

ASSISTANT PRINCIPAL GROWTH, SUPERVISION AND EVALUATION

Background

The Division believes that Assistant Principal growth, supervision and evaluation are important elements associated with an Assistant Principal's professional performance and the development of leadership capacity and professional performance. It is recognized that Assistant Principals need to be collaboratively involved in this process whenever possible. The school context and Assistant Principal profile will be considered in the process. Assistant Principal growth and supervision are dynamic and ongoing processes, while Assistant Principal evaluation may be required for the purpose of making employment decisions.

The personal knowledge, skills and attributes that each individual brings to the position are acknowledged and contribute to their leadership development.

Definitions

- 1) “**Assistant Principal**” - A certified teacher who under clause 8.2 of the Collective Agreement receives an allowance for administrative responsibilities. The Assistant Principal works collaboratively with the Principal to provide leadership in a school.
- 2) “Assistant Principal Profile” means the annual role description developed collaboratively by the Principal and Assistant Principal that outlines the Assistant Principal’s designated responsibilities consistent with the Professional Practice Competencies for School Leaders in Alberta and the LRSD Leadership Framework.
- 3) “**Evaluation**” means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment in determining whether one or more aspects of the Assistant Principal’s performance meets or does not meet the *Professional Practice Competencies for School Leaders in Alberta* relative to their annual administrative profile.
- 4) “**Notice of Remediation**” means the written statement issued to an Assistant Principal where it is determined that an Assistant Principal’s performance does not meet the *Professional Practice Competencies for School Leaders in Alberta* relative to their annual administrative profile.
- 5) “**Supervision**” refers to the ongoing process by which the individual assigned to undertake this responsibility by a school authority supports and guides the assistant principal in demonstrating the applicable *Competencies*.
- 6) “**Assistant Principal professional growth**” means the career-long learning process whereby an Assistant Principal annually develops and implements a plan to achieve

professional learning objectives or goals that are consistent with the *Professional Practice Competencies for School Leaders in Alberta* and this administrative procedure.

- 7) “**Competencies**” constitutes an interrelated set of knowledge, skills and attributes that is drawn upon and applied to a particular context for successful performance as set out in the *Professional Practice Competencies for School Leaders in Alberta*.
- 8) “**Criteria for the Evaluation of Assistant Principal Performance**” refers to the school division’s outline of key indicators and descriptors for the evaluation of leadership responsibilities, which are consistent with the *Professional Practice Competencies for School Leaders in Alberta* and form an appendix to this administrative procedure.
- 9) “**Self-assessment**” means the annual process whereby the Assistant Principal undertakes self-reflection, consistent with the Professional Practice Competencies for School Leaders in Alberta, prior to the development of the Annual Profile and their annual Professional Growth Plan.

1. Assistant Principal Growth

- a) By September 1st of each year, the annual administrative profile, to guide self reflection, growth and supervision, will be developed by the Principal in consultation with the Assistant Principal and will be signed by the Assistant Principal. The profile is then filed with the Superintendent by October 31st.
- b) All Assistant Principals are required to engage in ongoing learning and develop an annual growth plan that fosters continuous professional growth.
- c) Each school year an Assistant Principal is responsible for developing, implementing and completing an Assistant Principal Professional Growth Plan that:
 - i) is self-authored, growth-directed and continuous;
 - ii) reflects a self-assessment of professional learning needs by the individual Assistant Principal;
 - iii) considers feedback from the school community and the individual assigned to supervise the Assistant Principal’s practice.
 - iv) shows a demonstrable relationship to their annual administrative profile and the *Professional Practice Competencies for School Leaders in Alberta*; and
 - v) takes into consideration the education plans of the school, Livingstone Range School Division, and Alberta Education.
- d) An Assistant Principal’s Annual Professional Growth Plan:
 - i) may be a component of a long-term, multi-year plan;
 - ii) may consist of a planned program of mentoring;
 - iii) may be an approved mentoring plan;
- e) An Assistant Principal Professional Growth Plan must include:
 - i) goal(s)/objective(s);
 - ii) expected outcomes and desired results;
 - iii) strategies for goal attainment;
 - iv) potential sources for assistance or support;

- v) timelines; and
 - vi) descriptors or indicators of growth.
- f) Assistant Principals must submit a copy of their Professional Growth Plan to the school Principal by October 31 for approval.
- g) The Principal must make a finding whether the growth plan complies with the legislated requirement (as indicated in 1 (c) of this procedure), and review that plan with the Assistant Principal prior to the end of the school year to determine whether the Assistant Principal has completed the requirements of the Professional Growth Plan.
- h) Unless an Assistant Principal agrees, the content of a Professional Growth Plan shall not be a part of an evaluation process.
- i) Notwithstanding Administrative Procedure 421.1(h), the Principal may identify behaviours or practices of an Assistant Principal that require an evaluation, provided that the information identified is based on a source other than the information in the Assistant Principal's Professional Growth Plan.
- j) An Assistant Principal who does not complete a Professional Growth Plan may be subject to discipline under the Division policy.
- k) A completed Annual Assistant Principal Professional Growth Plan shall be returned to the Assistant Principal and no copies shall be retained by the school board without the consent of the Assistant Principal.

2. Assistant Principal Supervision

- a) The purpose of supervision by the Principal is:
- i) to provide support, guidance and development opportunities;
 - ii) to observe and receive information from any appropriate source about the quality of leadership provided at the school; and
 - iii) to identify behaviours or practices that are not in keeping with the expectations of their annual administrative profile and the *Professional Practice Competencies for School Leaders in Alberta* or that for any reason may require an evaluation.
- b) The Principal must provide ongoing supervision for the Assistant Principal in the school including Admin Procedure 421, Assistant Principal Growth, Supervision and Evaluation rubrics, and Assistant Principal Growth, Supervision and Evaluation planning and reporting templates. The overall purpose of the rubrics in supervision and growth is to build leadership capacity in self-reflection. The rubrics must be shared with the Assistant Principal at the beginning of the process and will guide conversation during the evaluation process.
- c) It is the Assistant Principal's responsibility to receive and act on advice provided through supervision to improve his or her professional performance.

- d) The Principal must share relevant information with the Assistant Principal throughout supervision.
- e) The Principal will provide ongoing assistance, support, guidance, and development opportunities to an Assistant Principal to improve the quality of leadership, and such assistance may vary in nature depending upon the Assistant Principal's learning needs and professional circumstances.
- f) When, through the process of supervision, the Principal believes that an Assistant Principal's behaviours or practices may not meet the requirements of the *Professional Practice Competencies for School Leaders in Alberta*, the Principal will initiate an evaluation.

3. Assistant Principal Evaluation

- a) An evaluation may be conducted by the Principal:
 - i) upon the written request of an Assistant Principal;
 - ii) for the purpose of gathering information related to a specific employment decision; or
 - iii) when, on the basis of information received through supervision, the Principal has reason to believe that the leadership practice may not meet the expectations of their annual administrative profile or the *Professional Practice Competencies for School Leaders in Alberta*, or that for any reason may require an evaluation.
- b) When an evaluation is initiated, the Assistant Principal is to be notified in writing of the following:
 - i) the reason(s) for and purpose(s) of the evaluation;
 - ii) the process, criteria and standards to be used;
 - iii) the timelines to be applied including the date of completion of the report; and
 - iv) the possible outcomes of the evaluation.
- c) The Principal will meet with the Assistant Principal to:
 - i) Review Admin Procedure 421, Growth, Supervision and Evaluation of an Assistant Principal.
 - ii) Provide and discuss the Assistant Principal rubrics.
 - iii) Develop the evaluation plan including Leadership Dimension #1 Fostering Effective Relationships and one or two other dimensions directly related to their Assistant Principal Profile.
- d) When conducting an evaluation, the Principal must:
 - i) consider evidence provided by the Assistant Principal as described in the evaluation plan.
 - ii) collect data in accordance with the Alberta Teachers' Association *Code of Professional Conduct*;
 - iii) conduct appropriate pre-evaluation and post-evaluation conference discussions with the Assistant Principal;
 - iv) provide the Assistant Principal with on-going feedback over the course of the evaluation.

- v) An Assistant Principal undergoing evaluation for contractual purposes must be given written notification of the evaluation and:
 - i. a pre-evaluation conference should normally occur before January 31; and
 - ii. at least one other conference shall be conducted by the Principal prior to April 30.

- e) An evaluation report must be completed by June 15, and include recommendations pertaining to the Assistant Principal's designation or remediation as applicable. The Principal must meet with the Assistant Principal to discuss the evaluation report, and the Assistant Principal may add written comments to the evaluation report.

- f) A copy of the original evaluation report, together with the Assistant Principal's written comments, must be given to the Assistant Principal, and a copy must also be forwarded to the Superintendent for inclusion in the Assistant Principal's personnel file.

- g) If the Principal carrying out the evaluation concludes that the Assistant Principal's performance meets the *Professional Practice Competencies for School Leaders in Alberta*, the evaluation is complete.

- h) When an evaluation determines the Assistant Principal's performance does not meet the expectations of the *Professional Practice Competencies for School Leaders in Alberta*, and a change in the behaviour or practice of an Assistant Principal is required, then the Assistant Principal must be provided:
 - i) a notice of remediation describing the required change in behaviour or practice;
 - ii) a program of assistance and strategies the Assistant Principal is expected to pursue, consistent with the notice of remediation;
 - iii) information about how it will be determined if the required changes have been made, the applicable timelines for the remediation, and the possible consequences of not achieving the required changes; and
 - iv) notification of a subsequent evaluation to be undertaken within a reasonable period of time.

- i) If the evaluator concludes that the Assistant Principal's performance still does not meet the expectations of the *Professional Practice Competencies for School Leaders in Alberta*, and a change in the behaviour or practice of an Assistant Principal still is required, the evaluator must recommend:
 - i) an additional period of remediation and ongoing evaluation;
 - ii) disciplinary action, where appropriate; or
 - iii) termination of the Assistant Principal's contract of employment;
 or any combination of these.

- j) A notice of remediation may replace the Assistant Principal's obligation to develop, implement and complete an annual Professional Growth Plan.

- k) An Assistant Principal has the right to appeal an evaluation as provided in board policy and the *School Act*, and such a request shall be made within 10 calendar days of the Assistant Principal receiving the evaluation report.

- l) This policy does not restrict a School Board or Principal:

- i) from taking or recommending disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of an Assistant Principal endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or
- ii) from taking any action or exercising any right or power under the *School Act*.

Attachment A: *Guidelines for the use of Assistant Principal Leadership Dimension Rubrics*

Attachment B: *Evidence to Support the Dimensions of Leadership for Assistant Principals*

Attachment C: *Assistant Principal Profile Template*

Attachment D: *Assistant Principal Evaluation Template*

References

Assistant Principal Growth, Supervision and Evaluation Policy 2.1.5

Assistant Principal Quality Guideline

Assistant Principal Growth, Supervision and Evaluation Rubric

Assistant Principal Growth, Supervision and Evaluation Planning Template

Assistant Principal Growth, Supervision and Evaluation Reporting Template

School Act

Alberta Assistant Principals' Association Code of Professional Conduct

January, 2008

Updates: July 2010; May 2011; December, 2011; March, 2012; October, 2015

Attachment A

Guidelines for the Use of Assistant Principal Leadership Dimension Rubrics

Applications

The Assistant Principal Leadership Dimension Rubrics can be used to:

- ⇒ Assist self-reflection and as self-assessment tools
- ⇒ Assist the development of individual professional development goals
- ⇒ Provide structure for developing an individual growth plan
- ⇒ Support development of leadership practice over time
- ⇒ Provide focus on specific areas of improvement
- ⇒ Support mentorship and peer coaching activities
- ⇒ Guide practice in new aspects of the leadership role
- ⇒ Generate conversation for supervision
- ⇒ Assist in preparation for an evaluation
- ⇒ Provide a structure for career advancement in school leadership
- ⇒ Promote understanding of leadership roles

Guidelines

Application of the rubric is founded on reasoned, evidence-based judgment considering the context and career stage of the administrator being evaluated. The Assistant Principal Leadership Dimension Rubrics are:

- ⇒ not to be used as a checklist
 - ⇒ not intended to be converted to quantitative rating or ranking
 - ⇒ not an exhaustive list of leadership knowledge and skills
 - ⇒ not limiting; other sources of evidence will be added over time
 - ⇒ not static or prescriptive
- 1) LD #1 Fostering Effective Relationships is required of all Assistant Principals and is to be included in supervision and evaluation processes. The knowledge and skills in this dimension are foundational to school leadership in LRSD and are therefore a required element in the evaluation process.
 - 2) “Required Evidence” are those components within the dimension for which the Assistant Principal is accountable as outlined in their Assistant Principal Annual profile.
 - 3) “Elective Evidence” are those components from which the Assistant Principal can choose to include or any additional source of evidence which they deem to be appropriate.
 - 4) The school context and Assistant Principal Profile will direct the focus of the supervision and evaluation and must be considered when making a judgment about competence.

- 5) Dialogue is a very important part of the evaluation process. Evaluation is the summative activity that happens following the end of a period of dialogue and reflection.
- 6) The purpose of the rubrics is to bring consistency and fairness to Assistant Principal Supervision and Evaluation across the school division.
- 7) The overall purpose of the rubrics is to build leadership capacity within the division.
- 8) The rubrics must be shared with the Assistant Principal at the beginning of the process and will guide conversation during the supervision and evaluation process.
- 9) The rubrics must not be used as a checklist or to be converted into a quantitative measure.
- 10) Over a number of years the profile of the Assistant Principal should change to support the development of leadership capacity.

Rubric Terms

- 1) *Required* refers to evidence that is required for an evaluation in Livingstone Range School Division as indicated by shading of the row.
- 2) *Elective* refers to additional or possible sources of evidence that an administrator can choose to include in the evaluation process.
- 3) *Other* refers to additional sources of evidence that an administrator wishes be to included in the evaluation process.
- 4) *Excellent* is typically demonstrated by administrators who are visionary in their approach and offer creative, innovative solutions to dealing with issues. They recognize opportunities to influence policy and the direction of the school and are viewed as leaders in the broader educational environment.
- 5) *Proficient* is typically demonstrated by administrators who have an appreciation for the broader impact of leadership and are able to synthesize information and respond appropriately to the context. They are able to prioritize, act in a proactive manner and are willing to take reasonable risks.
- 6) *Acceptable* is typically demonstrated by administrators who meets the standard and is able to respond to the day-to-day demands of the role. They are continuing to progress in the development of their practice.
- 7) *Limited* is typically demonstrated by administrators who lack the necessary knowledge, skills and/or personal attributes to successfully meeting the day-to-day demands of the role.

Attachment B - Evidence to Support the Dimensions of Leadership for Assistant Principals

<i>Dimension</i>	<i>Evidence</i>
<u>Dimension 1</u> <i>Fostering Effective Relationships</i>	Satisfaction Survey Data Conflict resolution process in place Open and effective communication with parents and the public (newsletters / website) Opportunities for public feedback through forums, surveys, dialogue Data analysis process and sharing of school data with staff, parents, students and the public
<u>Dimension 2</u> <i>Embodying Visionary Leadership</i>	Student, parent, staff involvement in school improvement initiative Process in place to analyze school data and use the data to inform decisions Collaborative decision-making process in place Recognizes and celebrates growth and accomplishments Promotes innovation, e.g., AISI project
<u>Dimension 3</u> <i>Leading a Learning Community</i>	Facilitates staff PD Uses research to inform staff discussion and decisions Demonstrates parent and community involvement in schools
<u>Dimension 4</u> <i>Providing Instructional Leadership</i>	Use of rubrics to supervise and evaluate staff Supervision plan in place Facilitates understanding of Assessment Procedure 360 Promotes differentiated instruction and programming that is responsive to student needs Integrates technology into instruction Provides support for implementation of new curricula Ensures LS team is in place to respond to student needs
<u>Dimension 5</u> <i>Developing & Facilitating Leadership</i>	Collaborative decision making processes in place Demonstrates conflict resolution skills Facilitates team Shares leadership responsibilities Engaged in T2T or L2L mentorship programs Collaborative teams in place
<u>Dimension 6</u> <i>Managing School Operations & Resources</i>	Collects and uses data to make decisions Serves on a team to review admin procedures, calendar, budget committees Allocation of school budget Reflects school context and priorities
<u>Dimension 7</u> <i>Understanding & Responding to Societal Context</i>	Articulates and shares school context Responds to issues and concerns in an open, transparent manner Advocates for school within the community Works closely with parents and community members to share school's vision and mission



Livingstone Range
SCHOOL DIVISION N^o. 68

Assistant Principal Profile

Assistant Principal:

School:

Configuration:

School Year:

Year of Term:

Administrative Time Designation:

Date of Profile:

Dimension:

Administrative Duties / Responsibilities:

Additional Responsibilities:

Dimension:

Administrative Duties / Responsibilities:

Additional Responsibilities:

Leadership Development Priority:

Assistant Principal

Date

Superintendent

Date