

GROWTH, SUPERVISION AND EVALUATION OF SCHOOL ADMINISTRATORS

Background

School administrator growth, supervision, and evaluation processes in the Division are designed to ensure that each administrator's actions, judgments, and decisions support optimal teaching and learning. It provides a framework for school administrators and the Superintendent or designate to work together to ensure that school administrators' practice is consistent with the Leadership Quality Standard established by Alberta Education, Board policy and the Division's administrative procedures.

The Growth, Supervision and Evaluation Plan for school administrators is based upon an environment of trust and confidence consistent with the mission, vision, beliefs, values and goals of the Division.

A program of career-long learning must be an integral part of a school administrator's professional life. School administrators have the responsibility of reflecting upon their professional practice and seeking improvement as part of a continuing process of professional development.

Definition

School Administrator refers to a Division Principal or Assistant Principal.

Procedures

1. The Superintendent or designate will review this administrative procedure with school administrators at the start of the school year.
2. School administrators are required to participate in ongoing supervision by a superintendent or designate to ensure that administrative practices meet the expectations of Administrative Procedure 430 – Role of the Principal, the Leadership Quality Standard established by Alberta Education and Division's mission, vision, beliefs, values and to promote professional growth in order to optimize teaching and learning.
3. School administrators may be required to participate in administrator evaluation by a superintendent or designate as outlined in this administrative procedure. Assistant

Principals will be evaluated in accordance with the roles and responsibilities assigned with their designation.

4. Growth

- 4.1 School Administrators are to develop a Professional Growth Plan (PGP), the primary purpose of which is to allow school administrators to reflect on, develop and work to provide quality leadership in achieving professional learning objectives and goals that support optimum teaching and learning.
- 4.2 The Professional Growth Plan (PGP) along with a Professional Development Budget is to be developed on a yearly basis. These plans are to be submitted for review or approval to the Superintendent by September 15.
- 4.3 School administrators who do not submit a PGP, or a cumulative summary may be subject to disciplinary action.
- 4.4 An annual Professional Growth Plan shall:
 - 4.4.1 Reflect goals based on self-assessment or professional learning needs by the individual school administrator;
 - 4.4.2 Show a demonstrable relationship to the Leadership Quality Standard;
 - 4.4.3 Be consistent with the mission, vision, values and goals of the Division;
 - 4.4.4 Take into consideration Administrative Procedure 430 – Role of the Principal;
 - 4.4.5 Take into consideration the education plans of the school, Division and Alberta Education;
 - 4.4.6 Reflect strategies / actions / activities selected to meet the professional goal(s);
 - 4.4.7 Reflect an evaluation of progress in goal achievement.
- 4.5 As part of the supervision process, the Superintendent or designate will maintain awareness of an administrator's professional growth plan, the status of progression towards achieving the goal(s) of the plan, and may provide guidance and assistance in implementing the plan.
- 4.6 A cumulative summary of the professional growth plan will be completed by the school administrator by May 31, and forwarded to the Superintendent or designate for review.
- 4.7 The school administrator will retain the original copy of the professional growth plan and summary, along with the Superintendent's comments and signature.

- 4.7.1 The Superintendent copy of the Professional Growth Plan will be returned to the school administrator at the end of the school year.
- 4.8 Administrators are responsible for maintaining three (3) consecutive years of PGPs and providing these to the Superintendent or designate should they be requested.
- 4.9 Unless a school administrator agrees, the content of an annual Professional Growth Plan must not be part of the evaluation process of a school administrator within this administrative procedure.

5. Supervision

- 5.1 Supervision involves a range of leadership processes designed to ensure quality administrative practice and to improve administrative performance. As leaders, administrators are accountable for the quality of education provided to students in their school. A fundamental component of this administrative procedure is ongoing supervision of school administrators by the superintendent or designate. Supervision includes such activities as:
 - 5.1.1 Providing support and guidance to school administrators;
 - 5.1.2 Directly observing through school visits and receiving information from any source about the quality of administrative practice;
 - 5.1.3 Identifying the behaviors or practices of an administrator that for any reason may require an evaluation.
- 5.2 The Superintendent or designate will participate in the supervision of school administrators through:
 - 5.2.1 Ongoing communication with school administrators;
 - 5.2.2 The review and approval of annual Professional Growth Plans;
 - 5.2.3 The acquisition of information regarding the school administrator's participation in any aspect of the activities of the school;
 - 5.2.4 Ongoing observation, guidance and support of administrative practice;
 - 5.2.5 The addressing of concerns, regarding school administrators, generated by stakeholders.
- 5.3 Where the Superintendent or designate, through the process of supervision, has reason to believe that a school administrator may not be meeting the expectations of the Leadership Quality Standard established by Alberta Education, Board policy and Division administrative procedures, a school administrator evaluation may be initiated by the Superintendent or designate in accordance with the Evaluation section of this administrative procedure.

6. Evaluation

- 6.1 Administrator evaluation is based upon the Superintendent's informed and reasoned judgment about the school administrator's practice in relation to the expectations of the Leadership Quality Standard established by Alberta Education, Board policy and Division administrative procedures.
- 6.2 The evaluation of a school administrator by the Superintendent or designate may be conducted:
 - 6.2.1 Upon the written request of the school administrator;
 - 6.2.2 For the purposes of gathering information to reach a decision about the continuation / termination of the administrative designation during a probationary period;
 - 6.2.3 For purposes of assessing the growth of the school administrator in specific areas of practice; and
 - 6.2.4 When, on the basis of information received through supervision, the Superintendent or designate has reason to believe that the performance of the school administrator may not meet Alberta Education and Division expectations.
- 6.3 The Superintendent shall maintain a school administrator performance evaluation document.
- 6.4 On initiating an evaluation, the Superintendent or designate will communicate in writing to the school administrator:
 - 6.4.1 The reason(s) and the purpose of the evaluation;
 - 6.4.2 The process, criteria and the standards to be used;
 - 6.4.3 The evaluation data sources to be used;
 - 6.4.4 The general timeline;
 - 6.4.5 Any possible outcomes of the evaluation.
- 6.5 Any or all of the following processes will be used in the specific school administrator evaluation:
 - 6.5.1 Evidence provided by the school administrator in the form of product, process and conversation;
 - 6.5.2 Planning documents;
 - 6.5.3 Staff, student, parent surveys;
 - 6.5.4 Staff, student, parent, community, parish reference letters;
 - 6.5.5 Observations by the superintendent or designate;
 - 6.5.6 Other data sources.

- 6.6 Upon completion of an evaluation, the Superintendent or designate shall provide the school administrator with a copy of the completed evaluation report which will consist of:
- 6.6.1 An introduction;
 - 6.6.2 A statement of evaluation purposes and possible outcomes;
 - 6.6.3 An overview of the evaluation context;
 - 6.6.4 An overall summary rating of the school administrator's performance;
 - 6.6.5 Recommended areas for improvement and growth as necessary;
 - 6.6.6 A concluding statement and / or a recommendation statement; and
 - 6.6.7 A statement verifying that the report has been discussed with the school administrator, that provision has been made for the school administrator to sign the report indicating that the report has been reviewed and discussed prior to its submission to EICS Central Learning Services.
- 6.7 The school administrator and the Superintendent or designate will sign the evaluation report. A copy of the evaluation report will be provided to the school administrator. The original report will be retained in the school administrator's EICS Central Learning Services personnel file, as a record of the evaluation.
- 6.8 A school administrator being evaluated shall be given the opportunity to append additional comments to an evaluation report, which will be included in the evaluation report.

7. Notice of Remediation

- 7.1 A Notice of Remediation is the written statement issued to a school administrator by the Superintendent or designate where the Superintendent or designate has determined through evaluation that the school administrator's performance does not meet the expectations of the Leadership Quality Standard established by Alberta Education, Board policy and Division administrative procedures.
- 7.2 A Notice of Remediation describes:
- 7.2.1 The behaviours or practices that do not meet the aforementioned expectations and the changes required;
 - 7.2.2 The remediation strategies the school administrator is advised to pursue;
 - 7.2.3 A reasonable time schedule to address the remediation strategies;
 - 7.2.4 The resources that shall be available to assist with the remediation;

- 7.2.5 How the determination will be made that the required changes have taken place;
 - 7.2.6 The consequences of not achieving the required changes that may include, but are not limited to, termination of the administrator's designation or, in the case of an administrator new to the Division, termination of the contract of employment;
 - 7.2.7 Notification that the remediation strategies stipulated may replace the obligation of the school administrator to develop and implement an annual Administrator Professional Growth Plan.
- 7.3 Remediation Follow-up Evaluation
- 7.3.1 In accordance with the expectations and timelines of the Notice of Remediation, the original evaluator may conduct the follow-up evaluation or choose an alternative Superintendent or designate to conduct the evaluation.
 - 7.3.2 A Remediation Follow-up Evaluation will be undertaken with a focus on assessing the degree to which the school administrator has met the performance expectations specifically described in the Notice of Remediation.
 - 7.3.3 In the event that Remediation Follow-up Evaluation identifies that the school administrator's practice meets expectations, recommendations for a professional growth plan may be included in the report.
 - 7.3.4 In the event that the Remediation Follow-up Evaluation report concludes the administrator's professional practice is not meeting Alberta Education and Division requirements, the Superintendent will advise the school administrator and the Board of the termination of designation or, in the case of an administrator new to the Division, termination of the contract of employment in accordance with the Education Act.
8. This administrative procedure does not restrict the Superintendent or designate from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing that the actions or practices of a school administrator endangers the safety of students or staff, constitutes 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 Education Act.

Reference: *Education Act*, SA 2012, c E-0.3, ss. 33, 52, 53, 197, 202, 203, 204, 222
Freedom of Information and Protection of Privacy Act
Employment Standards Code
Labour Relations Code
Personal Information Protection Act
Collective Agreement
Alberta Education Leadership Quality Standard
Certification of Teachers and Teacher Leaders Regulation, AR 84/2019
Practice Review of Teachers and Teacher Leaders Regulation, AR 92/2019