

Evaluation of School Administrators

2220-10 | Evaluation of School Administrators

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The Board is committed to the principle of accountability in the operation of schools under its jurisdiction. This accountability involves responsibility for the quality of educational leadership and management in District schools.

The evaluation of school administrators is the responsibility of the Superintendent of Schools and will be carried out under his supervision.

Evaluation is a normal and important step in a Supervisory Cycle established for school administrators. The purpose of evaluation is to improve and maintain the quality of service by assuring accountability for School-based Administrators. Furthermore, it is the goal of this process in School District 52 to support the continuous professional growth and development of these individuals in each of the schools that comprise School District 52 (Prince Rupert).

This is accomplished over the course of a *two-year* professional evaluation cycle for new administrators or a *five-year* cycle for veteran administrators.

The evaluation involves a process of professional reflection, self-evaluation, and the provision of meaningful feedback through the compilation of relevant, supporting data and documents. Thus, the responsibility for evaluation is shared between each of the School-based Administrators and the Superintendent of Schools.

The professional appraisal process is guided by the Vision, Mission, and Principles of School District 52 (Prince Rupert).

The School-based Administrators Evaluation system includes the following components:

1. *performance standards and indicators for each area of professional responsibility;*
2. *a system of data collection that involves multiple sources; and*
3. *a procedure for conducting performance reviews that emphasizes accountability, promotes professional growth, and involves the School-based Administrators as full partners in the evaluation process.*

Areas of Professional Responsibility

The areas of professional responsibility provide the framework for evaluating the work of School-based Administrators. The eight areas of responsibility include:

1. **Caring and Respectful Schools:** Insists upon a school environment that is open and welcoming,

culturally affirming, and equitable.

2. **Responsive Curriculum and Instruction:** Promotes and models instructional diversity through adaptive and personalized programming.
3. **Assessment for Learning:** Promotes assessment for learning through multiple strategies and the use of assessment to enhance both instruction and achievement.
4. **Adaptive Leadership:** Demonstrates a commitment to shared leadership and collaboration through a learning community orientation.
5. **Authentic Partnerships:** Communicates effectively and engages with youth, parents, and community to involve them in the life of the school.
6. **Comprehensive Prevention and Early Intervention:** Seeks preventative programming, early intervention, and timely interventions and supports for students.
7. **Professionalism:** Demonstrates a commitment to professional ethics and growth in the context of the Vision, Mission, and Principles of School District 52.
8. **School Resource Management:** Plans and organizes for the effective use of resources to support school goals.