

**Background**

The Alberta Legislature, through the Alberta Education Act (Act), has delegated much of its authority for the governance of education to locally elected school boards. Section 52 (1) (a) of the Act provides the Board the authority to, by resolution, authorize any of its employees to do any act or thing or exercise any power that the Board may or is required to do. The Board, having appointed a Superintendent as Chief Executive Officer, has delegated the power to evaluate principals to the Superintendent, or divisional designate. Expectations for Principals are outlined in Part 7, Section 197, of the Act and further illuminated in the Leadership Quality Standard.

**Procedures Regarding Contract Status**

A Principal term contract is for a period of one to five years. A continuous contract is deemed to be a continuous designation. As per the current Collective Agreement, Principals will be appointed for a five-year term with up to two years of that five-year term on a probationary basis (ATA Collective Agreement Article 4.3.1). Following the five-year term, a continuous contract may be issued to that Principal. Supervision and evaluation are conducted regularly by the Superintendent or divisional designates to monitor the professional actions and decisions of administrators. As servant leaders, principals are required to nurture the Catholic culture in their schools and provide instructional programs that are in the best educational interests of students.

**Definitions**

1. **Leadership Quality Standard (LQS)** means the standard and descriptors of knowledge, skills and attributes authorized by the Minister, professional associations (ATA, CCSSA, CASS), and other local standards specific to the operation of East Central Alberta Catholic schools.
2. **Supervision** means the ongoing guidance and oversight provided by a Superintendent or divisional designate to support principals in meeting the leadership competencies and indicators as required by the Education Act, TQS, LQS, and Code of Professional Conduct for Teachers and Teacher Leaders, professional associations, Catholic church, and Division policies and administrative procedures.
3. **Evaluation** means the formal process of gathering and recording information or evidence over time and applying reasoned professional judgment by a Superintendent or divisional designate in determining the principal's performance concerning the TQS and LQS competencies and associated indicators.
4. **Evaluation Cycle** a single evaluation cycle consists of two rounds of observations followed up by a pre-and post-conference to discuss and provide constructive feedback to improve LQS & TQS practices. After each round of observations, one in December and one in May, a summative report is reviewed. A signed copy of the report is provided to the principal and Superintendent or designate. The final summative evaluation report constitutes a *single evaluation cycle* that will be used to determine the principal's evaluation, supervision, and or contract status for the upcoming school year.

5. **Observation Rounds** (3x) refer to three school visits completed in the first term (September – December) and three school visits to be completed in the second term (January – April). Additional observations arranged in collaboration with the principal are encouraged if deemed necessary.
6. **Principal Professional Growth Plan** means the career-long learning process whereby a principal annually develops and implements a plan to achieve professional learning objectives or goals consistent with the Leadership Quality Standard. The Superintendent or divisional designate monitors and supports principals in achieving their professional growth plan goals. Principals must submit their growth plans by October 15th with a mid-year review in March and a final summative report review in June of each school year. Principals are encouraged to focus on division and school assurance priorities and an individual faith goal that supports the Division's faith permeation expectations.
7. **Clevr Form Platform** is a cloud-based form creation program that ECCS uses to document and print the Principal Supervision, Evaluation, and Growth Plan (LQS) cycles.
8. **Probationary Contract** refers to a principals' contract offered to staff new to the school division or school leadership position. All probationary or second year probationary contracts enter an evaluation cycle for the one-year contract term. (Section 206 (1)(2)(3)(4) of the Education Act)
9. **Continuing Contract** refers to an ongoing year-to-year contract where a principal has successfully completed two evaluation cycles over two years. The Superintendent or divisional designate supervises all principals under a continuing contract for the contract term. If the Superintendent or divisional designate identifies any concerns about meeting the Leadership Quality Standard or divisional leadership expectations, the principal would be placed under evaluation, remediation, or possible job action, depending on the circumstances. (Section 207 of the Education Act)
10. **Part-time Continuous Contract** refers to a part-time principal contract over the entire school year and will continue from year-to-year. The Board may vary the time a principal is to teach based on the instructional and leadership needs of the school or Division. (Section 211 (1) of the Education Act)
11. **Temporary Contract** refers to a temporary principal contract offered to any principal when a principal replaces another principal who is absent for more than 20 or more consecutive instructional days. (Section 209 (1) of the Education Act)
12. **Enhanced Supervision Cycle** refers to a principal's summative reflection on the LQS competencies, indicators, and assurance data to be completed in the fourth year of the five-year term contract.
13. **Marks of an Excellent Catholic Teacher** refers to a Catholic teacher who recognizes that the human heart is created with an innate yearning to seek, find and rest in God in both this world and the next and will therefore develop the whole person; intellectually, physically, emotionally and spiritually. The role of an excellent Catholic teacher is to embrace the dignity of humanity by:
  - Respecting each child of God;
  - Preparing students for their eternal destiny;
  - Developing all aspects of the child: intellectually, physically, emotionally and spiritually;
  - Seeking personally to grow in their spirituality and faith.

Source - <https://www.ccssa.ca/documents>

14. **Marks of an Excellent Catholic Leader** refers to a Catholic leader who is responsible for ensuring the overall development of the whole person, by:
- Founding all aspects of the Catholic School on Jesus Christ, the Redeemer;
  - Recognizing and celebrating the gifts and talents of others;
  - Identifying and empowering key leaders who can ensure that the faith community flourishes;
  - Discerning an appropriate response to difficult situations using a personal and pastoral approach;
  - Ensuring that relationships are respectful and life giving;
  - Providing faith formation opportunities for staff and students;
  - Allocating resources to support and enhance the well-being and the physical, emotional, academic and spiritual development of staff and students;
  - Integrating the message of eternal destiny into vision and mission.
  - <https://www.ccssa.ca/documents>
15. **Teaching Quality Standard (TQS)** means the standard and descriptors of knowledge, skills and attributes authorized by the Minister and other local standards specific to the operation of East Central Alberta Catholic Schools.

## Evaluation

1. Evaluation is based upon the Superintendent or divisional designate informed and reasoned judgment about the principals' practice concerning the expectations established by LQS, TQS, Teacher and Teacher Leader Code of Conduct, Alberta Education, professional associations (ATA, CASS, CCSSA), Board policy and Division administrative procedures. The purpose of **evaluation** is:
  - 1.1. To consider the staff member's training, experience and skills when determining individual assignments; and
  - 1.2. To assess growth or deficiencies in LQS and TQS competencies and indicators;
  - 1.3. To provide information to inform decisions regarding permanent certification, contract status (continuous or second year probationary contract), promotion, transfer, or dismissal.
2. To initiate an evaluation, the Superintendent or divisional designate states in writing the reasons, criteria, timelines, and possible consequences before the end of September.
3. All newly appointed principals on a probationary contract will be evaluated over a two-year period consisting of two evaluation cycles. (Reference evaluation cycle definition)
4. Each principal undergoing evaluation will be required to complete a self-reflection summary for each LQS competencies and indicators before the end of October and ongoing monthly updates. The self-reflection summary will be used to guide the evaluation process by identifying areas of strength and areas requiring additional support. (Reference LQS self-evaluation form)
5. In the normal course of duties, a Superintendent or designate may receive information from any legitimate source and make observations and written notes about the quality of the LQS and TQS competencies and indicators. All relevant information and observations will be shared with the principal in a timely fashion.
6. Each principal undergoing evaluation will be required to deploy an LQS feedback survey to their instructional and support staff in February. The intent of the survey analysis is to inform the principal of strengths and areas requiring additional support.

7. During the evaluation cycle, the Superintendent or divisional designate gathers observational and evaluation information to develop a summative report to support the principal in the acquisition of the LQS and TQS competencies and indicators.
8. Upon completion of each evaluation cycle, the Superintendent or divisional designate and the principal shall meet to discuss the observational and evaluation findings. Each evaluation cycle summary shall be placed in the administrator's personnel file.
9. If the administrator's practices do not meet the Education Act, TQS, LQS, and Code of Professional Conduct for Teachers and Teacher Leaders, professional associations (ATA, CASS, CCSSA), and Division policies and administrative procedures over this two-year period:
  - an additional period of remediation may begin, or
  - the administrator is given a change of assignment, or
  - a recommendation is made to the Board to terminate the administrator's contract.
10. A Superintendent or divisional designate may take disciplinary or other job action, as appropriate, when they have reasonable grounds to believe that the activities or practices of a principal endanger the safety or learning of students. When action is taken, the Superintendent or divisional designate shall, at the earliest opportunity, inform the Superintendent and Board providing supporting documentation.
11. An administrator has the right to appeal an evaluation no later than 30 calendar days after receiving the report. The appeal shall be made in writing to the Superintendent. Upon receiving the appeal, the Superintendent may convene a meeting with the administrator to suggest appropriate alternatives.

## **Supervision**

12. Once a principal has successfully completed the two-year probationary evaluation period they transition to supervision. Supervision is to be viewed as developmental and is based on the principal's willingness to receive collegial advice and assistance to improve professional performance by identifying areas of strength and providing recommendations and opportunities for further growth.
13. The Superintendent or divisional designate will complete bimonthly site visits to review critical divisional and provincial updates as a part of the supervision process. (Reference Visitation Checklists)
14. The Superintendent or divisional designate in collaboration with school leadership teams will facilitate bimonthly professional development sessions that align with the division, school, and school leadership team professional learning network needs.

15. In addition, a model of Enhanced Supervision will occur every **four years** for those Principals holding continuous contracts. On a **four-year cycle**, each tenured Principal shall receive Enhanced Supervision which involves analysis of assurance results, reflection, and goal setting, with special attention being given to the following categories as desired by the respective Principal and/or the Superintendent:
- Embodying Catholic Leadership (Marks of An Excellent Catholic Leader)
  - Fostering Effective Relationships
  - Modelling Commitment to Professional Learning
  - Embodying Visionary Leadership
  - Leading a Learning Community
  - Supporting the Application of Foundational Knowledge About First Nations, Métis and Inuit
  - Providing Instructional Leadership
  - Developing Leadership Capacity
  - Managing School Operations and Resources
  - Understanding and Responding to the Larger Societal Context
17. Enhanced Supervision Initial Meeting: By September 30th the Superintendent, or designate, will discuss the Enhanced Supervision process and timelines. The principal will use the Clevr LQS form to identify growth areas or areas on which the observations should be focused.
18. Enhanced Supervision and Conferencing – October to May: The Superintendent or divisional designates, will complete a minimum of five school visits.
19. Enhanced Supervision Final meeting – June: The Principal will reflect upon the extent to which they met their goals at a face-to-face conference and in writing. The Superintendent will document final impressions as well.

### **Principal Growth Plan**

20. Principal Professional Growth Plan refers to a principal employed by the Division:
- 20.1. Under a probationary contract;
  - 20.2. Under a continuing contract.
21. Principals are responsible for developing, implementing, and completing an annual professional growth plan during each school year that meets this administrative procedure's requirements.
22. All teaching and administrative staff can access the Clevr platform to document the required growth plan goals and progress updates throughout the school year. In addition, principals can select a medium of their choice to document and communicate the progress in a professional growth plan in collaboration with the Superintendent or division designate.

23. A principal's annual professional growth plan shall:
- 23.1. include a faith formation goal and a minimum of two goals with objectives and indicators of goal achievement based on an assessment of the LQS and TQS competencies that best align to improving teaching and student learning;
  - 23.2. encourage principals to align their goals with Alberta Education, Division, and school assurance priorities;
  - 23.3. submit a copy of the annual professional growth plan for review by the Superintendent or divisional designate by October 15<sup>th</sup> or, where a principal commences employment after October 1, within 30 days of commencement of employment.
24. If the Superintendent or divisional designate is of the view that the proposed annual professional growth plan submitted is not in compliance with the provincial or divisional administrative procedures, the Superintendent or divisional designate shall return the proposed yearly professional growth plan to the principal noting the deficiencies and requiring resubmission of a complying annual professional growth plan within two (2) weeks. If the principal is not compliant with the submission dates and recommended growth plan requirements, disciplinary actions may follow, such as additional evaluation, remediation, or possible job action.
25. The Superintendent or divisional designate have the authority to modify or remove the growth plan requirements for the principal so they can focus on growth areas requiring immediate attention.
26. If the Superintendent or divisional designate identifies behaviours or practices requiring an evaluation or remediation; the information specified must be based on a source other than the information in the annual principal's professional growth plan unless the principal agrees.
27. The Superintendent or divisional designate or designate may keep each professional growth plan on file until completed. All completed growth plans shall be returned to the respective staff members.
28. Principal growth plans will be reviewed in October, with a mid-year review in March and a final summative report review in June of each school year.

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