

ADMINISTRATIVE PROCEDURE NO. 408

SUPERVISION AND EVALUATION OF SCHOOL ADMINISTRATORS

Background

The evaluation of the professional performance of school administrators to improve the quality of instruction offered to students is required. The supervision process shall be continuous and designed to promote professional growth and development.

An evaluation process will be necessary when a judgment is required because of employment, when the competence of an administrator is called into question, or at the request of the administrator to the Superintendent.

General Procedures

1. Supervision of professional performance of administrators shall be guided by two different processes, namely:
 - 1.1 Supervision (formerly referred to as formative supervision), designed to perform a developmental function, the results of which are used to help improve performance, identify areas of strength and provide opportunities for growth; and,
 - 1.2 Evaluation (formerly referred to as summative evaluation), ultimately designed to perform judgmental functions, the results of which are used for making decisions for purposes of employment, when the competence of an administrator has been called into question, or at the request of the administrator.
2. Administrators have the primary responsibility for their own effectiveness and for the improvement of their instruction and administration.
3. Each administrator shall be informed of the particulars of the supervision and evaluation administrative procedure.
4. Supervision shall consist of a program (or programs) to improve the quality of instruction and administration and should support and maintain the collegial model.
5. Evaluation shall consist of a review of all aspects of an administrator's professional performance based on the Criteria for the Evaluation of Administrators which is Red Deer Catholic Regional Divisions' Form 17 based on the Alberta Education Principal Quality Practice Guideline (2003) with the inclusion of a faith dimension.
6. Evaluation shall be based on information gathered through observations, conferences with the administrator and school staff, reviews of documents, surveys, reports and plans, and

other data gathered in accordance with the A.T.A. Code of Professional Conduct in situations appropriate to each administrator's assignment.

7. Administrators, at their discretion, shall be allowed to contribute data to the evaluation through personal portfolios or other materials or information of their choosing.
8. All reports generated during the evaluation process shall be signed by both parties and kept in the administrator's confidential file with a copy provided to the administrator being evaluated prior to it being filed.
9. The administrator may review his/her evaluation records contained in a personnel file.
10. The administrator shall be given the opportunity to append additional comments to all written reports pertaining to his/her evaluation.

Procedures For Supervision of School Administrators

1. Professional growth plans shall be developed and implemented on a yearly basis by all administrators employed by the Board. Administrators should view supervision as developmental and be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength and provide opportunities for growth.
2. Administrators may meet with a colleague to mutually develop the procedures and expectations for their professional growth plan.
3. By October 31, the administrator shall share his/her professional growth plan. The administrator, if not a principal, shall share his/her plan with the principal. The principal shall share his/her plan with the Superintendent.
4. Supervision should include regular conferencing between the administrator and the person with whom he/she has shared his/her growth plan.
5. Each administrator shall have, as part of their professional growth plan, a section related to their own Faith Development Journey.
6. If the administrator has mutually developed the procedures and expectations of his/her growth plan with a colleague, the administrator and colleague shall review and evaluate the plan at the conclusion of the supervision cycle. If a report is written, its control shall rest solely with the administrator whose professional performance was the subject of the supervision process.
7. At no time shall a professional growth plan be used for the purposes of a formal, judgmental evaluation process.

Procedures For Evaluation of School Administrators

1. Beginning administrators or those new to the Division, shall undergo a formal, judgmental evaluation process within their first year in the position. Other administrators shall undergo a formal evaluation process when a judgment must be made for the purpose of employment, when the competence of an administrator has been called into question, or at the request of an administrator.
2. An evaluation may be initiated by the Superintendent, the immediate supervisor, or the administrator.
3. A formal evaluation of an administrator other than a principal shall be conducted by the principal of the school. The evaluation of a principal shall be conducted by the Superintendent's office, or an appropriate evaluator, mutually acceptable to both parties.
4. Prior to an evaluation being performed, the administrator to be evaluated shall receive or submit written notification, a copy of which shall be kept in the individual administrator's personnel file.
5. The evaluator shall convene a conference with the administrator, subsequent to notification and prior to formal observation, during which evaluation policy and procedure, performance criteria, reporting procedures, and appeal procedures shall be communicated and discussed with the administrator.
6. When the evaluator has completed a reasonable number of observations, collected data, conferenced with the administrator, and made a general review of the administrator's professional performance, a report shall be written and shall include the evaluator's recommendations pertaining to the administrator's employment (including designation) or remediation (if applicable).
7. Upon receipt of a satisfactory evaluation, the Superintendent will determine that the evaluation process ceases.
8. In the event that remediation is necessary, the following steps shall be taken:
 - 8.1 A program of improvement will be undertaken by the administrator and a reasonable timeline for improvement will be set.
 - 8.2 At the end of the time allotted, a subsequent evaluation will be undertaken by the original evaluator and a written report submitted to the Superintendent, with copies to the administrator and the evaluator.
 - 8.3 Upon receipt of the evaluator's report, the Superintendent will recommend, considering the best interests of the students, the administrator, the profession and the school system as a whole, that:
 - 8.3.1 The evaluation cease;
 - 8.3.2 The administrator's designation be removed by the Board; or,

8.3.3 Another action deemed appropriate be undertaken.

Appeal of Evaluation of School Administrators

1. An administrator may appeal an evaluation for procedure and/or content.
2. Such an appeal shall be made to the Board and shall include the reasons for the request.
3. If the Board decides to allow a re-evaluation, it shall assign a mutually acceptable person to conduct a re-evaluation and the new evaluator shall not be given the particulars of the previous evaluations.
4. The procedures for the re-evaluation shall conform with the procedures for a formal evaluation, and all aspects of the re-evaluation shall be subject to the rules of natural justice.