
ADMINISTRATIVE PROCEDURE 505 PRINCIPAL AND VICE PRINCIPAL LEADERSHIP DEVELOPMENT AND PERFORMANCE APPRAISAL FRAMEWORK

Purpose

The Principal and Vice Principal (“PVP”) Leadership Development and Performance Appraisal Framework fosters a comprehensive and holistic approach to ongoing performance coaching. It ensures that school PVPs are well supported by providing formal and informal opportunities for feedback, dialogue and ongoing professional learning. School PVPs are empowered to:

- Engage with their supervisors in frequent and meaningful dialogue about their performance.
- Consider the supports they need to achieve their performance goals.
- Identify ways in which they can enhance their professional growth.
- Enable effective leadership and positive learning environments for students and staff.

The Administrative Procedure, which includes a formal evaluation process and an informal growth and development framework, is in alignment with the Chilliwack School District’s Strategic Plan (the “Strategic Plan”), the BCPVPA Leadership Standards for Principals and Vice-Principals, the BCSSA The Spirit of Leadership competencies and the FNEsc First Peoples Principles of Learning. This growth-oriented process facilitates strengthened leadership practice and professional accountability.

Definitions

- **District Core Values:** Equity, Inclusion, Kindness, Collaboration, and Innovation are the Values of the [Strategic Plan](#). Our values are guiding principles and beliefs that endure over time. Our values are embedded into everything we do.
- **BCPVPA [Leadership Standards for Principals and Vice Principals in British Columbia](#)** – Consists of four leadership domains and nine leadership standards that PVP must address to promote learning, achievement and success for all students.
- **BCSSA [The Spirit of Leadership](#)** – Consists of five competencies that outline what leaders Know, Do and Understand to support learning.
- **FNEsc [First Peoples Principles of Learning](#)** – Consists of nine principles that embed Indigenous ways of knowing into leadership practice.
- **Performance Appraisal** – a formal evaluation process focused on assessing the competence of the principal or vice principal during the probationary period and as outlined in the procedures section below.
- **360-Degree Feedback Review** – a process whereby performance evaluations are collected from supervisors, staff, peers and other stakeholders (such as students, parents and partner groups).

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- **Educational Leadership Growth Plan** – a structured individual and personalized annual performance plan focused on continuous professional learning and leadership development.

Performance Appraisal – Formal Evaluation

The Performance Appraisal is a formal evaluation process that assesses and guides the growth and development of PVP within the four leadership domains and nine leadership standards as outlined in the *BCPVPA Leadership Standards for Principals and Vice-Principals in British Columbia*.

The formal Performance Appraisal will take place in the following circumstances:

- All vice-principals during their 24-month probationary period.
- All PVP appointed from outside the district during their 24-month probationary period.
- When there is cause for concern and an 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.
- All PVP who have never engaged in a formal appraisal process.

PVP must complete a successful Performance Appraisal to move off probation or at the discretion of the Superintendent.

Procedure

1. The supervisor and principal or vice principal will meet to review the Performance Appraisal document and evaluation methods for data collection before the evaluation process takes place.
2. Data will be collected from multiple sources, including direct observation, feedback conversations with the principal or vice-principal, artifacts and examples of work, and non-anonymous 360-degree feedback from key stakeholders where appropriate (senior leaders, peers, staff, parents and students).
3. The supervisor and principal or vice principal will meet to review the formal Performance Appraisal report and sign off. Each party will retain a copy of the report.
4. The supervisor will provide a copy of the report to:
 - The Superintendent or designate for information; and,
 - Human Resources for record keeping.

360-degree Feedback Review – Informal Evaluation

360-degree feedback is a way for leaders to understand their strengths and weaknesses, using the constructive feedback of others who work with them the most. The process can assist

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leaders in enhancing self-awareness and self-regulation by comparing their perceptions with those of others to identify gaps, blind spots, and biases that may affect their performance and relationships.

360-degree feedback reviews will take place in the following circumstances:

- As a method of data collection for the Performance Appraisal evaluation during the 24-month probationary period (where appropriate).
- Within the first five years of appointment from vice principal to principal, where the Performance Appraisal completed during the probationary period was as a vice principal.
- As a method of data collection to inform the Educational Leadership Growth Plan.
- When there is cause for concern and an appraisal is requested by the Superintendent or designate.
- At the request of any principal or vice-principal within 3 months of the date of request.

Procedure

1. The supervisor and principal or vice principal will meet to review the 360-degree feedback review process and standard questions that could be included on the survey.
2. The principal or vice principal selects appropriate questions related to their desired areas of professional growth, including the option to include personalized questions.
3. The supervisor and principal or vice principal will agree on the stakeholder groups to request feedback.
4. The electronic and confidential survey will be sent to the target audience via the office of the Assistant Superintendents.
5. Once completed, the survey results will be reviewed by the supervisor and principal or vice principal and analyzed for areas of opportunity and development.

Educational Leadership Growth Plan – Individual Performance Plan

The Educational Leadership Growth Plan provides a supportive framework for leadership development with a focus on formative self-assessment and self-reflection, to assist with identifying areas of growth and to foster continuous professional learning. This structured process will occur annually once a principal or vice principal has had a successful Performance Appraisal (formal evaluation).

The Educational Leadership Growth Plan should include:

- A focus on one BCPVPA leadership domains/standards of the individual's choosing, alongside a continued focus on the "Instructional Leadership" domain.
- A focus on BCPVPA leadership standards of the individuals choosing that will align with the identified leadership domain.

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- One to three professional goals aligned with the area(s) of focus for the year, taking into consideration personal areas of development identified, the District Strategic Plan and the school's growth plan.
- Actions that will be taken during the year to attain the identified goals.

Procedure

1. At the start of each school year, the principal or vice principal will be responsible for developing their own Educational Leadership Growth Plan.
2. Once the Growth Plan is drafted, the supervisor and principal or vice principal will meet to review the plan and agree upon the process and timeline for the year.
3. The principal or vice principal will update the Growth Plan regularly, ensuring a portfolio of evidence is included.
4. The supervisor and the principal or vice principal will meet at least biannually to review the progress of the Growth Plan.
5. The final meeting will include an opportunity for reflection and feedback on the goals that were set.

NOTE

- The responsibility for acting as a formal supervisor and evaluator rests with the superintendent designate for principals.
- The responsibility for acting as formal supervisor and evaluator usually rests with the principal for vice principals, however consideration can be given to having another principal or superintendent designate evaluate.
- Actions set for goals in the formal evaluation or growth plan should include measurable and observable indicators that provide evidence of whether or not goals have been achieved. These indicators should be both qualitative and quantitative.
- The principal or vice principal will need to collect baseline data as goals are developed, and as strategies and actions are implemented, to measure achievement.

SUPPORTING DOCUMENTS

- [PVP Evaluation and Growth Plan Materials](#)