

Professional Growth, Supervision and Evaluation Policy

Background:

At MSA we pride ourselves in taking the time to employ teachers and staff of the highest calibre, which in turn, provides the highest quality teaching and learning experience for our students. We are committed to constantly improving educational programs, promoting and supporting on-going professional development and overseeing teacher growth, supervision and evaluation.

The MSA professional growth, supervision and evaluation model provides a framework that is aligned with Alberta Education Teacher Quality Standard—it defines performance standards, processes of supervision and evaluation, professional growth and remediation plans.

Definitions:

- **Teacher Growth:** this refers to the life-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives and/or goals (PGP).
- **Supervision:** this refers to the ongoing process by which our principal carries out leadership duties in relation to teachers and teaching such as:
 - providing support and guidance to teachers
 - observing and receiving information about the quality of teaching that a teacher provides to students; and
 - identifying the behaviours or practices of a teacher that for any reason may require an evaluation.
- **Evaluation:** this refers to the formal process of gathering and recording information or evidence over a period with the application of reasoned professional judgement by a principal or other member of school administration in determining whether one or more aspects of the teaching of a teacher exceeds, meets, or does not meet the Teaching Quality Standard (TQS).

Teacher Growth

- As per Alberta Education policy, all teachers are required to prepare and submit an annual Professional Growth Plan (PGP). The PGP should:
 - reflect goals and objectives based on an assessment of learning needs by the individual teacher.
 - show a demonstrable relationship to the teaching quality standard.
 - take into consideration the education plans of the school.

Professional Growth Plan (PGP)

Each teacher is expected to complete a professional growth plan by the end of September. This plan is to be reviewed by the administration in the school. These plans will be reviewed mid-year and will form part of the supervision and evaluation program. The final plan will be reviewed in the individual end of year teacher/administration meeting. A template will be provided in the opening school information. Professional Growth Plans should be reflecting the standards of the TQS.

TQS Competencies:

The professional practice of all teachers working in Alberta schools or Alberta Accredited International Schools is guided by the Teaching Quality Standard (TQS). This standard is the basis for certification of all Alberta teachers and teachers working in Alberta Accredited International Schools.

The standard identifies 6 competencies teachers must meet:

1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Metis and Inuit
6. Adhering to Legal Frameworks and Policies

Teacher Supervision

Teacher supervision by principals or their designates is intended to assist teachers in meeting their professional responsibilities and to enhance teaching practice to maximize student learning. Supervision is a mandatory requirement for both teachers and school administrators to take part in and, should be ongoing, supportive, and collegial in nature.

The supervision process will:

- provide support and guidance to teachers.
- include observations and information from any source about the quality of teaching a teacher provides.
- identify behaviours that for any reason may require an evaluation.
- if, as a result of information gathered through supervision, an ongoing concern about the teacher's behavior or practices arises, the principal shall work with the teacher to redress the concern in a prompt manner.

Teacher Evaluation

Evaluations are summative in nature and focus on the teacher's competency and performance. It is designed to perform a comparative, judgmental function, the results of which are used in making employment decisions for probationary and continuing contracts and termination. The principal is directly responsible for the evaluation of a teacher but may designate to a deputy/assistant principal.

The evaluation of a teacher may be conducted for the following reasons:

- request by teacher in writing.
- gathering information for employment purposes.
- assessing growth of teacher in specific area of practice.
- based on information received through supervision, the administration believes the teacher may not be meeting the Teaching Quality Standards.

On initiating an evaluation, the principal must communicate to the teacher:

- The reason for the evaluation including reference to specific competencies set out in the Teaching Quality Standard.
- The process, criteria and standards to be used.
- The timeline.
- Possible outcome of the evaluation.

Teachers wishing to apply for Alberta Permanent Professional Certification will require two formal evaluations completed by the principal, information classroom visits by administration and PGP with reflective meeting with the administration.