

EVALUATION OF ADMINISTRATIVE STAFF

Background

The Superintendent believes that supervision and evaluation of divisional administrators is a key part of developing and maintaining quality instructional programs for students.

The Superintendent expects the administrative enhancement process to be continuous and designed to promote professional growth and development and longer term, sustained performance. It shall be known as the Program of Enhancement.

The Superintendent further expects that where necessary there shall be a summative evaluation process devoted to making a judgment relative to employment. It shall be known as the Program of Appraisal.

When further necessary and following the rules of due process, the Superintendent expects there shall be a Program of Remediation, aimed at assisting Administrators who have demonstrated, on the basis of the appraisal, that they are in need of remediation in order to bring their administrative performance to a satisfactory level.

Guidelines

1. The evaluation of professional performance of administrators shall be a continuous process devoted to the maintenance and improvement of instruction and administration.
 - 1.1 The following five domains are to be utilized to assess effectiveness of the Administrator:
 - 1.1.1 Vision, Philosophy of Leadership
 - 1.1.2 Instructional Leadership
 - 1.1.3 Management
 - 1.1.4 Personal Qualities
 - 1.1.5 Interpersonal Skills
2. The Program of Enhancement and the Program of Appraisal shall include observations and interviews with each Administrator by the Evaluator, established data collection processes as per this policy and any other data collected appropriate to the Administrator's assignment.
3. Evaluation of the professional performance of administrators shall be guided by two different forms of evaluation, namely:
 - 3.1 The Program of Enhancement, the results of which are used to help improve performance, identify areas of strength and provide opportunities for growth; and
 - 3.2 A Program of Appraisal is ultimately designed to perform a summative function, the results of which are used for making decisions for purposes of employment (continuous contract designation) or when the competence of an Administrator has been called into question by the Superintendent.

- 3.3 A Program of Remediation will serve the function of providing the opportunity for an Administrator to bring his or her performance to a satisfactory level with an intensive supervision program involving the Assistant Superintendent.
4. Each Administrator shall be informed of the particulars of this policy.
5. Administrative evaluations shall use the collegial model.
6. An Administrator has access to an appeal process.

Procedures

Program of Enhancement of Administrators

1. The Program of Enhancement shall be developed and implemented on an annual basis by all administrators employed by the Division.
2. The Program of Enhancement will develop professional practice, encourage innovation, recognize professional accomplishment and encourage personal reflection.
3. Administrators must seek staff and parental advice and assistance to improve professional performance, identify areas of strength and provide opportunities of growth.
4. The Administrator shall advise the supervisor annually by 30 September as to the enhancement areas to be pursued for the year.
 - 4.1 The Administrator shall be primarily responsible for the Program of Enhancement. However, the Superintendent may recommend target areas for improved performance.
 - 4.2 Program of Enhancement must begin with a reflective self-assessment by the Administrator outlining perceived strengths and areas for improvement. See Exhibit: "Domains, Components, and Indicators" for a suggested instrument.
 - 4.3 The Program of Enhancement must include an Instructional Leadership goal.
5. The Program of Enhancement report, written by the Administrator and submitted to the Superintendent by May 31, shall state the accomplishments and comments or observations. It will include space for the Superintendent's comments, both signatures and the date. A copy of the summary shall be retained at division office and does not become part of the personnel file of the Administrator.
6. At no time shall a program of enhancement be used for the purposes of summative evaluation.

Summative Evaluation of Administrators

1. A summative evaluation shall be conducted when a judgment must be made for the purposes of employment (continuing contract designation) or when the competence of an Administrator has been called into question. It shall be called the Program of Appraisal.
2. A Program of Appraisal shall be initiated by the Superintendent, the Superintendent designate, or in the case of an Assistant Principal, by the school Principal. It is understood that for all first year Administrators, the program of appraisal is an automatic process.
 - 2.1 Where a Program of Appraisal is initiated, the Administrator shall be advised, in writing, of the reason(s) for the evaluation.

- 2.2 The Evaluator shall observe activities appropriate to the Administrator's assignment and collect relevant data. If a recent school review has occurred, this information may be useful in this evaluation.
- 2.3 The Evaluator and the Administrator shall meet to discuss matters related to the evaluation.
- 2.4 At the end of the Program of Appraisal a report shall be written by the Evaluator which includes the Evaluator's recommendations pertaining to the purpose of the Administrator's evaluation.
- 2.5 The report shall be placed in the Administrator's personnel file.
3. When the Program of Appraisal results in a recommendation for a Program of Remediation, the following steps shall be taken:
 - 3.1 A program of Remediation will be implemented with the Administrator and a reasonable period of time provided for remediation.
 - 3.2 The Program of Remediation will be initiated by the Assistant Superintendent or his or her designate, who has the responsibility to facilitate the implementation of the plan.
4. The Program of Remediation will note the following:
 - 4.1 The administrative behavior or practices that have been deemed unsatisfactory.
 - 4.2 The activities the Administrator will undertake to remediate the unsatisfactory behavior or practice including any support that will be provided the Administrator.
 - 4.3 How the behavior or practice must change in order to be deemed acceptable.
 - 4.4 How the Evaluator will determine that the unsatisfactory behavior or practice has been remediated, including the evaluation criteria and standards that will be used.
 - 4.5 All relevant timelines.
 - 4.6 That following the end of the timelines, the Administrator must maintain the expected outcome(s).
5. The Administrator will be expected to take primary responsibility for his or her own improvement, and to make significant contributions to the planning and remediation process.
6. The plan for remediation of administrative performance shall be based upon the "Domains, Components, and Indicators of an Administrative Evaluation".
7. At the conclusion of the Program of Remediation, the Assistant Superintendent or his or her designate shall conduct a comprehensive evaluation of the administrator's performance as outlined in the Program of Appraisal.
8. If the Administrator's performance is satisfactory, the Administrator shall be returned to the Program of Enhancement with the expectation that this level of performance must be maintained.
9. If the questions of competence are not resolved, the following may occur:
 - 9.1 An additional period of remediation may be offered the Administrator, or
 - 9.2 The Administrator may be given a change of assignment, or

- 9.3 The Administrator's designation may be removed; or
 - 9.4 A combination of 9.1, 9.2, 9.3, or
 - 9.5 The Administrator's contract of employment is terminated.
10. Where the Administrator's contract of employment is not terminated, the evaluation cycle resumes at 2 above, pg 400-38.

Appeal Process

- 1. An administrator may appeal an evaluation on the basis of procedure and/or content.
 - 1.1 Such an appeal shall be made in writing to the Superintendent and shall state clearly the reason(s) the evaluation is being appealed.
 - 1.2 An appeal shall be made within ten operational days of receipt of either the letter indicating placement in a Program of Appraisal or a Program of Remediation.
 - 1.3 Within ten operational days of the receipt of an appeal, the Superintendent shall initiate a response to the appeal. He or she shall review relevant documents and rule on the appeal, or assign an independent evaluator to review the evaluative procedures and/or content. The superintendent or his designate will either schedule a hearing of the Administrator, with counsel if desired, and the Evaluator or inform the Administrator by letter of the results of the appeal.
 - 1.4 The Superintendent shall respond in writing within a reasonable length of time to the Administrator, with a copy to the evaluator.
 - 1.5 If a subsequent evaluation is the ruling, the procedures for the re-evaluation shall conform to the procedures for the Program of Appraisal and all aspects of the re-evaluation shall be subject to the rules of natural justice.

Domains, Components and Indicators

Domain 1 - Vision, Philosophy and Leadership

Facilitates a shared community of learners	<ul style="list-style-type: none"> • Encourages a wide involvement in the establishment of a vision • The school presents a welcoming environment • Fosters collaboration among staff, students, parents, community members, and School Council
Sets the tone and direction for students, staff, parents and community to understand and develop shared goals	<ul style="list-style-type: none"> • Initiates ideas • Encourages and responds to suggestions from others • Facilitates opportunities to identify issues of importance • Recognizes and communicates student special needs • Promotes a whole school perspective among staff, community and School Council
Looks to the future and sets goals	<ul style="list-style-type: none"> • Regularly involves staff in discussions that go beyond the daily operations of the school • Establishes school goals in collaboration with students, staff, parents, community and School Council which consider current practice in education and which are future-oriented
Changes vision into reality	<ul style="list-style-type: none"> • Articulates the vision for the school • Develops a plan to implement the vision • Involves members of the school community in a regular review of the school vision and plans
Makes decision based on multiple criteria	<ul style="list-style-type: none"> • Makes decisions based on input from a variety of sources • Articulates rationale for decisions
Understand and demonstrates district perspective	<ul style="list-style-type: none"> • Establishes visions and plans in accordance with district goals, requirements and philosophy • Promotes district perspective among staff • Maintains involvement in district committees and initiatives

Domain 2 - Instructional Leadership

Provides leadership in curriculum, current educational and instructional practices and technology	<ul style="list-style-type: none">• Monitors curriculum content and program delivery for all grade levels in the school• Provides evidence that technology is in use to enhance student learning
Maximizes student achievement	<ul style="list-style-type: none">• Provides evidence of student growth and achievement• Provides support and resources for staff, students and parents• Demonstrates that programming plans reflect connections among teaching, learning and assessment, and respond to multiple criteria and data,
Initiates, supports and assists professional development of all staff	<ul style="list-style-type: none">• Provides evidence that all staff are involved in professional development activities• Provides resources to support professional development• Provides guidance, coaching and feedback for individual and school professional development plans• Identifies, encourages and develops staff with leadership potential• Shares information with staff about professional development and professional literature
Evaluates staff and student performance, and school programs	<ul style="list-style-type: none">• Communicates and implements system staff evaluation plans• Monitors curriculum, instruction and assessment• Analyzes the school's academic progress and management processes• Communicate with/provides opportunities for feedback from students, parents, staff and community

Domain 3 – Management

Maintains student discipline	<ul style="list-style-type: none"> • Works with students, staff, parents and community members to design and implement a student behavior policy • Communicates school policy to all members of the school community • Provides a safe environment • Reinforces positive, productive behavior
Creates a positive, productive, safe learning environment for all	<ul style="list-style-type: none"> • Is highly visible within the school • Encourages students, staff and parents to accept individual responsibility • Creates an atmosphere that encourages risk taking
Manages human resources	<ul style="list-style-type: none"> • Addresses student needs (e.g. academic, social, emotional) • Matches staff assignments, school needs and priorities • Establishes a schedule for school staff and students • Motivates staff to achieve exemplary performance • Delegates effectively • Demonstrates sensitivity to staff needs and satisfaction • Involves staff and School Council in hiring as appropriate
Manages physical resources	<ul style="list-style-type: none"> • Effectively communicates the school's needs regarding facility maintenance • Establishes effective guidelines and practices for the security of the school building • Ensures that the facility is operational, clean, safe, and welcoming to students and visitors
Manages fiscal resources	<ul style="list-style-type: none"> • Reviews and interprets all budget documents • Provides evidence that a school plan exists to address the budget • Provides evidence that staff, students and parents are satisfied with their opportunity for involvement in the budget planning process • Ensures that the distribution of resources is consistent with school plans
Translates and responds to data and information	<ul style="list-style-type: none"> • Articulates plans to address data and formal and informal information (e.g., achievement results, student, staff and parent surveys, student behavior, demographic information, staff attendance, school council and staff input)
Analyses problems effectively	<ul style="list-style-type: none"> • Demonstrates ability to identify causes of problems • Works on root causes rather than symptoms • Uses varied and effective methods for problem analysis and solutions • Responds within a reasonable timeline to problems
Manages time effectively	<ul style="list-style-type: none"> • Appropriates time effectively to address duties and responsibilities • Meets deadlines

Domain 4 - Personal Qualities

Critically appraises and responds to personal health and sense of well-	<ul style="list-style-type: none"> • Develops and follows a personal wellness plan
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being	<ul style="list-style-type: none"> • Seeks feedback and input professionally and personally • Strives for balance
Demonstrates continuous learning and participates in on-going professional development	<ul style="list-style-type: none"> • Participates in a variety of formal and informal professional development activities • Models continuous learning (e.g. attends conferences, reads current professional literature, participates in system inservices, belongs to professional organizations)
Demonstrates integrity in all situations	<ul style="list-style-type: none"> • Acts with respect, dignity, honesty and fairness • Demonstrates consistency between stated philosophy and actions

Domain 5 – Interpersonal Skills

Communicates effectively	<ul style="list-style-type: none"> • Listens objectively to all sides before making a decision • Uses a variety of strategies, i.e. formal, informal, oral and written • Creates an environment for open communication
Creates an atmosphere which enables students, staff, parents and community to work effectively with one another	<ul style="list-style-type: none"> • Encourages students, staff, parents and community to be active participants in the life of the school • Is receptive to criticism and willing to deal with conflict • Is readily available to parents, staff and students
Models educationally sound beliefs about learning and teaching	<ul style="list-style-type: none"> • Acts as a mentor, facilitator and resource person for staff with regard to student programming and the curriculum • Articulates knowledge of and information about school programs and instruction • Demonstrates effective teaching and learning practices
Demonstrates reflective practice and self-awareness	<ul style="list-style-type: none"> • Seeks input and new perspectives from peers and stakeholders • Reflects upon past and current practice with a view to school improvement
Exhibits professional demeanor	<ul style="list-style-type: none"> • Acts as an advocate for the school and system • Presents him or herself in a manner befitting the role of a Principal