LEADERSHIP 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 are expected to demonstrate their capabilities in the four leadership domains:
- Developing People
- Setting Directions
- Creating a Learning Organization
- Leading the Instructional Program

They are encouraged to present a variety of evidence that reflects input from multiple stakeholder groups. This evidence should be organized in a digital portfolio, which will be assessed based on four levels of leadership performance:

- **Exemplary:** Leadership practices that not only positively impact the administrator's school but also serve as a model for administrators across the division.

- **Proficient:** Leadership practices that meet the success criteria, with the school advancing under the administrator's leadership.

- **Progressing:** Leadership practices that maintain school function but require improvement efforts to enhance school performance.

- **Not Meeting Expectations:** Leadership practices that hinder the delivery of high-quality educational experiences at the school.

Procedures

1. **Annual Professional Growth Plan (Form 421-1)**
   Administrators are required to:
   - Develop an Annual Professional Growth Plan (PGP) focusing on the leadership domains in the rubric within Form 421-1.
     - The PGP is a self-directed, annual growth and reflection process.
     - The PGP must be shared with the Superintendent of Schools by October 30th of each school year.
     - Professional growth must align with the GSSD Leadership Framework and PD Continuum.

2. **Leadership Evidence Rubric & Digital Portfolio Development (ongoing)**
   School administrators shall produce evidence of their leadership practices, guided by the

leadership self-reflection rubric contained in Form 421-1.

2.1 Administrators will continually develop a digital portfolio, co-created with the Superintendent of Schools, focusing on the four leadership domains:
- Setting Directions
- Creating a Learning Organization
- Developing People
- Leading the Instructional Program

2.2 Evidence of growth should be gathered through observations, products, and conversations in three key areas:
- A Holistic Data Review
- Engagement in a Community of Practice
- Creation of a Learning Story

3. **Leadership Performance Evaluation (Form 421-2)**
   The leadership evaluation process, outlined in Form 421-2 is facilitated by the Superintendent and requires Administrators to demonstrate their effectiveness and growth across the four leadership domains.

   3.1 Supervision and Review Process
   - Formal Review Notification: Human Resources will provide a list of administrators scheduled for formal review before the school year begins. Notifications for upcoming evaluations will also be displayed on the Atrieve dashboard.

   - Support for Administrators Not Meeting Expectations: If a school administrator is not meeting the expectations outlined in the Leadership Rubric, a Performance Improvement Plan will be developed in accordance with the processes detailed in Administrative Procedure 413: Performance Improvement Plan for Professional and Support Staff.

   3.2 GSSD Leadership Admin Supervision Cycle
   The GSSD Leadership Admin Supervision Cycle is designed to support the growth of new administrators, focusing on building a strong foundation for a successful career in GSSD.

   3.2.1 **New Administrator Criteria:**
   - Administrators in their 1st, 2nd, and 3rd year as a Principal or Vice Principal.
   - Administrators transitioning from Vice Principal to Principal.
   - Administrators new to GSSD.

   3.2.2 **Yearly Focuses:**
   - Year 1: Onboarding, orientation, relationship building, day-to-day effectiveness, understanding the School Level Plan, mentorship opportunities, and developing initial PGP goals.
   - Year 2: Reflecting on first-year experiences, owning personal growth, refining PGP goals, and deepening the understanding and implementation of the School Level Plan.
   - Year 3: Completing the final evaluation report or continuing development based on feedback and personal choice.

3.2.3 **Supervision Cycle:**
- New Administrators: Year 1, Year 2, & Year 3.
- Sliding Scale: Year 7, Year 15, Year 25.
- Additional support can be initiated by the Administrator or Superintendent of Schools.
- A hybrid process will be used for succession planning.
- Administrators may request a formal evaluation outside of their scheduled evaluation intervals, provided they give reasonable notice. Such requests may be accommodated based on the Superintendent's availability and workload.

3.2.4 **Supervision Cycle Year Determination:**
- Based on the New Administrator Criteria.
- An employee may be in Year One twice, once as a Vice Principal and once as a Principal.

4. **Ongoing Support and Development**
   Administrators will be supported in their development through activities such as:
   - Administrative learning communities
   - Professional development (individual and group)
   - Collegial visitation
   - Administrative mentorships

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

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