers in the school and seek to be satisfied that a teacher's practice meets the requirements of the Teaching Quality Standard.
- The Executive Director and/or Principal must conduct at minimum 1 evaluation each academic year for a teacher.

LIMITATIONS

Notwithstanding anything in this Policy, the Executive Director and/or Principal are permitted to develop further procedures as appropriate at the school level.

This Policy does not restrict:

- (a) the Principal from taking disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of the Teacher endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority;
- (b) The FLCA Board, from taking any action or exercising any right or power under the **Education Act**.

COMMUNICATION

This policy will be posted on the school websites, in hard copy in the office of the Executive Director and/or Principal, and in the staff handbook.

APPENDIX

I. REFERENCE STATUTES

Education Act (<https://www.qp.alberta.ca/documents/Acts/e00p3.pdf>)

Part 7 Education Professions and Occupations

Division 1 Responsibilities

196 Teachers

197 Principals

Division 2 Teachers

198 Qualifications re employment

199 Qualifications re supervisory position

200 Agreements

201 Regulations

202 Principals designated

203 Acting principal

204 Administrative, supervisory and consultative positions

205 Contracts of employment

206 Probationary contract

207 Continuing contract

208 Substitute teachers

209 Temporary contract

210 Interim contract

211 Part-time contract

213 Suspension of teacher

214 Termination of contract

II. DEFINITIONS

In this ABOVE Policy,

(a) "PGP" means Professional Growth Plan, as provided by FLCA or approved by FLCA Administration.

(b) "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 whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet the teaching quality standard;

(c) "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:

(d) the behaviours or practices that do not meet the teaching quality standard and the changes required,

(ii) the remediation strategies the teacher is advised to pursue, and

(iii) 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;

(e) "policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister and implemented by a school authority or ECS operator under the direction of the Board and the Government.

(f) "principal" means - a principal as defined in the **Education Act**, AND "teacher/principal" means - the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;

(h) "supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching required under the **Education Act** and exercises educational leadership;

(i) "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 the **Education Act**, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under the **Education Act**.

(j) "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 teaching quality standard;

(k) "teaching quality standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the *Teaching Quality Standard* Ministerial Order and the mission of the school authority or the program statement of the ECS operator.

III. Sample PGP Template can be accessed from AISCA or FLCA Principal