
HORIZON SCHOOL DIVISION**POLICY HANDBOOK**

Policy Code:	GCN
Policy Title:	Teacher Summative Evaluation
Cross Reference:	GCAD GCM GCMA
Legal Reference:	Alberta Teacher Growth, Supervision & Evaluation Policy: AR3/99 – <i>Certification of Teachers</i> AR4/99 – <i>Practice Review of Teachers</i> , Teaching Quality Standard (Ministerial Order #001/13) Education Act
Adoption Date:	April 20, 1999
Amendment or re-affirmation Date:	August 28, 2019

POLICY

THE BOARD OF TRUSTEES OF HORIZON SCHOOL DIVISION BELIEVES THAT SUMMATIVE EVALUATION IS A JUDGEMENTAL PROCESS DESIGNED TO FACILITATE DECISIONS ABOUT THE COMPETENCE OF AN EMPLOYEE. THIS POLICY OPERATES UNDER THE ASSUMPTION THAT AN EVALUATION PROCESS MAY BE INITIATED TO GENERATE THE DATA FOR MAKING WELL-INFORMED AND FAIR EMPLOYMENT AND/OR CERTIFICATION DECISIONS.

GUIDELINES

1. Principals shall not commence summative evaluations of substitute teachers.
2. Teachers eligible for permanent certification are responsible for communicating with the Human Resource department to commence the permanent certification process.
 - 2.1 Teachers eligible for permanent certification are required to have two final evaluation reports. In the case of probationary teachers, the principal and Associate Superintendent or designate's reports shall meet this requirement.
3. Principals and Division Office evaluators are encouraged to co-observe a lesson as part of the evaluation of probationary teachers.

REGULATIONS

1. Teachers shall undergo a summative evaluation, conducted by the principal, associate superintendent, and/or designate(s):
 - 1.1 upon being given a probationary teaching contract,
 - 1.2 when on the basis of information received through supervision, the principal has reason to believe the teacher may not be meeting the Teaching Quality Standard,
 - 1.3 for the purposes of gathering information related to a specific employment decision,
 - 1.4 for the purposes of assessing the growth of the teacher in specific areas of practice, and/or
 - 1.5 at the written request of a teacher.

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2. Evaluations shall be based on information gathered through multiple observations based on established criteria, frequent conferencing, reviews of documents, reports and plans, assessment records, and other data appropriate to the teacher's assignment gathered in accordance with the Code of Professional Conduct.
3. Evaluation may consist of a review of all aspects of a teacher's professional competence based on the Teaching Quality Standard (Appendix A).
 - 3.1 Probationary teacher's evaluation shall consist of all aspects of the teacher's professional competence based on the Teaching Quality Standard.
 - 3.2 The principal shall consider the best interests of the students, staff, the teacher, the teaching profession and the school system during the evaluation.
4. At the commencement of the evaluation, the teacher must receive written notification (Appendix B), explicitly communicating:
 - 4.1 the reasons for and purposes of the evaluation,
 - 4.2 the process, criteria, and standard to be used for the evaluation, including a copy of the policy of the Horizon School Division pertaining to their evaluation,
 - 4.3 the teacher shall be informed of his/her right to secure the assistance of a mentor or peer to work with him/her at any or all times throughout the evaluation process,
 - 4.4 the timelines to be applied, and
 - 4.5 the possible outcomes of the evaluation.
5. A teacher may, at anytime in the process, appeal the procedures of the evaluation to the superintendent who shall, if the superintendent deems the teacher's reason to be valid, direct a remedy that maintains the integrity of the evaluation process and is fair to the teacher being evaluated.
6. Teachers, at their discretion, shall be allowed to contribute data during the evaluation process through personal portfolios or other material or information of their choosing.
7. The mid and final evaluation report generated during the evaluation process shall be signed by both parties.
 - 7.1 The teacher's signature evidences that the report has been received for review.
 - 7.2 Evaluators shall provide the teacher with a copy of the mid and final evaluation report.
 - 7.3 The principal shall place a copy of the notice of evaluation (see sample in Appendix B), mid-evaluation and final evaluation report in the teacher's personnel file at Division Office.
8. Principals shall provide Teachers with a mid-evaluation report within five (5) months of commencing the evaluation, which correlates to January 31 for probationary teachers.
 - 8.1 The principal's report will be based on a minimum of three (3) classroom observations.
9. A final evaluation report shall be provided to the teacher within eight (8) months of commencing the

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evaluation, which correlates to April 30 for probationary teachers.

- 9.1 The final report shall be based on the Teaching Quality Standard and contain descriptive assessments in the major competency areas, which may include areas of strength, directions for growth, and recommendations.
 - 9.2 Where remediation is necessary to raise the quality of a continuing teacher's instruction to an acceptable level, the report shall make clear the expectations and opportunities for improved practice and set a reasonable time line for improvement.
 - 9.3 The final evaluation report shall state whether the teacher meets the Teaching Quality Standard and expectations of the principal.
 - 9.4 Final reports submitted by the principal or designate shall be based on a minimum of six (6) classroom observations throughout the school year and shall be done in consultation with an Associate Superintendent or designate.
 - 9.5 Final reports submitted by the associate superintendent or designate shall be based on a minimum of three (3) classroom observations throughout the school year.
10. The evaluation shall be used:
- 10.1 to make an employment decision,
 - 10.2 for closure of the probationary period,
 - 10.3 to extend the probationary contract for a subsequent year,
 - 10.4 to initiate a remediation plan, in the case of continuing contract teachers,
 - 10.5 to make a recommendation to the superintendent to terminate the teacher,
 - 10.6 to make another recommendation which the principal believes are in the best interests of the teacher and/or school,
 - 10.7 to make another action deemed appropriate by the superintendent.
11. The superintendent, upon receipt of the principal's report, shall take whatever action he/she believes is required.
12. The teacher shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation within one month of receiving the report.
13. In the event that remediation is necessary, the continuing contract teacher being evaluated shall receive a Notice of Remediation from the principal (Appendix C) and the following steps shall be taken.
- 13.1 A program of improvement will be undertaken by the teacher and a reasonable time line for improvement will be set.
 - 13.2 At the end of the time allotted, a subsequent evaluation by the Associate Superintendent or designate shall commence.

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14. The second summative evaluation, in the case of continuing contract teachers, shall consist of:
 - 14.1 an evaluation conducted by a certified teacher such as an associate superintendent, chosen by the superintendent, who is independent of the staff of the school in which the teacher works; and
 - 14.2 the same practices and procedures as outlined in this policy.
15. This policy does not restrict a school board or superintendent,
 - 15.1 from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions, practices, or conduct of a teacher endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board, or
 - 15.2 from taking any action or exercising any right or power under the *Education Act*.

Alberta Education
**Teaching Quality
Standard**



Teaching Quality Standard

Whereas

Alberta's teachers, students, parents, educational leaders, and members of the public have a strong will to ensure all Alberta students have access to quality learning experiences that enable their achievement of the learning outcomes outlined in programs of study.

Whereas

Alberta teachers provide inclusive learning environments in which diversity is respected and members of the school community are welcomed, cared for, respected and safe.

Whereas

Alberta teachers play a fundamental role in establishing the conditions under which the learning aspirations and the potential of First Nations, Métis and Inuit students will be realized.

Whereas

quality teaching occurs best when teachers work together with other teachers in the common interest of helping all students succeed in diverse and complex learning environments.

Whereas

the *Teaching Quality Standard* provides a framework for the preparation, professional growth, supervision and evaluation of all teachers.

Whereas

students, parents and other partners in education should be confident that Alberta teachers demonstrate the *Teaching Quality Standard* throughout their careers.

Whereas

it is important to recognize the value of a consistent standard of professional practice for all teachers in the province.

Teaching Quality Standard

1. In the context of this document:

- (a) **“competency”** means an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*;
- (b) **“inclusive learning environment”** means a classroom, school, on-line learning environment or other educational setting structured to anticipate, value and respond to the diverse strengths and needs of all learners;
- (c) **“indicators”** means actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable;
- (d) **“local community”** means community members who have an interest in education and the school, including neighbouring Métis settlements, First Nations and other members of the public;
- (e) **“school authority”** means a public school board, separate school board, Francophone regional authority, charter school operator or accredited private school operator;
- (f) **“school community”** means students, teachers and other school staff members, parents/guardians and school council members;
- (g) **“school council”** means a school council established under the *School Act*, or a parent advisory council established under the *Private Schools Regulation*;
- (h) **“student”** means, for the purpose of this standard, an individual enrolled in a school or required by law to attend, and includes a child younger than 6 years of age who is enrolled in an early childhood services program;
- (i) **“teacher”** means an individual who holds a certificate of qualification as a teacher issued under the *School Act*.

2. The *Teaching Quality Standard*:

Quality teaching occurs 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 for all students.

3. All Alberta teachers are expected to meet the *Teaching Quality Standard* throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the *Teaching Quality Standard* is being met.

4. The *Teaching Quality Standard* is described by the following competencies and indicators:

Fostering Effective Relationships

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) acting consistently with fairness, respect and integrity;
- (b) demonstrating empathy and a genuine caring for others;
- (c) providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning;
- (d) inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- (e) collaborating with community service professionals, including mental health, social services, justice, health and law enforcement; and
- (f) honouring cultural diversity and promoting intercultural understanding.

Engaging in Career-Long Learning

2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) collaborating with other teachers to build personal and collective professional capacities and expertise;
- (b) actively seeking out feedback to enhance teaching practice;
- (c) building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- (d) seeking, critically reviewing and applying educational research to improve practice;
- (e) enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values; and
- (f) maintaining an awareness of emerging technologies to enhance knowledge and inform practice.

Demonstrating a Professional Body of Knowledge

3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student.

Achievement of this competency is demonstrated by indicators such as:

- (a) planning and designing learning activities that:
 - address the learning outcomes outlined in programs of study;
 - reflect short, medium and long range planning;
 - incorporate a range of instructional strategies, including the appropriate use(s) of digital technology, according to the context, content, desired outcomes and the learning needs of students;
 - ensure that all students continuously develop skills in literacy and numeracy;
 - communicate high expectations for all students;
 - foster student understanding of the link between the activity and the intended learning outcomes;
 - consider relevant local, provincial, national and international contexts and issues;
 - are varied, engaging and relevant to students;
 - build student capacity for collaboration;
 - incorporate digital technology and resources, as appropriate, to build student capacity for:
 - acquiring, applying and creating new knowledge;
 - communicating and collaborating with others,
 - critical-thinking; and
 - accessing, interpreting and evaluating information from diverse sources;
- consider student variables, including:
 - demographics, e.g. age, gender, ethnicity, religion;
 - social and economic factors;
 - maturity;
 - relationships amongst students;
 - prior knowledge and learning;
 - cultural and linguistic background;
 - second language learning;
 - health and well-being;
 - emotional and mental health; and
 - physical, social and cognitive ability;
- (b) using instructional strategies to engage students in meaningful learning activities, based on:
 - specialized knowledge of the subject areas they teach;
 - an understanding of students' backgrounds, prior knowledge and experiences;
 - a knowledge of how students develop as learners;
- (c) applying student assessment and evaluation practices that:
 - accurately reflect the learner outcomes within the programs of study;
 - generate evidence of student learning to inform teaching practice through a balance of formative and summative assessment experiences;
 - provide a variety of methods through which students can demonstrate their achievement of the learning outcomes;
 - provide accurate, constructive and timely feedback on student learning; and
 - support the use of reasoned judgment about the evidence used to determine and report the level of student learning.

Establishing Inclusive Learning Environments

- 4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.**

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the school community equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
- (b) using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- (c) communicating a philosophy of education affirming that every student can learn and be successful;
- (d) being aware of and facilitating responses to the emotional and mental health needs of students;
- (e) recognizing and responding to specific learning needs of individual or small groups of students and, when needed, collaborating with service providers and other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
- (f) employing classroom management strategies that promote positive, engaging learning environments;
- (g) incorporating students' personal and cultural strengths into teaching and learning; and
- (h) providing opportunities for student leadership.

Applying Foundational Knowledge about First Nations, Métis and Inuit

- 5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.**

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic, and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.



Adhering to Legal Frameworks and Policies

6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

Achievement of this competency is demonstrated by indicators such as:

- (a) maintaining an awareness of, and responding in accordance with, requirements authorized under the *School Act* and other relevant legislation;
- (b) engaging in practices consistent with policies and procedures established by the school authority; and
- (c) recognizing that the professional practice of a teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care or education of students.



Alberta Education, Office of the Registrar
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APPENDIX B: SAMPLE NOTICE OF EVALUATION

[DATE]

[TEACHER'S NAME]

[SCHOOL NAME]

[EVALUATOR'S NAME]

[EVALUATOR'S POSITION]

Dear [Teacher's Name]:

This letter serves as the official notification of my intention to become involved in the Horizon School Division's evaluation of your professional practice. This evaluation will comply with Alberta Education Policy 2.1.5; *Accountability in Education: Teacher Growth, Supervision, and Evaluation* and Horizon Policy GCN; *Summative Evaluation of Professional Staff* and will be in addition to the evaluation performed by your school's administration.

Reason for Evaluation

As a probationary teacher it is necessary to gather information for the purpose of making an employment decision. As such, this evaluation will seek to ensure that your professional practice meets the expectations of the Province and the Horizon School Board, and specifically the *Teaching Quality Standard*. It will entail a review of the entire scope of your practice, however a successful evaluation does not guarantee a position. This evaluation process is a formal process of gathering information and evidence over a period of time and uses the application of reasoned judgment by the jurisdiction in determining whether or not your teaching exceeds, meets, or does not meet the Teaching Quality Standard. I would also like to inform you at this time that the Principal of your school will also be in contact with you to discuss their portion of the evaluation process. I look forward to meeting with you for a pre-conference and to draft the evaluation plan for my portion of the evaluation process. I have attached a copy of the *Discussion Guide: Criteria for the Evaluation of Teaching Performance* in order to provide insight into our discussion during this meeting. I will share a Google Doc version ASAP for you to complete digitally.

I will be contacting you by email in early September to arrange a date and time for our pre-conference meeting.

This evaluation will assess your performance and provide recommendations which I believe are in the best interest for you as a teacher, and the jurisdiction. It will determine whether your practice meets or does not meet the Teaching Quality Standard and assist in determining your future contract status. It may outline a remediation plan by which you can improve your practice but will not contain a recommendation to the Superintendent regarding further employment and change to your contract status.

You shall be given the opportunity to append additional comments to the evaluation report, and may appeal the process of the evaluation to the superintendent at any time.

For your personal reference I have also included, within this notice, a copy of section 196 of the *Education Act*, the *Declaration of Rights and Responsibilities for Teachers* from the Alberta Teacher's Association, and the *Teacher's Code of Professional Conduct*. I also invite you to seek assistance from your profession and in particular ATA member Services, if you so desire.

Time will be provided during the pre-conference if you have any questions regarding the contents of this memo, but feel free to contact me prior should you so wish. Please sign and date both copies of this letter and return one to me during our pre-conference, the other is for your records. I wish you all the best as the school year begins and I look forward to our pre-conference.

[NAME] and [POSITION]

[DATE]

Policy GCN - Summative Evaluation of Professional Staff - Continued

cc. Personnel File

Enc.

Policy 2.1.5: Accountability in Education: Teacher Growth, Supervision, and Evaluation

Policy GCN: Teacher Summative Evaluation.

Ministerial Order #001/13: Student Learning

Teaching Quality Standard

Discussion guide: Criteria for the evaluation of teaching performance

Section 196 of the Education Act

Declaration of Rights and Responsibilities for Teachers

Code of Professional Conduct

Horizon Policy GAA: Employee Code of Conduct

