Teacher Supervision and Evaluation

August 2026

Background

Prairie Land Public School Division is dedicated to ensuring all students in the Division have access to high quality learning experiences. The Division believes that teacher professional growth is crucial for sustaining quality instructional programs and, furthermore, that the feedback provided through a program of on–going supervision comprises an important element of a teacher's professional growth.

Prairie Land Public School Division also recognizes that specific reasons make it necessary to evaluate teaching performance from time to time, and that there needs to be in place a mechanism by which these judgments are made.

All teachers employed by Prairie Land Public School Division are expected to consistently meet the *Teaching Quality Standard* (*TQS*). Teachers, Vice Principals, Principals, the Superintendent and the Board each have responsibilities to ensure the achievement of this standard.

Professional practices used to conduct teacher supervision and evaluation must respect procedural fairness and provide for opportunities to appeal.

Supervision and Evaluation are interrelated processes. They contribute to the improved practices of the individual teacher and the school when they are focused on learning (growth) and are based on open communication, mutual respect and trust.

Definitions

Supervision is the on–going process by which the Principal becomes familiar with the manner in which a teacher meets professional responsibilities, carries out duties as required under Section 196 of the *Education Act* and exercises professional education leadership. It is formative in intent and functions to support, guide and where necessary, redirect professional practice.

Supervision occurs through frequent, informal visits of the administrator to the teacher's classroom, through individual interaction between the administrator and the teacher, through knowledge gained of a teacher's contribution to the school and through the communication which should occur between the teacher and the administrator, and for which both are responsible.

Evaluation is the process of formalizing supervision of a teacher through the gathering and recording of information or evidence over a period of time. Evaluation is also the application of reasoned professional judgement by an evaluator in determining whether a teacher meets or does not meet the *Teaching Quality Standard* (*TQS*). Evaluators will ensure that they have gathered enough evidence to make a confident judgment when

stating that a teacher has met the Standard.

Observation is a formal, purposeful period of classroom observation in which the principal gathers evidence of a teacher's professional practice for the purposes of evaluation. An observation should generally be long enough to see the scope and development of a lesson, including how the teacher establishes the learning purpose, develops and communicates concepts, checks for understanding and responds to student needs. An observation should include review of planning documents.

Evaluator is a Principal, as defined in the *Education Act,* or a designate, or a Superintendent or designate.

Notice of Evaluation is the written statement issued to notify and describe the evaluation process to a teacher.

Notice of Remediation is the written statement issued to a teacher by an evaluator whereas a result of an evaluation, the evaluator has determined that a teacher's teaching does not meet the *Teaching Quality Standard* (*TQS*).

Procedures

1. Teacher Supervision

    1.1. The Principal shall conduct supervision on an ongoing basis to ensure each teacher meets the requirements of the Teaching Quality Standard. Supervision of teachers will include:

        1.1.1. Reviewing the teacher's annual individualized *Professional Growth Plan*

        1.1.2. Frequent informal visits to the teacher's classroom including the observation of a teacher's teaching

        1.1.3. Providing support and guidance to teachers

        1.1.4. Observing and receiving information from any source about the teacher's practice

        1.1.5. Identifying and communicating areas of strength and areas for growth

    1.2. When, through supervision, a Principal or designate believes a teacher's practice may not meet the requirements of the Teaching Quality Standard:

        1.2.1. The Principal or designate shall work with the teacher directly, as part of a program of supervision, to provide assistance to change the behaviours or practices that may be problematic,

        1.2.2. The Principal may initiate an evaluation in accordance with this Administrative Procedure

1.3. Where there is evidence to support a case of culpable behaviour by a teacher, the teacher will be referred to progressive intervention.

2. Teacher Evaluation

2.1. The expectations for the professional practice of teaching are contained in the Education Act and the Teaching Quality Standard (TQS).

2.2. The evaluation of a teacher by a Principal or designate and/or the Superintendent or designate may be conducted:

2.2.1. Upon written request by a teacher.

2.2.2. For purposes of gathering information related to a specific employment decision.

2.2.3. For the purpose of supporting application for a permanent professional teaching certificate.

2.2.4. When, based on information received through supervision, the Principal has a reason to believe that the teaching of a teacher may not meet the Teaching Quality Standard (TQS).

2.2.5. When based on information received, and in consultation with the Principal, the Superintendent has reason to believe that the teaching of a teacher may not meet the Teaching Quality Standard (TQS).

2.3. On initiating an evaluation and prior to formal observations, the Principal or designate and/or the Superintendent or designate will communicate explicitly to the teacher:

2.3.1. The reasons for and purposes of the evaluation.

2.3.2. The process, criteria and standards to be used.

2.3.3. The timelines to be applied.

2.3.4. The possible outcomes of the evaluation.

2.4. If a concern is regarding the teaching competence of a Principal or designate, the Superintendent or designate will address the concern according to the steps outlined in this Human Resources Procedure.

2.5. The Principal shall inform a teacher, in writing, if there are concerns with the teacher's performance on or before January 31 of the current school year.

2.6. All evaluation reports will be signed by the teacher and the Principal or designate and/or the Superintendent or designate.

2.7. A copy of the evaluation report will be provided to the teacher being evaluated and the Principal.

2.8. The original report will be held in the teacher's Human Resources File.

2.9. A teacher being evaluated shall be given the opportunity to append additional comments to an evaluation report.

2.10. A teacher can appeal an evaluation to the Superintendent based on content, that this Procedure or due process was not followed.

2.11. Evaluations should be concluded by May 15.

3. Teachers Who Hold a Continuing Contract

3.1. The principal or designate shall convene a conference with the teacher subsequent to notification and prior to formal observation during which the reason for the evaluation, evaluation procedure, performance criteria, potential outcomes, and reporting procedures shall be communicated and discussed with the teacher.

3.2. The evaluation process will include a minimum of three (3) observations, with subsequent conferencing and written feedback following each observation, as well as one written mid-evaluation progress report and one formal written evaluation report completed within the established evaluation timeline.

4. Teachers Who Hold a Probationary Contract

4.1. A teacher, at the time of entering into a probationary contract, shall receive written notification that an evaluation shall take place during the term of the probationary contract.

4.2. Written notification shall include reference to those administrative procedures pertaining to a teacher's evaluation and the performance criteria.

4.3. The principal or designate shall convene a conference with the teacher subsequent to notification and prior to formal observation during which evaluation procedure, performance criteria, potential outcomes, and reporting procedures shall be communicated and discussed with the teacher.

4.4. The evaluation process will include a minimum of three (3) observations, with subsequent conferencing and written feedback following each observation, as well as one written mid-evaluation progress report and one formal written evaluation report completed within the established evaluation timeline.

4.5. The principal shall file finalized written reports with Prairie Land Public School Division's Human Resources department.

4.6. The principal will clearly state whether or not the teacher has met the Teaching Quality Standard.

4.7. The principal will make a recommendation as to the outcome of the report.

4.8. The Superintendent or designate, upon receipt of the principal's report, shall determine the outcome of the report.

4.8.1. The Superintendent or designate may determine that an offer for a Continuing Contract shall be extended to the teacher;

4.8.2. The Superintendent or designate may extend the Probationary Contract in accordance with 206(4) of the Education Act;

4.8.3. The Superintendent or designate may determine that the Probationary Contract shall be allowed to expire; or

4.8.4. The Superintendent or designate may determine that a probationary contract is to be terminated in advance of its natural expiration date.

5. Teachers Eligible For Permanent Certification

5.1. The principal or designate shall convene a conference with the teacher, prior to formal observation, during which the evaluation procedure, the performance criteria, the reporting procedures, and the appeal procedures shall be communicated and discussed with the teacher.

5.2. For the purpose of recommending a teacher for a Permanent Professional Certificate, the principal or designate shall complete a minimum of two (2) successful evaluations of the teacher's professional practice in accordance with the Teaching Quality Standard and Alberta Education requirements. Each evaluation shall include classroom observations, conferencing, and written feedback.

6. Teachers on a Temporary Contract

6.1. The principal is encouraged to complete an evaluation of teachers on temporary contract as a result of natural supervisory responsibilities.

7. Notice of Remediation

7.1. Where remediation is deemed necessary to raise the quality of a teacher's performance to an acceptable level in ***one or more*** of the competencies within the Teaching Quality Standard, the reports shall clarify any expectations that are required of the evaluated teacher, and shall identify the resources available for improved practice within a stated, reasonable time line for improvement.

7.2. The onus is on the evaluated teacher to remediate and correct any difficulties that are noted by the evaluator(s).

7.3. Upon request of the teacher, the principal or the Superintendent or designate shall make available personnel who may be able to provide assistance to the teacher.

7.4. The principal or designate, at the end of the time allotted for the teacher to make improvement, shall perform a reasonable number of observations to re-evaluate the teacher's level of performance.

7.5. Upon completion of a re-evaluation, the principal shall compile a report

containing the assessment and recommendations.

7.6. The principal (and designate, where one has conducted the evaluation) shall convene a conference with the teacher to discuss the assessment, and shall immediately thereafter compile a final report for the Superintendent.

7.7. The final report may recommend conclusion of the evaluation procedure, termination of the teacher's contract, or provide for any other recommendations which the principal believes are in the best interest of the students, the teacher and/or the school.

7.8. The Superintendent, upon receipt of the principal's final report, shall take whatever action believed to be required.

8. Appeal Procedure

1. Teachers have the right to appeal any report written on their performance.
2. The appeal should be directed first to the author of the report in writing.
3. If the concern of the teacher remains after meeting with the author of the report (where the author of the report is not the Principal), the teacher may forward the appeal to the Principal.
4. If the concern of the teacher remains after meeting with the Principal, the teacher may forward the appeal to the Superintendent.
5. The Superintendent will review the process of evaluation to ensure that it is consistent with Human Resources Procedures, Guidelines and relevant Board Policy.
6. Upon receipt of an appeal, the Superintendent will acknowledge the appeal, investigate the circumstances and respond to those involved in the original report.
7. The Superintendent will normally render a decision to uphold, modify or reject a report within six (6) weeks from receipt of the appeal.

Reference: Sections 196 and 213 *Education Act*
Teaching Quality Standard
Board of Trustees Governance and Operations Manual
Approved: September 2016
Reviewed: August 2023
Revised: September 2023
August 2026