

<b>Administrative Procedures Manual</b>	<b>Administrative Procedure 423</b>
	Administrator Growth, Supervision and Evaluation
	APPROVED: December 2019
Page 1 of 5	AMENDED/REVIEWED: October 2021
LEGAL REFERENCE: Sections 18, 33, 52, 53, 196, 197, 204, 213, 214, 215, 218, 222 Education Act Teacher Professional Growth, Supervision and Evaluation Policy (TBD) Freedom of Information and Protection of Privacy Act Personal Information Protection Act	Ministerial Order 001/2013 – Student Learning Ministerial Order 016/97 – Teaching Quality Guide to Education ECS to Grade 12 Teaching Profession Act Teaching Quality Standard

## Background

Administrator Growth, Supervision and Evaluation procedures (AGSE) exist to ensure the continual professional growth of all teachers serving as Administrators in the Grande Prairie Public School Division. This Administrative Procedure applies to all teachers serving as Vice Principals, Principals, Directors, Assistant Superintendents, and Deputy Superintendents.

The AGSE practices of the Division are based on the following principles:

- All Administrators shall demonstrate the competencies consistent with the Professional Practice Standard(s) applicable to their role in order to ensure every student has access to an optimal learning environment.
- Principals, Vice Principals and System Education Leaders are expected to hold Alberta Leadership Certification.
- The Grande Prairie Public School Division's professional learning model is a system-wide focus on Collaborative Inquiry and Generative Dialogue as the basis for professional growth practices in the Division.
- Consistent, annual support and feedback on an individual's performance is essential to improving the leadership capacity of individuals and of the system.
- Supervision means the ongoing formative process of reflection and dialogue between and by Administrators and their direct supervisors for the purpose of supporting individual professional growth efforts.
- Evaluation means the summative process of assessing evidence collected by the Administrator over a period of time so the supervisor may apply their reasoned professional judgment to identify and produce written record of the extent to which the Administrator meets the competencies in their Professional Practice Standard.
- All Administrators shall engage in the annual creation of a personal Professional Growth Plan, that shows a direct connection to their Professional Standard and to student achievement. Growth goals shall be created in the form of a personal inquiry question.

Summative evaluations for all Administrators shall include the review of specific evidence connected to the competencies in their professional standard.

Summative evaluation documents will be submitted using [Form 423-1 Administrator Evaluation Summative Report](#) and shall reference specific evidence collected and discussed as part of the summative evaluation process.

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## **Procedures**

### **1. General Guidelines**

- 1.1. All Administrators employed by the Division will be held responsible for their professional growth in accordance with the aforementioned principles.
- 1.2. There will be ongoing supervision of all Administrators in the Division in the performance of their professional duties and their adherence to the competencies and indicators provided by the professional practice standard applicable to their role.

### **2. Annual Professional Growth Plan**

- 2.1. All Administrators and System Education Leaders employed the Division shall develop, implement, and sustain during each school year an Annual Administrator Professional Growth Plan that:
  - 2.1.1. Reflects goals and objectives based on an assessment of needs by the individual Administrator;
  - 2.1.2. Shows a demonstrable relationship to the professional practice standard applicable to their role;
  - 2.1.3. Utilizes the Division's focus on Collaborative Inquiry to establish Administrator inquiry-guided professional growth plans;
  - 2.1.4. Takes into consideration the education plans of the school, the Division and Alberta Education;
  - 2.1.5. May be a component of a long-term, multi-year plan.
  - 2.1.6. Is reviewed regularly with the Administrator's supervisor through a process of Generative Dialogue.

### **3. Supervision**

- 3.1. The Principal and System Education Leaders shall develop a plan for the supervision of all Administrators under his/her supervision as described in this AP.
- 3.2. Supervision of Administrators shall be an ongoing process carried out by the Principal/ System Education Leader to:
  - 3.2.1. Determine the Administrator's progress in meeting the competencies and indicators found in the professional practice standard applicable to their role;

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- 3.2.2. Provide support and guidance to Administrators, as needed or determined through supervision, discussion and collaborative inquiry;
- 3.2.3. Observe and receive information about the quality of leadership an Administrator provides to the school community; and
- 3.2.4. Identify the behaviours or practices of an administrator that for any reason may require further supervision and/or a transition to evaluation.

#### **4. The Evaluation of Principals**

##### **4.1. Contracts for new Principals**

- 4.1.1. All new Principals will receive an initial 2-year term contract and shall receive formative supervision in the first year of their term and a formal, written summative evaluation in their second year.
- 4.1.2. Upon a satisfactory performance evaluation at the completion of the 2-year term contract, Principals will be issued a 3-year term contract and shall receive formative supervision in the first and second years of their term and a formal, written summative evaluation in their third year.
- 4.1.3. Upon successful completion of the 3-year term contract, the Principal shall receive a continuous Principal's contract with the Division as per the expectations identified by Alberta Education.

##### **4.2. The supervision and evaluation of Principals will be conducted by the Deputy Superintendent or designate.**

- 4.2.1. Principal evaluations shall be submitted for review to the Superintendent of Schools by the Deputy Superintendent on or before March 31, prior to being reviewed and signed by the Principal.
- 4.2.2. In the event an individual does not meet one or more of the competencies in the LQS, their assignment will be determined by the Superintendent of Schools by May 31 of the school year.

##### **4.3. Effective September 1, 2019, any individual serving in the role of Principal in the Division shall possess Alberta Leadership Certification.**

##### **4.4. Effective September 1, 2019, any individual applying for the role of Principal in the Division must have completed a graduate degree in education.**

#### **5. Evaluation of Vice Principals**

##### **5.1. Contracts for Vice Principals**

- 5.1.1. All new Vice Principals will receive an initial 2-year term contract and shall

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receive formative supervision in the first year of their term and a formal, written summative evaluation in their second year.

- 5.1.2. Upon a satisfactory performance evaluation at the completion of the 2-year term contract, Vice Principals will be issued a 3-year term contract and shall receive formative supervision in the first and second years of their term and a formal, written summative evaluation in their third year.
- 5.1.3. Upon successful completion of the 3-year term contract, the Vice Principal shall receive a continuous Vice Principal's contract with the Division as per the expectations identified by Alberta Education.
- 5.1.4. In the event an individual does not meet one or more of the competencies in the LQS, their assignment will be determined by the Superintendent of Schools by May 31 of the school year.

5.2. Evaluations for Vice Principals will be led by the Principal, supported by the Deputy Superintendent, and occur in the contract years noted above.

5.3. Vice Principal evaluations are due for review by the Deputy Superintendent by March 31, prior to being reviewed and signed by the Vice Principal.

## **6. Evaluation of System Education Leadership**

6.1. Contracts for System Education Leadership Positions.

- 6.1.1. Individuals employed as System Education Leaders will receive an initial 2-year probationary contract.
- 6.1.2. Following the successful completion of the 2-year probationary contract, System Education Leaders will receive a 3-year probationary contract.
- 6.1.3. Upon the successful completion of the 3-year probationary contract, the System Education Leader shall receive a continuous contract with the Division.

6.2. In the event an individual does not meet one or more of the competencies in the LQS, their assignment will be determined by the Superintendent of Schools by May 31 of the school year.

6.3. Evaluations for new System Education Leaders will be by the Superintendent/ designate and occur in contract years 1,2,5.

6.4. Evaluations of System Education Leaders will be established in accordance with the College of Alberta School Superintendents' System Education Leader Profile.

6.5. In non-evaluation years, a review of the System Education Leader's Professional

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Growth Plan and annual written feedback will be provided to all System Education Leaders by their supervisor.

- 6.6. The attainment of a graduate degree in education will be a requirement for individuals seeking System Education Leadership positions.
- 6.7. Effective September 1, 2019, any individual serving in the role of System Education Leader in the Division shall possess Alberta Leadership Certification.