
HORIZON SCHOOL DIVISION NO. 67

Policy Code: GCNN
Policy Title: Evaluation of School Administrators

POLICY HANDBOOK

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POLICY

THE BOARD OF HORIZON SCHOOL DIVISION BELIEVES THAT AN ADMINISTRATOR EVALUATION POLICY IS DEVOTED TO THE MAINTENANCE AND IMPROVEMENT OF INSTRUCTION AND ADMINISTRATION AND IS AN IMPORTANT ELEMENT OF THE BOARD'S EDUCATIONAL POLICY. THEREFORE, THE BOARD SHALL ENCOURAGE ADMINISTRATOR PROFESSIONAL GROWTH PLANNING AND THE SUPERVISION OF ADMINISTRATORS TO IMPROVE THE QUALITY OF INSTRUCTION AND ADMINISTRATION OFFERED TO STUDENTS. THE EVALUATION PROCESS SHALL BE CONTINUOUS AND DESIGNED TO PROMOTE PROFESSIONAL GROWTH AND DEVELOPMENT. WHERE NECESSARY, THERE SHALL BE AN EVALUATION PROCESS WHEN A JUDGMENT NEEDS TO BE MADE RELATIVE TO EMPLOYMENT, WHEN THE COMPETENCE OF AN ADMINISTRATOR IS CALLED INTO QUESTION, OR AT THE REQUEST OF THE ADMINISTRATOR.

GUIDELINES

1. Evaluation of professional performance of administrators shall be guided by professional growth planning, supervision, and evaluation described as follows:
 - 1.1 professional growth planning is an annual process whereby the administrator develops and implements planning designed to foster improvement and professional growth.
 - 1.2 supervision is conducted by the superintendent for all administrators ensuring that the administrator's performance meets the requirements of policy and the *Criteria for the Evaluation of Administrators*.
 - 1.3 evaluation, ultimately designed to perform judgmental functions, the result of which are used for making decisions for purposes of employment, when the competence of an administrator has been called into question, or at the request of the administrator.
2. Administrators have the primary responsibility for their own effectiveness and for the improvement of their instruction and administration.
3. Each administrator shall be informed of the particulars of the administrator evaluation policy.
4. Professional growth planning shall consist of a program (or programs) to improve the quality of instruction and administration and should support and maintain the collegial model.
5. Evaluation shall consist of a review of all aspects of an administrator's professional performance based on the *Criteria for the Evaluation of Administrators*.

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6. Evaluations shall be based on information gathered through observations, conferences, with the administrator, reviews of documents, reports and plans, and other data gathered in accordance with the *Code of Professional Conduct* in situations appropriate to each administrator's assignment.
7. Administrators, at their discretion, shall be allowed to contribute data to the evaluation through personal portfolios or other material or information of their choosing.
8. All reports generated during the evaluation process shall be signed by both parties and kept in the administrator's confidential file in the principal's office, if the administrator is not a principal, or the Division Office, if the administrator is a principal, with a copy provided to the administrator being evaluated prior to it being filed.
9. The administrator may review his/her evaluation records contained in a personnel file.
10. The administrator shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.

PROCEDURES

School Administrator Professional Growth Planning

1. Professional Growth Planning shall be conducted on an annual basis for all administrators employed by the Board. Administrators should view growth planning as developmental and be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength and provide opportunities for growth.
2. Each school administrator shall develop and implement a professional growth plan each year.
3. The administrator's annual professional growth plan shall take into consideration the education plans of the school, school board, and Alberta Education.
4. An administrator's annual professional growth plan may be a component of a long term multi-year plan.
5. The administrator may meet with a colleague to mutually develop the procedures and expectations for the plan.
6. The administrator's annual professional growth plan may consist of a planned program of mentoring an administrator and/or being mentored by an administrator.
7. Early in the school year the administrator shall share his/her written professional growth plan. The administrator, if not a principal, shall share his/her plan with the principal. The principal shall share his/her plan with the superintendent or designate.
8. Professional growth planning should include regular conferencing between the administrator and the person with whom he/she has shared his/her plan, during which progress towards achievement of goals will be reviewed.

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9. If the administrator has mutually developed the procedures and expectations of his/her plan with a colleague, the administrator and colleague shall review and evaluate the plan at the conclusion of the growth planning cycle. If a report is written, its control shall rest solely with the administrator whose professional performance was the subject of the growth planning.
10. At no time shall professional growth planning be used for the purposes of evaluation.

Supervision of School Administrators

1. The Superintendent shall implement a school visitation program, providing support, encouragement and open communication with school administrators.
2. The Superintendent may receive information from any source about an administrator's performance and share legitimate information and observations about the performance with the administrator in a timely manner. Likewise, a principal may receive information from any source about the performance of a school administrator who is not a principal.
3. As part of supervision, the superintendent or principal, as may be the case, provides guidance and support relative to an administrator's needs.
4. Supervision should be viewed as developmental, and administrators should be willing to receive collegial advice and assistance to refine administration, identify areas of strength, and to provide opportunities for further growth.
5. When, through supervision, the Superintendent or principal, as may be the case, believes that an administrator's performance may not meet the requirements of *Criteria for the Evaluation of Administrators*, the Superintendent may:
 - (a) Attempt to resolve areas of concern, or
 - (b) Initiate an evaluation in accordance with Regulations and Procedures.
6. Concerns identified during the supervision process may be used to support reasons for initiating an evaluation.
7. Unless an administrator agrees, the content of a supervision report must not be part of the evaluation process.

Evaluation of School Administrators

1. Beginning administrators, and those new to the division, shall undergo an evaluation within their first year in the position. Other administrators shall undergo an evaluation when a judgment must be made for the purpose of employment, when the competence of an administrator has been called into question, or at the request of an administrator.

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2. Beginning administrators, and those new to the division shall be provided an evaluation report by January 31. The report will be based on established criteria containing assessments in the performance areas, including areas of strength.
3. A second evaluation report, including a recommendation for contract, shall be provided to the beginning administrator, and those new to the division, by no later than May 15.
4. An evaluation may be initiated by the superintendent or the administrator.
5. An evaluation of an administrator other than a principal shall be conducted by the principal of the school. An evaluation of a principal shall be conducted by the superintendent, or an appropriate evaluator, mutually acceptable to both parties.
6. Prior to an evaluation being performed, the administrator to be evaluated shall receive or submit written notification stating the reasons for and purposes of the evaluation, a copy of which shall be kept in the individual administrator's personnel file.
7. The evaluator shall convene a conference with the administrator, subsequent to notification and prior to formal observation, during which evaluation policy and procedure, performance criteria, reporting procedures, appeal procedures, and approximate timelines shall be communicated and discussed with the administrator.
8. When the evaluator has completed a reasonable number of observations, collected data, conferenced with the administrator, and made a general review of the administrator's professional performance, a report shall be written and shall include the evaluator's recommendations pertaining to the administrator's employment (including designation) or remediation (if applicable).
9. Upon receipt of a satisfactory evaluation, the superintendent will determine that the evaluation ceases.
10. In the event that remediation is necessary, the administrator being evaluated shall receive a Notice of Remediation and the following steps shall be taken:
 - 10.1 A program of improvement will be undertaken by the administrator and a reasonable time line for improvement will be set;
 - 10.2 At the end of the time allotted, a subsequent evaluation will be undertaken by the original evaluator and a written report submitted to the superintendent, with copies to the administrator and the evaluator;
 - 10.3 Upon receipt of the evaluator's report, the superintendent will recommend to the Board, considering the best interests of the students, the administrator, the profession and the school system as a whole, that:
 - 10.3.1 the evaluation cease;
 - 10.3.2 the administrator's designation be removed; or
 - 10.3.3 another action deemed appropriate be undertaken.

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Appeal of Evaluation of School Administrators

1. An administrator may appeal an evaluation for procedure and/or content.
2. Such an appeal shall be made to the Board and shall include the reasons for the request.
3. If the Board decides to allow a re-evaluation, they shall assign a mutually acceptable person to conduct a re-evaluation and the new evaluator shall not be given the particulars of the previous evaluations.
4. The procedures for the re-evaluation shall conform with the procedures for evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.

General

1. This policy does not restrict a school board or superintendent
 - (a) from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions or practices of an administrator endanger the safety of students, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board or
 - (b) from taking any action or exercising any right or power under the *School Act*.

SUMMARY: CRITERIA FOR THE EVALUATION OF ADMINISTRATORS

Horizon School Division Criteria for the Evaluation of Administrators was developed by the Administrative Council composed of jurisdiction principals and central office administrators. The criteria generally follow the provincial document: Principal Quality Practice Guideline (2009). The Administrative Council revised and added Indicators of Performance to reflect the leadership beliefs and values inherent in Horizon School Division culture of leadership.

Administrator Quality Practice and Leadership Dimensions

Leadership Dimension 1 – Fostering Effective Relationships

The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community – students, teachers and other staff, parents, school council and others who have an interest in the school.

Key Indicator 1.1: Exhibits behaviours and personal attributes that foster effective relationships.

Key Indicator 1.2: Ensures that teachers and other staff communicate and collaborate with parents and community agencies to support student learning.

Leadership Dimension 2 – Embodying Visionary Leadership

The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals for the school.

Key Indicator 2.1: Possesses the personal knowledge, skills and attributes necessary to develop and articulate a vision, mission and goals for the school.

Key Indicator 2.2: Meaningfully engages the school community in creating a shared vision and a culture of improvement through a cycle of planning and reporting processes.

Leadership Dimension 3 – Leading and Participating in a Learning Community

The principal nurtures and sustains a school culture that values and supports learning.

Key Indicator 3.1: Meaningful participation as a leader in the jurisdiction learning community.

Key Indicator 3.2: Leading the school learning community.

Leadership Dimension 4 – Providing Instructional Leadership

The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Key Indicator 4.1: Models effective teaching performance.

Key Indicator 4.2: Implements strategies that support quality teaching and learning.

Key Indicator 4.3: Implements strategies for addressing standards of education and student achievement.

Key Indicator 4.4: Evaluates or provides for the evaluation of programs in the school and school support staff.

Key Indicator 4.5: Implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard.

Leadership Dimension 5– Developing and Facilitating Leadership

The principal promotes the development of leadership capacity within the school community (students, staff, parents, and school council) for the overall benefit of the school community and education system.

Key Indicator 5.1: Actively promotes and develops leadership capacity that benefits the school community and education system.

Leadership Dimension 6 – Managing School Operations and Resources

The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.

Key Indicator 6.1: Effectively plans, organizes and manages the human, physical and financial resources of the school to maximize opportunities for student learning.

Key Indicator 6.2: Effectively manages students and staff to create a positive school culture.

Leadership Dimension 7 – Understanding and Responding to the Larger Societal Context

The principal understands and responds appropriately to political, social, economic, legal and cultural contexts impacting the school.

Key Indicator 7.1: Advocacy, knowledge and response to broader educational and societal context.

CRITERIA FOR THE EVALUATION OF ADMINISTRATORS
Administrator Quality Practice and Leadership Dimensions and Key Indicators

Leadership Dimension 1 – Fostering Effective Relationships

The principal builds trust and fosters positive professional relationships, on the basis of appropriate values and ethical foundations, within the school community – students, teachers and other staff, parents, school council and others who have an interest in the school.

Key Indicator 1.1: Exhibits behaviours and personal attributes that foster effective relationships.

Descriptors:

- a) acts with fairness, dignity and integrity;
- b) establishes a positive school climate that is safe and caring and that fosters and maintains respectful and responsible behaviours;
- c) promotes an inclusive school culture that values diversity, promotes open, inclusive dialogue, and values all school community members;
- d) demonstrates responsibility for all students and acts in their best interests in a school that maintains a student-centred focus;
- e) is available to students, staff, parents and other stakeholders;
- f) uses a range of effective communication strategies appropriate to audience and purpose;
- g) demonstrates understanding and empathy for students;
- h) adheres to professional standards of conduct.

Key Indicator 1.2: Ensures that teachers and other staff communicate and collaborate with parents and community agencies to support student learning. Descriptors:

- a) promotes cooperation between the school and community and supports the use of appropriate community resources to enhance student learning;
- b) implements and supervises processes for communicating and collaborating with parents and community agencies to support student learning;
- c) works effectively with members of the School Council and community and promotes the involvement of the School Council and community in school activities;
- d) uses effective facilitation and problem-solving skills;
- e) supports and implements processes for improving relationships and dealing with conflict within the school community.

Leadership Dimension 2 – Embodying Visionary Leadership

The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

Key Indicator 2.1: Possesses the personal knowledge, skills and attributes necessary to develop and articulate a vision, mission and goals for the school. Descriptors:

- a) communicates and is guided by an educational philosophy based upon sound research, reflection, and experience;
- b) works collaboratively to establish and/or maintain a set of beliefs, values and mission for the school;
- c) analyzes a wide range of data to determine progress towards achieving school goals;
- d) facilitates change and promotes innovation consistent with current and future school community needs;
- e) provides leadership in keeping with the school authority’s vision and mission.

Key Indicator 2.2: Meaningfully engages the school community in creating a shared vision and culture of improvement through a cycle of planning and reporting processes. Descriptors:

- a) understands and is active within the community;
- b) meaningfully engages the school community in a cycle of planning and reporting processes that identify and address areas for school improvement;
- c) meaningfully engages the school community in formulating actions necessary for furthering the school’s mission and vision, and ensuring students have the opportunity to meet provincial standards;
- d) ensures that decision-making and implementation strategies are based on a shared mission, vision and an understanding of the school culture;
- e) communicates and celebrates school, student and staff accomplishments to inspire continuous growth.

Administrator Quality Practice and Leadership Dimensions

Leadership Dimension 3 – Leading and Participating in a Learning Community

The principal nurtures and sustains a school culture that values and supports learning.

Key Indicator 3.1: Meaningful participation as a leader in the jurisdiction learning community.

Descriptors:

- a) participates as an active member of the Horizon Administrative Council, including division-based committees, and cooperating with other administrators on determining leadership learning focus, solving problems, resolving issues, and building consensus;
- b) develops a professional growth plan and shares the plan with the superintendent;
- c) participates in professional learning that support leadership goals, school improvement initiatives and his/her professional growth plan.

Key Indicator 3.2: Leading the school learning community. Descriptors:

- a) promotes and models life-long learning for students, teachers, staff and education partners;
- b) fosters a culture of high expectations for students, teachers and school support staff;
- c) ensures that each teacher develops and shares a personal professional growth plan consistent with Horizon School Division Policy GCM, *Teacher Professional Growth Planning*;
- d) ensures that each school support staff member develops and shares a personal professional growth plan consistent with Horizon School Division Policy GDM, *Professional Growth Planning of School Support Staff*;
- e) facilitates meaningful parent/guardian involvement in the learning community and ensures they are informed about their child's learning and development.

Leadership Dimension 4 – Providing Instructional Leadership

The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Key Indicator 4.1: Models effective teaching performance. Descriptors:

- a) Provides or has demonstrated exemplary classroom instruction consistent with the *Criteria for the Evaluation of Teaching Performance* outlined in Horizon School Division policy GCN, *Summative Evaluation of Professional Staff*.

Key Indicator 4.2: Implements strategies that support quality teaching and learning. Descriptors:

- a) demonstrates a sound understanding of current pedagogy, curriculum developments and issues related to instruction, and communicates this understanding through instructional supervision and professional development of staff;
- b) works with teachers to promote effective instruction;
- c) promotes and supports a culture of professionalism based on creativity, innovation and critical thinking related to instruction;
- d) ensures that instruction provided by teachers is consistent with policy and Programs of Study prescribed, approved or authorized;
- e) conferences with teachers regarding the development and implementation of short and long range instructional plans and monitors plan implementation through ongoing instructional supervision;
- f) ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity;
- g) recognizes the potential of new and emerging technologies, and supports the meaningful integration of available technology in teaching and learning.

Administrator Quality Practice and Leadership Dimensions

Leadership Dimension 4 – Providing Instructional Leadership (con't)

The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

Key Indicator 4.3: Implements strategies for addressing standards of education and student achievement. Descriptors:

- a) sets and communicates high standards for instruction and learning, and monitors and evaluates the extent to which the standards are being met to ensure students have the opportunity to meet and exceed provincial standards;
- b) communicates information regarding the meeting of standards to the public, students, teachers, and parents, and provides opportunity for stakeholders to formulate plans of action to ensure students have the opportunity to meet standards;
- c) ensures that student assessment, evaluation and reporting practices throughout the school are in keeping with Horizon School Division Policy HK, *Student Assessment, Evaluation and Reporting*.

Key Indicator 4.4: Evaluates or provides for the evaluation of programs in the school and school support staff. Descriptors:

- a) ensures that students have access to appropriate programming based on their individual learning needs;
- b) implements strategies for ongoing feedback regarding programs in the school and provides for response to program needs identified through evaluation of programs;
- c) where warranted through policy and instructional supervision, provides for the evaluation of school support staff.

Key Indicator 4.5: Implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard. Descriptors:

- a) ensures each teacher is involved in a continuous supervision process;
- b) conducts evaluations of professional staff in accordance with Horizon School Division Policy GCN, *Summative Evaluation of Professional Staff*;
- c) where warranted through instructional supervision, initiates evaluations with teachers and acts responsibly in the best interests of the students, teacher, and school;
- d) cooperates with other evaluators involved in a teacher's evaluation, and makes fair, honest and clear recommendations regarding contract based on the data gathered during evaluation.

Leadership Dimension 5– Developing and Facilitating Leadership

The principal promotes the development of leadership capacity within the school community (students, staff, parents, and school council) for the overall benefit of the school community and education system.

Key Indicator 5.1: Actively promotes and develops leadership capacity that benefits the school community and education system. Descriptors:

- a) demonstrates informed decision making through open dialogue and consideration of multiple perspectives, including student, staff, parent and community input;
- b) promotes team building and shared leadership among members of the school community;
- c) facilitates meaningful involvement of the school community, where appropriate, in the school's operation using collaborative and consultative decision-making strategies;
- d) where feasible and appropriate, cultivates an interest in educational leadership roles and facilitates mentorship opportunities;
- e) encourages ownership of the educational enterprise and seeks contributions by interested stakeholders;
- f) builds learning capacity by recognizing and drawing on school community member expertise.

Administrator Quality Practice and Leadership Dimensions

Leadership Dimension 6 – Managing School Operations and Resources

The principal manages school operations and resources to ensure a safe and caring, and effective learning environment

Key Indicator 6.1: Effectively plans, organizes and manages the human, physical and financial resources of the school to maximize opportunities for student learning. Descriptors:

- a) ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy; as well as school authority policy, directives, initiatives and duties assigned by the Board;
- b) utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning;
- c) establishes effective school practices, routines, and policies;
- d) delegates responsibilities to promote growth and success;
- e) promotes a physical environment which is conducive to learning;
- f) is accountable to the Board for all school funds, including school generated funds, and reports to teachers and the School Council;
- g) maintains up-to-date records and reports as required by the province and jurisdiction;
- h) communicates in a timely manner with the superintendent or designate regarding pertinent school-related issues.

Key Indicator 6.2: Effectively manages students and staff to create a positive school culture. Descriptors:

- a) establishes and sustains a safe and caring school environment that promotes the health and wellness of the learning community.
- b) promotes the development of personal attributes that support citizenship, self-discipline and reflective thinking and practice.
- c) effectively maintains order and discipline in the school, on the school grounds, and during school-related activities consistent with good practice, policy, the School Act, and legal requirements;

Leadership Dimension 7 – Understanding and Responding to the Larger Societal Context

The principal understands and responds appropriately with the learning community to the political, social, economic, legal and cultural contexts impacting the school

Key Indicator 7.1: Advocacy, knowledge and response to broader educational and societal context. Descriptors:

- a) advocates for the needs and interests of children and youth;
- b) demonstrates a knowledge of local, provincial, national, and global issues and trends related to education;
- c) understands, assesses and responds to the unique and diverse community needs in the context of the school's vision and mission;
- d) promotes a positive image of the school and advocates for the community's support of the school and the larger education system.