

**TEACHER PROFESSIONAL GROWTH,
SUPERVISION AND EVALUATION**

HANDBOOK

AURORA ACADEMIC CHARTER SCHOOL





Teacher Professional Growth, Supervision, and Evaluation Handbook

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Adopted	April 12, 2007
Revision Date	October 13, 2015
Review Year	2020

Background/Purpose:

The Board of Directors of Aurora School recognizes that excellence in education for students is determined by the quality and commitment of their teachers.

Policy Statement:

The Board is committed to a process that ensures Aurora's teachers are the best. To do that, the Board will support its teachers toward their reaching the highest possible standards of "professional obligation." To this end, the Board supports a continuous program for its teachers that are consistent with Alberta Education policies and regulations related to certificated teacher growth, supervision and evaluation and to Aurora's standards of professional obligation.

Guidelines:

- A. The Board of Directors expects that the implementation of the teacher professional obligation, supervision and evaluation policy will:
1. ensure that a quality education is being offered to all students in the Aurora School
 2. affirm the worth and dignity of all the parties involved
 3. clearly communicate performance expectations
 4. provide a basis for professional growth and development
 5. acknowledge effective teaching/performance
 6. assist teachers in the development of strategies/skills to support improved performance
 7. assess the quality of instruction
 8. provide information to be employed in decisions regarding permanent certification, awarding of continuous contract, promotion, salary, dismissal and provision of reference
- B. The teacher professional obligation, supervision and evaluation process recognizes the following:
1. communication of clear goals, expectations and criteria for performance by evaluators is essential to effective teacher appraisal
 2. the individual has personal responsibility and accountability for his/her performance
 3. in order to be effective at assessment and at facilitating teacher growth, evaluators must possess a sound knowledge of what constitutes effective teaching
 4. evaluators must possess the skills necessary to recognize, understand, and communicate what constitutes effective performance for each teacher
- C. OTHER
1. This policy does not restrict:
 - a. The 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, breach of trust or refusal to obey a lawful order of the school authority.
 - b. The Board or Superintendent from taking any action or exercising any right or power under the *Education Act*.

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Accountability:

Annual review by the Superintendent and monitored on a five year cycle by the Board of Directors in accordance with its annual work plan.

References:

- AR 5200 Teacher Growth, Supervision and Evaluation*
- AR 5200.1 Appendix 1 Professional Growth Plan*
- AR 5200.2 Appendix 2Teacher Evaluation Report*

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Objective:

To provide direction for implementation of Board Policy 5200 Teacher Professional Obligation, Growth, Supervision and Evaluation.

Responsibility:

Each teacher employed at Aurora School under a probationary or continuing contract is responsible for developing and implementing an annual Professional Obligation Growth Plan.

Regulation:

A. PERSONAL PROFESSIONAL OBLIGATION

1. A Professional Obligation Growth Plan shall reflect goals and objectives that are specific and measurable and that are based upon the teacher’s assessment of his/her learning needs.
2. A Professional Obligation Growth Plan shall take into consideration the educational plans of the school as well as those of Alberta Education
3. A Professional Obligation Growth Plan shall clearly demonstrate a relationship to the “Teaching Quality Standards” and to the professional obligation standards, vision and mission statement of Aurora School.
4. Annual Professional Obligation Growth Plans are to be submitted to the Principal or designate before October 31 of each school year for review and approval. At this time, they may be modified in order to enhance effectiveness as required.
5. A written report/review of the annual Professional Obligation Growth Plan is to be submitted to the Principal or designate before May 31 of each school year for review and approval. Each teacher will have a meeting with the administration to determine his/her success in fulfilling the plan.
6. Failure to submit a Professional Obligation Growth Plan as required may result in disciplinary action.

B. SUPERVISION

1. The ongoing supervision of teachers by the Principal or designate is to include:
 - a. providing support and guidance to teachers
 - b. observing and receiving information from any source about the quality of teaching a teacher provides to students
 - c. identifying the behaviors or practices of a teacher that for any reason may require an evaluation.

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C. EVALUATION

1. Evaluation of a teacher may be conducted by the Principal:
 - a. upon written request by a teacher
 - b. for purpose of gathering information related to a specific employment decision
 - c. for the purpose of assessing growth in specific areas of practice
 - d. when, on the basis of information received, the Principal has reason to believe that the teaching of the teacher may not meet the Teaching Quality Standard and Aurora’s Professional Obligation Standard.
2. 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.
3. On initiating an evaluation, the Principal must communicate explicitly to the teacher::
 - a. the reason for the evaluation
 - b. the process, criteria and standards to be used
 - c. the time lines to be applied
 - d. the possible outcomes of the evaluation
4. Upon completion of an evaluation, the Principal must provide the teacher with a copy of the completed evaluation report.
5. Where, as the result of an evaluation, the Principal determines that a change in the behavior or practice of a teacher is required, the Principal must provide to the teacher with 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 Professional Obligation Growth Plan.
6. Completed performance appraisals and any related correspondence concerning the performance of the employee will be placed in the employee’s personnel file.
 - a. An employee may request in writing, that records of a disciplinary nature be removed from his/her personnel file after five (5) years from the date the disciplinary measure was initiated. Such a request may only be made where no subsequent disciplinary records have been placed on the employee’s personnel file.

D. APPEAL PROCEDURES

1. A teacher who disagrees with an evaluation may appeal it to the Superintendent as follows:
 - a. Submit a written letter of appeal to the Superintendent within two weeks of receiving the evaluation report. Specific concerns related to the evaluation must be detailed in the letter.

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- b. Within two weeks of receipt of the appeal, the Superintendent will establish a procedure for reviewing the evaluation. This may include:
 - i. a review of the teacher’s file
 - ii. a meeting with the teacher, his/her representative, evaluator, and other administrative teacher as appropriate
 - iii. additional observation(s) and evaluation of the teacher by another administrator
 - iv. a review of documentation presented by the teacher and administrator pertinent to the appeal
 - v. a review of other information related to the evaluation report or process
- 2. Upon completion of the review, the Superintendent or designate shall indicate in writing, observations and recommendations regarding the appeal.
- 3. The decision of the Superintendent is final.

References:

BP 5200 Teacher Growth, Supervision and Evaluation

AR 5200.1 Appendix 1 Professional Growth Plan

AR 5200.2 Appendix 2 Teacher Evaluation Report

Teacher Growth, Supervision and Evaluation Policy

BACKGROUND

The *Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning. School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth.

POLICY

School authorities, ECS operators, superintendents, principals and teachers must work together to develop and implement policy to ensure that all teachers practice consistently in keeping with the Teaching Quality Standard.

STATUTE

School Act

s.18	Teachers
s.20	Principals
s.22	School council
s.28(2)	Private schools
s.30(1)(2)	Early childhood services program
s.39(3)	Teacher evaluation
s.93	Qualifications re supervisory position
s.94	Certification of teachers
s.105	Suspension of teacher
s.106	Termination of contract
s.107	Termination by board
s.108	Termination by teacher
s.109	Notice of termination
s.113(4)	Superintendent of schools

REGULATIONS

The *Certification of Teachers Regulation*, the *Practice Review of Teachers Regulation*, the *Private Schools Regulation*, and the *Teaching Quality Standard* (Ministerial Order 016/97) must be referred to in conjunction with this Policy.

DEFINITIONS

In this Policy,

(a) "ECS operator" means a board or person approved under section 30 of the **School Act** to provide an early childhood services program;

(b) "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 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 behaviours 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 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) "Policy" means this *Teacher Growth, Supervision and Evaluation Policy* approved by the Minister;

(e) "policy" means the policy implemented by a school authority or ECS operator under Procedure 1.

(f) "principal" means

(i) a principal as defined in the **School Act**,

(ii) a superintendent or designee in respect to fulfilling obligations under section 113 of the **School Act**, or for purposes of making recommendations under the Certification of Teachers Regulation, or

(iii) the teacher of an accredited private school designated or a teacher named by a private ECS operator to carry out the duties of a principal in respect to teachers and teaching.

(g) "school authority" means a school board, a person or society that operates a charter school or an accredited private school;

(h) "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;

(i) "teacher" means

(i) 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**, or

(ii) an individual whose qualifications are approved by the Minister and is employed to teach under section 28(2)(b)(iii) of the **School Act**.

(j) "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 teaching quality standard;

(k) "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 of the school authority or the program statement of the ECS operator.

PROCEDURES

General

1 Each school authority and ECS operator shall implement a policy consistent with this Policy that:

(a) applies to all teachers unless otherwise stipulated in this Policy,

(b) provides a review mechanism,

(c) is consistent with the teaching quality standard,

(d) is readily available to the public, and

(e) details when and how often information summarizing implementation of the policy will be reported to the public.

2 The policy referred to in Procedure 1 shall be developed and implemented in consultation with the teachers of the school authority or ECS operator.

Teacher Growth

3 A teacher employed by a school authority or ECS operator:

(a) under a probationary contract or continuing contract, or

(b) under other provisions of the **School Act** if required by the policy of the school authority or ECS operator,

is responsible for completing during each school year an annual teacher professional growth plan that:

(i) reflects goals and objectives based on an assessment of learning needs by the individual teacher,

(ii) shows a demonstrable relationship to the teaching quality standard, and

(iii) takes into consideration the education plans of the school, the school authority and the Government, or the program statement of an ECS operator;

(c) must submit for review or approval at a time specified in the policy that annual teacher professional growth plan to:

(i) the principal, or

(ii) a group of teachers delegated by the principal, if such delegation is provided for in the policy.

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 At a time specified in the policy, a teacher must provide a completed annual teacher professional growth plan to the principal or to the persons referred to in Procedure 3(c) for review and the person or persons conducting the review, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with Procedure 3.

6 If a review under Procedure 5 finds that a teacher has not completed an annual teacher professional growth plan as required, the teacher may be subject to disciplinary action as defined in the policy.

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 under Procedures 9(c) and 10.

8 Despite Procedure 7, a principal may identify behaviours or practices that may require an evaluation under Procedure 9(c) 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 the policy must be ongoing supervision of teachers by the principal, including:

(a) providing support and guidance to teachers;

(b) observing and receiving information from any source about the quality of teaching a teacher provides to students; and

(c) identifying the behaviours or practices of a teacher that for any reason may require an evaluation.

Evaluation

10(1) The evaluation of a teacher by a 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.

(2) 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.

11 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.

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

13 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.

Other

14 This Policy does not restrict:

(a) 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 authority or ECS operator, or

(b) a board, a charter school board or a superintendent from taking any action or exercising any right or power under the **School Act**.

15 Alberta Education shall not inquire into or report upon any disputes arising from the dissatisfaction of an individual teacher with the evaluation report of a school authority or ECS operator if its policy is consistent with this Policy.

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.

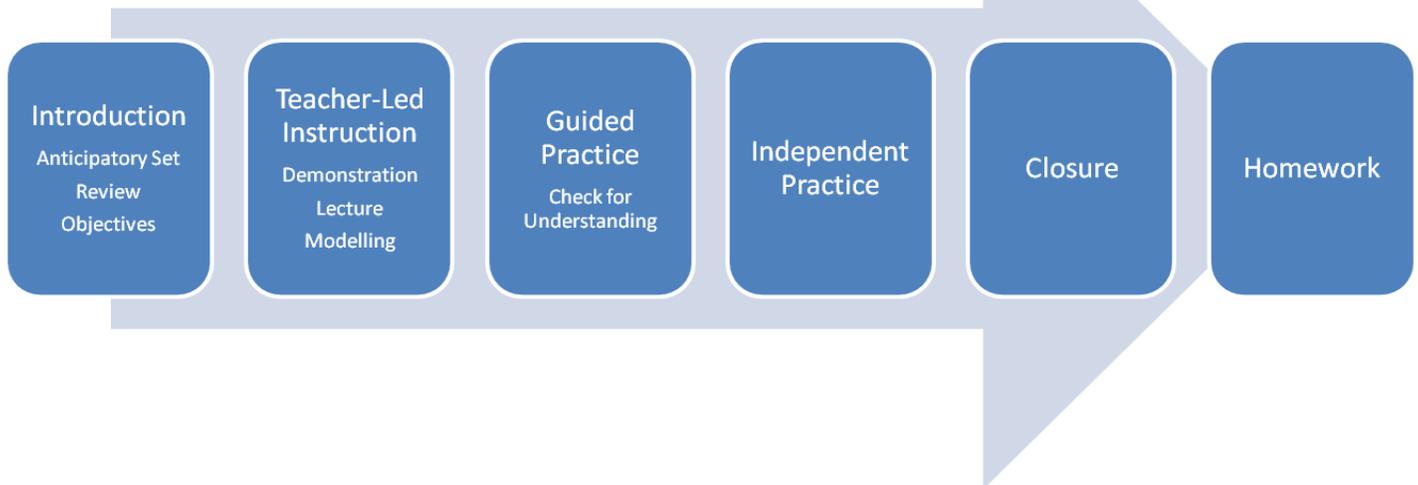
Adhering to Legal Frameworks and Policies

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.

Direct Instruction Model for Aurora Academic Charter School



Based on models of direct instruction created by Siegfried Engelmann, Madeline Hunter, Barak Rosenshine and others, the Aurora Academic Charter School Model of Direct Instruction is reflective of our school's vision of classroom instruction. This model, along with the Direct Instruction Strategies, formulates the system of instruction evident in every classroom.

1. Introduction – contains a “hook”, or anticipatory set to draw students into the lesson, possible review if the lesson is carried over from a previous time, and stated objectives, verbal or written, to inform students about what they will be learning.

2. Teacher-Led Instruction – the teacher directly demonstrates, informs, models, or gives examples of the end-product of the lesson.

3. Guided Practice – students work on activities or exercises relative to the subject with teacher assistance and guidance. Student progress is monitored and evaluated.

4. Independent Practice (optional) – Students practice independently to provide reinforcement of learning.

5. Closure – The lesson is summarized by the teacher and the objective is restated.

6. Homework – Assigned homework is completed by the students as found in school policy.





PROFESSIONAL GROWTH PLAN

In Alberta, every teacher employed by a school system must develop and implement an annual plan for professional growth that outlines the professional development activities the teacher intends to undertake in that year.

Developing the plan is a professional function through which teachers demonstrate their commitment to lifelong professional learning while fulfilling their regulatory requirements pertaining to continuing education. The key components of developing the plan found in the policy governing growth plans state a teacher's annual growth plan shall:

Reflect goals and objectives based on an assessment of learning needs by the individual teacher

Show a demonstrable relationship to the Teaching Quality Standard

Take into consideration the educational plans for the school, school board and Alberta Education

Section 11.3 in the recent Central Table Agreement that pertains to the Teacher Professional Growth Plan further clarifies the professional function of the plan and the primacy of the teacher's judgement in developing the plan through the following language:

11.3 Teacher Professional Growth Plan

a) Teacher Professional Growth Plans will consider but will not be required to include the school jurisdiction's goals.

b) The teacher professional growth process, including discussions between the teacher and principal on the professional growth plans, will continue to take place.

c) School jurisdictions and/or schools are not restricted in developing their own staff development plan in which the school jurisdiction and/or school may require teachers to participate.

The plan is to be submitted for review or approval early in the fall and is also reviewed at the end of the year. A teacher who does not complete a plan may be subject to discipline. A growth plan may include mentorship or supervision of a student teacher and may be a multi-year plan.

The detailed requirements for an annual teacher professional growth plan (TPGP) are outlined in the Provincial Policy 2.1.5 Teacher Growth, Supervision and Evaluation Policy of Alberta Education.

The Alberta Teachers' Association has developed the following instructive and informative tools and resources intended to help teachers develop a professional growth plan. The tools and resources have been organized into five sections:

[Section 1: Review Provincial Policy Regulations](#)

[Section 2: Reflect on Your Professional Practice](#)

[Section 3: Develop a Professional Growth Plan](#)

[Section 4: Prepare for a Successful Review of Your Growth Plan](#)

[Section 5: Frequently Asked Questions \(FAQ\)](#)

Taken from the Alberta Teachers' Association [website](#).

Visit [Alberta Education Teaching Quality Standard](#)

Teacher Name

Evaluator Name

Teaching Assignment

Date

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.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

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.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

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

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

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.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

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.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		

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.

Professional Growth Goal	Action Plan	Outcome
Administrative Feedback/Additional Growth Goals		



Teacher Evaluation Process

Probationary and Temporary Teacher Evaluation

1. Meet with the teacher to distribute and discuss the Teacher Professional Growth, Supervision and Evaluation Handbook, Aurora AR 5200, and the Alberta Education Teaching Quality Standard.
2. Send a letter/email to the teacher indicating the following:
 - a. Evaluation process, both formal and informal
 - b. Reasons, timelines, and outcomes for the evaluation
3. Prepare for evaluation
 - a. Set up times for meetings and observations (back-to-back lesson for next day)
 - b. Ask for a lesson plan to be provided
 - c. Ask for long-term plans, unit plans, daily lesson plans, and gradebook
4. Pre-Lesson Meeting A
 - a. Review previously distributed documents to clarify
 - b. Review lesson plan for observation
5. Classroom Observation A
 - a. Record notes using the Teacher Evaluation Observation Rubric
6. Post-Lesson Meeting A
 - a. Review notes and evaluation document with teacher
 - b. Determine need for additional information to complete report
7. Repeat steps 4, 5, 6 as necessary (at least once more)
8. Write first draft of Teacher Evaluation Report & meet with teacher to review
9. Write final copy of Teacher Evaluation Report
 - a. Meeting to review with teacher and sign the document
 - b. If the teacher does not agree with the contents of the evaluation, change any inaccuracies but DO NOT CHANGE your professional judgement. Include recommendation for improvements along with sample supports to assist with the improvement.
 - i. The teacher may write their comments or a letter to the Principal and Superintendents to be included with the Report in their file
 - c. Submit copy of signed report to Superintendents and give copy to teacher

Permanent Certification

1. Teacher will request a formal evaluation in the year that they will reach 200 days of teaching.
2. Evaluation process as above with recommendation to the Superintendents that the staff receive a permanent certification
3. The teacher will write an explanation of how they are achieving the Teacher Quality Standard to be included with the Teacher Evaluation Report



Sample Evaluation Plan

(date)

Memo to: (name)
Teacher
Aurora Academic Charter School
Edmonton, Alberta

From: (name)
Principal
Aurora Academic Charter School

The purpose of our meeting yesterday (date) was to establish a plan for your evaluation.

The overriding purpose of this evaluation is to ensure that your professional performance meets the expectations of board policy and the Teaching Quality Standard. The process is intended to identify the strengths and any weaknesses of your teaching practice, it also will attempt to help you improve any behaviours we might discover that diminish your capacity to impact, positively, students' learning. The report that emanates from this process will also address the issues identified for you in my memo of (date).

The first step in the evaluation process was to review the expectations found in the Teaching Quality Standard, We discussed the matter and you indicated that you understood its relevance to your teaching practice.

Your assignment this semester includes:

We drafted the following evaluation plan:

1. I will observe the following classes at least once:
2. We will set aside at least an hour to review your long-range plans and your planning process, As well, we will spend a similar amount of time reviewing your student assessment/evaluation practices.
3. In order to review connections between lessons, I will observe two lessons in the same block in sequence.
4. Some lesson observations will be focused. Some will be general or open ended, responding to the particular nature of the lesson.
5. As agreed upon, at least two lesson observations will feature a preconference. Most lesson observations will be by a post conference. You will have the opportunity to append your notes and observations.
6. I will attempt to do observations on various days of the week and at various times of the instructional day.
7. After several lesson observations, I may provide you with comments on observations if patterns of teaching practices become evident that suggest minimal remediation. If that is the case, the timelines for this evaluation will be extended in order for you to improve your practices to acceptable standards. Again, there will be an opportunity for you to append your notes and observations.
8. Any workshop opportunities related to your assignment of which I become aware will be brought to your attention.
9. Observations of your lessons will commence (date). We agreed to meet on (date) to review your planning practices and on (date) to review your student assessment and evaluation practices and record keeping.
10. You will receive copies of all observation notes taken in lessons.

This process will culminate in a report, which I hope to complete before (date). The report will state whether or not, in my opinion, your teaching practice meets the expectations of the Teaching Quality Standard. If it does, you and I will draft a plan to support your continued professional growth. If not, recommendations pursuant to board policy will be placed in the report. You will have an opportunity to review the report before it is finalized.

Sincerely,

(name)
(position)



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
 Telephone: 780-454-1855 Fax: 780-454-8104

Date of Report:	School: Middle School	Teacher:
Classroom Observations for this Report:		PERFORMANCE INDICATORS ✓
GRADE	SUBJECT	#STUDENTS
		TIME
		3 = Evident
		2 = Developing
		1 = Not Evident
		-- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s)					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Short Range Instructional Planning (Unit Plans)					
Long Range Instructional Planning					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--	Comments
Appears Planned and Prepared for the Lesson					
Effectively Introduces the Lesson					
Uses the Aurora Direct Instruction Model					
Utilizes a Variety of Teaching Strategies					
Uses Effective and Varied Questioning Strategies					
Evaluates Whether the Class Comprehends the Lesson					
Maintains Student Interest in the Lesson					
All Students are Given an Opportunity to Participate					
Appropriate Use of Technology					

Assessing/Evaluation Student Achievement	3	2	1	--	Comments
Assessment/Evaluation Reflects Course Objectives					
Uses a Variety of Assessment Techniques					

Classroom Management/Discipline	3	2	1	--	Comments
Captures and holds the students' attention					
Clearly gives directions for work to be done					
Establish expectations for student routines in the classroom					
Uses reinforcement for both negative and positive behavior					
Creates a quiet and studious work environment					
Establishes a good rapport with students					
Accommodates individual learning differences & needs					

Communication	3	2	1	--	Comments
Voice can be heard throughout the classroom					
Voice tone and inflection are effectively utilized					



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12245-131 Street, Edmonton, AB T5L 1M8

Telephone: 780-454-1855 Fax: 780-454-8104

TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Other Observations:

Summary:

Evaluator's Signature/Title

Date



Date of Observation:	School: Elementary	Teacher:
Classroom Observations for this Report:		PERFORMANCE INDICATORS ✓
GRADE	SUBJECT	#STUDENTS
		TIME
		3 = Evident
		2 = Developing
		1 = Not Evident
		-- = Not Applicable

Preparation/Planning	3	2	1	--	Comments
Knowledge of Subject Area(s) Evident					
Ability to Link Instruction to Prior Knowledge & Future Learning					
Ability to Link Instruction to Other Curricular Areas					
Lesson Objectives are Written as Intended Learner Outcomes					
Agreement Between Objectives & Instructional Activities					
Logical & Sequential Organization of Instruction					
Daily and Weekly Plans up-to-date					
Familiar with Short & Long Range Plans (Unit & Year Plans)					
Personal Professional Growth Plan					
Inclusion of Indigenous Perspectives					

Instruction	3	2	1	--
Appears Planned and Prepared for the Lesson				
Effectively Introduces the Lesson				
Uses the Aurora Direct Instruction Model				
Utilizes a Variety of Teaching Strategies				
Uses Effective and Varied Questioning Strategies				
Evaluates Whether the Class Comprehends the Lesson				
Gives All Students an Opportunity to Participate				
Appropriate Use of Technology				

Assessing/Evaluation Student Achievement	3	2	1	--
Assessment/Evaluation Reflects Course Objectives				
Uses a Variety of Assessment Techniques				
Gradebook is up-to-date				

Classroom Management/Discipline	3	2	1	--
Applies strategies to maintain the students' attention				
Clearly gives directions for work to be done				
Establishes expectations for student routines in the classroom				
Uses reinforcement with both negative and positive behavior				
Creates a quiet and studious work environment				
Demonstrates a good rapport with students				
Accommodates individual learning differences & needs				

Communication	3	2	1	--
Voice projection appropriate for lesson delivery				
Voice tone and inflection are effectively utilized				



Aurora School Ltd.

12245-131 Street, Edmonton, AB T5L 1M8
Telephone: 780-454-1855 Fax: 780-454-8104

Evaluator: _____

TEACHER OBSERVATION REPORT

Strengths:

Areas for Improvement:

Teacher Observations:

Summary:

Evaluator's Signature/Title

Date

Teacher Evaluation Report

Teacher Name:	Date:	
Current School:	Teaching Assignment:	
Contract Status:		
Purpose of Evaluation	1. <input type="checkbox"/> Probationary, Temporary or Interim Contract 2. <input type="checkbox"/> Teacher Request (Reason: _____) 3. <input type="checkbox"/> Evaluation of Continuing Contract Teacher based on concerns that the teacher may not be meeting the Alberta Education Teaching Quality Standard	
Evaluator's Name(s):		Evaluator's Position(s):
<input type="checkbox"/> Yes, the teacher was notified in writing on (date): _____ <ul style="list-style-type: none"> ● the reasons for the evaluation, including being provided a copy of Aurora AR 5200, the Aurora Teacher Supervision Handbook, and the Alberta Education Teaching Quality Standard ● the process, criteria and standards to be used ● the timelines to be applied ● the possible outcomes of the evaluation of the competencies of the Teaching Quality Standard 		
Human Resources Use Only:	<i>Date received:</i>	<i>Entered by:</i>
<i>Reviewed by:</i>		

Evaluation Summary:			
Teacher's Professional Background and Experience (Degrees and Previous Experience):			
<ul style="list-style-type: none"> ● 			
Evaluation timeline (observation dates, subject(s) and times; pre & post conference dates):			
Date	Subject	Grade	Scheduled or Unscheduled?
Observation notes were shared throughout the evaluation process and are appended to this evaluation for information.			

Relevant Documentation (lesson plans, gradebooks, etc.):

Date Received	Date of Document	Document Summary

Quality Practice Standard: Teachers must apply the following **competencies** toward student learning. 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. All Alberta teachers are expected to meet the Teacher Quality Standard throughout their career.

Please refer to [Alberta Education website](#) for fully expanded competencies and indicators.

Competency 1 : Fostering Effective Relationships	Level
The teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 1 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● acting consistently with fairness, respect and integrity ● demonstrating empathy and a genuine caring for others ● providing meaningful opportunities for parents/guardians to support student learning ● collaborating with community partners ● providing culturally appropriate opportunities for parents, guardians and students that support student learning, honour cultural diversity and promote intercultural understanding including First Nation, Metis and Inuit 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 2: Engaging in Career-Long Learning	Level
The teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard

- Competency 2 is demonstrated by indicators such as:**
- collaborating with other professionals to build personal and collective efficacy and expertise; actively seeking feedback to enhance teaching practice
 - building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments
 - participating in ongoing professional learning to access, understand and apply educational research to enhance practice
 - developing an understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values
 - expanding knowledge and awareness of emerging technologies to inform practice

Evaluation Comments:

Commendations:

Recommendations:

Competency 3 : Demonstrating a Professional Body of Knowledge

Level

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

- Meeting
- Developing
- Not Meeting Standard

Competency 3 is demonstrated by indicators such as:

- intentionally planning, designing and delivering engaging learning experiences for students that address outcomes outlined in the Alberta programs of study
- ensure that all students continuously develop skills in literacy and numeracy
- utilizing a variety of engaging instructional strategies reflecting student needs and development
- applying formative assessment data to inform next steps in instruction and provide feedback to students
- using ongoing evidence to support a reasoned judgement to report on student learning and progress

Evaluation Comments:

Commendations:

Recommendations:

Competency 4: Establishing Inclusive Learning Environments	Level
The teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 4 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>fostering in the school community equality and respect with regard to Human Rights and Canadian Charter of Rights and Freedoms</i> ● <i>using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth</i> ● <i>demonstrating a philosophy of education affirming that every student can learn and be successful</i> ● <i>recognizing and responding to the emotional and mental health needs of students</i> ● <i>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</i> ● <i>employing classroom management strategies that promote positive, engaging learning environments</i> ● <i>incorporating opportunities for student leadership including capitalizing on students' personal and cultural strengths</i> 	
Evaluation Comments:	
Commendations:	
Recommendations:	
Competency 5: Applying Foundational Knowledge about First Nations, Métis and Inuit	Level
The teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
<p>Competency 5 is demonstrated by indicators such as:</p> <ul style="list-style-type: none"> ● <i>engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education</i> ● <i>providing 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</i> ● <i>supporting the learning experiences of all students by ensuring resources that accurately reflect and demonstrate the strengths and diversity of First Nations, Métis and Inuit</i> 	
Evaluation Comments:	

<i>Commendations:</i>	
<i>Recommendations:</i>	
Competency 6: Adhering to Legal Frameworks and Policies	
Level	
The teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.	<input type="checkbox"/> Meeting <input type="checkbox"/> Developing <input type="checkbox"/> Not Meeting Standard
Competency 6 is demonstrated by indicators such as: <ul style="list-style-type: none"> ● maintaining an awareness of, and responding in accordance with, requirements authorized under the Education Act and other relevant legislation ● engaging in practices consistent with policies and procedures established by the school authority ● 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 	
Evaluation Comments	
<i>Commendations:</i>	
<i>Recommendations:</i>	
Evaluator's Closing Comments:	
The teacher consistently demonstrates the Teaching Quality Standard (This does not constitute an offer of employment).	<input type="checkbox"/> Meeting Standard <input type="checkbox"/> Not Meeting Standard
Recommendations:	

Principal's Name:	Principal's Signature:	Date:
Teacher Comments:		
I hereby certify that I have read and received a copy of this evaluation summary. I understand the contents of this document and acknowledge that a copy will be placed in my Education Centre Human Resources personnel file.		
Teacher's Signature:		Date:

Original to Human Resources; cc: Teacher

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 by students.



Sample Notice of Remediation

(date)

Dear (name):

RE: Notice of Remediation

In accordance with board policy, you are issued with this notice of remediation. This notice constitutes a lawful order of the board under section 197 of the *Education Act*. It is issued subsequent to the evaluation report dated (date), which I authored.

As a result of the evaluation of your teaching, I determined that changes in your teaching practice are required. This notice replaces your obligation to develop and implement an annual professional growth plan. You are required to focus on the required changes outlined in this notice instead.

This notice is in effect as of this date.

The time lines for this notice are:

1. You have until (date), to achieve the skills required to overcome the elements of your teaching practice that do not meet the Teaching Quality Standard.
2. (As per board policy on teacher evaluation) The superintendent for this school will conduct an evaluation of your professional performance commencing (date). It will concentrate on determining whether there has been sufficient improvement in your practice to warrant it being judged as meeting the Teaching Quality Standard.
3. In the event that this evaluation also finds that your practice does not meet the standard, a recommendation may be made to the Board to terminate your contract of employment.
4. Notwithstanding point 3, above, if there is sufficient improvement to indicate the possibility of your providing service that meets the Teaching Quality Standard, the superintendent may extend the timelines for this notice.
5. This notice of remediation is issued for the period of (date to date). Subject to the discretion of the superintendent it may be further extended for a period time certain.

Required Improvements to Professional Practice

What follows are the required improvements to be made to your professional practice. They must be in evidence at the time of the evaluation and if found, must continue to be characteristics of your practice over time. They are drawn from the conclusions in my report of (date).

Reference to TQS

Support and Guidance

Although the onus falls on you to improve the areas of practice specified in this notice of remediation, we are prepared to continue to support you in these efforts. The following professional learning opportunities will be made available should you wish to participate:

1. A
2. B
3. C
4. D

Conclusion

In conclusion, it is my aim to help you become, again, a successful teacher in this school. Notwithstanding this aim, you must meet the Teaching Quality Standard and the expectations of board policy.

The subsequent evaluation at the conclusion of this remediation process may result in:

1. Your meeting the expectations of the Teaching Quality Standard and a return to the ongoing supervision process, or
2. An extension of this remediation plan, or
3. A change of assignment.
4. Failure or inability to reach the expectations outlined in this document could result in employment consequences up to and including termination of your contract. This would involve a recommendation by the superintendent to the board.

Please let me know if you have any questions in regard to this notice or if there is anything I can do to hope you meet with success regarding the required improvements to your professional practice.

Yours truly,

(name) ((position))