

Administrative Procedure 431 – Appendix B

Appendix B – EVALUATION OF THE ASSISTANT PRINCIPAL

Background

Leadership is second only to teaching among school-related factors that influence student achievement, and Principals are vital to school wide success (Leithwood, Seashore Louis, Anderson, & Wahlstrom, 2004). The fundamental purpose of the administrators is to ensure that all students learn at high levels, and must enlist the staff in examining every existing practice, program, and procedure. Administrators achieve this through their direct effect on school climate ensuring good teaching in classrooms.

Evaluation is not simply an accountability lever, but also part of a comprehensive system that encourages professional growth and supports increasing leadership capacity. A superintendent needs to be able to accurately, effectively, and fairly assess Assistant Principal performance and provide useful feedback and supports that allow Assistant Principals to grow.

The role of an Assistant Principal requires a performance evaluation system that acknowledges the contextual nature and complexities of the job. Multiple data sources provide for a comprehensive and authentic “performance portrait” of the Assistant Principal’s work. The sources of information described were selected to provide comprehensive and accurate feedback on the performance of the Assistant Principal

Procedures

1. The evaluation, designed to promote professional growth and to make contractual decisions, will include the following guidelines:
 - 1.1 Narrative: A one page overview of the school demographics, unique characteristics, and major initiatives.
 - 1.2 Self-Evaluation: - The BGSD self-evaluation related to the Leadership Quality Standard, which will reveal the Assistant Principals’ perceptions of their job. Results of a self-evaluation should inform the Assistant Principals’ personal goals for professional development. The Principal discusses the self-evaluation with the Assistant Principal identifying strengths, areas of growth, persistent challenges, and points of pride. From here, the Assistant Principal develops their growth plan.
 - 1.3 Professional Growth Plan – Complete the Division “Professional Growth Plan” PGP using the Leadership Quality Standard competencies in order to focus their goals. The Assistant Principal then provides documentation throughout the year as evidence of progress toward achieving their goals.
 - 1.4 Job Description – In collaboration with the Principal, the Assistant Principal will include their job description.
 - 1.5 Teacher/Staff Feedback Questionnaire – Climate surveys provide information to Assistant Principals about perceptions of job performance and provide feedback for professional growth and development. The questions address

the nine competencies of the Leadership Quality Standard. The Assistant Principal will identify the location of the on-line questionnaire and the deadline for completion, print the signed responses, send a copy of these to their Principal, create a summary, and review the data with the Principal.

- 1.6 Summary Form/Evaluation recommendation – Assessment of performance quality occurs only at the summative evaluation stage, which comes at the end of the evaluation cycle. Assessments of each Leadership Quality Standard competency are based on multiple sources of information and are completed only after pertinent data from all sources are reviewed. Completed by the Principal.
2. Informal Observation/School Site Visit – Informal observations/school site visits by the Associate Superintendent, Human Resources and Administration and the Principal will take the following forms: observation of the Assistant Principal's interaction with others, of programs, of Assistant Principal led staff professional development, staff meetings, contributions during School Council meetings, classroom instruction, and assemblies.
3. The evaluation is completed by the Principal, then forwarded to the Associate Superintendent, Human Resources & Administration for final review. The original evaluation is to be given to the Assistant Principal, and a copy kept in the Human Resources file.

Reference: Section 33, 52, 53, 197, 202, 203, 204, 222 Education Act
Leadership Quality Standard
Collective Agreement

Form: 431-1 Leadership Quality Standard – Self Evaluation
431-2 Assistant Principal Professional Growth Plan Template
431-3 Staff Questionnaire Assistant Principal & Coordinator
431-4 Staff Questionnaire Summary
431-5 Assistant Principal & Coordinator Evaluation Report