



Date: April 23, 2025 **Agenda Item:** 8.9

To: Board of Trustees

From: Shawna Warren, Superintendent

Originator(s): Shawna Warren, Superintendent
Lisa Lacroix, Associate Superintendent Human Resources
Jonathan Konrad, Deputy Superintendent, Education Services

Subject: **Administrative Procedure 721: Staff Professional Development**

Background:

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values and the effective operation of the Division ([AP 205 Developing Administrative Procedures](#)).

Administrative Procedures are reviewed and developed on a regularly scheduled basis.

As part of the regular review cycle, *Administrative Procedure 721: Teachers and Professional Development* has undergone a comprehensive review. During this process, all Administrative Procedures related to professional learning across the Division were examined. To improve clarity and consistency, relevant content from *Administrative Procedure 715: Division Staff Development* and *Administrative Procedure 727: Support Staff and Professional Development* has been consolidated into a single, updated procedure. The revised procedure has been renamed *Administrative Procedure 721: Staff Professional Development* to better reflect its inclusive scope, encompassing all staff rather than focusing solely on teachers. The updated Administrative Procedure was developed with input from Education Services team members at Central Office and school Principals.

Status & Relationship to Superintendent Leadership Quality Standard (SLQS):

This report aligns with the [SLQS](#) in the following way:

- COMPETENCY:** (2) Modeling Commitment to Professional Learning
- INDICATORS:**
- b. collaborating with teachers, principals, school jurisdiction leaders and other superintendents to build professional capacities and expertise;
 - e. providing leadership to support school authority research initiatives, where appropriate; and
 - f. engaging teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

COMPETENCY: (4) Leading Learning
INDICATORS: b. providing learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles; and
 f. building principals' and school jurisdiction leaders' capacities and holding them accountable for providing instructional leadership through effective support, supervision and evaluation practices.

COMPETENCY: (6) School Authority Operations and Resources
INDICATORS: d. providing for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities; and
 h. implementing programs and procedures for the effective management of human resources in support of mentorship, capacity building and succession planning.

Governance Implications:

Education Act

Principals

197 A principal of a school must

(i) evaluate the teachers employed in the school

Sections 202–213: Covering teacher assignments, contracts, transfers, suspensions and terminations.

Sections 222-223: Governs the appointment of a Superintendent.

Policy 700: Superintendent of Schools

All Board authority delegated to the staff of the Division is delegated through the Superintendent. The Superintendent of Schools is the Board's sole point of connection to the operational organization.

Policy 701: Board Delegation of Authority

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division and is accountable to the Board of Trustees for the conduct and operations of the Division. All authority delegated to the staff of the Division is delegated through the Superintendent.

[Administrative Procedure 205: Developing Administrative Procedures](#)

Administrative Procedures are the written directives, procedures and assignment of responsibilities established and approved by the Superintendent that direct the implementation of and achievement of desired outcomes of Board policy, Division Vision, Mission and Values, and the effective operation of the Division.

Administration is prepared to respond to questions at the April 23, 2025, Public Board meeting.

Attachment(s):

1. AP721: Staff Professional Development - New
2. AP715: Division Staff Development - Old Version
3. AP721: Teachers and Professional Development - Old Version
4. AP727: Support Staff and Professional Development - Old Version

Administrative Procedure 721: Staff Professional Development NEW AP to replace 715, 721, 727
Responsible Administrator: Deputy Superintendent Education Services and Associate Superintendent Human Resources

Purpose

Sturgeon Public Schools is committed to fostering lifelong professional learning among teachers, aligned with the Teaching Quality Standard (TQS). Professional development supports the development of knowledge, skills, and abilities needed to enhance student learning and promote innovative and inclusive teaching practices.

Definitions

Professional Development (PD): Refers to formal and informal learning opportunities intended to improve teaching, student outcomes and the professional knowledge, skills and effectiveness of staff.

Professional Growth Plan (PGP): An annual plan prepared by teachers that outlines growth strategies and measures. PGPs must align with the Teaching Quality Standard (TQS) and consider school, Division and provincial goals.

Self-Directed PD: Learning activities initiated by staff to address their professional growth needs with prior approval from the Principal.

Site-Directed PD: Professional learning activities organized at the school level under the direction of the Principal or supervisor.

System-Directed PD: Professional learning opportunities organized at the Division level, directed by the Superintendent or designate.

Process

The Deputy Superintendent Education Services and the Associate Superintendent Human Resources or designate are responsible for overseeing, maintaining and reviewing this Administrative Procedure to ensure alignment with provincial regulations, Division goals and best practices.

Procedures

Professional Growth Plans

All professional staff employees must develop and implement a Professional Growth Plan (PGP) annually by October 15 ,or within 45 days after the first teaching day if the certificated staff member is hired after September 15. Multi-year plans may be considered but must include yearly breakdowns of objectives. Refer to [AP725: Teacher Growth, Supervision and Evaluation](#) for additional information.

PGPs shall:

Be based on self-assessed learning needs, goals and objectives of the teacher.

Demonstrate alignment with the TQS and reference relevant competencies and indicators.

Reflect school, Division and provincial education goals.

Be informed by data sources, such as Principal feedback, student results, parent feedback, individual reflections and collaborative initiatives.

Teachers must submit their PGPs to the Principal for review and approval.

Principals may reject a plan if it does not align with TQS or other relevant standards.

Principals shall meet with teachers to review PGPs at the beginning of the school year and provide ongoing feedback during periodic reviews throughout the year.

Unless agreed upon by the teacher, the content of a PGP shall not be used for evaluation purposes.

Professional Development Activities

Teachers are expected to participate in professional development activities that align with their PGPs and Division priorities. PD activities may include workshops, conferences, collaborative learning initiatives and mentorship opportunities.

PD activities shall be categorized as follows:

Self-Directed PD: Teachers may initiate professional learning activities related to their PGP, with prior approval from the Principal.

Site-Directed PD: Principals shall organize PD activities to address school-specific goals and align with Division frameworks.

System-Directed PD: Division-wide initiatives directed by the Superintendent or designate to address broader educational goals.

Out-of-province PD requires justification by the Principal and prior approval from the Superintendent. Such opportunities should only be pursued when local or provincial alternatives are unavailable.

Annual Reporting and Accountability

Principals must submit a draft Professional Development Plan to the Deputy Superintendent, Education Services by June 30 for the upcoming school year. The draft shall be shared with school staff by the end of September and the final draft must be submitted to the Superintendent by October 30th each year. The plan shall:

- Identify school-specific areas for growth.
- Align with Division and provincial education priorities.
- Outline the use of non-instructional days for PD activities.

Principals must ensure staff are informed of site-directed PD agendas at least seven days prior to the scheduled activities.

Teachers must provide updates to their Principal on self-directed PD alignment with their PGP at set times throughout the year or as requested.

Evaluation of Professional Development

The Superintendent or designate shall annually evaluate the effectiveness of professional development activities in enhancing teaching practices and student learning outcomes. Feedback from these evaluations will inform future PD programming.

Equity and Accessibility

The Division is committed to ensuring equitable access to professional development opportunities for all staff, including part-time and specialized staff. Flexible scheduling and consideration of assignable time shall be employed to accommodate individual needs.

Cultural Competency and Innovation

Professional learning shall include opportunities to deepen understanding of Indigenous worldviews, cultures, and histories to enhance inclusive practices.

The Division encourages collaborative professional learning through Professional Learning Communities (PLCs), mentorship programs and team-based initiatives that promote shared leadership and innovation.

Resource Allocation

The Division will allocate funding for professional development activities, including school-based, system-based and ATA Local contributions. Funding details shall be communicated annually to all staff.

School-based administrators have access to dedicated professional learning funds, as per Division policy, to support attendance at leadership development opportunities.

References

Education Act: 196, 197, 222

Freedom of Information and Protection of Privacy Act

Certification of Teachers and Teacher Leaders Regulation

Professional Conduct and Competency for Teachers and Teachers Leaders Regulation

Alberta Education Teaching Quality Standard (TQS)

Alberta Education Leadership Quality Standard (LQS)

Alberta Education Teacher Growth, Supervision and Evaluation Policy

[AP725: Teacher Growth, Supervision and Evaluation](#)

[AP865 Information and Communication Technology](#)

Collective Agreement with ATA Local

History

2020 Jan 29 Initial Approval

2024 Jan 06 Amended

2025 Apr 16 Amended



715: Division Staff Development

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools may desire staff to obtain staff development in order to fulfill the goals and objectives of the Division as outlined in the Board's Education Plan.

PROCESS

The Associate Superintendent Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE

1. The Superintendent or designate will identify a requirement or priority for staff development where Division staff must access in-service in order to train other Division staff. This training should be accessed within the work schedule of the staff involved when possible or the employee will be compensated for extra time as per the applicable Collective Agreement and approved in advance by the Superintendent or designate.

History

2020 Jan 29 Initial Approval



721: Teachers and Professional Development

Responsible Administrator: Superintendent

PURPOSE

Sturgeon Public Schools teachers benefit from opportunities to continue to develop skills and acquire knowledge in order to meet the needs of students.

PROCESS

The Superintendent or designate is responsible for maintaining this Administrative Procedure.

PROCEDURE

1. All professional staff employees are responsible for identifying their professional growth needs and preparing and executing a Professional Growth Plan as identified in regulations and legislation.
2. Professional staff employees are expected to participate in staff development activities subject to budget limitations and time availability.
3. Each Principal shall supervise and monitor Professional Growth Plans as identified in regulations and legislation.
4. The Principal, in cooperation with other Division personnel, will establish a process and budget to support a professional staff development program.

5. Each Division school Principal shall report in writing to the Superintendent the school's professional staff development plan by October 30th of each school year. The format for submission of this plan may be established by the Superintendent.

References:

Admin Procedures: 715 Division Staff Development

Admin Procedures: 865 Information and Communication Technology

History

2020 Jan 29 Initial Approval

Administrative Procedures VII. Personnel and Employee Relations (Teacher Staffing, Certification and Placement)



727: Support Staff and Professional Development

Responsible Administrator: Associate Superintendent Human Resources

PURPOSE

Sturgeon Public Schools support staff benefit from opportunities to continue to develop skills and acquire knowledge in order to meet the needs of students. The Division provides a means for support staff to continue their learning.

Support staff may participate in professional development activities that take place when the support staff member is not scheduled for regular duties.

PROCESS

The Associate Superintendent Human Resources is responsible for administering this Administrative Procedure.

PROCEDURE

1.0 Support staff are expected to participate in staff development activities subject to budget limitations and time availability as determined by their supervisor or Principal.

2.0 Support staff participating in professional development activities that occur outside their normal working hours will not receive any compensation for same, unless they are directed to attend the professional development activity by their Principal/supervisor.

3.0 If the Principal/supervisor directs the support staff member to attend a professional development activity that falls outside the member's normal working hours, the employee shall be compensated according to the provisions of the CUPE Collective Agreement.

References:

CUPE Collective Agreement

History

2020 Jan 29 Initial Approval

2024 Sep 03 Reviewed

Administrative Procedures VII. Personnel and Employee Relations (Teacher Staffing, Certification and Placement)