

Medicine Hat Public School Division

601-1st Avenue SW, Medicine Hat, AB T1A 4Y7 | Phone 403.528.6700 | Fax 403.529.5339 | www.mhpsd.ca

*MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
AND FOR THE PURPOSE OF THIS DOCUMENT WILL BE REFERRED TO AS "MHPSD" AND/OR "DIVISION"*

SECTION 500 – Personnel and Employee Relations

ADMINISTRATIVE PROCEDURE: ADMINISTRATOR GROWTH, SUPERVISION AND EVALUATION

<i>PROCEDURE CODE:</i>	<i>512 AP 001</i>
Policy Reference: 512 – Administrator Growth Supervision and Evaluation	

DEFINITIONS

1. "Administrator": for this procedure school-based principals, and vice principals.
2. "Leadership Quality Standard": the competencies cited in the Alberta Education Leadership Quality Standard (LQS) document.
3. "Evaluation": the formal process of gathering and recording information or evidence over time and the application of reasoned professional judgment by the Superintendent or designate determining if an administrator's practice meets the competency standards of the Leadership Quality Standard.
4. "Notice of Remediation": the written statement issued by the superintendent or designate to an administrator where the superintendent or designate has determined that the administrator's practice does not meet the expectations of the Leadership Quality Standard.
5. "Professional Growth": means the career-long learning process whereby an administrator annually develops and implements a Generative Dialogue question to achieve professional learning objectives or goals that are consistent with the Leadership Quality Standard and takes into consideration the education plans of the school, the Board, and Alberta Education.
6. Generative Dialogue: means essential and clear guiding questions that initiate and sustain successful professional growth. Conversations about teaching and learning are the primary means by which educators reflect on, understand, and expand their knowledge and skills.
7. "Superintendent": Superintendent of Schools or designate.

PROCEDURE

1. Administrator Growth

- 1.1. School principals and vice principals shall submit an annual Generative Dialogue question **or both a Generative Dialogue question and a professional growth plan** to the Superintendent or designate by October 31 of each year for review and approval.

- 1.2. The Generative Dialogue question, with a growth plan if chosen to do so, shall be submitted to and reviewed with:
 - 1.2.1. The Superintendent or designate in the case of school principals.
 - 1.2.2. The School Principal in the case of Vice Principals.
- 1.3. The annual administrator Generative Dialogue question shall identify:
 - 1.3.1. Goals to be achieved.
 - 1.3.2. Strategies to be implemented.
 - 1.3.3. Timelines for completion of those strategies.
 - 1.3.4. Measurable outcomes to determine progress.
 - 1.3.5. Reflection on those outcomes to guide future planning.
- 1.4. School-based administrators will demonstrate in their Generative Dialogue question or both their Generative Dialogue question and professional growth plan, a correlation to the Leadership Quality Standard and take into consideration the education plans of the school, the Board, and Alberta Education.
- 1.5. If an administrator fails to submit an annual Generative Dialogue question by the date specified above or fails to work towards achieving the identified goals; the superintendent, designate or principal shall provide the administrator with notice informing the administrator that disciplinary action within the parameters defined within the Education Act, Division policies and the relevant collective agreement may be taken.
- 1.6. The superintendent, designate or principal may identify an area requiring supervision or evaluation that is identical or similar to that which is contained in the administrator's Generative Dialogue question and professional growth plan. Required supervision could come from sources other than the teacher's Generative Dialogue question or professional growth plan.
- 1.7. As part of supervision the superintendent, designate or principal may provide guidance and assistance in the implementation and in the achievement of the stated goals of the Generative Dialogue question and professional growth plan.
- 1.8. The superintendent, designate or principal may identify conduct or practice that may require an evaluation separate from the teacher's Generative Dialogue question or professional growth plan.
- 1.9. Prior to the end of the school year each superintendent, designate or principal will meet with the administrator to discuss the progress made in achieving the goals of the Generative Dialogue question and the professional growth plan, and how this process informs future professional learning needs and planning to address those needs.

2. Supervision and Evaluation Responsibilities

- 2.1. The Board shall be responsible for the evaluation of the Superintendent.
- 2.2. The Superintendent shall be responsible for the supervision and evaluation of the Associate Superintendents.



- 2.3. The Superintendent or designate shall be responsible for the supervision and evaluation of school principals.
- 2.4. The school principal shall be responsible for the supervision and evaluation of vice principals.

3. Supervision

- 3.1. Supervision of administrators shall be an ongoing process carried out by the superintendent or designate to:
 - 3.1.1. Determine the administrator's success in meeting the LQS.
 - 3.1.2. Provide support and guidance to the administrator.
 - 3.1.3. Provide feedback to the administrator on his/her practice/conduct.
 - 3.1.4. Observe and receive information from any source about the quality of leadership that an administrator is providing.
 - 3.1.5. Provide feedback to the administrator regarding information received from various sources.
 - 3.1.6. Assist the administrator in developing goals for professional growth.
 - 3.1.7. Identify practice/conduct that for any reason may require an evaluation.

4. Evaluation

- 4.1. An evaluation of an administrator may be initiated:
 - 4.1.1. By the written request of the administrator.
 - 4.1.2. For the purposes of gathering information related to a specific employment decision.
 - 4.1.3. For assessing the practice of the administrator in specific areas of practice.
 - 4.1.4. When based on information received through supervision, the Superintendent, or designate has reason to believe that the administrator's practice/conduct may not meet the Leadership Quality Standard.
- 4.2. Administrators who hold a probationary contract will have a comprehensive evaluation in addition to on-going supervision.
- 4.3. Administrators who hold a term contract may have a comprehensive evaluation in addition to on-going supervision.
- 4.4. On initiating an evaluation, the Superintendent, designate, or principal, must communicate explicitly to the administrator in writing the:
 - 4.4.1. Reasons for the evaluation.
 - 4.4.2. Process, and the criteria to be used.
 - 4.4.3. Timelines to be applied.
 - 4.4.4. Possible outcomes of the evaluation.
 - 4.4.5. Supervision and evaluation of school-based administrators shall be based on the Leadership Quality Standard.



- 4.5. The process of administrative evaluation shall be conducted in a fair and consistent manner:
 - 4.5.1 An overview of the evaluation process, along with a Notice of Evaluation outlining general timelines will be provided to administrators being evaluated.
 - 4.5.2 The evaluation criteria will be the Leadership Quality Standard.
- 4.6. Administrators on probationary contracts will be evaluated based on the following practice:
 - 4.6.1 It is the responsibility of the Superintendent, designate or principal to ensure that administrators on probationary contracts are aware of this policy and any other policies that apply to their assignments.
 - 4.6.2 A written evaluation report shall be based upon a minimum of six formal observations of practice with advance notice (3 for mid-term & 3 for final evaluation), as well as informal visits.
 - 4.6.3 Each formal observation or series of formal observations will be preceded by a pre-observation meeting followed by a post-observation meeting.
 - 4.6.4 The evaluation process shall include a mid-term report, and a final evaluation report. The mid-term report will be completed and received by the administrator by January 31 of that school year. The final evaluation report will be completed and received by the administrator by April 30 of that school year.
 - 4.6.5 For administrators on probationary contracts, the first visit, either formal or informal, shall be made within the first 30 working days of the school year or contract period.
 - 4.6.6 The written evaluation will include the administrator's signature indicating receipt of the document as well as space to enter the administrator's comments. A copy of the evaluation report shall be forwarded to the administrator and Human Resources.
- 4.7. An administrator on a continuous contract may be evaluated if the superintendent, designate or principal has reason to believe that the administrator's practice/conduct may not meet the Leadership Quality Standard.
 - 4.7.1 A written evaluation report shall be based upon a minimum of four formal pre-arranged observations and a minimum of two unscheduled observations.
 - 4.7.2 The evaluation process shall include scheduled formal and unscheduled informal observations of the administrator's practice/conduct, pre and post formal observation meetings, and a final evaluation report.
- 4.8. A written notice of remediation will be issued to the administrator if, as a result of an evaluation, the superintendent or designate determines that remediation is required. The notice shall describe:
 - 4.8.1 The performance/conduct that does not meet the Teaching Quality Standard.



- 4.8.2 The required changes to practice/conduct.
- 4.8.3 The remediation strategies that the administrator is required to pursue and the timeline within which this must be accomplished.
- 4.8.4 How the determination will be made that the required changes in practice/conduct have taken place.
- 4.8.5 The consequences of not achieving the required changes including, but not limited to, termination of the administrator's designation.
- 4.8.6 The timeline for the process.
- 4.9. An administrator shall have the right to appeal an evaluation of her/his administrative performance/conduct:
 - 4.9.1 Any appeal shall be made, in writing, to the superintendent within ten (10) teaching days of receipt of the written evaluation report. The administrator shall clearly state the reason(s) the evaluation is being contested.
 - 4.9.2 Within ten operational days of receipt of an appeal, the superintendent shall consider the appeal, review the relevant documents, and make a decision on the appeal.
 - 4.9.3 The superintendent shall determine whether or not a re-evaluation is warranted and shall respond in writing to the administrator within an additional five (5) operational days.
 - 4.9.4 If the superintendent finds that a re-evaluation is warranted, he/she shall identify a new evaluator and outline the process and timeline for the evaluation to occur. The new evaluator shall not be given the particulars of the previous evaluation.
- 4.10. For each administrator appointed in an "acting" capacity for a period of greater than six months, an evaluation shall be completed sixty days prior to the expiry of the appointment, or by April 30 of that year.

REFERENCES

Policy 512 – Administrator Growth, Supervision and Evaluation
 512 E 001 – Administrator Effective Practice Framework
 Teacher/Administrator Growth, Supervision and Evaluation Handbook
 Alberta Education:

- Education Act
- Leadership Quality Standard
- Policy 2.1.5 Teacher Growth, Supervision and Evaluation

Approved: November 15, 2016

Revised: October 24, 2022

