



# CALGARY BOARD OF EDUCATION

---

## Administrative Regulation

### 4002 - Administrator Growth, Supervision and Evaluation

#### Table of Contents

|  |   |
|--|---|
| Definitions                            | 1 |
| Purpose                                | 2 |
| Role of administrators and supervisors | 3 |

#### Part 1

##### Teacher Professional Growth Plan

|   |    |
|---|----|
| Responsibility of an administrator  | 4  |
| Components of a plan  | 5  |
| Implementation of a plan  | 6  |
| Additional considerations of a plan                                       | 7  |
| Options for review of plan  | 8  |
| Submission of annual plan   | 9  |
| Retention of administrator's teacher professional growth plan             | 10 |
| Administrator's teacher professional growth plan review                   | 11 |
| Compliance with regulation  | 12 |
| Disciplinary action   | 13 |
| Use of the administrator's teacher professional growth plan in evaluation | 14 |
| Return of administrator's teacher professional growth plan                | 15 |
| Information on plans  | 16 |
| Review meeting  | 17 |
| Expectations for development of plans                                     | 18 |
| Implementation status   | 19 |
| Plan retention  | 20 |
| Annual requirements   | 21 |

#### Part 2

##### Supervision of Administrators

|                        |    |
|------------------------|----|
| Purpose of supervision | 22 |
| Ongoing supervision    | 23 |
| Relevant information   | 24 |
| Supervisory assistance | 25 |
| Results of supervision | 26 |

#### Part 3

##### Evaluation of Administrators

|  |    |
|--|----|
| Evaluation cycle and process   | 27 |
| Conduct of an evaluation   | 28 |
| Leadership evaluation  | 29 |
| Position description   | 30 |
| Evaluation principles  | 31 |
| Notification of evaluation   | 32 |
| Pre-evaluation meeting   | 33 |
| Evaluation data for probationary designation                         | 34 |
| Evaluation data for evaluation other than a probationary designation | 35 |
| Draft written evaluation for probationary and continuous designation | 36 |
| Final evaluation report  | 37 |
| Distribution of final evaluation report                              | 38 |
| Notice or remediation  | 39 |
| Evaluation review mechanism  | 40 |

Part 4  
Other Actions

|               |    |
|---------------|----|
| Other actions | 41 |
|---------------|----|

**Definitions**

- 1** In this regulation,
- (a) **“administrator”** means a certificated teacher who is a director, principal, system principal, assistant principal, system assistant principal, vice-principal, coordinator, associate, strategist, supervisor, or specialist;
  - (b) **“evaluation data”** means information used as evidence of performance during the evaluation process;
  - (c) **“performance artifact”** is a tangible representation of an administrator’s work that may be a document, and include other exemplars;
  - (d) **“supervisor”** means
    - (i) in the case of a principal, the director, unless otherwise directed by, the Chief Superintendent of Schools and/or designate;
    - (ii) in the case of an assistant principal, vice principal, coordinator, associate, or strategist, the director and/or principal;
    - (iii) in the case of a supervisor, coordinator, or specialist, the appropriate director and/or designate; and

(iv) in the case of a director, the Chief Superintendent or appropriate Superintendent and/or designate.

(e) “**referent**” means a person or group of persons who provide data for use in the administrator’s evaluation;

(f) “**review body**” means a group of two or more teachers or administrators delegated by the principal or director to review the teacher professional growth plan, if the principal or director or staff or Area Principals’ council determine that a delegated group will be established.

**Purpose**                    **2(1)**    The purpose of administrator growth, supervision and evaluation is to provide a credible judgment of performance to ensure accountability and continuous growth. Leadership evaluation is the on-going responsibility of administrators and senior district leaders. The main outcome of this regulation is that qualified and competent administrators are completing their assigned duties in a manner which supports the on-going renewal of public education.

(2)    Any action undertaken in good faith under this regulation does not constitute personal harassment under Administrative Regulation 4027.2 - Personal and Sexual Harassment.

**Role of administrators and supervisors**                    **3(1)**    Administrators in leadership roles are full participants in their own growth, learning development and evaluations.

(2)    It is the role of the supervisor to ensure that teacher growth plans, supervision and evaluation are enacted in a positive and productive manner.

**PART 1  
TEACHER PROFESSIONAL GROWTH PLAN**

**Responsibility of an administrator**                    **4**        Each school year, an administrator is responsible for developing, implementing and completing their own teacher professional growth plan that:

(a)    reflects goals and objectives based on an assessment of professional learning needs by the individual administrator;

(b)    shows a demonstrable relationship to the position responsibilities and system expectations; and

- (c) takes into consideration the education plans of the school or work site and the Calgary Board of Education.

**Components of a plan**     **5**

A teacher professional growth plan must include

- (a) goal(s)/objective(s),
- (b) expected outcomes/desired results,
- (c) action plans/strategies,
- (d) assistance/support,
- (e) timelines, and
- (f) descriptors of completion/indicators of success.

**Implementation of a plan**     **6**

An administrator must work towards the attainment of their teacher professional growth plan through on-going action and personal review.

**Additional considerations of a plan**     **7**

Subject to the approval of the supervisor, a teacher professional growth plan

- (a) may be a long-term, multi-year plan, or
- (b) may include a component of mentoring a teacher or another administrator.

**Options for review of plan**     **8**

An administrator may choose to have their teacher professional growth plan reviewed by

- (a) the supervisor, or
- (b) a review body, if a review body has been established.

**Submission of annual plan**     **9**

The administrator must submit a copy of their teacher professional growth plan within 60 days of the commencement of the school year

- (a) to the supervisor, and
- (b) to the review body, if applicable.

|  |              |   |
|--|--------------|---|
| <b>Retention of administrator's teacher professional growth plan</b>             | <b>10</b>    | The administrator must retain a copy of their teacher professional growth plan, and a copy is retained for the school year by the supervisor and the review body, if applicable.  |
| <b>Administrator's teacher professional growth plan review</b>                   | <b>11(1)</b> | Teacher professional growth plan review is a process for reflection, and includes two-way communication between the administrator and the supervisor or the review body.  |
|  | <b>(2)</b>   | The supervisor or review body must arrange for, and complete, an oral review of the teacher's professional growth plan within the last 60 days of the school year.  |
| <b>Compliance with regulation</b>  | <b>12</b>    | The supervisor or the review body, in consultation with the administrator, must state whether the administrator has completed the requirements of an administrator's teacher professional growth plan that complies with this regulation.   |
| <b>Disciplinary action</b>   | <b>13</b>    | If a teacher professional growth plan review finds that an administrator has not completed the requirements of an administrator's teacher professional growth plan that complies with this regulation, the administrator may be subject to disciplinary action.                     |
| <b>Use of the administrator's teacher professional growth plan in evaluation</b> | <b>14(1)</b> | Unless an administrator agrees, the content of an administrator's teacher professional growth plan must not be part of the evaluation process of an administrator.  |
|  | <b>(2)</b>   | Notwithstanding section 14(1), a supervisor may identify behaviours or practices of an administrator that may require evaluation, provided that the information identified is based on a source other than the information in the administrator's teacher professional growth plan. |

- Return of administrator's teacher professional growth plan**      **15**      The annual teacher professional growth plan and any attachments must be returned to the administrator at the end of the school year.
- Information on plans**      **16**      The supervisor must ensure that administrators receive information and understand the purpose and process of the administrator's teacher professional growth plans by providing
- (a) access to supporting documents,
  - (b) access to system communication, including information meetings and workshops,
  - (c) opportunities to discuss teacher professional growth plans as a faculty or, if appropriate, at the Area level to decide the process for development and review in each setting, and
  - (d) an outline of the work site's process for teacher professional growth plans must be included in the staff handbook or other department/ Area documents.
- Review meeting**      **17**      The supervisor must make provision for each administrator to meet with the supervisor or review body within the first 60 days of the school year
- (a) to receive the teacher professional growth plan,
  - (b) to orally review the teacher professional growth plan, and
  - (c) to discuss the opportunities available for mentoring, coaching, or support throughout the school year.
- Expectations for development of plans**      **18**      The supervisor or review body must ensure that each administrator's teacher professional growth plan
- (a) reflects goals and objectives based on an assessment of professional learning needs by the individual administrator;
  - (b) shows a demonstrable relationship to the position responsibilities and system expectations; and
  - (c) takes into consideration the education plans of the school or work site and the Calgary Board of Education.

- |                              |           |   |
|------------------------------|-----------|---|
| <b>Implementation status</b> | <b>19</b> | The supervisor must maintain an awareness of the implementation status of each administrator's teacher professional growth plan.  |
| <b>Plan retention</b>        | <b>20</b> | <p>The supervisor and, if applicable, the review body, must</p> <ul style="list-style-type: none"> <li>(a) hold a copy of the administrator's teacher professional growth plan for the school year,</li> <li>(b) make provision for a review of the completed administrator's teacher professional growth plan within the last 60 days of the school year, and</li> <li>(c) return the administrator's teacher professional growth plan and any additional documents to the administrator once the completed plan has been reviewed.</li> </ul> |
| <b>Annual requirements</b>   | <b>21</b> | <p>The supervisor must ensure that all administrators meet the annual requirements</p> <ul style="list-style-type: none"> <li>(a) to develop an administrator's teacher professional growth plan, and</li> <li>(b) to review the teacher's professional growth plan with the supervisor or review body.</li> </ul>  |

## PART 2 SUPERVISION OF ADMINISTRATORS

- |                               |              |   |
|-------------------------------|--------------|---|
| <b>Purpose of supervision</b> | <b>22(1)</b> | <p>The purpose of supervision of an administrator by the supervisor is</p> <ul style="list-style-type: none"> <li>(a) to provide support, guidance and developmental opportunities for the administrator,</li> <li>(b) to observe and receive information about the leadership the administrator provides to a work site, and</li> <li>(c) to identify the behaviours or practices of an administrator that, for any reason, may require an evaluation.</li> </ul> <p>(2) It is the administrator's responsibility to receive and act on feedback received through supervision to improve the administrator's professional performance.</p> |
|-------------------------------|--------------|---|

**Ongoing supervision**

- 23** The supervisor must
- (a) provide ongoing supervision for all administrators under their direction in the school or work site, and
  - (b) seek to be satisfied that an administrator's leadership meets the requirements and expectations outlined in the position description.

**Relevant information**

- 24** In the normal course of duties, a supervisor
- (a) may obtain information from an identified source, and determines its relevance to the quality of the administrator's leadership and
  - (b) will share relevant information and observations with the administrator on an on-going basis.

**Supervisory assistance**

- 25(1)** In order to improve an administrator's performance, a supervisor may provide assistance, support, guidance and developmental opportunities to the individual.
- (2) The assistance defined in sub section (1) may vary in nature, depending upon the administrator's needs and professional circumstances.

**Results of supervision**

- 26(1)** When, through supervision, a supervisor believes that an administrator's behaviours or practices may not meet the requirements outlined for the position, the supervisor
- (a) may work with the administrator directly, as a part of the supervisor's program of supervision, to provide assistance to change the behaviours or practices that may be problematic, or
  - (b) may initiate an evaluation, further supervision, or other action, as described in Part 3 of this regulation.
- (2) Whenever there are performance concerns, the supervisor will inform the administrator in writing that the administrator is not meeting position expectation and stating:
- (a) the nature of the deficiencies, and



- (b) outlining the probable consequence of continuing to not meet expectations.
- (3) The supervisor must give the administrator the time and assistance to remedy the deficiencies.

### PART 3 EVALUATION OF ADMINISTRATORS

**Evaluation cycle and process**

- 27(1)** Probationary administrators will be evaluated in the first year of their appointment.
- (2) All administrators will be evaluated according to the terms of their appointment using the process and evaluation design described in this Part and the Guidelines for Administrator Evaluation.
- (3) An administrator may request an evaluation.
- (4) When, through supervision, a supervisor believes that an administrator's behaviours or practices may not meet the requirements outlined for the position, the supervisor may initiate an evaluation as described in this Part.

**Conduct of an evaluation**

- 28** A supervisor must conduct an evaluation of an administrator
  - (a) within 90 days of approving a written request for an evaluation by an administrator;
  - (b) when, on the basis of information received through supervision, the supervisor has reason to believe that the administrator may not meet the expectations set for the position; or
  - (c) in the case of probationary administrators, according to the administrator evaluation requirement.

**Leadership evaluation**

- 29** All administrators must be advised in writing about the expectations, procedures, policies and regulations of the leadership evaluation process.

**Position description**

- 30(1)** Each administrator position must have a position description which specifies purpose, responsibilities, expectations, and qualifications.
- (2) Each position description must be approved by the appropriate Superintendent and the Alberta Teachers' Association through the Classification Compensation Office in Human Resources.

**Evaluation principles**

- 31(1)** All administrator evaluations must be conducted in a professional manner with the intention of supporting the administrator's competency and performance.
- (2) It is recognized that each administrator is unique, as is the leadership context.
- (3) The context in which the administrator works will be described so that situational influences and constraints on performance will be considered.
- (4) The administrator will participate in the leadership evaluation process by identifying appropriate data, providing artifacts, supporting data collection, and confirming the accuracy, relevance, and coherence of data with the evaluation supervisor.
- (5) Data is kept confidential. Due care will be taken by the supervisor to document and protect data used in the evaluation.
- (6) Referent feedback is not anonymous, and, prior to participation, referents will be appraised of this requirement.
- (7) Evaluation conclusions are formed through the professional judgment of the evaluation supervisor based on careful consideration of the evaluation criteria and data.
- (8) The evaluation report includes clear statements about the administrator's leadership competency, completion of role responsibilities, growth areas, and suitability to continue in the role based on supporting data.
- (9) The administrator is responsible for taking action on the evaluation recommendations for growth.

**Notification of evaluation**

- 32** The supervisor must give each administrator notice in writing of the opening of the evaluation process.

- Pre-evaluation meeting**
- 33(1)** The supervisor must meet the administrator to review and confirm
- (a) the proposed evaluation process,
  - (b) the sources of data, and methods for collecting the data,
  - (c) the evaluation criteria based on the posted position description and leadership competencies,
  - (d) the responsibilities of the supervisor and the administrator in the evaluation, and
  - (e) the timelines.
- (2) The supervisor must provide the administrator with a letter summarizing the evaluation process.

- Evaluation data for probationary designation**
- 34(1)** The administrator participating in a probationary evaluation is responsible for:
- (a) identifying appropriate data, providing specified performance artifacts to the evaluation supervisor; and
  - (b) supporting the data collection process as required.
- (2) The supervisor is responsible for
- (a) collecting the evaluation data outlined in the pre-evaluation summary letter;
  - (b) providing a copy of the data to the administrator;
  - (c) providing the administrator with the opportunity to suggest clarifications, corrections or additions to the data in writing; and
  - (d) gathering additional information if the evaluation data is insufficient for the supervisor to form conclusions about the administrator's performance and competency is insufficient;
  - (e) completing a final analysis of the data.
- (3) The supervisor may request that additional sources of information be considered if it will provide more clarity to the original data.

**Evaluation data for evaluations other than probationary designations**

- 35(1)** The administrator participating in an evaluation other than a probationary designation is responsible for
- (a) collecting, reviewing, and compiling the evaluation data as outlined in the evaluation process letter;
  - (b) sharing the data with the supervisor for the purpose of consideration, input and discussion;
  - (c) analyzing the data with the supervisor; and
  - (d) considering additional sources of information, provided that the supervisor reasonably believes additional information is required.

**Draft written evaluation for probationary and other than probationary designations**

- 36(1)** The supervisor must prepare a draft written evaluation which includes their professional judgment based on
- (a) contextual information,
  - (b) leadership competency, and
  - (c) fulfillment of position responsibilities.
- (2) The evaluation report must also include
- (a) conclusions about administrative performance and leadership competencies,
  - (b) identification of areas for growth, and
  - (c) recommendation regarding designation or to remove designation.
- (3) If required as a result of the evaluation process, a plan of remediation will be initiated, and future evaluation timelines established.
- (4) The supervisor must meet with the administrator and provide a copy of the draft written evaluation for the purpose of discussion, review and response.
- (5) The administrator will provide within 5 working days of the meeting with the supervisor.
- (a) a written response to the supervisor indicating agreement or disagreement with draft written evaluation, and
  - (b) additional clarification through a detailed explanation or further documentation.

- Final evaluation report**    **37(1)**    In the probationary and continuous designation evaluation cycle, the supervisor must provide the administrator with the final written evaluation report within 20 working days after providing the draft evaluation report to the administrator.
- (2)    The administrator
- (a)    may add a written response to the evaluation report; and
- (b)    must sign and date the document to acknowledge that they have read and received a copy of the document.
- (3)    The supervisor must sign and date the document as the author of the report.
- (4)    A copy of the completed administrator evaluation report must be placed in the administrator's employee file and a copy must be provided to the administrator and the supervisor.
- 
- Distribution of final evaluation report**    **38**    The supervisor must
- (a)    give the final evaluation report, together with the administrator's comments, to the administrator;
- (b)    keep a copy of the final evaluation report, together with administrator's comments; and
- (c)    forward a copy of the final evaluation report, together with the administrator's comments, to the administrator's personnel file.
- 
- Notice of remediation**    **39(1)**    When, as a result of an evaluation, a supervisor determines that an administrator's leadership does not meet established school district standards and expectations, the supervisor must
- (a)    issue a notice of remediation to the administrator,
- (b)    offer a program of assistance, consistent with the notice of remediation, to the administrator, and
- (c)    undertake a subsequent evaluation after no more than 100 school days.

- (2) If the supervisor concludes that the administrator's leadership meets the school district's standards and expectations, the evaluation is complete.
- (3) If the supervisor concludes that the administrator's performance still does not meet the school district's standards and expectations, the supervisor must recommend
  - (a) an additional period of remediation,
  - (b) disciplinary action, or
  - (c) removal of the employee's administrator designation.
- (4) If the employee's administrator designation is not removed, the evaluation continues.
- (5) A notice of remediation may replace the administrator's obligation to develop, implement and complete an annual administrator's professional growth plan and the administrator must comply with the notice of remediation.

**Evaluation review mechanism**

- 40(1)** An administrator may request a review of an administrator evaluation report to ensure compliance with this regulation.
- (2) A request for a review of the final evaluation report must be made within 10 working days of the administrator receiving the evaluation report and must outline in writing the administrator's reasons for the request.
- (3) A request for a review of an evaluation report must be directed to the Chief Superintendent or designate in the case of a principal, and to the appropriate director in the case of other administrator positions.
- (4) Upon receiving a request for a review of an administrator's evaluation, the Chief Superintendent or designate must conduct a review and render a written decision within 30 school days.

**PART 4  
OTHER ACTIONS**

**Other actions**

- 41** This regulation does not restrict
  - (a) a supervisor from recommending disciplinary or other action, as appropriate, when the supervisor has reasonable grounds to believe that the actions or practices of an administrator endanger the safety of staff, students, constitute a neglect of duty, a breach

of trust or a refusal to obey a lawful order of the school authority,  
or

- (b) the Board or the Chief Superintendent from taking any action or exercising any right or power under the School Act.

|                                    |                   |
|------------------------------------|-------------------|
| <b>Approved:</b> (4002A)           | June 23, 1999     |
| <b>Re-issued:</b> (4002A)          | February 15, 2003 |
| <b>Amendment:</b> (4002A)          | May 17, 2004      |
| <b>Re:numbered from<br/>4002A:</b> | December 23, 2005 |
| <b>Amendment:</b>                  | December 23, 2005 |
| <b>Review date:</b>                | January 1, 2008   |

#### References

- |   |  |
|---|--|
| <b>Legal References:</b>                          | <ul style="list-style-type: none"><li>• School Act R.S.A. 2000, c. S-3, sections 20 and 27</li><li>• School Act, Ministerial Order #016/07 - Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta</li></ul> |
| <b>Administrative Regulation<br/>References:</b>  | <ul style="list-style-type: none"><li>• 4027.2 - Personal and Sexual Harassment</li></ul>  |
| <b>Calgary Board of Education<br/>References:</b> | <ul style="list-style-type: none"><li>• Guidelines for Administrator Evaluation</li></ul>  |
| <b>Contact Person:</b>                            | <ul style="list-style-type: none"><li>• Director, Leadership Development</li></ul>   |