



**MOOSONEE DISTRICT
SCHOOL AREA BOARD**

ADMINISTRATIVE PROCEDURE HUMAN RESOURCES: NO. 450	
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PRINCIPAL / VICE-PRINCIPAL PERFORMANCE APPRAISAL

PURPOSE

The Moosonee District School Area Board recognizes the principal and vice-principal as the instructional leaders of the school. They bring together the students, teachers, support staff, parents, and community partners in the creation of an effective teaching and learning environment.

The principal and vice-principal are expected to provide sound management and visible leadership in the development and implementation of curriculum, the improvement of instructional skills and techniques, the provision of resources, and the monitoring of successful learning.

This administrative procedure has been developed to comply with the directives in Ontario Regulation 234/10 Principal and Vice-Principal Performance Appraisal and the Ontario Ministry Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual (2013).

These procedures provide a growth-based model intended to develop, support, and sustain school leadership of high quality.

DEFINITIONS

Ontario Leadership Framework: The Ontario Leadership Framework identifies effective practices, skills, knowledge, and attitudes of successful educational leaders. The Ontario Leadership Framework 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.

Core Leadership Capacities: The five core leadership capacities are described in the Ontario Leadership Framework. The capacities are: setting goals; aligning resources with priorities; promoting collaborative learning cultures; using data; and engaging in courageous conversations.

Personal Resources: The Ontario Leadership Framework also includes a small but critical number of personal resources which leaders draw on in order to enact effective leadership practices. These personal resources are cognitive, social, and psychological resources.

- Cognitive resources include: problem-solving expertise and knowledge about school and classroom conditions with direct effects on student learning.
- Social resources include: perceiving emotions, managing emotions, and acting in emotionally appropriate ways.
- Psychological resources include: optimism, self-efficacy (or confidence), and resilience.

School leaders have different levels of expertise at different stages of their careers related to the five core leadership capacities and personal resources. As contexts change and expertise grows, leaders identify new areas for development related to the capacities. In this way, they continuously improve their practice:

New School Leaders: A new school leader is defined as:

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

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

The Performance Plan: The performance plan is developed by principals and vice-principals, in consultation with the appropriate supervisor, in each evaluation year in order to demonstrate how they intend to achieve identified goals. The plan includes one or more goals focused on improving student achievement and well-being, and shall take into account the school improvement plan, the Board strategic plan, and provincial education priorities. The performance plan must include actions that a principal or vice-principal will take during the evaluation year, the leadership competencies involved, and the methods of measuring success. The elements of the performance plan must be considered by the appraiser when conducting an appraisal of the principal's or vice-principal's performance.

Performance Results: Performance results are the measurable outcomes of the school administrator's work towards the goals set initially, and inform the appraiser's summative report and rating. The appraiser will consider the extent to which the school administrator worked diligently and consistently towards the implementation of the actions identified in the performance plan; the effectiveness of efforts made to overcome challenges faced in carrying out the actions identified in the performance plan; the actual goals achieved or not achieved; and the demonstrated ability and willingness of the school administrator to implement actions to address the goals not achieved.

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. The annual growth plan will include the leadership competencies and practices that will be the focus of the principal's or the vice-principal's professional growth for that year. It will also include the professional growth activities to be undertaken. Each year the principal or vice-principal will review the annual growth plan from the previous year, his or her learning and growth over the previous year, and the summative report of the most recent performance appraisal. Developing and maintaining this annual plan provides appraisers and principals/vice-principals with an opportunity to collaborate and engage in meaningful discussions about the school leader's personal growth goals and priorities. It also provides an opportunity for discussion about the supports that may be needed to achieve identified goals.

PROCEDURES

Note: This administrative procedure summarizes the key aspects of the appraisal process. Detailed instructions are found in the Ministry of Education document, Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual (2013).

http://www.edu.gov.on.ca/eng/policyfunding/leadership/PPA_Manual.pdf

1. Supportive, Developmental Process

The principal's and vice-principal's performance review is carried out through a supportive developmental process directed at the following goals:

- a) to provide for fair, effective, and consistent principal and vice-principal evaluation;

- b) to encourage, support, and recognize the leadership capacities and personal resources of the successful school administrator, as set out in the Ontario Leadership Framework;
- c) to identify the needs of the individual principal or vice-principal for continued growth and development; and
- d) to provide a quality teaching and learning environment through the professional and personal growth of administrative staff.

2. **Principal Evaluation Cycle**

- 2.1 A principal who is new to the role shall be appraised in his/her second year of employment and thereafter is placed in the five-year evaluation cycle for experienced principals.
- 2.2 An experienced principal new to the Board shall be appraised in the first year that the principal is employed by the Board and thereafter is placed in the five-year evaluation cycle for experienced principals.
- 2.3 Principals shall be appraised by a supervisory officer.
- 2.4 If at any point a supervisory officer considers it advisable to conduct an appraisal in light of circumstances related to a principal's performance, the supervisory officer may conduct an appraisal during a non-evaluation year. This action will restart the principal's five-year evaluation cycle.
- 2.5 During a non-evaluation year, a principal may request an additional performance appraisal. This action will restart the principal's five-year evaluation cycle.
- 2.6 The requirements of the performance appraisal model shall not interfere with the supervisory officer's discretionary right to observe the principal's practice, meet with the principal to discuss performance, provide feedback to the principal, or support the principal's growth and development at any time.
- 2.7 Extended leaves and secondments are not counted as part of the evaluation cycle. When the principal returns to the Board, the five-year evaluation cycle continues from where it left off. If a principal is on an extended leave or secondment during all or part of a year that is scheduled as an evaluation year, the year the principal returns is an evaluation year.
- 2.8 Within twenty (20) school days after the principal commences their evaluation year, the supervisory officer must notify the principal that it is an evaluation year.
- 2.9 The process is intended to be completed within a calendar year of the notification to the principal.

3. **Evaluation Process: Principal**

The evaluation process follows Ontario Regulation 234/10 Principal and Vice-Principal Performance Appraisal, and the Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual and includes the following steps:

- a) The principal will be notified by the supervisory officer of the upcoming evaluation within twenty (20) school days after the commencement of the evaluation year.

- b) A first meeting between the principal and the supervisory officer will be held to review the process and discuss the development of the performance plan and annual growth plan.
- c) The supervisory officer and principal shall sign and retain copies of the principal's performance plan and annual growth plan.
- d) The supervisory officer shall meet with the principal on a second occasion to review his/her progress towards achieving the goals contained in his/her performance plan (performance results) and discuss supports and other information relevant to the performance plan.
- e) The supervisory officer may require the principal to provide various kinds of evidence of effective leadership to form part of the appraisal, including input from parents, students, and staff. [See Forms listed below.]
- f) The supervisory officer shall meet with the principal at the end of the appraisal process to review the results of the actions taken by the principal to achieve the goals identified in his/her performance plan, discuss other information relevant to the performance plan, and review the principal's annual growth plan.
- g) The supervisory officer shall prepare a summative report of the performance appraisal. The summative report shall include the supervisory officer's evaluation of the principal, overall performance rating (satisfactory or unsatisfactory), and the explanation for the rating.
- h) The supervisory officer shall provide the principal with a signed copy of the summative report, within 15 school days after the final appraisal meeting.
- i) The supervisory officer shall meet with the principal, if he/she makes a request to meet, within 10 school days of the principal's receiving a copy of the summative report.
- j) The supervisory officer shall provide the human resources department with a copy of the summative report (no sooner than 10 school days after the principal has received a copy) and the performance plan as signed by both the supervisory officer and the principal, as well as the principal's annual growth plan for the year for inclusion in the personnel file.
- k) The supervisory officer, in a year that is not an evaluation year for a principal, meets with the principal to discuss the annual growth plan for the year.

4. **Vice-Principal Evaluation Cycle**

- 4.1 A vice-principal who is new to the role shall be evaluated in their second year of employment and thereafter is placed in the five-year evaluation cycle for experienced vice-principals.
- 4.2 An experienced vice-principal new to the Board shall be appraised in the first year that the vice-principal is employed by the Board and thereafter is placed in the five-year evaluation cycle for experienced vice-principals.
- 4.3 Any of the duties of the principal related to performance appraisal may be assumed by a supervisory officer.
- 4.4 If at any point a principal considers it advisable to conduct an appraisal in light of circumstances related to a vice-principal's performance, the principal may conduct an appraisal

during a non-evaluation year. This action will restart the vice-principal's five-year evaluation cycle.

- 4.5 During a non-evaluation year, a vice-principal may request an additional performance appraisal. This action will restart the vice-principal's five-year evaluation cycle.
- 4.6 The requirements of the performance appraisal model shall not interfere with the principal's discretionary right to observe the vice-principal's practice, meet with the vice-principal to discuss performance, provide feedback to the vice-principal, or support the vice-principal's growth and development at any time.
- 4.7 Extended leaves and secondments are not counted as part of the evaluation cycle. When the vice-principal returns to the Board, the five-year evaluation cycle continues from where it left off. If a vice-principal is on an extended leave or secondment during all or part of a year that is scheduled as an evaluation year, the year the vice-principal returns is an evaluation year.
- 4.8 Within twenty (20) school days after the vice-principal commences his/her evaluation year, the principal must notify the vice-principal that it is an evaluation year.

5. **Evaluation Process: Vice-Principal**

The evaluation process follows Ontario Regulation 234/10 Principal and Vice-Principal Performance Appraisal and the Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual, and includes the following steps:

- a) The principal will notify the vice-principal of the upcoming evaluation within twenty (20) school days after the commencement of the evaluation year.
- b) A first meeting between the vice-principal and the principal will be held to review the process and discuss the development of the performance plan and annual growth plan.
- c) The principal and vice-principal shall sign and retain copies of the vice-principal's performance plan and annual growth plan.
- d) The principal shall meet on a second occasion with the vice-principal to review his/her progress towards achieving the goals contained in his/her performance plan (performance results) and discuss supports and other information relevant to the performance plan.
- e) The principal may require the vice-principal to provide various kinds of evidence of effective leadership to form part of the appraisal, including input from parents, students, and staff.
- f) The principal shall meet with the vice-principal at the end of the appraisal process to review the results of the actions taken by the vice-principal to achieve the goals contained in his/her performance plan, discuss other information relevant to the performance plan, and review the vice-principal's annual growth plan.
- g) The principal shall prepare a summative report of the performance appraisal. The summative report shall include the principal's evaluation of the vice-principal, overall performance rating (satisfactory or unsatisfactory), and the explanation for the rating.
- h) The principal shall provide the vice-principal with a signed copy of the summative report, within 15 school days after the final appraisal meeting.

- i) The principal shall meet with the vice-principal, if he/she makes a request to meet, within 10 school days of the vice-principal's receiving a copy of the summative report.
- j) The principal shall provide the human resources department with a copy of the summative report (no sooner than 10 school days after the vice-principal has received a copy) and the performance plan as signed by both the principal and the vice-principal, as well as the vice-principal's annual growth plan for the year for inclusion in the personnel file.
- k) The principal, in a year that is not an evaluation year for a vice-principal, meets with the vice-principal to discuss the annual growth plan for the year.
- l) The process is intended to be completed within a calendar year of the notification to the vice-principal.

6. Procedural Requirements: Unsatisfactory Rating(s)

- 6.1 The procedural requirements following one or more unsatisfactory ratings shall follow the terms set out in Ontario Regulation 234/10.
- 6.2 The requirements for a principal's unsatisfactory rating(s) are set out in sections 10, 11, and 12.
- 6.3 The requirements for a vice-principal's unsatisfactory rating(s) are described in sections 34, 35, and 36.
- 6.4 Where a third consecutive performance appraisal results in an unsatisfactory rating, the supervisory officer shall promptly transmit a recommendation in writing to the Board that the principal's or vice-principal's employment with the Board be terminated.
- 6.5 Where a principal or vice-principal is on review status, and the supervisory officer determines that the delay necessitated by conducting a third performance appraisal is not in the best interests of students, a joint recommendation for immediate termination of employment with the Board will be made by the supervisory officer.
- 6.6 The Board has the right to discipline a principal or vice-principal employed by the Board, up to and including termination, without conducting the performance appraisal process described in this administrative procedure. Cause for such action shall be given to the principal/vice-principal in writing. Such action could occur where there is serious misconduct by the principal or vice-principal.

REFERENCE DOCUMENTS**Legal:**

Education Act, Section 265 Duties of Principal

Education Act, Part XI.1 Performance Appraisal of Principals, Vice-Principals and Supervisory Officers

Ontario Regulation 298 Operation of Schools, section 11 Duties of Principals Ontario

Regulation 298 Operation of Schools, section 12 Vice-Principals

Ontario Ministry of Education. (2013). *Principal/Vice-Principal Performance Appraisal: Technical Requirements Manual*

Ontario Leadership Framework (2012)

Board:

Board Policy GOV-01 Philosophy, Goals, and Values Board

Policy GOV-03 Role of the Corporate Board

Board Policy GOV-04 Role of the Supervisory Officer

Forms ADMIN 450-01 Principal and Vice-Principal Performance Appraisal: Approved and Optional Forms from the Ministry of Education

Form ADMIN 450-02: Principal/Vice-Principal Self-Assessment (Optional) Form

ADMIN 450-03: Staff Questionnaire (Optional)

Form ADMIN 450-04: School Council/Parent Questionnaire (Optional)

Resources:

The following guide has been developed to assist school and system leaders to effectively implement the Ontario Leadership Framework: *A School and System Leader's Guide to Putting Ontario's Leadership Framework into Action*