

**Appendix Name:** K. Director of Education Evaluation Guideline

**Policy Section:** Appendices

**Effective Date:** November 23, 2023

**Revised Date:**

### **Director of Education Evaluation Principles, Process, Criteria, and Timelines**

#### 1) Effective Evaluation Principles

- a) 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.
- b) Provides for regular written evaluation of the Director of Education's performance aligned with and based upon the Director of Education's roles and responsibilities outlined in the Board policy 5.3.
- c) 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.
- d) 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.
- e) 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 Director Evaluation Guide identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
- f) Is linked to the Division's goals. The Provincial Education Plan and Board Strategic Plan directly links the Director of Education's performance to the continuous improvement planning process.
- g) Sets out standards of performance. The quality indicators in the Director Evaluation 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.
- h) 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 Education's success in addressing identified growth areas.
- i) Uses multiple data sources. Objective data such as audit reports, monitoring reports, and student achievement data are augmented with subjective data provided in surveys.
- j) Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee, and Board meetings, etc.

- k) Ensures Board feedback is provided regularly. Such feedback will be timely, provided regularly, supported by specific examples, and will focus on areas over which the Director of Education has authority.

## 2) Evaluation Process

- a) The Board and the Director of Education will be present during the facilitated evaluation session. The Director of Education will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood. The Director of Education will only be absent from the room for the period when the Board constructs the conclusion section. The evidence examined will be in the form of an internal report or external report. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. In addition, the corporate Board will supplement the evidence contained in the evidence portfolio with agreed-upon direct Board observations. For example, this would be most evident in the section Board/Director Relations.
- b) During the evaluation workshop, a written evaluation report will be facilitated which will document:
  - i) The evaluation process,
  - ii) Evaluation context,
  - iii) Assessments relative to each of the criteria noted in the Director Evaluation Guide,
  - iv) An examination of progress made relative to any growth goals or redirections identified in the previous year's evaluation,
  - v) Identification of any growth goals if deemed appropriate, and
  - vi) A conclusions section followed by appropriate signatures and dates.
- c) The assessments contained in the evaluation report will reflect the corporate Board position. This report will be approved by Board motion. A signed copy will be provided to the Director of Education and a second signed copy will be placed in their file held by the Division.

## 3) Evaluation Criteria

- a) The criteria for the first evaluation will be those set out in the Director Evaluation Guide. In subsequent evaluations, the criteria will be those defined by the Director Evaluation 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 "Leadership Practices", an external consultant will collect data relative to leadership practices by interviewing one quarter of the principals and all "direct reports". "Direct reports" are defined to be those individuals who report directly to the Director of Education on the Division's organizational chart.

- b) The Director Evaluation 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 Board to evaluate the performance of the Director of Education in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved.

4) Timelines for Evaluations

- a) Evaluations will be conducted annually.