



ADMINISTRATIVE PROCEDURE 422

**SCHOOL PRINCIPAL ROLE, GROWTH, SUPERVISION AND
EVALUATION**

Background

Principals play a vital role in assisting the Superintendent to make the Board's will reality.

Roles and Responsibilities

Principals are required to:

1. Exhibit exemplary teaching skills.
2. Enhance the teaching skills of their professional staff.
3. Meet their legislated obligations, including those detailed in Section 20 of the School Act, namely:
 - 3.1 Provide instructional leadership in the school;
 - 3.2 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved or authorized pursuant to this Act;
 - 3.3 Evaluate or provide for the evaluation of programs offered in the school,
 - 3.4 Ensure that students in the school have the opportunity to meet the standards of education set by the Minister;
 - 3.5 Direct the management of the school;
 - 3.6 Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the Board;
 - 3.7 Promote cooperation between the school and the community that it serves;
 - 3.8 Supervise the evaluation and advancement of students;
 - 3.9 Evaluate the teachers employed in the school;
 - 3.10 Subject to any applicable collective agreement and the Principal's contract of employment, carry out those duties that are assigned to the Principal by the

- 3.11 Board in accordance with the regulations and the requirements of the School Council and the Board.
- 4. Assist the Superintendent in fulfilling his/her assigned role, including achievement of the following quality indicators:
 - 4.1 Educational leadership
 - 4.1.1 Conducts an analysis of student success uses appropriate data sources and develops action plans to address issues;
 - 4.1.2 Identifies trends and issues related to student achievement to inform the school's Three-Year Planning process, including recommendations for innovative means to improve measurable student achievement;
 - 4.1.3 Strives to ensure satisfaction with levels of achievement;
 - 4.1.4 Demonstrates measurable improved student achievement over time.
 - 4.2 Fiscal responsibility
 - 4.2.1 Ensures that the annual internal audit report of school generated funds reveals no deficiencies or deficiencies are remedied in a timely manner;
 - 4.2.2 Expends school based funds as per approved budgets.
 - 4.3 Personnel management and growth
 - 4.3.1 Consistently models high ethical standards of conduct;
 - 4.3.2 Consistently models commitment to personal and professional growth;
 - 4.3.3 Develops and effectively implements quality recruitment, orientation, staff development, disciplinary, evaluation and supervisory processes in consultation and collaboration with the Deputy Superintendent – Leadership Services and Human Resources;
 - 4.3.4 Provides professional growth opportunities for all staff;
 - 4.3.5 Fosters high standards of instruction and professional improvement (Teaching Quality Standard) through approval and monitoring of Teacher Professional Growth Plans and the placement of teachers on remediation plans;
 - 4.3.6 Enhances leadership capacity through the training of assistant principals and other school based leaders;
 - 4.3.7 Evaluates staff as required by the Superintendent and provides ongoing supervision to ensure quality performance.
 - 4.4 Policy and administrative procedures

- 4.4.1 Adheres to Policy and administrative procedures;
- 4.4.2 Assists in timely revisions to administrative procedures.
- 4.5 Superintendent-Principal relations
 - 4.5.1 Implements Superintendent directions with integrity in a timely fashion;
 - 4.5.2 Provides support to the Superintendent regarding Division Leadership Team agendas and summary notes;
 - 4.5.3 Informs the Superintendent about school operations;
 - 4.5.4 Interacts with the Superintendent in an open, honest, ethical, pro-active and professional manner.
- 4.6 Planning and reporting
 - 4.6.1 Involves appropriate stakeholder input in the SCIP process and that results in high stakeholder satisfaction;
 - 4.6.2 Develops short- and –long-range plans to meet the needs of the school and to provide for continuous improvement;
 - 4.6.3 Reports key results in the AERR as identified by the SCIP process.
- 4.7 Organizational management
 - 4.7.1 Ensures school compliance with all Alberta Education, Board and Superintendent mandates in terms of meeting timelines and quality expectations;
 - 4.7.2 Manages time and resources effectively.
- 4.8 Communications and community relations
 - 4.8.1 Implements the school communication plan to ensure positive, accurate and timely internal and external communications;
 - 4.8.2 Facilitates effective home-school relations;
 - 4.8.3 Works cooperatively with the media to positively represent the school and division;
 - 4.8.4 Promotes public engagement in the school and builds positive community relations and partnerships;
 - 4.8.5 Represents the school and division in a positive, professional manner;
 - 4.8.6 Manages conflict effectively;

- 4.8.7 Improves the school's public image.
- 4.9 Student well being
 - 4.9.1 Ensures behavioral expectations for students are known and followed;
 - 4.9.2 Promotes a school culture that is conducive to the achievement of academic goals, and the development of positive character and work habits;
 - 4.9.3 Establishes a safe and caring environment and fosters and maintains respectful and responsible behaviors.

Professional Growth

The Division aspires to provide the highest possible quality of education and to ensure that all students have the opportunity to meet the standards set by the Minister. The Division believes that the Superintendency staff and principals are jointly responsible for making this a reality. The Division believes that this objective can best be achieved through a Division-wide commitment to continuous improvement. Therefore, all Principals are expected to have in place at all times a current professional growth plan approved by the Superintendent. Such a professional growth plan will identify measurable results to be achieved, strategies to be employed to achieve those results, and specific timelines. It is understood that the strategies will need to be changed from time to time in order to achieve the desired results. Therefore, the growth process is viewed as one which has fixed results, but variable strategies.

It is further recognized that the Principal's growth is closely connected to the SCIP, and data from the SCIP may be relevant information to consider relative to the Principal's professional growth plan. Information obtained as a result of the processes involved in Principal growth, supervision and evaluation will be managed in accordance with the provisions of the Freedom of Information and Protection of Privacy Act. Unless a Principal agrees, the content of a Principal's annual professional growth plan must not be part of the evaluation process of a Principal. Provision for secure storage shall be made for any document used to prepare a Principal's evaluation report and for any required copies of the Principal's evaluation report.

At least twice yearly feedback from the Superintendent will be provided to Principals regarding their professional growth plans; once at the beginning of the year to approve the plan, and once at the end of the year, to provide accountability regarding achievement of the plan.

The Division believes that most accountability is affirmation. It is the Principal's responsibility to provide the Superintendent with measurable progress, or the lack thereof, so that appropriate feedback can be provided.

Supervision

Supervisory activity, in most instances, enhances professional growth. Supervision is the ongoing oversight by the Superintendent of the work of the Principal, as defined above in the Principal's roles and responsibilities. Such supervisory work entails the review and monitoring of required documentation such as the SCIP, AERR, financial audits and professional growth plans.

Supervisory activity may lead to the identification of exemplary performers to act as mentors, to share best practice or some other form of recognition or celebration. It may also result in a requirement for the principal to undergo increased in-service, address identified deficiencies, undergo an evaluation, and/or take required actions directed by the Superintendent.

Evaluation

Principals will be evaluated in relation to their assigned roles and responsibilities as noted above and any other duties and responsibilities specifically assigned by the Superintendent.

The Superintendent's evaluation of the Principal will take into consideration the evidence brought forward by the Principal to demonstrate that the quality indicators and roles as noted above have been completed to the required standard. Evaluation reports will be in writing and shall be retained in the Principal's personnel file.

Principals new to their position may be evaluated during the first year. In addition, Principals may be evaluated upon written notification by the Superintendent or an evaluation may be requested by a Principal.

Reference: Section 20, 60, 61, 113 School Act
Freedom of Information and Protection of Privacy Act

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