



Supervision and Evaluation: Teachers Administrative Procedure 2.C.90

2.0 Human Resources
2.C. Evaluation and Growth

Board Governance Policy Cross Reference: 1, 2, 3, 4, 12, 13, 16

Legal Reference: *The Public Schools Act; Education Administration Act*

Date Adopted: October 2006

Date Amended: October 2009, September 2011, June 2018, **August 2026**

Purposes & Foundations

This supervision and evaluation procedure is designed to ensure all teachers in Evergreen School Division are supported in effective instructional practice consistent with divisional priorities, while also providing a fair and transparent process for professional accountability.

It supports two (2) simultaneous goals:

1. Professional Growth – through drop-in feedback, coaching, and school-level and division-level supports.
2. Accountability – ensuring expectations are met when concerns arise.

Teacher Pathways & Criteria

At the start of each school year, teachers with permanent contracts in Evergreen School Division must select (unless otherwise assigned, per descriptions below) one (1) of two (2) professional supervision pathways:

- Option A: Statement of Expectations (SoE)

Overview – teachers are expected to support and advance the goals of the Evergreen Education Plan, including the implementation of My Evergreen Classroom instructional practices.

- Option B: Standard Evaluation of Teachers (SET)

Overview – teachers participate in a formal supervision and evaluation process designed to assess professional practice, provide targeted feedback, and support growth when a comprehensive review is required or requested.

Option A: Statement of Expectations (SoE)

Expectations

- Demonstrate integrity and professionalism consistent with the mission, vision, values, and priorities of Evergreen School Division.
- Participate in the division's Instructional Coaching Cycle, including implementing and refining instructional practices introduced through divisional professional learning.

- Align their professional practice with My Evergreen Classroom and the goals of the Evergreen Education Plan.
- Engage in ongoing reflection and continuous improvement through feedback, coaching, collaboration, and classroom observation.
- Principal may initiate Directed Improvement Process (see below) at any point.

Process Guidelines (flexible pending start date)

Timeline	Action
September	• Teachers indicate to their principal that they will undertake the SoE for that school year • Principal reviews divisional and school priorities and outlines expectations for participation in Instructional Coaching Cycles.
Throughout School Year	• Participate in divisional professional learning and division directed training sessions • Implement instructional practices introduced through Instructional Coaching Cycles • Engage in classroom walkthroughs, drop-in feedback/coaching conversations, and professional reflection • Provide and/or receive peer feedback as directed by the principal
Each Instructional Coaching Cycle	• A new instructional step is introduced through divisional professional learning • Principals conduct classroom walkthroughs and provide feedback during implementation • Teachers reflect on and refine their practice • A subsequent implementation and feedback cycle occurs before a new step is introduced
When Additional Support is Needed	• The principal provides additional coaching, guidance, observation, and feedback • The teacher and principal develop clear next steps for improvement and continued growth
When Significant Concerns Arise	• Where concerns persist, the principal may initiate the Directed Improvement process (see below) or other appropriate supervision process
<i>*If a teacher disagrees with the evaluation at any stage, they will document this and share with the principal and superintendent within 5 teaching days. This timeframe will be extended when a teacher indicates they are awaiting guidance from a union representative.</i>	

Option B: Standard Evaluation of Teachers (SET)

The SET pathway provides a formal evaluation process for teachers who require a documented assessment of professional practice. This process applies to:

- Teachers who are new to Evergreen School Division
- Teachers new to the teaching profession

- Teachers returning from an extended absence (pending principal consultation with Superintendent)
- Teachers employed in positions identified by the Division as requiring formal evaluation
- Teachers who request a formal evaluation of their professional practice
- Principal may initiate Directed Improvement Process (see below) at any point.

Process Guidelines (flexible pending start date)

Timeline	Action
September	• Principal meets with the teacher to review the purpose, process, timelines, and expectations of the Standard Evaluation of Teachers (SET) process • Teacher receives information regarding the required self-assessment and evaluation components
Throughout the Evaluation Period	• Teacher participates in divisional professional learning and Instructional Coaching cycles • Principal conducts ongoing classroom walkthroughs, observations, coaching conversations, and feedback meetings • Principal collects evidence of professional practice from observations, professional interactions, artifacts, and feedback conversations
November	• Principal completes the Interim Report on New / Returning Professional Staff (2.C.90A), where applicable • Principal may continue with SET or initiate Directed Improvement Process
Mid-Year	• Principal meets with the teachers to discuss progress, strengths, areas for growth, and any supports required • Additional coaching, observation and feedback may be provided as necessary • Principal gives a deadline for teacher to submit Teacher Self-Reflection (2.C.90B)
March	• Principal completes the Summative Evaluation Report (2.C.90C) using evidence gathered and observed by the Principal throughout the evaluation period and the Teacher Self-Evaluation • Principal meets with the teacher to review the report, celebrate strengths, identify areas for continued growth, and discuss recommendations • The completed report is signed and submitted to the Superintendent and Human Resources for inclusion in the personnel file
<i>*If a teacher disagrees with the evaluation at any stage, they will document this and share with the principal and superintendent within 5 teaching days. This timeframe will be extended when a teacher indicates they are awaiting guidance from a union representative.</i>	

Directed Improvement Process

At any time, when a principal determines that any teacher's performance is not meeting expectations and concerns have not been resolved through coaching, support, and feedback, the principal may initiate a Directed Improvement Process following consultation with the Superintendent.

Purpose

The Directed Improvement Process is intended to:

- Identify and document areas requiring improvement;
- Provide clear expectations and appropriate support;
- Monitor progress toward improvement; and
- Establish a fair and transparent process for addressing ongoing concerns.

Process Guidelines

1. The principal will provide the teacher with written notice outlining:
 - The specific concerns;
 - The expected improvements;
 - Supports and resources available;
 - Evidence that will demonstrate successful improvement; and
 - Timeline(s) for improvement.
2. During the improvement period, the principal will:
 - Provide ongoing coaching, feedback, and support;
 - Monitor progress through classroom observations, walkthroughs, conversations, and other relevant evidence; and
 - Maintain written documentation of the improvement process.
 - Consider referring the matter to Superintendent pending the significance of concerns.
3. At the conclusion of the improvement period:
 - If sufficient improvement has occurred, the process will conclude and the teacher will be informed in writing; or
 - If concerns remain unresolved, the matter will be referred to the Superintendent for further review.

Superintendent Review

The Superintendent may:

- Extend the improvement period;
- Identify additional supports or expectations;
- Consider further action in accordance with applicable legislation.

Potential Outcomes

When concerns remain unresolved despite reasonable support and opportunities for improvement, the Superintendent may recommend further action up to and including termination, in accordance with *The Public Schools Act*, and *Educational Administration Act*.