

Administrator Supervision and Evaluation





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
New/Beginning Administrators -administrators in their first year of school administration - administrators new to Beautiful Plains School Division	✓ 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.	
Experienced Administrators - administrators who have more than one year with Beautiful Plains School Division and who are not on the Assistance Program	✓ 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.	✓ 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.
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.	✓ 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.	

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				

SUPERVISION AND EVALUATION OF SCHOOL PRINCIPALS IN BEAUTIFUL PLAINS SCHOOL DIVISION

COMPONENTS OF PROFESSIONAL PRACTICE

DOMAIN 1 – Student Learning				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1a. Demonstrates Planning to promote high student growth and learning	The principal's goals are neither measurable nor specific. The principal attributes limited gains more to student characteristics than to the actions of teachers and principals in the system. There are growing achievement gaps between students.	The principal has established smart goals related to student achievement, but these efforts have yet to result in improved student growth and learning.	The principal's goals and strategies reflect a clear relationship between the actions of teachers and principals and student growth and learning. The average achievement of the student population improves as does the achievement of each group of students identified as needing improvement.	The principal routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student growth and learning. New initiatives or refine leadership Practices are implemented successfully. There is a consistent record of improved student achievement on multiple indicators of student success, and explicit use of data indicates that the principal has focused on improving performance for all students. Where new challenges emerge, the principal highlights the need, creates effective interventions, and monitors and reports improved results.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1b. Use of data to improve student learning	The principal makes few changes in schedule, instruction, or leadership based on data. The data screams "change" and the principal's actions say "everything is just fine."	The principal participates in data-driven decision making and professional development, but there is limited evidence of changes based on data.	The principal makes changes in pedagogy, teaching and leadership practices based on data. Data is visible and both principal and teachers refer to it in order to inform instructional decisions.	The principal provides clear evidence of provincial, divisional, school, and classroom data to make specific and observable changes in teaching, pedagogy, and leadership decisions. The principal regularly shares with other principals and teachers both successes and failures based on local data analysis. Data is the focal point of both formal and informal leadership and faculty discussions.
1c. Ensures appropriate and timely reporting	The principal demonstrates an inadequate understanding of the MB Education, divisional, and school practices relative to student assessment and evaluation. He or she does not adequately promote effective assessment and evaluation at the school level. Report cards are provided. Any relationship between performance levels and curricular outcomes is a matter of the teacher's individual discretion.	The principal demonstrates an understanding of MB Education, divisional, and school student assessment and evaluation policies. He or she ensures that staff understands assessment and evaluation practices and facilitates appropriate assessment and evaluation in the classroom. Report cards are delivered in a timely and accurate manner. Staff and principals can explain the relationship of performance levels to curricular outcomes where required.	The principal understands assessment and evaluation practices. He or she ensures that teachers implement MB Education, divisional, and school student assessment and evaluation policies to continuously improve student achievement. Student achievement is reported traditional report cards that detail student performance levels in relation to curricular outcomes.	The principal works collaboratively with the staff, students, and school division teams for school leadership to ensure that the school is implementing a comprehensive and current assessment and evaluation policy. The policy addresses assessment for learning, as learning, and of learning, and is explained thoroughly to students and parents. The principal ensures that student achievement reporting extends far beyond the report card, including current progress reports as well as through other means such as ongoing parental contact.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
1d. Ensure appropriate programming for all students	The principal does not demonstrate an acceptable understanding of Manitoba curriculum or ensure that the curriculum is being taught. The principal does not adequately facilitate the modification/adaptation of curriculum or the development of Individualized Education Plans (IEP'S) as required to meet the needs of individual students.	The principal demonstrates an adequate understanding of Manitoba curriculum and holds teachers accountable to teach the required curriculum. The principal facilitates curriculum modification/adaptation and the development of IEP's as required to meet the needs of students.	The principal demonstrates a thorough understanding of Manitoba curriculum and has a process in place for teachers to keep the principal informed on teaching and learning relative to General Learning Outcomes. The principal monitors the implementation of IEP's as required.	The principal works with the professional staff throughout the division and province to ensure the Manitoba curriculum is taught successfully to motivate students to excel. Programming and IEP's are modified/adapted, and remediation and enrichment are provided as deemed necessary.
1e. Ensures appropriate use of supports for students	The principal does not have an adequate plan for the effective use of student support services such as guidance, resource, special education, etc., and/or community support services.	The principal promotes the effectiveness of the student services team and ensures there is a comprehensive service delivery plan.	The principal is proactive in planning with the student services team. He or she ensures that all components of the service delivery plan and outcomes are well documented, and classroom teacher, parents and appropriate community support services are involved.	The principal empowers and works with the student services team to address student and family conditions affecting learning by integrating school, health, social, and other services in the development and implementation of a continuum of appropriate education plans.
1f. Ensures appropriate integration of technology to promote student learning	The principal demonstrates little knowledge of the appropriate integration of information technology or the Literacy with ICT continuum of skills.	The principal is familiar with the appropriate integration of information technology in curriculum delivery and provides for its use.	The principal facilitates the appropriate integration of information technology and ensures it is used in curriculum delivery. ICT skills are integrated into the curriculum.	The principal demonstrates a thorough understanding and appreciation for information technology and actively promotes the effective integration of it to complement curriculum implementation, and instruction and assessment.

DOMAIN 2: Climate				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2a. Effectively deals with school behavior	The principal does not ensure that behavior expectation and procedures are implemented. The principal does not encourage teachers to take ownership of classroom management .	The principal ensures that behavior policies and procedures are communicated/reviewed. The principal supports/promotes that teachers establish classroom routines that foster appropriate student behavior.	The principal ensures that behavior policies and procedures are implemented and discipline issues are handled in a fair and equitable manner. Principal expects teachers take ownership of classroom behavior .	The principal has established policies and procedures school wide that promote consistent positive behavior and self-discipline throughout the school. He or she ensures there is evidence that both students and staff understand and use the positive school-wide behavior expectations.
2b. Promotes a healthy and safe environment for students and staff	The principal is not aware of the condition of the school environment and/or fails to recommend that corrective measures be taken. Does not consistently promote a healthy/safe environment.	The principal promotes a healthy and safe environment for students and staff, reports hazards to appropriate authorities, and follows up to ensure that they are addressed.	The principal, in collaboration with the head custodian and staff, emphasizes a healthy, safe and caring environment for all students and staff and takes appropriate action to promote the health and well-being of all.	The principal, in collaboration with students and staff, promotes a healthy and safe environment for all students and staff. Special requirements of individuals are supported and staff participation in the Workplace Safety and Health Committee is encouraged.
2c. Provides for staff and student recognition	The principal's process for systematic recognition is not evident in the day-to-day operation of the school.	The principal's process for systematic recognition is evident in the day-to-day operation of the school.	The principal recognizes the ideas and achievements of staff and students as a matter of practice in the day-to-day operation of the school and within the division.	The principal empowers staff, students and the school community to recognize the performance and achievements of staff and students.
2d. Resolves concerns and conflicts in a timely and effective fashion	The principal does not consistently exhibit good judgment in resolving concerns and conflicts.	The principal's judgments are defensible, diplomatically expressed and consistently in agreement with the policies and procedures and the collective agreements of the division.	The principal's judgments are consistent with policies, procedures and respective collective agreements. The principal uses discretion, adheres to professional ethics and provides for mediation as deemed appropriate.	The principal consistently exhibits professional judgment in resolving concerns and conflicts, and facilitates effective resolutions.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
2e. Promotes an atmosphere of trust and collaboration	The principal does not foster an atmosphere of trust and collaboration among the staff, between the staff and students, or between the school and the community.	An atmosphere of trust and collaboration is fostered through shared leadership, dialogue, and encouragement and support for the staff.	The principal fosters an atmosphere of trust and collaboration through shared decision- making, encouragement and support. Collaboration is fostered through a variety of means and/or initiatives.	The principal fosters an atmosphere of trust and collaboration by taking a personal interest in the work of individual staff members, being accessible to them, and by fostering a collaborative working environment. The principal facilitates opportunities for collaborative inquiry and to share the wisdom gleaned from his/her experience. The principal leads a school community where expansive patterns of thinking are nurtured, and collective learning creates ties that bond staff together with a shared sense of direction.
2f. Fosters positive staff morale	The principal does not recognize the level of staff morale in the school.	The principal recognizes the importance of positive staff morale, and takes measures to promote a positive environment.	The principal collaborates with staff to ensure positive staff morale is promoted through a variety of ways.	Through the leadership of the principal, staff are empowered to take ownership to promote positive morale within the school.

DOMAIN 3: School Leadership**LEVEL OF PERFORMANCE**

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3a. Develops shared values and vision	The principal fails to create an effective process to articulate shared values and develop a shared vision for the school.	The principal provides a process for the articulation of shared values and the development of a shared vision for the school.	The principal facilitates a process to determine shared values and vision, with a focus on staff growth and student learning.	The principal, in collaboration with the staff, students and school community, defines common values and creates a vision important to both the individual as well as to the school as a whole. Staff is encouraged not only to be involved in the process of developing the values and vision, but to also use them as guideposts in making decisions about teaching and learning.
3b. Develops a comprehensive school plan with appropriate input	The principal does not ensure the school plan has a significant emphasis on instruction and student learning or that it takes into consideration divisional and provincial initiatives.	The principal ensures the school plan has a significant emphasis on instruction and student learning and that it takes into consideration divisional and provincial initiatives.	The principal ensures, through consultation with the staff and admin team, that the school plan has a significant emphasis on the improvement of instruction and student learning and that it takes into consideration divisional and provincial initiatives.	The principal ensures the school plan empowers the staff to be collaborative and innovative to continuously improve instruction. The school plan appropriately integrates divisional and provincial initiatives. It is evident that the school plan is a "living document" within the school, the results from which are used to guide future planning.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
3c. Fosters a student centered school climate	The principal does not foster a climate with students as the center.	The principal fosters a student centered school climate ensuring that decisions made are best for students.	The principal fosters a student centered climate which includes engaging students in planning and continuous improvement of the school.	The principal fosters a student centered climate that demonstrates a high degree of student engagement, challenge, enthusiasm and joy within the school.
3d. Communicates honestly with staff	The principal is not an effective communicator, and others are often left guessing about the direction and feedback. The principal shies away from giving honest feedback to teachers who are not performing well.	The principal communicates with staff honestly and provides feedback that is supportive to improvement.	The principal regularly communicates and reaches out with staff. He/She redirects and supports staff not performing well using a variety of skills.	The principal courageously engages in difficult conversations with staff for improvement. He/She skillfully communicates in ways that promote continuous feedback for improvement.
3e. Is visible in the school and at school events	The principal is not visible in classrooms, around the school and at school events.	The principal makes unannounced visits to classrooms and gives feedback to teachers. He/She attends school events and is intentionally visible on a daily basis in the school.	The principal visits classrooms on a daily basis and gives helpful feedback to teachers. Intentional visibility from the principal in the school is seen in the day to day functioning of the school.	The principal visits classrooms on a daily basis providing helpful face to face feedback within 24 hours. He/She attends a variety of school events. He/She has structures built into daily routines that ensures intentional visibility for all school stakeholders.
3f. Leads by example	The principal is not a leader by example. He/She does not model effective leadership strategies for the school community.	The principal sets an example as a leader in most situations and is open to receiving feedback. He/She will occasionally seek feedback for growth from stakeholders within the school as a model learner.	The principal consistently leads by example. He/she values the importance of being the lead learner and models this within the school community.	The principal leads with a strong sense of moral imperative. He/She is committed to learning how to get better which is embedded within the daily work. As a model lead learner, the principal recognizes that learning comes from taking action.

DOMAIN 4: Management				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
4a. Budget Management- appropriately manages school budget, accounts inventory and school spending	The principal fails to effectively manage and allocate the school budget.	The principal effectively manages and allocates the school budget, and seeks input from the staff in setting budget priorities.	The principal, in consultation with the staff, sets budget priorities reflective of the school plan and that meet the short-term needs of various programs in the school. The budgets are monitored and adjusted as required.	The principal collaborates with the staff and principal group for School Leadership in developing and implementing school budgets. Budgets reflect the objectives of the school, program needs, accountability, long term planning, efficiency and the current economic climate.
4b. School Organization- effective timetabling, routines, meetings and schedules	The principal does not establish procedures to ensure the accountability of all school organization.	The principal, with some collaboration, develops and implements effective schedules, timetables and routines which reflect the needs of students and staff.	The principal has established a regular system of school organization in collaboration with staff and students. The principal has a process for establishing improvements as needed.	The principal in collaboration with stakeholders has implemented procedures for school organization that are clear and well understood and involves a regular system of checks and changes as necessary
4c. Policy Implementation- effectively implements and follows divisional policies	The principal is aware of some divisional policies and does not always follow them	The principal effectively implements and follows divisional policies	The principal works with staff and students to understand the policies in place and implement them in effective ways	The principal, staff and students understand the divisional policies and are able to make decisions that are positively influenced by policies in place.
4d. Facility Safety	The principal leaves school cleanliness and safety to custodians and there are evident lapses.	The principal works with custodians to keep the school attractive, clean and safe on a regular basis.	The principal supports the custodian on a regular basis to ensure the school is well kept, safe and in line with all necessary policies and procedures.	The principal works with custodial staff to ensure effective, creative use of space and a clean, safe and inviting school. All policies and procedures are up to date and the custodian is involved in continuing to improve the school building.

DOMAIN 5: Professionalism

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5a. Conducts oneself with integrity.	The principal cannot be trusted to follow through with tasks, priorities, or performance.	The principal can be trusted to follow through and meet written commitments. Verbal statements are valued but do not have the same weight as a written commitment.	The principal meets commitments or negotiates exceptions where the commitment cannot be met. Consistently follows through with tasks, priorities, or performances.	The principal meets commitments – tasks, priorities or performances without Exception to all stakeholders.
5b. Handles matters in a confidential manner	The principal does not handle matters with confidentiality.	The principal understands and follows through with her/his ethical duty to ensure confidentiality is maintained within the school.	The principal leads by example to ensure confidentiality is applied to all situations needed. He/she works with staff to emphasize the importance of confidentiality and takes breaches of confidentiality seriously within the school.	The principal leads a school that understands and maintains confidentiality consistently within the school and community. The principal is explicit with staff about handling matters of confidentiality and works diligently to ensure this is maintained.
5c. Emotional self-control	The principal does not maintain self-control.	The principal maintains self control in difficult situations.	The principal deals with personal attacks with dignity and self-control. The principal does not react with emotions. They plan for confrontational situations with emotional intelligence, empathy, and respect. They are able to reflect and move forward.	The principal possesses complete self-control, even in the most difficult and confrontational situation, but also provides assistance to colleagues on the techniques of emotional intelligence. Not only is the principal an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
5d. Actively involved in personal professional growth or professional research and practice.	The principal does not keep current with educational research and practices.	The principal stays current with educational research and practices.	The principal researches and implements (acts upon) educational literature and practices related to school initiatives and/or professional growth plan.	The principal collaborates with colleagues on the latest educational research and provides summaries of research findings for consideration. He or she is supportive of and participates in educational research reviews at the school and/or division level.
5e. Cooperative with Senior Administration	The principal does not support divisional goals and/or does not have a professional relationship with senior administration.	The principal consults and collaborates positively with senior administration.	The principal is familiar with and demonstrates support for divisional goals, and cooperates readily with senior administration. Problems are discussed and solved collaboratively	The principal is considered by senior administration to be a team player who participates in setting strategic direction for his/her school and the division. He or she works in a positive manner to facilitate cooperation and the resolution of challenges.
5f. Builds relationships with colleagues	The principal does not foster positive relationships with colleagues.	The principal fosters positive relationships with colleagues.	The principal contributes to a climate conducive to cooperation and positive relationships with colleagues.	The principal establishes a climate conducive to cooperation and positive relationships with colleagues and works to reconcile differences as they arise.
5g. Carries through with plans in a timely and effective manner.	The principal does not participate in school and/or division projects.	The principal participates as required in school projects and when requested in division projects.	The principal assumes leadership or is actively involved in school projects and activities and volunteers to participate in division projects.	The principal collaborates with the staff in sharing leadership in projects and activities at the school level. He or she seeks opportunities to assume leadership roles in division projects and activities.

DOMAIN 6: Communication

LEVEL OF PERFORMANCE

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6a. Clearly communicates expectations to staff.	The principal is not an effective communicator and others are often left guessing about expectations and directions.	The principal communicates expectations to staff regularly at staff meetings and occasionally using other means(ex. face to face)	The principal has a variety of communication repertoire to ensure staff understand expectations. She/He knows all staff members well and makes an effort to recognize when discussions are needed regarding expectations.	The principal is an active listener with all staff in the school and is able to identify key times when expectations should be reviewed, discussed and co-constructed with staff as needed.
6b. Honestly evaluates and promotes growth with staff	The principal does not consistently evaluate staff	The principal evaluates staff regularly and staff are aware of their next steps for growth	The principal works collaboratively with staff through the evaluation process providing feedback that is honest and growth promoting.	The principal works collaboratively with staff through the evaluation process providing regular honest feedback that is consistently growth promoting and encourages regular staff reflection on practice.
6c. Ensures communication from division office is shared with students, staff, parents, and families in a timely and effective manner	The principal does not consistently share information.	The principal consistently shares information as requested.	The principal utilizes a variety of communication methods to ensure information is shared effectively and in a timely manner.	The principal facilitates the effective sharing of information, and solicits feedback as needed. The principal provides feedback to the division office in order to promote two-way communication.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
6d. Ensures ongoing communication is occurring between the school and parents	The principal provides minimal opportunities for two-way communication with parents and community.	The principal provides parents and community members with a variety of opportunities for two-way communication.	The principal frequently engages in two-way communication with parents and community members. The principal considers parent and community input when making decisions.	There is clear evidence of parent and community-centered communication. Decisions reflect parent and community involvement. Feedback indicates that parents and community members feel empowered and supportive of educational objectives.
6e. Provides opportunity for staff to communicate on issues of common concern or interest.	The principal does not provide opportunities for staff to communicate issues of concern	Through regular conversations, he principal demonstrates effective strategies for providing staff opportunities to communicate issues.	The principal involves staff in decision making and provides opportunities for communicating common issues within a variety of contexts. He or she provides meaningful feedback and works through issues with staff to come to common understandings.	The principal, in collaboration with the staff develops meaningful strategies for communicating about challenging issues. He or she assists in seeking dynamic solutions with staff that are communicated and followed up on as needed

DOMAIN 7: Personnel				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7a. Ensures fair hiring practices	The principal does not identify the needs of the school in hiring process and selection of teachers.	The principal identifies the needs of the school in hiring and selection of teachers.	The principal demonstrates commitment and proficiency in advocating for and building a strong Professional learning community.	The principal is recognized by the staff and senior principals as a strong proponent of the school and division as professional learning communities. As such, the principal seeks input from the staff and admin team in identifying the staffing requirements to develop a dynamic school team.
7b. Works to ensure talents of staff are utilized	The principal does not effectively capitalize on strengths of individuals in staff assignments to meet school needs.	The principal considers the strengths of individuals and school needs in staff assignments.	The principal completes an audit of the staff and considers future school and division directions in the assignment of staff to meet school needs.	The principal clearly demonstrates an awareness of staff strengths and future school and division directions. He or she creatively assigns staff in building a strong school team.
7c. Promotes professional development of staff	The principal does not provide professional development opportunities for staff. He or she does not effectively support the work of the P.D. committee to plan appropriate in-servicing and training for staff.	The principal provides professional development opportunities for staff. He or she supports the work of the P.D. committee to plan appropriate in-servicing and training for staff.	The principal works with staff members to promote individual and school-wide professional development. He or she ensures that school professional development initiatives are aligned with the school plan.	The principal fosters continuous professional growth and development, encourages staff leadership of school communities, and participates on divisional and provincial committees. He or she empowers the P.D. committee and others to plan for and implement appropriate in-servicing and training for all staff.

ELEMENT	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
7d. Completes staff evaluation in a timely fashion consistent with divisional policy	The principal does not follow division supervision and evaluation procedures to ensure effective instruction and student learning.	The principal follows division supervision and evaluation procedures to ensure effective instruction and student learning.	The principal works with the staff individually and collectively to identify, organize and implement instructional strategies and activities that will improve instruction and enhance student performance. Summative evaluation reports are thorough with relevant and helpful comments.	The principal empowers the staff to assume responsibility for sharing and collaborating to continuously improve instruction and student achievement.
7e. Promotes a team climate amongst all teaching and non-teaching staff	The principal does not promote a team climate amongst all teaching and non-teaching staff.	The principal consistently promotes a climate of "team" amongst all teaching and non teaching staff.	Collectively, the principal and staff promote a team climate and continuously plan for ways to improve the climate	A "team" climate is a consistent focus within the school with the principal



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

What are my goals for the upcoming year?

_____ **Time Allocated**

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

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: _____