



Chilliwack School District  
*"Partners In Learning"*

## **ADMINISTRATIVE REGULATION 307.4**

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### **ADMINISTRATIVE OFFICER SUPERVISION AND EVALUATION**

#### **Underlying Principles for Administrators Supervision and Evaluation**

1. Each administrator needs to take responsibility for identifying his/her own strengths and goals for improvement.
2. Growth and improvement can be facilitated by the involvement of a peer partner(s).
3. The primary role of the administrator's supervisor is an enabling process of continuous support and coaching.
4. Formal evaluation for the purposes of accountability will be limited to beginning administrators in their probationary period as defined in the letter of appointment, to administrators for whom there is concern regarding their effectiveness and/or when administrators request a formal evaluation.
5. The criteria statements for supervision and evaluation shall be the respective reference points for supervision and evaluation.

#### **Supervision Process and Content**

1. The Criteria for Administrator/Supervision shall be prime reference point for supporting the growth and effectiveness of the administrator, in concert with the peer partner(s) and supervisor.
2. The supervisory process shall be non-judgemental, non-evaluative, supportive and encouraging.
3. Annually, before September 30 of each school year, each administrator shall prepare a written plan for growth and improvement.

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4. The administrator will choose 1 or 2 peer partners on a voluntary basis with whom the growth plan will be reviewed. The role of the peer partner(s) will be that of support and sharing.
5. The administrator will subsequently review the growth plan with his/her immediate supervisor. The role of the supervisor will be to approve the plan and together with the administrator identify ways in which the supervisor can provide support and assistance.
6. It is expected that there would be regular and frequent discussions between the administrator and the peer partner(s) as well as the administrator and his/her supervisor, with the focus of these meetings being the progress of the growth plan.
7. At mid-year and the end of June each year the administrator and his supervisor shall review the progress of the administrators' growth plan. At the June review the administrator and supervisor shall agree on items to be carried forward into the next year's annual plan.

**Evaluation Process and Content**

1. The criteria for Administrator Evaluation shall be the frame of reference for the evaluation of the administrator, along with the pertinent sections of the School Act and Regulation, School Board policies and regulations and other items agreed upon by the evaluator and the administrator.
2. Self-evaluation by the administrator is recommended as a starting point in the evaluation process.
3. All new administrators in the first year of their appointment to the school district are on probation and shall be required to participate in an evaluation. In addition, any administrator may be required to participate in an evaluation where concerns exist regarding their performance by the administrator's supervisor(s) or the Board. Administrators may request an evaluation be completed at the discretion of the Superintendent.
4. The process of evaluation shall normally comprise the following:
  - . The supervisor/evaluator and the administrator to be evaluated should meet to discuss the evaluation including the criteria and procedures.

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The supervisor/evaluator in collecting data may use a combination of the following: direct observation, self-evaluation by the administrator, and survey/interview of an appropriate sampling of staff and parents and, where mutually agreeable, appropriate students.

The data shall be reviewed by the evaluator with the administrator prior to the report being written.

The evaluation report shall include a plan for growth.

The administrator being evaluated will have an opportunity to comment on the report before it is written and attach written comments to the report after it is written.

The evaluation report will be reviewed by the Superintendent prior to inclusion in the administrator's personnel file.

As a result of the evaluation report, the superintendent may make a number of alternative decisions which could include:

- renewal or non-renewal of the administrator's employment contract
- reassignment to a different administrative position
- reassignment to a teaching position
- termination of the employment contract
- further district support and assistance
- no further action
- a new plan for growth and/or remediation to be initiated by the administrator

In the event of non-renewal, termination or reassignment, the provisions of the administrator's employment contract shall be observed.

Consideration will be given within the evaluation process to information that arises from the accreditation process.

In a situation where a vice-principal has concerns regarding the supervising principal writing a report, consideration may be given to another administrator conducting the evaluation cycle and writing the report.

Cross Refs: School Act and Regulations, Leadership for a New Era

Adopted: June 8, 1993  
Reviewed: July 15, 1997  
Revised: April 12, 1994

# ANNUAL GROWTH PLAN FOR ADMINISTRATORS

Name:

Date:

GROWTH AREA DETAIL	Support to be Provided by Peer Partner	Support to be Provided by Supervisor
1.		
2.		
3.		
4.		
	Peer Partners:	Supervisor

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Appendix A  
Criteria for Evaluation of Administrators

The prime source or criteria for the evaluation of educational administrators shall be the Board approved beliefs, knowledge, skills and attitudes for administrators.

A secondary source is the criteria statement for the evaluation of administrators. This is a more detailed statement of criteria which is compatible with the prime source.

Prime Criteria for Evaluation of Educational Administrators: Beliefs, Knowledge, Skills and Attitudes

## PRIME CRITERIA FOR EVALUATION OF EDUCATIONAL ADMINISTRATORS: Beliefs, Knowledge, Skills and Attitudes

### PURPOSE OF LEADERSHIP

The role of the administrator has four encompassing purposes: to ensure that decisions are made in the best interests of students; to provide service to others in the organization; to enable others to act in a purposeful, meaningful and ethical manner; and to provide leadership while building a community of learners.

### ATTITUDES

The administrator must demonstrate life-long learning. A committed learner can help develop schools in which students can learn. Administrators must have an appreciation of varying perspectives; an orientation to concepts and ideas; high expectations; a sense of humour; a tolerance for ambiguity; self awareness; integrity and courage. Administrators should maintain a balance in life among personal, professional and family responsibilities. He or she has a willingness to work without external recognition or approval in providing service to others in the organization. An administrator believes in self-directed professional growth throughout his or her career. Finally, an administrator believes in the use of influence and enablement rather than positional power.

### BELIEFS

An administrator believes in the intrinsic worth and ability of all people. In addition, an administrator facilitates the sharing of knowledge and skills; a desire to celebrate success and a belief in the desire of people to be autonomous. The administrative officer therefore, believes in developing people.

An administrator believes that schools are communities of learners and leaders. As communities of learners, adults and children learn together and at the same time think critically and analytically to solve problems that are important to them. In a community of learners, every person, learns how to teach and enjoy the recognition, satisfaction and influence that come from serving the common goal. The administrator is committed to the organizational goals of the district and school. He or she believes in the importance of parents and community as partners in the education of children. A work culture valuing the contributions of all employees and providing opportunities for all employees to participate in decision making is another necessary attitude. He or she has a willingness to look beyond what we have always done and to explore new paradigms to achieve goals.

## SKILLS

The administrator must have specific skills in the areas of leadership, enablement and management to effectively fulfil the desired attitudes.

The administrator delegates tasks and responsibilities in a cooperative context. Leadership skills include, but are not limited to, communicating effectively, thinking critically, coaching and supervising, motivating and facilitating group activities toward a common goal. The administrator has skills to facilitate shared vision building and planning. He or she consistently models the belief and skills personally valued that are congruent with the organizational culture.

The administrator will enable others to become involved in fostering success for students. The skills involved include: team building, developing trust, innovation and risk-taking, building partnerships and coalitions. The administrator will effectively supervise staff and help others develop their leadership skills.

The administrator demonstrates managerial skills to be able to set priorities and effectively manage time. He or she analyzes, synthesizes and researches information, facilitates conflict resolution, organizes, facilitates problem solving, facilitates crisis management, and delegates responsibility whenever appropriate.

## KNOWLEDGE

Specific knowledge of students, adults and organizations are required of administrators. They have the knowledge of the importance of the liberal arts in education, student learning theory and research, teaching theories and practices, child and adolescent development, curriculum and assessment and evaluation principles and practices. The administrator has knowledge of the diverse nature of cultural, social and economic circumstances of all students. Knowledge of adults must include adult learning theory and research including the necessity of individual growth and staff development strategies. Knowledge of the organization includes planning processes, development technology and its application, school law, recruitment, supervision and selection of staff, the process for assessing new organizational theory, socio-demographic trends, school cultural development strategies, change processes, labour relations, and the use and management of resources.

The role of the administrator is designed to enable all those participating in the process, to create an energy, a redefinition of mission and vision. This role results in a collaborative culture that creates many leaders working cooperatively toward a common goal. Life-long learning remains a focus throughout all aspects of the role. The administrator enables all staff to make decisions based on mutually arrived at goals.

# PRIME CRITERIA OF KNOWLEDGE, SKILLS, & ATTITUDES FOR ADMINISTRATIVE OFFICERS - Supervision and Evaluation Process

## BELIEFS

We believe that our purpose is to:

- Act as an advocate of students and to ensure that decisions are made in their best interest.
- Provide service to others in the school.
- Enable others to act in a purposeful, meaningful and ethical manner.
- Provide leadership in building a community of learners both within and beyond the school.

## ATTITUDES

### Self

I have

- high expectations for self and others
- a sense of humour
- a tolerance for ambiguity
- a balance in life and awareness of self
- personal courage
- high personal integrity
- a willingness to work without external recognition or approval in providing service to others in the organization
- an appreciation of varying perspectives
- an orientation to concepts and ideas
- a belief in the use of influence and enablement rather than positional power
- a belief in life long learning including self directed professional growth
- a belief in personal efficacy

### People

I have

- a belief in the intrinsic worth and learning ability of all people
- a desire to share knowledge and skills
- a desire to celebrate other's success
- a belief in people's desire to be autonomous
- a belief in developing people

### Organization

I have

- a commitment to organizational goals
- a belief that schools must become a true community of learners and leaders
- a belief in the work culture that values the contributions of all employees and that provides opportunities for all employees to participate in decision making
- a willingness to explore new paradigms to achieve goals

## DETAILS OF DESIRABLE KNOWLEDGE, SKILLS, & ATTITUDES FOR Administrators continued

### SKILLS

#### **Leader**

I have skills to

- improve interpersonal relationships
- improve communication
- motivate and inspire others
- develop group facilitation strategies
- develop critical and creative thinking
- coach and support others
- effectively supervise others
- facilitate shared vision building and planning
- consistently model the belief and skills that I value that are congruent with the organizational culture
- delegate tasks and responsibilities in a cooperative context

#### **Enabler**

I have skills to

- develop leadership in others
- develop cooperative and collaborative team building
- develop a variety of decision making methods
- develop trust
- develop innovation and risk taking
- build partnerships and coalitions
- effectively supervise others

#### **Manager**

I have skills to

- analyze, synthesize and research information
- facilitate conflict resolution
- organize
- facilitate problem solving
- facilitate crisis management
- set priorities and effectively manage time
- delegate responsibility wherever appropriate

### KNOWLEDGE

#### **Students**

I have knowledge of

- student learning theory and practices
- teaching and learning theories and practices
- child and adolescent development
- the curriculum year one through graduation
- curriculum assessment and evaluation principles and practices
- the liberal arts
- the diverse nature of cultural, social and economic circumstances of students
- the impact of parents in student learning

#### **Adults**

I have knowledge of

- adult learning theories and practices including the necessity of individual growth
- staff development strategies

#### **Organization**

I have knowledge of

- planning processes
- developing technology and its application
- school law
- the process for assessing needs
- organizational theory
- socio-demographic trends
- school cultural development
- school cultural development strategies
- change processes
- use and management of resources
- labour relations
- recruitment, selection and placement of staff
- knowledge of current practices of supervision and evaluation of staff.

# SUPPLEMENTARY CRITERIA

## **CRITERIA 1: Leadership in Direction Setting**

*The principal or vice principal fosters a clear sense of direction for the school.*

Indicators of quality: The Principal or Vice Principal . . .

1. Uses, in collaboration with staff, community and where appropriate, students, effective assessment processes to determine the educational needs of the school.
2. Develops, in collaboration with staff an annual school growth plan which is consistent with Ministry of Education and the Board's mission statements for education.
3. Puts in place a management plan for goal implementation and review that ensures support is known by all concerned and achieves the goals intended.
4. Focuses efforts and achieves at school improvement and improvement in student learning.
5. Motivates staff through an effective management of change process.
6. Effectively communicates a strong sense of vision for student learning and school directions.
7. Involves others appropriately in problem solving and provides direction to group processes when needed.
8. Demonstrates ability to mobilize people in building alliances and coalitions.

## **CRITERIA 2: Organization and Management**

***The principal or vice principal provides leadership by organizing and managing the school to support the curricular and instructional activities in the school.***

Indicators of quality: The Principal or Vice Principal . . .

1. Effectively manages the use of school plant, grounds, equipment and supplies.
2. Establishes and supervises effective systems for handling routine organizational tasks such as student records, attendance, budgets, accounting, student assignments and timetables, parental contact, records and files.
3. Reviews and revises, in consultation with staff, the school's organizational system on an on-going basis.
4. Develops, in collaboration with staff and consultation with the PAC, school policies and procedures and communicates them to all concerned.
5. Effectively delegates, where appropriate, responsibilities to others and ensures that the authority and responsibility of all personnel who are supervised are clearly understood.
6. Effectively supervises, and where appropriate, evaluates all personnel in the school.
7. Provides the necessary support and resources for staff to perform their duties.

### **CRITERIA 3: Curricular and Instructional Leadership**

***The principal or vice principal provides guidance, leadership and support to individual staff in improving instruction and student learning.***

Indicators of quality: The Principal or Vice Principal . . .

1. Ensures there is a regular monitoring and review of the school's programs.
2. Uses the administrator's knowledge and skills to facilitate the implementation of the Ministry of Education's curriculum and Board approved locally developed curriculum.
3. Promotes the use of sound instructional practices and resources.
4. Supports staff curricular initiatives.
5. Effectively communicates the school's curriculum to the community.
6. Protects student instructional and learning time.
7. Ensures the use of appropriate student evaluation practices.
8. Works collaboratively with staff to plan, modify and implement and educational program consistent with student needs and current educational research
9. Organizes processes in cooperation with staff for the sharing of educational research and instructional methods and materials.
10. Implements a program for effective supervision and evaluation of teachers consistent with school district policies and collective agreement requirements.
11. Ensures that effective practices for reporting student progress to parents are organized and implemented.
12. Ensures that school policies and practices regarding the placement of students, including promotion policies are consistent with educational research and ministry of education and school district policies.

## **CRITERIA 4: Leadership in a Positive School Ethos**

***The principal or vice principal fosters the development of a collaborative working culture and positive school climate.***

Indicators of quality: The Principal or Vice Principal . . .

1. Is an advocate for students.
2. Recognizes the positive contributions of students and staff and parents.
3. Models behaviour that sustains positive interpersonal relationships with others. Establishes, in collaboration with staff, appropriate procedures for student discipline.
4. Has high expectations for students and staff.
5. Shares responsibility with students and staff.
6. Maintains a visible profile in the school.
7. Addresses issues of concern and resolves conflict effectively.
8. Encourages initiative and innovation based on sound goals and a clear vision.
10. Develops, in consultation with staff, an appropriate decision making processes in the school that emphasize collaboration and problem solving.
11. Recognizes when a decision is required and acts quickly.
12. Effectively implements decisions that have been agreed upon by administration and staff.
13. Communicates openly and effectively both orally and in writing with staff, students and parents.
14. Works at establishing and maintaining trust, mutual respect and teamwork among staff.
15. Encourages the provisions of appropriate co-curricular and extra-curricular programs.
16. Handles criticism constructively.

## **CRITERIA 5: Community Relationships**

***The principal or vice principal has effective relationships with the community.***

Indicators of quality: The Principal or Vice Principal . . .

1. Participates in various school district activities.
2. Is an advocate for education and the school in the community.
3. Works cooperatively with other district personnel and community agency representatives.
4. Supports and encourages the involvement of parents in the school.
5. Effectively communicates and works with parents and community of the school.
6. Seeks to establish and maintain, where appropriate, opportunities for school and community partnerships.

## **CRITERIA 6: Leadership Through Professional Growth**

***The principal or vice principal fosters professional development of self and all staff in the school.***

Indicators of quality: The Principal or Vice Principal . . .

1. Sets personal goals for professional development and actively seeks opportunities to advance knowledge and skills.
2. Provides orientation and support for new staff
3. Acts as a resource person for professional development.
4. Keeps abreast of current trends, practices and research.
5. Identifies and fosters leadership in all staff.
6. Participates in district, regional and provincial activities.
7. Encourages teachers and other administrators to model the concept of an educator as a reflective practitioner.
8. Develops in collaboration with staff an effective school based staff development plan which is consistent with school district staff development directions.