

SCHOOL ADMINISTRATOR EVALUATION

Background

The Division believes that the potential for strong school level leadership can be enhanced through a regular program of administrator performance evaluation.

Formative assessment is a self-initiated process designed to foster instructional leadership and improve professional growth.

School administrators are encouraged to develop formative assessment and growth plans by selecting methods which are in harmony with their work in progress. These may include:

- ◆ Individual reflection: self evaluation, checklists, videotaping, portfolios or action research
- ◆ Collegial interactions (peer or group): supervision exchanges (cognitive coaching,) mentoring, visitations with administrative colleagues
- ◆ Student/parent feedback: surveys, student/parent evaluations, test results, and parent/teacher communication
- ◆ Collaborative assessment: work with either school-based or system-based personnel

Formative planning is to include both a growth and an assessment component consistent with the role of the Principal as outlined in the School Act and Administrative Procedure 435 and the role of Associate Principal in Administrative Procedure 436, the Code of Professional Conduct of the ATA, the School System Charter, and school and system goals.

Formative planning can relate to organizational, instructional or professional goals and may also include or reflect personal goals.

Additional information and assistance with formative assessment and growth planning may be obtained from the Golden Hills Teacher Evaluation Resource Manual: Formative Evaluation.

Summative evaluation is ultimately designed to perform a judgmental function, the results of which are used for making decisions for purposes of employment or when the competence of a school administrator has been called into question.

The summative evaluation process respects the rights of the individual and adheres to the Code of Professional Conduct of the Alberta Teachers' Association, while generating data for making well informed and fair employment decisions. Summative evaluation programs are to be designed to improve the quality of instruction and administration and must reflect the rules of natural justice.

The Superintendent is the individual most responsible for assessing whether or not school administrators are performing in a competent way and therefore, in most instances, will be the individual responsible for determining whether or not a summative evaluation process will be undertaken.

Procedures

1. Formative Assessment and Growth Plan

- 1.1 School administrators shall develop a plan for formative assessment and professional growth which will be reviewed with the Superintendent no later than October 30 of each school year. A copy of the plan will be retained by the Superintendent.
- 1.2 Written plans shall indicate:
 - 1.2.1 An identification of professional focus areas or goals
 - 1.2.2 A description of strategies the school administrator will employ to achieve the goals
 - 1.2.3 An overview of intended assessment methods
- 1.3 Throughout the school year the Superintendent or designates will be available to work with the school administrators to facilitate goal achievement.
- 1.4 Prior to the end of the school year, school administrators will prepare a written summary describing their growth and learning and the results of their assessment processes. The summary shall be reviewed by the Superintendent.
- 1.5 Formative assessment reports and related documents, may at the school administrator's discretion, become a part of the central office personnel files. School administrators, shall on an on-going basis engage in a variety of self assessment practices. It is expected that school administrators will seek regular feedback from staff, students and parents using a variety of processes including: surveys, performance assessment questionnaires, think tank sessions or other collaborative data collection techniques.

2. Summative Evaluation

- 2.1 The summative evaluation may be self-initiated or initiated by the Principal or the Superintendent in response to feedback from school staff members, students, parents and/or community members.
- 2.2 A concern expressed by a teacher about a school administrator's competence or professional reputation may be expressed to proper officials such as the Superintendent but only after the school administrator has been informed of the criticism in accordance with the Code of Professional Conduct of the ATA. A teacher making a report on the professional performance of a school administrator must in good faith and prior to submitting the report to the Superintendent, or other authority, provide the school administrator with a copy of the report.
- 2.3 If a concern regarding a school administrator's competence is expressed to the Superintendent by a school staff member (other than a teacher), parent or by a student, the person with the concern will be asked by the Superintendent to discuss the matter with the school administrator. If the concern remains unresolved, the Superintendent will attempt to deal with the situation through reconciliation, mediation or possibly an investigation which may lead to the summative process of evaluation.
- 2.4 All summative evaluation reports shall be signed by the school administrator and by the individual conducting the evaluation. A copy of the summative evaluation report shall be provided to the school administrator being evaluated with the original held in the school administrator's central office file.
- 2.5 The school administrator shall be given an opportunity to arrange for the assistance of a mentor and/or an Assistance Team (group of individuals chosen at the discretion of the school administrator); with whom to work through the summative evaluation process.
- 2.6 School administrators may review their personnel file.
- 2.7 A school administrator being evaluated shall be given the opportunity to append additional comments to all written reports of the summative evaluation.

3. Summative Evaluation of Administrators

- 3.1 Prior to a summative evaluation being conducted, the school administrator to be evaluated shall receive notification or submit a written request. A copy of such notification shall be kept in the individual's personnel file.
- 3.2 The Superintendent shall confer with the school administrator prior to formal observation. During this conference, the evaluative process and the performance criteria shall be discussed with the school administrator.
- 3.3 The following may be included by the Superintendent as part of the evaluative process:
 - 3.3.1 A review of the school administrator's growth plan
 - 3.3.2 School satisfaction survey results
 - 3.3.3 Feedback gathered through surveys and interviews of students, staff, parents and community members
 - 3.3.4 Feedback based on the performance criteria
- 3.4 The Superintendent shall write a formal written report based on the established criteria and on his/her assessment of the school administrator's competence in the performance areas. The report shall include either a recommendation that the summative process be ended or that it be extended.
- 3.5 Where the Superintendent determines that further remediation is necessary to raise the quality of a school administrator's performance, the report shall make clear the expectations for improved practice and set a reasonable timeline for improvement.
- 3.6 Subsequent to procedure 3.5 above, the Superintendent shall initiate a Plan of Assistance (see Appendix 421A – Guidelines for Plan of Assistance) for a school administrator whose performance does not meet an acceptable level based on the performance criteria. While the Superintendent may recommend membership on the Assistance Team, the discretion for choosing members shall remain with the school administrator. Team members, so chosen, shall have access to a reasonable amount of time to provide intervention and/or consultative assistance to the school administrator.
- 3.7 The following shall be included in the Plan of Assistance process:
 - 3.7.1 Clearly articulated performance expectations, directly related to problem areas
 - 3.7.2 The identification of objectives for improvement
 - 3.7.3 The opportunity for a school administrator to name an Assistance Team
 - 3.7.4 A plan for intervention/remediation
 - 3.7.5 A reasonable time schedule
 - 3.7.6 Frequent conferencing between the school administrator and Assistance Team members
- 3.8 A formal summative report shall be written by the Superintendent and based upon an assessment of the degree to which the school administrator has met the performance expectations.
- 3.9 The Superintendent shall conclude the summative evaluation procedure, terminate the school administrator's designation or make recommendations which he/she believes are in the best interests of the school administrator and/or the school.

Reference: Section 20, 60, 61, School Act