

## PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

<b>POLICY ITEM:</b> Evaluation of In-school Administration	<b>CODE:</b> GCM
<b>LEGAL STATUS:</b> Board Motion # 128.12	<b>DATE APPROVED:</b> 28-May-12

**Background:** The academic and spiritual success of Catholic schools is greatly influenced by the administrative skill, educational expertise, and core values of the in-school administrator. The in-school administrator's leadership is fundamental to optimizing student learning and nurturing spiritual growth. Supporting the development of effective leadership skills throughout the administrator's career will assist with the individual's growth related needs, resulting in schools with enhanced student outcomes, thereby helping the school division attain its mission. The summative evaluation process for in-school administrators is based on the assumption that there is a desire on the part of the administrator for continual professional growth. It recognizes that feedback is needed to develop flexibility, adaptability and versatility. It increases individual professional effectiveness as a result of greater understanding of expectations. The purposes of evaluation of in-school administration are for quality assurance and to promote professional growth.

**POLICY:** **The Board of Education is committed to ensuring exceptional leadership in Prince Albert Catholic Schools and to fostering professional leadership and growth. The Evaluation of In-school Administration process will ensure quality and strengthen the distinctive Catholic, instructional and administrative leadership in Prince Albert Catholic Schools.**

- Guidelines:**
1. There are six domains of the Evaluation of In-school Administration: Distinctive Catholic Leadership, Instructional Leadership, Management Leadership, Shared Leadership, Continuous Improvement Leadership, Moral, Ethical and Legal Leadership (Appendix A).
  2. The Director of Education engages in the Evaluation of In-school Administrators process with all in-school administrators in their first two years in an administrative position.
  3. When engaged in the Evaluation of In-school Administrator process with an administrator the Director of Education gathers evidence through observation, conversation and examination of product (Appendix B) and completes a final report (Appendix C).
  4. An administrator whose performance does not consistently meet acceptable standards will be provided with the opportunity for improvement with a formal improvement plan.
  5. The plan will be overseen by the Director of Education.
  6. If there is insufficient improvement the in-school administrator will be

given notification in writing of an amendment to their contract to exclude administrative duties before May 31<sup>st</sup> of the given year to be effective June 30<sup>th</sup> or with 30 days' notice to be effective at a time other than June 30<sup>th</sup>.

#### Evaluation Process

1. The Director will gather evidence through observation. He/she will gather data through participation in division initiatives and division committee work. He/she will visit the school and gather data through observations of daily routines and interactions, attendance at staff meetings, parent meetings, School Community Council meetings, school community functions, etc.
2. The Director will gather evidence thorough conversations with the in-school administrator of aspects of the various domains.
3. The Director will gather evidence through the examination of artifacts such as school improvement plans, school handbooks/policy documents, memos, emails, reports, staff meeting agendas and minutes, etc.
4. A final report will be signed by the Director and by the in-school administrator. The in-school administrator may attach a written response. A copy of the report will be placed in the personnel file.

#### Formal Improvement Plan

1. If the evidence gathered suggests that acceptable standards are not being met, the administration will be given an opportunity to improve with a formal improvement plan.
2. The formal improvement plan will be overseen by the Director of Education.
3. The formal improvement plan will be put in writing and will include the expected performance, will specify the areas in need of improvement, and will outline a timeline to demonstrate an acceptable performance level.
4. The formal improvement plan will be reviewed within the set period of time.
5. If there is satisfactory progress the formal improvement plan will end.
6. If there is some progress but performance is still not at the desired level, the plan of assistance will be revised and continue.
7. If there is minimal progress, the administrator will be notified in writing that administrative duties will be removed under the provisions of Section 215 of The Education Act, 1995.
8. With the removal of administrative duties, the teacher will resume employment status with the school division that was in place prior to the addition of administrative duties.