

TEACHER GROWTH, SUPERVISION AND EVALUATION

Background

Division Office personnel, school administrators and teachers, all have a role to play in ensuring that teachers achieve the [Teaching Quality Standard](#) and engage in career long professional growth activities. This is most likely to occur within a procedures structure that has been created after consulting those directly involved in the process.

The process of teacher growth, supervision and evaluation follows the framework below.

Table of Contents	Section
Definitions	
Purpose of this procedure	1
Responsibility to parents	2
Application	3

[Part 1](#)

Teacher Professional Growth Plan

Role of the Teacher

Responsibility of a teacher	4
Components of a plan	5
Implementation of a plan	6
Additional considerations of a plan	7
Options for review of a plan	8
Submission of annual plan	9
Retention of teacher professional growth plan	10
Teacher professional growth plan review	11
Compliance with regulation	12
Disciplinary action	13
Use of the teacher professional growth plan in evaluation	14
Return of teacher professional growth plan	15

Part 2

Teacher Professional Growth Plan

Role of the Principal

Information on plans	16
Review meeting	17
Expectations for development of plans	18
Implementation status	19
Plan retention	20
Annual requirements	21
Use of the plan in evaluation	22

Part 3

Supervision of Teachers

Purpose of supervision	23
On-going supervision	24
Relevant information	25
Educational leadership	26
Results of supervision	27

Part 4

Evaluation of Teachers

Conduct of an evaluation	28
Permanent teaching certificate	29
Initiating an evaluation	30
Evaluation observations	31
Evaluation timelines	32
Discussion of the evaluation report	33
Distribution of evaluation report	34
External program evaluation	35
Notice of remediation	36
Evaluation review mechanism	37
Other action	38

Definitions

In this administrative procedure

Administrator means a certificated teacher who is a director, Principal, Assistant Principal, coordinator, department head, supervisor, or a specialist;

Evaluation means 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 one or more aspects of the teaching of a teacher exceeds, meets or does not meet the Teaching Quality Standard;

Notice of remediation means the written statement issued by a principal to a teacher where the Principal has determined that a teacher's teaching does not meet the Teaching Quality Standard, and such a statement describes

- The teaching standard that is expected,
- The behaviours or practices that do not meet the Teaching Quality Standard and the changes required,
- The remediation strategies the teacher is advised to pursue,
- 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 *Education Act*, or a certificated supervisor who is responsible for the supervision of non school-based teachers who do not receive an administrative allowance;

Review body means a group of two or more teachers delegated by the Principal to review the teacher professional growth plan if the Principal and faculty determine that a delegated group will be established;

Supervision means the on-going process by which a principal carries out duties in respect to teachers and teaching required under section 20 of the *Education 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 *Education Act*, and who is employed by the Division but does not include an administrator;

Teacher professional growth plan means the career-long learning process whereby a teacher annually develops and implements a written plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard and meet the requirements of Part 2 of this Administrative Procedure;

Teaching Quality Standard means the authorized standard and descriptors of knowledge, skills and attributes as defined in the Teaching Quality Standard Ministerial Order.

Procedures

1. Purposes of this administrative procedure

- 1.1 to provide a process for superintendents, principals and teachers to work together to achieve the Teaching Quality Standard, and

- 1.2 to ensure that all teachers are responsible and accountable for meeting the Teaching Quality Standard throughout their employment with the Division.
2. Responsibility to parents
 - 2.1 Principals must explain the process for teacher growth, supervision and evaluation to their parents through a presentation at a school council meeting.
3. Application
 - 3.1 Part 1 and Part 2 outlined in this administrative procedure applies to a teacher who is employed by the Division.
 - 3.1.1 under a probationary contract;
 - 3.1.2 under a continuing contract, or
 - 3.1.3 under an interim or temporary contract of 110 or more teaching days.

PART 1

Teacher Professional Growth Plan

Role of the Teacher

4. Responsibility of a teacher

Each school year a teacher is responsible for developing, implementing and completing a teacher professional growth plan that

 - 4.1 is teacher authored, growth-directed and continuous,
 - 4.2 reflects an assessment of professional learning needs by the individual teacher,
 - 4.3 shows a demonstrable relationship to the Teaching Quality Standard, and
 - 4.4 takes into consideration the education plans of the school and the Division.
5. Components of a plan

A teacher professional growth plan must include

 - 5.1 goal(s)/objective(s),
 - 5.2 expected outcomes and desired results,
 - 5.3 action plans/strategies,
 - 5.4 assistance/support,
 - 5.5 timelines, and
 - 5.6 descriptors of completion/indicators of success.
6. Implementation of a plan
 - 6.1 A teacher must work towards the attainment of their teacher professional growth plan through ongoing action and personal review.

7. Additional considerations of a plan

Subject to the approval of the Principal, a teacher professional growth plan

7.1 may be a component of a long-term, multi-year plan or

7.2 may include a component of supervising a student teacher or mentoring a teacher.

8. Options for review of plan

A teacher may choose to have their teacher professional growth plan reviewed by

8.1 the Principal, or

8.2 the review body, if a review body has been established.

9. Submission of annual plan

The teacher must submit a copy of their teacher professional growth plan within 60 days of the commencement of the school year

9.1 to the Principal, and

9.2 to the review body, if applicable.

10. Retention of teacher professional growth plan

10.1 The teacher must retain a copy of their teacher professional growth plan and a copy is retained for the school year by the Principal and the review body, if applicable.

11. Teacher professional growth plan review

The teacher must submit a copy of their teacher professional growth plan within sixty (60) days of the commencement of the school year

11.1 Teacher professional growth plan review is a process for reflection and includes 2-way communication between the Teacher and the Principal or the review body.

11.2 The Principal or review body must arrange for and complete an oral review of the teacher professional growth plan within the last sixty (60) days of the school year.

12. Compliance with Administrative Procedure

12.1 The Principal or the review body, in consultation with the teacher, must make a finding whether the Teacher has completed the requirements of a teacher professional growth plan that complies with this administrative procedure.

13. Disciplinary action

13.1 If a teacher professional growth plan review finds that a teacher has not completed the requirements of a teacher professional growth plan that complies with this administrative procedure, the Teacher may be subject to disciplinary action.

14. Use of the Teacher professional growth plan in evaluation

14.1 Unless a teacher agrees, the content of a teacher professional growth plan must not be part of the evaluation process of a teacher.

14.2 Notwithstanding clause 14.1, a principal may identify behaviours or practices of a teacher that may require an evaluation provided that the information identified is based

on a source other than the information in the Teacher's teacher professional growth plan.

15. Return of teacher professional growth plan

- 15.1 The Teacher professional growth plan and any attachments must be returned to the Teacher at the end of the school year. The Principal will retain a copy at the school for reference purposes.

PART 2

Teacher Professional Growth Plan

Role of the Principal

16. Information of plan

The Principal must ensure that teachers receive information and understand teacher professional growth plans by providing

- 16.1 access to supporting documents,
- 16.2 access to system communication including information meetings and workshops,
- 16.3 opportunities to discuss teacher professional growth plans as a faculty and to decide the process for development and review in each school setting, and
- 16.4 an outline of the school's process for teacher professional growth plans must be included in the school staff handbook or other appropriate document.

17. Review meeting

The Principal must make provision for each teacher to meet with the Principal or review body within the first sixty (60) days of the school year

- 17.1 to receive the Teacher professional growth plan,
- 17.2 to orally review the Teacher professional growth plan, and
- 17.3 to discuss the opportunities available for mentoring, coaching, and support throughout the school year.

18. Expectations for development of plans

The Principal must ensure each teacher's teacher professional growth plan

- 18.1 reflects goals and objectives based on an assessment of professional learning needs by the individual teacher,
- 18.2 shows a demonstrable relationship to the Teaching Quality Standard, and
- 18.3 takes into consideration the education plans of the school and the Division.

19. Implementation status

- 19.1 The Principal must maintain an awareness of the implementation status of each teacher's teacher professional growth plan.

20. Plan retention

The Principal and, if applicable, the review body, must

20.1 hold a copy of the Teacher professional growth plan for the school year,

20.2 make provision for a review of the completed teacher professional growth plan within the last sixty (60) days of the school year, and

20.3 return the Teacher professional growth plan and any additional documents to the Teacher once the completed plan has been reviewed.

21. Annual requirements

The Principal must ensure that all teachers meet the annual requirements

21.1 to develop a teacher professional growth plan, and

21.2 to review their teacher professional growth plan with the Principal or review body.

22. Use of the plan in evaluation

22.1 The Principal may identify behaviour or practices of a teacher that may require an evaluation, provided that the information identified is based on a source other than the information in the teacher's teacher professional growth plan.

PART 3

Supervision of Teachers

23. Purpose of supervision

23.1 The purpose of supervision by the Principal is

23.1.1 to provide support, guidance and developmental opportunities for the Teacher,

23.1.2 to observe and receive information from any source about the quality of teaching a teacher provides to students, and

23.1.3 to identify the behaviours or practices of a teacher that for any reason may require an evaluation.

23.2 It is the Teacher's responsibility to receive and act on feedback received through supervision to improve the Teacher's professional performance.

24. Ongoing supervision

The Principal must

24.1 provide ongoing supervision for all teachers in the school, and

24.2 seek to be satisfied that a teacher's teaching meets the requirements of the Teaching Quality Standard.

25. Relevant information

In the normal course of duties, a Principal

25.1 may receive information from any source and make observations about the quality of

teaching a teacher provides to students, and

25.2 will share relevant information and observations with the Teacher on an ongoing basis.

26. Instructional leadership

26.1 In exercising instructional leadership, a principal may provide assistance, support, guidance and developmental opportunities to a teacher to improve the teacher's quality of instruction.

26.2 The assistance provided in clause 26.1 may vary in nature depending upon the Teacher's learning needs and professional circumstances.

27. Results of supervision

When, through supervision, a principal believes that a teacher's behaviours or practices may not meet the requirements of the Teaching Quality Standard, the Principal

27.1 may work with the teacher directly, as a part of the Principal's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or

27.2 may initiate an evaluation.

PART 4

Evaluation of Teachers

28. Conduct of an evaluation

A Principal must conduct an evaluation of a teacher

28.1 within sixty (60) days of a written request by a teacher who holds a continuing contract and a permanent professional teaching certificate,

28.2 for the purposes of gathering information related to a specific employment decision of a teacher who holds a probationary contract or who is being considered for a permanent professional teaching certificate

A Principal may conduct an evaluation of a teacher

28.3 for purposes of assessing the growth of the Teacher in specific areas of practice identified by the Division for the purposes of program or school evaluation, or

28.4 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 Teaching Quality Standard.

29. Permanent teaching certificate

29.1 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.

30. Initiating an evaluation

When the Principal initiates an evaluation, the Principal must communicate all of the

following to the Teacher:

- 30.1 the reasons for and purposes of the evaluation,
- 30.2 the process, criteria and standards to be used,
- 30.3 the timelines to be applied, and
- 30.4 the possible outcomes of the evaluation.

31. Evaluation observations

When conducting an evaluation a Principal must

- 31.1 include observations of the Teacher's teaching and other activities relating to the Teacher's assignment;
- 31.2 collect data in accordance with the Teachers' Code of Professional Conduct; and
- 31.3 provide the Teacher with on-going feedback over the course of the evaluation.

32. Evaluation timelines

Within 30 calendar days of completing an evaluation, the Principal must

- 32.1 complete an evaluation report, and
- 32.2 include the Principal's recommendations pertaining to the Teacher's employment, certification or remediation as applicable.

33. Discussion of the evaluation report

- 33.1 The Principal must meet with the Teacher to discuss the evaluation report.
- 33.2 The Teacher may add written comments to the evaluation report.

34. Distribution of evaluation report

The Principal must

- 34.1 give the original evaluation report together with the Teacher's comments, to the Teacher,
- 34.2 keep a copy of the evaluation report together with the Teacher's comments, and
- 34.3 forward a copy of the evaluation report to the Teacher's personnel file.

35. External program evaluation

- 35.1 When, in the conduct of an external program evaluation or school evaluation, a principal believes that a teacher's teaching may not meet the Teaching Quality Standard, the Principal must consider the external program evaluation or school evaluation to be supervision under this Administrative Procedure, and may initiate an evaluation.

36. Notice of remediation

The Principal must

- 36.1 When, as a result of an evaluation, a Principal determines that a teacher's teaching does not meet the Teaching Quality Standard, the Principal must

- 36.1.1 issue a notice of remediation to the Teacher,
- 36.1.2 offer a program of assistance, consistent with the notice of remediation, to the Teacher, and
- 36.1.3 undertake a subsequent evaluation within a reasonable period of time.
- 36.2 If the Principal concludes that the teacher's teaching meets the Teaching Quality Standard, the evaluation is complete.
- 36.3 If the Principal concludes that the Teacher's teaching still does not meet the Teaching Quality Standard, the Principal must recommend
 - 36.3.1 an additional period of remediation,
 - 36.3.2 disciplinary action, or
 - 36.3.3 termination of the Teacher's contract of employment.
- 36.4 If a teacher's contract of employment is not terminated, the evaluation continues.
- 36.5 A notice of remediation may replace the teacher's obligation to develop, implement and complete an annual teacher professional growth plan and the Teacher must comply with the notice of remediation.

37. Evaluation review mechanism

- 37.1 A teacher may ask the Superintendent to review the Teacher's evaluation to ensure compliance with this Administrative Procedure.
- 37.2 A request for a review of an evaluation must be made within ten (10) calendar days of the Teacher receiving the evaluation report and must outline in writing the Teacher's reasons for the request.
- 37.3 Upon receiving a request for a review of a teacher's evaluation, the Superintendent or designate must conduct a review and render a written decision within twenty-one (21) calendar days.

38. Other action

This Administrative Procedure does not restrict

- 38.1 a principal from recommending disciplinary or other action, as appropriate, where the Principal 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 a lawful order of the school authority.
- 38.2 the Division or the Superintendent from taking any action or exercising any right or power under the *Education Act*.

Reference: [Education Act](#) Section 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222
[Access to Information Act](#)
[Protection of Privacy Act](#)
[Personal Information Protection Act](#)
[Teaching Profession Act](#)
[Certification of Teachers and Teacher Leaders Regulation 84/2019](#)
[Practice Review of Teachers Regulation 92/2019](#)
[Ministerial Order 016/97 - Teaching Quality Standard](#)

[Ministerial Order 001/2013 - Student Learning
Guide to Education ECS to Grade 12](#)

Adopted: August 2004
Reviewed/Revised: August 2009, August 2013, May 2017, July 2018, August 2019, September 2019, September 2023, August 2025