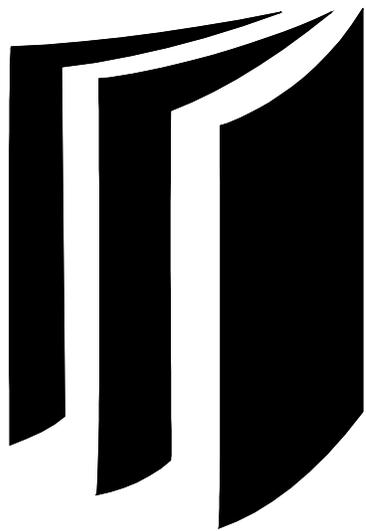


Administrator Supervision and Evaluation



**Beautiful
Plains**
SCHOOL DIVISION



Administrator Evaluation/Supervision for Growth

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Supervision and Evaluation of School Administrator

What We Believe

- *Enhancing professional practice leads to enhanced learning experiences for students.*
- *It is the right of all students and teachers to have administrators who are effective and growing professionally.*
- *The professional growth needs of an administrator will change as they progress through the various stages of their careers.*
- *Just as students' needs differ, so do the needs of administrators. In the process of professional growth, these differences should be recognized and supported.*
- *Meaningful administrator evaluation procedures should include a balance of both formative and summative assessments.*
- *Continuous positive professional growth is the ultimate aim of supervision and evaluation.*

Administrator Evaluation and Professional Growth

The model for supervision and evaluation contained in this document is divided into three distinct programs:

	Formal Evaluation	Professional Growth
<p>New/Beginning Administrators -administrators in their first year of school administration - administrators new to Beautiful Plains School Division</p>	<p>√</p> <p>New administrators will have a formal evaluation <u>done in their first year</u> of administration to ensure that components of professional practice are understood and demonstrated. This will also be used in determining the decision to keep administrators in administration roles. There may be a second year of formal evaluation at the superintendent's discretion.</p>	
<p>Experienced Administrators - administrators who have more than one year with Beautiful Plains School Division and who are not on the Assistance Program</p>	<p>√</p> <p>Experienced administrators will have a formal evaluation <u>done every 4 years</u> to ensure that components of professional practice are understood and demonstrated. This will also be used to initiate discussion between superintendent and administrator and promote ongoing growth and development.</p>	<p>√</p> <p>Experienced administrators will complete a professional growth form <u>yearly</u>. The purpose of professional growth is to allow ongoing dialogue between superintendent and administrator, inform superintendent of administrator's professional goals for the year, and to provide a means for ongoing feedback for an administrator in areas of strength and areas of improvement.</p>
<p>Administrators In Need of Professional Assistance - administrators who have been identified as needing professional assistance and where concerns have arisen in areas of job performance and/or professional practice -these people have been identified by the superintendent.</p>	<p>√</p> <p>Experienced administrators will be placed in the Administrator Assistance Program if performance is deemed unsatisfactory. Administrators that are identified as needing assistance will be provided a more structured process to help support improvement in their performance. Later stages of the Administrator Assistance Program are designed to provide due process for potential disciplinary action.</p>	

Formal Evaluation-the purpose of formal evaluations are to provide ongoing feedback and support to administrators. It also allows for a more structured process for improving administrator performance. Formal evaluations will be done once every four years unless an administrator is placed on the Assistance Program. Then the process will be done as deemed necessary.

Professional Growth- the purpose of the professional growth plan is to provide administrators with a structure, supportive, collaborative process to promote professional growth. It will be done on a yearly basis and will involve administrator goal setting and discussion with the superintendent.

Beautiful Plains Components of Professional Practice:
School Administrator

<p><u>Domain 1: Student Learning</u></p> <p><i>1a. Demonstrates planning to promote high student achievement</i> <i>1b. Uses student data to improve student learning</i> <i>1c. Ensures appropriate and timely reporting</i> <i>1d. Ensures appropriate programs for all students</i> <i>1e. Ensures appropriate use of supports for students</i> <i>1f. Ensures appropriate integration and effective use of technology to promote student learning.</i></p>	<p><u>Domain 2: School Climate</u></p> <p><i>2a. Effectively deals with school discipline</i> <i>2b. Promotes a healthy and safe environment for staff and students</i> <i>2c. Provides for staff and student recognition</i> <i>2d. Resolves concerns and conflicts in a timely and effective fashion</i> <i>2e. Promotes an atmosphere of trust and collaboration</i> <i>2f. Fosters positive staff morale</i></p>
<p><u>Domain 3: School Leadership</u></p> <p><i>3a. Develops a shared value and vision</i> <i>3b. Develops a comprehensive school plan with appropriate input</i> <i>3c. Fosters a student centered school climate</i> <i>3d. Communicates honestly with staff</i> <i>3f. Is visible in the school and at school events</i> <i>3g. Leads by example</i></p>	<p><u>Domain 4: School Management</u></p> <p><i>4a. Budget Management-appropriately manages school budget, accounts, inventory, and school spending</i> <i>4b. School Organization-effective timetabling, routines, meetings and schedules</i> <i>4c. Policy implementation- effectively implements and follows divisional policies</i> <i>4d. Facility Safety-effectively manages the facility (inside and out) to ensure safety</i></p>
<p><u>Domain 5: Professionalism</u></p> <p><i>5a. Conducts him/herself with integrity</i> <i>5b. Handles matters in a confidential manner</i> <i>5c. Maintains emotional control</i> <i>5d. Actively involved in personal professional development</i> <i>5e. Cooperative with Senior Administration</i> <i>5f. Builds relationships with professional colleagues</i> <i>5g. Carries through with plans in a timely and effective manner</i></p>	<p><u>Domain 6: Communication</u></p> <p><i>6a. Clearly communicates expectations to staff</i> <i>6b. Honestly evaluates and promotes growth with staff</i> <i>6c. Ensures communication from division office is shared with staff, students, and families in a timely and effective manner</i> <i>6d. Ensures ongoing communication is occurring between the school and parents</i> <i>6e. Provides opportunity for staff to communicate on issues of common concern or interest</i></p>
<p><u>Domain 7: Personnel</u></p> <p><i>7a. Ensures fair hiring practices</i> <i>7b. Works to ensure talents of staff are utilized</i> <i>7c. Promotes professional development of staff</i> <i>7d. Completes staff evaluation in a timely fashion consistent with divisional policy</i> <i>7e. Promotes a climate of "team" amongst all teaching and non-teaching staff</i></p>	

New/Beginning Administrator (Formal Evaluation)

The purpose of the New Administrator Program is to:

- allow new administrators to have ongoing support from the superintendent
- allow for regular feedback for the administrator from the superintendent
- provide feedback for the new administrators on expectations of the superintendent and division
- give the division a means for considering continued placement

Process: The superintendent will conduct an initial discussion in September with administrator to explain the evaluation process for the upcoming year. The administrator is responsible for filling out a Self Evaluation to be handed in by the end of September. The superintendent will conduct several formal and informal visits throughout the year. Visits will be followed by a discussion with the administrator about observations which may include conversation around the strengths and areas needing improvement.

The final evaluation will be written/discussed and formalized with the administrator prior to the end of May. The final evaluation report must be placed in the administrator's personnel file.

Experienced Administrator Program (Formal Evaluation and Professional Growth)

The purpose of the professional growth program is to:

- provide a structured, supportive, and collaborative environment to promote professional growth for administrators.
- provide a continuous cycle of discussion on a yearly basis for administrators and superintendent to collaboratively discuss principal's goals for growth.

Process: The administrator has the responsibility to reflect on their plans for growth for the upcoming school year. The goals can come from self-assessments as well as from school or division goals, or from personal motivation to gain new skills or acquire new knowledge.

The administrator must hand the plan (Appendix D) into the Superintendent to be reviewed prior to the end of September. The purpose of this is for the Superintendent to have insight into the administrator's plans for growth and to allow them to be able to support these plans.

The purpose of the Formal Evaluation is to:

- allow administrators to have ongoing support from the superintendent
- allow for regular feedback for the administrator from the superintendent
- provide feedback for the administrators on expectations of the superintendent and division
- give the division a means for addressing inadequate performance
- to acknowledge administrators who are doing a good job
- to provide a formal record of performance

Process: The superintendent will conduct an initial discussion in September with administrators to explain the evaluation process for the upcoming year. The administrator is responsible for filling out a Self Evaluation to be handed in by the end of September. The superintendent will conduct several formal and informal visits throughout the year. Visits will be followed by a discussion with the administrator about what was observed which may include conversation around the strengths and areas needing improvement. The final evaluation will be written/discussed and formalized with the administrator prior to the end of May. The final evaluation report must be placed in the administrator's personnel file.

Administrator In Need Of Professional Assistance Program (Formal Evaluation)

The purpose of the Administrator In Need Of Professional Assistance Program is to:

- provide a more structured process to help support improvement in their performance.
- provide due process for potential disciplinary action.

Process: When the superintendent has reason to believe that an administrator's performance is unsatisfactory, the superintendent, in consultation with the Beautiful Plains School Board will initiate the Administrator Assistance Program. The first step in this process will be that the administrator will be notified in writing that they are being placed on the Administrator In Need of Professional Assistance Program. The primary responsibility for initiating and carrying out the Administrator Assistance Program rests with the superintendent, but the School Board must be consulted and kept informed.

Three Phases of the Administrator Assistance Program

Awareness Phase:

1. The superintendent identifies the concern(s) in writing to the administrator, and the administrator and superintendent discuss strategies and resources the administrator may employ in an attempt to resolve the concern(s). This would also include the administrator and superintendent scheduling a specific timeline for the concern(s) to be resolved.
2. At the conclusion of the timeline decided upon in step one, the superintendent will review the administrator's progress and make one of the following recommendations:
 - the area(s) of concern have been resolved and the administrator should return to the Experienced Administrator program. The administrator will have a formal evaluation done in the following year.
 - the area(s) of concern have not been satisfactorily resolved, and the teacher is then formally placed into the Administrator Assistance Phase

Assistance Phase:

1. Review recommendations from the awareness phase.
2. A specific plan will be developed, which includes:
 - growth-promoting goals which are specific, measurable, action-oriented, and realistic

- strategies for resolution of the concern
 - timelines
 - indicators of progress
 - resources and supports needed
3. The superintendent and the administrator set up a specific time to review what progress has been made.
 4. One of the following recommendations will be made upon reviewing the administrator's progress:
 - the concern(s) are resolved and the administrator returns to the Experienced Administrator program. The administrator will have a formal evaluation done in the following year.
 - the administrator remains in the Administrator Assistance program with revised goals and timelines
 - the concern is not resolved and the administrator is moved into the summative phase

Summative Phase:

1. The administrator may be placed in the summative phase because of, but not limited to, not satisfactorily meeting the components of professional practice after being in the assistance phase.
2. The summative phase will involve a meeting between the superintendent, administrator, and the Board of Trustees. The superintendent will identify in writing the specific Components of Professional Practice, or the policy/procedure in violation. The administrator will be given an opportunity to respond in writing. Following the discussion, the Board of Trustees will indicate next steps to be taken such as:
 - a further and specific remedial plan with a time line
 - placement of the administrator on either paid or unpaid leave
 - requirement of specific training or professional evaluation
 - placement of the administrator into a regular classroom with no administration role
 - recommendation to the Board for contract termination
3. The summative phase only addresses ongoing performance concerns not corrected by the administrator under either the awareness phase or the assistance phase. The summative phase is not intended as a restriction on the division's right to take appropriate disciplinary action for misconduct. In some instances the administrator may not have gone through the awareness phase or assistance phase.

A Suggested Timeline for Program Implementation

Items in Bold are Mandatory Timelines

Month	New Administrator Program	Experienced Administrator Program		Administrator Assistance Program
		Professional Growth	Formal Evaluation	
September	Superintendent and administrator conduct initial conference	Administrator formulates growth plan with Superintendent	Administrator and Superintendent conduct initial conference to discuss process	Can be initiated at any time during a school year, with timelines to follow accordingly.
October	Superintendent conducts first formal observation		Superintendent conducts first formal observation	
November				
December	Superintendent conducts second formal observation	Administrator implements growth plan throughout the remainder of the year	Superintendent conducts second formal observation	
January				
February	Superintendent conducts third formal observation		Superintendent conducts third formal observation (prior to Spring Break)	
March				
April				
May	Superintendent completes evaluation, holds conference with administrator (prior to end of May)	Administrator conducts self-assessment and reflects on professional growth that has occurred. (Growth plan with self reflection handed in prior to the end of May)	Superintendent completes evaluation, holds conference with teacher (prior to end of May)	
June				



BEAUTIFUL PLAINS SCHOOL DIVISION

APPENDIX A

Administrator Interim Report (Optional)

Administrator: _____ School: _____
Years Experience _____ Date _____
Domain 1: Student Learning
Domain 2: Climate
Domain 3: School Leadership
Domain 4: Management
Domain 5: Professionalism
Domain 6: Communication

Domain 7: Personnel

Administrator Comments (Optional):

Date: _____ Superintendents' Signature: _____

This report has been discussed with me and I have received a copy of the report.

Date: _____ Administrator's Signature: _____



BEAUTIFUL PLAINS SCHOOL DIVISION

Administrator Self Evaluation

APPENDIX B

Administrator: _____ **School** _____

Years Experience: _____ **Date:** _____

New Administrator: New Administrator in BPSD Experienced Administrator Requested

COMPONENTS OF EVALUATION

Rate each of the categories below with an X using the following guide.

- Distinguished – Considered to be exceptional**
- Proficient – Consistently exceeds position requirements**
- Basic – Meets basic position requirements**
- Unsatisfactory – Not acceptable. Performance needs upgrading**

Items checked with “distinguished” or “unsatisfactory” require comments.

DOMAIN 1: Student Learning	U	Basic	P	D
1a. Demonstrates planning to promote high student achievement				
1b. Uses student data to improve student learning				
1c. Ensures appropriate and timely reporting				
1d. Ensures appropriate programs for all students				
1e. Ensures appropriate use of supports for students				
1f. Ensures appropriate integration and effective use of technology to promote student learning				
Comments: 				

DOMAIN 2: School Climate	U	Basic	P	D
2a. Effectively deals with school discipline				
2b. Promotes a healthy and safe environment for staff and students				
2c. Provides for staff and student recognition				
2d. Resolves concerns and conflicts in a timely and effective fashion				
2e. Promotes an atmosphere of trust and collaboration				
2 f. Fosters positive staff morale				
Comments: 				

DOMAIN 3: School Leadership	U	Basic	P	D
3a. Develops a shared value and vision				
3b. Develops a comprehensive school plan with appropriate input				
3c. Fosters a student centered school climate				
3d. Communicates honestly with staff				
3e. Is visible in the school and at school events				
3f. Leads by example				
Comments:				

DOMAIN 4: School Management	U	Basic	P	D
4a. Budget Management – appropriately manages school budget, accounts, inventory, and school spending				
4b. School Organization – effective timetabling, routines, meetings and schedules				
4c. Policy Implementation – effectively implements and follows divisional policies				
4d. Facility Safety – effectively manages the facility (inside and out) to ensure safety				
Comments:				

DOMAIN 5: Professionalism	U	Basic	P	D
5a. Conducts him/herself with integrity				
5b. Handles matters in a confidential manner				
5c. Maintains emotional control				
5d. Actively involved in personal professional development				
5e. Cooperative with Senior Administration				
5f. Builds relationships with professional colleagues				
5g. Carries through with plans in a timely and effective manner				
Comments:				

DOMAIN 6: Communication	U	Basic	P	D
6a. Clearly communicate expectations to staff				
6b. Honestly evaluates and promotes growth with staff				
6c. Ensures communication from division office is shared with staff, students and families in a timely and effective manner				
6d. Ensures ongoing communication is occurring between the school and parents				
6e. Provides opportunity for staff to communicate on issues of common concern or interest				

Comments:

DOMAIN 7: Personnel	U	Basic	P	D
7a. Ensures fair hiring practices				
7b. Works to ensure talents of staff are utilized				
7c. Promotes professional development of staff				
7d. Completes staff evaluation in a timely fashion consistent with divisional policy				
7e. Promotes a climate of “team” amongst all teaching and non-teaching staff				

Comments:

SUMMATIVE ADMINISTATOR COMMENTS:

_____ **Date**

_____ **Signature of Administrator**

Superintendent’s Comments:

This is to acknowledge the principal and superintendent have both discussed the document and had the opportunity to comment on the contents of the evaluation.

_____ **Date Received By Superintendent**

_____ **Signature of Superintendent**

_____ **Date Reviewed**

_____ **Signature of Administrator**



BEAUTIFUL PLAINS SCHOOL DIVISION

Final Evaluation Report

APPENDIX C

Administrator: _____ **School** _____

Years Experience: _____ **Date:** _____

New Administrator: New Administrator in BPSD Experienced Administrator Requested

COMPONENTS OF EVALUATION

Rate each of the categories below with an X using the following guide.

- Distinguished – Considered to be exceptional**
- Proficient – Consistently exceeds position requirements**
- Basic – Meets basic position requirements**
- Unsatisfactory – Not acceptable. Performance needs upgrading**

Items checked with “distinguished” or “unsatisfactory” require comments.

DOMAIN 1: Student Learning	U	Basic	P	D
1a. Demonstrates planning to promote high student achievement				
1b. Uses student data to improve student learning				
1c. Ensures appropriate and timely reporting				
1d. Ensures appropriate programs for all students				
1e. Ensures appropriate use of supports for students				
1f. Ensures appropriate integration and effective use of technology to promote student learning				
Comments:				

DOMAIN 2: School Climate	U	Basic	P	D
2a. Effectively deals with school discipline				
2b. Promotes a healthy and safe environment for staff and students				
2c. Provides for staff and student recognition				
2d. Resolves concerns and conflicts in a timely and effective fashion				
2e. Promotes an atmosphere of trust and collaboration				
2 f. Fosters positive staff morale				
Comments:				

DOMAIN 3: School Leadership	U	Basic	P	D
3a. Develops a shared value and vision				
3b. Develops a comprehensive school plan with appropriate input				
3c. Fosters a student centered school climate				
3d. Communicates honestly with staff				
3e. Is visible in the school and at school events				
3f. Leads by example				
Comments:				

DOMAIN 4: School Management	U	Basic	P	D
4a. Budget Management – appropriately manages school budget, accounts, inventory, and school spending				
4b. School Organization – effective timetabling, routines, meetings and schedules				
4c. Policy Implementation – effectively implements and follows divisional policies				
4d. Facility Safety – effectively manages the facility (inside and out) to ensure safety				
Comments:				

DOMAIN 5: Professionalism	U	Basic	P	D
5a. Conducts him/herself with integrity				
5b. Handles matters in a confidential manner				
5c. Maintains emotional control				
5d. Actively involved in personal professional development				
5e. Cooperative with Senior Administration				
5f. Builds relationships with professional colleagues				
5g. Carries through with plans in a timely and effective manner				
Comments:				

DOMAIN 6: Communication	U	Basic	P	D
6a. Clearly communicate expectations to staff				
6b. Honestly evaluates and promotes growth with staff				
6c. Ensures communication from division office is shared with staff, students and families in a timely and effective manner				
6d. Ensures ongoing communication is occurring between the school and parents				
6e. Provides opportunity for staff to communicate on issues of common concern or interest				
Comments:				

DOMAIN 7: Personnel	U	Basic	P	D
7a. Ensures fair hiring practices				
7b. Works to ensure talents of staff are utilized				
7c. Promotes professional development of staff				
7d. Completes staff evaluation in a timely fashion consistent with divisional policy				
7e. Promotes a climate of “team” amongst all teaching and non-teaching staff				
Comments:				

SUMMATIVE SUPERINTENDENT COMMENTS:

Administrator’s Comments:

This is to acknowledge the administrator and superintendent have both discussed the document and had the opportunity to comment on the contents of the evaluation.

Date

Signature of Teacher

Signature of Superintendent



BEAUTIFUL PLAINS SCHOOL DIVISION
Must be submitted to Superintendent by end of September

Professional Growth

APPENDIX D

Teacher _____

School _____

Administrator: _____

Grade(s) Taught _____

Report Period _____ to _____

Full Time Administrator
Part Time Administrator

_____ Time Allocated

What areas do I feel I need to grow in professionally?

What are my goals for the upcoming year?

How do I plan to reach my goals and address the areas I need to grow in professionally?

Administrator Self Reflection:

Did I meet my goals for the year and what still needs my attention?

Superintendent's Comments:

This growth plan was discussed on _____.

Administrator's Signature: _____

Superintendent's Signature: _____