

## Accountability Topic: Human Resources – Admin Council Evaluation Process

### Date of Board Meeting:

March 3, 2022

### Strategic Priority:

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical & Social Environments

### Quality Indicator(s) (if applicable):

- QI 4.1 - Quality recruitment, orientation, staff development, disciplinary, evaluation and supervisor processes are developed and effectively implemented.
- QI 4.6 - Board personnel policies are followed.

### Key Measures:

- Admin Council Performance Evaluation

### Targets:

GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review and revision of administrative procedures and processes.

- Renew AP 479: Supervision and Evaluation of Central Administrative Staff by January 2022
- Renew AP 421: School Administrator Evaluation by June 2022

### Data:

### Key Strategies Employed:

A Performance Evaluation Process ensures the work of employees breathe life into the Board of Education's strategic priorities.

The evaluation process for Admin Council (Superintendents, Managers & Supervisors) and School Based Administrators gathers information through products, observations and conversations connected to:

- a. Job Descriptions (renewed duties and updated to a common template)
- b. Annual Work Plans (for Admin Council) and Learning Improvement Plans (for Administrators).  
Reviewed on an ongoing basis.
- c. GSSD Service Commitment Reports developed by R360 Survey Data (for Admin Council) and Our School (for Administrators \*note: meeting with the STF next week to discuss potential road-blocks)
- d. Annual Self Reflections

Evidence is gathered over a two year period in a digital portfolio and used populate the Formal Performance Evaluation (see attached). The Formal Performance Evaluation is completed during the first year of employment and every second year thereafter. In the event that an employee is not succeeding or improving their job performance, the performance evaluation documentation can be used to develop a Performance Improvement Plan.



## Formal Evaluation for Admin Council – Form 479-1

<b>Employee</b>	Insert Name
<b>Current Role</b>	Insert Title
<b>Date of Report</b>	3/3/2022

<b>Purpose</b> - To ensure follow through of service commitments
To provide accurate appraisal documentation to protect both the employer and the employee
To ensure the will of the Board of Education is met with respect to foundational statements
To build self-efficacy and demonstrate the employee’s impact on GSSD Strategic Plan

**Cycle of Supervision for Central Office** – GSSD has employed a two year cycle involving conversations, products, and observations



**Evaluation Process** - A Performance Evaluation Process ensures the work of employees breathe life into the Board of Education's strategic priorities

There are many approaches to the employee’s evaluation. The contrast appears in the approach and the details. This can make all the difference in how the performance evaluation process is perceived and carried out by employees. This process gathers information through products, observations and conversations connected to:

- 1) Job Descriptions (completed in year of supervision)
- 2) Annual Work Plans (completed annually every 4 months)

- 3) GSSD Service Commitment Reports developed by R360 & Exit Survey Data (completed in year of supervision)
- 4) Annual Self Reflections (completed annually in September)

This evidence will be gathered over a two-year period and used populate an Overall Performance Evaluation report starting in the employees first year of employment and every second year thereafter. If an employee is failing or improving his job performance, the performance evaluation documentation can be used to develop a Performance Improvement Plan.

**Work History** - Employee writes their own bio as an introduction

**Education & Recent Professional Development** - Employee documents their own educational background, qualifications and professional development opportunities

**Personal Information** – Employee provides background information on their family, hobbies, interests, etc.

**Summary Statements**

Data Sources	Rubric	Comments & Supporting Artifacts
Job Description Fulfillment <i>(Observations)</i>	<input type="checkbox"/> 1 - Not Meeting Expectations <i>(Improvement required)</i> <input type="checkbox"/> 2 – Progressing <i>(Functioning but not effective)</i> <input type="checkbox"/> 3 – Proficient <b><i>(Meets expectations)</i></b> <input type="checkbox"/> 4 – Exemplary <i>(Model for other school divisions)</i>	<p><b>Student Welfare Domain</b></p> <input type="checkbox"/> YES <input type="checkbox"/> No Comments resulting from analysis of the portfolio and local knowledge <p><b>Fiscal Responsibility Domain</b></p> <input type="checkbox"/> YES <input type="checkbox"/> No Comments resulting from analysis of the portfolio and local knowledge <p><b>Personnel Management Domain</b></p> <input type="checkbox"/> YES <input type="checkbox"/> No Comments resulting from analysis of the portfolio and local knowledge <p><b>Policy &amp; Administrative Procedures Domain</b></p> <input type="checkbox"/> YES <input type="checkbox"/> No Comments resulting from analysis of the portfolio and local knowledge

		<p><b>Director/Board/CFO Relations Domain</b>  <input type="checkbox"/> YES  <input type="checkbox"/> No  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Strategic Planning &amp; Reporting Domain</b>  <input type="checkbox"/> YES  <input type="checkbox"/> No  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Organizational Management Domain</b>  <input type="checkbox"/> YES  <input type="checkbox"/> No  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Communication &amp; Employee/Community Relations Domain</b>  <input type="checkbox"/> YES  <input type="checkbox"/> No</p>
<p>Effectiveness of Work Plans <i>(Conversations)</i></p>	<p><input type="checkbox"/> 1 - Not Meeting Expectations <i>(Improvement required)</i>  <input type="checkbox"/> 2 – Progressing <i>(Functioning but not effective)</i>  <input type="checkbox"/> <b>3 – Proficient</b> <i>(Meets expectations)</i>  <input type="checkbox"/> 4 – Exemplary <i>(Model for other school divisions)</i></p>	<p><b>High Quality Teaching &amp; Learning</b>  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Engagement of all Students, Families, and Communities</b>  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Effective Policy &amp; Procedures</b>  Comments resulting from analysis of the portfolio and local knowledge</p> <p><b>Healthy Sustainable Physical and Social Environments</b>  Comments resulting from analysis of the portfolio and local knowledge</p>

<p>Service Commitment Analysis through 360 Review Survey Data (Products)</p>	<p><input type="checkbox"/> 1 - Not Meeting Expectations (<i>Improvement required</i>)</p> <p><input type="checkbox"/> 2 – Progressing (<i>Functioning but not effective</i>)</p> <p><input checked="" type="checkbox"/> 3 – Proficient (<i>Meets expectations</i>)</p> <p><input type="checkbox"/> 4 – Exemplary (<i>Model for other school divisions</i>)</p>	<p><b>The Employee and Supervisor agree upon 10-20 GSSD employees that could provide feedback on the following questions.</b></p> <p><b>HR facilitates the survey and collects the data. Themes and comments are anonymized and summarized.</b></p> <ol style="list-style-type: none"> <li>1. The employee provides clear direction. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>2. The employee provides effective leadership in their focus area. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>3. The employee establishes and maintains positive working relationships with staff. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>4. People trust this employee. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>5. The employee empowers others. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>6. The employee effectively solves problems. <p style="text-align: center;">Support/Refute/Mixed</p></li> <li>7. Receiving &amp; Acting on Feedback - When you offer the employee feedback/ideas/concerns either personally or for the school division, were you satisfied with their level of response?</li> <li>8. Exceeding Expectations - Can you think of a time when this employee went above and beyond in service to you or the school division in general?</li> <li>9. Single Point of Contact - Are you confident that the employee will be able to get you the support you need either directly or through another team member?</li> </ol>
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Overall Impact to GSSD	<input type="checkbox"/> 1 - Not Meeting Expectations ( <i>Improvement required</i> ) <input type="checkbox"/> 2 – Progressing ( <i>Functioning but not effective</i> ) <input type="checkbox"/> 3 – Proficient ( <b><i>Meets expectations</i></b> ) <input type="checkbox"/> 4 – Exemplary ( <i>Model for other school divisions</i> )	

Self-Reflections – Feedback for Supervisor	
Question	Response
What was your greatest personal/professional celebration?	
What was your greatest “team” celebration?	
What was your greatest “team” disappointment/frustration?	
What was your greatest “personal/professional” disappointment?	
What can your supervisor do to make your job easier?	
What does your supervisor currently do that makes your job more difficult?	
What is an area of growth for you?	
If you had the power to change “one” thing in GSSD, what would it be?	
What drives you? Choose one or two and explain.	

What do you want to be known for? What is your hope for your legacy?	
What is one promise you are willing to make this year?	

I have read the above report and discussed it with my supervisor. My signature does not indicate that I agree with the contents of the report.		
<b>Signatures</b>		<b>Date</b>
Employee's Signature		
Supervisor' Signature		

**Future Strategies:**

- **Complete the Admin Council evaluation cycle**

	2020-2021	2021-2022	2022-2023
<b>Deputy Director</b>	HR Superintendent - JT Superintendent of Schools -AL Transportation Manager - RH		
<b>Chief Financial Officer</b>	Payroll Supervisor - RS Facilities Manager - PM	Accounting Manager - DJ Technology Supervisor - KM	Payroll Supervisor - RS Facilities Manager - PM Transportation Manager - RH
<b>Director of Education</b>	CFO - KG Assistant to the Director - HM	Superintendent of Schools -MF Superintendent of Schools -MP Superintendent of Schools - SB Superintendent of Curriculum - LW	Superintendent of HR - JT Executive Services Supervisor - HM CFO - KG

- Renew AP 421: School Administrator Performance Review (June 2022)
- Renew AP 412: Supervision and Evaluation of Professional Staff (June 2023)
- Renew AP 435: Support Staff Performance Review (June 2023)

**Risk Assessment:**

Impact Categories	Insignificant	Minor	Moderate	Major	Catastrophic
<b>Financial</b>	Financial impact of the event is less than \$50,000	Financial impact of the event exceeds \$50,000, but less than \$150,000	Financial impact of the event exceeds \$150,000, but is less than \$250,000	Financial impact of event exceeds \$250,000, but is less than \$500,000	Financial impact of the event exceeds \$500,000
<b>Comments &amp; Mitigation Strategy</b>	Performance Evaluations are one tool to ensure accountability. They offer a systemic, predictable way to offer feedback for improvement and build capacity of employees. Given the breadth and responsibilities of employees, appraisals are necessary for the long term success of the division.				
<b>Reputational</b>	One negative article in a publication	Negative articles in more than one publication	Short term negative media focus and	Long term negative media focus and sustained concerns	Stakeholders lose faith in management or Trustees

			concerns raised by stakeholders	raised by stakeholders	
<b>Comments &amp; Mitigation Strategy</b>	Performance Evaluations act as a guidepost, giving the Director a tool to ensure our division, through the work of their employees, is on the right track.				
<b>Managerial Effort/Capacity</b>	Impact can be absorbed through normal activity	Some management effort is required to manage the impact	Can be managed under normal circumstances with moderate effort	With significant management effort, can be endured	Potential to lead to the collapse of the organization
<b>Comments &amp; Mitigation Strategy</b>	Evaluations processes contribute to the effectiveness of the organization. They promote continual growth, facilitate relationships and ensure accountability and stewardship.				
<b>Government Relations</b>	Routine ministerial inquires	In-depth ministerial inquires	Concerns raised by Ministry of Education	School division's ability mandate is questioned	Ministry of Education loses faith in the organization
<b>Comments &amp; Mitigation Strategy</b>	Each position in GSSD contributes to the sector plan of the province. A key component of the Performance Evaluation is to ensure employees are working in alignment with the strategic focus areas of the division and the province.				
<b>Legal</b>	Legal action threatened	Civil action commenced/small fine assessed	Criminal action threatened/moderate fine assessed	Criminal lawsuit commenced/significant fine assessed	Jail term of any length for a Trustee/Director; multiple significant fines assessed
<b>Comments &amp; Mitigation Strategy</b>	Evaluations are a standard HR procedure across all organizations. The have multiple roles in an organization, one of which is to protect the organization with respect to Labour Standards.				
<b>Student Outcomes</b>	Immaterial impact on student achievement	Student achievement metrics begin to show a decline	Parental complaints submitted related to student achievement	Overall student competency levels are below standards	Inability to satisfactorily deliver curriculum or key programs
<b>Comments &amp; Mitigation Strategy</b>					

<b>Likelihood</b>				
The likelihood of identified risks is to be assessed by estimate the probability of the risk occurring during the planning horizon.				
<b>Rare</b>	<b>Unlikely</b>	<b>Moderate</b>	<b>Likely</b>	<b>Almost Certain</b>
Extremely rare in the sector. Once in more than 10 years at the school division.	Has occurred occasionally in the sector. Once in 5 to 10 years at the school division.	Periodic occurrence in the sector; possible occurrence. Once in 3 years at the school division.	Has occurred previously and could reasonably occur again. Once in 1 to 2 years at the school division.	Extremely likely to occur. Multiple times per year at the school division.



**Summary Comments:**

The ultimate goal of Performance Evaluation is three fold:

- 1) the first is to ensure the will and direction of the Board of Education is met with fidelity.
- 2) to facilitate self-efficacy and a growth mindset in our employees and
- 3) meet basic Human Resource standards of practice that protect the employee and the employer

The GSSD model leans heavily on working relationships and purposefully collects information continually through conversations, observations and products with and from the employee.

**Recommended Decision/Motion:**

“That the Board approve the accountability report on Human Resources – Admin Council Evaluation Process as presented.”

Respectfully submitted,

Quintin M. Robertson, Director/CEO  
Good Spirit School Division