

ADMINISTRATIVE PROCEDURE

Personnel and Employee Relations

Teacher Growth, Supervision, and
Evaluation

PER #16

Revised: August 2026

Background

Christ The Redeemer (CTR) Catholic Schools recognizes teaching as both a professional responsibility and a vocation of service within the mission of Catholic education. Catholic teachers are called to make Christ known through their witness, relationships, instructional practice, and commitment to the formation of the whole person. In doing so, they affirm the inherent dignity of every student and seek to ensure that each student is known, valued, supported, and challenged to grow.

Teacher growth, supervision, and evaluation are therefore understood as processes that promote professional excellence, faithful reflection, accountability, and continuous improvement. These processes should support teachers in strengthening their practice, developing their God-given gifts, responding to the needs of learners, and providing high-quality, academically rigorous instruction within a distinctly Catholic learning environment.

Through respectful dialogue, professional judgment, ongoing feedback, and opportunities for career-long learning, CTR Catholic seeks to foster a culture in which teachers are supported to flourish professionally and spiritually while remaining accountable to the standards, responsibilities, and mission entrusted to them. In partnership with parents and guardians, school leaders and teachers share responsibility for ensuring that teaching and learning reflect Catholic faith, intellectual integrity, high expectations, and a commitment to the common good.

The Board's Expectations of Teachers Policy directs the Superintendent to ensure the division has high-quality teachers who have clearly defined expectations and find CTR Catholic to be a caring and supportive place to work.

CTR Catholic is dedicated to the improvement of the total teaching and learning process for both new and experienced teachers, ensuring that the delivery of courses/programs of study is continuously monitored, that courses/programs of study are taught with a focus on academic rigor, and parents have meaningful involvement in their child's learning and non-instructional school activities. CTR Catholic considers the supervision and evaluation process to be a mark of excellence, and this is why senior administrators, principals, and vice-principals are actively involved in the process.

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.

Teachers and Leaders are also bound by the *Code of Professional Conduct for Teachers and Teacher Leaders*.

The CTR Teacher Quality Standard (see Appendix attached) is a synthesis by the Council of Catholic School Superintendents of Alberta based on the competencies from the *Alberta Teaching Quality Standard* and the *Five Marks of An Excellent Catholic Teacher*. Elements of CTR Catholic's vision, mission and focus have been incorporated.

Procedures

1. Teacher Evaluation

- 1.1. The CTR Teacher Quality Standard is the evaluation instrument (see appendix).
- 1.2. CTR Catholic Definition of Evaluation - Evaluation is 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 a teacher meets or does not meet the teaching quality standard.
- 1.3. The evaluation of a teacher by a principal may be conducted:
 - 1.3.1. for purposes of gathering information related to a specific employment decision, most commonly with teachers on probationary, temporary or interim contracts. Evaluations shall be completed on all teachers holding probationary contracts for the purpose of determining whether they should be recommended for continuous contracts. Evaluations should be completed on all teachers on temporary or interim contracts, particularly when these teachers aspire to secure continuous contracts.
 - 1.3.2. upon the written request of a teacher on a continuing contract;
 - 1.3.3. for purposes of assessing the growth of the teacher in specific areas of practice; and
 - 1.3.4. 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 CTR Teacher Quality Standard
- 1.4. The *Education Act* requires the principal of a school to evaluate teachers. *Alberta Education's Teacher Growth, Supervision and Evaluation Policy* stipulates that a recommendation for a permanent professional teaching certificate and/or a recommendation for a continuing contract must be supported by the findings of two or more evaluations. When initiating an evaluation, a principal must explicitly communicate to a teacher the:
 - reasons for and purposes of the evaluation;
 - process, criteria and standards to be used;
 - timelines to be applied; and
 - the possible outcomes of the evaluation.
- 1.5. Principals will consider evaluative input from two other sources:
 - 1.5.1. the vice-principal(s); and
 - 1.5.2. a senior administrator (most commonly a superintendent, deputy superintendent, or associate superintendent). The senior administrators will complete a minimum of two full class observations for any new teacher being evaluated. The senior administrators will be available to complete multiple observations for experienced teachers being evaluated under clause 1.3.4.
- 1.6. Upon completion of the evaluation process, a teacher must be provided with a copy of the evaluation report. Copies of all teacher evaluations involving decisions related to employment, certification and competence shall be forwarded to Human Resources. The documents will be placed in the teacher's central personnel record file.
- 1.7. Timelines for Conducting Evaluations of Teachers with Probationary, Interim or Temporary Contracts
 - 1.7.1. Initial Meeting – By September 30 the administrative team will discuss the evaluation process, the evaluation instrument and rating system, and the timelines. The team will also give the teacher the opportunity to ask questions about the aforementioned items.
 - 1.7.2. First Term (October, November & December) - Supervision and Formative Classroom Observations - The administrative team will complete a minimum of five formative classroom observations. A senior administrator will complete one classroom observation. Within 2 instructional days of each visit, either a short post-conference will be conducted with the

teacher or they will receive a completed Classroom Visitation Form containing clear feedback specifically related to the descriptors in the Summative Evaluation Instrument.

- 1.7.3. First Summative Evaluation will be provided to the teacher by January 20. These summative evaluations are a comprehensive assessment of the teacher's abilities and performance to date. Decisions about the ratings and summary comments are made by the site-based administrative team and are based on all completed visitations and observations. This evaluation will have all ratings filled in and summary comments on the strengths and weaknesses of the teachers.
- 1.7.4. Second Term (January, February, March and April) - Supervision and Formative Classroom Observations - The administrative team will complete a minimum of five more formative classroom observations. A senior administrator will complete one classroom observation. Within 2 instructional days of each visit, either a short post-conference will be conducted with the teacher or they will receive a completed Classroom Visitation Form containing clear feedback specifically related to the descriptors in the Summative Evaluation Instrument.
- 1.7.5. Final Summative Evaluation - By April 30 the final summative evaluations will be completed. They are a comprehensive assessment of the abilities and performance over their school year. Decisions about the ratings and summary comments are made by the principal and are based on all completed visitations and observations. This evaluation will have all ratings completed as well as comments in all category areas. Principals will ensure that the evaluations are conducted in a fair manner; judgments of competence will be based on CTR Catholic's Expectations of Teachers Policy, the Division's Teacher Growth Supervision and Evaluation Administrative Procedures and Alberta Education's *Teaching Quality Standard*. This evaluation is the primary reference point upon which administrators will make contract recommendations.

1.8. Timelines for Conducting Evaluations of Teachers with Continuous Contracts (being evaluated under clause 1.3.4).

- 1.8.1. The timing of evaluations will be dependent on when there has been an identified concern through regular teacher supervision. The teacher will be informed in a formal meeting of the concerns and the need for a formal evaluation. The principal along with the teacher will set forth the timeline for the evaluation including all observations and supervisory visits.

2. Teacher Supervision

- 2.1. The CTR Teacher Quality Standard is the instrument used in teacher supervision (see Appendix).
- 2.2. CTR Catholic Definition of Supervision – Supervision is the ongoing process by which a principal carries out duties and exercises educational leadership regarding teachers and teaching required under Section 197 of the *Education Act*. The ultimate purpose of supervision is to improve instruction in classrooms and school and to help teachers discover and construct personal knowledge and skills.
- 2.3. The principals and vice-principals are responsible for completing frequent and formative supervision. When completing teacher supervision the principals should use the following guidelines:
 - 2.3.1. The supervision process will include classroom visitations, classroom walk-throughs, management by walking around, and ongoing dialogue and meetings. The administrative teams should have a good understanding of each teacher's contributions to the school with respect to our four pillars: 1) faith life; 2) safe and caring; 3) learning; 4) and stewardship.
 - 2.3.2. Principals and vice-principals should, at a minimum, do multiple walk-throughs and/or short classroom visitations and if time permits, at least one extended classroom visitation on every teacher each year.
 - 2.3.3. After a number of visitations, administrators should engage the teachers in a reflective exercise in which the teachers are prompted to reflect on the decisions they are making in the classroom. Administrators are encouraged to focus on how they can promote reflection in

addition to providing feedback. Administrators are encouraged to use the divisional "Classroom Walk-through" form to document this process.

- 2.3.4. On a four-year cycle, each continuous teacher shall receive enhanced supervision via a minimum of four short classroom visitations and/or walk-throughs and one extended classroom observation. When a continuous teacher is scheduled for this enhanced supervision, the principals will complete the following:

2.3.4.1. Initial Meeting – By September 30 the administrative team will discuss the supervision process and timelines. The teacher will use the evaluation instrument to identify growth areas or areas for the observations to be focused on. The team will also give the teacher the opportunity to ask questions about the aforementioned items.

2.3.4.2. Supervision and Conferencing – October to May - The administrative team will complete a minimum of four short classroom visitations and/or walk-throughs and one extended classroom observation. Within 2 instructional days of the extended classroom observation, either a short post-conference will be conducted with the teacher or they will receive a completed Classroom Visitation Form containing clear feedback connected to the goals set forth in the initial meeting.

2.3.4.3. Final Meeting and Feedback Write-up – June – The administrative team will provide a final summary write-up of the classroom observations. The focus of the write-up will be based on the goals set in the initial meeting and the key categories outlined in the teacher evaluation instrument.

- 2.3.5. Administrative teams are also encouraged to offer written recognition regarding the contributions of staff members using notes of appreciation.

3. Teacher Professional Growth

- 3.1. The CTR Teacher Quality Standard will be used to guide Teacher Professional Growth Plans (see Appendix).

- 3.2. The superintendent or designate shall ensure all principals and vice principals support their teachers as they develop their annual growth plans. Principals shall ensure all teachers develop an annual growth plan consistent with the requirements Alberta Education's Teacher Growth, Supervision and Evaluation Policy. This policy recognizes teachers' commitment to career-long learning. By developing and implementing an annual professional teacher growth plan, the teacher will fulfill the requirements of the policy.

- 3.3. Teachers employed under probationary or continuing contracts (full or part time) are required to complete an annual growth plan. Teachers who are formally mentoring a protégé or supervising a student teacher, have met their professional growth plan obligation.

- 3.4. 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 CTR Teacher Quality Standard; and,
- take into consideration the educational plans for school-based teams and departments, the school, school board and Alberta Education. These plans are data driven and are generally outlined in the following documents: a) Year in Review (team and school action plans for improvement); b) Education Plans (CTR Catholic's Strategic Plan); and c) Alberta Education's Accountability Pillar.

- 3.5. There are many appropriate formats and templates for a professional growth plan. The following components should be part of the plan:

- objective statements based on a thorough self-evaluation of the teacher's strengths, areas for growth and areas of interest. In creating these objectives the teacher should consider:
 - Identifying two or three areas of growth they could pursue to help their students learn more successfully.

- Identifying two or three things related to the expected knowledge, skills and abilities (KSAs).
 - Their school-based team's plans, their school's annual plan and the jurisdiction's strategic plans.
 - strategies for objective achievement including any of the following:
 - involve formal courses or conferences;
 - researching professional literature;
 - working on curriculum projects with colleagues;
 - participating in professional discussion groups;
 - observing other teachers; and
 - mentoring or teaching skills to other teachers
 - indicators and measures of objective achievement.
- 3.6. Plans must be submitted by October 30. The plan is to be provided to the principal or, where applicable, to the designated group of teachers delegated to review or approve your growth plan.
- 3.7. Year-end Review of Plan - By June 15 teachers will be asked to meet with the principal or designated group of teachers to review learnings gained from implementing the plan. Opportunities should be given for teachers to share their learning with other colleagues on staff.

Appendix

CTR Teacher 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.

The *CTR Teacher Quality Standard* is a synthesis by the Catholic School Superintendents of Alberta based on the competencies from the Alberta Quality Standard and the Five Marks of An Excellent Catholic Teacher. Elements of CTR Catholic's vision, mission and focus have been incorporated.

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.

The *Teaching Quality Standard* is described by the following competencies and the example indicators. Indicators will be further clarified by school-based leaders.

Embodying the Role of Catholic Teacher

A teacher in a Catholic school makes Christ known to their community by joyfully embracing and living the Gospel, and the teachings of our Catholic faith. Achievement of this competency is demonstrated by indicators such as:

- embracing the dignity of all as created in the image of God, ensuring the overall development of the whole student;
- advocating for Catholic education and making decisions that embody gospel teachings, ensuring that all that happens in the classroom reflects a living Catholic vision of the world;
- intentionally leading and fostering the development and growth of Catholic education through faith permeation;
- acting as a witness and agent of hope by modelling to all people, a Catholic lifestyle consistent with the teachings of the Catholic church and active parish life;
- ensuring a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the classroom.

Fostering Effective Relationships

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:

- acting consistently with fairness, respect, dignity, and integrity;
- demonstrating empathy and a genuine caring for others incorporating a pastoral approach;
- providing culturally appropriate and meaningful opportunities for students and for parents/guardians, as partners in education, to support student learning through a Catholic lens;
- inviting First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, cultural advisors and local community members into the school and classroom;
- collaborating with community service professionals, including mental health, social services, parish and dioceses, justice, health and law enforcement; and
- honouring cultural diversity and promoting intercultural understanding in service to the common good;
- fostering positive interpersonal relationships among students and staff to promote a sense of mutual trust and belonging;

- contributing to a variety of extra-curricular activities and attending events organized by the school and parish;
- communicating with the home regularly regarding successes or areas of concern and working collaboratively to resolve the issue, using appropriate means such as face-to-face meetings, telephone calls and written communication;
- demonstrating a commitment, accountability and willingness to participate during team meetings, Catholic Learning Community (CLC) meetings and professional development;
- providing meaningful opportunities for students to foster their relationship with Jesus Christ.

Engaging in Career-Long Learning

A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning and completes professional learning on the code of professional conduct for teachers and teacher leaders. Achievement of this competency is demonstrated by indicators such as:

- collaborating with other teachers to build personal and collective professional capacities and expertise through a Catholic lens;
- actively seeking out feedback to enhance Catholic teaching practice;
- building capacity to support student success in inclusive, welcoming, caring, respectful and safe learning environments;
- seeking, critically reviewing and applying educational research and Catholic teachings to improve practice;
- enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values;
- maintaining an awareness of emerging technologies to enhance knowledge and inform practice;
- seeking personally to grow in his or her spirituality and faith, understanding of Catholic teachings and doctrine.

Demonstrating a Professional Body of Knowledge

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:

- Planning and designing learning activities that:
 - seek ways to showcase and engage God-given talents of all learners;
 - address and permeate the learning outcomes outlined in programs of study from a Catholic world view;
 - maximize time on task for learning;
 - reflect short, medium and long-range planning;
 - provide students with opportunities to process new information and construct meaning using a variety of methodologies independently and with peers (e.g. draw a picture, make a chart, paraphrase notes, vote with their feet, retell a story, make an analogy or comparison, offer a personal example, relate material to their lives, engage in interactive conversation);
 - ensure lesson elements such as review, modeling, guided practice, checking for understanding and independent practice are evident as applicable and appropriate;
 - 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 stated 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,
- developing critical-thinking skills; 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;
 - stage of spiritual development of each student;
 - 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.
- 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;
 - a knowledge of questioning strategies such as calling on volunteer and non-volunteer, wait time, distributed questioning, reinforcement of participation and varied levels of questions;
 - the inherent respect for each student as a child of God.
- Applying student assessment and evaluation practices that:
 - accurately reflect the permeated learner outcomes within the programs of study from a Catholic world view;
 - 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

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:

- fostering in the Catholic 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* and the *Constitutional Rights of the Catholic School System*;
- using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
- communicating a philosophy of Catholic education affirming that every student is a child of God and can learn and be successful;

- being aware of and facilitating responses to the spiritual, emotional and mental health needs of students;
- 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;
- creating a classroom environment that is faith-focused, organized, tidy and includes exemplars of student work and reference materials that are maintained and updated regularly;
- employing classroom management strategies that promote positive, engaging, and faith-filled learning environments;
- establishing clear rules, routines and transitions to minimize distractions and maximize learning, by stating clear, specific and detailed expectations;
- demonstrating authentic presence, awareness and “withitness” during all classroom activities;
- incorporating students’ faith, personal and cultural strengths into teaching and learning;
- providing opportunities for student leadership incorporating Catholic social teachings.

Applying Foundational Knowledge about First Nations, Métis and Inuit

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:

- 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;
- supporting student achievement by engaging in a collaborative, whole school approach to capacity building in First Nations, Métis and Inuit education;
- 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;
- 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

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:

- maintaining an awareness of, and responding in accordance with, requirements authorized under the *Education Act*, the Alberta Teachers’ Association and other relevant legislation;
- engaging in practices consistent with policies and procedures established by CTR Catholic;
- recognizing that the professional practice of a Catholic teacher is bound by standards of conduct expected of a caring, knowledgeable and reasonable adult entrusted with the custody, care and education of students.