

PRINCIPAL AND VICE-PRINCIPAL APPRAISAL

POLICY

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1.0 GENERAL PRINCIPLES

- 1.1 An effective school is dependent upon the role of school-based administrators and the quality of the leadership they provide.
- 1.2 Appropriate appraisal processes contribute to the improvement of school leaders and thereby the effectiveness of the school.
- 1.3 Principals and vice-principals are accountable for their performance, validated through a comprehensive appraisal process.
- 1.4 The annual appraisal process for school principals, as required by the Education Act, will provide documentation on the appraisal process and the results of the appraisal.
- 1.5 Nothing in this policy would preclude summary discipline action where circumstances warrant.

2.0 DEFINITIONS

- 2.1 Appraisal is a process that leads to an annual statement of performance.
- 2.2 Evaluation is a formal process that measures individual performance against defined system standards.
- 2.3 Supervision for Growth is a collaborative process that nurtures employee professional growth and encourages continuous improvement and job

satisfaction.

- 2.4 Performance Review is a formal process that is used when performance is considered to be below acceptable standards. The process provides the employee “on review” with clear goals and expectations, timelines for improvement, resources available to support improvement and possible outcomes where performance does not improve within the prescribed period of time.
- 2.5 Statement of Performance refers to documentation that identifies the appraisal process employed and the conclusions reached by the supervisor following completion of the process.

3.0 RESPONSIBILITIES

- 3.1 The Board acknowledges its obligation to provide policies, programs and resources that will enable school-based administrators to ensure the success of students.
- 3.2 The Board acknowledges its responsibility to provide appropriate professional development opportunities for school leaders.
- 3.3 The Board acknowledges its responsibility to ensure that evaluation processes, including supervision for growth strategies, are focused on the growth and development of the individual.
- 3.4 The principals and vice-principals have a responsibility to actively participate in the appraisal process for school-based administrators.

4.0 PURPOSE

- 4.1 The purpose of the appraisal process is to improve school leadership thereby improving the learning environment for students.
- 4.2 The process exists to promote growth and improvement.
- 4.3 The process will assist school-based administrators in their pursuit of professional and organizational goals.
- 4.4 The process will ensure principals and vice-principals carry out the duties and responsibilities as outlined in the Board job description and the Education Act.

5.0 PROCESS

- 5.1 This appraisal process will respect the dignity of all participants.
- 5.2 The process will be fair, equitable, non-discriminatory, consistent and predictable.
- 5.3 The process recognizes that the individual bears joint responsibility with the Board for professional development.
- 5.4 The process will assist school leaders in their effort to realize professional goals.
- 5.5 The focus of the appraisal process will be one of:
 - evaluation,
 - supervision for growth,
 - performance review (on review), or
 - an annual written statement of performance.
- 5.6 Notwithstanding the right and responsibility of the principal or vice-principals to request a particular focus for the appraisal process, final choice for the focus of the appraisal will rest with supervisory staff.
- 5.7 Where the appraisal process is focused either on evaluation or performance review, the process will be based on clearly stated leadership and performance criteria.
- 5.8 The appraisal process and its components will be completed within one school year.
- 5.9 In the situation where a performance review (on review) is required it may be necessary to conduct the process beyond the period of one year.

6.0 AUTHORIZATION

- 6.1 The Superintendent is authorized to develop and issue procedures to support this policy.

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PROCEDURES

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1.0 DEFINITIONS

- 1.1 Evaluation is a formal process that measures individual performance against defined system standards.
- 1.2 Supervision for growth is a collaborative process that nurtures employee professional growth and encourages continuous improvement and job satisfaction.
- 1.3 Performance Review is a formal process that is used when performance is considered to be below acceptable standards. The process provides the employee “on review” with clear goals and expectations, timelines for improvement, resources available to support improvement and possible outcomes where performance does not improve within the prescribed period of time.
- 1.4 Respondent refers to the school leader who is the subject of the evaluation, supervision for growth or performance review process.
- 1.5 Appraisal is a process that leads to an annual statement of performance.
- 1.6 Portfolio is a collection of materials, reports and documents that the respondent maintains to demonstrate competency as a school leader.

2.0 PROCESS

- 2.1 As a general rule, prior to November the School Administration Supervisor will meet with the respondent and confirm the focus of the appraisal, whether evaluation or supervision for growth.
- 2.2 Performance review may be initiated at any time when and where, in the opinion of the supervisor, circumstances warrant.

- 2.3 The process begins with agreement on the focus of the appraisal, whether evaluation, supervision for growth or performance review.
- 2.4 At the outset, regardless of the focus of the process, the supervisor and the respondent will confirm the timelines, meeting dates, objectives, duties, responsibilities and any other detail related to the appraisal process.
- 2.5 Subsequent to agreement on the requirements of subsection 2, the supervisor will confirm the details in writing with a copy for the respondent's portfolio and the School Administration Supervisor.
- 2.6 In the absence of the need for a performance review process or any other requirement for an evaluation, it is understood that the respondent will have responsibility to choose the focus of the appraisal.
- 2.7 Principals and Vice-Principals in their first year of appointment will be evaluated.
- 2.8 All other administrators will be evaluated during year two or three of their assignment.
- 2.9 Principals' appraisals will be the responsibility of the Director of School Administration or designate.
- 2.10 Vice-Principals' appraisals will be the responsibility of the Principal.
- 2.11 It is understood where a performance review process is undertaken that alternative timelines and process details may exist.
- 2.12 The principal/vice-principal will participate actively in the process by doing a self-evaluation, using the Board's designated instrument.
- 2.13 At the end of the process, where the focus of the process has been either evaluation or performance review, the appraisal report will be completed and filed in the respondent's personal file at the Human Resource Services.
- 2.14 At the end of the process, where the process has been supervision for growth, a summary statement outlining the process will be prepared jointly by the supervisor and the respondent and filed in the respondent's personal file at the Human Resource Services.
- 2.15 The supervisor and the respondent will maintain records of progress and copies of activities that may be inserted into the respondent's portfolio.

3.0 REPORTS

- 3.1 Notwithstanding the requirement for an appraisal process which must include either evaluation, supervision for growth or performance review, at the discretion of the supervisor, the appraisal report may be a letter from the supervisor indicating that the respondent's performance in the role of school leader meets requirements and is considered acceptable.
- 3.2 The supervision for growth report may, by agreement between the supervisor and the respondent, be a one-page outline of the goals that were established at the outset of the supervision process in a given year and a summary statement indicating the progress achieved. The evaluation report will be a report on the administrator's performance related to the leadership and performance criteria.
- 3.3 Following an evaluation, a decision will be made by the supervisor to conclude the process or proceed to a performance review. In the event that a decision is made to proceed to a performance review process, notification will be provided by the supervisor to the appropriate Director of School Administration and Human Resource Services.
- 3.4 If the decision is to go to performance review, the results of the review may lead to improved performance, demotion or discharge.
- 3.5 Any recommendation respecting the status of the respondent will be copied to the appropriate Director of School Administration, the Human Resource Services and the Office of the Superintendent.

4.0 REVIEW

- 4.1 From time to time the procedures related to appraisal will be reviewed with Principals/Vice-Principals, the School Administration Department and Senior Staff of the Board and adjusted as required.