



## SUPERVISION AND EVALUATION POLICY ACADEMIC AND NON-TEACHING STAFF

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### **BACKGROUND**

As we are all life-long learners, we expect all staff to seek to improve their practice in order to provide students with optimal learning experiences, enabling them to reach their fullest potential. To this end, The International School of Macao (TIS) is committed to effective professional growth of its academic and non-academic staff. The TIS growth model provides a framework with defined performance standards, processes for building capacity, as well as, formal evaluation and remediation processes.

### **DEFINITIONS**

**Academic staff:** Teachers, Student Services staff, Educational Assistants [EAs], Coordinators, Vice Principals, Principals, Head of School

**Non-teaching staff:** Front office, Back office, IT support, Gibbon support, lab technicians, nursing, Maintenance and Facilities, Human Resources (HR), Finance, Communications and Marketing, Admission, Logistics and ECA support staff.

### **POLICY**

The school believes that effective coaching, supervision, evaluation of teachers and support staff contributes toward excellence in student performance and to the growth and development of School employees.

The School employs a coaching model to support the development of teaching practices. Ongoing supervision of teaching and learning (teachers, specialists, educational assistants [EAs]) is undertaken by the Head of School, Principals, Vice Principals, and Coordinators to ensure that Alberta Teaching Quality Standards are being met by all academic staff.

Ongoing supervision of non-teaching staff is undertaken by the Chief Operations Officer, Business Manager, and Finance Manager, or others as designated by the Head of School or Chief Operations Officer.



When, through ongoing supervision, concerns are identified, a performance improvement plan will be developed to address the areas of concern. This may include a formal evaluation which will be included in the staff employment file.

To support ongoing professional development, each teacher, academic leader and EA must complete a professional growth plan early in the school year. At the end of the school year, the staff member will meet with the Head of School or Principal or a designate to reflect upon the level of success in carrying out the professional growth plan.

To support ongoing professional development, each non-teaching staff must complete a personal growth plan early in the school year. At the end of the school year, the staff member will meet with the COO and/or manager to reflect upon the level of success in carrying out the professional growth plan.

## **GUIDELINES FOR SUPERVISION AND EVALUATION**

### **1.1 Growth**

1.11 The growth model for staff development may take a variety of forms, however, the general process involves staff who collaborate with a colleague or administrator on addressing specific goals or needs. This may include, but is not limited to:

- Class / workplace observations and feedback
- Planning
- Designing appropriate learning activities
- Designing appropriate assessment tools
- Modelling of good teaching practices
- Adoption of evidence-based best practice

1.12 Each staff member will develop a portfolio to document their:

- Professional growth plan (PGP)
- Each year, the Head of School or line manager will meet with the staff under their direct supervision to discuss their professional growth plan.
- Documentation of evidence of professional development and workplace achievements may be included in the portfolio

### **1.2 Supervision**

A fundamental component of the policy is the ongoing supervision of staff including:

- a. providing support and guidance to staff;
- b. observing and receiving information from any source about the quality of service the staff member provides to relevant stakeholders; and



- c. identifying the behaviours or practices of the staff member that for any reason may require a performance improvement plan or a formal evaluation.

### **1.3 Teaching and Leading Quality Standards**

#### **Academic Leaders**

TIS uses Leadership Quality Standards, produced by Alberta Education, as the framework for assessing the quality of leadership service provided by each academic leader. Key aspects of the framework are detailed in the Leadership Observation tool. The Observation tool is used for both self-assessment and line manager assessment. Any academic leader not meeting one or more of these standards will be placed on a performance improvement plan. This may also include a formal evaluation.

#### **Teachers**

TIS uses the Teacher Quality Standards, produced by Alberta Education, as the framework for assessing the quality of teaching services provided by each teacher. Key aspects of the framework are detailed in the Teacher Observation tool. The Observation tool is used for both self-assessment and line manager assessment. Any teacher not meeting one or more of these standards will be placed on a performance improvement plan. This may also include a formal evaluation.

#### **Specialists**

TIS uses aspects of the Teacher Quality Standards, produced by Alberta Education, as the framework for assessing the quality of services provided by each specialist. Key aspects of the framework are detailed in the Specialist Observation tool. The Observation tool is used for both self-assessment and line manager assessment. Any Specialist not meeting one or more of these standards will be placed on a performance improvement plan. This may also include a formal evaluation.

#### **Educational Assistants (EAs)**

TIS uses the Educational Assistant (EA) Observation tool to assess the quality of service provided by an EA. If an EA is not meeting these standards, they will be placed on a performance improvement plan.

#### **Non-teaching Performance Standards**

TIS uses the Support Staff Observation tool to assess the quality of service provided by non-teaching staff. If an employee is not meeting these standards, they will be placed on a performance improvement plan.

#### **Professional Growth and Supervision Summary Chart**

**Principals, Vice-Principals, Program Coordinators, Specialists (Social-Emotional Counselling, Academic Counselling, Information Literacy & Library, Experiential Learning, STEAM, full-time substitute teacher)**



- Periodic visits in the working environment by the Head of School or designate
- Regularly scheduled meetings (monthly/bi-monthly) with the Head of School throughout the year
- Professional Growth Plan meeting with Head of School or designate early in the year
- Professional Growth Plan meeting with the Head of School or designate near the end of the year

## Teachers

### Teachers New to TIS

- Periodic visits in the class or working environment by the Head of School or Principal or Vice-Principal
- At least 3 coaching sessions with the Principal or Designate each year
- Mandatory participation in the Teacher Mentorship Program for the first year at TIS
- Voluntary participation in the Teacher Mentorship Program after the first year at TIS, or upon Principal's request
- Professional Growth Plan meeting with Principal early in the year
- Professional Growth Plan meeting with a peer teacher near the end of the year

### Early Career Teachers (Less than 5 years experience)

- Periodic visits in the class or working environment by the Head of School or Principal or Vice-Principal
- At least 3 coaching sessions with the Principal or Designate each year
- Mandatory participation in the Teacher Mentorship Program for the first year at TIS
- Voluntary participation in the Teacher Mentorship Program after the first year at TIS, or upon Principal's request
- Professional Growth Plan meeting with Principal early in the year
- Professional Growth Plan meeting with a peer teacher near the end of the year

### Mid Career Teachers (5 - 10 years experience)

- Periodic visits in the class or working environment by the Head of School or Principal or Vice-Principal
- At least two coaching sessions with the Principal or Designate each year
- Professional Growth Plan meeting with Principal early in the year
- Professional Growth Plan meeting with a peer teacher near the end of the year

### Late Career Teachers (more than 10 years experience)

- Periodic visits in the class or working environment by the Head of School or Principal or Vice-Principal



- At least one coaching session with the Principal or Designate or peer teacher each year
- Professional Growth Plan meeting with Principal early in the year
- Professional Growth Plan meeting with a peer teacher near the end of the year

#### Teachers Applying for Alberta Permanent Professional Certificate

- Two formal evaluations (see details below)
- Informal classroom visits by administration each year

#### Formal Evaluations

The evaluation of a teacher may be conducted for the following reason(s):

- 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.

### Formal Evaluation

Formal evaluation focuses on the competency and performance of teachers, specialists, leaders and EAs and is designed to perform a comparative, judgmental function, the results of which are used in making decisions for purposes of employment including hiring, continuing contracts, promotion, termination, or for those seeking Permanent Professional Certification with Alberta Education. The Principal is directly responsible for the evaluation of a teacher, but may designate a Vice Principal to carry out the duties.

On initiating an evaluation, the principal must communicate explicitly to the teacher:

- a. the reasons for and purposes of the evaluation including reference to specific competencies set out in the Teaching Quality Standard that are in Issue;
- b. the process, criteria, and standards to be used;
- c. the timelines to be applied; and
- d. the possible outcomes of the evaluation.



## **PROCEDURE FOR ACADEMIC LEADER and TEACHER EVALUATIONS**

1. Evaluation of teachers who do not possess a permanent professional certificate [PPC] but hold an interim professional certificate [IPC] and would like to apply for a PPC:
  - a. In the second year of an IPC the teacher may apply to the Association of Independent Schools and Colleges in Alberta [AISCA], the approved authority for recommendation of permanent professional certification.
  - b. The school and AISCA shall follow the certification process as prescribed by Alberta Education.
2. Evaluation of Academic Leaders or Teachers whose performance may not be meeting the relevant Leadership or Teaching Quality Standard:
  - a. If the information received through monitoring and supervision of a leader / teacher warrants an evaluation of their performance, one or more of the Principal or the Head of School shall conduct a formal evaluation, and shall determine if all aspects of the teacher's practice meet the competencies of the Teaching Quality Standard.
  - b. The Principal or the Head of School and the leader / teacher shall meet to discuss the evaluation. The teacher shall be given an opportunity to append any written comments to the report, provided that such comments are received within seven (7) calendar days of the date the report is given to the Teacher.
  - c. The evaluation, together with the teacher's comments, shall be placed in the teacher's personnel file.
  - d. When the evaluation identifies that a leader's / teacher's practice does not meet the Leadership / Teaching Quality Standard, the Principal or Head of School will;
    - i. create a performance improvement plan with the individual and/or
    - ii. change the leader's / teacher's assignment, if such a change will allow for success and any perceived difficulties in any area of leadership / teaching practice can be effectively eliminated by such a change.
    - iii. if, at the end of the performance improvement period, the required improvements have been made, the leader / teacher may remain in their position.
    - iv. if, at the end of the performance improvement period, the required improvements have not been made, the Head of School or Principal may recommend to the Board of Directors to terminate the leader's / teacher's



contract of employment. In this event, the leader / teacher may raise an appeal with the Board of Directors.

This procedure does not restrict:

1. The Head of School or Principal from taking disciplinary or other action, as appropriate, where any one of them 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 an order of the Board.

### **PROCEDURE FOR NON-TEACHING STAFF EVALUATIONS**

1. Evaluation of non-teaching staff whose performance may not be meeting the job expectations:

a. If the information received through monitoring and supervision of non-teaching warrants an appraisal of their performance, the Chief Operations Officer or Principal or the Head of School shall conduct a formal evaluation, and shall determine if all aspects of the individual practice meet the expected requirements of the position.

b. The Chief Operations Officer or Principal or the Head of School and the staff member shall meet to discuss the appraisal. The staff member shall be given an opportunity to append any written comments to the report, provided that such comments are received within seven (7) calendar days of the date the report is given to the staff member.

c. The appraisal, together with the staff member's comments, shall be placed in the individual's personnel file.

d. When the evaluation identifies that a staff member's practice does not meet the expectations, the Chief Operations Officer or Principal or Head of School will;

i. create a performance improvement plan with the individual and/or

ii. change the staff member's assignment, if such a change will allow for success and any perceived difficulties in any area of their position

iii. if, at the end of the performance improvement period, the required improvements have been made, the staff member may remain in their position.

iv. if, at the end of the performance improvement period, the required improvements have not been made, the Head of School or Principal may



recommend to the Board of Directors to terminate the staff member's contract of employment.

- a. In this event, the staff member may raise an appeal with the Board of Directors.

## **TEACHER CONTRACTS**

### **Termination of Contract**

The employment of the teacher shall terminate upon the expiration of the Term or such earlier termination in accordance with the conditions in the contract.

It is the responsibility of the teacher to advise TIS in writing by the first working Friday in November if the Teacher does not wish to renew the contract for an additional school year beyond the agreement term.

It is the responsibility of TIS to advise the teacher in writing by the first working Friday in November if the School does not intend to renew the teacher's contract beyond the agreement term.

### **Renewal of Contract**

It is the responsibility of the teacher to advise TIS in writing by the first working Friday in November if the teacher wishes to renew the contract for an additional school year beyond the agreement term.

It is the responsibility of TIS to advise the teacher in writing by the first working Friday in November if the school intends to renew the teacher's contract beyond the agreement term.

## **RELEVANT DOCUMENTS**

- The Alberta Teaching Quality Standards
- The Alberta Educational Leadership Quality Standards
- Formal Evaluation Template
- Staff Observation Templates
- Staff Improvement Template