

Administrative Officer Evaluation

Policy 4210

May 24, 1994

Revision: January 2017

(now includes Policy 4211 Administrative Officer Evaluation – Vice Principals)

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 Education 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 Education 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.

The Board recognizes the inherent value of Professional Growth Plans as an alternative form of evaluation after meeting District expectations on the first formal evaluation. The Board believes that Professional Growth Plans provide administrative officers the opportunity to continue to grow professionally while becoming more proficient in pedagogical and leadership knowledge and skills.

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 or if approved by the Superintendent, complete a Professional Growth Plan as an alternative to the evaluation.
 - 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.
 - 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.
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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*
 - 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 assesses 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*