

ASSISTANT PRINCIPAL GROWTH, SUPERVISION AND EVALUATION

Background

The Division believes that Assistant Principal growth, supervision and evaluation are important elements associated with an Assistant Principal's professional performance and the development of leadership capacity and professional performance. It is recognized that Assistant Principals need to be collaboratively involved in this process whenever possible. The school context and Assistant Principal profile will be considered in the process. Assistant Principal growth and supervision are dynamic and ongoing processes, while Assistant Principal evaluation may be required for the purpose of making employment decisions.

The personal knowledge, skills and attributes that each individual brings to the position are acknowledged and contribute to their leadership development.

Definitions

1. **“Assistant Principal”** - A certified teacher who under clause 4.2.2 of the Collective Agreement receives an allowance for administrative responsibilities. The Assistant Principal works collaboratively with the Principal to provide leadership in a school.
2. **“Assistant Principal Profile”** means the annual role description developed collaboratively by the Principal and Assistant Principal that outlines the Assistant Principal's designated responsibilities consistent with the Leadership Quality Standard.
3. **“Evaluation”** means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment in determining whether one or more aspects of the Assistant Principal's performance meets or does not meet the *Leadership Quality Standard* relative to their annual administrative profile.
4. **“Notice of Remediation”** means the written statement issued to an Assistant Principal where it is determined that an Assistant Principal's performance does not meet the *Leadership Quality Standard* relative to their annual administrative profile.
5. **“Supervision”** refers to the ongoing process by which the individual assigned to undertake this responsibility by a school authority supports and guides the assistant principal in demonstrating the applicable competencies.
6. **“Assistant Principal professional growth”** means the career-long learning process whereby an Assistant Principal annually develops and implements a plan to achieve professional learning objectives or goals that are consistent with the *Leadership Quality Standard* and this administrative procedure.
7. **“Competencies”** means an interrelated set of knowledge, skills, and attitudes developed over time and drawn upon and applied to a particular leadership context in

order to support quality leadership, teaching and optimum learning as required by the Leadership Quality Standard;

1. Assistant Principal Growth

- a. With the Principals discretion, the annual administrative profile, to guide self-reflection, growth and supervision, may be developed by the Principal in consultation with the Assistant Principal and will be signed by the Assistant Principal. Examples of [Assistant Principal Growth Experiences are included the Leadership Handbook](#).
- b. All Assistant Principals are required to engage in ongoing learning and develop an annual growth plan that fosters continuous professional growth.
- c. Each school year an Assistant Principal is responsible for developing, implementing and completing an Assistant Principal Professional Growth Plan that:
 - i. is self-authored, growth-directed and continuous;
 - ii. reflects a self-assessment of professional learning needs by the individual Assistant Principal;
 - iii. considers feedback from the school community and the individual assigned to supervise the Assistant Principal's practice.
 - iv. shows a demonstrable relationship to their administrative responsibilities and the *Leadership Quality Standard* ; and
 - v. takes into consideration the education plans of the school, Livingstone Range School Division, and Alberta Education.
- d. An Assistant Principal's Annual Professional Growth Plan:
 - i. may be a component of a long-term, multi-year plan;
 - ii. may consist of a planned program of mentoring;
- e. An Assistant Principal Professional Growth Plan must include:
 - i. goal(s)/objective(s);
 - ii. expected outcomes and desired results;
 - iii. strategies for goal attainment;
 - iv. potential sources for assistance or support;
 - v. timelines; and
 - vi. descriptors or indicators of growth.
- f. Assistant Principals must submit a copy of their Professional Growth Plan to the school Principal by October 31 for approval.
- g. The Principal must make a finding whether the growth plan complies with the legislated requirement (as indicated in 1 (c) of this procedure), and review that plan with the Assistant Principal prior to the end of the school year to determine whether the Assistant Principal has completed the requirements of the Professional Growth Plan.
- h. Unless an Assistant Principal agrees, the content of a Professional Growth Plan shall not be a part of an evaluation process.
- i. Notwithstanding Administrative Procedure 421.1(h), the Principal may identify behaviours or practices of an Assistant Principal that require an evaluation, provided that the

information identified is based on a source other than the information in the Assistant Principal's Professional Growth Plan.

- j. An Assistant Principal who does not complete a Professional Growth Plan may be subject to discipline under the Division policy.
- k. A completed Annual Assistant Principal Professional Growth Plan shall be returned to the Assistant Principal and no copies shall be retained by the school board without the consent of the Assistant Principal.

2. Assistant Principal Supervision

- a. The purpose of supervision by the Principal is:
 - i. to provide support, guidance and development opportunities;
 - ii. to observe and receive information from any appropriate source about the quality of leadership provided at the school; and
 - iii. to identify behaviours or practices that are not in keeping with the expectations of their annual administrative profile and the *Leadership Quality Standard* or that for any reason may require an evaluation.
- b. The Principal must provide ongoing supervision for the Assistant Principal in the school including Admin Procedure 421, Leadership Quality Standard, and Assistant Principal Growth, Supervision and Evaluation planning and reporting documents. The overall purpose of the documents in supervision and growth is to build leadership capacity through self-reflection. The documents must be shared with the Assistant Principal at the beginning of the process and will guide conversation during the evaluation process.
- c. It is the Assistant Principal's responsibility to receive and act on advice provided through supervision to improve his or her professional performance.
- d. The Principal must share relevant information with the Assistant Principal throughout supervision.
- e. The Principal will provide ongoing assistance, support, guidance, and development opportunities to an Assistant Principal to improve the quality of leadership, and such assistance may vary in nature depending upon the Assistant Principal's learning needs and professional circumstances.
- f. When, through the process of supervision, the Principal believes that an Assistant Principal's behaviours or practices may not meet the requirements of the *Leadership Quality Standard*, the Principal will initiate an evaluation.

3. Assistant Principal Evaluation

- a. An evaluation may be conducted by a Principal or superintendent:
 - i. upon the written request of an Assistant Principal;
 - ii. for the purpose of gathering information related to a specific employment decision; or
 - iii. to assess the growth of an Assistant Principal in specific areas of practice; or

- iv. when, on the basis of information received through supervision, the Principal has reason to believe that the leadership practice may not meet the expectations of their administrative responsibilities or the *Leadership Quality Standard*, or that for any reason may require an evaluation.
- b. When an evaluation is initiated, the Assistant Principal is to be notified in writing of the following:
 - i. the reason(s) for and purpose(s) of the evaluation;
 - ii. the process, criteria and standards to be used;
 - iii. the timelines to be applied and
 - iv. the possible outcomes of the evaluation.
- c. The Principal and/or superintendent will meet with the Assistant Principal to:
 - i. Review Admin Procedure 421, Growth, Supervision and Evaluation of an Assistant Principal.
 - ii. Provide and discuss the Assistant Principal Evaluation document.
 - iii. Develop the evaluation plan including Leadership Quality Standard competency Fostering Effective Relationships and other competencies directly related to their Assistant Principal responsibilities and depending on their school assignment context.
- d. When conducting an evaluation, the Principal must:
 - i. consider evidence provided by the Assistant Principal as described in the evaluation plan.
 - ii. collect relevant data to inform decisions and recommendations; conduct appropriate pre-evaluation and post-evaluation conference discussions with the Assistant Principal;
 - iii. provide the Assistant Principal with on-going feedback over the course of the evaluation.

An Assistant Principal undergoing evaluation for contractual purposes must be given written notification of the evaluation and:

- i. a pre-evaluation conference should normally occur before January 31; and
 - ii. at least one other conference shall be conducted by the Principal prior to April 30.
- e. An evaluation report must be completed by June 15, and include recommendations pertaining to the Assistant Principal's designation or remediation as applicable. The Principal must meet with the Assistant Principal to discuss the evaluation report, and the Assistant Principal may add written comments to the evaluation report.
 - f. A copy of the original evaluation report, together with the Assistant Principal's written comments, must be given to the Assistant Principal, and a copy must also be forwarded to the Superintendent for inclusion in the Assistant Principal's personnel file.
 - g. If the Principal carrying out the evaluation concludes that the Assistant Principal's performance meets the *Leadership Quality Standard*, the evaluation is complete.
 - h. When an evaluation determines the Assistant Principal's performance does not meet the expectations of the Leadership Quality Standard, and a change in the behaviour or practice of an Assistant Principal is required, then the Assistant Principal must be provided:

- i. a notice of remediation describing the required change in behaviour or practice;
 - ii. a program of assistance and strategies the Assistant Principal is expected to pursue, consistent with the notice of remediation;
 - iii. information about how it will be determined if the required changes have been made, the applicable timelines for the remediation, and the possible consequences of not achieving the required changes; and
 - iv. notification of a subsequent evaluation to be undertaken within a reasonable period of time.

- i. If the evaluator concludes that the Assistant Principal's performance still does not meet the expectations of the Leadership Quality Standard, and a change in the behaviour or practice of an Assistant Principal still is required, the evaluator must recommend:
 - i. an additional period of remediation and ongoing evaluation;
 - ii. disciplinary action, where appropriate; or
 - iii. termination of the Assistant Principal's contract of employment; or any combination of these.

- j. A notice of remediation may replace the Assistant Principal's obligation to develop, implement and complete an annual Professional Growth Plan.

- k. An Assistant Principal has the right to appeal an evaluation as provided in board policy and the *Education Act*, and such a request shall be made within 10 calendar days of the Assistant Principal receiving the evaluation report.

- l. This policy does not restrict a School Board or Principal:
 - i. from taking or recommending disciplinary or other action, as appropriate, where the Principal has reasonable grounds for believing that the actions or practices of an Assistant Principal endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school authority, or
 - ii. from taking any action or exercising any right or power under the *Education Act*.

Attachment A: *Assistant Principal Profile Template*

January 2008

Updates: July 2010, May 2011, December 2011, March 2012, October 2015, January 2020, November 2023

References

Assistant Principal Growth, Supervision and Evaluation Policy 2.1.5

Leadership Quality Standard

Assistant Principal Evaluation Report

Section 33, 52, 53, 197, 202, 203, 204, 222 Education Act

Attachment A



Assistant Principal Profile

Assistant Principal:

School:

Configuration:

School Year:

Year of Term:

Administrative Time Designation:

Date of Profile:

Depending on school context: teaching time, administrative time, school configuration, school size, years in the Assistant Principal role, etc., Assistant Principal duties/responsibilities will vary. Assistant Principals should outline their main focus areas of responsibility for the year and can use this template or vary the format used to capture their administrative focus for the year.

Competency:

Administrative Duties / Responsibilities:

Competency:

Administrative Duties / Responsibilities:

Assistant Principal

Date

Superintendent

Date