



COALDALE CHRISTIAN SCHOOL

"Your word is a lamp unto my feet and a light for my path" Psalm 119:105

2008-8 Street Coaldale, Alberta T1M 1L1 Ph: (403)-345-4055 Fax: (403)-345-6436

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www.coaldalechristianschool.com



TEACHER GROWTH, SUPERVISION & EVALUATION POLICY

INTRODUCTION

We believe the purpose of education is to teach children to fully develop and use the talents given them by their Creator, so that in growing up, they may become God-fearing, law-abiding, and productive citizens in the country which God has placed them. Therefore, in striving for the highest quality of education we employ competent, professional teachers who teach all subjects from the Covenantal Christian perspective, so that all the subjects taught are permeated by God's Word. The following policy works toward a constructive and productive mechanism for individual teacher growth, supervision, and evaluation.

DEFINITIONS

- a) "Teaching Quality Standard" means the authorized standard and descriptors of knowledge, skills and attributes and any additional standards or descriptors consistent with the Teaching Quality Standard Ministerial Order and the mission statement of this Society.
- 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) "Supervision" means the on-going process by which a principal, board or committee member carries out duties in respect to teachers and teaching required under section 14 of the School Act and under the policies of this School Society and exercises educational leadership.
- d) "Teacher professional growth" means the career-long process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard.
- e) "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 behaviors or practices that do not meet the teaching quality standard and the changes required,
 - (ii) the remediation strategies the teacher is advised to pursue, and
 - (iii) how the determination will be made that the required changes in behavior 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.



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PROCEDURES

GENERAL

1. The policy described herein shall:
 - a) apply to all teachers,
 - b) provide a review mechanism
 - c) be consistent with the teaching quality standard,
 - d) be readily available to the membership,

TEACHER GROWTH

The annual teacher growth plan is a mandated dialogue between teachers and principals regarding the professional development for each teacher based on both the strengths and weaknesses as identified by the teacher and as reviewed and/or approved by the principal.

3. A teacher employed by the School Society is responsible for completing during each school year an annual teacher professional growth plan that:
 - a) reflects the goals and objectives based on an assessment of learning needs by the individual teacher,
 - b) shows a relationship to the teaching quality standard,
 - c) takes into consideration the educational plans, and program statement of the School Society,
 - d) must be submitted for approval on or before October 15 to the principal.
4. An annual teacher professional growth plan:
 - a) may be a component of a long-term, multi-year plan,
 - b) may consist of a planned program of supervising a student teacher or mentoring a teacher.
5. A teacher must provide a completed annual teacher professional growth plan to the principal in the Fall of each school year.
6. If a teacher has not completed an annual professional teacher growth plan as required, the teacher may be subject to disciplinary action.

SUPERVISION

7. A fundamental component of the policy must be ongoing supervision of teachers by the principal and/or board/committee members and shall:
 - a) provide support and guidance to teachers through regular classroom visits, through discussions regarding the classroom visits and through ongoing interaction with teachers throughout the year

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- b) identify the behaviors or practices of a teacher that for any reason may require an evaluation
- c) place a formal record of supervision in a teacher's permanent file at the principal's or board's discretion.
- d) ensure that all teachers are observed by the principal a minimum of once each school year.

EVALUATION

8. An evaluation of a teacher may be conducted:

- a) upon written request of the teacher,
- b) for the purpose of assessing the growth of the teacher in specific areas of practice,
- c) When, based on information received through supervision, the principal has reason to believe that the teaching of the teacher may not meet the teaching quality standard.

A recommendation by an authorized individual that a teacher be issued a continuing or permanent employment contract must be supported by the findings of two or more evaluations of the teacher. Evaluations for the issuing of a permanent professional teaching certificate shall be conducted by personnel from Alberta Education or personnel selected by AISCA. The teacher shall notify Alberta Education, requesting permanent certification evaluation.

9. On initiating an evaluation the principal must communicate explicitly in writing 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,
- d) the possible outcomes of the evaluation.

10. Upon completion of an evaluation, the principal must provide the teacher with a copy of the completed evaluation report. The teacher must provide the principal with proof of receipt of the evaluation. Teachers will have access to their own personnel file.

11. Where, as the result of an evaluation, a principal determines that a change in the behavior or practice of a teacher is required, the principal must provide for the teacher a "notice of remediation" and may stipulate that the remediation strategies in that notice replace the obligation of the teacher to develop and implement an annual teacher professional growth plan. A copy of said remedial notice will be provided to the Society Board.

12. This policy does not restrict a principal from taking 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 Society or constitute conduct detrimental to the school or School Society.

13. The teacher may appeal an evaluation report by submitting a written request to the Chair of the Society within fifteen days of receiving the report. This written appeal shall be sent by



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registered mail or delivered in person and shall outline the specific concerns of the teacher. A copy of the appeal shall be sent to the principal. The president shall establish a procedure for reviewing the appeal within fifteen days. This shall include any or all of the following:

- a) a review of the teacher's file by principal and Board,
- b) a date to convene a meeting between teacher, principal and Board,
- c) a specific time to conduct an additional evaluation,
- d) arrangements for an assistance program,
- e) an outline suggesting the appropriate alternatives.

At the request of the teacher, an unbiased, certified evaluator, agreed upon by both parties, shall conduct an additional evaluation within ninety days of the appeal. The reporting procedure of this second evaluation shall be the same as the original. Based upon the second unbiased opinion, the Board will make a decision which shall be final.

14. If there is insufficient improvement in the teacher's performance so that his/her performance is deemed unsatisfactory, the termination of the teacher's contract may result. When termination of the teacher's contract is to be considered, the following procedure shall be followed:

- a) the teacher shall be notified in writing of the possible termination of his/her contract prior to the board meeting at which the possible termination is to be considered,
- b) the letter to the teacher shall contain a statement of the allegations and reasons for the possible termination,
- c) the letter to the teacher shall extend an invitation to the teacher to attend the meeting at which the possible termination is to be considered,
- d) A Board's decision to dismiss a professional staff member may be appealed by that member to a committee of five appointed for that purpose. (The appeal must be launched within fifteen days of the date of dismissal. Two committee members shall be appointed by the Board, two by the dismissed staff member, and one with the approval of both parties. The committee's findings shall be binding on both parties.)

15. All teachers shall be informed of the "Teacher Growth, Evaluation, and Supervision Policy" at time of hiring.

CRITERIA FOR SUPERVISION AND EVALUATION

The following criteria are offered as a basis for evaluating the quality of teaching. These criteria should be used to discuss strengths and weaknesses of a teacher's pedagogy, with a view towards improving day-to-day teaching, recognizing contributions to a Christian community of learning, and encouraging professional growth. These criteria are not intended to be a complete list, nor are they intended to provide a model of the perfect teacher. Rather, they are intended to provide a basis upon which the Board, committees, principal and teacher can establish mutual discussion of a teacher's work. Supervision of a teacher must include an evaluation of the teacher's ability to teach according to the school's philosophy and in conjunction with the Goals of Education and

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Schooling as delineated by Alberta Education.

When used in the evaluation of a teacher, the following criteria should be used in a visit no less than forty minutes.

1. Planning

Planning involves elements of purpose and organization. Pedagogy can be improved by developing long-range plans, such as course outlines, and short-term plans, such as daily or weekly plans. Some of the characteristics of planning are:

- a) course and unit outlines which reflect an understanding of the goals of the Christian school and of the Department of Education,
- b) flexibility in adjusting plans to individual students and the needs of a particular class,
- c) unit outlines which incorporate objectives, timeline, resources, methodology, and evaluation criteria,
- d) integration with other subject areas,
- e) selection and use of Christian resource materials,

2. Methodology/Subject Area Competence

Learning can be improvised by variety in methodology and by teacher competence in a subject area. Appropriate methodology can be characterized by such qualities as:

- a) material presented in lessons encompasses a range of difficulty that challenges and motivates all students,
- b) a variety of approaches are used in the subject area,
- c) teacher expectations are clear to the students,
- d) subject matter is clearly presented and communicated effectively,
- e) well prepared and knowledgeable in the subject matter,
- f) evidence of a Christian approach in the subject area,
- g) subject material allows for individual differences between students,
- h) correlation between stated goals of course/units with what happens in the classroom.

3. Teacher/Student Relationships

A Christian community of learning is encouraged by the development of open and trusting relationships between teachers and students. Good relationships between teachers and students can be encouraged by characteristics such as:

- a) recognition of each student as created in the image of God,
- b) respect for individual differences between students,
- c) demonstration of fairness and kindness in relation with students,
- d) demonstration of firmness and consistency in classroom relations,
- e) evaluation criteria are clearly established and consistently applied,
- f) contact with parents is made when appropriate.

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4. Classroom Atmosphere

A favorable classroom atmosphere improves student learning. By way of organizational and personal ways, teachers can establish an authoritative presence in the classroom. A classroom environment that is conducive to learning can be established by qualities such as:

- a) students are aware of teacher and course expectations,
- b) cooperation, courtesy, and responsibility are encouraged,
- c) rules are consistently applied,
- d) physical arrangements in the classroom are conducive to learning,
- e) displays and bulletin boards are used to enhance units and/or course goals,
- f) class time is used effectively.

5. Professional and Personal Qualities

Professional development can lead to improvements in the educational community. Expressions of personal faith commitment models the goal of discipleship. The overall conditions in a school are improved by professional and personal qualities such as:

- a) working cooperatively with other staff members toward the goals of the school,
- b) participation in meetings, committees, supervisory duties, and extra-curricular activities,
- c) involvement in professional development activities such as workshops, conferences, reading and membership in professional organizations,
- d) involvement in the development of Christian curricula,
- e) expression of personal faith commitment in the day-to-day school activities,
- f) contribution to and encouragement of openness and trust in staff relations,
- g) support for and carrying out of Board and school policies,
- h) pursuit of professional upgrading.