



ADMINISTRATIVE PROCEDURE	
<i>Approval Date</i> 2015	<i>Replacing</i> All previous procedures
<i>Review Date</i> 2020	<i>Page</i> 1 of 10
<i>Contact Person/Department</i> Human Resources Administrator	<i>Identification</i> HR 4510

PRINCIPAL/VICE-PRINCIPAL EVALUATION

1.0 PURPOSE

The principal/vice-principal performance appraisal process is a growth-based model intended to develop, support, and sustain leadership of the highest possible quality.

Collaborating in a spirit of mutual trust is a key condition for the success of the appraisal.

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2.0 REFERENCES/RELATED DOCUMENTS

- 2.1 *Education Act*, Part xi.i, Performance Appraisal of Principals, Vice-Principals and Supervisory Officers;
- 2.2 *Education Act*, Regulation 234/10, Principal and Vice-Principal Performance;
- 2.3 Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual (2013);
- 2.4 Principal/Vice-Principal Performance Appraisal: Examples of Completed Forms (2010);
- 2.5 Mentoring for Newly Appointed School Leaders: Requirements Manual (2010);
- 2.6 Ontario's Leadership Framework;
- 2.7 Putting Ontario's Leadership Framework into Action: A Guide for School and System Leaders;
- 2.8 BarOn Emotional Quotient 360;
- 2.9 BarOn Emotional Quotient Inventory;
- 2.10 Trillium Lakelands District School Board (DSB) EQ360;
- 2.11 Principal/Vice-Principal Personal Services Contract and Terms and Conditions of Employment.

3.0 DEFINITIONS

3.1 ONTARIO LEADERSHIP STRATEGY (OLS)

The Ontario Leadership Strategy (OLS) is a comprehensive plan of action designed to support student achievement and well-being by attracting and developing skilled and passionate school and system leaders across the province.

3.2 ONTARIO LEADERSHIP FRAMEWORK (OLF)

The Ontario Leadership Framework (OLF) identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The OLF provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide-range of leadership capacities that can assist educators in building coherence and aligning practices across schools and boards.

3.3 NEW SCHOOL LEADERS

A new school leader may be defined as:

- a) A qualified vice-principal with no prior experience as a vice-principal in Ontario or elsewhere;
- b) A qualified principal with no prior experience as a principal in Ontario or elsewhere (a principal is considered new to the role even if he or she has prior experience as a vice-principal in Ontario or elsewhere).

3.4 EXPERIENCED SCHOOL LEADERS

Principals and vice-principals are considered to be experienced once they complete one year in their role.

3.5 THE PERFORMANCE PLAN

The performance plan is developed by principals/vice-principals in each evaluation year to demonstrate how they intend to achieve identified goals. The plan includes goals, strategies and actions, and leadership practices and competencies, as well as methods and indicators to measure attainment of the goals. The elements of the performance plan must be considered by the appraiser when conducting an appraisal of the appraisee's performance. The performance plan also includes a description of the results, which will help inform the performance rating.

3.6 ANNUAL GROWTH PLAN

The Annual Growth Plan provides a vehicle to plan the principal's or vice-principal's professional learning during the appraisal year and in the intervening years between appraisals. Developing and maintaining this annual plan provides appraisers and appraisees with an opportunity to collaborate and engage in meaningful discussions about the appraisee's personal growth goals and priorities. It also provides an opportunity for discussion about the supports that may be needed to achieve identified goals.

3.7 MENTEE LEARNING PLAN

Mentees may use their annual growth plan as a basis for informing their mentee learning plan, which could include any form of documentation that supports the learning that takes place through mentoring (e.g. learning logs, a learning plan). The mentee learning plan, within the context of mentoring, remains confidential between the mentor and the mentee and is not signed by the supervisor.

The strengths and areas of professional growth and development identified for the principal/vice-principal through the appraisal process, and in particular as outlined in the annual growth plan, can help guide and provide a focus for the mentoring process.

3.8 SUMMATIVE REPORT

The summative report provides a record of the appraisal process and outcomes, including comments by the appraiser on strengths and areas of growth and development of specific leadership practices and competencies, and personal leadership resources related to the performance plan, the performance rating, an explanation for the rating by the appraiser, and final comments from the appraiser and, optionally, from the appraisee.

4.0 PROCEDURE

4.1 PRINCIPAL/VICE-PRINCIPAL EVALUATION PROCESS

4.1.1 The principal/vice-principal evaluation process shall follow the Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual (2013), as amended from time to time.

4.1.2 The principal/vice-principal shall contact the human resources department to arrange for the scheduling of an EQ-360 survey at the beginning of the principal/vice principal evaluation process.

4.1.3 In the event of an unsatisfactory performance evaluation, the procedural requirements for an unsatisfactory performance appraisal, as outlined in the *Principal/Vice Performance Appraisal Technical Requirements Manual (2013)*, as amended from time to time, shall be followed.

5.0 APPENDICES

- 5.1 Summative Report Form for Principals and Vice-Principals (Approved Form)
- 5.2 Annual Growth Plan Working Template
- 5.3 Improvement Plan Working Template
- 5.4 Performance Plan Working Template

Ministry of Education



Summative Report Form for Principals and Vice-Principals (Approved Form)

Appraisee

Position (circle one): **Principal** **Vice-Principal**

Last Name

First Name

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Appraiser

Position (circle one): **Supervisory Officer** **Principal**

Last Name

First Name

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Name of School

Name of Board

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Appraisal Year

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Practices and competencies from the Performance Plan that have contributed strongly to the principal's/vice-principal's overall performance:

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Practices and competencies from the Performance Plan that could be strengthened for further growth and development:

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Summative Comments

The supervisory officer/principal will provide a summative comment on the principal's/vice-principal's performance based on the results outlined in the Performance Plan.

Supervisory Officer's / Principal's summary comments on the appraisal:

The principal/vice-principal may wish to comment on the appraisal.

Principal's/Vice-Principal's comments (optional):

Overall Rating

Check the appropriate box:

- Satisfactory performance*
- Unsatisfactory performance*

Supervisory Officer's / Principal's Signature

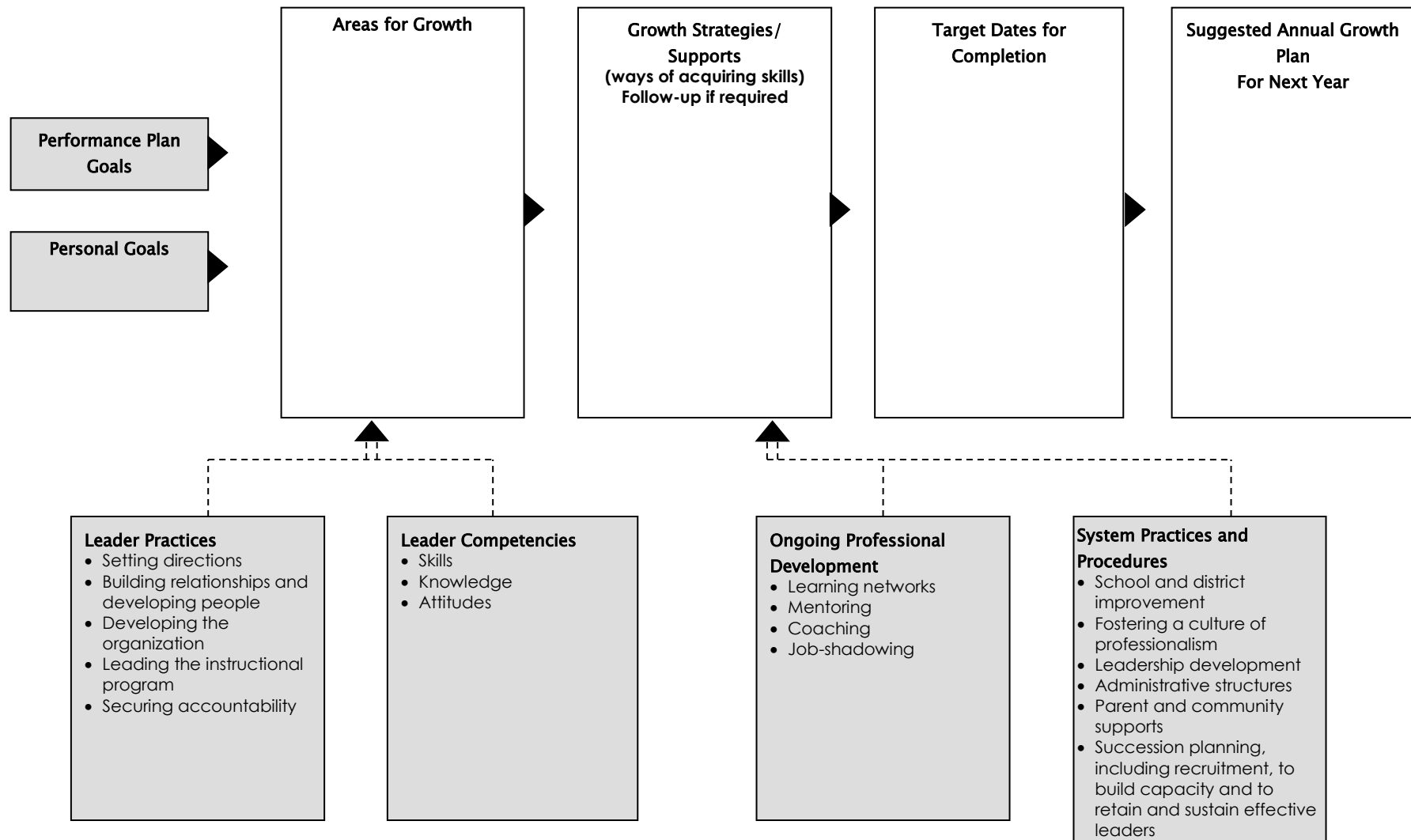
Date

Principal's/Vice-Principal's signature indicates the receipt of the summative report.

Principal's/Vice-Principal's Signature

Date

ANNUAL GROWTH PLAN WORKING TEMPLATE



IMPROVEMENT PLAN WORKING TEMPLATE

Appraisee

Position (circle one): Principal Vice-Principal

Last Name

First Name

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Appraiser

Position (circle one): Supervisory Officer Principal

Last Name

First Name

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Name of School

Name of Board

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Appraisal Year

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Element of Criteria for Rating (as per the criteria from section 2.7.2.1, "Determining the Rating") in the Technical Requirements Manual	Explanation of Concern	Practices and Competencies Needing Attention (from the Ontario Leadership Framework)	Steps to Be Taken (developed by appraiser in consultation with appraisee)	Indicators of Success (developed by appraiser in consultation with appraisee)	To Be Completed by
The extent to which the appraisee worked diligently and consistently towards the implementation of actions identified in the Performance Plan					

The effectiveness of efforts made to overcome challenges faced by the appraisee in carrying out the actions identified in the Performance Plan					
The efforts made by the appraisee to engage teachers and others in the development of the goals and implementation of the actions identified in the Performance Plan					
The actual goals achieved or not achieved by the appraisee					
The rationale provided by the appraisee for goals not achieved					
The demonstrated ability and willingness of the appraisee to implement actions to address the goals not achieved					

Learning needs of appraisee, with respect to carrying out the Improvement Plan (to be developed by appraiser, in consultation with appraisee)	
Need	Strategies and supports to be provided

Supervisory Officer's / Principal's Signature Date

Principal's/Vice-Principal's signature indicates the receipt of the Improvement Plan.

Principal's/Vice-Principal's Signature Date

PERFORMANCE PLAN WORKING TEMPLATE

