Administrative Procedure 205

Personnel and Employee Relations

ADMINISTRATOR GROWTH, SUPERVISION AND EVALUATION

Background

Administrator growth, supervision and evaluation processes in the Board are designed to ensure that each administrator's actions, judgments and decisions support high quality teaching and learning. This administrative procedure provides a framework for administrators and the superintendent to work together to ensure that administrators' practice consistently meets the Leadership Quality Standard (LQS) throughout their employment with the Board.

Definitions

In this administrative procedure:

"Administrator" means principal or assistant principal of STEM Collegiate.

"Superintendent" means the superintendent of STEM Collegiate.

"Leadership Quality Standard (LQS)" means the authorized standard, nine (9) leadership competencies and supporting descriptors outlined in the Alberta Education Leadership Quality Standard.

"Evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by a superintendent determining whether an administrator's leadership meets or does not meet the Leadership Quality Standard.

"Notice of Remediation" means the written statement issued by a superintendent to an administrator where the superintendent has determined that the administrator's leadership does not meet the LQS.

"Professional growth" means the career-long learning process whereby an

administrator annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the LQS.

"Supervision" means the ongoing process by which a superintendent supports and guides the leadership of administrators.

PROCEDURES

1. General

1.1. A program of career-long learning must be an integral part of an administrator's professional life. Administrators have the responsibility of constantly reflecting upon their professional practice and seeking improvement as part of a continuing process of professional development.

1.2. Administrators are required to participate in ongoing supervision by a superintendent to ensure that administrative practices meet the expectations of the LQS and to promote professional growth.

1.3. This administrative procedure does not restrict superintendents from taking disciplinary or other action, as appropriate, where there are reasonable grounds for believing that the actions or practices of an administrator endangers the safety of students or staff, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the Board or, from taking any action or exercising any right of power under the Education Act.

2. Administrator Growth

2.1. Administrators must complete annual professional growth plans to help them support high quality teaching and learning.

2.2. An annual growth plan is expected to:

2.2.1. Reflect goals based on self-assessment of professional learning needs by the individual administrator;

2.2.2. Show a demonstrable relationship to the LQS;

2.2.3. Take into consideration the educational plans of the school, the

Board and Alberta Education.

2.3. The growth plan may be a planned program of mentoring a new administrator or a member of the school's Leadership Team. A growth plan may also be a component of a long-term, multi- year plan.

2.4. Prior to October 30 of a school year, an administrator must submit an annual growth plan for review and approval to the superintendent.

2.5. Growth plans are to address the following:

2.5.1. Professional learning goals;

2.5.2. Strategies to obtain each goal;

2.5.3. A time line for implementation, and

2.5.4. The intended method of assessing goal attainment.

2.6. As part of the supervision process, the superintendent will maintain an awareness of an
administrator's professional growth plan, the status of progression towards achieving the goal(s) of the plan and may provide guidance and assistance in implementing the plan.

2.7. Prior to the end of the school year, each administrator will meet with the superintendent to review the implementation of the growth plan and to consider professional growth possibilities for the next year.

2.8. The superintendent will retain a copy of the growth plan for the period of the school year. The plan will be returned to the administrator at the end of the school year.

2.9. Unless an administrator agrees, the content of a growth plan must not be part of an evaluation of an Administrator.

3. <u>Supervision</u>

3.1. Supervision involves a range of leadership processes designed to support leadership growth and ensure quality administrative practice and to

improve administrative leadership. Supervision includes such leadership activities as:

3.1.1. Providing support and guidance to administrators;

3.1.2. Observing and receiving information from any source about the quality of administrative practice; and

3.1.3. Identifying the behaviours or practices of an administrator that for any reason may require an evaluation.

3.2. Superintendents participate in administrator supervision through:

3.2.1. Ongoing communication with administrators;

3.2.2. Reviewing and approving annual growth plans;

3.2.3. The acquisition of information regarding the administrator's participation in any aspect of the activities of the school; and

3.2.4. Frequent observation, guidance and support of administrative practice.

3.3. If a concern regarding an administrator's practice is expressed by a parent, by a teacher or by a student to a superintendent, the superintendent may:

3.3.1. Arrange for the person concerned to discuss the matter with the administrator. If the matter remains unresolved, attempt to deal with the situation through mediation, an investigation or more focused supervision.

3.3.2. If an investigation or more focused supervision leads to the belief the administrator may not be meeting the LQS., initiate an administrator evaluation process.

4. Evaluation Where a superintendent, through the process of supervision, has reason to believe that an administrator may not be meeting the expectations of the LQS, administrator evaluation may be initiated in accordance with the Evaluation section of this administrative procedure.

4.1. Administrator evaluation is based upon the superintendent's informed and reasoned judgment about the administrator's practice in relation to LQS.

4.1.1. Further evaluations of an administrator by a superintendent may be conducted: upon written request by an administrator;

4.1.2. for purposes of gathering information related to a specific employment or contract decision; or

4.1.3. when, on the basis of information received through supervision, the superintendent has reason to believe that the leadership of an administrator may not meet the LQS.

4.2. On initiating an evaluation, the superintendent will communicate explicitly to the administrator:

4.2.1. Reasons for and purposes of the evaluation;

4.2.2. Processes, criteria and standards to be used;

4.2.3. Evaluation data sources to be used;

4.2.4. Timelines to be applied; and

4.2.5. Possible outcomes of the evaluation.

4.3. The following processes will be used in administrator evaluations:

4.3.1. Multiple observations based upon established LQS. criteria;

4.3.2. Additional data related to the administrator's leadership practice:

4.3.3. Planning documents;

4.3.4. A variety of school performance and administrative artifacts;

4.3.5. Staff, student and parent interviews or focus group sessions;

4.3.6. Other agreed upon data sources.

4.3.7. Frequent conferencing including the superintendent's updates about the administrator's strengths/weaknesses in the major areas of

administrative practice.

4.4. An administrator evaluation report is to consist of:

4.4.1. An introduction.

4.4.2. A statement of evaluation purposes and possible outcomes.

4.4.3. An overview of the evaluation context.

4.4.4. A description and data-based comments related to each applicable LQS standard.

4.4.5. Identification of the significant strengths of an administrator. Recommendations for improvement.

4.4.6. A concluding statement:

In my opinion, at this time and in this assignment, the administrator's leadership practice (meets or does not meet) the Board's expectations consistent with the Leadership Quality Standard.

4.4.7. A statement verifying that the report has been discussed with the administrator, that provision has been made for the administrator to sign the report prior to its submission to the Board, and that the administrator has been made aware of the right of review related to compliance with this administrative procedure.

4.5. The administrator and the superintendent will sign the evaluation report. A copy of the evaluation report will be provided to the administrator. The original report will be retained in the administrator's personnel file.

4.6. An administrator being evaluated shall be given the opportunity to append additional comments to an evaluation report.

4.7. An administrator may ask an alternative superintendent to review the administrator's evaluation to ensure compliance with this administrative procedure.

4.8. A request for a review of an evaluation must be made within ten (10) calendar days of the
administrator receiving the evaluation report and must outline in writing the administrator's reasons for the request.

Upon receiving a request for a review of an administrator's evaluation, a superintendent must conduct the review and issue a written decision within twenty- one (21) calendar days.

5. Notice of Remediation

5.1. A Notice of Remediation is the written statement issued to an administrator by a superintendent where the superintendent has determined that the administrator's leadership does not meet the LQS. A Notice of Remediation describes:

5.1.1. The behaviors or practices that do not meet the LQS and the changes required;

5.1.2. The remediation strategies the administrator is advised to pursue;

5.1.3. A reasonable time schedule to address the remediation strategies;

5.1.4. How the determination will be made that the required changes have taken place;

5.1.5. The consequences of not achieving the required changes including, but not limited to, termination of the administrator's contract of employment or administrative designation;

5.1.6. Notification that the remediation strategies stipulated may replace the obligation of the administrator to develop and implement an annual administrator professional growth plan.

Remediation Follow-up Evaluation

5.2. In accordance with the expectations and timelines of the Notice of Remediation, the original evaluator may be involved in the follow-up evaluation or an alternative superintendent may conduct the evaluation.

5.3. A remediation follow-up evaluation will be undertaken with a focus on assessing the degree to which the administrator has met the performance expectations specifically described in the Notice of Remediation.

5.4. In the event that remediation follow-up evaluation identifies that the administrator's practice meets expectations, recommendations for a professional growth plan will be included in the report.

5.4.1. An additional evaluation of the administrator's professional practice will be completed within two (2) years of the filing of the second report.

5.5. In the event that the remediation follow-up evaluation report concludes the administrator's professional practice is not meeting the Leadership Quality Standard, a recommendation may be made to terminate the administrator's contract in accordance with the Education Act.

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