

School Based Administrator Growth, Supervision & Evaluation

Background

The Division assigns a high priority to the best interests of its students. One important aspect of ensuring the best interests of Division Students is to establish for our school based administrators a framework that will support their professional growth while at the same time accounting for expected actions, judgments, and decisions. This administrative procedure is designed to make sure that all school based administrators actions are consistent with the Administrative Quality Standard.

Procedures

1. Definitions in this Administrative Procedure:

- 1.1 "Administrator" means a principal or vice-principal.
- 1.2 "Administrative quality standard" (AQS) means the authorized standard, eight leadership dimensions and supporting descriptors outlined in AP 417.
- 1.3 "Evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a superintendent determining whether an administrator's leadership exceeds meets or does not meet Division Administrative Leadership Standards".
- 1.4 "Notice of remediation" means the written statement issued by a superintendent to an administrator where the superintendent has determined that the administrator's leadership does not meet the AQS.
- 1.5 "Professional growth" means the career-long learning process whereby an administrator annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the AQS;
- 1.6 "Superintendent" means the Superintendent of Schools, or designate.
- 1.7 "Supervision" means the ongoing process by which a Superintendent supports and guides the leadership of administrators.

2 Guidelines

- 2.1 The Superintendent will review this administrative procedure with administrators in August of each school year.
- 2.2 Administrators have the professional obligation to frequently and purposefully reflect on their educational practice as part of the professional development process for all certified teachers.
- 2.3 All administrators will participate in ongoing supervision under the direction of the Superintendent. This supervision is designed to ensure that all practices and procedures meet legislative and Division expectations. As a complimentary goal supervision of administrators helps promote professional growth.



2.4 This administrative procedure does not restrict the Superintendent of Schools from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing, including but not limited to that the actions or practices of an administrator endangers the safety of students or staff, constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Division or, from taking any action or exercising any right of power under the School Act or Division Policy and Administrative Procedures.

3 Administrator Growth

3.1 Administrators must complete annual professional growth plans in accordance with the provincial Teacher Growth, Supervision and Evaluation policy.

3.2 The annual professional growth plan for an administrator is expected to:

3.2.1 Reflect goals based on self-assessment of professional learning needs by the individual administrator;

3.2.2 Show a relationship to the Administrative Quality Standard;

3.2.3 Take into consideration the education plans of the school, the Division and Alberta Education.

3.3 The growth plan may also be a planned mentorship program for a new administrator.

3.4 By October 15th of each school year an administrator must complete a professional growth plan. This plan will be reviewed with the Superintendent in October. A second review will be conducted in April or May.

3.5 Professional Growth Plans should address the following:

3.5.1 Professional learning goal;

3.5.2 Strategies to obtain each goal;

3.5.3 A time line for implementation, and;

3.5.4 The intended method of assessment respecting goal attainment.

3.6 During the school year the superintendent will retain a copy of the administrator's professional growth plan. The copy will be returned to the administrator at the June end of year review.

4 Supervision

4.1 The process of supervising school administrators involves a review of many functions to insure that the requirements of the School Act and Division Policy and Administrative Procedures are being met. Supervision includes such leadership activities as:

4.1.1 Providing support and guidance to administrators;

4.1.2 Observing and receiving information from any source about the quality of administrative practice;

4.1.3 Identifying the behaviors or practices of an administrator that for any reason may require an evaluation.

4.2 The Superintendent participates in administrator supervision through:

4.2.1 Regular interaction with administrators;



- 4.2.2 Reviewing documents and artifacts such as school plans, school annual results report, school budgets, communication to stakeholders;
 - 4.2.3 The acquisition of information regarding the administrator's participation in any aspect of the activities of the school;
 - 4.2.4 Frequent observation, guidance and support of administrative practice.
- 4.3 Where the superintendent, through the process of supervision, has reasons to believe that an administrator may not be meeting the expectations of the AQS, formal evaluation of the administrator may be initiated in accordance with the "Administrator Evaluation" section of this administrative procedure.

5 Evaluation

- 5.1 Administrator evaluation is based upon the superintendent's informed and reasoned judgment about the administrator's practice in relation to the AQS.
- 5.2 The evaluation of an administrator by the superintendent may be conducted:
- 5.2.1 Upon the written request of the administrator;
 - 5.2.2 For the purposes of gathering information related to a specific employment or contract decision;
 - 5.2.3 When, on the basis of information received through supervision, the superintendent has reason to believe that the performance of an administrator may not meet the AQS.
- 5.3 On initiating an evaluation the superintendent must communicate explicitly to the administrator:
- 5.3.1 The reasons for and purposes of the evaluation;
 - 5.3.2 The processes, criteria and standards to be used;
 - 5.3.3 The evaluation data sources to be used;
 - 5.3.4 The timelines to be applied and;
 - 5.3.5 The possible outcomes of the evaluation.
- 5.4 The following processes will be used in administrator evaluations
- 5.4.1 Multiple observations based upon established AQS criteria;
 - 5.4.2 Administrators will be asked to perform a self-reflection by filling out the Principal Evaluation Rubric;
 - 5.4.3 The Superintendent will fill out the Principal Evaluation Rubric, including the commendations and recommendations based on the Superintendent's evidence collected throughout the evaluation term;
 - 5.4.4 Principal and Superintendent will meet to compare rubrics.
- 5.5 An administrator evaluation report may consist of:
- 5.5.1 An introduction;
 - 5.5.2 A statement of evaluation purposes and possible outcomes;



- 5.5.3 An overview of the evaluation context;
- 5.5.4 An identification of the significant strengths of an administrator;
- 5.5.5 A recommendations for improvement;
- 5.5.6 A concluding statement detailing the outcome of the evaluation;
- 5.5.7 A comments section for the Principal to fill out;
- 5.5.8 A priority and objectives section for the Principal to fill out;
- 5.5.9 The administrator and the superintendent will sign the evaluation report. A copy of the evaluation report will be provided to the administrator. The original report will be retained in the administrator's Division Office file;
- 5.5.10 An administrator being evaluated shall be given the opportunity to append additional comments to an evaluation report.

6 Notice of Remediation

6.1 When an evaluation is performed:

- 6.1.1 Upon the written request of an administrator;
- 6.1.2 For the purposes of gathering information related to a specific employment or contract decision;
- 6.1.3 or when, on the basis of information received, the superintendent has reason to believe that the leadership an administrator may not meet the AQS.

6.2 A Notice of Remediation may be issued to an administrator by the superintendent where the superintendent has determined that the administrator's leadership does not meet the AQS. A Notice of Remediation describes:

- 6.2.1 The behaviours or practices that do not meet the AQS and the changes required;
- 6.2.2 The remediation strategies the administrator is advised to pursue;
- 6.2.3 A reasonable time schedule to address the remediation strategies;
- 6.2.4 How the determination will be made that the required changes have taken place;
- 6.2.5 The consequences of not achieving the required changes including, but not limited to, termination of the administrator's contract of employment or administrative designation;
- 6.2.6 Notification that the remediation strategies stipulated may replace the obligation of the administrator to develop and implement an annual Administrator Professional Growth Plan.

7 Remediation Follow Up Evaluation

7.1 In accordance with the expectations and timelines of the Notice of Remediation, the original evaluator may be involved in the follow up evaluation or an alternative senior central office may conduct the evaluation.]



- 7.2 In Remediation Follow-up Evaluation will be undertaken with the focus on assessing the degree to which the administrator has met the performance expectations specifically described in the Notice of Remediation.
- 7.3 In the event the Remediation Follow-up Evaluation identifies that the administrator's practice meets expectations, recommendations for a professional growth plan will be included in the report.
- 7.4 In the event that the Remediation Follow-up Evaluation report concludes the administrator's professional practice is not meeting AQS Standard, a recommendation may be made to terminate the administrator's contract in accordance with the School Act and Division Policy and Administrative Procedures

