Policy – Teacher Growth, Supervision & Evaluation

Procedures

General

1. This policy shall be made readily available to the public and details of information summarizing implementation of the policy will be reported to the public annually.
2. This policy shall be developed and implemented in consultation with RTD Math Academy Teachers

Teacher Growth

3. A teacher employed by RTD Math Academy under a probationary contract or continuing contract, is responsible for completing during each school year an annual teacher professional growth plan that:
    a. reflects goals and objectives based on an assessment of 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 RTD Math Academy and the Government.
4. An annual teacher professional growth plan:
    a. may be a component of a long-term, multi-year plan; and
    b. may consist of a planned program of supervising a student teacher or mentoring a teacher.
5. By October 1st each year, a teacher must provide a completed annual teacher professional growth plan to the principal.
6. If a review finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action.
7. Unless a teacher agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher.
8. The principal may identify behaviours or practices that may require an evaluation provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

Supervision

9. A fundamental component of growth is the ongoing supervision of teachers by the principal and other school leaders. Supervision of teachers will include:
   - **a.** providing support and guidance to teachers;
   - **b.** observing web-based conferencing lessons and course structures to assess the quality of teaching and alignment with the teacher quality standards; and
   - **c.** identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

10. The evaluation of a 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.

11. 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.

12. 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.

13. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report.

14. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher is required, the principal must provide to the teacher a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan.