
SUPERVISION AND EVALUATION OF SCHOOL ADMINISTRATORS

Background

The quality of administrative service in schools will be greatly enhanced through a regular process of supervision and evaluation.

Procedures

1. Responsibility for acting as supervisor and evaluator rests with the assigned Director of Instruction.
2. Supervision
 - 2.1 The purposes of administrator supervision shall be to facilitate the professional growth of the administrator to assist in the achievement of provincial, District, school, and personal goals.
 - 2.2 Administrators are encouraged to develop annual performance objectives or job targets in consultation with the supervisor.
 - 2.2.1 Sources for such objectives will include the position description, current provincial and District directions, school needs, and individual interests and/or concerns.
 - 2.3 Supervision is to be a continuous process of assistance and feedback provided by the supervisor. While the scope of such supervision may include any component of the position's responsibilities, particular attention would normally be placed upon current performance objectives.
3. Evaluation
 - 3.1 The purposes of administrator evaluation shall be:
 - 3.1.1 To ensure that the educational goals of the province, the District and the school are being met.
 - 3.1.2 To ensure the competence of administrators.
 - 3.1.3 To assess the overall strengths and weaknesses of administrative service.
 - 3.2 A formal evaluation process shall be conducted yearly.
 - 3.3 The evaluation process is intended to provide an annual review of performance across the range of administrative responsibilities. The evaluator will therefore attempt to gather data on performance with respect to areas included in the position description and current performance objectives.
 - 3.3.1 In the case of vice-principals, focus is also to be placed on potential for advancement.
 - 3.4 Methods of such data collection are to be developed in consultation with the administrator and will normally include opportunities for input from school staff and parents.

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- 3.5 The primary use of such data will be for evaluator-administrator discussion, analysis, and future planning.
- 3.6 A brief written report will indicate the process followed, plans developed, and the recommendations for adjustments to compensation.

Reference: Sections 20, 22, 23, 65, 85 *School Act*
Employment Standards Act
Collective Agreements

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