PRINCIPAL EVALUATION PROCESS
Implementation
2012-2013
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Appendix  (Documents that could be included in the final document)

• Leadership Framework
• Accountability Framework
• School Growth Planning Guide
• School Review Guide
Introduction:

In the fall of 2011, a committee was formed to develop a new principal evaluation tool. The committee included representation from principals, school councils and Department of Education staff including superintendents, Human Resources staff, First Nations Programs and Partnerships and Policy. In reviewing current practice in the evaluation of principals, the committee found that the current practice was:

- Retrospective rather than prospective or growth oriented,
- A one size fits all approach that did not consider the experience and skills of the principal or the school context,
- Inconsistently used for experienced principals,
- Raising ethical concerns from principals about the survey approach used to receive input from school councils and staff,
- Significantly different from other YG employee evaluation processes.

During the winter and spring of 2011-2012 the committee designed a new evaluation process and sought and received feedback from school councils, principals, First Nations through the First Nation Education Advisory Committee, Senior Management and the Leadership Advisory Committee.

The Evaluation Committee determined that the Principal Evaluation Process would need to:

- Follow the legislated requirements,
- Have the significant involvement of superintendents,
- Be focused on the individual principal and the context of their schools,
- Be growth oriented and not used for those requiring Department disciplinary action,
- Be completed by experienced principals every third year,
- Provide opportunities for input with a specific process for input for school councils and staff,
- Provide a determination of satisfactory or less than satisfactory.

Implementation:

The Principal Evaluation Committee recommended that the new process be implemented in 2012-2013 for new principals hired for 2012-13 school year or in the 2011-12 school year. The Committee also recommended that the process be monitored during the year and reviewed in the winter of 2013.
Legislation:

105

(1) A principal shall be on probation for two years from the date of appointment.

(5) A principal who is on probation shall be evaluated during the first year of probation and shall be evaluated in the second year of probation on or before March 31 of that year.

113 (2) A School Council May…

(g) direct the superintendent to evaluate a teacher, principal or other staff member and to provide a report to the Council of the evaluation, which report shall be returned to the superintendent immediately after the Council has reviewed and considered it;

(i) recommend to the superintendent the dismissal, transfer, discipline or demotion of a teacher, principal or other employee in the school and provide reasons for the recommendation;
Overview of Administrator Evaluation Process

Step 1:
- a. Principal is notified in June or on hire that they will be involved in the evaluation process.
- b. Resource documents and materials are provided to the principal by the superintendent.
- c. School councils are notified of the process.

Step 2:
- a. Principal meets with superintendent to discuss the process and the performance plan.
- b. Principal reflects on the School Growth Plan, School Review recommendations, and current Department directions including the Leadership Framework.
- c. Principal seeks input from the school council and staff using the School Review Guide and inquiry process.
- d. Principal develops a draft performance plan.

Step 3:
- a. Principal meets with superintendent to discuss and finalize the performance plan.
- b. Superintendent and principal set timelines for update meetings. There will be a minimum of 2 further meetings.
- c. Principal shares professional goals with school council and staff.
  **Note:** Changing circumstance may require changes to the performance plan or timelines.

Step 4:
- a. Update meetings between Principal and Superintendent held.
- b. Superintendent seeks input from the school council and staff using the School Review Guide and inquiry process.
- c. Superintendent and principal review results of the performance plan.
- d. The summative evaluation report is completed by the superintendent and presented to the principal.

Summative Report

Superintendent shares a summary of results with school council

Satisfactory Report
Process Complete

Less than satisfactory Report

Department Determines Next Steps
Response to a Less than Satisfactory Summative Report

The principal receives a less than satisfactory report

Department of Education Determines Next Steps

Potential non-renewal for principals on probationary contracts

Elements of Improvement Plans

Improvement Plans are to be completed jointly by the principal and superintendent using the following process:

1. Area (s) of concern taken from the performance plan and summative report
2. Areas of concern are discussed and explained
3. Actions or strategies needing attention are identified
4. Steps to be taken and resources, professional development or supports needed are jointly identified
5. Indicators of success are jointly identified
6. Timelines to review progress and complete the work are identified
7. Summative evaluation report completed with a determination of satisfactory or less than satisfactory. A less than satisfactory report goes to the Department to determine next steps which may include the continuation of the improvement planning process

Improvement plans for experienced and probationary principals
Before developing the goals for their performance plans each Principal will reflect on the school context, circumstances and its current work to improve student outcomes. This includes but is not limited to current student performance, Department of Education priorities, the School Growth process including School Review recommendations, the current School Growth Plan, and the Yukon Educational Leadership Framework. Discussions should also be held with the school council, Yukon First Nations, staff, students, parents and community.

Part of the reflection process is a requirement to seek formal input from the school council and staff. Using the four areas of inquiry below provides a useful tool to help focus the input process.

Collective responses from discussions with school council, Yukon First Nations, staff, students, parents and community form an essential part of the consultation with the superintendent in preparation for the development of the performance plan.

At the end of the evaluation process, as part of looking at the results of the performance plan, the superintendent conducts a similar input session with the school council and staff before completing the summative evaluation.

(Adapted from Cooper, Fusarelli, and Randall, 2004)
Norms and Culture

Continuously improving schools are socially and culturally inclusive with high expectations for each learner. A focus on continuous improvement is evident.

Behavioural Indicators

The school:

- Has a positive culture that reflects the conditions for learning that help each learner do their personal best,
- Has a norm of high expectations and continuous improvement for each learner,
- Has an approach to teaching and learning that reflects a commitment to differentiation as well as social and cultural relevance,
- Models such principles of civility as trust, fairness social responsibility, respect, and inclusion,
- Is responsive to perspectives and the increasing diversity of the school population,
- Addresses issues of bullying, bias, discrimination or complacency in order to have the conditions for learning in place for each student.

Reflections:
Community

Continuously improving schools build a shared commitment to success for each learner. The school collaborates with parents, students, Yukon First Nations, and community to support student learning. Ongoing parent/community involvement is embedded in school culture and the school communicates about progress and challenges in multiple ways.

Behavioural Indicators

The School:

- Ensures that the community of learners at the school can see themselves reflected in the culture, curriculum, policies, and practices in the school,
- Engages all staff, teachers, support staff, Yukon First Nations language teachers, support and liaison workers, and educational assistants in the work to improve outcomes for students,
- Builds and maintains positive working relationships with parents, school council, the community, Yukon First Nations, and Elders,
- Works together with, students, parents, school council, Yukon First Nations, and community to share responsibility for improving success for each learner,
- Involves students, the school council, parents, the community, and Elders on the School Growth Planning Team,
- Invites family and community interaction and dialogue to support student success:
  - Recognizes concerns and identifies opportunities to address them through shared problem solving and conflict resolution,
- Is inclusive of different opinions and perspectives and works to build consensus to support the success of each learner,
- Shares information in a timely manner and welcomes input and dialogue with the community.

Reflections:
Organization

Continuously improving schools organize structures, actions, and interventions to ensure success for each learner. Work in the school is coherent and aligned to focus on improvement. Actions and interventions include effectively differentiating instruction, resources, time and professional development to get results. The Department supports the school and makes connections across the Territory to build capacity.

Behavioural Indicators

The School:

- Aligns structures, actions and interventions to improve success for each student,
- Employs a pyramid of intervention to identify and address the needs of each learner,
  - Differentiates instruction guided by appropriate assessment to support each learner,
  - Uses a wide variety of actions/interventions to support students not meeting, minimally meeting and meeting or exceeding expectations,
- Has a school-based team that meets regularly to consider the progress of vulnerable students, provide recommendations, and support as required,
- Uses IEPs to guide program delivery and assessment for identified students,
- Uses a balanced literacy approach and literacy skills are embedded across the curriculum,
- Integrates language and culture into the organization of the school as well as within classroom curricular areas,
- Integrates technology across the curriculum to enrich learning experiences and accommodate learning styles,
- Reviews organizational structures, resources, actions and interventions for effectiveness and revises as necessary to improve success for each student.

Reflections:
Processes and Progress

Continuously improving schools take responsibility for improving outcomes for students. Schools use evidence to guide decisions and actions and have processes in place to collectively monitor progress and make adjustments in key areas of their work. They demonstrate improvement over time – for individual students, groups of students, and the school.

Behavioural Indicators

The School:

- Improves the life chances of each of learner as determined by both formative and summative evidence,
- Ensures that students not meeting expectations, minimally meeting expectations and meeting and exceeding expectations make progress,
- Uses evidence to inform decisions and actions that support improved student learning.
- Analyzes a variety of evidence including individual, classroom, school, and Department about our learners, their learning, our school and our community to develop our School Growth Plan,
- Ensures that assessment practices are consistent;
- Engages students in self-assessment and setting goals for the next steps in their learning,
- Communicates about results and progress with the school community,
- Has a Growth Plan with goals and/or objectives that include targets that related to students and improved outcomes.
- Identifies timelines and responsibilities for the accomplishment of the stated actions and interventions in the School Growth Plan.
- Has a School Growth Planning Team that engages staff, students, parents, and the community, Yukon First Nations and Elders in the process,
- Monitors progress and adjusts actions, interventions, and plans to improve results,

Reflections:
SCHOOL CONTEXT AND CIRCUMSTANCES

FOCUS:

Reflecting on:
- Student performance
- Department priorities
- School Review recommendations
- School Growth Process
- Educational Leadership Framework
- Formal and informal input from School Council, staff, students, parents, Yukon First Nations, and community

This section would be completed at the end of the appraisal cycle.

PRINCIPAL’S/
VICE-PRINCIPAL’S GOALS and Objectives

(Identified in consultation with immediate supervisor)

ACT:

STRATEGIES/ ACTIONS
EVIDENCE AND INDICATORS

(Observable – How will we know if the strategies /actions were successful?)

MONITOR and ADJUST

Dates for monitoring Progress

Adjustments Made

RESULTS

This section would be completed at the end of the evaluation cycle.
# Department of Education Summative Report for Principals

## Person Receiving the Report

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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## Superintendent Completing the Report

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
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## Name of School and Evaluation Year

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Evaluation Year</th>
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Practices and competencies from the Performance Plan that have contributed strongly to the principal’s overall performance:

Practices and competencies from the Performance Plan that could be strengthened for further growth and development:
General comments on leadership and the work to support learning at the school:

Summative Statement

The superintendent will provide a summative statement on the principal's performance based on the results outlined in the Performance Plan.

Superintendent's summary comments on the principal's performance:
The principal may wish to comment on the evaluation.

Principal’s Comment (optional):

Overall Rating

Check the appropriate box:

☐  Satisfactory performance

☐  Less than satisfactory performance
Principal’s signature indicates the receipt of the summative report.
## Checklist for Principal Evaluation Process

### Step 1: Spring/Summer

<table>
<thead>
<tr>
<th>Completed/Date</th>
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<tbody>
<tr>
<td>☐</td>
<td>Principal notified of Evaluation process</td>
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<tr>
<td>☐</td>
<td>School council notified of the evaluation process</td>
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### Step 2: August/September

<table>
<thead>
<tr>
<th>Completed/Date</th>
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<tbody>
<tr>
<td>☐</td>
<td>Discussion with principal and superintendent about the process and plan.</td>
</tr>
<tr>
<td>☐</td>
<td>Principal reflected on the School Growth Plan, School Review recommendations, current Department directions and the Leadership Framework</td>
</tr>
<tr>
<td>☐</td>
<td>Administrator received input from the school council and staff using the School Review Guide and inquiry process</td>
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<tr>
<td>☐</td>
<td>Draft performance plan developed</td>
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### Step 3: September/October

<table>
<thead>
<tr>
<th>Completed/Date</th>
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<tbody>
<tr>
<td>☐</td>
<td>Superintendent and principal discuss and finalize the performance plan</td>
</tr>
<tr>
<td>☐</td>
<td>Timelines and dates are set for update meetings. There will be a minimum of 2 further meetings.</td>
</tr>
</tbody>
</table>
| ☐             | Professional goals form the performance plan shared professional goals with school council and staff  
**Note:** Changing circumstance may require changes to the performance plan or timelines |

### Step 4: Winter/Spring

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<tr>
<th>Completed/Date</th>
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<tr>
<td>☐</td>
<td>First update meeting to discuss progress made and or adjustments required</td>
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<tr>
<td>☐</td>
<td>Second update meeting to discuss progress made and or adjustments required</td>
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<tr>
<td>☐</td>
<td>Superintendent seeks and receives input from school council and staff</td>
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<tr>
<td>☐</td>
<td>Superintendent discusses results of performance plan with principal</td>
</tr>
<tr>
<td>☐</td>
<td>Summative report completed and shared with principal</td>
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<tr>
<td>☐</td>
<td>Summary of report shared with school council</td>
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</tbody>
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