



Professional Growth, Supervision, and Evaluation of Teachers

1. In keeping with our district Foundation Statement, the Edmonton Catholic Separate School District No. 7 supports processes that enable the professional growth, supervision, and evaluation of all teachers.
2. These processes shall affirm the worth and dignity of all involved and shall recognize the commitment of professionals
 - in that the competency of the teacher is acknowledged;
 - in that the communication of clear goals, expectations, and performance criteria by the principal is essential to effective teacher assessment;
 - in understanding the complexity of teaching processes;
 - in that teachers have responsibility and accountability for their performance; and
 - in that the principal must possess the knowledge, skills, and attitudes to recognize and communicate the Standards of Teaching Practice.
3. All teachers are responsible for meeting the Standards of Teaching Practice of the Edmonton Catholic Separate School District No. 7 throughout their employment with the district.

Definitions:

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a principal in determining the teacher's performance in relation to the *Standards of Teaching Practice*.


Initiating the Phase 2 Process means the written statement issued by a principal to a teacher where the principal has determined as the result of an evaluation that a teacher's teaching does not meet one or more of the *Standards of Teaching Practice*.

Standards of Teaching Practice means the authorized standards and descriptors of knowledge, skills, and attributes as defined by *Alberta Education Policy 4.2.1 (Ministerial Order #016/97)* as well as additional standards and/or descriptors which reflect the mission of the district.

Supervision means the ongoing process by which a principal carries out duties in respect to teachers and teaching required by the *School Act* and *Administrative Regulations* and exercises educational leadership.

Teacher professional growth means the career-long learning process whereby a teacher annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the *Standards of Teaching Practice*.

Resource:

Reference: Board Governance Policy EL#6(5) School Act Section 20(i),39(3.a),39(3.b),94(1), School Act Section 105,106,107,109,132 Alberta Education Policy 2.1.5, 4.2.1 Alberta Regulations A.R. 4/99	Approved: 
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Cross-reference: AP 200, 201, 204	Date(s) Revised: November 15, 2001, June 12, 2002; March 15, 2005; January 4, 2010