
PRINCIPAL GROWTH, SUPERVISION AND EVALUATION

Background

Principals play a vital role in assisting the Superintendent to make the Board's will a reality.

Procedures

1. The principal must comply with Board Policies and all Administrative Procedures.
2. The principal ensures that the Teaching Quality Standard is implemented by all certificated staff.
3. The principal will hold a Leadership Quality Standards (LQS) certification.
4. Principals are required to assist the Superintendent in fulfilling their assigned role, including achievement of the following quality indicators:
 - 4.1 Instructional Leadership. The principal will:
 - 4.1.1 conduct an analysis of student success; uses appropriate data sources and develops action plans to address issues;
 - 4.1.2 identify trends and issues related to student achievement to inform the school's Three-Year Planning (3YEP) Process, including recommendations for innovative means to improve measurable student achievement;
 - 4.1.3 strives to ensure satisfaction with levels of achievement; and
 - 4.1.4 demonstrate measurable improved student achievement over time.
 - 4.2 Fiscal Responsibility. The principal will:
 - 4.2.1 ensure that the annual internal audit report of school generated funds reveals no deficiencies or deficiencies are remedied in a timely manner;
 - 4.2.2 expend school-based funds as per approved budgets; and
 - 4.2.3 ensure that the school budget is balanced and there is no deficit unless approved by the Secretary-Treasurer and the Superintendent.
 - 4.3 Personnel Management and Growth. The principal will:
 - 4.3.1 consistently model high ethical standards of conduct;
 - 4.3.2 consistently model commitment to personal and professional growth;
 - 4.3.3 develop and effectively implements a comprehensive onboarding and orientation program, staff development, disciplinary, evaluation and supervisory processes in consultation and collaboration with the Human Resources Department;
 - 4.3.4 provides professional growth opportunities for all staff;
 - 4.3.5 fosters high standards of instruction and professional improvement through approval and monitoring of teacher professional growth plans and the placement of teachers on remediation plans;

- 4.3.6 enhance leadership capacity through the training of assistant principals and other school based leaders; and
 - 4.3.7 evaluate staff as required by the Superintendent and provides ongoing supervision to ensure quality performance.
- 4.4 Superintendent-Principal relations. The principal will:
- 4.4.1 implement Superintendent directions with integrity in a timely fashion;
 - 4.4.2 provide input to the Superintendent in regard to Division Leadership Team agendas;
 - 4.4.3 inform the Superintendent about school operations; and
 - 4.4.4 interact with the Superintendent in an open, honest, ethical, pro-active and professional manner.
- 4.5 Planning and Reporting. The principal will:
- 4.5.1 involve appropriate stakeholder input in the School Continuous Improvement Plan (SCIP);
 - 4.5.2 develop short and long-range plans to meet the needs of the school and to provide for continuous improvement; and
 - 4.5.3 report key results in the Annual Education Results Review (AERR) as identified by the SCIP process.
- 4.6 Organizational Management. The principal will:
- 4.6.1 ensure school compliance with all Alberta Education, Board and Superintendent mandates in terms of meeting timelines and quality expectations; and
 - 4.6.2 manage time and resources effectively.
- 4.7 Communications and Community Relations. The principal will:
- 4.7.1 implement the school communication plan to ensure positive, accurate and timely internal and external communications;
 - 4.7.2 facilitate effective home-school relations;
 - 4.7.3 work cooperatively with the media to positively represent the school and Division;
 - 4.7.4 promote public engagement in the school and builds positive community relations and partnerships;
 - 4.7.5 represent the school and division in a positive, professional manner;
 - 4.7.6 manage conflict effectively; and
 - 4.7.7 improve the school's public image.
- 4.8 Student Well-Being. The principal will:
- 4.8.1 ensure behavioural expectations for students are known and followed;
 - 4.8.2 promote a school culture that is conducive to the achievement of academic goals and the development of positive character and work habits;
 - 4.8.3 Establish a safe and caring environment and fosters and maintains respectful and responsible behaviours.

5. Professional Growth.

- 5.1 The Division aspires to provide the highest possible quality of education and to ensure that all students have the opportunity to meet the standards set by the Minister of Education. The Division believes that the Office of the Superintendent staff and principals are jointly responsible for making this a reality.
- 5.2 The Division believes that this objective can best be achieved through a Division-wide commitment to continuous improvement.
 - 5.2.1 All principals are expected to have a current Leadership Professional Plan (LPP) that aligns with the LQS and is approved by the Superintendent on an annual basis.
 - 5.2.2 The LPP will identify measurable results to be achieved, strategies to be employed to achieve those results, and specific timelines.
 - 5.2.3 It is understood that the strategies will need to be changed from time to time in order to achieve the desired results. Therefore, the LPP process is viewed as one which has fixed results, but variable strategies.
- 5.3 It is further recognized that the principal's growth is closely connected to the School Continuous Improvement Plan (SCIP) and data from the SCIP may be relevant information to consider relative to the principal's Leadership Professional Plan.
- 5.4 It is the principal's responsibility to provide the Superintendent with measurable progress so that appropriate feedback can be provided.
- 5.5 At least twice yearly feedback from the Superintendent/Assistant Superintendent will be provided to principals regarding their LPP; once at the beginning of the year to approve the plan, and once at the end of the year, to provide accountability regarding achievement of the plan.
- 5.6 Personal information obtained as a result of the processes involved in principal growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act.

6. Supervision

- 6.1 Generative leadership conversations enhance professional growth and are the primary process supporting principal supervision by the Superintendent, as defined in Administrative Procedure 429 – Role of the Principal. In addition, the Superintendent/Assistant Superintendents also supervise work that entails the review and monitoring of required documentation such as the SCIP, AERR, financial audits and LPP.
- 6.2 Supervisory activity may lead to the identification of exemplary performers to act as mentors, to share best practice or some other form of recognition or celebration.
- 6.3 Supervisory activity may also result in a requirement for the principal to undergo increased in-service, address identified deficiencies, undergo an evaluation, and/or take required actions directed by the Superintendent.

7. Evaluation

- 7.1 Principals will be evaluated in relation to their assigned roles and responsibilities and any other duties and responsibilities specifically assigned by the Superintendent.

- 7.2 The Superintendent's evaluation of the principal will take into consideration the evidence brought forward by the principal to demonstrate that the LQS competencies and roles above have been completed to the required standard.
- 7.2.1 Evaluation reports will be in writing and will be retained in the principal's personnel file.
- 7.3 Principals new to their position will be evaluated during the first year. In addition, principals will be evaluated upon written notification by the Superintendent or an evaluation may be requested by a principal.

Reference: Section 197 Education Act
Freedom of Information and Protection of Privacy Act
Leadership Quality Standard
Collective Agreement

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