

3. 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.

Principal means a principal as defined in the School Act, 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.

School authority means the Trinity Christian School Association board, the society that operates Trinity Christian School.

Supervision means the on-going process by which a principal carries out duties in respect to teacher/facilitators and teaching required under section 20 of the School Act and exercises educational leadership.

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

Facilitator means a certificated teacher employed by the Association as the primary contact with home educating parents. The facilitator assists the parent/guardian in developing goals and strategies, troubleshooting throughout the year, conducting and attesting assessment as appropriate, and fulfilling all requirements of the Home Education Regulation.

Teacher professional growth means the career-long learning process whereby a teacher or facilitator annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the teaching quality standard.

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.

A. Guidelines:

1. This policy applies to all teachers and facilitators unless otherwise stipulated.
2. This policy provides a review mechanism, is consistent with the teaching quality standard, must be readily available to the public, and details when and how often information summarizing implementation of the policy will be reported to the public.
3. 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/facilitator;
 - a. endangers the safety of students
 - b. constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority,
4. This policy does not restrict the board from taking any action or exercising any right or power under the School Act.

B. Teacher and Facilitator Growth

1. A teacher/facilitator employed by the Association is responsible for completing, during each school year, an annual teacher professional growth plan that:

- a. reflects goals and objectives based on an assessment of learning needs by the individual teacher/facilitator,
 - b. shows a demonstrable relationship to the teaching quality standard, and
 - c. takes into consideration the education plans of the school, the school authority and the Government.
2. A teacher/facilitator employed by the Association, must submit for review or approval at a time specified in the policy that annual teacher/facilitator professional growth plan to the principal.
 3. Each homeschool facilitator shall participate in all meetings of the Home Education Facilitator team, including an annual in-service, up to 5 days in length.
 4. An annual teacher/facilitator professional growth plan may be a component of a long-term, multi-year plan; and may consist of a planned program of supervising a student teacher or mentoring a teacher.
 5. A teacher/facilitator must provide a completed annual teacher professional growth plan to the principal for review and the principal, in consultation with the teacher, must make a finding whether the teacher has completed an annual teacher professional growth plan that complies with item **B.1** of this policy.
 6. If a review 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/facilitator agrees, the content of an annual teacher professional growth plan must not be part of the evaluation process of a teacher.
 8. A principal may identify behaviours or practices that may require an evaluation, provided that the information identified is based on a source other than the information in the annual teacher professional growth plan of the teacher.

C. Supervision

1. Ongoing supervision of teachers and facilitators by the principal, includes;
 - a. providing support and guidance to teachers and facilitators;
 - b. observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - c. observing and receiving information from any source about the quality of teaching a teacher provides to students; and
 - d. identifying the behaviours or practices of a teacher or facilitator that for any reason may require an evaluation.

D. Evaluation

1. The evaluation of a teacher or facilitator by a principal may be conducted:
 - a. upon the written request of the teacher/ facilitator;
 - 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 and/or associate principal has reason to believe that the teaching of the teacher or performance of the facilitator may not meet the teaching quality standard.
2. On initiating an evaluation, the principal must communicate explicitly to the teacher or facilitator:

- a. the reasons for and purposes of the evaluation (e.g. employment and/or certification);
 - b. the process, criteria and standards to be used;
 - c. the timelines to be applied; and
 - d. the possible outcomes of the evaluation.
3. 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. One of the evaluations must be conducted by a Designated Signing Authority from Alberta Independent Schools and Colleges of Alberta (AISCA).
4. Upon completion of an evaluation, the principal and/or associate principal must provide the teacher/facilitator with a copy of the completed evaluation report.
5. Where, as the result of an evaluation, a principal determines that a change in the behaviour or practice of a teacher/facilitator is required, the principal must provide to the teacher/facilitator a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the teacher/facilitator to develop and implement an annual teacher professional growth plan.

E. Specific Requirements of Facilitating Home Education

1. Home Education Facilitators require knowledge of the specific requirements of tutorial learning and must be supportive of home education.
2. Evaluation is based upon the facilitator's ability to function effectively as a facilitator of home education in terms of:
 - a. expertise
 - b. methodology
 - c. results
 - d. professional decorum
3. Associated classroom skills are considered in each of the above categories, even though a facilitator does not normally function in a classroom setting.