

The Board of Education of School District No. 33 (Chilliwack)



**REPORT TO THE SUPERINTENDENT
PRINCIPAL/VICE PRINCIPAL PERFORMANCE APPRAISAL**

Name: _____

School: _____

Role/Position: _____

Date Completed: _____

Completed by: _____

Superintendent/: _____

Designate

Role/Position: _____

Designate

Preamble:

The principal/vice-principal Performance Appraisal fosters leadership development by providing opportunities for principals and vice-principals to: engage with their supervisors in frequent and meaningful dialogue about their performance; consider the supports they need in order to achieve their performance goals; and identify ways in which they can enhance their professional growth.

Developing a comprehensive, coherent appraisal system involves defining clear leadership standards and levels of performance that take into account the local and school context of the person being evaluated, as well as the stage at which the person is in their career. This performance appraisal model was developed in consultation with the Chilliwack Principals' & Vice-Principals' Association.

Please note that in the Chilliwack School District a formal appraisal takes place in the following situations:

- All principals/vice-principals 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; or
- All principals and vice-principals who have never engaged in a formal appraisal process.

Process:

The process outlined in the "Principal and Vice-Principal Professional Growth, Supervision & Evaluation Framework within A Collaborative Culture" includes the collection of data from multiple sources, including non-anonymous 360 degree feedback from key stakeholders in the school environment, staff, parents and students (when appropriate).

The appraisal is based on the following areas of responsibility: Moral Stewardship, Instructional Leadership, Organizational Leadership and Relational Leadership.

Evaluation Preamble:

Evaluator – please include the following information in the preamble: the time line of the evaluation, the process (discuss school and personal goals, self-evaluation, professional growth plan and portfolio of evidence, non-anonymous surveys, etc.), and employment history as a teacher, vice-principal and principal.

Evaluator:

Please check the boxes under each standard (practices and actions) within each domain that provide evidence of leadership, taking into consideration the role and responsibility at the specific school (e.g., principal or vice-principal).

Also note that practices and actions that are not relevant to the school context or role of the person being evaluated may be deleted by the evaluator. If required, the evidence and evaluation sections can be combined with the evaluator providing a statement regarding to what extent the evaluatee's actions and behaviors meet each standard – e.g., "<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard."

MORAL STEWARDSHIP

Standard 1: Values, Vision and Mission

Principals and vice-principals guide the development and implementation of shared values, vision, mission and goals to support engagement, learning and success for all learners.

Practices/Actions -

- Facilitate a collaborative process within the extended learning community to develop or foster Shared values, vision and mission for the school.
- Maintain an inclusive process for sustaining the living nature of school values, vision and mission.
- Reflect on the realities of a changing world and the impact or the response in the process of upholding the values, vision and mission of the school.
- Model the moral courage to uphold and foster the values, vision and mission of the school.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

Standard 2: Ethical Decision Making

Principals and vice-principals articulate the process of decision making using an ethical framework based on the moral purpose and direction of the school.

Practices/Actions -

- Model ethical practice and decision making based on core values and beliefs.
- Develop and foster protocols and processes based on a strong ethical framework.
- Discern the distinction between a problem and dilemma.
- Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue.
- Promote and foster responsible communication based on core values and ethical character development.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

INSTRUCTIONAL LEADERSHIP

Standard 3: Super Vision for Learning: Leading for Learning

Principals and vice-principals engage in effective supervision that focuses on instructional and assessment practices that maximize student development, engagement and learning.

Practices/Actions -

- Promote and support the use of appropriate curriculum, learning resources and effective instructional strategies.
- Ensure supervision for learning occurs on a regular and ongoing basis.
- When evaluation is required, ensure implementation of district process and procedures.
- Know current teaching and learning practices in every classroom through ongoing supervision.
- Model an open and honest ethical way of encountering challenges and finding resolution through inquiry and curious dialogue.

Clarifying Purpose

- Set and maintain high and achievable expectations for all learners.
- Ensure each classroom environment has a positive impact on student learning.

- Engage teachers in dialogue about effective use of instructional time.
- Involve teachers in data collection, analysis and dialogue about student learning and instruction.
- Ensure equity of access and outcomes for all learners.

Professional Relationships

- Promote and foster responsible communication based on core values and ethical character development.
- Create opportunities to build professional relationships that inspire trust and demonstrate respect.
- Demonstrate curiosity when engaging in reflective dialogue about teaching and student learning.

Learner-Focused Dialogue

- Create a culture of understanding that focuses on the child as a “learner.”
- Engage in purposeful and ongoing learner-focused dialogue.
- Ensure students’ educational needs are central to all decisions making.
- Promote and support the staff in their understanding *The Principles of Learning* in order to meet diverse student needs.

Structures and Support

- Encourage collaborative staff teams to engage in an inquiry model based on data/evidence that promotes students engagement and learning.
- Promote reflection and dialogue about effective teaching practices.
- Actively work with staff to create opportunities to improve targeted areas of development.
- Inspire and support innovation to enhance personalized learning, student engagement and success.
- Challenge structures that create barriers to equity and inclusion.
- Ensure that systems are in place to access and analyze data.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

Standard 4: Curriculum, Instruction and Assessment

Principals and vice-principals are knowledgeable and provide guidance regarding curricula, instructional and assessment practices, and their impact on student development, engagement and learning.

Practices/Actions -

- Communicate, encourage and support the use of current educational research and effective practices for teaching and learning.
- Ensure the use of a variety of effective assessment practices.
- Promote and support understanding and integration of cross-curricular competencies.
- Promote and support understanding and integration of personalized learning to enhance student engagement and success.
- Support the understanding and implement of current curriculum.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

RELATIONAL LEADERSHIP

Standard 5: Intrapersonal Capacity

Principals and vice-principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

Practices/Actions -

- Display characteristics of leadership.
- Understand and demonstrate self-management and self-awareness.
- Recognize and understand personal strengths and challenges.
- Understand the importance of engaging in actions, activities and communication that develop relationships.
- Personally understand the importance of maintaining high visibility and accessibility.
- Effectively manage time, set priorities and meet deadlines.
- Create a professional growth plan that engages in new learning, is inquiry-based, action oriented, reflective, and sets goals and actions for improved performance.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

Standard 6: Interpersonal Capacity

Principals and vice-principals build and support positive and effective working relationships within the school and community for all.

Practices/Actions -

- Model a positive attitude and commitment towards the school's learning culture.
- Foster leadership capacity in others.
- Facilitate team development and collaboration.
- Establish and model effective communication.
- Create an inclusive school that recognizes and values diversity.
- Create an environment of creative thinking, innovative practice and problem solving processes.
- Encourage reflections and the challenging of assumptions.
- Protect the rights and confidentiality of students, staff and parents.
- Establish and maintain the boundaries of professional relationships.
- Recognize and celebrate individual and collective accomplishments that support the values, vision and mission of the school.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

Standard 7: Cultural Leadership

Principals and vice-principals develop and sustain a culture and climate that supports student and adult learning.

Practices/Actions -

- Create a safe, orderly, caring and healthy school environment.
- Model and encourage a climate of trust, risk-taking and optimism.
- Develop an inclusive and collaborative culture where individuals are treated fairly, equitably, and With dignity and respect.
- Provide opportunities and participate in dialogue on transformational change, educational Initiatives and research.

- Develop and maintain an effective system of communication amongst the school staff, parents, community and media.
- Encourage and support positive parental involvement and advocacy for their child’s learning.
- Foster a culture of high expectations for self, students, family and community.
- Facilitate, implement and manage educational change.
- Foster and maintain positive relationships with all agencies and community groups that support students and families.
- Contribute to the development of teaching and learning.

Evidence –

Evaluation –

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

ORGANIZATIONAL LEADERSHIP

Standard 8: Management and Administration

Principals and vice-principals strategically plan and manage to strengthen the school’s capacity to support student development, engagement and learning.

Practices/Actions –

- Ensure that acts, regulations, policies and contracts govern your decisions and actions.
- Develop and maintain structures and processes to support school operations, facilities Management and safety.
- Align financial, personnel and curricular resources with school goals and priorities.
- Facilitate an effective school improvement process by building collaborative teams, structures and processes that support student learning.
- Understand theoretical frameworks that promote and guide organizational change.
- Proactively plan for complex issues within the school and district.
- Understand and ensure appropriate processes are followed for evaluation, investigation and discipline.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

Standard 9: Community Building

Principals and vice-principals build positive and effective interdependencies among schools, families and the community.

Practices/Actions -

- Involve parents and families as partners in school planning and community development.
- Develop networks to enhance student learning within and between schools and the community.
- Liaise with external agencies and organizations to protect and support children.
- Liaise with community agencies and organizations to strengthen learning opportunities.

Evidence -

Evaluation -

<name> has demonstrated a <developing, proficient or accomplished > level of skill in this standard.

SUMMARY

Practices and competencies from the professional growth plan (portfolio of evidence) and summative evaluation that have contributed strongly to the principal's/vice-principal's overall performance:

Practices and competencies from the professional growth plan (portfolio of evidence) and summative evaluation that could be strengthened for further growth & development:

REFLECTION (OPTIONAL)

The principal/vice-principal may wish to comment on the evaluation or articulate future growth areas.

STATEMENT OF PERFORMANCE

This performance appraisal is made in compliance with Board of Education policy. In my opinion, <name> demonstrates the necessary skills and competencies in <his/her> role as <principal/vice-principal> in the Chilliwack School District.

Supervisory Officer's/Principal's Signature

Date

Principal's/Vice-Principal's Signature

Date