



**COUNCIL POLICY
COMPLIANCE MONITORING FORM
~ EXECUTIVE REPORT ~**

Policy Type: Executive Limitations - EL-5 **Page 1 of 3**
Policy Title: Staff Evaluation **Date: April 11, 2018**

I hereby present my monitoring report on your Executive Limitations policy Staff Evaluation according to the schedule established. I certify that the information contained in this report is true, and represents compliance with all aspects of the policy unless specifically stated otherwise, since the policy was adopted on October 10, 2012.

Superintendent
April 11, 2018

I. Interpretation:

This policy means that there must be an evaluation process in place for educators and support staff that will improve their performance. The process must be linked to the goals of the District Education Council as they relate to teaching and learning. The District must also have a process in place for addressing unsatisfactory performance.

II. Evidence:

After the 2012 amalgamation, ASD-S policy 229 “Growth Process” was developed (under our District Operational Policies on the website). Over time the policy has been updated and minor changes made. The policy divides employees into – beginning employees, experienced employees and those experiencing difficulty. The policy includes all employee groups – teaching and non-teaching. The policy outlines the evaluation cycle and who is responsible for each employee group. Growth goals are used for the permanent B contract teachers – teachers must identify two growth goals in the fall and these are reviewed by their administrators. The process is based on “Enhancing Professional Practice,” by Charlotte Danielson and includes four domains: planning and preparation; classroom environment; instruction; and professional responsibilities. The goals are to link with our District Improvement Plan and/or the School Improvement Plan. The teacher must identify the strategies they will put in place to reach their goals and continue the dialogue with their administrator in January and again near the end of the

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- i. Assessment of whether the Superintendent has made a **reasonable interpretation** of the Council’s policy; and
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school year. In larger high schools, SPRs (Department Heads) are involved as well. The form is electronic and user-friendly and has worked well.

Administrators use the same format; their goals are based on the CAMET Leadership Standards (Council of Atlantic Ministers of Education and Training) of 2011 which have been adopted for use in NB. The standards include: fostering school and community relationships; being an instructional leader; creating a positive learning environment; driving the leadership potential of others; and living the vision of learning. The Directors of Schools visit each Principal in the fall term to review their growth goals.

There is an evaluation process for long term supply teachers, D contract teachers, Education Assistants, School Intervention Workers, drivers, custodians, administrative assistants, and district staff. Templates have been developed and input sought from a small committee of Principals. The forms are user friendly and electronic.

During the 2015-2016 school year we had further discussions about the need for a more formal evaluation process for permanent employees on a cyclical basis, this had been done in the St. Stephen area but not in Hampton or Saint John. Moving in this direction was discussed with our local unions and a decision made that on an annual basis supervisors would do a formal evaluation of 20% of their staff.

Principals and managers were also looking for more formalized guidelines for communication with staff who require additional support and guidance in carrying out their roles. We identified an “assistance phase” and an “on-review” phase of our growth process and a detailed document entitled, “Assistance and On-Review,” was developed to guide supervisors and can be found as part of ASD-S policy 229. The Director of Human Resources, and often other Directors will receive questions from Principals about staff who require help, and they are there to support. Situations requiring further attention will come to the Director of Human Resources and myself. At this level union representatives will also be involved. Our goal is always to support our staff if they are having performance issues.

The last two summers as part of our Summer PD, the Director of Human Resources offered a session for school leaders to review our process and the document entitled “Assistance and On-Review Process.” It is well attended.

The policy dated August 2016 and all supporting documents are posted on the ASD-S website, (ASD-S 229) and attached as part of this monitoring report. There is also a chart showing who is responsible for the evaluation of each employee group, and details on the cycle.

We have a process for the renewal of Principals and Vice Principals five year contracts and this was developed following amalgamation, it would be similar to what was done in the Hampton Centre. Administrators receive a letter from the Superintendent about their renewal. They are asked to reflect on their last five years, where their school was when they began their term and what they have done. They are asked to include evidence of their work – reports, plans, pictures etc. They are also asked to look ahead into their next five years and identify what they hope to accomplish. In the spring, the Director of Schools and Superintendent meet individually with

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each of the Principals, and Vice Principals. Positive feedback has been received on this process; administrators indicate that it is an opportunity to reflect on their accomplishments.

The timeline for this process changed for 2017-18 with the signing of the Teachers' Collective Agreement. It now states any administrator not being renewed must be notified by March 1 of the final year of their contract.

The Superintendent seeks feedback every two years from all PSSCs on the performance of the Principal as it relates to their roles as outlined in the Education Act. The feedback is sent to the Superintendent prior to the end of the school year and feedback shared with the Principal if the PSSCs have not done so. Feedback is sought on the setting up of the PSSC, opportunities to give input on the SIP and regular updates, assessment and other data being shared and discussed, opportunities to give input on policies and procedures. A challenge with this has been getting the paperwork back from the PSSCs and for some schools it takes many reminders. For the most part the feedback is very positive, if there are suggestions for improvement I share these with the Principal. It is very important that the Principal not be the chair of the PSSC or the recording secretary and I appreciate this message being shared by DEC at the PSSC orientations.

This is a very critical area and one that has had focus over the last few years. We have involved Principals and the unions as part of the on-going process and update them on any significant changes.

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