



LEARNERS TODAY, LEADERS TOMORROW

Canadian International School Teacher Growth, Supervision & Evaluation Policy

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Overview

At the Canadian International School in Abu Dhabi (CIS), we take great care in selecting highly qualified teachers and staff, ensuring that our students receive the finest educational experience.

As a Tier 4 Alberta Accredited International School, we are dedicated to continuously enhancing our educational programs, fostering ongoing professional learning, and managing the growth, supervision, and evaluation of our teachers.

This policy defines the terms and outlines the administrative procedures for implementing teacher growth, supervision, and evaluation within our school.

Definitions

1. **Teacher Growth:** refers to the ongoing process by which educators enhance their teaching skills, knowledge, and attitudes to improve their effectiveness in the classroom and foster better student outcomes. It involves continuous professional learning, reflective practice, and adaptation based on feedback and new educational research (Avalos, 2011).
2. **Professional Development:**
 - Traditionally, professional development has been associated with structured programs, workshops, seminars, or courses that educators attend.
 - It is often perceived as being more top-down, where content and activities are designed and delivered by experts or administrators, sometimes without direct input from the participants on their specific needs.
 - Professional development events can be episodic and not always integrated into daily teaching practices, focusing more on the acquisition of specific skills or knowledge.
3. **Professional Learning:**
 - Professional learning is a broader, more inclusive term that emphasizes continuous growth and improvement integrated into an educator's daily work.
 - It involves an ongoing process that is much more collaborative, involving reflections, discussions, and shared practices among educators.
 - Professional learning is often driven by the needs and questions that arise from daily teaching activities and is tailored to directly impact classroom practice and student outcomes.
4. **Supervision:** The systematic observation and guidance of teachers' educational practices, aimed at maintaining and elevating instructional quality.
5. **Evaluation:** The formal assessment of teachers' performance, using established criteria to ensure alignment with the school's educational standards and objectives.
6. **Alberta Teaching Quality Standard (TQS):** outlines the professional competencies expected of teachers to ensure high-quality education for students in Alberta. The standard applies to all teachers in Alberta, including those in international schools like the Canadian International School in Abu Dhabi that adhere to Alberta's educational guidelines.
7. **Alberta Leadership Quality Standard (LQS)** outlines the competencies and qualities that school leaders, particularly principals, are expected to demonstrate in their roles within Alberta's education system. The LQS is designed to promote excellence in leadership, enhance educational outcomes, and ensure that school leaders are prepared to meet the challenges of contemporary educational environments.

Procedures

Teachers are responsible and accountable for:

- **Fostering Effective Relationships:** Teachers are expected to establish respectful, compassionate, and trusting relationships with students, parents, colleagues, and members of the community.
- **Engaging in Professional Development:** Teachers must commit to ongoing professional learning and apply new knowledge in their teaching practices.
- **Demonstrating a Professional Body of Knowledge:** This includes understanding the subject matter, pedagogical techniques, and how students learn most effectively.
- **Implementing Pedagogical Practices:** Teachers should apply a variety of teaching strategies that enhance student learning and reflect best practices in instruction.
- **Assessing Student Learning and Development:** Effective assessment practices are crucial, and teachers must be skilled in evaluating student progress and adapting instruction accordingly.
- **Contributing to the School and Community:** This involves participating in activities and initiatives that contribute to the improvement of the school and its community.
- **Adhering to Legal Frameworks and Policies:** Teachers must understand and implement educational policies and legal frameworks relevant to their teaching context.

The Principal is responsible for:

- **Fostering Effective Relationships:** Principals are expected to cultivate positive interactions within the school and the wider community, promoting collaboration among staff, students, families, and other stakeholders.
- **Modeling Commitment to Professional Learning:** Principals should demonstrate a commitment to their own continuous professional development and encourage a learning culture among staff.
- **Visionary Leadership:** They are responsible for creating and sustaining a shared vision for school improvement that enhances student learning and well-being.
- **Leading a Learning Community:** Principals must nurture and lead a culture that supports both staff and student learning, which includes professional development, instructional leadership, and the effective use of data to inform practice.
- **Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit:** Principals ensure that the school community develops awareness and understanding of First Nations, Métis, and Inuit cultures, histories, and perspectives.
- **Instructional Leadership:** They are responsible for ensuring the quality of instruction and learning experiences in the school, including the implementation of educational policies, curricula, and assessment practices.
- **Developing Leadership Capacity:** Principals need to foster leadership skills among their staff, encouraging and supporting teachers and other staff members to take on leadership roles.
- **Managing School Operations and Resources:** This includes effective management of the school's budget, staff, facilities, and other resources to create a supportive learning environment.
- **Understanding and Responding to the Larger Societal Context:** Principals should be aware of the broader social, economic, and political contexts affecting education and advocate for their school within these contexts.
- **Ensuring First Nations, Métis, and Inuit Education for All Students:** Principals have a specific responsibility to ensure that all students learn about the histories, cultures, and contributions of Indigenous peoples in Canada.

Teacher Growth

Teacher Professional Growth Plans (TPGPs)

Purpose and Scope:

- **Objective:** The purpose of the TPGP is to support the continual professional advancement of our educators, aligning with both the Alberta Teaching Quality Standard and our school's commitment to high-quality education.
- **Applicability:** This section applies to all teaching staff at the Canadian International School, Abu Dhabi, as a fundamental component of their professional development and evaluation.

2. TPGP Components:

- **Initial Self-Assessment:** Educators will evaluate their current teaching practices in relation to the Alberta Teaching Quality Standard to identify both strengths and areas for improvement.
- **Goal Development:** Following self-assessment, educators will establish specific, measurable, achievable, relevant, and time-bound (SMART) goals aimed at enhancing their instructional capabilities.
- **Action Plan:** Educators will outline actionable steps, necessary resources, and timelines to achieve their stated goals, incorporating appropriate professional development activities.
- **Resource Identification:** Identification of both internal supports (e.g., peer collaboration, mentorship) and external resources (e.g., workshops, seminars) essential for the attainment of the growth objectives.
- **Progress Monitoring:** Methods and metrics for ongoing assessment of progress towards the established goals will be defined.
- **Reflective Practice:** Regular intervals will be set for reflecting on progress, with adjustments made to the TPGP as necessary to remain aligned with both individual and institutional educational objectives.

3. Development and Implementation Process:

- **Collaborative Approach:** Teachers are encouraged to develop their TPGP in consultation with peers and supervisors to ensure it is comprehensive and aligned with school-wide educational goals.
- **Integration with School Initiatives:** TPGPs should reflect and support broader school initiatives and targets, reinforcing the collective mission of our school community.
- **Documented Records:** Detailed documentation of the TPGP will be maintained, serving both as a record of professional growth and a tool for future planning.

4. TPGP Evaluation:

- **Annual Assessment:** Each teacher's TPGP will be reviewed annually in a formal meeting with their supervisor to evaluate progress and discuss feedback.
- **Feedback and Support:** Ongoing feedback will be provided throughout the year by supervisors and peers to facilitate continuous improvement and successful achievement of TPGP goals.
- **Plan Renewal:** Based on reflective practices and outcomes, the TPGP will be revised annually to introduce new goals and refine existing strategies, ensuring relevance and effectiveness.

5. Commitment to Excellence:

- **Continuous Improvement:** Our commitment to fostering an environment of excellence and continuous learning is reflected in the rigorous implementation and support of the TPGPs, ensuring that our educators are always equipped to provide the best possible learning experience to our student.

Teacher Supervision

1. Purpose and Scope:

- **Objective:** The aim of teacher supervision is to assist teachers in meeting their professional responsibilities and to enhance teaching practice to maximize student learning, in alignment with the Alberta Teaching Quality Standard.
- **Applicability:** This section applies to all supervisory staff at the Canadian International School, Abu Dhabi, specifically principals or their designates, who are responsible for overseeing the instructional practices and professional conduct of teachers. Supervision is a mandatory and ongoing requirement for both teachers and school administrators, intended to be supportive and collegial in nature.

2. Supervision Components:

- **Observational Reviews:** Regular classroom observations conducted by supervisors to assess instructional practices, classroom management, and teacher-student interactions. These observations provide real-time feedback and are crucial for ongoing professional support.
- **Constructive Feedback:** Post-observation feedback sessions where supervisors provide constructive and actionable feedback aimed at enhancing teaching practices. This feedback is based on specific, observable evidence gathered during classroom visits.
- **Professional Dialogue:** Encouraging open and reflective conversations between teachers and supervisors about teaching practices, challenges, and aspirations. This dialogue is essential for identifying professional needs and aligning support with those needs.

3. Supervision Process:

- **Support and Guidance:** Provide support and guidance to teachers through the supervision process.
- **Comprehensive Observation:** Include observations and information from any source concerning the quality of teaching provided by the teacher.
- **Behaviour Identification:** Identify behaviours that, for any reason, may require an evaluation.
- **Responsive Action:** If, as a result of information gathered through supervision, an ongoing concern about the teacher's behaviour or practices arises, the supervisor shall work with the teacher to address the concern promptly, with the support and direction of the principal.

4. Roles and Responsibilities:

- **Supervisors:** To conduct fair, consistent, and supportive supervision that encourages teacher growth and improves student learning outcomes. Supervisors should model leadership qualities as outlined in the Alberta Leadership Quality Standard.
- **Teachers:** To actively engage in the supervision process, including preparing for observations, reflecting on feedback, and participating in discussions aimed at improving their professional practice.

5. Evaluation of Supervision Effectiveness:

- Feedback from Teachers: Regularly soliciting feedback from teachers on the supervision process to ensure it meets its objectives and is perceived as supportive and constructive.
- Annual Review of Supervision Practices: Supervisors' practices will be reviewed annually by school leadership to ensure alignment with educational standards and leadership quality standards.

6. Commitment to Continuous Improvement:

- Adaptation and Responsiveness: The supervision process will be regularly reviewed and adjusted based on feedback, changes in educational standards, and new insights from educational research to ensure it remains effective and relevant.

Teacher Evaluation

This comprehensive section on Teacher Evaluation aims to maintain high educational standards and support professional development, ensuring accountability and continuous improvement in teaching practices at the Canadian International School, Abu Dhabi.

1. Purpose and Scope:

- Objective: To formally assess the effectiveness and impact of teachers' practices relative to the Alberta Teaching Quality Standard, ensuring high levels of student learning and professional accountability.
- Applicability: This section applies to all teaching staff at the Canadian International School, Abu Dhabi, outlining the structured framework for conducting formal evaluations.

2. Evaluation Components:

- Performance Criteria: Evaluation is based on defined criteria that align with the Alberta Teaching Quality Standard, encompassing teaching practices, subject matter knowledge, classroom management, and student engagement.
- Multiple Data Sources: Evaluations utilize various sources, including classroom observations, student performance data, teacher portfolios, and feedback from students, parents, and colleagues.

3. Evaluation Process:

- **Initial Meeting:** Prior to beginning the evaluation, the principal or designated administrator/supervisor will meet with the teacher to clearly communicate:
 - The reasons and purposes for initiating the evaluation
 - The process, criteria, and standards (TQS) to be used
 - The timelines to be applied
 - The potential outcomes of the evaluation
- **Documentation of Meeting:** A written account of the initial meeting prepared by the principal will be provided to the teacher.
- **Ongoing Feedback and Communication:** Throughout the evaluation period, continuous feedback will be provided to support timely improvements.

4. Completion and Documentation:

- **Final Evaluation Report:** Upon completion of an evaluation, the principal or supervisor shall provide the teacher with:
 - The original completed evaluation report

- A written determination of acceptable or unacceptable performance
 - **HR Documentation:** An additional copy of all related documentation will also be provided to the Human Resources department.
5. **Remediation Process:**
- **Notice of Remediation:** If the evaluation determines that the TQS have not been met, the principal will issue a Notice of Remediation, outlining:
 - Remediation strategies the teacher is advised to pursue
 - Supervision, monitoring, and evaluation strategies to be employed by the principal to assess changes in practice
 - An applicable timeline, including a date for re-evaluation
 - The consequences of not achieving the required changes, which may include termination of employment
 - **Temporary Suspension of TPGP Obligations:** The requirement for the teacher to develop or implement an annual TPGP will be replaced until practices are deemed acceptable.
6. **Roles and Responsibilities:**
- **Evaluators:** Principals or designated evaluators are responsible for conducting fair, unbiased, and thorough evaluations, providing supportive feedback, and ensuring proper documentation.
 - **Teachers:** Teachers are expected to engage actively in the evaluation process, reflecting on their professional growth and participating in remediation strategies if required.
7. **Evaluation of Supervision Effectiveness:**
- **Feedback from Teachers:** Feedback will be regularly solicited from teachers regarding the evaluation process to ensure it remains supportive and constructive.
 - **Annual Review of Evaluation Practices:** Evaluation procedures and criteria will be reviewed annually to ensure alignment with current educational research and best practices.

Recommendation for Permanent Professional Certification (PPC)

This section provides a structured approach to supporting teachers in their journey to obtain Permanent Professional Certification, reflecting the Canadian International School's commitment to professional excellence and alignment with Alberta's educational standards.

1. **Purpose and Scope:**
 - **Objective:** To guide and facilitate the process by which teachers at the Canadian International School, Abu Dhabi, obtain Permanent Professional Certification (PPC) in Alberta, ensuring they meet the professional standards and criteria established by Alberta Education.
 - **Applicability:** This section applies to all teaching staff seeking to transition from an Interim Professional Certificate (IPC) to a Permanent Professional Certificate in Alberta.
2. **Eligibility Criteria:**
 - **Required Experience:** Teachers must have completed a minimum of two years of teaching experience under an IPC, which includes at least one year of teaching experience in Alberta or at an Alberta accredited international school.
 - **Professional Development:** Teachers must demonstrate continuous professional development and growth, aligned with the Alberta Teaching Quality Standard.
3. **Evaluation Process for Recommendation:**
 - The Association of Independent Schools and Colleges in Alberta (AISCA) works collaboratively with the school administration to oversee, evaluate and recommend teachers for their PPC.

- Candidates are responsible to pay a non-refundable fee directly to AISCA to begin the PPC process, usually in October of their second year.
- A supervisor from AISCA will be assigned to work collaboratively with the school and the candidate. Candidates will be asked to provide work for evaluation, and the supervisor will review and evaluate submission. This may include, but is not limited to: viewing of lessons, evidence of teacher planning, feedback to students, samples of student work, progress data, reflective questions, interviews, recommendations etc.
- The process can take several months and at the end the AISCA supervisor will make a recommendation to Alberta Education based on the compiled information.

References:

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