

## **2.0. Human Resources**

### **2.A. Foundations**

#### **2.A. SCHOOL ADMINISTRATOR EVALUATION AND PROFESSIONAL GROWTH**

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**Reviewed by Committee:**

**Policy Reference: EL-1.2**

#### **A. Purpose**

The purpose of principal evaluation and professional growth is to improve student learning and student achievement.

Throughout this document “principal” refers to all school-based administrators – both principals and vice principals.

#### **B. School Administrator Evaluation:**

It is important to emphasize that the evaluation of principals serves two purposes:

1. To ensure that principals are demonstrating a level of leadership and expertise that is commensurate with the amount of experience they have in that role.
2. To delineate the various domains of the work of principals, and through the Multidimensional Principal Performance Rubric (MPPR), to provide a framework for the identification of strengths, challenges and next steps for the professional growth of principals. While there is an emphasis on encouraging principals to lead their own growth on a continual basis, a regular series of evaluations facilitates the input of the Superintendent/CEO into this learning and growth process.

Principal evaluations will normally be conducted by the Superintendent/CEO. This responsibility may, however, be shared with or delegated to the Assistant Superintendent.

The evaluation process for principals is set out in the document “*School Administrator Evaluation and Professional Growth in Lakeshore 2016*”. This document provides:

- A description of “best practices” in administration, based on Charlotte Danielson’s *MPPR*. This document forms a basis for both evaluating principals, and for guiding their professional growth and learning.
- The process for carrying out principal evaluations.

- A basis for facilitating principals' professional learning and growth, using best practices in goal setting and attainment.

All principals will be evaluated each year as a school administrator. At the end of the year of evaluation, the Superintendent/CEO will generate a report on the principal's levels of expertise, which will be shared with the principal and kept on file.

### **C. Administrator Professional Growth and Learning:**

Principals are expected to be leaders in modelling the dedication to professional growth and learning that is expected of other staff. Given the ongoing changes in K – 12 education, there is literally “no end” to the learning that is required to remain effective in the role of principal.

Regular evaluations will play a role in facilitating this learning, using the feedback from the superintendent. That said, the principal is the person best placed to assess his/her own learning needs, and it is therefore primarily the principal's responsibility to create a professional growth plan (PGP) that will facilitate the learning necessary to meet the complex demands of the position.

The PGP may involve accessing a wide range of learning opportunities and resources. Principals will be encouraged to work with other principals, and with others with specialized expertise to develop a personal learning network (PLN) to provide feedback that is focused on their own actual work within their schools. There is also the opportunity to profit from observing other principals in their schools; providing feedback to others is another way to reflect on one's own work.

### **D. Guided Evaluation:**

Principals may be placed on a Guided Principal Evaluation process if the Superintendent/CEO deems that their performance in that role is unsatisfactory, or when they may not be able to meet the demands of the principal's role in that school. This may occur at any time, and not only during a year when the principal would otherwise be scheduled for evaluation. The process would be initiated by the Superintendent in a meeting with that Principal.

#### **Summary of the Guided Principal Evaluation process:**

1. Notification of the principal by the Superintendent/CEO that he/she will be placed on the Guided Principal Evaluation process. The Superintendent/CEO will identify areas of concern to be addressed by the principal.

2. The principal will have an opportunity to reflect, and at a subsequent meeting, the Superintendent/CEO and principal will co-develop the plan for remediating areas of concern.
3. Steps 3 – 6 of the Principal Evaluation process will take place as described earlier, on a timeline set out by the Superintendent/CEO.
4. In Step 7, the Superintendent/CEO will clearly indicate whether or not the principal has successfully met the goals of the Guided Principal Evaluation process.

**Possible Outcomes of Guided Principal Evaluation:**

There are three possible outcomes after the Guided Principal Evaluation process is completed and the Guided Principal Evaluation Report is provided to the principal by the Superintendent/CEO. In a meeting between the principal and Superintendent/CEO:

1. It is recognized that the principal has successfully addressed the identified areas of concern sufficiently that he/she returns to the regular plan for evaluation and professional growth; or
2. It is decided that the principal has not successfully addressed the areas of concern, but based on the principal's growth during the process, the superintendent elects to repeat the Guided Principal Evaluation process with the principal; or
3. It is decided that the principal has not successfully addressed the areas of concern, and the Superintendent/CEO elects to place the principal in a teaching role within the division.