



# Administrative Procedure Manual

## Supervision and Evaluation of Principals



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### **Supervision and Evaluation of Principals**

The Superintendent shall have direct and primary responsibility for the supervision and evaluation of Principals.

The supervision process for Principals shall include:

- Year 1 – 1 formative evaluation (December 15) and 1 summative evaluation (May 15)
- Year 2 – 1 formative evaluation (December 15) and 1 summative evaluation (May 15)
- On a four-year rotation, Principals will be evaluated following the year one process.
- Informal feedback/supervision by the Superintendent to Principals is a regular and ongoing activity.
- Principals will participate in the annual professional growth planning process with the Superintendent.

Supervision and evaluation shall be seen as an ongoing process, with reports on professional growth and reviews of performance being shared with the Principal. Formative and summative reports shall be retained on file at the Division Office.



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Evaluation and Supervision of Principals

Pine Creek School Division believes that the supervision and evaluation of educators is of crucial importance in the delivery of a quality education program within our school division. The process of supervision and evaluation is ongoing and supports the professional growth of staff with various degrees of formality. Supervision and evaluation shall have as its primary objective the professional growth of staff resulting in improved instruction, better enabling students to achieve to their fullest potential.

Principal evaluations are of utmost importance to the quality of education and are essential to improving student outcomes and reducing gaps in student achievement. Educators participating in the process of evaluation need to feel that the process is beneficial to them as educators, as professionals and as team members. The process of evaluation should strengthen the knowledge, skills, disposition and the leadership practices of Principals.

#### Goals of Supervision and Evaluation

Supervision and evaluation should include formative evaluating that provides Principals with guidance on how to improve their leadership skills and that engages them collaboratively in the process as participants rather than merely subjects. Specifically, evaluation should be undertaken for the purposes of...

- ...developing and maintaining the best possible learning environment for the students.
- ...ensuring a high level of staff performance by promoting professional growth.
- ...promoting a positive teaching, learning process.
- ...maintaining expectations of the best possible learning environment for the students
- ...ensuring a high level of teacher performance by promoting professional growth
- ...promoting a positive teaching process
- ...reviewing the performance of Principals for formative and summative evaluation purposes.
- ...enhancing the quality of instruction in the school.
- ...facilitating professional growth

#### Feedback

Feedback, when specific and actionable, can improve a Principal's leadership and instructional practices or initiate their professional development. Additionally, the feedback process presents a structure that provides an impetus for Principals to set goals and track their own progress towards meeting their goals.

Within the context of a supervisory relationship with the Superintendent, Principals should be provided with ongoing feedback that will provide them with opportunities to remediate any areas of concern and allow the Superintendent to observe how the Principals implements the recommendations.

It is potentially problematic for supervisors to provide feedback only at the end of the supervision and evaluation period as it leaves no opportunity for the Principal to demonstrate their ability to respond to the feedback.



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

#### Pathway for Supervision and Evaluative Pathway

1. Evaluation Pathway
2. Developmental Professional Growth Pathway
3. Competency Pathway

#### Pine Creek School Division Professional Staff Evaluation Schedule

Staff	Evaluation Responsibility	Time Frame	Evaluation Format
<b>Superintendent</b>	Board of Trustees	Annually – as per contract	Summative Form – May 15 <sup>th</sup>
<b>Secretary Treasurer</b>	Board of Trustees	Annually – as per contract	Summative Form – May 15 <sup>th</sup>
<b>Student Services Coordinator</b>	Superintendent	Once every 4 years Annually	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup> Professional Growth
<b>Clinicians</b>	Student Services Coordinator	Once every 4 years Annually	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup> Professional Growth
<b>Maintenance Coordinator</b>	Secretary Treasurer	1 <sup>st</sup> year – 2 reports Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup> Formative Form – December 15 <sup>th</sup> Summative Form- May 15 <sup>th</sup>
<b>Transportation Coordinator</b>	Secretary Treasurer	1 <sup>st</sup> year – 2 reports Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup> Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Manager of Information Technology</b>	Secretary Treasurer	1 <sup>st</sup> year – 2 reports Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>  Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>

Staff	Evaluation Responsibility	Time Frame	Evaluation Format
<b>Principals</b>	Superintendent	Once every 4 years Annually	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>  Professional Growth
<b>Principals – New to the Division or new to role</b>	Superintendent	1 <sup>st</sup> year – 2 reports Annually	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>  Professional Growth
<b>Teacher New to PCSD, New Role in PCSD And New Location in PCSD</b>	Principal	1 <sup>st</sup> year – 2 reports Annually	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>  Professional Growth



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

<b>Teacher General Contact</b>	Principal	Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Annually	Professional Growth

#### Pine Creek School Division CUPE and Non-Union Staff Evaluation Schedule

Staff	Evaluation Responsibility	Time Frame	Evaluation Format
<b>Division Office Staff</b>	Secretary Treasurer	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Educational Assistant, Support Worker and Library Clerk</b>	Principal	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Administrative Assistants</b>	Principal	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Head Mechanic and Assistant Mechanic</b>	Transportation Supervisor	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Bus Drivers</b>	Transportation Supervisor	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Lead Computer Technician and Computer Technician</b>	Manager of Information Technology	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>Head Custodian and Assistant Custodian</b>	Principal	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
<b>WPSH Safety Officer</b>	Secretary Treasurer	1 <sup>st</sup> year – 2 reports	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>
		Once every 4 years	Formative Form – December 15 <sup>th</sup> Summative Form – May 15 <sup>th</sup>



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Pathways of Evaluation in Pine Creek School Division

Pine Creek School Division is devoted to helping each Principal function at their highest level and experience success in all areas of their professional life while instilling in his/her staff a sense of the importance of their work and the immense value of doing it well. Above all things, Pine Creek School Division is dedicated to the development of all Principals into great school leaders.

PCSD Pathways of Evaluation include:

- 1) Evaluative Pathway
- 2) Developmental Professional Growth Pathway
- 3) Competency Pathway

#### Evaluative Pathway

The evaluative pathway is designed for those Principals who are new to the school division, Principals who are new to the school leader role, Principals who are on the four-year cycle, and Principals who request an evaluation.

#### The Evaluative Pathway is based on the following criteria:

- ✓ A common understanding of the purpose of education
- ✓ An awareness of the components of school leadership as provided by *A Framework for Principal Evaluation and Growth*.
- ✓ Demonstration of School Leadership
- ✓ Sensitivity to particular Principal contexts and situations
- ✓ Communication
- ✓ Periodic formal and informal observations and evaluations

#### Suggested Components of the Evaluative Pathway

- ✓ Observations
- ✓ Informal and formal feedback about strengths, strategies and/or areas of concern
- ✓ Written feedback as follow up to school visits

#### Format for the Evaluative Pathway

Principals will be evaluated using the Framework for Principal Evaluation and Growth. (Adapted from: Danielson, C., 2013). Within this Framework, the following four domains will be evaluated and recommendations will be made by the Superintendent:

Domains:

1. Planning and Preparation
2. The School Environment
3. Instructional Leadership
4. Professional Responsibilities



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

The evaluation will utilize common timelines:

- ✓ Mid-year formative report (December 15)
- ✓ Year-end summative report (May 15)

#### **Guidelines for the Evaluative Pathway**

1. Principals in their first year with Pine Creek School Division or new to the role of the Principalship will have a formative evaluation report completed by December 15 and a summative report completed by May 15.
2. All Principals in Pine Creek School Division will have a formative and summative evaluation report completed on a four-year cycle. Formative reports are due December 15 and summative report due May 15.
3. The Division Office and Superintendent will establish a schedule for the four-year cycle.
4. The Framework for Principal Supervision and Growth will be used as the focus for Evaluation.
5. Self-assessment is a key component of evaluation. The self-assessment tool will be used by Principals at the commencement of the evaluation process.
6. Data will be collected through a variety of components of the evaluation process. These may include: pre-conference meetings, post-conference meetings, and formal and informal observations which will include frequent and unannounced school visits.

#### **Developmental Professional Growth Pathway**

The developmental Professional Growth Pathway allows teachers to choose one of two options:

1. Individual Principals Professional Growth
2. Partners in Learning Professional Growth

#### **Individual Principals Professional Growth**

Individual Principals' professional growth plans are to be individual in design and nature. Though the design should be individual, a growth plan is designed in consultation with the Superintendent. Through this collaboration, the Superintendent is better able to assist in coordinating plans where desirable and appropriate, and will be in a better position to provide the necessary resources to help the Principal accomplish the goals of his/her growth plan.

#### **Partners in Learning**

The Partners in Learning program invites the Pine Creek School Division Principals at any stage of professional development to spend time learning as a team and rejuvenate their perspective on best practices through collaboration with colleagues. This program provides Principals opportunities to:

- Get innovative ideas and proven strategies to help them face day-to-day issues in their schools.
- Discover how a colleague has successfully implemented new technologies, strategies and programs in their school.





## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Purpose of the Professional Growth Pathway

The purpose of the Professional Growth Pathway is to:

- ✓ Provide Principals with a structured, supportive, and collaborative environment to promote professional growth
- ✓ Provide a structure for Principals to assume primary responsibility for their own professional development and to develop a collegial responsibility for the professional growth of their colleagues.

#### The Professional Growth Pathway Criteria

- ✓ A common understanding of the purpose of education
- ✓ An awareness of the components of Administration as provided by the Framework for Principal Evaluation and Growth
- ✓ Demonstration of leadership competence
- ✓ Sensitivity to particular leadership contexts and situations
- ✓ Communication
- ✓ Periodic formal and informal school visits
- ✓ Annual renewal of the Professional Growth Plan

#### Guidelines for Professional Growth Pathway

1. All PCSD Principals are expected to develop and maintain a professional growth plan on an annual basis and to share that plan with the Superintendent.
2. All Principals will submit and share their annual professional growth plan by October 15<sup>th</sup>. The Professional Growth Plan is a written statement describing a Principal's intended professional growth over a period of time, usually a school year.
3. An annual Professional Growth Plan may be a component of a long-term multi-year plan.
4. The plan will reflect goals and objectives based on the Principal's self-reflection of professional learning needs. Principals may use the self-assessment form as a basis for their planning.
5. All Principals will develop plans that foster self-assessment, professional growth and/or improved practice. Plans should be meaningful and relevant to their particular current position, assignments(s), or anticipated future positions.
6. A Principal's professional goals must align with education plans for the school, the Board, and Manitoba Education. The Principal develops his/her growth plan after reflection and self-analysis of Divisional and personal professional goals.
7. During the development and implementation of the Professional Growth Plan, Principals will meet with the Superintendent to share plans and progress.
  - November 15                      Self-Assessment Tool and Developmental Growth Plan completed





### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

- January 15                      Plan review conversation with the Superintendent
- May 15                            End of school year review of the plan with Superintendent

#### **Competency Pathway**

Occasionally there are Principals who are not demonstrating basic competencies indicated in the Framework for Principal Evaluation and Growth. When this situation occurs, that Principal will be placed on the Competency Pathway, which is reserved for those tenured Principals whose competency, position and employment status is being assessed.



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Framework for Effective School Administration

*Adapted from Charlotte Danielson, Enhancing Professional Practice, 1996*

<b>DOMAIN 1: Planning and Preparation</b>	<b>DOMAIN 2: The School Environment</b>
<p><b>Component 1a: Provides leadership in planning for school improvement</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Creates a shared vision to guide and define decisions</li> <li>▪ Develops an effective school plan</li> <li>▪ Implements effective school plans which enhance student learning</li> </ul> <p><b>Component 1b: Coordinates human resources</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Develops and implements effective schedules, timetables, and routines</li> <li>▪ Schedules personnel to support student needs</li> <li>▪ Supports and coordinates substitute staff</li> <li>▪ Manages volunteers</li> <li>▪ Fosters interagency cooperation</li> </ul> <p><b>Component 1c: School management</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Administers school budget in accordance with Divisional policy</li> <li>▪ Establishes and maintains an adequate system for dispersal of resources</li> <li>▪ Organizes and allocates physical space</li> <li>▪ Ensures that school buildings and grounds are maintained and improved</li> <li>▪ Implements required policies, regulations, and procedures</li> </ul>	<p><b>Component 2a: Creates and sustains a safe, nurturing and caring environment</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Maintains a visible and active presence within the school community</li> <li>▪ Fosters positive staff morale</li> <li>▪ Anticipates and resolves conflict</li> <li>▪ Implements appropriate safety protocol</li> </ul> <p><b>Component 2b: Establishes a culture for student learning</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Fosters high expectations for continuous learning and achievement</li> <li>▪ Creates a climate that recognizes and acknowledges accomplishment</li> <li>▪ Ensures that discipline policies and procedures are implemented</li> </ul> <p><b>Component 2c: Promotes an inclusive school environment</b></p> <p><b>Elements:</b></p> <ul style="list-style-type: none"> <li>▪ Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated</li> <li>▪ Ensures individual education plans for students are developed, monitored, and supervised</li> <li>▪ Ensures appropriate access to co curricular and extra curricular programs</li> </ul>



3.19 Supervision and Evaluation of Principals  
 3. Human Resources - Administrative Procedure Manual

DOMAIN 3: Instructional Leadership	DOMAIN 4: Professional responsibilities
<p><b>Component 3a: Supports quality of teaching</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures quality in teaching</li> <li>▪ Ensures ongoing improvement in teaching</li> <li>▪ Ensures the use of differentiation in teaching methodologies</li> <li>▪ Supervises and evaluates support staff</li> <li>▪ Supports new staff</li> <li>▪ Provides leadership opportunities for staff, students, and parents</li> <li>▪ Creates a professional learning community based on mutual respect and trust</li> </ul> <p><b>Component 3b: Supervises curriculum and programs</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures implementation and integration of curriculum strategies and resources</li> <li>▪ Ensures coordination of curriculum</li> <li>▪ Evaluates program suitability and effectiveness</li> </ul> <p><b>Component 3c: Provides leadership in assessment</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures implementation of appropriate assessment and grading practices</li> <li>▪ Uses assessment data to improve student achievement</li> <li>▪ Ensures student involvement in assessment, reporting, and conferencing</li> </ul>	<p><b>Component 4a: Growing and developing professionally</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Contributes to the profession</li> <li>▪ Reflects on practice and plans for personal professional development</li> <li>▪ Works towards enhancement of knowledge and skills</li> <li>▪ Uses effective time-management strategies</li> </ul> <p><b>Component 4b: Engaging the school community</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Communicates effectively</li> <li>▪ Uses public relations to promote the school in the community</li> <li>▪ Educates and informs parents</li> <li>▪ Creates a culture of school accessibility</li> <li>▪ Establishes partnerships to strengthen support for school</li> <li>▪ Develops and maintains relationships with students and staff</li> </ul> <p><b>Component 4c: Demonstrates an adherence to a personal and professional code of ethics</b></p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Accepts responsibility for school success</li> <li>▪ Demonstrates ethical or trustworthy behaviour</li> <li>▪ Treats people fairly, equitably, and with dignity and respect</li> <li>▪ Advocates for school community</li> <li>▪ Protects privacy rights and confidentiality in all matters</li> <li>▪ Demonstrates flexibility and responsiveness</li> </ul>



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Self-Assessment for Principals

Name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

#### The Purpose:

The purpose of this tool is to support Principals as they reflect on their professional practice. It enables principals to assess their performance relative to the domains outlined within the Framework for Effective Administration.

As with any self-assessment, the accuracy of the report is reliant upon the Principal providing accurate reflections and responses regarding their professional practice. These responses may/will be used to guide the Principal's professional growth.

#### Levels of Performance:

Each element in the various components of the Framework for Effective Administration has four levels of performance: unsatisfactory, basic, proficient, and distinguished, which are defined as follows:

##### ***Unsatisfactory:***

The Principal does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the Principal to grow and develop in this area.

##### ***Basic:***

The Principal appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting other Principal and experience (particularly supported by a mentor) will enable the Principal to become proficient in this area.

##### ***Proficient:***

The Principal clearly understands the concepts underlying the component and implements it well. Most experienced, capable Principals will regard themselves and be regarded by others as performing at this level.

##### ***Distinguished:***

Principals at this level are master teachers and leaders and make a contribution to the field, both in and outside of the school. Their school operates at a qualitatively different level, consisting of a community of learners, with students and staff highly motivated and engaged and assuring considerable responsibility for their own learning.



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Rate each element on the subsequent pages regarding your performance using this scale:

- U = Unsatisfactory level*
- B = Basic level*
- P = Proficiency level*
- D = Distinguished level*

<b>Domain 1 – Planning and Preparation</b>				
<b><i>Component 1a: Provides leadership in planning for school improvement:</i></b>				
	U	B	P	D
Creates a shared vision to guide and define decisions				
Develops an effective school plan				
Implements effective school plans which enhance student learning				
<b><i>Component 1b: Coordinates human resources:</i></b>				
	U	B	P	D
Develops and implements effective schedules, timetables, and routines				
Schedules personnel to support student needs				
Supports and coordinates substitute staff				
Manages volunteers				
Fosters interagency cooperation				
<b><i>Component 1c: School management:</i></b>				
	U	B	P	D
Administers school budget in accordance with Divisional policy				
Establishes and maintains an adequate system for dispersal of resources				
Organizes and allocates physical space				
Ensures that school buildings and grounds are maintained and improved				
Implements required policies, regulations, and procedures				

<b>Domain 2: The School Environment</b>				
<b><i>Component 2a: Creates and sustains a safe, nurturing and caring environment:</i></b>				
	U	B	P	D



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Maintains a visible and active presence within the school community				
Fosters positive staff morale				
Anticipates and resolves conflict				
Implements appropriate safety protocol				
<b>Component 2b: Establishes a culture for student learning:</b>				
	U	B	P	D
Fosters high expectations for continuous learning and achievement				
Creates a climate that recognizes and acknowledges accomplishment				
Ensures that discipline policies and procedures are implemented				
<b>Component 2c: Promotes an inclusive school environment:</b>				
	U	B	P	D
Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated				
Ensures individual education plans for students are developed, monitored, and supervised				
Ensures appropriate access to co-curricular and extra-curricular programs				
<b>Domain 3: Instructional Leadership:</b>				
<b>Component 3a: Supports quality of teaching:</b>				
	U	B	P	D
Ensures quality in teaching				
Ensures ongoing improvement in teaching				
Ensures the use of differentiation in teaching methodologies				
Supervises and evaluates support staff				
Supports new staff				
Provides leadership opportunities for staff, students, and parents				
Creates a professional learning community based on mutual respect and trust				
<b>Component 3b: Supervises curriculum and programs</b>				
	U	B	P	D
Ensures implementation and integration of curriculum strategies and resources				
Ensures coordination of curriculum				



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Evaluates program suitability and effectiveness				
<b>Component 3c: Provides leadership in assessment:</b>				
	U	B	P	D
Ensures implementation of appropriate assessment and grading practices				
Uses assessment data to improve student achievement				
Ensures student involvement in assessment, reporting, and conferencing				
<b>Domain 4: Professional Responsibilities:</b>				
<b>Component 4a: Growing and developing professionally:</b>				
	U	B	P	D
Contributes to the profession				
Reflects on practice and plans for personal professional development				
Enhancement of knowledge and skills				
Uses effective time-management strategies				
<b>Component 4b: Engaging the school community:</b>				
	U	B	P	D
Communicates effectively				
Uses public relations to promote the school in the community				
Educates and informs parents				
Creates a culture of school accessibility				
Establishes partnerships to strengthen support for school				
Develops and maintains relationships with students and staff				
<b>Component 4c: Demonstrates an adherence to a code of ethics:</b>				
	U	B	P	D
Accepts responsibility for school success				
Demonstrates ethical or trustworthy behavior				
Treats people fairly, equitably, and with dignity and respect				
Advocates for school community				
Protects privacy rights and confidentiality				





3.19 Supervision and Evaluation of Principals  
 3. Human Resources - Administrative Procedure Manual

Demonstrates flexibility and responsiveness				

**Formative Evaluation Report for Principal**

**DUE TO THE DIVISION OFFICE BY DECEMBER 15**

Name:	School:
Role:	Date:
Superintendent:	
Domain 1: Planning and Preparation	
Domain 2: The School Environment	
Domain 3: Instructional Leadership	
Domain 4: Professional Responsibilities	
Superintendent Comments / Recommendations:	
Principal Comments (Optional)	
Superintendent's Signature:	Date:
The observation(s) have been discussed with me and I have received a copy of the formative report.	



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Principal's Signature:

Date:

*Adapted from: Danielson, C., 2013. The Framework for teaching: Evaluation Instrument.*



## 3.19 Supervision and Evaluation of Principals

### 3. Human Resources - Administrative Procedure Manual

#### Summative Evaluation for Principals

Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

#### The Purpose

Pine Creek School Division believes that the supervision and evaluation of educators is of crucial importance in the delivery of a quality education program within our school division. The process of supervision and evaluation is ongoing and supports the professional growth of staff with various degrees of formality. Supervision and evaluation shall have as its primary objective, the professional growth of staff resulting in improved instruction, better enabling students to achieve their fullest potential.

Principal evaluations are of utmost importance to the quality of education and are essential to improving student outcomes and reducing gaps in student achievement. Educators participating in the process of evaluation need to feel that the process is beneficial to them as educators, as professionals and as team members. The process of evaluation should strengthen the knowledge, skills, disposition and the leadership practices of Principals.

#### Levels of Performance

Each element of a component of the Framework for Effective Administration has four levels of performance: unsatisfactory, basic, proficient, and distinguished.

***Unsatisfactory:***

The Principal does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the Principal to grow and develop in this area.

***Basic:***

The Principal appears to understand the concepts underlying the component and attempts to implement its elements. Implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting other Principal and experience (particularly supported by a mentor) will enable the Principal to become proficient in this area.

***Proficient:***

The Principal clearly understands the concepts underlying the component and implements it well. Most experienced, capable Principals will regard themselves and be regarded by others as performing at this level.

***Distinguished:***

Principals at this level are master teachers and leaders and make a contribution to the field, both in and outside of the school. Their school operates at a qualitatively different level, consisting of a community of learners, with students and staff highly motivated and engaged and assuring considerable responsibility for their own learning.



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Rate each element on the subsequent pages regarding your performance using this scale:

- U = Unsatisfactory level*
- B = Basic level*
- P = Proficiency level*
- D = Distinguished level*

<b>Domain 1 – Planning and Preparation</b>				
<b><i>Component 1a: Provides leadership in planning for school improvement:</i></b>				
	U	B	P	D
Creates a shared vision to guide and define decisions				
Develops an effective school plan				
Implements effective school plans which enhance student learning				
Comment:				
<b><i>Component 1b: Coordinates human resources:</i></b>				
	U	B	P	D
Develops and implements effective schedules, timetables, and routines				
Schedules personnel to support student needs				
Supports and coordinates substitute staff				
Manages volunteers				
Fosters interagency cooperation				
Comment:				
<b><i>Component 1c: School management:</i></b>				



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

	U	B	P	D
Administers school budget in accordance with Divisional policy				
Establishes and maintains an adequate system for dispersal of resources				
Organizes and allocates physical space				
Ensures that school buildings and grounds are maintained and improved				
Implements required policies, regulations, and procedures				
Comment:				

<b>Domain 2: The School Environment:</b>				
<b><i>Component 2a: Creates and sustains a safe, nurturing and caring environment:</i></b>				
	U	B	P	D
Maintains a visible and active presence within the school community				
Fosters positive staff morale				
Anticipates and resolves conflict				
Implements appropriate safety protocol				
Comment:				
<b><i>Component 2b: Establishes a culture for student learning:</i></b>				
	U	B	P	D
Fosters high expectations for continuous learning and achievement				
Creates a climate that recognizes and acknowledges accomplishment				



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Ensures that discipline policies and procedures are implemented				
Comment:				
<b>Component 2c: Promotes an inclusive school environment:</b>				
	U	B	P	D
Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated				
Ensures individual education plans for students are developed, monitored, and supervised				
Ensures appropriate access to co-curricular and extra-curricular programs				
Comment:				
<b>Domain 3: Instructional Leadership:</b>				
<b>Component 3a: Supports quality of teaching:</b>				
	U	B	P	D
Ensures quality in teaching				
Ensures ongoing improvement in teaching				
Ensures the use of differentiation in teaching methodologies				
Supervises and evaluates support staff				
Supports new staff				
Provides leadership opportunities for staff, students, and parents				
Creates a professional learning community based on mutual respect and trust				
Comment:				



3.19 Supervision and Evaluation of Principals  
 3. Human Resources - Administrative Procedure Manual

<b>Component 3b: Supervises curriculum and programs</b>				
	U	B	P	D
Ensures implementation and integration of curriculum strategies and resources				
Ensures coordination of curriculum				
Evaluates program suitability and effectiveness				
Comment:				
<b>Component 3c: Provides leadership in assessment:</b>				
	U	B	P	D
Ensures implementation of appropriate assessment and grading practices				
Uses assessment data to improve student achievement				
Ensures student involvement in assessment, reporting, and conferencing				
Comment:				
<b>Domain 4: Professional Responsibilities:</b>				
<b>Component 4a: Growing and developing professionally:</b>				
	U	B	P	D
Contributes to the profession				





### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Reflects on practice and plans for personal professional development				
Enhancement of knowledge and skills				
Uses effective time-management strategies				
Comment:				
<b>Component 4b: Engaging the school community:</b>				
	U	B	P	D
Communicates effectively				
Uses public relations to promote the school in the community				
Educates and informs parents				
Creates a culture of school accessibility				
Establishes partnerships to strengthen support for school				
Develops and maintains relationships with students and staff				
Comment:				
<b>Component 4c: Demonstrates an adherence to a code of ethics:</b>				
	U	B	P	D
Accepts responsibility for school success				
Demonstrates ethical or trustworthy behavior				
Treats people fairly, equitably, and with dignity and respect				
Advocates for school community				
Protects privacy rights and confidentiality				



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

Demonstrates flexibility and responsiveness				
Comment:				

Superintendent's Signature:	Date:
The observation(s) have been discussed with me and I have received a copy of the formative report.	
Administration's Signature:	Date:



### 3.19 Supervision and Evaluation of Principals

#### 3. Human Resources - Administrative Procedure Manual

#### Developmental Professional Growth Plan for Principals

Principal: \_\_\_\_\_ School: \_\_\_\_\_

School Year: \_\_\_\_\_

- Individual Principal Plan
- Partner in Learning      Partner's Name: \_\_\_\_\_

By **November 15** of each school year, all PCSD teachers and Principals will:

- Complete the Professional Growth Plan
- Set SMART goals that relate to the divisional / school plan
  - **S**pecific
  - **M**easurable...
  - **A**chievable...
  - **R**elevant...
  - **T**ime-bound...
- Review plan with the Superintendent
- Develop a timeline

By **January 15** of each school year, all PCSD teachers and Principals will:

- Meet with school Superintendent to review plan and timeline

By **May 15** of each school year, all PCSD teachers and Principals will:

- Meet with the school Superintendent to review plan and acknowledge successes

Strengths:

	Goals	Strategies	Timeline	Connection to the Divisional/School Plan	Resources / PD required
1.					
2.					
3.					

**Professional Growth – January 15 Review**

Conference Notes:

Principal: \_\_\_\_\_

Date: \_\_\_\_\_

**Professional Growth – May 15 review**

Year-end Conference Notes:

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Copies have been:

- Returned to the Principal
- Placed in the Principal's personnel file

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Superintendent