



CALGARY BOARD OF EDUCATION

Administrative Regulation 4003 - Teacher Growth, Supervision and Evaluation

Table of Contents

Definitions	1
Purpose of this regulation	2
Responsibility to parents	3
Application	4

Part 1

Teacher Professional Growth Plan Role of the Teacher

Responsibility of a teacher	5
Components of a plan	6
Implementation of a plan	7
Additional considerations of a plan	8
Options for review of plan	9
Submission of annual plan	10
Retention of teacher professional growth plan	11
Teacher professional growth plan review	12
Compliance with regulation	13
Disciplinary action	14
Use of the teacher professional growth plan in evaluation	15
Return of teacher professional growth plan	16

Part 2

Teacher Professional Growth Plan Role of the Principal

Information on plans	17
Review meeting	18
Expectations for development of plans	19
Implementation status	20
Plan retention	21
Annual requirements	22
School annual report	23
Use of the plan in evaluation	24

Part 3

Supervision of Teachers

Purpose of supervision	25
On-going supervision	26

Relevant information	27
Educational leadership	28
Results of supervision	29

Part 4
Evaluation of Teachers

Conduct of an evaluation	30
Permanent teaching certificate	31
Initiating an evaluation	32
Evaluation observations	33
Evaluation timelines	34
Discussion of the evaluation report	35
Distribution of the evaluation report	36
External program evaluation	37
Notice of remediation	38
Evaluation review mechanism	39
Other action	40

Part 5
Transitional and Commencement

Transitional	41
Coming into force	42

Definitions

- 1** In this regulation
- (a) **"administrator"** means a certificated teacher who is a director, principal, assistant principal, vice-principal, coordinator, department head, supervisor, or a specialist;
 - (b) **"evaluation"** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgement 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
 - (i) the teaching standard that is expected,
 - (ii) the behaviours or practices that do not meet the teaching quality standard and the changes required,

- (iii) the remediation strategies the teacher is advised to pursue, and
 - (iv) 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;
- (d) **"principal"** means a principal as defined in the *School Act*, or a certificated supervisor who is responsible for the supervision of non-school-based teachers who do not receive an administrative allowance;
- (e) **"review body"** means a group of two or more teachers delegated by the principal to review the teacher professional growth plan if the principal and faculty determine that a delegated group will be established;
- (f) **"supervision"** means the on-going 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;
- (g) **"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 section 18 of the *School Act*, and who is employed by the Calgary Board of Education but does not include an administrator;
- (h) **"teacher professional growth plan"** means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard and meet the requirements of sections 5, 6 and 7 of this regulation;
- (i) **"teaching quality standard"** means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order.

Purposes of this regulation

2(1) The purposes of this regulation are

- (a) to provide a process for superintendents, principals and teachers to work together to achieve the teaching quality standard, and

- (b) to ensure that all teachers are responsible and accountable for meeting the teaching quality standard throughout their employment with the Calgary Board of Education.
- (2) Any action undertaken in good faith under this regulation does not constitute personal harassment under Administrative Regulation 4027.2 - Personal and Sexual Harassment.
- Responsibility to parents** **3** Principals must explain the process for teacher growth, supervision and evaluation to their parents through a presentation at a school council meeting.
- Application** **4** Part 1 and Part 2 of this regulation apply to a teacher who is employed by the Calgary Board of Education
 - (a) under a probationary contract;
 - (b) under a continuing contract, or
 - (c) under an interim or temporary contract of 110 or more teaching days.

**PART 1
TEACHER PROFESSIONAL GROWTH PLAN
ROLE OF THE TEACHER**

- Responsibility of a teacher** **5** Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that
 - (a) is teacher authored, growth-directed and continuous,
 - (b) reflects an assessment of professional learning needs by the individual teacher,
 - (c) shows a demonstrable relationship to the teaching quality standard, and
 - (d) takes into consideration the education plans of the school and the Calgary Board of Education.

Components of a plan	6	<p>A teacher professional growth plan must include</p> <ul style="list-style-type: none"> (a) goal(s)/objective(s), (b) expected outcomes and desired results, (c) action plans/strategies, (d) assistance/support, (e) timelines, and (f) descriptors of completion/indicators of success.
Implementation of a plan	7	<p>A teacher must work towards the attainment of their teacher professional growth plan through ongoing action and personal review.</p>
Additional considerations of a plan	8	<p>Subject to the approval of the principal, a teacher professional growth plan</p> <ul style="list-style-type: none"> (a) may be a component of a long-term, multi-year plan or (b) may include a component of supervising a student teacher or mentoring a teacher.
Options for review of plan	9	<p>A teacher may choose to have their teacher professional growth plan reviewed by</p> <ul style="list-style-type: none"> (a) the principal, or (b) the review body, if a review body has been established.
Submission of annual plan	10	<p>The teacher must submit a copy of their teacher professional growth plan within 60 days of the commencement of the school year</p> <ul style="list-style-type: none"> (a) to the principal, and (b) to the review body, if applicable.

Retention of teacher professional growth plan	11	The teacher must retain a copy of their teacher professional growth plan and a copy is retained for the school year by the principal and the review body, if applicable.
Teacher professional growth plan review	12(1)	Teacher professional growth plan review is a process for reflection and includes 2-way communication between the teacher and the principal or the review body.
	(2)	The principal or review body must arrange for and complete an oral review of the teacher professional growth plan within the last 60 days of the school year.
Compliance with regulation	13	The principal or the review body, in consultation with the teacher, must make a finding whether the teacher has completed the requirements of a teacher professional growth plan that complies with this regulation.
Disciplinary action	14	If a teacher professional growth plan review finds that a teacher has not completed the requirements of a teacher professional growth plan that complies with this regulation, the teacher may be subject to disciplinary action.
Use of the teacher professional growth plan in evaluation	15(1)	Unless a teacher agrees, the content of a teacher professional growth plan must not be part of the evaluation process of a teacher.
	(2)	Notwithstanding section 15(1), a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.
Return of teacher professional growth plan	16	The teacher professional growth plan and any attachments must be returned to the teacher at the end of the school year.

**PART 2
TEACHER PROFESSIONAL GROWTH PLAN
Role of the Principal**

- Information on plans** **17** The principal must ensure that teachers receive information and understand teacher professional growth plans by providing
- (a) access to supporting documents,
 - (b) access to system communication including information meetings and workshops,
 - (c) opportunities to discuss teacher professional growth plans as a faculty and to decide the process for development and review in each school setting, and
 - (d) an outline of the school's process for teacher professional growth plans must be included in the school staff handbook or other appropriate document.
- Review meeting** **18** The principal must make provision for each teacher to meet with the principal or review body within the first 60 days of the school year
- (a) to receive the teacher professional growth plan,
 - (b) to orally review the teacher professional growth plan, and
 - (c) to discuss the opportunities available for mentoring, coaching, and support throughout the school year.
- Expectations for development of plans** **19** The principal must ensure each teacher's teacher professional growth plan
- (a) reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
 - (b) shows a demonstrable relationship to the teaching quality standard, and
 - (c) takes into consideration the education plans of the school and the Calgary Board of Education.
- Implementation status** **20** The principal must maintain an awareness of the implementation status of each teacher's teacher professional growth plan.

- | | | |
|--------------------------------------|-----------|--|
| Plan retention | 21 | <p>The principal and, if applicable, the review body, must</p> <ul style="list-style-type: none"> (a) hold a copy of the teacher professional growth plan for the school year, (b) make provision for a review of the completed teacher professional growth plan within the last 60 days of the school year, and (c) return the teacher professional growth plan and any additional documents to the teacher once the completed plan has been reviewed. |
| Annual requirements | 22 | <p>The principal must ensure that all teachers meet the annual requirements</p> <ul style="list-style-type: none"> (a) to develop a teacher professional growth plan, and (b) to review their teacher professional growth plan with the principal or review body. |
| School annual report | 23 | <p>The principal must report on teacher growth, supervision and evaluation in the school's annual report.</p> |
| Use of the plan in evaluation | 24 | <p>The principal may identify behaviour or practices of a teacher that may require an evaluation provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.</p> |

PART 3 SUPERVISION OF TEACHERS

- | | | |
|-------------------------------|--------------|---|
| Purpose of supervision | 25(1) | <p>The purpose of supervision by the principal is</p> <ul style="list-style-type: none"> (a) to provide support, guidance and developmental opportunities for the teacher, (b) to observe and receive information from any source about the quality of teaching a teacher provides to students, and |
|-------------------------------|--------------|---|

- (c) to identify the behaviours or practices of a teacher that for any reason may require an evaluation.
- (2) It is the teacher's responsibility to receive and act on feedback received through supervision to improve the teacher's professional performance.
- Ongoing supervision** **26** The principal must
- (a) provide ongoing supervision for all teachers in the school, and
 - (b) seek to be satisfied that a teacher's teaching meets the requirements of the teaching quality standard.
- Relevant information** **27** In the normal course of duties, a principal
- (a) may receive information from any source and make observations about the quality of teaching a teacher provides to students, and
 - (b) will share relevant information and observations with the teacher on an on-going basis.
- Educational leadership** **28(1)** In exercising educational leadership, a principal may provide assistance, support, guidance and developmental opportunities to a teacher to improve the teacher's quality of instruction.
- (2) The assistance provided in section 28(1) may vary in nature depending upon the teacher's learning needs and professional circumstances.
- Results of supervision** **29** When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the teaching quality standard, the principal
- (a) may work with the teacher directly, as a part of the principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
 - (b) may initiate an evaluation.

**PART 4
EVALUATION OF TEACHERS**

- Conduct of an evaluation** **30** A principal must conduct an evaluation of a teacher
- (a) within 60 days of a written request by a teacher who holds a continuing contract and a permanent professional teaching certificate,
 - (b) for the purposes of gathering information related to a specific employment decision of a teacher who does not hold a continuing contract or a permanent professional teaching certificate,
 - (c) for purposes of assessing the growth of the teacher in specific areas of practice identified by the school board for the purposes of program or school evaluation, or
 - (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.
-
- Permanent teaching certificate** **31** 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.
-
- Initiating an evaluation** **32** When the principal initiates an evaluation, the principal must communicate all of the following 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.

Evaluation observations	33	<p>When conducting an evaluation a principal must</p> <ul style="list-style-type: none"> (a) include observations of the teacher's teaching and other activities relating to the teacher's assignment; (b) collect data in accordance with the Teachers' Code of Professional Conduct; and (c) provide the teacher with on-going feedback over the course of the evaluation.
Evaluation timelines	34	<p>Within 30 calendar days of completing an evaluation, the principal must</p> <ul style="list-style-type: none"> (a) complete an evaluation report, and (b) include the principal's recommendations pertaining to the teacher's employment, certification or remediation as applicable.
Discussion of the evaluation report	35(1)	<p>The principal must meet with the teacher to discuss the evaluation report.</p> <p>(2) The teacher may add written comments to the evaluation report.</p>
Distribution of evaluation report	36	<p>The principal must</p> <ul style="list-style-type: none"> (a) give the original evaluation report together with the teacher's comments, to the teacher, (b) keep a copy of the evaluation report together with the teacher's comments, and (c) forward a copy of the evaluation report to the teacher's personnel file.
External program evaluation	37	<p>When, in the conduct of an external program evaluation or school evaluation, a principal believes that a teacher's teaching may not meet the teaching quality standard, the principal must consider the external program evaluation or school evaluation to be supervision under this</p>

regulation, and may initiate an evaluation.

**Notice of
remediation**

- 38(1)** When, as a result of an evaluation, a principal determines that a teacher's teaching does not meet the teaching quality standard, the principal must
- (a) issue a notice of remediation to the teacher,
 - (b) offer a program of assistance, consistent with the notice of remediation, to the teacher, and
 - (c) undertake a subsequent evaluation, after no more than 100 school days.
- (2) If the principal concludes that the teacher's teaching meets the teaching quality standard, the evaluation is complete.
- (3) If the principal concludes that the teacher's teaching still does not meet the teaching quality standard, the principal must recommend
- (a) an additional period of remediation,
 - (b) disciplinary action, or
 - (c) termination of the teacher's contract of employment.
- (4) If a teacher's contract of employment is not terminated, the evaluation continues.
- (5) A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan and the teacher must comply with the notice of remediation.

**Evaluation
review
mechanism**

- 39(1)** A teacher may ask the Chief Superintendent to review the teacher's evaluation to ensure compliance with this regulation.
- (2) 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.
- (3) Upon receiving a request for a review of a teacher's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 21 calendar days.

- Other action** **40** This regulation does not restrict
- (a) a principal from recommending disciplinary or other action, as appropriate, where the principal has reasonable grounds for believing that the actions or practices of a 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, or
- (b) the board or the Chief Superintendent from taking any action or exercising any right or power under the School Act.

**PART 5
TRANSITIONAL AND COMMENCEMENT**

- Transitional** **41** Teacher evaluations for the 1998-1999 school year or previous years must be completed by September 30, 1999 as per the Teacher Evaluation Regulation 4003, dated November 26, 1962 and the Teacher Evaluation Regulation 4003, dated May 15, 1984.

- Coming into force** **42** This regulation came into force on July 19, 1999 as Policy 4003.

Approved:	June 16, 1999
Re-issued:	February 15, 2003
1st Amendment:	May 17, 2004
2ND Amendment:	February 19, 2008

References

- | | |
|--|---|
| Legal References: | <ul style="list-style-type: none"> • School Act R.S.A. 2000, c. S-3, sections 20 and 27 • School Act, Ministerial Order #016/07 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta |
| Administrative Regulation References: | <ul style="list-style-type: none"> • 4027.2 - Personal and Sexual Harassment |
| References: | <ul style="list-style-type: none"> • Resource Material |