

**BOARD OF EDUCATION
School District #33 (Chilliwack)**

**307.1
ADMINISTRATIVE REGULATION
Principal/Vice Principal Performance Appraisal**

School leadership is a complex cognitive task. Today's principals and vice-principals are required to be strategic planners, have financial literacy skills to manage complex budget processes, be visionaries, coaches and managers, all while focusing on factors that promote teaching and learning.

Research shows that school leadership is second only to teaching in having an impact on student achievement. The progress and success of all students in the Chilliwack School District is contingent on effective leadership throughout the system to guide and support teaching and learning in district schools.

The Chilliwack School District Principal/Vice-Principal Performance Appraisal is based on the District's Principal/Vice-Principal Leadership Framework, which consists of four leadership domains – Moral Stewardship, Instructional Leadership, Relational Leadership and Organization Leadership – and nine Leadership Standards that have been adopted from the June 2016 BCPVPA *Leadership Standards for Principals and Vice-Principals in British Columbia*. The Leadership Standards are nine high-priority themes that leaders must address in order to promote learning, achievement and success for all students.

Performance appraisal is a growth-oriented process focused on supporting principals and vice-principals in setting and attaining the following goals:

- Strengthening leadership practice by focusing on student achievement and wellbeing.
- Focusing on leadership growth and ensuring professional accountability grounded in a commitment to school and district improvement.

The Principal/Vice-Principal Performance Appraisal process is designed to ensure that school leaders are well supported in their growth and development. The appraisal process focuses efforts on achieving goals by providing formal and informal opportunities for feedback, dialogue and ongoing professional learning.

The Principal/Vice-Principal Performance Appraisal fosters leadership development by providing opportunities for principals and vice-principals to:

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- Engage with their school supervisor in frequent and meaningful dialogue about their performance.
- Consider the supports they need in order to achieve their performance goals.
- Identify ways in which they can enhance their professional growth.

Regular opportunities for focused conversation with supervisors can provide the feedback necessary for leaders to improve their practice. Collaborating in a spirit of trust is a key condition for the success of the appraisal process.

The performance appraisal process for principals and vice-principals is intended to support and promote professional growth and development. When the various components are implemented in a coherent way, linked to school and district improvement plans and goals, and connected to ongoing professional learning, the process becomes fully integrated into the daily work that school leaders do.

The Principal/Vice-Principal Performance Plan must include:

- One or more goals focused on improving student achievement and wellbeing, taking into consideration provincial educational priorities, the District Strategic Plan and the school's improvement plan.
- Actions that will be taken during the year to attain the identified goals.
- The leadership practices and competencies that will be the focus in attaining the goals.
- The methods by which success in attaining the goals is to be measured.
- The professional growth activities that the principal/vice-principal will undertake to assist in the development of leadership practices and competencies, and in attaining the goals.
- A description of the results of actions taken during the school year to attain the goals, to be added before the final meeting of the year.

In developing the Performance Plan, the principal/vice-principal and school supervisor may wish to take into account other factors that may be considered when the appraiser assigns a performance rating, such as efforts made to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan.

Both the school supervisor and principal/vice-principal must sign and retain a copy of the Performance Plan.

Methods are the ways in which the achievement of a principal/vice-principal's goals will be measured in the Performance Appraisal year. These methods must include the use of indicators of success that provide evidence of whether or not goals have been achieved. The indicators should be observable and measurable, and should be both qualitative and quantitative. The principal/vice-principal will need to collect baseline data as goals are developed, and as strategies and actions are implemented, in order to measure achievement.

Performance Appraisal as Evaluation is a formal process that will take place in the following circumstances:

- All principals/vice-principals during their 24-month probationary period;
- When there is cause for concern and a Performance Appraisal is requested by the Superintendent or designate;
- At the request of any principal or vice-principal within three months of the date of request; or
- All principals and vice-principals who have never engaged in a formal appraisal process.

Performance Appraisal through Professional Growth will:

- Include all principals/vice-principals who have successfully completed the Evaluation process;
- Provide a framework for leadership development, and a focus on formative self-assessment and self-reflection, so that areas of growth can be identified to foster continuous professional learning;
- Require all principals/vice principals to develop an annual professional growth plan;
- Include a portfolio of evidence to support the professional growth plan;
- Focus on one leadership domain with a continued 'deep' focus on the "Instructional Leadership" domain; and
- Be reviewed bi-annually by the school supervisor.