

## Policy 12 Appendix A

# DIRECTOR OF EDUCATION EVALUATION PROCESS CRITERIA AND TIMELINES

### Evaluation Process

1. Provides for both accountability and growth, and the strengthening of the relationship between the Board and the Director of Education. The written report will affirm specific accomplishments and will identify growth areas. Some growth goals may address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Provides for regular written evaluation of the Director of performance.
3. Highlights the key role of the Director of Education as the Chief Executive Officer for the Division to enhance student achievement and success for all children.
4. Recognizes that the Director of Education is the Chief Executive Officer. The Director of Education is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
5. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
6. Is aligned with and based upon the Director of roles and responsibilities. The Board policy is consistent with this evaluation document.
7. Is linked to the goals. The Education Sector Strategic Plan and Board Strategic Plan directly links the Director of performance to the continuous improvement planning process.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.
9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. Subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director of success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports, set

## 11. Elicits evidence

## Evaluation Criteria

The criteria for the first evaluation will be those set out in Appendix B: the Performance Assessment Guide. In subsequent evaluations, the criteria will be those defined by the Performance Assessment Guide as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. For the Role Expectation an external consultant will collect data relative to leadership practices by interviewing one quarter of the principals and all are defined to be those individuals who report directly to the Director of Education on the organizational chart.

Appendix B is the Performance Assessment Guide, which is intended to clarify for the Director of Education, performance expectations held by the corporate Board. This guide is also intended to be used by the