

SCHOOL ADMINISTRATOR EVALUATION

Background

The Division believes the delivery of high quality educational experiences for our students depends on effective leadership at the school level. The evaluation process is designed to promote growth of the individuals and the system while providing an accountability framework that establishes and promotes high standards for leadership.

Administrators will be required to provide evidence of their leadership capabilities in six leadership domains: Instructional Leadership, School Climate, Communications and Public Engagement, Organizational Management, Professionalism and Strategic Leadership. Administrators are encouraged to provide a variety of evidence that incorporates multiple measures from various stakeholder groups. Examples of evidence are provided in the leadership rubric.

The evidence will be organized in the form of a rubric that identifies four levels of leadership in each of the domains:

- ◆ Exemplary: The administrator exhibits leadership practices that not only positively impact their own school but also serve as a model for administrators throughout the division.
- ◆ Proficient: The administrator exhibits leadership practices that meet the requirements for success. The school, under the administrator's leadership, is advancing.
- ◆ Progressing: The administrator exhibits leadership practices that allow the school to function but has yet to effectively implement leadership practices designed to improve the school.
- ◆ Not Meeting Expectations: The administrator exhibits leadership practices that prohibit their school from the delivery of high quality educational experiences. A focused effort to improve performance is required.

Administrators will be supported in their development through activities such as: an administrative learning community, individual and group professional development, opportunities for collegial visitation and the opportunity to take part in administrative mentorships.

Procedures

1. School administrators will be required to produce evidence to illustrate their leadership practices based upon the leadership rubric contained in Appendix 421. The sources of evidence listed are examples and administrators are encouraged to look beyond the examples identified.

2. School administrators will produce an annual professional growth plan that will focus on the domains in the leadership rubric. The growth plan will be shared with the Superintendent of Schools prior to October 30th of each school year (see Form 421-1).
3. The development and review of the evidence binder will occur according to the following schedule:
 - 3.1 **Step 1** – Co-creation with an administrative colleague outside of your school who is in Step 4.
 - 3.2 **Step 2** – Creation and peer review by an administrative colleague in Step 3 of the schedule.
 - 3.3 **Step 3** – Peer review of an administrative colleague's evidence binder in Step 2 of the schedule.
 - 3.4 **Step 4** – Review by their Superintendent of Schools and preparation of a formal written evaluative report aligned with the leadership domains and practices identified in the leadership rubric.
 - 3.5 Administrators new to the division will be placed on **Step 1** and will also have their evidence binder reviewed by their Superintendent of Schools.
 - 3.6 **Administrators in their second year** of administrative experience in the division will be placed on **Step 2** and will also have their binder reviewed by their Superintendent of Schools who will prepare a formal written evaluative report aligned with the leadership domains and practices identified in the leadership rubric.

Note: Administrators will be assigned colleagues in each of the steps in consultation with their Superintendent of Schools.

4. The evidence binder will be reviewed on an interim basis by January 30th of each school year.
5. The final review of the evidence binder will occur before June 30th of each school year.
6. During each review, the administrator will complete a self-assessment using the leadership rubric.
7. A list of administrators in each Step of the schedule will be provided to administrators prior to school opening each year.
8. In situations where a school administrator is not meeting the expectations as outlined in the Leadership Rubric, an intensive plan of assistance will be developed according to the processes contained in Administrative Procedure 413: Intensive Plan of Assistance for Professional Staff.

Reference: Section 85, 87, 108, 109, 175 Education Act, AP 413, AP 421 Appendix
Forms Manual: Form 421-1; Form 421-2; Form 421-3

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