



MEADOWS BAPTIST ACADEMY

Meadows Baptist Academy Teacher Growth, Supervision and Evaluation Policy

Policy

Meadows Baptist Academy encourages excellent teaching. As such, MBA is committed to providing opportunities for teacher professional growth. In accordance with provincial requirements, all teachers employed by Meadows Baptist Academy will develop and implement an approved Teacher Growth Plan. The MCES Board, the MBA Principal, and MBA teachers must work together to achieve the teaching quality standard.

The policy:

1. Applies to all teachers
2. Will be reviewed in Spring 2021 and every five years following,
3. Is consistent with the teaching quality standard
4. Is readily available to the MBA community on the website (www.meadowsbaptist.ca)
5. Is developed with the consultation of the MCES board and the MBA teachers
6. Will have the Principal report information summarizing implementation of the policy to the members of the society in the Principal's annual report to the society

Definitions

1. In this Policy,
 - a. "ECS operator" means a board or person approved under section 21 of the Education 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
 - 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. "Principal" means
 - i. a principal as defined in the Education Act,
 - ii. a superintendent or designee in respect to fulfilling obligations under section 197 of the Education 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.
 - iv. "School authority" means a school board, a person or society that operates a charter school or an accredited private school;
 - v. "Supervision" means the on-going process by which a principal carries out duties in respect to teachers and teaching
 - vi. "Teacher" means

1. an individual who is required to hold a certificate of qualification as a teacher in the province of Alberta and who is responsible for the provision of instruction or supervision of students.
2. an individual whose qualifications are approved by the Minister and is employed to teach according to the Education Act.
- vii. "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.
- viii. "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.

Teacher Growth

Regulations

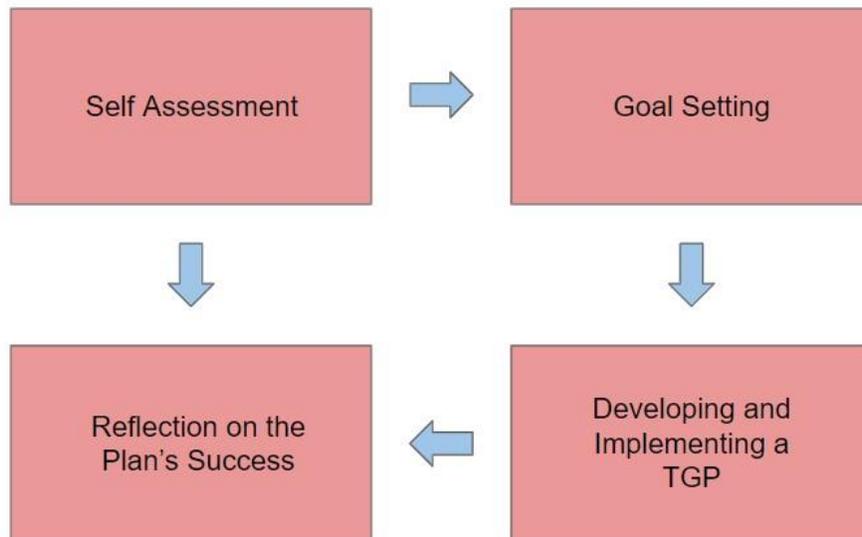
1. In the pursuit of excellence, each teacher will engage in ongoing professional learning related to his or her professional responsibilities.
2. Examples of professional growth activities include sustained collaborative learning activities, university courses, professional reading, research and writing projects, self-directed PD, and professional seminars and workshops. Meadows Baptist Academy will seek to provide meaningful access to a variety of professional learning opportunities.
3. The teacher will submit to the designated administrator an annual *Teacher Growth Plan* no later than **September 30th** of each year that:
 - a. Is focused on growth to become more like Jesus Christ,
 - b. shows a demonstrable relationship to the *Teaching Quality Standard*, and
 - c. considers the individual learning needs of the teacher.
4. By **January 30th** of each year, each teacher will write a brief review assessing the implementation their teacher growth plan. The review shall be submitted to, and discussed with, the school principal.
5. By the **first week in June** of each teacher will submit a review of the current year's TGP. The results of this review are to be discussed with the school principal.

Items to remember when creating your TGP:

Alberta Education requires that your TGP be based upon:

1. An Assessment of your own professional learning needs
2. A demonstrable relationship to current TQS
3. Consideration of the educational plans of your school, school board and Alberta Education directions.

How do I develop my TGP?



Self-Assessment

Creating a TGP begins with self-assessment. Self-assessment involves an honest look at your current professional learning needs: *What are my strengths? What are my weaknesses? What are my priority areas for improvement?* It involves reflecting upon your classroom experiences, feedback on your teaching you have received from TA's, peers and administrators, and your vision of teaching. It may involve analysis of student achievement data. Self-assessment should be in reference to the Alberta Teaching Quality Standard.

Identify your goals

Professional growth is a result of identifying professional goals to improve your professional practice and taking action towards achieving those goals. Once you have completed the self-assessment, you will need to generate a SMART goal. SMART goals are: **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**imely

Some areas for goal setting could involve (but are certainly not limited to):

- Curriculum and methodology knowledge and practice
- Relationship / communication with parents
- Collaboration with peers
- Spiritual growth goals
- Classroom management
- Use of technology as an instructional tool

Meaningful goals:

- have substance and meaning for the teacher
- stretch current thinking and practice
- can be achieved and, therefore, don't lead to frustration
- have deadlines that help to ensure that the goal is attained

Writing your TGP

Once you have identified your goals you are ready to create your TGP. **Please use the template provided by your principal to complete your TGP.**

Supervision

1. **Supervision:** A fundamental component of the policy is ongoing supervision of teachers by the Principal. This includes the following responsibilities:
 - a. Providing support and guidance to teachers through regular classroom visits, through discussions regarding the classroom visits, and through ongoing interaction with teachers throughout the school year.
 - b. Observing and receiving information from any source about the quality of teaching a teacher provides to students.
 - c. Identifying the behaviours or practices of a teacher that for any reason may require an evaluation. No formal record of ongoing supervision will be placed in a teacher's permanent file.

2. **Criteria for Supervision:**
 - a. The following criteria serve 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, Principals, and teachers can establish mutual discussion of a teacher's work.

 - b. Supervision of a teacher must include an evaluation of the teacher's ability to teach according to the school's philosophy as explained in the societies philosophy of education, statement of faith, and in conjunction with the Goals of Education and Schooling, as delineated by Alberta Education.

 - c. **Planning:** Planning involves elements of purpose and organization. Pedagogy can be implemented by developing long-range plans, such as course outlines, and short-term plans, such as daily or weekly plans. The following are some of the characteristics of planning:
 - i. Year outlines which reflect an understanding of the goals of the Christian school and the Department of Education.
 - ii. Flexibility in adjusting plans to individual students and the needs of a particular class.
 - iii. Analysis of curriculum through a biblical worldview
 - iv. Integration between subjects.
 - v. Selection and use of Christian resource materials.

 - d. **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 in the following ways:

 - i. Material presented in lessons encompasses a range of difficulty that challenges and motivates students.
 - ii. A variety of approaches are used in the subject area.
 - iii. Teacher expectations are clear to the students.
 - iv. Subject matter is clearly presented and communicated effectively.
 - v. The teacher is well prepared and knowledgeable in the subject area.
 - vi. There is evidence of a Christian approach in the subject area.
 - vii. Subject material allows for individual differences between students.
 - viii. A correlation exists between stated goals of course/units and what happens in the classroom.

e. **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 in a number of ways:

- i. Recognition of each student as created in the image of God.
- ii. Respect for individual differences between students.
- iii. Fairness and kindness are demonstrated in relations with students.
- iv. Firmness and consistency are demonstrated in classroom relations.
- v. Evaluation criteria are clearly established and consistently applied.
- vi. Evaluation is based on a large and varied sampling of student work.
- vii. Contact with parents is made when appropriate.

f. **Classroom Atmosphere**

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

- i. Students are aware of teacher and course expectations.
- ii. Cooperation, courtesy, and responsibility are encouraged.
- iii. Rules are consistently applied.
- iv. Physical arrangements in the room are conducive to learning.
- v. Displays and bulletin Boards are used to enhance particular units and/or course goals.
- vi. Class time is used efficiently.

g. **Professional and Personal Qualities**

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

- i. Working cooperatively with other staff members toward goals accepted by the school.
- ii. Active participation in staff meetings, professional development opportunities, and staff collaboration.
- iii. Involvement in professional development activities such as workshops, conferences, reading, and membership in professional organizations.
- iv. Involvement in the development of Christian curriculum.
- v. Contribution to and encouragement of openness and trust in staff relationships.
- vi. Support for, and carrying out of, Board and school policies.
- vii. Pursuit of professional growth.

Evaluation

1. **Evaluation**

- a. The evaluation of a teacher by a Principal shall be conducted within a month:
 - i. Upon written request of the teacher;
 - ii. For purposes of gathering information related to a specific employment decision.
- b. The evaluation of a teacher by a Principal may be conducted:
 - i. For purposes of assessing the growth of the teacher in specific areas of practice, or
 - ii. 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 standard.

- c. 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.
- d. On initiating an evaluation, the Principal must communicate explicitly in writing to the teacher the following things:
 - i. The reasons for and purposes of the evaluation.
 - ii. The process, criteria and standards to be used.
 - iii. The time lines to be applied.
 - iv. The possible outcomes of the evaluation.
- e. 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 personal file.
- f. Where, as a 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.
- g. 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 endanger the safety of students, constitute a neglect of duty, a breach of trust, or a refusal to abide by the MCES statement of faith and philosophy of education, or constitute conduct detrimental to the school or the school society.

2. Appeals

- a. If a teacher wishes to appeal an evaluation report, the teacher will submit an appeal in writing within two weeks of receiving the report to the Board Chair, and send copies of the appeal to the Principal of the school and the writer of the report.
- b. The Board President will direct the appeal to the Board which will respond in writing to the teacher within five weeks of the date of the evaluation report which is being appealed. Copies of the written response will be sent to the Principal of the school and the writer of the report.

References

1. **References** Please refer to the following for additional information:
 - a. An Integrated Framework to Enhance the Quality of Teaching in Alberta
 - b. The Education Act
 - c. Toward Teacher Growth, A Study of the Impact of Alberta's Teacher Evaluation Policy
 - d. Provincial Three-Year Plan for Education
 - e. See Section 7 of Alberta Education's the Policy Manual (date) for information about obtaining the above document(s), and Department / Branch addresses, phone and fax numbers.