

ADMINISTRATOR SUPERVISION AND EVALUATION

The responsibility and duties of school administrators are all encompassing, as all aspects of the school's operation are either directly or indirectly under their jurisdiction.

The Supervision and Evaluation process is divided into two main categories for administrators: New/Beginning Administrators and Experienced Administrators.

1. 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.

2. 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.

3. 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.

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NOTE: This policy replaces Policy J.C.A.A. that was approved in March 1991 and reviewed in October 1994.