

School District #62 (Sooke)

PERFORMANCE REVIEW OF ADMINISTRATORS	No.: E-222
	Effective: June 28/05 Revised:

ADMINISTRATIVE REGULATIONS

1. **Performance Review of Administrators**

The Board of School Trustees believes the performance review of administrators is an important component of the evaluation of the school system. The purpose of the review for its administrators is:

- To optimize student growth, learning and achievement.
- To encourage and assist in the professional development of administrators.
- To measure the success of its administrators.
- To fulfill the requirement of accountability to the public.
- To support educational and administrative excellence.

1.1 Administrators will be evaluated in the second year of an initial appointment, and thereafter,

- At the discretion of the Superintendent of Schools or
- Upon written request by an Administrator to the Superintendent by October 30 (which may be subject to the availability of time).

1.2 Evaluation Process

The evaluation process will normally follow this format:

Formal Notification

Administrators who are to be evaluated will be notified in writing early in the academic year in which the evaluation will take place.

Conferencing

Several conferences will occur, including an initial conference where an evaluation timeline will be established and key information will be discussed about which party will collect what type of data. The policy and regulations will be reviewed and clarified and the role description shall form the basis of the self-evaluation portion of the process.

Observation and Data Collection

Observation and data collection are key aspects of the evaluation process for an administrator. During this phase:

- i) the Superintendent or designate will observe, collect, survey and collate data. Discussions with some school personnel, students and parents will occur in this phase.
- ii) the administrator will also gather, reflect and synthesize data.

Post-Conferences

Following the observation and data collection, the findings will be discussed between the Superintendent and administrator. A summary of findings will then be written by the Superintendent/designate indicating areas of strength and areas for consideration, as well as likely areas for Professional Growth.

Draft of the Final Report

After this evaluation cycle has been completed, a draft of the report will be crafted and discussed with the administrator. This will provide the opportunity for the administrator to view the accuracy of the information, to request consideration for including other pertinent information, and to discuss any items arising from the process.

Final Report

The final report will generally be completed within the school year of an evaluation once the report has been discussed with the administrator and any changes have been instituted.

The report will usually be based on the criteria as outlined in the Administrator-Role Description (either 1.3 or 1.4) and on any other criteria deemed important by the Superintendent or designate.

The summary statement will include a point based on the following descriptors ranging from "Needs Attention" through to "Excellent".

1.3 Director - Role Description

This role description is for Directors based on the *School Act* and Board expectations for senior management.

The Directors are responsible for the District operation of specific areas – curriculum, personnel and special services, and all the numerous tasks assigned by the Superintendent to who they report.

The main task of the Director is to support the effective and efficient operation of the District in a manner to promote optimum student learning. Utilizing principles of sound management, communication and interpersonal relations, the Director develops, supports and maintains the District as a purposeful organization based on local policies, provincial guidelines and the *School Act*. District goals are used as the filters for improving student results.

The Director carries out an array of tasks including statutory requirements and other duties as assigned by the Superintendent of Schools. Some of the role descriptors are

identified in 1.4, though they are to be viewed from a District rather than a school perspective.

1.4 Principal - Role Description

This role description is directed primarily at principals, but applies equally to vice-principals in those domains where authority has been delegated to them.

The principal is responsible for the total operation of the school and in an absence, the vice-principal accepts this responsibility as mandated under the provisions of the *School Act* and in accordance with School District #62 (Sooke) policy. The principal is responsible to the Board of School Trustees and reports to the Superintendent of Schools.

The main task of the principal is to direct the operation of the school in a manner which will promote optimum student learning. The principal develops and maintains the school as a purposeful organization in a manner consistent with local policies and provincial guidelines and with principles of sound management, communication and interpersonal relations. Further, the principal oversees the implementation of the district priorities and development of the School Plan and ensures that these are addressed as part of the school improvement process.

The principal carries out many specific tasks including statutory requirements and such other duties as may be assigned by the Superintendent and the Board of School Trustees. Some of these duties are identified within the following categories:

1. Effective Personal Leadership
2. Leadership of School Vision, Goals & Practices
3. Fostering a Positive School Climate
4. Developing School Structures & Programs
5. Managing School Resources
6. Contributing to the District-at-large
7. Summary Comments (including recommendations)

2. **Administrative Professional Growth Plan**

The Board of School Trustees believes quality leadership is promoted and enhanced through professional growth. The Board recognizes its shared responsibility to enable and to promote Professional Growth.

Professional Growth is based on the expectation of individual desire to become more effective in the school and District. The practice is an annual process involving collaborative work by teams of administrators.

2.1 A professional growth plan shall complement the practice of good administration.

2.2 An administrator shall prepare annually a professional growth plan based upon recommendations arising from the Performance Review or from one or more of the following spheres of practice:

- Effective Personal Leadership.
- Leadership of School Vision, Goals & Practices.
- Fostering a Positive School Climate.
- Developing School Structures & Programs.
- Managing School Resources.
- Contributing to the District-at-large.

2.3 A professional growth plan shall have:

2.3.1 A complete statement of SMART goal(s) with rationale:

- Specific objectives.
- Measurable outcomes.
- Attainable.
- Relevant.
- Timely and trackable.

Initiatives

Resources

2.3.2 A written self-evaluation/assessment.

2.3.3 A summary statement.

2.4 Administrators need to consider:

- The nomination of one or more peers to assist in achieving the goal(s)
- A portfolio collection or other resources such as the bibliography.
- The professional growth plan shall be maintained as a portfolio by the administrator in the school/district from year to year.

2.5 The following timelines shall be observed:

- By October 30 - plan is shared with a member of the District staff.
- By February 28 - a mid-term review of the progress of the plan occurs with the same member of the District staff.
- By July 10- final review of the plan including a written self-evaluation and summary statement by the administrator.
- By August 31 - a letter of acknowledgement of the successful completion of the professional growth plan for the previous year from District staff (with a copy to the School Board Office personnel file).

- 2.6 The professional growth portfolio may be requested to be used as part of the evaluation process for administrators.