



## **Section Two: School District Administration**

### **230R – PRINCIPAL AND VICE-PRINCIPAL EVALUATION OF PERFORMANCE (*REGULATIONS*)**

The evaluation or ongoing assessment of principal/vice-principal performance will be conducted on a yearly basis using either a summative evaluation in the form of a performance appraisal (Section 1) or a formative evaluation in the form of a professional growth plan (Section 2).

During the second year of appointment as a vice-principal or as a principal, an individual shall receive a performance appraisal and every five years thereafter. A principal/vice-principal may also be evaluated using a performance appraisal at any time if requested by their immediate supervisor and approved by the Superintendent of Schools, or if requested by the principal/vice-principal.

When a principal/vice-principal is evaluated using the performance appraisal, a summative statement of performance shall be provided.

In all other years, each principal/vice-principal shall participate in a formative evaluation.

#### **Section 1: Principal and Vice-Principal Performance Appraisal Process (Summative Evaluation)**

A performance appraisal shall provide a summative evaluation of a principal's/vice-principal's performance relative to the designated role. The written evaluation shall include information on:

- 1.1 Assignment - describing the principal's/vice-principal's assigned role and work setting.
- 1.2 Information Collection - describing the process used to compile information for the appraisal. As performance criteria includes the principal's/vice-principal's working relationship with the parent advisory council, staff and students, these groups shall be consulted during this process. There shall also be a review of other relevant data sources including financial records, organizational structures, school records, resource allocations and school plans.
- 1.3 Major Administrative Performance Criteria derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards, include the following Domains:



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- 1.3.1 Moral Stewardship
  - 1.3.2 Instructional Leadership
  - 1.3.3 Relational Leadership
  - 1.3.4 Organizational Leadership
- 1.4 Commendations – specifying areas of strength;
  - 1.5 Recommendations - specifying areas for growth and timelines for completion;
  - 1.6 Summary Comments - including clear statements about the principal/vice-principal’s strengths and recommendations for improvement;
  - 1.7 Directives – items which must be addressed;
  - 1.8 Evaluative Statement - the evaluative statement on all performance appraisals will read as follows:

"This performance appraisal is made in compliance with Board of Education policy. In my opinion, at this time the overall performance of (name) in his/her present role as principal/vice-principal of (school) is \_\_\_\_\_\*\_\_\_\_\_."

\* Satisfactory or Unsatisfactory

### Stages in the Administrator Performance Appraisal Process

The appraisal procedure should, as far as is practicable, involve the following stages.

#### STAGE 1 - Informing the Principal/Vice-Principal

Principals/vice-principals who will be involved in a performance appraisal shall be informed (early in the school year) as to when the appraisal will take place.

#### STAGE 2 - Pre-Appraisal Conference

A pre-appraisal meeting will be held with the principal/vice-principal before the evaluation process commences. During this meeting, the criteria for evaluation shall be reviewed. Decisions related to the information collection process should be discussed and clarified. Provisional timelines for information collection and appraisal completion should be determined at this time.



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### **STAGE 3 - Information Collection and Analysis**

Information related to the appraisal shall be gathered and analyzed. The methods used to collect information may include observations, surveys, interviews, examination of documents, review of school data, and discussions with the principal/vice-principal.

Information used in the final appraisal shall be verifiable.

***Note:***

- Prior to beginning the evaluative process, all forms for information collection shall be reviewed by the evaluator and the principal/vice-principal.
- Parents and staff have the option of completing a survey.
- All completed surveys must be signed in order to be considered.
- Confidentiality will be maintained for those completing such surveys except where a principal/vice-principal, in consultation with the director, chooses to address a statement or conclusion made by an evaluator.

### **STAGE 4 - Information and Data Review Meeting**

Following collection of the information and data, a meeting shall be held between the principal/vice-principal and the evaluator. An opportunity shall be given for a joint review of the information prior to its inclusion in the appraisal. During this meeting, all of the information shall be reviewed and discussed, with the aim of ensuring that the information is accurate, and to identify commendations, recommendations and directives, if necessary.

### **STAGE 5 - Draft Appraisal**

The draft copy of the written performance appraisal shall be prepared by the evaluator and presented to, and discussed with the principal/vice-principal. The principal/vice-principal shall then have an opportunity to bring additional relevant information to the evaluation process and to provide an explanation of information/opinion.

### **STAGE 6 - Written Appraisal**

The written performance appraisal must be prepared and presented to the principal/vice-principal for signature. Should the principal/vice-principal disagree with any part of the final report, he/she may request to have a letter of explanation attached to the final file copy.



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### STAGE 7 – Appeal of Report

In addition to attaching a letter of explanation to the final report, a principal/vice-principal may appeal the content of the report.

Appeals shall be heard by:

- |                 |  |
|-----------------|--|
| vice-principals | - the assigned zone Director for the school,<br>or the Superintendent, if the report was written<br>by the Director; |
| principals      | - the Superintendent.  |

The decision of the Director or Superintendent shall be final.

### Section 2: Growth Plan Process (Formative Evaluation)

2.1 For a principal/vice-principal on a yearly formative growth plan, the supervisor and principal/vice-principal will jointly review progress in the following 4 Domains, derived from the BCPVPA (B.C. Principals' and Vice-Principals' Association) Leadership Standards:

- 2.1.1 Moral Stewardship
- 2.1.2 Instructional Leadership
- 2.1.3 Relational Leadership
- 2.1.4 Organizational Leadership

2.2 The supervisor and principal/vice-principal will jointly:

- identify the information to be collected and the method for gathering the information. Information may include observations, surveys, interviews, examination of documents, review of school data and discussions with the principal/vice-principal;
- develop appropriate action plans to address areas for growth.

2.3 The supervisor will provide the principal/vice-principal with a yearly summary of progress related to the growth plan. This summary should include commendations and recommendations.

2.4 The supervisor will provide coaching or professional development support upon request.



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- 2.5 Should the principal/vice-principal disagree with any part of the final copy, he/she may request to have a letter of explanation attached to the final file copy. In the event of a disagreement, the matter shall be referred to the Superintendent, or designate, for a decision which shall be final.

Date Agreed: April 1, 1998

Date Reviewed/Amended: November 13, 2002

Date Amended: June 10, 2009; February 23, 2011, November 27, 2013;  
June 22, 2016

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