

PRINCIPAL GROWTH, SUPERVISION AND EVALUATION

Background

The Division believes that principal growth, supervision and evaluation are important elements associated with a principal's professional performance. Principal growth and supervision are 1making decisions regarding employment or certification. It is recognized that principals need to collaborate in this process

Definitions

Criteria for the evaluation of principal performance refers to the Division's outline of key indicators and descriptors for the evaluation of leadership responsibilities, which are consistent with the standards as outlined in this Administrative Procedure and Appendix [432] hereto.

Evaluation means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment in determining whether one (1) or more aspects of the principal's performance exceeds, meets or does not meet the standards as outlined in this Administrative Procedure.

Remediation is the process of supporting the correction of principal practise.

Notice of Remediation is the written statement issued to a principal whose performance does not meet the standards as outlined in this Administrative Procedure, and such a statement describes:

- The leadership responsibilities that are expected;
- The behaviours or practices that do not meet the standards as outlined in this Administrative Procedure and the changes required;
- The remediation strategies the principal is advised to pursue; and
- How the determination will be made that the required changes in behaviour or practice have taken place, the applicable timelines for the required changes, and the consequences of not achieving the required changes including, but not limited to, termination of a principal's contract of employment.

Principal professional growth refers to the career-long learning process whereby a principal annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the standards as outlined in this Administrative Procedure.

Leadership Quality Standard (LQS) as outlined in this Administrative Procedure means the authorized LQS competencies. Supervision means the ongoing process by which a Superintendent or designate, carries out supervisory duties in respect to the operation of schools, execution of educational leadership and the provision of education programs in accordance with board policy and procedure and the Education Act.

Procedures

1. Principal Growth

- 1.1 All principals are required to engage in ongoing learning and to develop an annual growth plan that fosters continuous professional growth.
- 1.2 Each school year, the principal is responsible for developing, implementing and completing a principal professional growth plan that:
 - 1.2.1 Is principal authored, growth-directed and continuous;
 - 1.2.2 Reflects an assessment of professional learning needs by the individual principal;
 - 1.2.3 Shows a demonstrable relationship to the LQS as outlined in this Administrative Procedure; and
 - 1.2.4 Takes into consideration the education plans of the school, the Division, and Alberta Education.
- 1.3 A principal professional growth plan must include:
 - 1.3.1 Goal(s)/objective(s);
 - 1.3.2 Expected outcomes and desired results;
 - 1.3.3 Strategies for goal attainment;
 - 1.3.4 Potential sources for assistance or support;
 - 1.3.5 Timelines; and
 - 1.3.6 Descriptors or indicators of growth.

And may include:

- 1.3.7 An annual professional growth plan
- 1.3.8 May be a component of a long-term, multi-year plan; and

- 1.3.9 May consist of a planned program of mentoring a principal.
- 1.4 A completed annual principal professional growth plan shall be returned to the principal and no copies shall be retained by the Division without consent of the principal.
- 1.5 A principal is required to work towards professional growth through ongoing action and personal review.
- 1.6 Principals must submit a copy of their professional growth plan to the Superintendent by October 31 for approval.
- 1.7 The Superintendent or designate must make a finding whether the growth plan complies with the legislated requirement, and review that plan with the principal prior to the end of the school year to determine whether the principal has completed the requirements of the professional growth plan.
- 1.8 Responsibility for receiving and reviewing professional growth plans may be delegated by the Superintendent to a designate.
- 1.9 Unless a principal agrees, the content of a professional growth plan shall not be a part of an evaluation process.
 - 1.9.1 Notwithstanding clause 1.9, the Superintendent or designate may identify behaviours or practices of a principal that require an evaluation, provided that the information identified is based on a source other than the information in the principal's professional growth plan.
- 1.10 A principal who does not complete a professional growth plan may be subject to discipline.
2. Principal Supervision
 - 2.1 The purpose of supervision in accordance with this Administrative Procedure is to:
 - 2.1.1 Provide support, guidance and development opportunities for the principal;
 - 2.1.2 Observe and receive information from any appropriate source about the quality of leadership provided at the school; and
 - 2.1.3 Identify the behaviours or practices of a principal that are not in keeping with the expectations of the standards as outlined in this Administrative Procedure or that for any reason may require an evaluation.
 - 2.2 The Superintendent provides for the ongoing supervision of all principals in the Division.

- 2.3 The principal must provide ongoing supervision of all school staff as well as providing a formal evaluation of vice-principals/assistant principals following the criteria outlined in the vice-Principal/assistant Principal Evaluation Handbook.
 - 2.4 The improvement of a principal's professional performance results shall occur through supervision.
 - 2.5 The Superintendent or designate must share relevant information with the principal throughout the supervision process.
 - 2.6 The Superintendent or designate may provide assistance, support, guidance, and development opportunities to a principal to improve the quality of leadership, and such assistance may vary in nature depending upon the principal's learning needs and professional circumstances.
 - 2.7 When, through supervision, the Superintendent or designate believes that a principal's behaviours or practices may not meet the requirements of the standards as outlined in this Administrative Procedure, the Superintendent:
 - 2.7.1 May work with the principal directly, or direct a designate to work with the principal, as part of the program of supervision, to provide assistance to change the behaviours or practices that may be problematic; or
 - 2.7.2 May direct or initiate an evaluation.
3. Principal Evaluation
- 3.1 An evaluation may be conducted by an evaluator:
 - 3.1.1 Upon the written request of a principal;
 - 3.1.2 For the purpose of gathering information related to a specific employment decision as per Administrative Procedure 433 – Term Designation of School Administrators;
 - 3.1.3 To assess the growth of a principal in specific areas of practice; or
 - 3.1.4 When, on the basis of information received through supervision, the Superintendent has reason to believe that the leadership practice may not meet the expectations of the standards as outlined in this Administrative Procedure or that for any reason may require an evaluation.
 - 3.2 When an evaluation is initiated, the principal is to be notified in writing of the following:
 - 3.2.1 The reason(s) for and purpose(s) of the evaluation;
 - 3.2.2 The process, criteria and standards to be used;

- 3.2.3 The timelines to be applied including the date of completion of the report;
 - 3.2.4 The name of evaluator; and
 - 3.2.5 The possible outcomes of the evaluation.
- 3.3 When conducting an evaluation, the evaluator must:
- 3.3.1 Include observations of the principal's roles and other activities related to the principal's assignment;
 - 3.3.2 Conduct appropriate pre-evaluation and post-evaluation conference discussions with the principal; and
 - 3.3.3 Provide the principal with on-going feedback over the course of the evaluation.
- 3.4 A principal with a probationary contract must be given written notification of the evaluation to be conducted during the probationary period, and
- 3.4.1 The pre-evaluation conference is to normally occur before January 31; and
 - 3.4.2 At least one (1) other conference shall be conducted by the Superintendent or designate prior to April 15, prior to any decision being made with regard to renewing a principal's designation.
- 3.5 An evaluation report is normally completed by May 30, each year, and includes recommendations pertaining to the principal's employment, certification or remediation as applicable.
- 3.6 The evaluator must meet with the principal to discuss the evaluation report, and the principal may add written comments to the evaluation report.
- 3.7 A copy of the original evaluation report, together with the principal's written comments, must be given to the principal, and a copy must also be forwarded to Division Office for inclusion in the principal's personnel file.
- 3.8 The Criteria for the Evaluation of Principal Performance (Appendix 432) outlines many of the expectations associated with LQS and is consistent with the requirements of the LQS as outlined in this Administrative Procedure.
- 3.9 If the evaluator carrying out the evaluation concludes that the principal's performance does meet the LQS as outlined in this Administrative Procedure, or that a change in the behaviour or practice of a principal is not required, the evaluation is complete.
- 3.10 When an evaluation determines the principal's performance does not meet the expectations of the LQS as outlined in this Administrative Procedure, or that a change in the behaviour or practice of a principal is required, then the principal must be provided with one or more of the following:

- 3.10.1 A notice of remediation describing the required change in behaviour or practice;
- 3.10.2 A program of assistance and strategies the principal is expected to pursue, consistent with the notice of remediation;
- 3.10.3 Information about:
 - 3.10.3.1. How it will be determined if the required changes have been made;
 - 3.10.3.2. The applicable timelines for the remediation;
 - 3.10.3.3. The possible consequences of not achieving the required changes; and
 - 3.10.3.4. Notification of a subsequent evaluation to be undertaken after no fewer than forty-five (45) school days and no more than one hundred (100) school days from the date of the notice of remediation.
- 3.10.4 A notice that the evaluator is recommending to the Superintendent that the administrative contract be terminated.
- 3.11 If following a program of assistance or a notice of remediation the evaluator concludes that the principal's performance still does not meet the expectations of the standards as outlined in this Administrative Procedure, or that a change in the behaviour or practice of a principal is still required, the evaluator may recommend:
 - 3.11.1 An additional period of remediation and ongoing evaluation;
 - 3.11.2 Disciplinary action, where appropriate; or
 - 3.11.3 Termination of the principal's contract of employment; or any combination of these.
- 3.12 A notice of remediation may replace the principal's obligation to develop, implement and complete an annual professional growth plan and the principal must comply with the notice of remediation.
- 3.13 A principal has the right to request a review of the performance evaluation completed by the evaluator to the Superintendent, and such a request shall be made within ten (10) calendar days of the principal receiving the evaluation report. Any decision by the Superintendent respecting the request for review is final and not subject to any further appeal.
- 3.14 This Administrative Procedure does not restrict the Board or Superintendent from:

- 3.14.1 Taking or recommending immediate disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of a principal fails to comply with board expectations, policy or procedure, that the actions or practices of a principal endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Superintendent or designate; or
- 3.14.2 Taking any action or exercising any right or power under the Education Act.

Adopted / Revised: FEB 2018/SEP 2019/NOV 2019

Reference: Section 33, 52, 53, 197, 202, 203, 204, 222 Education Act
Leadership Quality Standard
School Leadership Framework
Collective Agreement