

6.5.4 Student grades are based on a large variety of student work.

6.5.4.1 A variety of methods are used.

6.5.4.2 Assessment instruments are relevant.

6.5.5 Student progress is communicated effectively to parents.

6.5.5.1 Parents are apprised of student progress in a timely matter.

6.5.5.2 The teacher reports factual, well documented information to parents.

6.6 Professional Qualities

6.6.1 The teacher establishes and maintains effective, respectful and ethical working relationships with pupils, parents, colleagues, and others in the educational community.

6.6.2 The teacher demonstrates a professional attitude towards constructive criticism.

6.6.3 The teacher demonstrates an awareness of current developments in education.

Teacher On Call Evaluation

Policy 4122

06/22/92

The Board of Trustees recognizes that teachers on call play a valuable role in a sound educational program for students. It is the belief of the Board that performance evaluation will assist teachers on call in the realization of their full potential, thereby resulting in the improvement of instruction throughout the district.

The Board is responsible for maintaining an evaluation policy for the purpose of establishing standards of performance for teachers on call and the determination of performance in respect of these standards. A comprehensive evaluation process should enhance professional growth and confidence which will mutually benefit both teachers and students within the school system.

The Board believes that the evaluation process shall evaluate the performance of teachers on call in a fair and just manner. To the greatest extent possible evaluation shall be conducted in an atmosphere of trust, confidence and support.

The Superintendent of Schools is responsible for the implementation of this policy in accordance with the attached guidelines.

Guidelines

In evaluating the performance of teachers on call, the following procedures will apply:

1. All teachers on call will participate in an evaluation of their performance as the need is identified.
 - 1.1 Newly accepted teachers on call will receive an evaluation of their performance in their first fifteen calendar months of which will determine their eligibility for continued engagement as a Teacher-on-Call.
 - 1.2 A teacher on call may request, in writing, an evaluation of their performance.
 - 1.2.1 When a request is received from a teacher on call, the evaluation shall commence within three months upon receipt of the request.
 - 1.3 Notwithstanding the above, the Superintendent of Schools may institute an evaluation of any teacher on call's performance at any time.
 - 1.3.1 A teacher on call identified for evaluation by the Superintendent of Schools will be notified, in writing, prior to the commencement of the evaluation.

- 1.4 Each teacher on call, inclusive of any evaluations conducted as per 1.1 to 1.3 above, shall be evaluated once every five years.
2. Each teacher on call, who is participating in an evaluation of her/his performance, shall be apprised of the process and criteria prior to the commencement of the evaluation.
 - 2.1 Teachers on call shall receive a guide book which will summarize the expectations, process, criteria and forms to be used.
 - 2.2 Each evaluator shall hold an introductory meeting with the teacher on call to recap the evaluation policy and clarify the teacher on call's understanding of the expectations for their performance.
 - 2.3 Each evaluator and teacher on call shall endeavor to establish a climate of trust and respect.
 - 2.3.1 A teacher on call may request, in writing, that the Superintendent assign an alternate evaluator to conduct the evaluation. The Superintendent shall respond to the request.
 - 2.4 Teachers on call who are being evaluated shall undertake to make improvements to their performance and clarify their understanding of any suggestions made on an ongoing basis.
3. An evaluation of a teacher on call's performance shall include:
 - 3.1 A minimum of six (6) observations and post conferences by an administrative officer designated by the Superintendent of Schools.
 - 3.1.1 These observations shall be completed at any grade level which the teacher on call is designated on the teacher on call listing.
 - 3.1.2 The teacher on call shall be advised of the first visitation in advance and may be advised in advance of remaining visits.
 - 3.1.3 The evaluator will observe the teacher on call through a minimum of one (1) complete lesson during each visit unless the teacher on call is otherwise notified or agrees.
 - 3.1.4 One (1) observation shall be conducted in an assignment which is at least a three day duration if a recommendation for permanent certification is involved.

- 3.1.5 Upon completion of an observation the evaluator shall complete an observation report. This report shall be discussed at a post conference time scheduled at the earliest possible, mutually agreed upon, time. The report shall:
 - 3.1.5.1 summarize the observations made in respect of criteria,
 - 3.1.5.2 contain suggestions and/or comments,
 - 3.1.5.3 detail any recommendations for improvement, and
 - 3.1.5.4 provide specific timelines for improvement.
- 3.1.6 The teacher on call shall sign each observation report indicating receipt.
- 3.2 Within ten (10) months of the commencement of the evaluation the evaluator shall complete a final report of the teacher on call's performance. The final report shall identify:
 - 3.2.1 the teacher on call's assignments, professional experience and training and any discrepancies among them,
 - 3.2.2 all observation dates,
 - 3.2.3 an anecdotal summary of performance as outlined in observation reports, and
 - 3.2.4 the evaluator's opinion of the teacher on call's overall performance with a statement indicating that the teacher on call's performance meets district expectations or is less than satisfactory.
- 3.3 The final report shall be presented as a draft to the teacher on call ninety six (96) hours in advance. The teacher on call and the administrative officer shall meet to discuss the draft report.
 - 3.3.1 If the teacher on call chooses, the report shall be discussed in the company of a third person.
- 3.4 The final report shall be signed by the teacher, indicating both receipt and acknowledgement of its placement on her/his personnel file. The teacher on call shall have the right to submit a written commentary on the report which shall be filed with all copies of the report.

- 3.5 A confidential copy of the report shall be presented to the Superintendent of the Schools.
- 4. Notwithstanding the above, a teacher on call who wishes to appeal an evaluation must do so in writing to the Superintendent of Schools.
 - 4.1 A letter of appeal must be received within fifteen school (15) days after receipt of the final report.
 - 4.2 The letter of appeal must state specific reason(s) consideration should be given.
 - 4.3 The Superintendent of Schools shall advise the teacher on call of any subsequent actions as a result of the appeal within fifteen school (15) days after receipt of the request.
 - 4.4 The Superintendent of Schools may rule that the evaluation will stand or grant another evaluation to begin within three (3) months of completion of the first.
 - 4.4.1 The Superintendent of Schools shall designate an alternate evaluator to conduct the second evaluation.
 - 4.4.2 The evaluation shall be conducted as per section 3 of these regulations.
 - 4.5 The teacher on call may appeal the Superintendent's decision to the Board of School Trustees in writing within fifteen school (15) days upon receipt of the decision.
 - 4.5.1 The letter shall be addressed to the Superintendent.
 - 4.5.2 The Board shall grant a hearing with the teacher on call.
 - 4.5.3 The Board shall, in consideration of the appeal, ensure fair and just treatment has been received upon application of this policy.
- 5. The criteria to be considered in an evaluation of a teacher on call performance are:
 - 5.1 Professional Qualities
 - 5.1.1 Punctual
 - 5.1.1.1 Arrives one-half hour prior to the start of the assignment.
 - 5.1.2 Responsible

5.1.2.1 Has made sure that materials are available as needed.

5.1.2.2 Leaves a clear report for the classroom teacher.

5.1.2.3 Outlines a skeleton daybook after a three (3) day absence, when requested.

5.1.3 Adaptable

5.1.3.1 Copes with unscheduled changes to a planned routine.

5.1.4 Resourceful

5.1.4.1 Solves problems that arise.

5.1.4.2 Seeks advice from the administrator, teachers, teacher-librarian, student services coordinator, secretary and/or other appropriate staff.

5.1.5 Develops positive relationships with school staff and students

5.1.5.1 Demonstrates a cooperative work attitude.

5.1.5.2 Exhibits a positive attitude toward the profession.

5.1.5.3 Displays an interest in students and their work.

5.1.6 Exhibits professional speech and conduct.

5.2 Classroom Administration

5.2.1 Follows school and classroom routines.

5.2.1.1 Demonstrates awareness of school routines regarding time periods, student movement in the halls, supervision, fire drills, announcements, parent notes, use of school equipment, etc.

5.2.1.2 Understands expectations regarding behavior, homework, student materials, student seating and movement, non-instructional activities, special needs of identified students, etc.

- 5.2.1.3 Attends to all administrative tasks such as attendance and record maintenance.
- 5.2.2 Checks homework when requested
- 5.2.3 Marks student work
 - 5.2.3.1 Previously assigned daily student work is corrected.
 - 5.2.3.2 In-class student work is monitored.
 - 5.2.3.3 Daily assignments are corrected when answer keys or work samples are provided.
- 5.2.4 The classroom is left in good order
 - 5.2.4.1 The classroom/classrooms resemble their original state.
 - 5.2.4.2 Unsafe situations are reported, in writing, to the principal.
- 5.3 Student Management
 - 5.3.1 Maintains classroom control.
 - 5.3.1.1 Identifies students by name.
 - 5.3.1.2 Expectations for student conduct are communicated.
 - 5.3.1.3 Students are on task.
 - 5.3.1.4 Misbehavior is addressed.
 - 5.3.2 Facilitates a smooth transition from one activity to another, with attention to appropriate pace.
 - 5.3.3 Is consistent in dealings with students.
 - 5.3.4 Uses positive reinforcement.
 - 5.3.5 Incorporates preventative management strategies.
 - 5.3.5.1 Uses eye contact and non-verbal cues.

5.3.5.2 Models and promotes positive interactions.

5.3.6 Problems are dealt with.

5.3.6.1 A report of any behavior incident is left.

5.3.6.2 The administrator is notified to assist with follow up if necessary.

5.4 Instructional Processes

5.4.1 Undertakes activities as outlined in the planned daybook.

5.4.2 Reviews previous lesson where appropriate.

5.4.3 Identifies, and teaches to the stated objective of the lesson.

5.4.4 Defines the stated purpose of the lesson.

5.4.5 Gives clear instructions and explanations.

5.4.6 Displays knowledge of lesson content in core areas.

5.4.7 Monitors learning.

5.4.7.1 Checks for student understanding frequently.

5.4.8 Summarizes the lesson in some form.

5.4.9 Assigns homework where appropriate.

Teacher Protection
Policy 4130
11/06/84

Any employee who is threatened with bodily harm by an individual or group while carrying out his assigned duties shall be offered the fullest possible protection by the School District. He/she shall immediately notify his/her school principal or supervisor. The principal or supervisor shall then immediately notify the Superintendent's office. Together they shall take immediate steps, in cooperation with the employee, to provide every reasonable precaution for her/his safety. Precautionary steps including any advisable legal action shall be reported to the Superintendent's office at the earliest possible time.

Tutoring
Policy 4140
11/06/84

It is expected that every effort will be made by the Administrative Officer and teacher to help the child with his difficulties at school before recommending that parents engage a tutor. The Board believes that by maintaining a high quality instructional staff and providing for a rich, varied curriculum the need for individual tutoring is minimized.

However, should individual tutoring be recommended in exceptional cases, the Superintendent of schools is directed to establish such rules as will protect both the school district and the teachers from charges of conflict of interest.

Guidelines

Consistent with Board policy, the following rules relating to tutoring have been established:

1. A teacher may not arrange to tutor any child enrolled in their class for pay.
2. No tutoring for which a teacher receives a fee will be carried on in a school building.
3. Teachers who accept outside tutoring engagements make their own arrangements with the parents for the fees to be assessed.

Administrative Officer Evaluation

Policy 4210

24/05/94

Leadership is a significant factor in developing and sustaining an effective and positive learning environment in schools. Each school is unique with its own set of circumstances and dynamics. The challenge of leadership is to facilitate development of the talents and potential of the students and teachers in conjunction with the other partners: parents, the public, trustees, district staff and support staff.

The Board of Trustees expects administrative officers to exercise the leadership necessary to provide quality education through appropriate administrative practice congruent with the School Act, Ministry and District goals, policies and regulations.

It is the intent of the Board of Trustees that supervision and evaluation of administrative officers should support their professional growth and clarify their performance expectations. Underlining this policy is a fundamental philosophy of positive growth, encouragement and support.

PROCESS

1. Administrators to be evaluated will be determined at the request of either the Administrator or the school district. Administrators can expect to be evaluated on a three or four year cycle.
 - 1.1 Evaluations will normally commence in September and be completed within that school year.
 - 1.2 Administrators who are to be evaluated shall be notified in writing.
 2. Prior to commencing the evaluation, an initial meeting will establish:
 - * a review of the Administrative Evaluation Policy
 - * the time lines and data gathering processes
 - * tentative dates for observations and school visits
 - * evaluators (administrative officers may wish to include other professionals as a part of an evaluation team)
 - * discussion of evidence for each criteria
 - * discussion of the annual goals for the school and those of the administrator.
 3. Data gathering will be conducted using a variety of methods including observations, surveys, questionnaires, interviews, examination of documents, and discussions with the principal. The evaluator shall determine, through consultation with the administrator, the data collection methods to be used.
 - 3.1 Confidentiality of source will be maintained for those completing questionnaires. Information gained through the use of questionnaires must be checked for accuracy and verified by examining any substantive data or examples to support such views. All data collection instruments used will be reviewed by the evaluator and the administrator prior to distribution.
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- 3.2 An opportunity will be given for a joint review of data-gathering prior to the inclusion of such data in the final report.
4. It will be necessary for the evaluator to make at least six (6) formal visits including visits to classrooms, school activities, staff meetings, parent advisory committee meetings, etc.
5. Following each formal visit, a conference will be held with the principal.
 - 5.1 A summary report will be provided for each conference.
6. A final written report shall include details related to:
 - * Assignment - describing the administrator's assigned role and work setting.
 - * Data Collection - describing the process used to compile information for the evaluation.
 - * Criteria and Indicators- describing performance in respect of the following criteria:
 - * Establishing Direction
 - * Curriculum and Programs
 - * Instructional Leadership
 - * Interpersonal Relations
 - * Parent and Community Communications and Relations
 - * Professional and Staff Development
 - * School Operations
 - * Commendations - specifying areas of excellence.
 - * Recommendations - specifying areas for growth and timelines for accomplishment.
 - * Summary Comments - including clear statements about the administrator's strengths and recommendations for improvement.
 - * Evaluative Statement - The evaluative statement on all performance appraisals shall indicate that the Administrator meets district expectations or that her/his performance is less than satisfactory.

CRITERIA AND INDICATORS
OF
EXEMPLARY LEADERSHIP AND ADMINISTRATIVE PRACTICE

1. ESTABLISHING DIRECTION:

- a. Develops and implements a school vision and school goals and objectives
 - i. *can articulate provincial and district vision, goals and objectives*
 - ii. *develops school goals and objectives which reflects input from all stakeholders*
 - iii. *establishes a climate which facilitates the implementation of the goals and objectives*
- b. Evaluates the school vision, goals, and objectives
 - i. *ensures that the operation and organization of the school is consistent with the stated vision*
 - ii. *identifies progress toward school and district goals and provides for the regular review and revision of these goals*
- c. Demonstrates effective leadership
 - i. *encourages a commitment to excellence*
 - ii. *involves staff in the overall life of the school, including decisions which affect them*
 - iii. *employs strategies to motivate staff, build morale, and increase staff job satisfaction*
 - iv. *delegates wisely*
 - v. *is visible, accessible and approachable*
 - vi. *displays good judgement in the timing of decisions and in the methods of communicating decisions*
 - vii. *identifies problems and employs appropriate solution strategies*
 - viii. *shows respect for and acceptance of others*
 - ix. *uses opportunities to build on the successes of the school*

2. CURRICULUM AND PROGRAMS

- a. Monitors curriculum and instructional practice
 - i. *is knowledgeable about school programs*
 - ii. *ensures that the approved curriculum is taught*
 - iii. *protects learning time*
 - iv. *demonstrates leadership in curriculum development, implementation and evaluation consistent with district priorities and initiatives*
 - v. *sets up mechanisms to ensure effective communication and transition between programs, grades and schools*

- vi. *acquaints staff with available Ministry and District material and support personnel*
 - b. Encourages optimal student learning and growth
 - i. *maintains high expectations for student learning and growth*
 - ii. *encourages student leadership and responsibility*
 - iii. *is available for students and shows a concern for their welfare*
 - iv. *encourages student participation in all school programs (library, music, computer, extra-curricular, etc.)*
 - vi. *ensures programs are in place for special needs students*
3. INSTRUCTIONAL LEADERSHIP
- a. Conducts instructional evaluation based on the district teacher evaluation policy
 - b. Implements a process of supervision of instruction
 - i. *includes staff input, where appropriate*
 - ii. *performs regular classroom observations and data collection*
 - iii. *has as its main purpose support and improvement, and is growth-oriented*
4. INTERPERSONAL RELATIONS
- a. Reflects concern for people
 - i. *deals with people with courtesy and respect*
 - ii. *stimulates and maintains a positive working and learning environment within the school*
 - iii. *demonstrates personal and professional concern for the school community*
 - iv. *demonstrates a caring and patient attitude*
 - b. Uses effective communication skills
 - i. *listens actively*
 - ii. *expresses ideas clearly in oral and written communication*
 - iii. *checks to see that communications are received and understood by maintaining procedures for regular feedback*
 - iv. *selects communication methods which are appropriate to the situation and the audience*
 - c. Develops and maintains group process skills
 - i. *fosters an atmosphere which encourages open participation*
 - ii. *demonstrates sensitivity and effectiveness in problem solving or mediating student, staff, parent and community concerns*
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- iii. *provides recognition to members of staff, students, parents and the community for noteworthy contributions to the school*
- iv. *establishes clear expectations and understanding of the decision-making process*
- vi. *implements, and communicates decisions in a timely manner to ensure closure*

5. PARENT AND COMMUNITY COMMUNICATIONS AND RELATIONS

- a. Promotes effective parent and community communication and relations
 - i. *fosters community understanding of and solicits community support for school goals, objectives, and programs*
 - ii. *replies to enquiries from community members promptly and courteously*
 - iii. *publishes a school newsletter and handbook*
 - iv. *encourages frequent communication between parents and staff*
 - v. *uses special occasions to stimulate community interest in school activities and projects*
 - vi. *helps to interpret community concerns and interests to the Board and district administrator*
 - vii. *actively participates with the parent advisory council*
 - viii. *initiates opportunities for members of the public to see evidence of student learning*
- b. Monitors community satisfaction with the school and education
 - i. *utilizes formal and informal procedures for receiving and responding to community input and concern*
 - ii. *utilizes information regarding community perceptions to assist in educational planning*

6. PROFESSIONAL AND STAFF DEVELOPMENT

- a. Facilitates staff development
 - i. *acquaints staff with available professional resources*
 - ii. *focuses staff on common professional objectives*
 - iii. *formulates with staff clear, measurable, written goals and objectives for staff development*
 - iv. *articulates staff development with the overall school improvement plan*
 - v. *encourages each staff member to develop a personal professional growth plan*
 - vi. *utilizes in-district expertise when appropriate*
 - vii. *evaluates staff development in terms of its effects on staff behaviors and student learning outcomes*
- b. Participates in a continuous program of personal professional development

- i. regularly assess her/his professional performance through exchange of ideas with colleagues, keeping abreast of professional reading and soliciting perceptions of staff, students, colleagues, supervisors, and the community*
- ii. designs a personal professional development plan (see attached)*
- iii. participates in in-service activities to meet the goals of her/his professional development plan*
- iv. serves as a resource person for professional development activities*

7. SCHOOL OPERATIONS

a. Assigns personnel effectively

- i. organizes the administrative team to make the best use of individual administrative strengths and interests*
- ii. develops and communicates administrative job targets*
- iii. considers individual teacher's qualifications, experience, and suitability when assigning staff*

b. Administers personnel practices effectively

- i. deals effectively with personnel matters*
- ii. liaises with the appropriate District staff regarding interpretation and application of collective agreements, personnel policies and procedures, labour statutes, and the School Act*
- iii. adheres to collective agreements, personnel policies and procedures, labour statutes, and the School Act*
- iv. assigns, supervises and evaluates the work of office and other support staff*
- v. provides adequate staff orientation*
- vi. sets clear expectations where appropriate*

c. Administers school operations and routines smoothly

- i. monitors the ongoing maintenance of the buildings, grounds, and equipment*
- ii. establishes and monitors appropriate procedures and rules for the use of buildings and grounds*
- iii. establishes school rules and procedures pertaining to attendance, discipline and student conduct*
- iv. develops a master time table for classes, students, and staff*
- v. ensures that adequate health and safety provisions are in place with regard to accidents, first aid, illness, fire drill and earthquakes*
- vi. maintains accurate records and files*
- vii. understands and uses effective time management theories and practices*

d. Develops and manages the school budget

- i. consults with staff to identify school budgetary needs*
- ii. considers the school improvement plan in developing the budget*
- iii. adheres to time lines for school budget preparation and expenditure*
- iv. disseminates, when appropriate, district budget information that is of interest to the school*
- v. ensures that school funds are expended within established guidelines*
- vi. ensures that school based fund-raising methods are appropriate*

Administrative Officer Evaluation - Vice Principals

Policy 4211

24/10/95

Leadership is a significant factor in developing and sustaining an effective and positive educational system. The challenge of leadership is to facilitate development of the talents and potential of students and teachers in conjunction with other school administrators, parents, the public, trustees, district staff and support staff.

The Board of Trustees expects administrative officers to exercise the leadership necessary to provide quality service through appropriate administrative practices congruent with the School Act, Ministry and District goals, policies and regulations.

It is the intent of the Board of Trustees that supervision and evaluation of vice-principals should support their professional growth and clarify their performance expectations. Underlying this policy is a fundamental philosophy of positive growth, encouragement and support.

PROCESS

1. Vice Principals to be evaluated will be determined at the request of either the Vice-Principal or Superintendent. Vice-Principals can expect to be evaluated on a three or four year cycle.
 - 1.1 Evaluations will normally commence in September and be completed within that school year.
 - 1.2 Vice-Principals who are to be evaluated shall be notified in writing.
2. Prior to commencing the evaluation an initial meeting will establish:
 - * a review of the Administrative Officers-Vice-Principals Evaluation Policy;
 - * tentative time lines and data gathering processes;
 - * tentative dates for observations and school visits;
 - * evaluators - including the Superintendent or designate and the school principal for the school based vice-principals;
 - * discussion of the criteria to be considered;
 - * discussion of the job tasks to be evaluated;
 - * discussion of personal goals of the vice-principal.

3. Data gathering will be conducted using a variety of methods including observations, surveys, questionnaires, interviews, examination of documents, discussions with the principals and discussions with the vice-principals. The evaluator(s) shall determine, through consultation with the vice-principal, the data collection methods to be used.
 - 3.1 Confidentiality of source will be maintained for those completing questionnaires. Information gained through the use of questionnaires must be checked for accuracy and verified by examining any substantive data or examples to support such views. All data collection instruments used will be reviewed by the evaluator and the administrator prior to distribution.
 - 3.2 An opportunity will be given for a joint review of data-gathering prior to the inclusion of such data in the final report.
4. It will be necessary for the evaluator(s) to make at least six(6) formal visits, including visits to classrooms, school activities, staff meetings, parent advisory committee meetings, etc.
5. An assessment of teaching performance (where appropriate) will be conducted in accordance with Board Policy 4121-Teacher Evaluation.
6. Following each formal visit a conference will be held with the vice-principal.
 - 6.1 A summary report will be provided for each conference.
7. A final written report shall include details related to:
 - * Assignment - describing the administrator's assigned role and work setting
 - * Data Collection - describing the process used to compile information for the evaluation.
 - * Criteria and Indicators - describing performance in respect of the following criteria:
 - * Establish Direction
 - * Curriculum and Programs
 - * Instructional Leadership
 - * Interpersonal Relations
 - * Parent and Community Communications and Relations
 - * Professional and Staff Development
 - * School Operation

- * Commendations - specifying areas of excellence.
- * Recommendations - specifying areas for growth and timelines for accomplishment.
- * Evaluative Statement - The evaluative statement on all performance appraisals shall indicate that the Administrator meets district expectations or that her/his performance is less than satisfactory.

CRITERIA AND INDICATORS OF
EXEMPLARY LEADERSHIP AND ADMINISTRATIVE PRACTICE

1. ESTABLISHING DIRECTION

- a. Develops and implements a school vision and school goals and objectives
 - i. *can articulate provincial and district vision, goals and objectives*
 - ii. *develops school goals and objectives which reflect input from all stakeholders*
 - iii. *establishes a climate which facilitates the implementation of the goals and objectives*

- b. Evaluates the school vision, goals and objectives
 - i. *ensures that the operation and organization of the school is consistent with the stated vision*
 - ii. *identifies progress toward school and district goals and provides for the regular review and revision of these goals*

- c. Demonstrates effective leadership
 - i. *encourages a commitment to excellence*
 - ii. *involves staff in the overall life of the school, including decisions which affect them*
 - iii. *employs strategies to motivate staff, build morale and increase staff job satisfaction*
 - iv. *delegates wisely*
 - v. *is visible, accessible, and approachable*
 - vi. *displays good judgment in the timing of decisions and in the methods of communicating decisions*
 - vii. *identifies problems and employs appropriate solution strategies*
 - viii. *shows respect for and acceptance of others*
 - ix. *uses opportunities to build on the successes of the school.*

2. CURRICULUM AND PROGRAMS

- a. Monitors curriculum and instructional practice
 - i. *is knowledgeable about school programs*
 - ii. *ensures that the approved curriculum is taught*
 - iii. *protects learning time*

- c. Develops and maintains group process skills
 - i. *fosters an atmosphere which encourages open participation*
 - ii. *demonstrates sensitivity and effectiveness in problem solving or mediating student, staff, parent and community concerns*
 - iii. *provides recognition to members of staff, students, parents and the community for noteworthy contributions to the school*
 - iv. *establishes clear expectations and understanding of the decision-making process*
 - v. *implements, and communicates decisions in a timely manner to ensure closure*

5. PARENT AND COMMUNITY COMMUNICATIONS AND RELATIONS

- a. Promotes effective parent and community communication and relations
 - i. *fosters community understanding of and solicits community support for school goals, objectives and programs*
 - ii. *replies to inquiries from community members promptly and courteously*
 - iii. *publishes a school newsletter and handbook*
 - iv. *encourages frequent communication between parents and staff*
 - v. *uses special occasions to stimulate community interest in school activities and projects*
 - vi. *helps to interpret community concerns and interests to the Board and district administrator*
 - vii. *actively participates with the parent advisory council*
 - viii. *initiates opportunities for members of the public to see evidence of student learning*
- b. Monitors community satisfaction with the school and education
 - i. *utilizes formal and informal procedures for receiving and responding to community input and concern*
 - ii. *utilizes information regarding community perceptions to assist in educational planning*

6. PROFESSIONAL AND STAFF DEVELOPMENT

- a. Facilitates staff development
 - i. *acquaints staff with available professional resources*
 - ii. *focuses staff on common professional objectives*

- iii. *formulates with staff clear, measurable, written goals and objectives for staff development*
 - iv. *articulates staff development with the overall school improvement plan*
 - v. *encourages each staff member to develop a personal professional growth plan*
 - vi. *utilizes in-district expertise when appropriate*
 - vii. *evaluates staff development in terms of its effect on staff behaviours and student learning outcomes*
- b. Participates in a continuous program of personal professional development
- i. *regularly assess her/his professional performance through exchange of ideas with colleagues, keeping abreast of professional reading and soliciting perceptions of staff, student, colleagues, supervisors, and the community*
 - ii. *designs a personal professional development plan (see attached)*
 - iii. *participates in in-service activities to meet the goals of her/his professional development plan*
 - iv. *serves as a resource person for professional development activities*

7. SCHOOL OPERATIONS

- a. Assigns personnel effectively
- i. *organizes the administrative team to make the best use of individual administrative strengths and interests*
 - ii. *develops and communicates administrative job targets*
 - iii. *considers individual teacher's qualifications, experience and suitability when assigning staff*
- b. Administers personnel practices effectively
- i. *deals effectively with personnel matters*
 - ii. *liaises with the appropriate District staff regarding interpretation and application of collective agreements, personnel policies and procedures, labour statutes and the School Act*
 - iii. *adheres to collective agreements, personnel policies and procedures, labour statutes, and the School Act*
 - iv. *assigns, supervises and evaluates the work of office and other support staff*
 - v. *provides adequate staff orientation*
 - vi. *sets clear expectations where appropriate*

- c. Administers school operations and routines smoothly
 - i. *monitors the ongoing maintenance of the buildings, grounds and equipment*
 - ii. *establishes and monitors appropriate procedures and rules for the use of buildings and grounds*
 - iii. *establishes school rules and procedures pertaining to attendance, discipline and student conduct*
 - iv. *develops a master time table for classes, students and staff*
 - v. *ensures that adequate health and safety provisions are in place with regard to accidents, first aid, illness, fire drill and earthquakes*
 - vi. *maintains accurate records and files*
 - vii. *understands and uses effective time management theories and practices*

- d. Develops and manages the school budget
 - i. *consults with staff to identify school budgetary needs*
 - ii. *considers the school improvement plan in developing the budget*
 - iii. *adheres to time lines for school budget preparation and expenditure*
 - iv. *disseminates, when appropriate, district budget information that is of interest to the school*
 - v. *ensures that school funds are expended within established guidelines*
 - vi. *ensures that school based fund raising methods are appropriate*

Evaluation of the Superintendent of Schools

Policy #4220

January 22, 2002

The Superintendent is accountable to the Board of School Trustees for the general management of the affairs of the District, for providing educational leadership, and for implementing approved policies and programs to ensure the attainment of the objectives established by the Ministry of Education and the Board. In addition, the Superintendent advises and recommends actions to the Board to address current and emerging issues.

Recognition must be given to the inherent value in individual styles of leadership of a Superintendent as well as the need for diversity in the execution of their leadership role.

The Board recognizes its responsibility for advising the Superintendent of its expectations and for evaluating the performance of the Superintendent in respect of assigned duties.

Guidelines

1. Purpose of the Evaluation

The Board believes that the evaluation of the Superintendent of Schools provides a mechanism to:

- 1.1 assess the degree to which the Superintendent is meeting the expectations outlined in the job description, the annual district goals, and directives given by the Board;
- 1.2 commend the Superintendent for her/his accomplishments;
- 1.3 assist in the development of harmonious relations between the Board and the Superintendent by clarifying the Board's expectations;
- 1.4 build the confidence of the Board and public in the Superintendent and in the school district leadership;
- 1.5 foster growth and development of the Superintendent;
- 1.6 provide information, which would assist the Board as it considers contract renewal at appropriate times;
- 1.7 prepare an evaluation document, which the Superintendent may use, at her/his discretion.

2. Performance Evaluation Timetable

- 2.1 Early in the tenure of the Superintendent the Board shall, by motion, determine timelines for an evaluation of the Superintendent.
- 2.2 Nothing in this policy is intended to preclude the Board and the Superintendent from discussing matters relating to the performance of the Superintendent as such matters may arise.

3. Evaluation Criteria

The Superintendent's performance will be assessed in the following areas:

- a. Board Relations and Executive Officer Responsibilities
- b. Leadership and Establishing Direction
- c. Community Public Relations and Communications
- d. Personnel Management
- e. Professional and Personal Development
- f. Administration of Curriculum and Instructional Management
- g. Administration of Student Services
- h. Business and Fiscal Management
- i. Facilities Management

4. Data Collection

Unless otherwise agreed to by the Superintendent, the following information shall be used for an evaluation:

4.1 Questionnaires and/or Surveys

- 4.1.1 Consultation will take place with the Superintendent to identify those that will complete questionnaires and/or surveys. The participants may include District Office Staff, Administrative Officers, Parent Advisory Executive members, and parents that have interacted with the Superintendent.
- 4.1.2 All questionnaires and/or surveys will be developed in consultation with the Superintendent prior to distribution.
- 4.1.3 Only questionnaires and/or surveys that are signed will be considered for input.
- 4.1.4 The Secretary-Treasurer shall collate the responses of surveys and will be available to assist the Trustees with development and production of all associated questionnaires, surveys and reports.
- 4.1.5 Due to the nature of the data collected under this section, it is considered to be perception data. Trustees will review this data and determine any common perceptions that are evident. Every attempt will be made to keep the source of the information confidential, however, the Freedom of Information and Protection of Privacy Act allows the Superintendent access to the data, if requested.
- 4.1.6 The Secretary-Treasurer shall keep in safe custody, for one year, individual responses and then destroy them.

4.2 Trustee Questionnaire

- 4.2.1 A Trustee Questionnaire will be developed to gather concrete data on the Trustees' working relationship with the Superintendent. ie. Board Meetings, reports, etc.

4.3 Superintendent's Report

- 4.3.1 A written report will be submitted by the Superintendent, highlighting activities related to her/his position; a summary of initiatives since the previous evaluation; reports on the annual district goals; and any additional information the Board may request in respect of the evaluation.

4.4 Superintendent's Response

- 4.4.1 The Superintendent may, at his or her discretion, provide a response to any information received by the Board, during the data collection.

5. Compiling the Evaluation

- 5.1 A committee of Trustees, or a Committee of the Whole, shall summarize the compiled data.
- 5.2 Special Board meetings shall be held to consider the information.

6. Written Evaluation Report

- 6.1 The results of the evaluation will be in a written format.
- 6.2 The commendable achievements will be identified.
- 6.3 Recommendations for improvement or growth, with appropriate timelines for accomplishment, will be identified.
- 6.4 The performance of the Superintendent will be determined as Satisfactory or Less than Satisfactory.

7. Growth Plan

- 7.1 The Superintendent shall draft a growth plan and present it to the Board for approval.
- 7.2 The growth plan shall have timelines attached to certain activities to establish their relevance to the next performance review.

8. *Criteria and Indicators of Performance*

8.1 Board Relations and Executive Officer Responsibilities

- 8.1.1 implements and interprets Board policy*

- 8.1.2 *advises of the need for new or revised policy*
- 8.1.3 *provides sufficient information to assist Board members, staff, parents and students in making decisions*
- 8.1.4 *identifies the need to follow-up on actions of the Board*
- 8.1.5 *keeps Trustees informed of district and school operations*
- 8.1.6 *is responsive to Trustee concerns and answers Trustees' inquiries in a timely manner*
- 8.1.7 *demonstrates consideration for the well being and the development of Board members, staff, parents and students*
- 8.1.8 *exhibits creative problem solving*

8.2 *Leadership and Establishing Direction*

- 8.2.1 *provides a sense of direction to the district*
- 8.2.2 *assists in development and implementation of a district vision, goals and objectives with input from all stakeholders*
- 8.2.3 *establishes a climate which facilitates the implementation of the district vision, goals and objectives*
- 8.2.4 *articulates provincial and district vision, goals and objectives*
- 8.2.5 *ensures the operation of the district is consistent with the vision*
- 8.2.6 *identifies progress toward district goals and provides for a regular review and revision of the goals*
- 8.2.7 *presents a suitable role model for the district*
- 8.2.8 *motivates employees to achieve district and personal goals*
- 8.2.9 *promotes high standards of achievement and excellence for staff and students*
- 8.2.10 *facilitates and encourages leadership development throughout the organization*

8.3 *Community Public Relations and Communications*

- 8.3.1 *articulates District vision, mission and priorities to the community*
- 8.3.2 *deals with the media skillfully*
- 8.3.3 *maintains good relations with local government leaders*
- 8.3.4 *responds to concerns in the community*
- 8.3.5 *deals quickly and effectively with parental concerns*
- 8.3.6 *anticipates problems and is prepared for conflict resolution*
- 8.3.7 *deals positively with problems in a decisive but flexible manner*
- 8.3.8 *writes and speaks clearly*
- 8.3.9 *understands consensus building and practices these skills*
- 8.3.10 *ensures development and initiation of programs that enhance school/community relations, school business partnerships and related public service activities*

8.4 *Personnel Management*

- 8.4.1 *sets standards for staff performance and expectations*

- 8.4.2 *empowers others to reach high levels of performance*
- 8.4.3 *delegates responsibilities and authority to others*
- 8.4.4 *establishes effective and fair procedures for recruitment, selection and transfer of staff*
- 8.4.5 *administers a comprehensive staff evaluation program*
- 8.4.6 *demonstrates strong interpersonal skills*
- 8.4.7 *understands and works effectively in a unionized environment*
- 8.4.8 *builds self-esteem in staff and students*
- 8.4.9 *demonstrates consideration for the well being and development of employees*
- 8.4.10 *encourages and supports the staff to participate in professional development*
- 8.4.11 *evaluates the performance of administrative officers and senior district office staff.*

8.5 *Professional and Personal Development*

- 8.5.1 *is perceived as effective in working with provincial leaders and the Ministry of Education*
- 8.5.2 *engages in activities to promote own professional growth and development*
- 8.5.3 *participates in provincial and national organizations*
- 8.5.4 *exhibits self-confidence and recognizes the accomplishments of others*
- 8.5.5 *is able to successfully cope with the stress and demands of the position*
- 8.5.6 *treats all individuals with respect*
- 8.5.7 *sets short and long term goals for her/himself*
- 8.5.8 *demonstrates ethical practices and personal integrity*

The responsibilities associated with the remainder of the criteria and indicators of performance are jointly shared with other senior district personnel. Evaluation of the Superintendent in these areas will vary, depending on the Superintendent's duties/areas of expertise. Therefore, the focus of the evaluation will be on the Superintendent's role – whether or not they are directly responsible for the task or whether the evaluation will be on the Superintendent's ability to delegate, communicate, empower and monitor the outcome of the work of other senior management personnel, in specified areas.

8.6 *Administration of Curriculum and Instructional Management*

- 8.6.1 *is knowledgeable and up-to-date in curriculum and instructional programs*
- 8.6.2 *ensures effectiveness in all curriculum planning and instructional matters*
- 8.6.3 *oversees the initiation of new programs, modification of existing programs and discontinuation of programs not suited to the district*
- 8.6.4 *monitors the overall effectiveness of instructional programs*
- 8.6.5 *implements and ensures provincial policies are met*
- 8.6.6 *ensures that appropriate testing/assessment results are interpreted and used to improve education*
- 8.6.7 *ensures that the Ministry School accreditation processes are conducted to a high standard*

8.7 Administration of Student Services

- 8.7.1 ensures student behavior and discipline is handled effectively*
- 8.7.2 provides for the health and safety of students*
- 8.7.3 ensures liaison with community agencies concerned with student services*
- 8.7.4 ensures students with special needs have appropriate programs*
- 8.7.5 demonstrates a high commitment to education and the needs of students*

8.8 Business and Fiscal Management

- 8.8.1 assists in determining the educational financial needs of the District*
- 8.8.2 ensures that the District's financial status is clearly communicated and ensures that current financial information is provided, as required*
- 8.8.3 ensures the District budget is prepared*
- 8.8.4 ensures budget allocations and expenditures are appropriate*
- 8.8.5 ensures effective procedures are in place for the procurement of equipment etc.*
- 8.8.6 ensures that the requirements of the Financial Auditor's recommendations are met*

8.9 Facilities Management

- 8.9.1 ensures that modifications, renovations, expansions and discontinuation of facilities are planned and managed well*
- 8.9.2 ensures that the maintenance of buildings and grounds is managed appropriately*
- 8.9.3 provides for security and safety of personnel and property*
- 8.9.4 ensures all facilities are clean and in good appearance*