Administrative Procedure 5075

Evaluation of School Leaders

Board Governance Policy Cross Reference: **1**, **2**, **11**, **12**, **13**
Administrative Procedures Cross Reference:

Assignment of School Leaders

Employment of School Leaders

Form Cross Reference:

Evaluation of School Leaders: School Leader Self-Assessment

Legal/Regulatory Reference:

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The Brandon School Division believes the evaluation of School Leaders to be of vital importance in influencing the quality of student learning and achievement and promoting the delivery of quality educational programs and services in each school.

This importance is emphasized in the significance of the role of the Principal as a leader which includes the four main dimensions of administration and management: visionary leadership, leadership in learning, school/community facilitation and stewardship of resources.

The purpose and outcomes of the evaluation shall have as its primary goals the professional growth and development of the School Leader and the affirmation that the School Leader's professional performance is in accordance with the standards stated in the "Role of the Principal".

The evaluation process for School Leaders new to the school and/or to the Division shall be conducted according to the following procedures as described according to criteria; process including data gathering and its analysis, synthesis and evaluation; process of communication between Assistant Superintendent and Principal; preparation of formal evaluation report. This process can be adjusted for experienced School Leaders to focus on specific areas of performance arising from interest and/or development.

I.   Criteria

In accordance with the "Role of the Principal", the following criteria are established with the duties outlined within the four main dimensions of administration and management. Such are considered to be the standards of quality professional

performance of the school leadership. Quality effectiveness will be concluded according to the scale: outstanding, very good, good, fair, unacceptable.

The degree of emphasis of the criteria's application references the current realities of the school's context with respect to its development.

1. **Visionary Leader**

    Demonstrated quality effectiveness with respect to the:
    - creation and facilitation of a school vision, mission and beliefs with regular review, evaluation and redefinition of such;
    - establishment of a collaborative culture which encourages the communication, involvement and inclusion of all school partners.

2. **Leader of Learning**

    Demonstrated quality effectiveness with respect to the:
    - establishment of a clear school focus on student learning, growth and achievement in accordance with Provincial legislative and curricular requirements;
    - development of a broad pedagogical knowledge base in curriculum, instruction and assessment;
    - organization, collection and use of student achievement data to inform instructional practices and school development decisions;
    - development of the learning and leadership capacity of teachers through various professional activities, approaches and learning opportunities; and
    - observation of classroom practices, ensuring productive and positive student engagement in learning.

3. **School/Community Facilitator**

    Demonstrated quality effectiveness with respect to the:
    - engagement of the community to build ownership of the school's work and future development by fostering a community of learners with shared leadership and decision-making;
    - encouragement of parents to become meaningfully involved in the school and their children's learning and effectively connected to the provided health, human and social services; and
    - regular communication with the school's parent council

4. **Steward of Resources**

    Demonstrated quality effectiveness with respect to the:
    - establishment and maintenance of a safe and positive school environment with provision for the development and implementation of a code of conduct for the appropriate behaviour of students;
    - management of the school's finances in accordance with established accounting principles and procedures;

- supervision, evaluation and selection of staff;
- implementation of Provincial and Divisional regulations and policy;
- provision of effective communication to staff, students, community, senior administration; and
- management of emerging and actual problems.

II.   Process

The evaluation process consists of six phases. For experienced principals, a choice of data gathering tools is available.

1. Principal/Assistant Superintendent Review of Evaluation and Process

This review provides an important opportunity for the Principal and Assistant Superintendent to discuss in detail the criteria, process, self-assessment inventory and data gathering tools and timelines. This review meeting is to be held in the spring of the year before the fall/winter evaluation process is scheduled.

2. School Leader Self-Assessment (see Form Evaluation of School Leaders: School Leader Self-Assessment)

This self-assessment provides an important opportunity for the School Leader to reflect on his/her progress and growth in fulfilling the four leadership dimensions as outlined in the "Role of the Principal". The self-assessment instrument has been designed by the Division and was piloted for its validity and reliability. The Principal utilizes his/her assessment results as an important point of reference in discussing constituent feedback with the Assistant Superintendent.

3. School Context Assessment

School context is unique and an important factor in the assessment of the Principal's leadership performance. Therefore, a formal instrument is utilized to obtain the staff's perception of the school's teaching effectiveness and organizational culture. This is in recognition of the importance of the school's context in influencing the quality of schooling and education experienced by the students and hence the work of the principal.

The instrument is based on the research and application work of Louise Stoll and Dean Fink. Please refer to Appendix A for the School Typology Model.

The school context assessment factor provides the respective Principal and the Assistant Superintendent with an important frame of reference for a detailed and in depth contextual study of the Principal's professional performance. Such study takes into consideration the areas in which the Principal has placed his/her leadership emphasis in the school's operation and ongoing development.

Since the school's context is an important factor in analyzing, concluding and evaluating the effectiveness of the Principal's leadership the context is to be described in the introduction to the evaluation report.

4. Data Gathering

The process of data gathering related to the Principal's leadership performance and its quality of effectiveness is comprehensive. It includes the following:

a. **Formal interviews** of teaching and support staff, students and parent councils. The interview questions parallel the four leadership dimensions in the "Role of the Principal**".**

Interview Questions for Teaching and Support Personnel, Students and Parents:

The Principal as Visionary Leader
1. How effective is your principal in understanding and implementing your school's mission, vision and school development plan? Give an example.
2. How effective is your principal in enabling and supporting you in developing a collaborative learning community in your school? Give an example.

The Principal as Leader of Learning
1. How effective is your principal in establishing a collaborative school culture that uses data to support student achievement as the primary work in the school? Give examples.
2. How effective is your principal in providing direction and feedback in curriculum, instruction, assessment and your classroom practice? Give examples.
3. How effective is your principal in fostering and assisting your professional development and building the leadership capacity of yourself and others through conversation, cooperation, and collaboration? Give examples.

The Principal as School/Community Facilitator
1. How effective is your principal in promoting and sustaining a collaborative school culture in which unique needs and diversity are respected, integrated and celebrated? Give examples.
2. Give examples of how your principal engages the school/community in shared leadership and decision-making.

Principal as Steward of Resources
1. How effective is your principal in providing for the appropriate conduct of students? Give examples.
2. How effective is your principal in managing time and information to ensure effective communication? Give examples.
3. How effective is your principal in managing the resources of the school in a fair and equitable manner? Give examples.

b. **Review of School Typology Assessment** results by Assistant Superintendent and Principal.

c. **Review of Principal's Self-Assessment and Annual Work Plans** for the evaluation period by the Assistant Superintendent.

d. **Review of School Documents** including the annual instructional plan, staff deployment, school code of student conduct, financial operations, safety and security procedures, communication procedures, time management procedures, decision-making procedures.

e. **Review of Teacher Evaluation** reports by Assistant Superintendent.

f. **Review of Principal's Participation and Interaction within Divisional** vision, mission and strategic directions.

5. **Analysis, Synthesis and Evaluation of Data**

The Assistant Superintendent, upon completion of the data gathering, analyzes, synthesizes and evaluates the data in accordance with the evaluation criteria. A draft report of this process is provided to the Principal for review. The report is discussed in detail by the Assistant Superintendent and Principal to ensure that all areas have been analyzed thoroughly.

6. **Preparation of Evaluation Report**

The final report is prepared by the Assistant Superintendent in a format consistent with the four leadership dimensions outlined in the "Role of the Principal" and referencing each corresponding criterion. Under each criterion, an evaluative statement is provided regarding the quality of the Principal's effectiveness in the given area. In doing so, the data is discussed so that a clear relationship exists between the data and the evaluative statement.

In the summary component of the report, the Assistant Superintendent provides statements of commendations, recommendations and directions as required.

The final evaluation report is provided to the Principal for review by the Assistant Superintendent. Provision is given for signatures and comments by the Principal.

Two copies with original signatures are prepared – one for the Principal and one for the Principal's personnel file.

Appendix A – School Typology Model

Assessment of School Context – Typology Model –

I. Introduction

1. An important and significant responsibility of the principal is the provision of leadership in school development. This leadership spans and integrates the four dimensions of the principal's role as leader of visioning, learning, community development and stewardship.

   Since a school is a living, dynamic community of people with a unique culture the processes of change are always present. While not all these processes are visible, some are; particularly those that involve the teachers' teaching decisions and responses to their students' needs as whole people. These decisions and responses are integral to the Instructional Cycle of pedagogical practice in the Brandon School Division. Thus, the school's development must contribute to and facilitate expert pedagogical practice and ultimately the learning and achievement of each student. It is a continuous transformative process.

2. Current research on school development continues to inform our professional work. Contemporary research on school change and growth (i.e. development) defines an effective school as one which adds value to the life of each student. This value shows itself in the achievement levels of all students, levels that are beyond comfort and that prompt active and engaged student learning. A good school challenges and motivates all students to perform at ever higher levels.

3. To grow in this chief characteristic of effectiveness schools must examine and use data to understand their conditions and guide/direct their goals, actions and expected results. There are two key components of this effectiveness: CULTURE and TEACHING PRACTICES. Understanding these two contextual characteristics of schools makes it possible for schools to personalize improvement strategies for increased student achievement. This interface is determined through quantitative research methodology in which two surveys are used. The survey results are then studied in depth. The overall results provide a "picture in time" of the school's development as described in the Stoll and Fink Model (1996). The descriptors are then organized within the broad categories of improving and declining. The model's quadrant design provides for two sub-categories for each of "improving and declining"
   - improving: moving and struggling
   - declining: cruising and sinking.

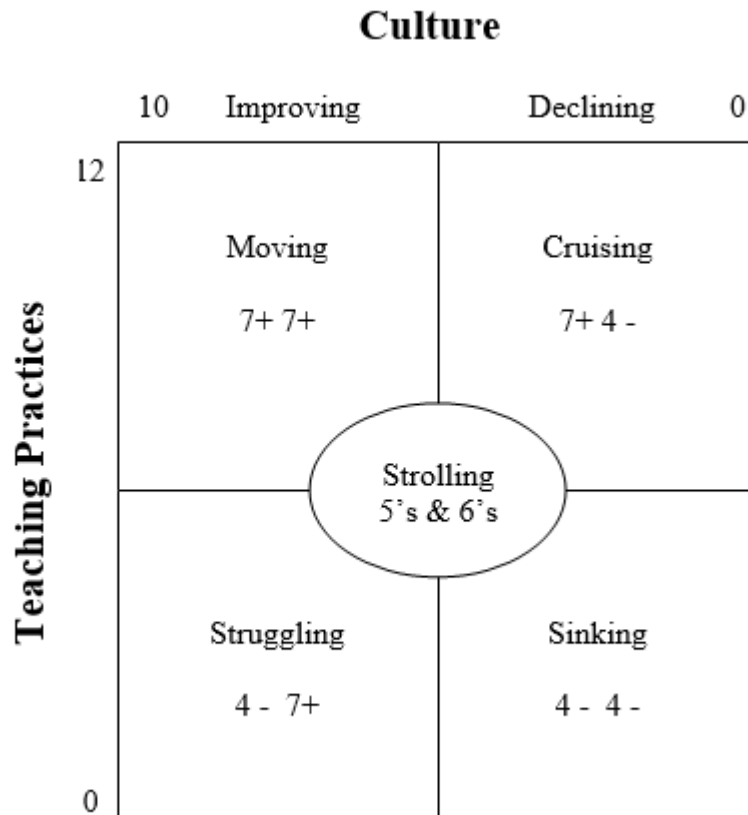4. These descriptors are defined as follows:

<div align="center">A Typology of School Change</div>

- A *moving* school is effective and has the capacity to change. The challenge for the staff of a moving school is maintain its momentum.

- A *cruising* school appears effective because the students do well on external tests but the school lacks the capacity to change and is therefore not adding value. Such schools usually are in more affluent areas. The quality of student achievement masks

significant problems in the teaching and learning processes of the school. The challenge of leadership is to get such schools to first recognize there is a problem.

- A *struggling* school has the will and the capacity to change but at the moment is not considered effective. It is often confused with a sinking school and prematurely challenged by external agencies. Struggling schools need considerable outside support to build on a genuine desire to improve.

- A *sinking* school is neither effective nor capable of change.

- A *strolling* school is internally quite uneven because aspects of the school are effective but in total the school is underperforming.

II. Model of School Typology

Culture

	10 Improving	Declining 0
12	Moving 7+ 7+	Cruising 7+ 4 -
	Strolling 5's & 6's	
	Struggling 4 - 7+	Sinking 4 - 4 -
0		

(Teaching Practices — vertical axis)

Stoll and Fink in Changing Our Schools draw on the effective school's research of the 1990's in presenting this typology. As noted in the model schools can be in one of three categories - **improving, strolling, declining**. Within improving there are 2 sub categories - moving and struggling; within declining - cruising and sinking.

III. Surveys

TEACHING PRACTICES
HOW EFFECTIVE IS YOUR SCHOOL?

	Never	Rarely	Some of the time	Often	Always
1. Instructional Leadership (firm & purposeful, a participative approach, the leading professional).	1	2	3	4	5
2. Shared vision and clear goals (unity of purpose, consistency of practice).	1	2	3	4	5
3. Shared values and beliefs.	1	2	3	4	5
4. A learning environment (an orderly atmosphere, an attractive working environment).	1	2	3	4	5
5. Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement).	1	2	3	4	5
6. High expectations (for all, communication of expectations, intellectual challenge for all).	1	2	3	4	5
7. Positive student behaviour (clear and fair discipline and feedback).	1	2	3	4	5
8. Frequent monitoring of student progress (on- going monitoring, evaluating school performance).	1	2	3	4	5
9. Student involvement and responsibility (high student self-esteem, positions of responsibility, control of work).	1	2	3	4	5

**DO THE CULTURAL NORMS OF YOUR SCHOOL
PROMOTE SCHOOL IMPROVEMENT?**

	Never	Rarely	Some of the time	Often	Always
1. Shared Goals ("we know where we are going")	1	2	3	4	5
2. Responsibility for success ("we must succeed")	1	2	3	4	5
3. Collegiality ("we're working on it together")	1	2	3	4	5
4. Continuous Improvement ("we can get better")	1	2	3	4	5
5. Lifelong Learning ("learning is for everyone")	1	2	3	4	5
6. Risk Taking ("we learn by trying something new")	1	2	3	4	5
7. Support ("there's always someone there to help")	1	2	3	4	5
8. Mutual Support ("everyone has something to offer")	1	2	3	4	5
9. Openness ("we can discuss our differences")	1	2	3	4	5
10. Celebration and Humor ("we feel good about ourselves")	1	2	3	4	5

Evaluation Criteria as Related to School Typology Model:

Teaching Practices and Cultural Norms

Evaluation Criteria	School Typology Factors	
	Teaching Practices	*Cultural Norms*
1. Visionary Leadership Demonstrated quality effectiveness with respect to the: • *creation and facilitation of a school vision, mission and beliefs with regular review, evaluation and redefinition of such;* • *establishment of a collaborative culture which encourages the communication, involvement and inclusion of all school partners.*	• *Shared vision and clear goals (unity of purpose, consistency of practice).* • Shared values and beliefs. • Student involvement and responsibility	• *Shared Goals ('we know where we are going').* • *Collegiality ('we're working on it together).* • Support ('there's always someone there to help'). • Mutual support ('everyone has something to offer'). • Openness ('we can discuss our differences'). • Celebration and humour ('we feel good about ourselves').

Evaluation Criteria	School Typology Factors	
	Teaching Practices	Cultural Norms
2. <u>Leadership in Learning</u> Demonstrated quality effectiveness with respect to the:		
• *establishment of a clear school focus on student learning, growth and achievement in accordance with Provincial legislative and curricular requirements;*	• *Frequent monitoring of student progress (on-going monitoring, evaluating school performance).*	• *Responsibility for success ('we must succeed').*
• *development of a broad pedagogical knowledge base in curriculum, instruction and assessment;*	• *Instructional Leadership (firm & purposeful, a participative approach, the leading professional).*	
• *organization, collection and use of student achievement data to inform instructional practices and school development decisions;*	• *Frequent monitoring of student progress (on-going monitoring, evaluating school performance).*	• *Responsibility for success ('we must succeed').* • Continuous improvement ('we can get better').
• *development of the learning and leadership capacity of teachers through various professional activities, approaches and learning opportunities; and*	• *Shared vision and clear goals (unity of purpose, consistency of practice).*	• *Continuous improvement ('we can get better').* • Lifelong learning ('learning is for everyone'). • Risk taking ('we learn by trying something new').
• *observation of classroom practices, ensuring productive and positive student engagement in learning.*	• *A learning environment (an orderly atmosphere, an attractive working environment).* • Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement). • High expectations (for all, communication of expectations, intellectual challenge for all). • Positive student behaviour (clear and fair discipline and feedback). • Frequent monitoring of student progress (on-going monitoring, evaluating school performance).	

Evaluation Criteria	School Typology Factors	
	Teaching Practices	Cultural Norms
3. _School/Community Facilitation_ Demonstrated quality effectiveness with respect to the: • _engagement of the community to build ownership of the school's work and future development by fostering a community of learners with shared leadership and decision-making;_ • _encouragement of parents to become meaningfully involved in the school and their children's learning and effectively connected to the provided health, human and social services; and_ • _regular communication with the school's parent council._	• _Instructional Leadership (firm & purposeful, a participative approach, the leading professional)._ • Shared vision and clear goals (unity of purpose, consistence of practice).	• _Shared Goals ('we know where we are going')._ • Responsibility for success ('we must succeed'). • _Support ('there's always someone there to help')._ • Mutual support ('everyone has something to offer'). • _Shared Goals ('we know where we are going')._

Evaluation Criteria	School Typology Factors	
	Teaching Practices	Cultural Norms
4. Stewardship of Resources Demonstrated quality effectiveness with respect to the: • *establishment and maintenance of a safe and positive school environment with provision for the development and implementation of a code of conduct for the appropriate behaviour of students;*	• *A learning environment (an orderly atmosphere, an attractive working environment).* • Positive student behaviour (clear and fair discipline and feedback). • Student involvement and responsibility (high student self esteem, positions of responsibility, control of work).	
• *management of the school's finances in accordance with established accounting principles and procedures;*	• *Instructional Leadership (firm & purposeful, a participative approach, the leading professional).*	• *Lifelong learning ('learning is for everyone').* • Risk taking ('we learn by trying something new').
• *supervision, evaluation and selection of staff;*	• *A learning environment (an orderly atmosphere, an attractive working environment).* • Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement).	
• *implementation of provincial and divisional regulations and policy;*	• *Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement).* • *Frequent monitoring of student progress (on-going monitoring, evaluating school performance).*	
• *provision of effective communication to staff, students, community, senior administration; and*		• *Shared Goals ('we know where we are going').* • Responsibility for success ('we must succeed'). • Collegiality ('we're working on it together'). • Openness ('we can discuss our differences').
• *management of emerging and actual problems.*	• *Teaching and curriculum focus (maximization of learning time, academic emphasis, focus on achievement).*	• *Support ('there's always someone there to help').* • Mutual support ('everyone has something to offer').