



SOUTH SHORE REGIONAL SCHOOL BOARD POLICY

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<i>APPROVED:</i>
<i>REVISED:</i>
<i>REF: AP # TBD</i>
<i>MONITORING DATE: Annually</i>
<i>RELATED POLICIES & DOCUMENTS:</i> Education Act, Teachers' Provincial Agreement

The South Shore Regional School Board supports a teacher performance appraisal process that conforms to the *Education Act* and contributes to an effective teaching and learning environment for all students, thereby enabling them to reach their full potential.

The NSTU Administrator performance appraisal process is based on the premise that administrators are knowledgeable professionals and the following principles:

1. The purpose of Performance Appraisal is to enhance teaching and learning through the provision of processes for formative evaluation, professional growth, and summative evaluation.
2. Hearsay, rumor, and unsubstantiated complaints cannot be used as part of the administrator performance appraisal process.
3. A performance appraisal shall not be completed by an immediate family member of the administrator being appraised. If there is any question concerning whether the administrator is an immediate family member, the Director of Human Resources shall be consulted.
4. Formative evaluation is a co-operative and collegial professional development procedure. The main function of formative evaluation is to facilitate professional growth and to increase administrator effectiveness.
5. A Professional Growth Plan is a formal professional development plan. It is an opportunity for the administrator to prioritize goals and focus on areas for professional growth and self-reflection.
6. Summative evaluation (non-tenured administrators) is to assess those administrators for employment decisions, such as the granting of permanent contracts, termination of contracts, and determination of future assignments.



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7. Summative evaluation (tenured administrators) is to
 - a) assess administrators in the first year of an assignment for employment decisions and determination of future assignments; or
 - b) give intensive assistance to those administrators for whom formative evaluation has been terminated. This process is for those situations where some significant concerns have been expressed regarding the competency of the administrator.

8. This policy applies to all NSTU employees of the South Shore Regional School Board who are in a supervisory or administrative position as defined in Article 44.01 of the Teachers' Provincial Agreement except for Directors and the Superintendent.

9. The evaluator is the person responsible for the Performance Appraisal process:
 - a) The Principal shall be responsible for the Performance Appraisal process for Vice-Principals and Department Heads.
 - b) The Superintendent and/or the Director of Program and Student Services shall be responsible for the Performance Appraisal process for Principals.
 - c) The direct supervisor shall be responsible for the Performance Appraisal process for Coordinators.
 - d) The supervising Coordinator shall be responsible for the Performance Appraisal process for System Consultants.

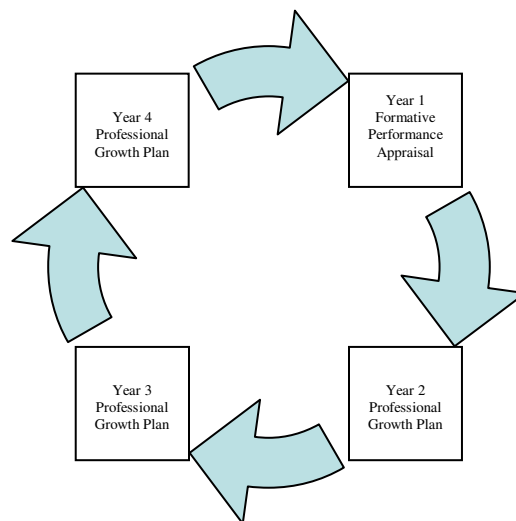
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Tenured Administrators

1. The performance appraisal process is designed to improve administration through collaboratively enhancing administration strategies, environments, behaviors, knowledge, and/or understanding.
2. The formative process is ongoing throughout the administrator's career in four year cycles and consists of two components: formative performance appraisal and professional growth planning. The administrator will normally engage in a formative performance appraisal in year 1 of the cycle and professional growth planning in years 2, 3, and 4. However, a formative performance appraisal can be initiated by the evaluator or administrator, at any time deemed appropriate.





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3. The summative process is used in the first year of an administrator's assignment or when the formative process has been terminated when insufficient progress has been made on a plan for improvement.

Formative Performance Appraisal

1. Formative Performance Appraisal is undertaken by a team consisting of the administrator and the evaluator (as determined by the policy).
2. Procedure:
 - a) An initial meeting is held to review the formative performance appraisal process.
 - b) The methods and timelines to be used are determined by the evaluator in consultation with the administrator. A 360° performance appraisal will form part of the appraisal.
 - c) Data is collected using the methods and timelines determined in b).
 - d) Meetings are held, as appropriate, between the administrator and the evaluator during the data collection phase.
 - e) A concluding meeting is held after the data collection is completed. A final report is shared between the administrator and the evaluator. Areas for future growth are identified:
 - i) If the formative performance appraisal concludes with a satisfactory rating, the areas for future growth will form the basis of the administrator's Professional Growth Plan for the next three (3) years.
 - ii) If the formative performance appraisal concludes with an unsatisfactory rating, the areas requiring further growth will form the basis of a plan for improvement.
 - f) Both the evaluator and the administrator sign the Formative Performance Appraisal Report to indicate that they have reviewed it. In the event that an administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the Teacher's Personal File with a notation that the administrator has refused to sign. The Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.
 - g) All records are confidential. The evaluator shall copy the final report to the administrator and the Teacher's Personal File.



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Professional Growth Planning

1. The purpose of a Professional Growth Plan is to provide administrators with a record of professional growth in each school year. It is an opportunity for the administrator to prioritize goals, focus on areas for growth and improvement, and self-reflect. Regularly scheduled collaboration with the evaluator provides support in the development and carrying out of the Plan.
2. The goals are normally developed from the areas for future growth determined in the Formative Performance Appraisal.
3. The administrator and the evaluator will mutually agree upon the goals for the professional growth plan. In the event that the administrator and the evaluator cannot mutually agree upon goals, both may add a maximum of 2 goals to the professional growth plan.
4. All records are confidential. The completed Professional Growth Plan is copied to the administrator and the Teacher's Personal File by May 31st of each school year. If the Professional Growth Plan is a multi-year plan, the evaluator will ensure that the word "interim" is placed on the document prior to copying.

Plan for Improvement

When the formative performance appraisal results in a rating of unsatisfactory, a plan for improvement must be collaboratively developed by the administrator, evaluator, and the Director of Human Resources.

1. Procedures:
 - a) An initial meeting must be scheduled within seven (7) school days of the concluding meeting of the formative performance appraisal.
 - b) A plan for improvement will be collaboratively developed by the administrator, evaluator, and Director of Human Resources at this meeting. This plan will include:
 - i) Specific goal(s)
 - ii) Indicators of success for each goal
 - iii) Specific timelines for demonstration of the indicators of success
 - iv) Required resources



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- v) Schedule of meeting dates and times to review progress of the plan for improvement
- c) A concluding meeting is held when the indicators of success have been demonstrated to finalize the plan for improvement. The administrator will then proceed to Year 2 of the formative evaluation process.
- d) If the evaluator determines that insufficient progress is being made on the plan for improvement, s/he will recommend to the Director of Human Resources that the administrator move to the summative evaluation process.
- e) All records are confidential. The evaluator shall copy the final report to the administrator and the Teacher's Personal File.

Summative Evaluation Process – First Year of Assignment

1. Summative evaluation (tenured teachers) for administrators in the first year of their assignment is designed to assess those administrators for employment decision purposes and future assignments.
2. Procedures:
 - a) An initial meeting is held to review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.
 - b) Data collection, including collection of artifacts, analysis of artifacts and other information relevant to the evaluation process, occurs. A 360° performance appraisal may form part of the appraisal.
 - c) Progress meetings are held throughout the evaluation process to share preliminary data and make provide suggestions for areas requiring growth. An interim performance appraisal should be shared with the administrator by December 15th.
 - d) A concluding meeting is held after the data collection to share the completed Performance Appraisal between the administrator and the evaluator. The Performance Appraisal shall contain evidence of strengths and areas for future growth. The administrator will have the opportunity to add his/her comments to the Performance Appraisal.
 - e) Both the evaluator and the administrator will sign the Formative Performance Appraisal Report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the Teacher's Personal File with a notation that the administrator has refused to sign. The Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.



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- f) Tenured administrators may also develop a Professional Growth Plan if mutually agreed by the administrator and the evaluator. This provision does not replace a summative evaluation.

- 3. The completed Performance Appraisal is copied to the administrator and the Teacher's Personal File. Performance Appraisals are to be submitted to the Human Resources Department by March 31st.

Summative Evaluation Process – Formative Process Terminated

- 1. Summative evaluation (tenured teachers) for administrators who made insufficient progress on the plan for improvement is designed to give intensive assistance to those administrators.

- 2. The Director of Human Resources will inform the administrator in writing, with a copy to the teacher's personal file, of the commencement of phase 1 of the summative evaluation process.

- 3. The administrator, the evaluator, and the Director of Human Resources, or designate, shall meet within seven (7) school days of the teacher receiving the letter of notification. The agenda for this meeting will be:
 - a) Identification of concerns
 - b) Review of the summative process
 - c) Establishment of goals to address identified concerns
 - d) Establishment of timelines

The Director of Human Resources will ensure that a summary document of the meeting, including documentation of the agenda items, is prepared and distributed to all participants.

- 4. Within two weeks of the notification meeting, a planning conference, for the administrator and the evaluator, will be held. The agenda for this conference will be:
 - a) Review of goals
 - b) Development of a plan to address the goals
 - i) Actions by the evaluator
 - ii) Supports provided by the supervisor



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- iii) Indicators of success
 - iv) Data collection methods
 - v) Feedback mechanisms
 - vi) Schedule of meeting dates and times to review progress

- 5. The final Summative Performance Appraisal report shall include all components of the process including one of the following recommendations:
 - a) If the goals have been achieved, the evaluator shall recommend to the Director of Human Resources that the administrator be returned to Year 3 of the Formative Performance Appraisal Process.
 - b) If the goals have not been achieved, the evaluator shall make a recommendation to the Director of Human Resources for appropriate action which may include, but be limited to, board initiated transfer or termination.

- 6. Both the evaluator and administrator will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the Teacher's Personal File with a notation that the administrator has refused to sign. The Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.

- 7. The administrator will have the right to submit a written response to the Performance Appraisal and have it attached to the Performance Appraisal report.

- 8. A copy of the final Performance Appraisal report, complete with signatures, attachments, documentation, and administrator's written response will be provided to the administrator.

- 9. The final Performance Appraisal report will be submitted to the Director of Human Resources and will be placed in the Teacher's Personal File.

- 10. Normally, all summative performance appraisals will be completed by April 15th.

- 11. The administrator is entitled to request NSTU representation, pursuant to Article 16 of the Collective Agreement between the South Shore Regional School Board and the NSTU, at any meetings held throughout this process.



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Non-Tenured Administrators

Summative Process

1. The summative process for administrators with probationary or term contracts is to assess those administrators for employment decision purposes, such as granting of permanent contracts, termination of contracts and future assignments.

2. Each administrator with a probationary or term contract employed by the South Shore Regional School Board shall be evaluated once each school year.

3. Procedures:
 - a) An initial meeting is held to review the process, including observation techniques that will be used to collect data for the report, establish timelines, and review all forms that will be used.
 - b) Data collection, including collection of artifacts, analysis of artifacts and other information relevant to the evaluation process, occurs. A 360° performance appraisal may form part of the appraisal.
 - c) Progress meetings are held throughout the evaluation process to share preliminary data and make provide suggestions for areas requiring growth. An interim performance appraisal should be shared with the administrator by December 15th.
 - d) A concluding meeting is held after the data collection to share the completed Performance Appraisal between the administrator and the evaluator. The Performance Appraisal shall contain evidence of strengths and areas for future growth. The administrator will have the opportunity to add his/her comments to the Performance Appraisal.
 - e) Non-tenured administrators may also develop a Professional Growth Plan if mutually agreed by the administrator and the evaluator. This provision does not replace a summative evaluation.

4. Both the evaluator and administrator will sign the final Summative Performance Appraisal report to indicate that they have reviewed it. In the event that the administrator refuses to acknowledge that they have reviewed the report, the report will be entered into the Teacher's Personal File with a notation that the administrator has refused to sign. The Director or Coordinator of Human Resources will sign the report verifying the administrator's refusal.



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5. The completed Performance Appraisal is copied to the administrator and the Teacher's Personal File. Performance Appraisals are to be submitted to the Human Resources Department by March 31st.