Supervision and Evaluation of Professional Staff: Administrators

Administrative Procedure 2.C.230

Board Governance Policy Cross Reference: Policy 7, 8, 12, 13, 15, 16, 17, 18
Legal Reference: PSA

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The Evergreen School Division believes that the fundamental purposes of Supervision and Evaluation of Professional Staff are:

1.   Growth, with the objective of improving student learning.
2.   Accountability, where information is provided for administration to make decisions about tenure, competency or dismissal.

Leadership is a key element to the success of any organization. For leaders to be successful there needs to be appropriate resources and supports to develop the knowledge, skills and abilities that enhance the organization. Since improvement is an ongoing process, there is a need for a structure to support administrative improvement.

The supervision and evaluation framework for Administrators is based on two fundamental principles:

1.   Administrators are responsible for and committed to improving their own professional practice.

2.   Administrators are accountable for knowing and using good professional practices as reflected in the Framework for School Leadership (Appendix A).

The framework of this policy will nurture and develop the educational leadership and management skills necessary to achieve the following outcomes for the school division:

a)   To improve the quality of educational leadership in schools.

b)   To provide direction for continued professional and personal growth and development for administrators.

c)   To profile accomplishments, as well as to improve performance of administrators.

d)   To clarify the expectations for the administrator.

e)   To provide a record of performance and achievement for administrators.

Guidelines

1. Supervision and evaluation of Principals will be carried out by the Superintendent /CEO or designate. Supervision and evaluation of Vice Principals and Assistant Principals will be carried out by the Principal.

2. Professional growth is an on-going process. Therefore, Administrators will annually submit a professional growth plan to the Superintendent/CEO or designate and maintain a professional portfolio.

3. A formal evaluation cycle will be implemented as follows:

    a) Principals new to Administration – three years on Formal Evaluation and every five years thereafter.

    b) Principals with experience new to Division – two years on Formal Evaluation and every five years thereafter.

    c) Principals with more than 3 years experience in Division – every five years.

    d) Principals who request a formal evaluation.

    e) Principals who in the Superintendent/CEO or designate's professional judgment are experiencing difficulty meeting an acceptable level of performance.

Formal Evaluation

The evaluation process has three phases:

1. **Planning Phase -** the Administrator reviews his or her professional growth and school improvement plan for the year with the Superintendent/CEO or designate. This meeting occurs in September.

2. **Interim Review Phase –** the Administrator and the Superintendent/CEO or designate will review progress of the professional growth and school improvement plan. This meeting(s) will occur at one or two points during the school year.

3. **Reporting Phase –** the Administrator will provide the Superintendent/CEO or designate with the indicators of success, along with general reflections and outcomes perceived as a result of the professional growth and school improvement plan. The Superintendent/CEO or designate will write a summative report that is signed by both parties, placed in the personnel file and copied to the Administrator. The Administrator has the opportunity to attach a written response to the report.

Appeal Procedure

In cases where the Administrator wishes to appeal the evaluation, the following procedures shall apply:

1. The Administrator shall first appeal to his/her immediate supervisor. In the case of a vice/assistant principal, he/she must appeal to the Principal before appealing to the Superintendent/CEO or designate.
2. The Administrator will have two weeks to give notice of her/his intention to appeal after the summative report has been written. A meeting will be set up mutually convenient to both parties.
3. If the Administrator is not satisfied with the review, he/she may appeal to the Board.
4. At any time during the process, either of the participants shall have the right and the opportunity to seek assistance.
5. An Administrator may withdraw an appeal at any time.

Professional Growth

1. Professional Growth Plans
Administrators will submit annually to the Superintendent/CEO or designate a professional growth plan (that references Appendix A). This report shall be received by September 30.

2. Professional Growth Reflective Summary
Administrators will submit a reflective summary of the professional growth plan to the Superintendent/CEO or designate by May 31.

3. Professional Growth – Portfolios
Administrators must maintain a professional portfolio as a record of their professional growth. The purpose of the portfolio is as follows:

1. To promote reflective practice.

2. To encourage principals to keep a record of professional development activities.

3. To provide a vehicle for the celebration of personal and professional achievement.

The components and format will be determined by the Administrator.

The Portfolio will serve as a record of personal and professional activities, which will be shared with the Superintendent/CEO or designate on an annual basis as part of the professional growth plan.

Under Review

Issues of competence that may lead to re-assignment, demotion, or termination will be dealt with using a process of intensive supervision.

When the Superintendent/CEO or designate has reason to believe that a Administrator's competency is in question or deemed unsatisfactory, the Superintendent/CEO or designate may, after consultation with the Board, initiate the Under Review Process. All written communication pertaining to this process will be given to the Administrator with a copy for placement in the Administrator's personnel file. The Administrator will be informed at the outset of his/her right to have Manitoba Teachers' Society (MTS) involved in this process.

Goals

1. To identify and document unsatisfactory Administrator performance.

2. To assist Administrators to correct and improve unsatisfactory administrative performance.

3. To provide a mechanism by which a recommendation for re-assignment or dismissal may be made.

Process

1. The Superintendent/CEO or designate shall write a letter of concern which includes:

   a. Identification of specific areas of unsatisfactory performance.

   b. Specific description of the improvement(s) expected.

   c. Identification of resources and supports available to the Principal to assist in improving performance.

   d. Identification of a reasonable time period for the Principal to show sufficient improvement (normally 30 teaching days).

   e. A statement of possible consequences (which may include termination) for failure to improve.

2. A meeting will be arranged with the Administrator, the Superintendent/CEO or designate, and if requested his/her MTS representative. The Administrator shall be informed of the decision to begin the process and the letter of concern shall be discussed.

3. Meetings with the Administrator and if requested, his/her MTS representative will be held throughout the process to monitor the Administrator's progress.

4. The Superintendent/CEO or designate shall prepare a written summary of every meeting, review it with the Administrator. The Administrator will sign the summary acknowledging that it has been read and will have the opportunity to respond.

5. If the improvements expected as outlined in Step 1 have been achieved, the Superintendent/CEO or designate will so advise the Administrator in writing. If improvements expected have not been achieved, a recommendation will be submitted to the Board by the Superintendent/CEO or designate.

Appendix A – Framework for School Leadership
Adopted from Paul Begley and Associates, School Leadership in Canada (2001)

The Principal as Manager…

Selects and employs available resources and actions to ensure the effective and efficient management of the school community.

⇒⇒⇒⇒Towards Ideal Practice⇒⇒⇒⇒			
Safe and Positive School Environment	◆ Strictly adheres to and enforces the school code of behavior	◆ Uses district school code of behavior to develop a sense of responsibility and problem solving skills within the school	◆ Collaboratively develops policies and procedures and provides in-services within the school to ensure that all members are respected and learn to accept responsibility	◆ Collaboratively monitors, reviews and revises the policies and procedures to increase their effectiveness ◆ Collaboratively uses the policies and procedures to solve problems and make decisions
Finance	◆ Meets the basic operation needs of the school by seeking input from staff	◆ Involves the staff in setting budget priorities that reflect the school plan	◆ Implements a collaborative process to develop school budgets which reflect accountability, planning, efficiency, and current political and economic climate	◆ Augmenting the school finances by utilizing community resources ◆ Collaboratively develops a long-term financial plan
Supervision of Personnel	◆ Implements performance appraisal procedures as mandated	◆ Uses a variety of supervisory techniques to support and promote staff development which reflects individual needs and the school plan	◆ Collaboratively integrates supervisory practices with personal and professional growth plans of staff in an effort to achieve school goals	◆ Implements performance appraisal procedures as mandated

Regulations and Policy	• Demonstrates an awareness of legislation, policies and procedures, and acts accordingly when they impact on the operation of the school	• Seeks support and guidance to interpret legislation, policies and procedures which impact on the operation of the school	• Integrates the legislation, policies and procedures into the daily operation of the school in a manner consistent with the school vision, goals and priorities	• Actively seeks opportunities to influence the development of legislation, policies and procedures • Searches for methods of creativity utilizing legislation, policies and procedures to enhance the school vision, goals and priorities
Time / Information Management	• Identifies priorities and develops time/information management strategies to address daily tasks • Relies primarily on print resources, telephone and fact-to-face exchanges to access information	• Develops a time/information management plan to facilitate the effective operation of the school • Relies on other to access computer-based information	• Collaboratively develops and uses a time/information management plan to focus the use of time and resources toward the achievement of short-and-long-term school outcomes • Access computer-based information for some tasks	• Shares/promotes time management skills with other members of the school community to assist them in addressing competing priorities, and personal/professional needs • Assesses information from multiple sources, including computer-based, as necessary and with ease

2.0 Human Resources

The Principal as Program Leader and Learning Facilitator…

Initiates and directs an action research-based change process that maximizes learning outcomes for students, staff and community.

	⇒⇒⇒⇒**Towards Ideal Practice**⇒⇒⇒⇒		
Learning Community	◆ Reacts to the needs expressed by the school community	◆ Gathers information related to the learning community through informal monitoring procedures and initiates changes	◆ Facilitates changes in the learning community based on data gathered through informal as well as formal ongoing monitoring procedures ◆ Encourages participation of staff in some school-level decision-making processes ◆ Promotes a learning community which fosters professional sharing and growth	◆ Collaboratively develops a learning community which fosters co-operation, encourages professional risk taking and promotes lifelong learning ◆ Facilitates and encourages high levels of participation in school decision-making ◆ Creates a learning community (collaborative and proactive) which anticipates needs, initiates responses and monitors progress
Goals: Sources and Use	◆ Develops school goals which reflect expectations, District priorities, and community needs as mandated	◆ At regular intervals develops school goals with school staff, which reflect expectations, District priorities and community needs	◆ Encourages teachers to establish personal goals and use school goals as a basis for long-term planning ◆ Transforms school goals into short-term personal performance objectives for self and with staff	◆ Facilitates collaborative goal-setting processes which reflect District priorities, school-based initiatives and community needs ◆ Uses school goals to set high expectations for all students and staff ◆ Transforms school goals

				into short-term objectives for self and with staff, identifies indicators of success and uses school goals as reference points for all activities
Special Education	◆ Is aware of District policies and grant structures which impact on Special Education needs	◆ Actively engages school members developing a Special Education plan for the school	◆ Ascertains that all staff are aware of and are adhering to both the Special Education School plan and the specific needs of Special Education students	◆ Regularly reviews and proactively adjusts Special Education school plans in response to changing needs ◆ Regularly reviews plans for individual special education students to ensure that individual needs are being met
Leadership Strategies	◆ Uses a limited repertoire of strategies to achieve school goals (e.g., informs staff of professional development opportunities; also see resources listing)	◆ Employs a limited number of broadly accepted strategies to manage instructional affairs (see resources lisitings)	◆ Increases personal and staff's repertoire of instructional strategies through professional growth activities ◆ Encourages the staff to develop and share their instructional strengths and curricular interests ◆ Promotes reflection about teaching practices and sharing among staff to encourage skill development	◆ Selects instructional leadership strategies from a broad repertoire, according to organization professional and learner needs (e.g., action research or staff development committee) ◆ Recognizes and encourages the development of curricular expertise among teachers and resource staff ◆ Seeks opportunities for self and teachers to learn from professionals outside the district
Implementation	◆ Is aware of some of the factors and strategies which influence the implementation of change (e.g., teacher attitudes, community concerns)	◆ Begins to anticipate and take into account the influence of some factors when implementing change	◆ Considers some factors of influence and employs a limited range of strategies when implementing	◆ Identifies the multiple factors which influence a change process and selects appropriate strategies in response

	◆ Relies on vested authority or mandated processes as primary means of implementing change	◆ Recognizing the need and importance of developing an implementation plan	school change ◆ Develops an implementation plan	◆ Develops and uses a comprehensive implementation plan to effect change ◆ Evaluates program and staff to determine degree of implementation achieved
Staff Evaluation	◆ Conforms to District policy and uses established procedures to evaluate	◆ Addresses particular supervision needs of individual teachers	◆ Selects evaluation procedures from a range of options according to need and situation (e.g., personal growth plans, informal and formal supervision) ◆ Distinguishes between evaluation for summative judgment and formative growth	◆ Monitors progress toward attainment of school goals through program and staff evaluation procedures ◆ Works with teachers to develop self-evaluation procedures and professional reflection
Program Evaluation	◆ Participates in mandated program reviews ◆ Informally monitors student programs	◆ Actively engages in a monitoring process to assess student progress ◆ Writes and files school action plans ◆ Collects, analyzes and uses program review data to direct resources toward achievement of specific academic goals	◆ Regularly reviews school data as mandated to determine progress toward achievement of academic goals ◆ Implements school action plans that generate measurable results	◆ Proactively adjusts school action plans as necessary in response to changing circumstances ◆ Actively and consistently implements action plans that generate improvement in the academic performance of students

The Principal as School-Community Facilitator…
Is aware of stakeholders and resources and utilizes these in achieving schools goals

⇒⇒⇒⇒Towards Ideal Practice⇒⇒⇒⇒			
Goal Setting	◆ Seeks advice from staff, student council and community when establishing schools goals	◆ Consistently involves staff, school council and community in setting, implementing and assessing school goals	◆ Systematically involves staff, school council, students and community as partners in the implementation process in achieving the school's goals	◆ Methodically involves staff, school council, students and community as partners in effectively assessing the achievement of school goals.
Culture Management	◆ Recognizes the impact of parents, staff and students on the learning environment of the school	◆ Values a learning environment that integrates community and staff norms (e.g., traditional celebrations, established events)	◆ Develops and promotes a collaborative school learning environment which fosters tolerance, acceptance and understanding of individual differences and learning styles	◆ Sustains and promotes a collaborative school culture in which unique needs and diversity are respected, integrated and celebrated
Communication	◆ Provides staff and parents with information about the school and occasionally seeks input from staff, school council and community	◆ Regularly seeks input from, and shares information with, individuals and groups within the school and the community	◆ Ensures that the essential resources and training are provided to the staff, school council, students and community to enable them to be effective communicators	◆ Ensures that individuals and groups within the school and community have opportunities to communicate openly and effectively for the betterment of the school community

School Council	◆ Facilitates the establishment of a school council	◆ Provides opportunities and in-service to community and staff so the school council mandate is understood by all	◆ Works collaboratively with the school council to achieve shared goals	◆ Shares information and communicates regularly with school council to solve problems ◆ Ensures that the council membership reflects the cultural diversity of the community
Interagency Liaison	◆ Is aware of system resources and community agencies which can be accessed to address the well-being of students and staff	◆ Utilizes some system resources and community agencies to address the well-being of students and staff	◆ Investigates and utilizes multiple system resources and community agencies to address the well-being of students and staff	◆ Systematically and creatively integrates system resources and works in partnership with community agencies toward the well-being of students and staff
Entrepreneurial Skills	◆ Recognizes that resources from outside the school are required to achieve educational goals, and utilizes some of these resources	◆ Is politically astute and creative accessing a wide variety of human, physical and monetary resources to achieve the priorities of the school	◆ Collaboratively develops criteria for establishing partnerships within the school community	◆ Creates an environment that empowers the school community to initiate partnerships based on the established criteria

The Principal as Visionary…

Recognizing a broad range of environmental influences, is capable of perceiving a condition beyond that which is immediately apparent of employing that view to provide focus and direction to the activity occurring within the principal's sphere of influence.

⇒⇒⇒⇒Towards Ideal Practice⇒⇒⇒⇒			
Vision Development	◆ possesses selected or isolated ideas and views which may become the components of a vision ◆ formulates, and articulates for the teaching staff, a vision for the school	◆ collaborates with the teaching staff to articulate a school vision which provides purpose and direction to the school growth and school improvement plans	◆ collaborates with staff, school council, students and broader community to develop and articulate a vision which provides purpose and direction in the formulations of the schools' mission and set of beliefs	◆ reviews the school's vision, mission and beliefs to provide focus and direction toward achievement of school goals, in collaboration with staff, school council, students, and broader community
Vision Derived Outcomes	◆ possesses a set of goals derived from expectations ◆ develops school goals consistent with the principal's articulated vision	◆ works with the teaching staff to develop school goals which reflect their collaborative vision	◆ collaborates with representative members of the school council and community to develop goals which reflect a collaboratively developed mission statement	◆ reviews and evaluates goals collaboratively with staff, school council and community to determine the level of achievement toward realizing the vision
Communication of the Vision	◆ shares selected ideas and views with the teaching staff ◆ shares a vision for the school with the staff	◆ interacts with the teaching staff to obtain feedback which may serve to redefine, redirect of prioritize school initiatives	◆ communicates regularly with the community, by various means; sharing information and obtaining feedback which may serve to redefine, redirect or prioritize school initiatives	◆ assumes responsibility for creating an environment which promotes ongoing communication with the community ◆ is invitational and welcomes initiative of dialogue with community members regarding school affairs

Change Agent	◆ senses a need for change within the school ◆ initiates changes based on the principal's articulated vision	◆ with teaching staff, develops and implements appropriate strategies to effect such change as may be required to realize school goals	◆ collaborates with staff and community to develop and implement strategies aimed at achieving school and community goals	◆ involves staff and community in ongoing professional development aimed at achieving school and community goals and student success
Culture	◆ responds to traditional cultural norms such as orderliness, academic achievement and co-curricular participation ◆ promotes a schools culture that supports the principal's personal vision for the school	◆ encourages the staff and students to reflect on the school culture and its relationship with the school vision	◆ establishes and maintains a collaborative school culture which fosters and encourages all school partners to be responsive, creative and visionary	◆ recognizes and anticipates the need to redefine the vision in light of ever-changing factors

The Principal as Problem Solver…

Acknowledging the multi-dimensional and contingent nature of school leadership, the principal engages in the generic human function of identifying, interpreting and solving problems encountered within the greater school community.

	⇒⇒⇒⇒Towards Ideal Practice⇒⇒⇒⇒		
Problem Interpretation	◆ Is primarily concerned with problems administrative in nature ◆ Uses legal or regulatory criteria to interpret problems ◆ Interprets problems in isolation employing a personal perspective	◆ Addresses problems identified by others, according greatest concern to interpersonal problems ◆ Is heavily influenced by school personnel when interpreting problems	◆ Anticipates and responds to in-school problems, giving consideration to the perspective of parents and in-school personnel ◆ Readily identifies precedents	◆ Anticipates emerging problems ◆ Uses specific criteria for classifying problems and solicits alternate perspectives on problems ◆ Identifies unprecedented aspects of the problem, situational opportunities and constraints
Goals and Values	◆ Considers the goals to be order, efficiency and compliance with established procedures ◆ Focuses largely on formally stated organizational goals	◆ Is influenced by the personal and professional preferences of in-school personnel ◆ Accords particular importance to avoiding interpersonal conflict	◆ Gives primary consideration to professional goals or priorities of the school and Board ◆ Readily identifies short- and-long-term implications of problems	◆ Considers relevant personal as well as professional goals of self and others ◆ Employs ethics and structure responses to complex or ambiguous problems ◆ Utilizes or considers short-and-long-term goals in developing solution processes
Solution Processes	◆ Employs established regulatory procedures as a basis for developing problem solutions ◆ Solves problems in isolation	◆ Collects problem-relevant information from in-school personnel ◆ Relies on solutions previously employed with success by others and avoids unilateral processes for solving problems	◆ Collects information from relevant in-school sources ◆ Works around detected constraints ◆ Consults school staff to identify alternate solution processes, but selects and implements solutions in isolation	◆ Collects information from multiple sources and converts constraints into sub-problems, selecting a solution process consistent with school vision ◆ Employs a variety of approaches, such as collaborative, consultative and/or unilateral as appropriate ◆ Assumes responsibility for outcomes