

# Principal/Vice-Principal

Professional Growth, Supervision and Evaluation Document



Prairie  
South  
Schools

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## ***Introduction***

The leadership role of the school principal is important in many ways. Most notable is their role related to “whether a school operates effectively or not [as it] increases or decreases a student’s chances of academic success” (Marzano, Waters & McNulty, p. 3, 2005). While the research varies regarding the impact a principal has on student learning, it is agreed that “specific leadership behaviours do have well-documented effects on student achievement” (Marzano, Waters & McNulty, 2005, p. 7). The intention of the administrator rubric is to identify and target these specific behaviours so that principals and vice-principals in Prairie South understand and model effective leadership.

*Learning Together For Our Future* is the vision in Prairie South. The success of a supervision and evaluation process is built on a foundation of mutual trust, respect and support for learning. A protocol to develop and support school leadership makes sense and is critical to success in our schools. This framework will be used by school administrators to develop their leadership, school Learning Improvement Plans as well as Professional Growth Plans. In Prairie South, we are committed to implement and maintain a process that focuses on improved student learning by enhancing the learning and leadership of school administrators. It was developed collaboratively by Prairie South school administrators and superintendents.

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Our research predominantly focused on the work of Danielson, 2007; Marzano, 2003, 2007; Reeves, 2008; The Government of Ontario, 2010; and The Leadership and Learning Center, 2010, 2011. Many other works were referred to and are listed in the References list.

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## Purpose

The purpose of the Principal/Vice-Principal Professional Growth, Supervision and Evaluation Document is to:

- Guide and support professional learning and growth.
- Encourage leaders to reflect, seek feedback and work towards continual improvement.
- Clearly articulate leadership expectations.
- Create and communicate a common language and understanding of effective school-based leadership.
- Examine practices to create the conditions that enhance student learning.
- Identify the practices, knowledge, skills, competencies, attitudes, and abilities that describe effective leadership.
- Improve principal/vice-principal effectiveness (formative supervision).
- Provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).

## Guiding Principles

The specific duties of the Principal and Vice-Principal are to be carried out in accordance with *The Education Act, 1995* and the policies of Prairie South School Division.

The Superintendents of School Operations shall ensure that a program of supervision is carried out according to the following guidelines:

- The program of supervision should be part of an on-going process aimed at improvement of leadership practices.
- The improvement of principal/vice-principal effectiveness is a shared responsibility between individual principals/vice-principals and a designated superintendent.
- The evaluation of the principal/vice-principal will be conducted according to the principles of fairness and will provide support in the process.
- Formal written records will serve to provide on-going records of performance.
- When a superintendent has concerns about a principal/vice-principal not meeting the expectations of Prairie South School Division, s/he shall inform and discuss the circumstances of the concern with the principal/vice-principal and, if need be, place the principal/vice-principal on Track 4: Intensive Supervision.

## Criteria

The criteria for evaluating principal/vice-principal performance shall include, but not be limited to, the Domains and Elements of the *Principal/Vice-Principal Leadership Growth Rubric*.

## Procedures

The Superintendents of School Operations shall establish and maintain suitable procedures for supervising and evaluating the performance of all principals and vice-principals. The program shall include the following:

- Formative Supervision – is to assist the principal/vice-principal in such a way as to achieve goals. Formative Supervision is process-oriented as it is primarily concerned with improving leadership practices.
- Summative Evaluation – is to collect information to assess the present level of performance of the principal/vice-principal. Summative Evaluation is used to provide a basis for decision making.

## Supervision Model

The supervision model of formal and informal observations shall be used for the purpose of observing leadership behaviours and professional practices. Formal observations shall involve observations of leadership practices, formative conferences, Formative Supervision Reports, and a Summative Evaluation Report. Informal observations of the principal/vice-principal professional leadership practice shall be on-going.

## Administrator’s Supervision and Evaluation At a Glance Chart

Administrative Year	Formative Supervision and Summative Evaluation Timeline
<p><b>Track One</b> First and Second Year Administrators</p> <p>&amp;</p> <p><b>Track Two</b> Four Year Cycles of Supervision</p>	<p>By October 1</p> <ul style="list-style-type: none"> <li>• Professional Growth Plan submitted to designated Superintendent</li> </ul> <p>By October 31</p> <ul style="list-style-type: none"> <li>• PGP - Initial Review meeting with designated Superintendent</li> </ul> <p>By December 1</p> <ul style="list-style-type: none"> <li>• Formative conference with designated Superintendent on all six domains with at least two elements per domain</li> </ul> <p>By December 20</p> <ul style="list-style-type: none"> <li>• First Formative Supervision Report on all six domains with at least two elements per domain completed by designated Superintendent</li> </ul> <p>By February 1</p> <ul style="list-style-type: none"> <li>• PGP - Interim Review submitted to designated Superintendent</li> </ul> <p>By February 28</p> <ul style="list-style-type: none"> <li>• PGP - Interim Review meeting with designated Superintendent</li> </ul> <p>By April 15</p> <ul style="list-style-type: none"> <li>• Second Formative conference with designated Superintendent on all six domains with at least two elements per domain</li> </ul> <p>By April 30</p> <ul style="list-style-type: none"> <li>• Second Formative Supervision Report on all six domains with at least two elements per domain completed by designated Superintendent and filed with HR.</li> </ul> <p>By May 1</p> <ul style="list-style-type: none"> <li>• PGP - Year End Review submitted to designated Superintendent</li> </ul> <p>By May 31</p> <ul style="list-style-type: none"> <li>• PGP - Year End Review meeting with designated Superintendent</li> <li>• Summative Evaluation Report completed by designated Superintendent</li> </ul>
<p><b>Track Three</b> Ongoing Professional Growth Plan</p>	<p>By October 1</p> <ul style="list-style-type: none"> <li>• Professional Growth Plan submitted to designated Superintendent</li> </ul> <p>By October 31</p> <ul style="list-style-type: none"> <li>• PGP - Initial Review meeting with designated Superintendent</li> </ul> <p>By February 1</p> <ul style="list-style-type: none"> <li>• PGP - Interim Review submitted to designated Superintendent</li> </ul> <p>By February 28</p> <ul style="list-style-type: none"> <li>• PGP - Interim Review meeting with designated Superintendent</li> </ul> <p>By May 1</p> <ul style="list-style-type: none"> <li>• PGP - Year End Review submitted to designated Superintendent</li> </ul> <p>By May 31</p> <ul style="list-style-type: none"> <li>• PGP - Year End Review meeting with designated Superintendent</li> </ul>
<p><b>Track Four</b> Not Demonstrating Proficiency</p>	<ul style="list-style-type: none"> <li>• Timeline to be determined by designated Superintendent</li> </ul>

## Supervision Tracks

### Track 1: First and Second Year Principal/Vice-Principal

A principal/vice-principal in his/her first two years shall be placed on Track 1. A new principal with vice-principal experience shall remain on his/her current track.

During the first and second year of administration, supervision and evaluation shall include:

- A minimum of two formative conferences per year conducted by the designated Superintendent.
- At least one formative conference before December 1.
- At least one formative conference by April 15.
- A *Formative Supervision Report* focusing on **all six Domains with at least two elements per domain** completed by the designated Superintendent for the formative conference prior to December 20.
- A second *Formative Supervision Report* focusing on **all six Domains with at least two elements per domain** completed by the designated Superintendent for the formative conference prior to April 30.
  - All *Formative Supervision Report* shall:
    - Be shared with the principal/vice-principal.
    - Be signed on the signing page.
    - Be given to the principal/vice-principal and placed in the principal's/vice-principal's personnel file.
- A *Summative Evaluation Report* on all Elements will be completed by the designated Superintendent for all principals/vice-principals that are on Track 1 and review it with the principal/vice-principal by May 31.
  - All *Summative Evaluation Reports* shall:
    - Have a highlighted rubric of evaluated performance attached.
    - Be shared with the principal/vice-principal.
    - Be signed on the signing page.
    - Be given to the principal/vice-principal and placed in the principal's/vice-principal's personnel file.
- Should the designated Superintendent be concerned about the principal's/vice-principal's performance, the designated Superintendent shall complete a *Principal/Vice-Principal Summative Evaluation Form* to initiate Track 4 – Not Demonstrating Proficiency.



## Track 2: Four Year Cycle of Supervision

Following the second year of successful school-based administration, principals/vice-principals shall be supervised every fourth year thereafter or more or less frequently in identified circumstances.

During the four year cycle, supervision and evaluation shall include:

- A minimum of two formative conferences per year conducted by the designated Superintendent.
- At least one formative conference before December 1.
- At least one formative conference by April 15.
- A *Formative Supervision Report* focusing on **all six Domains with at least two elements per domain** completed by the designated Superintendent for the formative conference prior to December 20.
- A second *Formative Supervision Report* focusing on **all six Domains with at least two elements per domain** completed by the designated Superintendent for the formative conference prior to April 30.
  - *All Formative Supervision Reports* shall:
    - Be shared with the principal/vice-principal.
    - Be signed on the signing page.
    - Be given to the principal/vice-principal and placed in the principal's/vice-principal's personnel file.
- A *Summative Evaluation Report* on all Elements completed by the designated Superintendent for all principals/vice-principals that are on Track 2 and review it with the principal/vice-principal by May 31.
  - *All Summative Evaluation Reports* shall:
    - Have a highlighted rubric of evaluated performance attached.
    - Be shared with the principal/vice-principal.
    - Be signed on the signing page.
    - Be given to the principal/vice-principal and placed in the principal's/vice-principal's personnel file.
- Should the designated Superintendent be concerned about the principal's/vice-principal's performance, the designated Superintendent shall complete a *Principal/Vice-Principal Summative Evaluation Form* to initiate Track 4 – Not Demonstrating Proficiency.

### Track 3: Professional Growth Plan

All principals/vice-principals, except for those on Track 2 or Track 4, shall be required to complete a Professional Growth Plan. This recognizes that the principal/vice-principal is a self-motivated professional who assumes primary responsibility for his/her own professional learning and growth. It encourages the principal/vice-principal to self-assess his/her performance, seek and gather feedback, and identify professional growth goals and priorities.

- The principal/vice-principal, in conjunction with their designated Superintendent, will be responsible for developing his/her plan in accordance to the *Principal/Vice-Principal Professional Growth Plan*.
- The principal/vice-principal will assume primary responsibility for planning and implementing his/her Professional Growth Plan.
- The principal/vice-principal will submit his/her Professional Growth Plan to the designated Superintendent by October 1 of the current school year and meet with the designated Superintendent by October 31.
- The plan shall include a self-assessment and teacher formative feedback. As well, it should target specific areas for growth, identify goals to support the growth, and the action steps required to achieve desired targets.
- The principal/vice-principal and the designated Superintendent shall review the contents, and the designated Superintendent may make recommendations to enhance the plan
- The principal/vice-principal and the designated Superintendent shall retain a copy of the Professional Growth Plan.
- The principal/vice-principal will submit his/her Interim Review to the designated Superintendent by February 1 of the current school year and meet with the designated Superintendent by February 28 to review the progress of the Professional Growth Plan.
- The principal/vice-principal shall submit his/her year-end review by May 1 of the current school year and meet with the designated Superintendent by May 31.
- The year-end review is intended to be brief, but shall reflect the principal's/vice-principal's general perception of the plan. The year-end review should also identify plans for future growth.
- The Professional Growth Plan shall not become part of the principal's/vice-principal's personnel file unless requested by the principal/vice-principal.

#### Track 4: Not Demonstrating Proficiency

A principal/vice-principal may be placed on Track 4: Not Demonstrating Proficiency, if through the processes of regular support and supervision, the principal/vice-principal is not progressing or demonstrating proficiency in one or more of the Elements in the *Principal/Vice-Principal Leadership Professional Growth Rubric*.

During this process the designated Superintendent shall:

- Discuss the matter with the Director of Education.
- Make a collaborative decision with the Director of Education regarding the placement of the principal/vice-principal on Track 4: Not Demonstrating Proficiency.
- Share his/her concern with the principal/vice-principal.

If placed on Track 4, the following shall take place:

- The designated Superintendent shall supervise the improvement plan.
- The designated Superintendent shall consult with, and involve, the Director OF Education in the process, as necessary.
- The designated Superintendent will complete the *Principal/Vice-Principal Summative Evaluation Report* and indicate that a Track 4 is being initiated.
- The principal/vice-principal will be given written notification that s/he has been placed on Track 4. The notification may be mailed, emailed, or presented at the first meeting.
- The principal/vice-principal will be given a copy of the *Principal/Vice-Principal Summative Evaluation Report*, which indicates the Element(s) deemed not to be progressing or proficient.
- The principal/vice-principal shall be provided with a *Principal/Vice-Principal Not Demonstrating Proficiency Plan of Improvement* and will be asked to begin preparing the improvement plan.
- The designated Superintendent shall arrange a meeting with the principal/vice-principal.
- The principal/vice-principal will be advised to have a Saskatchewan Teachers Federation (STF) Senior Administrative Staff representative at all meetings.
- At the meeting, the *Principal/Vice-Principal Not Demonstrating Proficiency Plan of Improvement* will be reviewed and the principal/vice-principal will identify the activities s/he will undertake to remediate the area(s) identified as requiring improvement.
- The *Principal/Vice-Principal Not Demonstrating Proficiency Plan of Improvement* will be signed to acknowledge that all participants have reviewed the form, or if necessary, a second meeting may be held to discuss and review the *Principal/Vice-Principal Not Demonstrating Proficiency Plan of Improvement* before implementation begins.

- The designated superintendent may stipulate one or more elements in the plan to address the leadership deficiencies noted in the *Principal/Vice-Principal Summative Evaluation Report*.
- The *Principal/Vice-Principal Not Demonstrating Proficiency Plan of Improvement* will be implemented and monitored with data collected and feedback provided to the principal/vice-principal as set out in the plan.
- The designated superintendent in collaboration with the Director shall supervise the process.
- The supervision plan will be conducted over a reasonable period of time.
- At the conclusion of the supervision process, the designated superintendent will conduct a summative evaluation of the principal/vice-principal by completing the *Principal/Vice-Principal Summative Evaluation Report*.
- A conclusion meeting will be held involving the designated superintendent, the Director of Education if necessary, the principal/vice-principal, and STF representative if necessary.
- The designated superintendent shall advise the principal/vice-principal of the outcome and share the *Principal/Vice-Principal Summative Evaluation Report*.
- If the principal/vice-principal is deemed to be progressing or to have demonstrated proficiency, s/he will return to his/her former track.
- If the principal/vice-principal is not progressing or is deemed not to have demonstrated proficiency, s/he will be advised that contract termination will be recommended under the provisions of Section 215 and 210 of *The Education Act, 1995*.
- All *Intensive Supervision Reports* shall:
  - Be shared with the principal/vice-principal.
  - Be signed on the signing page.
  - Be given to the principal/vice-principal and placed in the principal's/vice-principal's personnel file.

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#### School Divisions – Saskatchewan, Canada

- former Davidson School Division (now Sun West School Division <http://www.sunwestsd.ca/>)
- Lloydminster Public School Division No. 99 <http://www.lpsd.ca/>
- Prairie Spirit School Division No. 206 <http://www.spiritsd.ca/>
- Prairie Valley School Division No. 208 <http://www.pvsd.ca/>
- Saskatoon Public Schools <http://www.spsd.sk.ca/>
- Greater Saskatoon Catholic Schools <https://www.gscs.ca/>