



POLICY:

REGULATION: GCNB – EVALUATION AND SUPERVISION OF
VICE-PRINCIPALS

EXHIBIT:

SEINE RIVER SCHOOL DIVISION

PROCESS FOR THE EVALUATION AND SUPERVISION OF VICE-PRINCIPALS

A. ASSUMPTIONS, EXPECTATIONS AND BELIEFS:

1. The purposes of evaluation and supervision are:
 - a) to encourage and recognize professional learning
 - b) to ensure the quality of leadership in divisional schools
2. **Supervision** is a continuous and formative process. **Evaluation** is primarily a summative process intended to document performance.
3. Vice-Principal evaluation relates to the mission statement, long-range plans, goals, and job descriptions that the school division and the school have formulated.
4. Leadership skills and abilities are measurable. Growth is continuous.
5. All Vice-Principals will develop and pursue a Professional Growth Plan annually. (*See Appendix A*)
6. The Vice-Principal evaluation model recognizes three different tracks.
 - a) for beginning principals and/or principals new to the Division
 - b) for experienced principals
 - c) for principals with identified needs
7. Vice-Principals are to be evaluated by the Principals during their first and second year and every third year subsequent to that.
8. The evaluation process is intended to start with a rich set of leadership standards and attributes that reflect what is known about effective leadership. (*See section D Criteria*)
9. The evaluator's judgment will be based on observations and data collected on:
 - a) Inputs: what the principal does *and*
 - b) Outputs: the results achieved.

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B. OVERVIEW OF PROCESS

Track	Frequency	Process	Description	Criteria/Data
Beginning Year 1 Year 2	Yes	Formative/Coaching Summative	Probationary	Refer to: Section D: Evaluation Criteria
	Yes		Probationary	
Experienced	Every 3 years	Formal	Refer to Section C	
Identified Needs	As required or requested See C3	Formal	Regular or Intensive	
Professional Growth Plan	Annually	Individualized Collaborative Self-assessment	See section on PGM	Personally generated

C. FORMAL EVALUATION

1. The regular supervision of the Vice-Principal is the responsibility of the Principal.
2. The formal evaluation of the Vice-Principal is the responsibility of the Principal.
3. In addition to the regular schedule, a formal evaluation may be initiated at the request of the Vice-Principal or at the discretion of the Principal.
4. Vice-Principals to be evaluated during the current school year will be notified by October 1st.
5. Vice-Principals who wish to be evaluated will notify their Principal by September 15th.
6. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, criteria and data collection procedures.
7. The data collection process will include several or all of the following:

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- The evaluator's presence at school activities such as: staff meetings, PAC meetings and activities, student activities, ...
 - Shadowing and reflective interviews
 - A 360 degree process involving the teaching staff
 - Archival and current data on school activities, projects and successes
 - An assessment of the quality and level of student learning and involvement, as defined by the Principal
 - A minimum of three meetings to discuss the Vice-Principal's professional growth plan
8. The evaluator using the identified criteria will prepare a preliminary report. This will form the basis of the post-conference at which conclusions and future actions will be identified.
9. Following the post-conference, the report will be finalized and reviewed with the Vice-Principal. The Principal is to be given the opportunity to attach a personal comment to the evaluator's report.
10. Signed copies of the final document are to be left with the Vice-Principal, sent to the Assistant Superintendent – Instruction & Curriculum and deposited in the personnel file prior to the end of the school year.

D. EVALUATION CRITERIA

1. Intrapersonal Skills - How one manages oneself:

- Accepts responsibility for decisions.
- Sets an example for working hard their self.
- Demonstrates initiative and persistence needed to accomplish goals and objectives.
- Listens to opinions and ideas of colleagues.
- Is patient, understanding, considerate and courteous.
- Is thorough, accurate and logical in his work.
- Engages in activities that promote personal professional growth, i.e. conferences, courses, readings, etc.
- Demonstrates a sense of humour at appropriate times.

1.1 Self-Awareness - *Knowing one's internal states, preferences, resources, and intuitions*

- *Emotional awareness:* Recognizing one's emotions and their effects
- *Accurate self-assessment:* Knowing one's strengths and limits
- *Self-confidence:* A strong sense of one's self-worth and capabilities

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1.2 Self-Regulation - *Knowing one's internal states, impulses, and resources*

- *Self-Control:* Keeping disruptive emotions and impulses in check
- *Trustworthiness:* Maintaining standards of honesty and integrity
- *Conscientiousness:* Taking responsibility for personal performance
- *Adaptability:* Flexibility in handling change
- *Innovation:* Being comfortable with novel ideas, approaches, and new information

1.3 Motivation - *Emotional tendencies that guide or facilitate reaching goals*

- *Achievement drive:* Striving to improve or meet a standard of excellence
- *Commitment:* Aligning with the goals of the group or organization
- *Optimism:* Persistence in pursuing goals despite obstacles and setbacks

2. Interpersonal Skills - These competencies determine how we handle our relationships:

- Displays initiative and creativity in sharing the administrative workload of the school.
- Consults with the Principal and the school team.
- Shares and supports the vision and philosophy that the Principal has for the school.
- Offers input and suggestions.
- Accepts tasks that are assigned by the Principal.
- Contributes to the development and implementation of procedures/techniques directed at keeping parents informed and knowledgeable about the programs, services and general activities of the school.
- Demonstrates a level of interpersonal skills, maturity and stability to ensure grievances/misunderstandings between staff and parents are settled fairly.
- Demonstrates willingness and ability to discuss openly and frankly with parents.
- Is trusted and confided in by their staff.
- Has good communication with staff.
- Facilitates cooperation, trust and good feelings among staff members; actively promotes high staff morale and creates a feeling of unity.
- Knows and understands problems faced by their staff.
- Provides assistance and guidance.
- Demonstrates an open attitude toward staff-initiated changes.
- Relates effectively to the students.
- Administers the discipline policy fairly.
- Encourages staff to recognize and commend worthwhile accomplishments of students.
- Helps provide a climate which makes students feel excited about learning.

2.1 Empathy - *Awareness of others' feelings, needs and concerns*

- *Understanding others:* Sensing others' feelings and perspectives, and taking an active interest in their concerns

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- *Developing others:* Sensing others’ development needs and bolstering their abilities
- *Service orientation:* Anticipating, recognizing, and meeting the needs of those we serve; students, teachers, parents
- *Leveraging diversity:* Cultivating opportunities through different kinds of people
- *Political awareness:* Reading a group’s emotional currents and power relationships

2.2 Social Skills - Adeptness at inducing desirable responses in others

- *Influence:* Wielding effective tactics for persuasion
- *Communication:* Listening openly and sending convincing messages
 - Demonstrates the ability to communicate clearly and concisely in written and oral form.
 - Demonstrates active listening skills: seeks first to understand and listens with the heart and eyes as well as the ears.
- *Conflict management:* Negotiating and resolving disagreements
- *Leadership:* Inspiring and guiding individuals and groups
 - Demonstrates keen observational skills developed by employing a “management by walking around” supervisory style.
- *Building bonds:* Nurturing instrumental relationships
- *Collaboration and cooperation:* Working with others toward shared goals
- *Team capabilities:* Supporting group synergy in pursuing collective goals
 - The Vice-Principal works collaboratively with the school Principal to identify issues encountered within the greater school community:
 - ✓ Anticipates emerging problems
 - ✓ Identifies short and long term implications of problems
 - ✓ Employs ethics to structure responses to complex problems
 - ✓ Employs a collaborative team approach unless a consultative or unilateral process is required
 - ✓ Evaluates plans and decisions
 - ✓ Assumes responsibility for decision-making

3. Instructional Leadership:

3.1 Curriculum

- Ensures curriculum is taught in harmony with the Department of Manitoba Education, Citizenship and Youth guidelines.
- Has success in utilizing the talents and ideas of the staff in delivering curriculum.
- Demonstrates knowledge of curriculum.

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- Develops and uses a comprehensive implementation plan to ensure that new curricula are implemented.
- Evaluates program and staff to determine degree of implementation achieved.
- Does their best to see that every child's instructional needs are met and that, where necessary, special supports are provided.
- Actively supports and assists in the development of co-curricular programs whose objectives support the general aims of the school and are directed at the needs and interests of the students.
- Provides input into the development of functional timetables taking into consideration the needs of students and staff.
- Helps ensure that co-curricular programs are equitably and fairly distributed among staff.
- When approached, provides advice and assistance to all teachers experiencing difficulty.
- Plans, or helps plan, meaningful professional days.
- Encourages teachers to attend professional conferences and workshops to become more familiar with current educational trends and innovations.

3.2 Instruction

- Recognizes and encourages the development of instructional expertise among teacher and resource staff
- Promotes sharing among staff to encourage skill development and reflection about teaching practices.
- Shares a leadership role in curriculum and program development.
- Demonstrated knowledge of current curriculum trends.
- Initiates, designs and implements programs to meet the specific needs of the school and the community.
- Has success in utilizing the talents and ideas of the staff in delivering curriculum.
- Does their best to see that every child's needs are met and that, where necessary, special supports are provided.
- Helps create a team spirit among staff in their approach to the learning climate.
- Assumes an active role of leadership in professional activities, i.e. associations, committees, etc.
- Shows respect for the bilingual nature of the Division.

3.3 Assessment

- Promotes the utilization of reliable assessment practices.

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4. Management:

- Anticipates situations that may need improvement.
- Manages their time efficiently.
- Actively supports and assists in the development of co-curricular programs whose objectives support the general aims of the school and are directed at the needs and interests of the students.
- Helps maintain an effective student records system.
- Demonstrates the ability to communicate clearly and concisely in written and oral form.
- Shares the responsibility of resolving the problems as they arise.
- Deals promptly with problems as they arise.
- Clarifies divisional policies and priorities to staff and students.

4.1 Personnel

- Participates in the process for hiring staff.
- Supports staff induction for new staff.
- Assists in the execution of divisional policy in the clinical supervision of staff
- Working within the context of the PGM works with staff to develop self-evaluation procedures and professional reflection.
- As a representative of the Board, clarifies and supports divisional policies and priorities to staff, students and parents.

4.2 Business/Financial

- Demonstrates the understanding of the development of adequate procedures for the preparation and administration of the school's budgets and meeting the EIS requirements.
- Demonstrates the understanding of the budgetary needs of the school within established guidelines.

4.3 Physical Plant

- Supports the Principal in ensuring that furnishings, facilities and grounds are generally neat and clean and are well maintained to guarantee the health, safety and well being of students and staff.

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