



# **TURTLE MOUNTAIN SCHOOL DIVISION**



## **ADMINISTRATIVE EVALUATION and SUPERVISION for GROWTH PROCEDURES**

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## **Administrator Evaluation/ Supervision for Growth**

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### Administrative Evaluation and Supervision for Growth

The model for supervision and evaluation contained in this procedures manual is divided into several distinct programs:

1. Beginning Administrator Program (Evaluative Focus)
2. Experienced Administrative Program (Evaluative Focus)
3. Professional Growth Program (Supervision Focus)
4. Administrator Assistance Program (Evaluative Focus)

Overview of Administrative Evaluation and Supervision Programs			
Experienced Administrator Program			
Beginning Administrator Program	Evaluation Program	Professional Growth	Administrator Assistance Program
<b>Who:</b> <ul style="list-style-type: none"><li>• administrators with less than two years of administrative experience</li><li>• administrators who have not previously been employed within Turtle Mountain School Division</li></ul>	<b>Who:</b> <ul style="list-style-type: none"><li>• administrators with two or more years of experience and/or those who are beginning new assignments, as deemed appropriate by the Superintendent</li><li>• administrators who request a formal evaluation</li></ul> <p><u>Cyclic:</u> to take place every three years</p>	<b>Who:</b> <ul style="list-style-type: none"><li>• administrators with two or more years of experience who are demonstrating competency with the Components of Professional Practice</li></ul> <p><u>Teaming:</u> may involve peer collaboration</p>	<b>Who:</b> <ul style="list-style-type: none"><li>• administrators in need of specific professional guidance and/or assistance in identified area(s) of the Components of Professional Practice, to be determined by the Superintendent</li></ul>
<b>Purpose:</b> <ul style="list-style-type: none"><li>• to ensure that the Components of Professional Practice are understood, accepted, and demonstrated</li><li>• to provide support in the implementing of the components</li><li>• to provide accountability for decisions to continue employment</li></ul>	<b>Purpose:</b> <ul style="list-style-type: none"><li>• to enhance professional growth focusing on the components of professional practice</li><li>• to improve student learning and achievement and teacher effectiveness</li><li>• to provide feedback on professional issues</li><li>• to focus on personal, school, and division improvement initiatives</li></ul>	<b>Purpose:</b> <ul style="list-style-type: none"><li>• to enhance professional growth</li><li>• to improve student learning and achievement and teacher effectiveness</li><li>• to provide feedback on professional issues</li><li>• to focus on personal, school, and division improvement initiatives</li></ul>	<b>Purpose:</b> <ul style="list-style-type: none"><li>• to provide a more structured process for administrators who may benefit from additional support</li><li>• administrators who, in the Superintendent's professional judgment, are experiencing difficulty meeting an acceptable level of performance</li></ul>
<b>Data Collection Process:</b> <ul style="list-style-type: none"><li>• formal observations and evaluation of performance with feedback</li><li>• review of archival and current data on student learning, school activities, school plan</li><li>• a 360 degree process involving the teaching staff</li><li>• discussion of professional practices</li></ul>	<b>Data Collection Process:</b> <ul style="list-style-type: none"><li>• informal observations</li><li>• development and implementation of professional growth plan</li><li>• ongoing informal discussions of</li></ul>	<b>Data Collection Process:</b> <ul style="list-style-type: none"><li>• Three Phases:<ol style="list-style-type: none"><li>1. Awareness Phase</li><li>2. Assistance Phase</li><li>3. Summative Phase</li></ol></li><li>• formal observations and feedback focused specifically on identified</li></ul>	
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<ul style="list-style-type: none"><li>shadowing and reflective interviews</li><li>evaluator's presence at school activities such as: staff meetings, PAC meetings, student activities, etc.</li><li>an assessment of the quality and level of student learning and involvement</li><li>input from other members of the Superintendent's and the Secretary-Treasurer's Departments</li></ul>	<ul style="list-style-type: none"><li>administrator performance</li><li>collaboration between administrator and Superintendent</li><li>establishment of indicators of progress</li><li>Superintendent support/feedback</li></ul>	area(s) requiring improvement
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### **Evaluation and Supervision:**

The program in which an administrator is involved will determine whether the focus for that administrator will be evaluative or supervisory. Program placement, in consultation with the administrator, is determined by the Superintendent of Education. To clarify the differences as they pertain to this procedures manual, the following table makes several further distinctions:

<b>Beginning Administrator Program/Experienced Administrator Program/Administrator Assistance Program</b>	<b>Professional Growth Program</b>
<ul style="list-style-type: none"><li>is the responsibility of the Superintendent or his or her designate</li></ul>	<ul style="list-style-type: none"><li>is facilitated by the Superintendent, driven by administrators, and may involve peers</li></ul>
<ul style="list-style-type: none"><li>is conducted at specific times</li></ul>	<ul style="list-style-type: none"><li>is on-going throughout the school year</li></ul>
<ul style="list-style-type: none"><li>is done to ensure administrator effectiveness as well as for specific purposes including administrator assistance and retention</li></ul>	<ul style="list-style-type: none"><li>is undertaken to improve administrator effectiveness through professional growth planning and evaluation</li></ul>

### **Components of Professional Practice:**

#### **Domain 1: Student Learning**

1. Demonstrates planning and goal setting to promote student achievement
2. Uses student achievement data to make instructional leadership decisions
3. Ensures appropriate and timely reporting of student achievement to students, parents, teachers, and divisional administration
4. Ensures appropriate teaching of curriculum and programs for all students
5. Ensures appropriate use of student services and community support services as needed
6. Ensures appropriate integration of technology in accordance with M.E.C.Y.

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### **Domain 2: Climate**

1. Maintains a well-disciplined environment and deals effectively with student discipline issues
2. Takes appropriate measures to ensure that the school plant and grounds are well-maintained to promote the health, safety, and well-being of students and staff
3. Provides for the recognition of students and staff
4. Resolves concerns and conflicts
5. Fosters an atmosphere of trust and collaboration
6. Fosters positive staff morale
7. Promotes opportunities for students to participate in activities beyond the classroom

### **Domain 3: School Leadership**

1. Enhance the school as a professional learning community
2. Employs a supportive and shared leadership philosophy
3. Develops shared values and vision
4. Develops a comprehensive school plan and demonstrates evidence of implementation and monitoring

### **Domain 4: Management**

1. Fiscal Management, including appropriate managing of school budgets, school accounts, inventory, and reports/forms
2. School Organization, including the implementation of effective schedules, timetables, and routines, as well as conducting productive meetings
3. Policy Development and Administration, including the development and implementation of school policies that are in the best interest of students and staff, knowledge and support of divisional and M.E.C.Y. policies as they relate to the school, and contribution to the development and revision of divisional policies

### **Domain 5: Professionalism**

1. Conducts oneself with integrity
2. Maintains emotional self-control
3. Is meaningfully engaged in personal professional development, stays current with educational research and practices
4. Maintains a personal professional growth plan
5. Forms professional relationships with colleagues
6. Participates in school and division projects and activities
7. Cooperates with senior administrators

### **Domain 6: Communication**

1. Works effectively with parent council
2. Promotes two-way communication with students, staff, parents, and community
3. Ensures communication from division office is shared with students, staff, parents, and community as requested

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### **Domain 7: Personnel**

1. **Staff recruitment, selection, and assignment**, including working in collaboration with divisional H.R. personnel to effectively recruit and select staff to build a strong school and divisional team, assigning staff to capitalize on staff strengths to meet school needs, and supporting teacher candidates and substitute teachers
2. **Staff development**, including the facilitation of opportunities for professional development, facilitation and participation in the development and implementation of teacher professional growth plans, as well as the induction of new staff
3. **Staff supervision and evaluation**, including the supervision of staff to ensure effective instruction and student learning, and the evaluation of staff in accordance with divisional policy and procedure

*“No one ever attains very eminent success by simply doing what is required of him; it is the amount and excellence of what is over and above the required that determines greatness.”*

***Charles Kendall Adams***

### **The Beginning Administrator Program**

1. The beginning administrator program is designed for administrators who have less than two years of administrative experience and/or who are new to Turtle Mountain School Division. The formal evaluation of beginning administrators is the responsibility of the Superintendent's Department.
2. The beginning administrator's program has three phases: (a) Planning Phase; (b) Review Phase; and (c) Reporting Phase.

**3. Planning Phase:**

- a. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, Domains of Professional Practice (criteria) and data collection procedures. A template for the pre-conference is located in Appendix B.

**4. Review Phase:**

- a. The administrator and the Superintendent or designate will review progress. The evaluator will facilitate a minimum of two meetings to discuss the school plan. A template for the review phase is located in Appendix C.
- b. The Superintendent or designate will conduct site visits, which may include some or all of the following:
  - formal observations of administrator
  - shadowing and reflective interviews
  - evaluator's presence at school activities, such as staff meetings, PAC meetings and activities, student activities
  - review of archival and current data on student learning, school activities, school plan
  - reading of journals/portfolios
  - informal visits/conversations

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c. The evaluator in consultation with the administrator will collect data. Primary sources of data may include several or all of the following:

- degree feedback process, which is an evaluation method that incorporates feedback from the administrator, his/her peers, superiors, parents, and students
- school plan and school planning indicators of success and results
- data on school activities, projects and successes
- student progress and assessment data
- school budget, emergency response plan, etc.
- school reports, policies and procedures
- journals and portfolios
- input from other members of the Superintendent's and Secretary-Treasurer's Departments

**5. Reporting Phase:**

- a. The evaluator, using the Domains of Professional Practice, will prepare a preliminary report. This will form the basis of a post-conference.
- b. Following the conference, the report will be finalized and reviewed with the administrator. The administrator will be given the opportunity to attach a personal comment to the evaluator's report (Appendix F).
- c. Signed copies of the final document are to be left with the administrator and deposited in the personnel file prior to the end of the school year.

**The Experienced Administrator Evaluative Program**

1. The experienced administrator program is designed for administrators who have more than two years of administrative experience in Turtle Mountain School Division, who are beginning new assignments, as deemed appropriate by the Superintendent, or administrators who request a formal evaluation. Experienced administrators will be evaluated every three years. The formal evaluation of experienced administrators is the responsibility of the Superintendent's Department.

**2. Planning Phase:**

- a. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, Domains of Professional Practice (criteria) and data collection procedures. A template for the pre-conference is located in Appendix B.
- b. The administrator will review the school improvement plan with the Superintendent or designate.

**3. Review Phase:**

- a. The administrator and the Superintendent or designate will review progress. The evaluator will facilitate a minimum of two meetings to discuss the school plan. A template for the review phase is located in Appendix C.
- b. The Superintendent or designate will conduct site visits, which may include all or some of the following:
  - formal observations of administrator
  - shadowing and reflective interviews

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- evaluator's presence at school activities, such as staff meetings, PAC meetings and activities, student activities...
- review of archival and current data on student learning, school activities, school plan
- reading of journals/portfolios
- informal visits/conversations

c. The evaluator, in consultation with the administrator, will collect data. Primary sources of data may include several or all of the following:

- 360-degree feedback process, which is an evaluation method that incorporates feedback from the administrator, his/her peers, superiors, parents, and students
- school plan and school planning indicators of success and results
- archival and current data on school activities, projects and successes
- student progress and assessment data
- school budget, emergency response plan, etc.
- school reports, policies and procedures
- journals and portfolios
- input from other members of the Superintendent's and Secretary-Treasurer's Departments

**4. Reporting Phase:**

- a. The evaluator, using the Domains of Professional Practice, will prepare a preliminary report. This will form the basis of a post-conference.
- b. Following the conference, the report will be finalized and reviewed with the administrator. The administrator will be given the opportunity to attach a personal comment to the evaluator's report (Appendix F).
- c. Signed copies of the final document are to be left with the administrator and deposited in the personnel file prior to the end of the school year.

### **The Professional Growth Program**

**Purpose:**

The purpose of the professional growth program is to provide a structured, supportive, and collaborative environment to promote professional learning, to provide direction for continued professional and personal growth and development, to profile accomplishments, and to improve performance.

**Professional Growth Plan:**

The professional growth program is designed for all administrators. The administrator takes the initiative to identify the focus of their efforts in the formative program, and to develop a professional growth plan (see Appendix G). This identification can come from self-assessments, from school and division goals, from the Domains of Professional Practice, or from personal motivation to gain new skills or acquire new knowledge. The administrator describes what format will be used, the timelines for the plan, the methods/strategies to be used, the resources/supports needed, and the indicators of progress. The administrator will meet with the Superintendent or designate to review and refine the plan. The administrator will submit annually to the Superintendent or designate a professional growth plan.

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With the professional growth program, formative evaluation is seen as a continuous process which creates an ongoing interaction between administrator and the Superintendent and/or designate. An administrator's professional growth plan can exceed a one year timeline, and multi-year professional growth plans are acceptable. Annual review of multi-year plans will occur. Yearly, administrators will meet with the Superintendent or designate to review the professional growth plan and will submit in writing, a reflective summary of the professional growth plan. A yearly professional growth plan review (Appendix H) is completed by the administrator in cases where the timeline of a growth plan exceeds one year, and a final appraisal (Appendix I) is filled out by the administrator and Superintendent's Department upon completion of the plan. The administrator will collect and have available artifacts (Appendix A), which demonstrate growth in the identified areas.

**Professional Portfolio:**

Administrators will be encouraged to maintain a professional portfolio as a record of their professional growth. The purpose of the portfolio is to promote reflective practice, to encourage administrators to keep record of professional development activities such as workshops, readings, journal writing, courses, etc., and to provide a vehicle for the celebration of personal and professional achievements. The components and format will be determined by the administrator. See Appendix A for samples of items that may be contained in the portfolio. The portfolio will be shared with the Superintendent or designate on an annual basis as part of the professional growth plan.

<b>Professional Growth Program Guide for Development</b>	
<b>Professional Growth Plan</b>	<b>Description of Component</b>
What is the <b>goal</b> of your professional development plan?	Goals are expressions of purpose and direction. Goals should follow SMART guidelines and be specific, measurable, achievable, relevant and timely to the school administrator's development. Consideration in the development of goals should be given to the key areas of the Domains of Professional Practice, all under the umbrella of improving student learning and teacher effectiveness.
What <b>method/strategies</b> will be used?	Describe the activities you will engage in to accomplish your goal. Strategies can include action (field) research, self-assessment, surveys, university course work, conferences, etc.
What is the <b>timeline</b> for your plan?	The plan may include a timeline of one-three years for completion, with a yearly review for plans that exceed one year. At the conclusion of a plan, a final appraisal will be

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	completed by the administrator and Superintendent or designate.
What are the <b>indicators of progress</b> ?	Indicators are specific items of information that track and measure the success of a program/initiative in meeting outcomes. Indicators are observable and measurable signposts that show progress in goal achievement. Examples are program evaluations, teacher/parent/student responses, teacher and student work portfolios, peer observation, Superintendent or designate observation, statistical measures, performance assessment, journal entries, professional portfolios, benchmarks, etc.
What <b>resources/supports</b> are needed?	Educational materials, student materials, professional reading materials, access to workshops, collegial time

*“A vision without action is but a dream; action without vision is a waste of time; but vision with action can change our lives.” - Ignacio Tinajero*

### **Administrator Assistance Program**

When the Superintendent has reason to believe that an administrator's performance in any area(s) of the Components of Professional Practice is below a satisfactory level, the Superintendent may decide to initiate the administrator assistance program. At the outset of this process, the administrator will be informed of his/her right to have Manitoba Teacher's Society (MTS) representation throughout the process. The primary responsibility for initiating and carrying out the administrator assistance program rests with the Superintendent and/or designate.

#### **Goals:**

1. To assist administrators to correct and improve unsatisfactory administrative performance
2. To identify and document unsatisfactory administrator performance
3. To provide due process and a mechanism by which a recommendation for action can be made

#### **Process:**

##### ***Awareness Phase:***

1. The Superintendent shall write a letter of concern which includes:
  - o Identification of specific areas of unsatisfactory performance.
  - o Specific description of the improvement(s) expected.
  - o Identification of resources, strategies, and supports the administrator may employ in an attempt to resolve the concern(s).
  - o Identification of a reasonable time period for the administrator to show sufficient improvement (often thirty teaching days).
  - o A statement of possible consequences (which may include termination) for failure to improve.

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2. At the conclusion of the timeline decided upon in step one (often thirty days), the Superintendent or designate 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 remain in the professional growth program
  - the area(s) of concern have not been satisfactorily resolved, and the administrator is then formally placed into the administrator assistance program
3. A meeting will be arranged with the administrator, the Superintendent or designate, and if requested his/her MTS representative. The administrator shall be informed of the decision to begin the process and the letter of concern shall be discussed.

**Assistance Phase:**

1. The Superintendent or designate and the administrator will review recommendations from the letter of concern,
2. A specific plan will be developed, which includes:
  - a. Growth-promoting goals which are specific, measurable, action-oriented, relevant and address the areas of concern
  - b. Strategies for resolving the area or areas of concern
  - c. Timelines
  - d. Indicators of progress
  - e. Resources and supports needed
3. The Superintendent and administrator will establish specific review dates and meetings will be held with the administrator and, if requested, his/her MTS representative, to monitor the administrator's progress.
4. The Superintendent or designate shall prepare a written summary of every meeting, and review it with the administrator. The administrator will sign the summary acknowledging that it has been read and will have an opportunity to respond.
5. 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 professional growth program
  - the administrator remains in the administrator's 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 or designate, administrator, and, if requested, his/her MTS representative. 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 Superintendent will indicate next steps to be taken such as:
  - a further and specific remedial plan with a timeline
  - placement of the administrator on either paid or unpaid leave
  - requirement of specific training or professional evaluation
  - re-assignment
  - recommendation to the Board for dismissal\*

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This recommendation shall be made only after all attempts to assist the administrator have failed to produce the required improvement.

The Superintendent's recommendation will include evidence of:

- having notified the administrator in writing of the proposed course of action and the reason(s) thereof
- having advised the administrator that he/she has the right to appear and make representation before the Board and/or make a written submission which will be given to the Board as part of the deliberations dealing with the recommendation for termination as per Section 92 of the Public Schools Act
- In any circumstances where the administrator holds a Teacher – General contract, a recommendation for termination (including the procedure outlined in Section 92 of the Public Schools Act) would adhere to the timelines indicated in Section 8 of the Teacher – General contract

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 administrator misconduct without prior resort to either an awareness phase or an assistance phase.

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### Program Implementation Timeline

Beginning Administrator Program	Experienced Administrator	Professional Growth Program	Administrator Assistance Program
<p>Throughout the year the administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities and artifacts</p> <p><b>SEPTEMBER:</b> Administrator and Superintendent or designate conduct initial conference (<i>prior to September 30</i>)</p> <p><b>NOVEMBER:</b> Superintendent conducts first formal observation/visit (<i>prior to November 15</i>)</p> <p><b>FEBRUARY:</b> Superintendent or designate conducts second formal observation/visit (<i>prior to February 15</i>)</p> <p><b>APRIL:</b> Superintendent or designate conducts third formal observation/visit (<i>prior to April 15</i>)</p> <p>Superintendent or designate and administrator hold conference to examine evidence (<i>prior to April 30</i>)</p> <p><b>MAY:</b> Administrator completes evaluation, holds conference with administrator (<i>prior to May 15</i>)</p>	<p>Throughout the year the administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities and artifacts</p> <p><b>SEPTEMBER:</b> Administrator and Superintendent or designate conduct initial conference (<i>prior to September 30</i>)</p> <p><b>NOVEMBER:</b> Superintendent conducts first formal observation/visit (<i>prior to November 15</i>)</p> <p><b>FEBRUARY:</b> Superintendent or designate conducts second formal observation/visit (<i>prior to February 15</i>)</p> <p><b>APRIL:</b> Superintendent or designate conducts third formal observation/visit (<i>prior to April 15</i>)</p> <p>Superintendent or designate and administrator hold conference to examine professional growth plan and artifacts (<i>prior to April 30</i>)</p> <p><b>MAY:</b> Administrator completes evaluation, holds conference with administrator (<i>prior to May 30</i>)</p>	<p>Throughout the year the administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities and artifacts</p> <p><b>OCTOBER:</b> Administrator formulates and discusses growth plan and school plan with Superintendent or designate (<i>prior to October 15</i>)</p> <p>Administrator implements growth plan and school plan throughout the remainder of the year</p> <p><b>APRIL:</b> Administrator conducts self-assessment and reflects on professional growth that has occurred</p> <p>Superintendent or designate and administrator hold conference to examine professional growth plan and artifacts (<i>prior to April 30</i>)</p> <p><b>MAY:</b> Yearly Review/Final Appraisal conducted with Superintendent (<i>prior to May 30</i>)</p>	<p>Can be initiated at any time during a school year, with timelines to follow accordingly (<i>see previous description of Administrator's assistance program</i>)</p>

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APPENDIX A

### **Administrator's Collection of Artifacts**

#### **Examples of items which may be included:**

- school schedule
- school handbook
- school code of conduct
- emergency response plan
- evidence of growth as an administrator
- statements of risk
- evidence of movement toward school goals and division goals
- student achievement data
- newsletters
- newspaper articles
- copies of communication with students, staff, parents and community
- list of professional reading
- photographs of school activities and events
- parent and student surveys
- video and audio recordings of student performances and school activities
- copies of school presentations
- professional development activities
- professional growth plans
- administrative recognition

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## APPENDIX B

## ADMINISTRATOR PRE-CONFERENCE MEETING NOTES

## PRELIMINARY MEETING NOTES

A. Areas of performance to be reviewed:

## B. Data collection process/timelines:

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C. Evaluator's comments, suggestions and recommendations:

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D. Administrator's comments:

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Administrator's Signature:

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## APPENDIX C

## ADMINISTRATOR'S INTERIM REVIEW NOTES

#### Area reviewed/items discussed:

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#### Evaluator's comments, suggestions and recommendations:

#### Administrator's comments:

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Administrator's Signature:

Evaluator's Signature:

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

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APPENDIX D

**EXPERIENCED ADMINISTRATOR'S REFLECTION FORM**

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APPENDIX E

**COMPONENTS OF PROFESSIONAL PRACTICE**

<b>DOMAIN 1 - STUDENT LEARNING</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
1.1 Planning and goal setting for student achievement	The administrator's goals are neither measurable nor specific. The administrator attributes limited gains more to student characteristics than to the actions of teachers and administrators in the system. There are growing achievement gaps between student groups.	The administrator has established goals related to student achievement that are specific and measurable, but these efforts have yet to result in improved student achievement.	The administrator's goals and strategies reflect a clear relationship between the actions of teachers and administrators and student achievement. The average achievement of the student population improves as does the achievement of each group of students identified as needing improvement.	The administrator routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Others request assistance to implement successful new initiatives or refine leadership practices. There is a consistent record of improved student achievement on multiple indicators of student success, and explicit use of data indicates that the administrator has focused on improving performance for all students. Where new challenges emerge, the administrator highlights the need, creates effective interventions, and monitors and reports improved results.
1.2 Use of student achievement data to make instructional	The administrator makes few changes in schedule, instruction, curriculum, or leadership based on data. The data screams	The administrator participates in data-driven decision making and professional	The administrator makes changes in curriculum, teaching and leadership practices based on data. Data is visible and both	The administrator provides clear evidence of provincial, divisional, school, and classroom data to make specific and observable changes in teaching, curriculum, and leadership decisions. The administrator regularly shares

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leadership decisions	“change” and the administrator’s actions say “everything is just fine.	development, but there is limited evidence of changes based on data.	administrator and teachers refer to it in order to inform instructional decisions.	
1.1 Ensure appropriate assessment, evaluation and timely reporting of student achievement to students, parents, teachers, and divisional administration	The administrator demonstrates an inadequate understanding of the MECY, 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 administrator demonstrates an understanding of MECY, 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 administrators can explain the relationship of performance levels to curricular outcomes where required.	The administrator understands assessment and evaluation practices. He or she ensures that teachers implement MECY, divisional, and school student assessment and evaluation policies to continuously improve student achievement. Student achievement is reported through current progress reports and traditional report cards that detail student performance levels in relation to curricular outcomes.	The administrator works collaboratively with the staff, students, and advisory council 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 administrator 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.

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1.4 Ensure appropriate teaching of curriculum and programming for all students	The administrator 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 administrator 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 administrator 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 administrator monitors the implementation of IEP's as required.	The administrator works with the professional staff through department leaders, grade group leaders, resource teachers and the Administrator's Council to ensure the Manitoba curriculum is taught by creative and dynamic means to motivate students to excel. Programming and IEP's are modified/adapted, and remediation and enrichment are provided as deemed necessary.
1.5 Ensure appropriate use of student services and community support as needed	The administrator 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 administrator promotes the effectiveness of the student services team and ensures there is a comprehensive service delivery plan.	The administrator 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 administrator 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.
1.6 Ensures appropriate integration of technology in accordance with MECY	The administrator demonstrates little knowledge of the appropriate integration of information technology or the Literacy with ICT continuum of skills.	The administrator is familiar with the appropriate integration of information technology in curriculum delivery and provides for its use.	The administrator facilitates the appropriate integration of information technology and ensures it is used in curriculum delivery. ICT skills are integrated into the curriculum.	The administrator 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. Advanced ICT skills are actively promoted.

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<b>DOMAIN 2 - CLIMATE</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
2.1 Maintain a well-disciplined environment and deals effectively with student discipline issues	The administrator does not ensure that discipline policies and procedures are implemented. The administrator does not encourage teachers to take ownership of classroom discipline.	The administrator ensures that discipline policies and procedures are implemented. The administrator ensures that teachers establish classroom routines that lend to appropriate student behaviour.	The administrator ensures that discipline policies and procedures are implemented and discipline issues are handled in a fair and equitable manner. Teachers take ownership of classroom discipline.	The administrator has well established policies and procedures that promote consistent positive behaviour and self-discipline throughout the school. He or she ensures that both students and staff understand and use the positive school-wide discipline plan.
2.2 Take measures to ensure that the school plant and grounds are well maintained to promote the health, safety and well-being of students and staff	The administrator is not aware of the condition of the school plant and grounds and/or fails to recommend that corrective measures be taken.	The administrator 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 administrator, in collaboration with the head custodian, 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 administrator, in collaboration with students, staff and the Advisory Council for School Leadership, 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.

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2.3 Provides for the recognition of staff and students	The administrator's process for systematic recognition is not evident in the day-to-day operation of the school.	The administrator's process for systematic recognition is evident in the day-to-day operation of the school.	The administrator 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 administrator empowers staff, students and the school community to recognize the performance and achievements of staff and students.
2.4 Resolve concerns and conflicts	The administrator does not consistently exhibit good judgment in resolving concerns and conflicts.	The administrator's judgments are defensible, diplomatically expressed and consistently in agreement with the policies and procedures and the collective agreements of the division.	The administrator'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 administrator consistently exhibits professional judgment in resolving concerns and conflicts, and facilitates effective resolutions.
2.5 Foster an atmosphere of trust and collaboration	The administrator 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 administrator 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 administrator 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 administrator facilitates opportunities for collaborative inquiry and to share the wisdom gleaned from his/her experience. The administrator leads a school community where expansive patterns of thinking are nurtured, and collective learning creates ties that binds staff together with a shared sense of direction.

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2.6 Foster positive staff morale	The administrator does not recognize the level of staff morale in the school.	The administrator recognizes the importance of positive staff morale, and takes measures to promote a positive environment.	The administrator collaborates with staff to ensure positive staff morale is promoted through a variety of ways.	Through the leadership of the administrator, staff are empowered to take ownership to promote positive morale within the school.
2.7 Promotes opportunities for students to participate in activities beyond the classroom	The administrator does not encourage or support co-curricular and extra-curricular programs to meet the needs of students.	The administrator encourages and supports co-curricular and extracurricular programs to meet the needs of all students.	The administrator, in collaboration with the staff, promotes co-curricular and extra-curricular programs that offer a variety of activities for all students, uses these activities to further the achievement of the educational goals of the school, and monitors the effectiveness of the programs.	The administrator collaborates with the staff, students and other stakeholders in the development and implementation of comprehensive co-curricular and extra-curricular programs which capitalize on staff strengths and meet all students' needs.

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<b>DOMAIN 3 - SCHOOL LEADERSHIP</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
3.1 Enhance the school as a professional learning community	The administrator fails to provide or rarely provides opportunities for the staff to learn collectively, share their practice and collaborate in their daily work life.	The administrator provides opportunities for professional learning among staff and the application of that learning to solutions that address students' needs.	The administrator demonstrates a support for professional learning, and provides ongoing opportunities for staff to explore new ideas. The principal and staff inquire together in an ongoing effort to perpetuate teacher growth that contributes to student learning.	As members of a professional learning community, the administrator and teachers explore creative ways to overcome barriers. Inquiry facilitates dialogue among staff about what is important and promotes best practice and understanding and appreciation for each other's work. The administrator and staff continually seek to improve their performance and expand their capacity to achieve the student results they truly desire.
3.2 Supportive and shared leadership	The administrator does not provide or rarely provides opportunities for staff to assume leadership roles or share leadership.	The administrator provides opportunities for staff to assume leadership roles and demonstrates a willingness to share authority.	The administrator considers the school a professional learning community. As such, the administrator demonstrates a collegial relationship with teachers, a willingness to share authority, and to facilitate staff contributions to decision-making, and along with teachers, questions, investigates, and seeks solutions for school improvement.	The administrator is recognized by staff and senior administrators as a model leader of leaders. He or she sets a tone for the daily life of the school that encourages perpetual renewal - a community where individual members are provided opportunities to offer something significant to each other. Shared leadership contributes to teacher growth that ultimately contributes to increased student learning and growth.

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3.3 Shared values and vision	The administrator fails to create an effective process to articulate shared values and develop a shared vision for the school.	The administrator provides a process for the articulation of shared values and the development of a shared vision for the school.	The administrator facilitates a process to determine shared values and vision, with a focus on staff growth and student learning.	The administrator, 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.
3.4 Develops school plan	The administrator 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 administrator ensures the school plan has a significant emphasis on instruction and student learning and that it takes into consideration divisional and provincial initiatives.	The administrator ensures, through consultation with the staff and Advisory Council for School Leadership, 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 administrator ensures the school plan empowers the staff to be collaborative and innovative to continuously improve instruction and student learning. The school plan appropriately integrates divisional and provincial initiatives.
3.5 Evidence of implementation and monitoring of school plan	There is no evidence of school plan implementation and monitoring.	There is some evidence of implementation and monitoring of the school plan.	The administrator engages staff in a collaborative process to implement and monitor the school plan. Data collection is evident.	A collaborative process of implementing and monitoring of the school plan has led to improved student learning. It is evident that the school plan is a “living document” within the school, the results from which are used to guide future planning.

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DOMAIN 4 - MANAGEMENT				
LEVEL OF PERFORMANCE				
ELEMENT	UNSATISFACTORY	SATISFACTORY/ PROGRESSING	PROFICIENT	DISTINGUISHED
4.1 School budgets	The administrator fails to effectively manage and allocate the school budget.	The administrator effectively manages and allocates the school budget, and seeks input from the staff in setting budget priorities.	The administrator, 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 administrator collaborates with the staff and Advisory Council 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.
4.2 School accounts	The administrator does not establish procedures to ensure the accountability of all school accounts. Audits of school accounts indicate significant problems with the procedures in place at the school level.	The administrator has established practices to ensure the accountability of all school accounts. He or she takes audit concerns seriously and responds appropriately.	The administrator has established a regular system of checks and balances related to all school accounts. Audits have only minor recommendations and the principal has a process in place for improvements.	The administrator has implemented procedures for all accounts that are clear and well understood and involves a regular system of checks and balances. Audits of all school accounts are consistently of high standards.

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4.3 Inventory	The administrator does not maintain a school inventory as required by the school division and does not have appropriate procedures in place to replenish supplies and equipment.	The administrator maintains a school inventory, where required.	The administrator maintains a school inventory, where required. A system is in place to monitor the use of supplies and to reorder when necessary.	The administrator ensures the school inventory is well maintained. An effective system is in place to monitor the use of supplies and to reorder as necessary.
4.4 Reports/ forms	The administrator does not ensure that reports/forms required by the division or MECY are completed accurately and submitted in a timely manner.	The administrator ensures that reports/ forms are completed accurately and submitted on time.	The administrator ensures that reports/ forms are completed accurately and recorded at the school level, and submitted on or before deadline dates.	The administrator ensures that reports/forms are completed in collaboration with staff as deemed appropriate (e.g. with resource teachers) to maximize funding to the school, and to reflect efficiency; and they are consistently submitted on or before the deadlines.
4.5 Develop and implement effective schedules, timetables, and routines	The administrator does not develop and implement effective schedules, timetables and routines.	The administrator, with some collaboration, develops and implements effective schedules, timetables and routines which reflect the needs of students and staff.	Where applicable, the administrator encourages input from staff, students and the Advisory Council for School Leadership to establish effective schedules, timetables and routines that meet the needs of students and staff.	Where applicable, the administrator ensures that a collaborative process is in place that provides for input from staff, students and other stakeholders in developing effective schedules, timetables and routines that meet the needs of the school community.
4.6 Conducts effective meetings	The administrator does not conduct effective meetings.	The administrator conducts effective meetings to facilitate communication, collaboration, and	The administrator uses meetings as a vehicle to facilitate creative dialogue, monitor the teaching/learning process, and provide for team	The administrator empowers staff to conduct meetings in an effort to build leadership capacity.

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		achievement of school goals.	building opportunities.	
4.7 Develops, revises and administers school policies in the best interest of students and staff	The administrator fails to develop, revise and/or administer school policies in the best interest of students and staff.	The administrator develops, revises and/or administers school policies in the best interest of students and staff.	The administrator, in collaboration with staff, is proactive in the development of school policies. He or she exercises discretion and good judgment in their implementation.	The administrator demonstrates foresight and appropriately involves the staff, students and Advisory Council for School Leadership in the development, revision and implementation of school policies. Policies are developed to enhance the vision and mission of the school and division.
4.8 is familiar with and supportive of divisional and MECY policies as they relate to the school	The administrator does not understand divisional and/or MECY policies and/or is not supportive of the policies.	The administrator, understands and supports divisional and MECY policies in the operations of the school.	The administrator demonstrates a working knowledge of divisional and MECY policies, and interprets and uses them to facilitate school operations.	The administrator demonstrates a thorough understanding of divisional and MECY policies and implements them with discretion to facilitate the work of staff and students.
4.9 Contributes to the development and revision of divisional policies through the Administration Council	The administrator does not contribute to the development and/or revision of divisional policies.	The administrator contributes, through the Administration Council, to the development and/or revision of divisional policies.	The administrator recommends development and/or revision of divisional policies and contributes through the Administration Council to their development and revision.	The administrator recommends development and/or revision of divisional policies and volunteers to assist in policy development and revision.

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<b>DOMAIN 5 - PROFESSIONALISM</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
5.1 Conducts oneself with integrity	The administrator cannot be trusted to follow through with tasks, priorities, or performance.	The administrator can be trusted to meet explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumptions that verbal statements have the weight of a commitment.	The administrator meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.	The administrator meets commitments – verbal, written, and implied – without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority.
5.2 Emotional self-control	The administrator loses his/her temper and is emotionally unstable.	The administrator maintains self-control in difficult situations.	The administrator can deal with personal attacks with dignity and self-control. The administrator never meets anger with anger, but defuses confrontational situations with emotional intelligence, empathy, and respect.	The administrator 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 administrator an exemplar of emotional intelligence, but the entire organization reflects this commitment to self-control, empathy, and respect.

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5.3 Stays current with educational research and practices	The administrator does not keep current with educational research and practices.	The administrator stays current with educational research and practices.	The administrator researches educational literature and practices related to school initiatives and/or professional growth plan.	The administrator 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.
5.4 Personal Professional Growth Plan	The administrator does not have a personal professional growth plan.	The administrator has a current personal professional growth plan.	The administrator works with the Superintendent to develop and implement a personal professional growth plan that will enhance performance and contribute to the school and division.	The administrator, in consultation with the Superintendent, initiates growth and professional development activities to continuously improve performance. Professional development goals relate to both professional growth and contribution to the school, division and profession.
5.5 Relationships with colleagues	The administrator does not foster positive relationships with colleagues.	The administrator fosters positive relationships with colleagues.	The administrator contributes to a climate conducive to cooperation and positive relationships with colleagues.	The administrator establishes a climate conducive to cooperation and positive relationships with colleagues and works to reconcile differences as they arise.

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5.6 Participation in school and division projects and activities	The administrator does not participate in school and/or division projects.	The administrator participates as required in school projects and when requested in division projects.	The administrator assumes leadership or is actively involved in school projects and activities and volunteers to participate in division projects.	The administrator 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.
5.7 Cooperation with senior administrators	The administrator does not support division goals and/or does not have a professional relationship with senior administrators.	The administrator consults and collaborates positively with senior administrators.	The administrator is familiar with and demonstrates support for divisional goals, and cooperates readily with senior administrators. Problems are discussed and solved cooperatively.	The administrator is considered by senior administrators to be a team player who participates in setting strategic direction for his/her school and the division. He or she works through the administrators' council in a positive manner to facilitate cooperation and the resolution of challenges.

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<b>DOMAIN 6 - COMMUNICATION</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
6.1 Works effectively with parent council	The administrator does not have an effective working relationship with the Advisory Council for School Leadership. He or she does not involve the Advisory Council with respect to the scope of its role.	Through regular meetings and contact with the Advisory Council for School Leadership, the administrator demonstrates an effective working relationship. He or she adequately involves the Advisory Council with respect to the scope of its role.	The administrator involves the Advisory Council for School Leadership in school planning. He or she provides meaningful reports on school initiatives and student achievement.	The administrator, in collaboration with the Advisory Council for School Leadership, develops meaningful school/ community involvement. He or she assists in seeking dynamic parent/community, staff, and possibly student representatives to serve on Council. He or she provides opportunities for the Council to positively impact the life of the school, have meaningful involvement in school planning and in the analyses of data related to school initiatives and student achievement.
6.2 Promotes two-way communication with students	The administrator does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions when students are likely to be present. Many students do not know the leader's name or recognize the leader on sight.	The administrator knows most student names, is visible and often greets students by name, and talks with students frequently.	The administrator knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The administrator is particularly visible at the beginning and end of the school day and during all other times when students are present.	In addition to all of the "proficient" characteristics, the administrator goes to exceptional lengths to listen to students. Discussions with students reveal that they know that the administrator will listen to them and treat them with respect.

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6.3 Promotes two-way communication with staff	There are minimal opportunities for two-way communication with staff. Staff meetings consist of the dissemination of information with little or no interaction.	There are a variety of opportunities for two-way communication with staff. Staff meetings are interactive to a degree.	Staff meetings include open discussions. Staff members regularly have the opportunity for one-to-one meetings with the administrator. The administrator knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.	The administrator is an active listener. The administrator's calendar reflects numerous individual and small group meetings with staff at every level. Bus drivers, custodians, educational assistants, and secretaries all report confidence in their ability to gain a respectful hearing from the administrator.
6.4 Promotes two-way communication with parents and community	The administrator provides minimal opportunities for two-way communication with parents and community.	The administrator provides parents and community members with a variety of opportunities for two-way communication.	The administrator frequently engages in two-way communication with parents and community members. The administrator 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.
6.5 Ensures information from division office is shared with students, staff, parents, and community as requested	The administrator does not consistently share information as requested.	The administrator consistently shares information as requested.	The administrator utilizes a variety of communication methods to ensure information is shared effectively and in a timely manner.	The administrator facilitates the effective sharing of information, and solicits feedback as needed. The administrator provides feedback to the division office in order to promote two-way communication.

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<b>DOMAIN 7 - PERSONNEL</b>				
<b>LEVEL OF PERFORMANCE</b>				
<b>ELEMENT</b>	<b>UNSATISFACTORY</b>	<b>SATISFACTORY/ PROGRESSING</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
7.1 In collaboration with the divisional staffing committee, effectively recruits and selects staff to build a strong school and divisional team	The administrator does not identify the needs of the school in recruitment and selection of teachers and support staff. He or she does not collaborate with the divisional staffing team in making staffing decisions.	The administrator identifies the needs of the school in recruitment and selection of teachers and support staff. He or she collaborates with the divisional staffing team in making staffing decisions.	The administrator demonstrates commitment and proficiency in advocating for and building a strong professional learning community.	The administrator is recognized by the staff and senior administrators as a strong proponent of the school and division as professional learning communities. As such, the principal seeks input from the staff and Advisory Council for School Leadership in identifying the staffing requirements to develop a dynamic school team.
7.2 Assign staff to capitalize on staff strengths to meet school needs	The administrator does not effectively capitalize on strengths of individuals in staff assignments to meet school needs.	The administrator considers the strengths of individuals and school needs in staff assignments.	The administrator completes an audit of the staff and considers future school and division directions in the assignment of staff to meet school needs.	The administrator 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.

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7.3 Student teachers	The administrator, when requested by an accredited post-secondary institution, fails to reasonably cooperate or provide effective placement for student teachers.	The administrator reasonably cooperates with accredited post-secondary institutions and provides for effective placement for student teachers.	The administrator actively supports the student teacher program and ensures that the cooperating teacher and student teacher are working effectively.	The administrator promotes student teacher programs in the school and ensures there is ongoing communication among stakeholders (faculty advisors, cooperating teacher, student teacher). The administrator meets with student teachers and provides feedback as necessary.
7.4 Substitute teachers	The administrator fails to ensure there is a system in place to arrange for and manage substitute teachers.	The administrator ensures there is a system in place to arrange for and manage substitute teachers.	The administrator has a comprehensive system in place to support substitute teachers.	The administrator provides a supportive environment, appropriate assignment, and constructive feedback for substitute teachers.

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7.5 Facilitates opportunities for professional development	The administrator 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 administrator 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 administrator 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 administrator 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.
7.6 Facilitates the use of individual professional growth plans	The administrator does not encourage individual professional growth and/or follow the procedures in the Teacher Evaluation and Supervision for Growth Procedures Manual.	The administrator is aware of individual staff needs and follows procedures outlined in the Teacher Evaluation and Supervision for Growth Procedures Manual.	The administrator encourages and supports staff members to develop and implement Personal Professional Growth Plans that reflect school and divisional initiatives and individual professional needs.	The administrator empowers staff members to initiate and assume responsibility for improving and enhancing their own performance as outlined in the Professional Growth Plans. He or she models continuous professional growth.
7.7 Orientation of new staff	The administrator does not provide for the orientation of new staff.	The administrator provides for the orientation of new staff.	The administrator, in consultation with staff, provides for an orientation and mentorship of new staff members, and involves resources outside the school as appropriate.	The administrator facilitates the implementation of a staff induction program. He or she meets with new personnel throughout the year to provide support and ensure their needs are being met.

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7.8 Supervises/ evaluates staff to ensure effective instruction and student learning	The administrator does not follow division supervision and evaluation procedures to ensure effective instruction and student learning.	The administrator consistently follows division supervision and evaluation procedures to ensure effective instruction and student learning.	The administrator 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 administrator empowers the staff to assume responsibility for sharing and collaborating to continuously improve instruction and student achievement.
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## APPENDIX F

# ADMINISTRATOR'S PERFORMANCE ASSESSMENT REPORT

NAME: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_

POSITION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

**NUMBER OF YEARS IN PRESENT POSITION:**

## TOTAL YEARS EXPERIENCE IN ADMINISTRATION

## PERCENTAGE OF TIME SPENT IN ADMINISTRATION THIS YEAR

## TOTAL YEARS OF EDUCATION EXPERIENCE

PRESENT TEACHING ASSIGNMENT (IF ANY)

## EVALUATION CONFERENCES/VISITATIONS/MEETINGS.

**MEETING DATE**

#### TYPE OF MEETING

### EVALUATOR(S)

Evaluation will focus on administrative performance associated with the seven Domains of Professional Practice.

## COMPONENTS OF EVALUATION

The administrator's performance will be rated on predetermined performance criteria enumerated in this report and defined in the Administrators', Domains of Professional Practice Rubric using the four-point scale as follows:

**D.** A rating of “D” indicates that the Administrator’s performance is **distinguished** in this area. The performance is consistently high and significant strength is behaviourally evident and observable.

**P.** A rating of “P” indicates that the Administrator’s performance is **proficient** in this area. The

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administrator exhibits a high level of skill and competence.

**S.** A rating of “**S**” indicates the Administrator’s performance is **satisfactory and/or progressing** in this area. Some improvement is necessary to reach a level of proficient.

**U.** A rating of “**U**” indicates the Administrator’s performance is below minimum performance expectations and is therefore **unsatisfactory**.

**N/A.** **Does not apply**

DOMAIN 1: STUDENT LEARNING		U	S/P	P	D	N/A
1.1 Planning and Goal Setting for Student Achievement	<b>1.1</b>					
1.2 Use of student achievement data to make instructional decisions	<b>1.2</b>					
1.3 Ensures appropriate assessment, evaluation and timely reporting	<b>1.3</b>					
1.4 Ensures appropriate teaching of curriculum and programming for all students	<b>1.4</b>					
1.5 Ensures appropriate use of student services and community support services as needed	<b>1.5</b>					
1.6 Ensures appropriate integration of technology in accordance with MECY	<b>1.6</b>					

DOMAIN 2: CLIMATE		U	S/P	P	D	N/A
2.1 Maintains well-disciplined environment and deals effectively with student discipline issues	<b>2.1</b>					
2.2 Takes measures to ensure that the school plant and grounds are well maintained to promote health, safety and well-being of students and staff	<b>2.2</b>					
2.3 Provides for the recognition of staff and students	<b>2.3</b>					
2.4 Resolve concerns and techniques	<b>2.4</b>					
2.5 Fosters an atmosphere of trust and collaboration	<b>2.5</b>					
2.6 Fosters positive staff morale	<b>2.6</b>					
2.7 Promotes opportunities for students to participate in activities beyond the classroom	<b>2.7</b>					

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<b>DOMAIN 3: SCHOOL LEADERSHIP</b>		<b>U</b>	<b>S/P</b>	<b>P</b>	<b>D</b>	<b>N/A</b>
3.1 Enhances the school as a professional learning community	<b>3.1</b>					
3.2 Facilitates supportive and shared leadership	<b>3.2</b>					
3.3 Creates shared values and vision	<b>3.3</b>					
3.4 Develops school plan	<b>3.4</b>					
3.5 Evidence of implementation and monitoring of school plan	<b>3.5</b>					

<b>DOMAIN 4: MANAGEMENT</b>		<b>U</b>	<b>S/P</b>	<b>P</b>	<b>D</b>	<b>N/A</b>
4.1 Management school budgets	<b>4.1</b>					
4.2 Management school accounts	<b>4.2</b>					
4.3 Management school inventory	<b>4.3</b>					
4.4 Completes reports/forms	<b>4.4</b>					
4.5 Develops and implements effective schedules, timetables, and routines	<b>4.5</b>					
4.6 Conduct effective meetings	<b>4.6</b>					
4.7 Develops, revises and administer school policies	<b>4.7</b>					
4.8 Familiar with and supportive of divisional and MECY policies	<b>4.8</b>					
4.9 Contributes to the development and revision of divisional policies	<b>4.9</b>					

<b>DOMAIN 5: PROFESSIONALISM</b>		<b>U</b>	<b>S/P</b>	<b>P</b>	<b>D</b>	<b>N/A</b>
5.1 Conduct oneself with integrity	<b>5.1</b>					
5.2 Maintains emotional self-control	<b>5.2</b>					
5.3 Stays current with educational research and practices	<b>5.3</b>					
5.4 Maintains a professional growth plan	<b>5.4</b>					
5.5 Fosters a positive relationships with colleagues	<b>5.5</b>					
5.6 Participates in school and division projects and activities	<b>5.6</b>					
5.7 Cooperate with senior administration	<b>5.7</b>					

<b>DOMAIN 6: COMMUNICATION</b>		<b>U</b>	<b>S/P</b>	<b>P</b>	<b>D</b>	<b>N/A</b>
6.1 Works effectively with parent council	<b>6.1</b>					
6.2 Promotes two-way communication with students	<b>6.2</b>					
6.3 Promotes two-way communication with staff	<b>6.3</b>					

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SECTION F: HUMAN RESOURCES/PERSONNEL

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6.4 Promotes two-way communication with parents & community	<b>6.4</b>					
6.5 Ensures information from division office is shared with students, staff, parents and community	<b>6.5</b>					

<b>DOMAIN 7: PERSONNEL</b>		<b>U</b>	<b>S/P</b>	<b>P</b>	<b>D</b>	<b>N/A</b>
7.1 Effectively recruits and selects staff to build a strong school and divisional team	<b>7.1</b>					
7.2 Assigns staff to capitalize on staff strengths to meet school needs	<b>7.2</b>					
7.3 Support student teachers	<b>7.3</b>					
7.4 Supports substitute teachers	<b>7.4</b>					
7.5 Facilitates opportunities for professional development	<b>7.5</b>					
7.6 Facilitates the use of individual professional growth plans	<b>7.6</b>					
7.7 Orientation of new staff	<b>7.7</b>					
7.8 Supervises/evaluates staff to ensure effective instruction and student learning	<b>7.8</b>					

Items checked with "distinguished" or "unsatisfactory" require comments. If space is insufficient, please attach additional pages as needed.

**EVALUATOR'S COMMENTS:**

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**ADMINISTRATOR'S COMMENTS:**

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This confirms that I have had the opportunity to discuss this report with the evaluator and to attach my comments.

**Signatures:**

Evaluator's Signature: \_\_\_\_\_

Administrator's Signature: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

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

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APPENDIX G

**ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN**

NAME: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_

POSITION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

**Anticipated Length of Plan: 1    2    3    Years**

**1. GOAL:**    Describe how this will improve student learning. Link to the school or divisional goal

**2. METHOD/STRATEGIES**

**3. INDICATORS OF PROGRESS (*artifacts, assessment results, ...*)**

**4. RESOURCE/SUPPORTS NEEDED**

Administrator's Signature: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Starting Date of Plan: \_\_\_\_\_ Today's Date: \_\_\_\_\_

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APPENDIX H

**ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN – Yearly Review**

*(to be completed by the Administrator)*

ADMINISTRATOR: \_\_\_\_\_

SCHOOL YEAR: \_\_\_\_\_

POSITION: \_\_\_\_\_

SCHOOL: \_\_\_\_\_

ASSIGNMENT: \_\_\_\_\_

**Year 1 2 3**

**A. List the target goal(s) of the Professional Growth Plan**

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**B. List a descriptive summary of the process used in the Professional Growth Plan**

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**C. List vital results/outcomes from the Professional Growth Plan**

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**D. Further Reflection**

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**ADMINISTRATOR'S COMMENTS:**

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**SUPERVISORS COMMENTS:**

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**Signatures:**

Administrator's Signature: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_

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

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APPENDIX I

**ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN – Final Appraisal**

This form is to be completed by the administrator in the final year of a Professional Growth Plan.

Title of Professional Growth Plan: \_\_\_\_\_

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

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

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(Part A & B to be completed by the Administrator: Part C by the Superintendent or designate)

**A.** The following is a descriptive summary of the Professional Growth Plan that was submitted and completed by the administrator.

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**B.** The following is a statement of the administrator's thoughts about how this Professional Growth Plan has increased his/her effectiveness as a school leader and his/her school's success. (*include artifacts where applicable*)

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C. The following is a statement of the Superintendent's or designate's thoughts, reactions, etc., regarding the Professional Growth Plan that was submitted and completed by the administrator.

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**SIGNATURES:**

Administrator's Signature:

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Supervisor's Signature:

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Superintendent's Signature:

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Starting Date of Plan:

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Year End Review Date:

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APPENDIX J

## APPEAL PROCEDURES

In cases where the administrator wishes to appeal the formal evaluation, the following procedure shall apply:

1. The administrator shall first appeal to his/her immediate supervisor. In the case of a vice/assistant principal, he/she must appeal to the principal before appealing to the Superintendent or designate.
2. The administrator will have two weeks to give notice of his/her intention to appeal after the summative report has been written.
3. A meeting to hear the appeal will be set up as soon as it is mutually convenient to both parties.
4. If the administrator is not satisfied with the review, he/she may appeal to the School Board.
5. At any time during the process, either of the participants shall have the right and the opportunity to seek the assistance of a third party.
6. An administrator may withdraw an appeal at any time.

*“Great leaders are never satisfied with current levels of performance. They are restlessly driven by possibilities and potential achievements.” - Donna Harrison*

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