

The Alberta Teachers' Association

What Teachers Should Know About Supervision and Evaluation

years
Learn from the past. Inspire the future.


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Teacher Growth and Policy 2.1.5



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A teacher's annual professional growth plan shall:



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Teacher Growth and Policy 2.1.5

- Unless a teacher agrees, the content of an annual professional growth plan shall not be part of the evaluation process of a teacher.
- Despite this, a principal or superintendent may identify behaviours or practices that require an evaluation provided that the information is based on a source other than the TPGP.



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Supervision and Policy 2.1.5

(Policy 2.1.5)



Supervision and Policy 2.1.5



Competent



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Fundamental to Policy 2.1.5



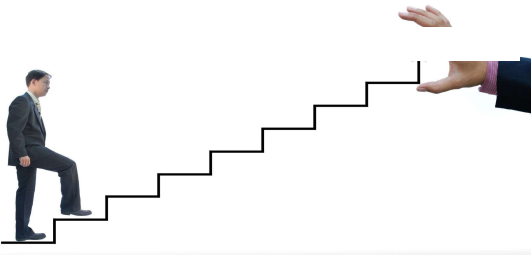
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What is Supervision?

Policy 2.1.5 defines supervision:

“The ongoing process by which a principal carries out duties in respect to teachers and teaching required under Section 20 of the *School Act* and **exercises educational leadership.**”



What does Supervision LOOK LIKE?



Principals in the Alberta School Act

(Section 20)



Fundamental to Policy 2.1.5

If the principal has questions about the competence of the teacher (may not meet TQS) based on ongoing supervision, then an evaluation is to be conducted (in accordance with 2.1.5).



Difference Between Supervision and Evaluation



Difference Between Supervision and Evaluation

- **Supervision** is guidance at the school and individual level.
- **Supervision** is conducted to help each teacher meet with success.
- **Supervision** is an integral part of instructional leadership.
- **Supervision** is a supportive process.



Difference Between Supervision and Evaluation

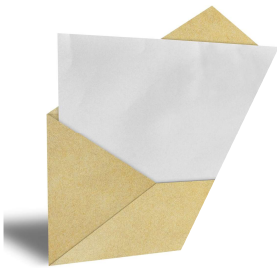
- **Evaluation** is a formal legal process of gathering and recording information or evidence over time.
- **Evaluation** is the application of reasoned judgment by a principal.
- **Evaluation** determines whether one or more aspects of the teaching of the teacher exceeds, meets or does not meet the teaching quality standard.
- Upon initiating an **evaluation**, the principal **MUST** communicate clearly and in writing explicit reasons for and the purpose of the evaluation.



How Do You Get From Supervision to Evaluation?



Evaluation and Policy 2.1.5



Evaluation and Policy 2.1.5

- 10 (1) The evaluation of a teacher by a 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.



Evaluation and Policy 2.1.5

(2) A recommendation by an authorized individual that a 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.





Evaluation and Policy 2.1.5



Evaluation must be...

- ✓ founded on the Teaching Quality Standard.



Steps From Supervision to Evaluation



Steps From Supervision to Evaluation



Step 1
The principal conducts ongoing supervision.



Steps From Supervision to Evaluation



Step 2
The principal provides feedback to the teacher on concerns raised during supervision.



Steps From Supervision to Evaluation



Step 3
The principal provides guidance, support and assistance to the teacher on concerns identified through supervision.



Steps From Supervision to Evaluation



Step 4
The teacher demonstrates improvement OR the teacher seems unable to respond to assistance and suggestions offered during supervision.



Steps From Supervision to Evaluation



Step 5
The principal decides, based on the evidence gained through supervision, that the teacher's teaching may not be meeting the expectations of the Teaching Quality Standard and board policy.



Steps From Supervision to Evaluation



Step 6
The principal meets with the teacher to discuss the concern or evidence that teaching may not be meeting the Teaching Quality Standard and board policy.



Steps From Supervision to Evaluation



Step 7
This meeting may result in
a) the teacher continuing under the supervision process,
OR
b) a notice of evaluation given in writing to the teacher.



Steps From Supervision to Evaluation



Step 8
The principal and teacher meet to discuss and draft the Evaluation Plan.



Steps From Supervision to Evaluation



Step 9
Appropriate time is provided to carry out the evaluation as described in the Evaluation Plan.



Steps From Supervision to Evaluation



Step 10
The principal writes and presents the Evaluation Report to the teacher. The teacher has an opportunity to append notes to the report.



Steps From Supervision to Evaluation



Step 11
The Evaluation Report may recommend three options:
a) The teacher, having met the expectation of the Teaching Quality Standard, continues in the supervision process, OR
b) The evaluation timeline is extended with specific actions outlined, OR
c) The teacher is issued a Notice of Remediation because the evaluation shows that the teacher did not meet the expectations of the Teaching Quality Standard.



Steps From Supervision to Evaluation



Step 12
The program of remediation as outlined in the Remediation Plan is implemented.



Steps From Supervision to Evaluation



Step 13
Evaluation at the end of the remediation process may result in:
✓ an extension of the remediation plan, OR
✓ a change of assignment, OR
✓ the teacher having met the expectations of the Teaching Quality Standard, returns to the supervision process, OR
✓ a recommendation by the superintendent to the board to dismiss, OR
✓ a report by the superintendent to the Executive Secretary to initiate a Professional Practice Review Hearing under the Practice Review Bylaws if the superintendent concludes that the teacher's suitability for certification (due to lack of competence) is in question.



Reasons for Evaluation



Reasons:

- ✓ Diverse
- ✓ Should not be frivolous, vexatious or without merit
- ✓ Must be professionally defensible
- ✓ A single concern or complaint about a teacher should not, as a matter of course, start an evaluation. A series of concerns or a complaint accompanied by other concerns of the principal may be sufficient.



Reasons for Evaluation

A complaint made under the Practice Review Bylaws will

- ✓ prompt an investigation by a superintendent, and
- ✓ may or may not lead to an evaluation based on evidence.

NOTE: Through ongoing supervision, the principal may be well satisfied, and evidence may support, that the competence of the teacher is not in question. No evaluation would occur.



Teaching Quality Standard

What does good teaching look like?



Quality teaching occurs when the teacher's _____
of the context, and the teachers _____
about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.



Teaching Quality Standard

In 1997, the then Minister of Education signed the Ministerial Order Teaching Quality Standard applicable to the provision of basic education in Alberta, commonly called the Teaching Quality Standard.

The Teaching Quality Standard establishes the one standard that all teachers are expected to meet in their practice throughout their careers.



What does quality teaching look like?



TQS – KSA's

Teaching Quality Descriptors:

1. Teachers' application of pedagogical knowledge and abilities is based in their ongoing analysis of contextual variables.
2. Teachers understand the legislated, moral and ethical frameworks within which they work.



TQS – KSA's

3. Teachers understand the subject disciplines they teach.
4. Teachers know there are many approaches to teaching and learning.
5. Teachers engage in a range of planning activities.



TQS – KSA's

6. Teachers create and maintain environments that are conducive to student learning.
7. Teachers translate curriculum content and objectives into meaningful learning activities.
8. Teachers apply a variety of technologies to meet students' learning needs.



TQS – KSA's

- 9. Teachers gather and use information about students' learning needs and progress.
- 10. Teachers establish and maintain partnerships among school, home and community, and within their own schools.
- 11. Teachers are career-long learners.



Competency – the interrelated set of knowledge, skills and attitudes developed over time.



Indicators – the actions that are likely to lead to the achievement of a competency and which, together with the competency are measurable and observable





Fostering
Effective
Relationships



Engaging in
Career-Long
Learning



Demonstrating a
professional
body of
knowledge



Establishing
Inclusive Learning
Environments



Applying Foundational
Knowledge about First
Nations, Métis and Inuit



Adhering to Legal
Frameworks and Policies

Unsatisfactory Performance



Incompetence

Incompetence may be considered synonymous with inefficiency or insufficiency, while further connoting a **lack or absence of ability**.

It may be employed as meaning any of the following:

- ✓ Disqualification
- ✓ Incapacity
- ✓ Lack of ability
- ✓ Fitness to discharge the required duty



Practice Review

In the context of **practice review**, unsatisfactory performance may refer to the **performance of the teacher** that has been **identified as lacking** essential teaching skills as identified in the **Teaching Quality Standard**.



Right of Representation



Right of Representation

An administrator, as a member, may also seek assistance from the Association for help in the supervision, evaluation and remediation processes.

Should the matter move to practice review, a different representative of the Association will work with the superintendent in preparation for the hearing.



Need Assistance?

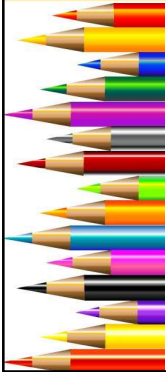


Call
Member Services for
assistance and advice.

Edmonton: 780-447-9400 or 1-800-232-7208

Calgary: 403-265-2672 or 1-800-332-1280





What Teachers Should Know About Supervision and Evaluation

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