

LEADERSHIP EVALUATION

Background

The Division believes the delivery of high-quality educational experiences for our students depends on effective leadership at the school level. The evaluation process is designed to promote growth of the individuals and the system while providing an accountability framework that establishes and promotes high standards for leadership.

Administrators will be required to provide evidence of their leadership capabilities in four Developing People, Setting Directions, Creating a Learning Organization, and Leading the Instructional Program. Administrators are encouraged to provide a variety of evidence that incorporates multiple measures from various stakeholder groups.

The evidence will be organized in a digital portfolio that identifies four levels of leadership in each of the domains:

- ◆ Exemplary: The administrator exhibits leadership practices that not only positively impact their own school but also serve as a model for administrators throughout the division.
- ◆ Proficient: The administrator exhibits leadership practices that meet the requirements for success. The school, under the administrator's leadership, is advancing.
- ◆ Progressing: The administrator exhibits leadership practices that allow the school to function but has yet to effectively implement leadership practices designed to improve the school. A focused effort to improve performance is required.
- ◆ Not Meeting Expectations: The administrator exhibits leadership practices that prohibit their school from the delivery of high-quality educational experiences.

Administrators will be supported in their development through activities such as: an administrative learning community, individual and group professional development, opportunities for collegial visitation and the opportunity to take part in administrative mentorships.

Procedures

1. School administrators will be required to produce evidence to illustrate their leadership practices based upon the leadership self-reflection rubric contained in Form 421-1.
2. School administrators will produce an Annual Professional Growth Plan that will focus on the domains in the leadership rubric. The growth plan will be shared with the Superintendent of Schools prior to October 30th of each school year (see Form 421-1).
3. The development of a digital portfolio will be co-developed on a continual

basis by the leader. Form 421-2: Leadership Performance Evaluation report will be formulated and presented by the Superintendent every 4 years. The binder will focus on four (4) main areas:

- Setting Direction
- Creating a Learning Organization
- Developing People
- Leading the Instructional Program

3.1 Leadership will work through the PD Continuum and align their professional growth with the GSSD Leadership Framework.

3.2 Evidence of growth for professional staff should be gathered by the employee and the Superintendent through observations, products, and conversations in three areas:

- A Holistic Data Review
- Development and engagement in a Community of Practice
- Creation of a Learning Story

4. A list of administrators receiving a formal review will be provided to administrators prior to school opening each year by Human Resources. Notification for upcoming evaluations will be noted on the Atrieve dashboard.

5. In situations where a school administrator is not meeting the expectations as outlined in the Leadership Rubric, an intensive plan of assistance will be developed according to the processes contained in Administrative Procedure 413: Intensive Plan of Assistance for Professional Staff.

Reference: Section 85, 87, 108, 109, 175 Education Act, AP 413, AP 421 Appendix
Forms Manual: Form 421-1; Form 421-2

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