A Guide to Principal Practice

Principal Growth and Evaluation in the

NORTHWEST TERRITORIES

Northwest Territories Education, Culture and Employment
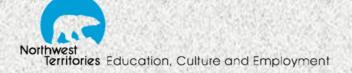
Principal Growth and Evaluation in the Northwest Territories

PRINCIPAL GROWTH AND EVALUATION IN THE NORTHWEST TERRITORIES

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INTRODUCTION

Education is a complex and important business. In past years, it has been the subject of much research with the determination of "factors affecting student learning" being a key target. Contemporary research has shown that school leadership is high on the list of those factors that contribute to student learning. Efforts to pinpoint the value of specific leadership characteristics, however, remain controversial.

The role of a principal is recognized as a key leadership position in our system of public education. As with good teaching, good leadership is recognized and valued when it is in place. As a system, we have had trouble defining effective leadership and helping people move towards the 'good end' of the leadership spectrum. To change this situation, the Northwest Territories Teachers' Association (NWTTA) along with the Divisional Education Councils, the Tlicho Community Services Agency, the Yellowknife Education Districts, the Commission scolaire francophone and the Department of Education, Culture and Employment have collaborated in producing this document which includes: a description of a NWT principal's role, a recommended process for the regular, summative evaluation of the principal, and a more systematic view towards supporting professional growth for principals.

The working committee that developed this package began its work by looking at what was currently in place in the NWT and in other Canadian school jurisdictions. They reviewed 'best practice' literature and discussed the unique aspects of being a principal in a NWT school.

There were a number of challenges in attempting to describe, in general terms, the role and responsibilities of principals in NWT schools. Perhaps the biggest challenge was dealing with the situational nature of each principal position. The job of a principal in a one-teacher school in Kakisa is quite different than the job of being a principal of a large secondary school in Yellowknife. The committee was able to agree on a core set of leadership behaviours and responsibilities critical to the operation of schools in the NWT. These are outlined in a profile format (Dimensions of School Leadership) and represent a flexible description of the principal's role in our schools. The profile is a 'leadership standard' that sets expectations for principals and a recommended evaluation and professional growth process.

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ACKNOWLEDGEMENTS

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BELIEFS

- Effective leadership plays a significant role in improving teaching and learning in schools.

- A Growth and Evaluation model needs to recognize the situational nature of being a principal in the NWT. No two schools are the same and the role and the responsibilities of the principal will be different in different schools.

- A principal's professional knowledge and need for supports will change over time.

- A NWT 'model' needs to address both the formative and summative processes of principal support.

- An informal professional growth process that may include self-reflection, professional dialogue, independent research and coaching can facilitate learning and skill development in the area of school leadership.

- A formal process of focused dialogue, data collection and feedback can promote learning and skill development in the area of school leadership and be used for accountability purposes.

- A Principal Growth and Evaluation model of this process will :
  - provide a description of exemplary leadership practice;
  - describe an acceptable performance standard;
  - be used for summative evaluative purposes;
  - be used for formative purposes;
  - assist in the selection of new principals; and
  - be used as a guide for leadership development and training.

- Superintendents are responsible for ensuring principals have a clear understanding of the evaluation and growth processes and what to expect with both.

- Beginning principals and principals new to the NWT will be engaged in a formal evaluation process.

- Experienced NWT principals are to be involved in a formal evaluation process on a regular basis.

- Principals not involved in a formal evaluation will develop and work on a personal professional growth activity.

- Summary documentation from an evaluation or a professional growth activity will be placed on a principal's personnel file.

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PURPOSE

As mentioned in the *Introduction* of this document, the Northwest Territories Teachers' Association and the Department of Education, Culture and Employment are in agreement that a system-wide process should be in place to guide the development of school principals and ensure that school principals meet an acceptable standard in the performance of their duties.

This document sets out a process for doing this through:

- ***DIMENSIONS OF SCHOOL LEADERSHIP -*** A description of the role and key responsibilities of school principals in the NWT*;*

- ***PRINCIPAL PROFESSIONAL GROWTH -*** An outline and description of a process to guide the professional development of principals*;*

- ***PRINCIPAL EVALUATION IN THE NORTHWEST TERRITORIES -*** A recommended process of evaluation for principals; and

- ***REVIEW PROCESS -*** A guide for dealing with principals who require additional supervision and support to meet the expected standard*.*

EXPECTATIONS:

1. The expectation is that all principals and superintendents will be familiar with the ***DIMENSIONS OF SCHOOL LEADERSHIP*** and recognize that this document is intended to provide direction to principals in understanding their role and guide them to improve as school leaders. Principals and superintendents will understand the situational nature of principals in a NWT school and note that this leads to diversity in roles and responsibilities. There is, however, a basic standard described in all 'Dimensions' that must be attained to ensure a measure of confidence and consistency in the Territory-wide system of education.

    The 'Dimensions' section provides a framework for all principals and assistant principals seeking to improve their leadership skills and knowledge and is a guide to 'best practice'. It also establishes criteria for a principal's performance evaluation.

2. In the NWT, the principal is expected to be the lead learner and is responsible for:

   - the quality of teaching and learning;
   - the organization and management of the school;
   - relationships in the school as well as external relationships; and
   - the culture of the school.

   Proficiency is a desired outcome in each responsibility area (dimension) but varied circumstances, such as where principals (assistant principals) are in their career paths, make it understandable that not all principals will be skilled in all areas.

   This document is not prescriptive but it is intended to promote reflection on leadership practice and dialog between the principal and his or her supervisors and among peers. Reflection and dialog will guide a process of professional development as outlined in the section **PRINCIPAL PROFESSIONAL GROWTH.** Principals and assistant principals not involved in a formal evaluation (evaluation path) are expected to be working on a professional growth plan. This plan is to be approved, reviewed and documented by the superintendent on an annual basis.

3. A third expectation is that the **PRINCIPAL EVALUATION IN THE NORTHWEST TERRITORIES** *section,* along with the **DIMENSIONS** section, will be used to guide an evaluation process that will ensure school principals in the NWT meet an acceptable performance standard. This is a formal process with a broad focus and may involve, but is not limited to, observation and feedback, the collection of a range of performance data and evidence, coaching, self evaluation, discussion and documentation. As a result of this process, a written evaluation will be placed on the principal's (or assistant principal's) personnel file.

4. There is a general assumption of competency on the part of school principals in the NWT. In cases where competency (attainment of an acceptable performance standard) is questioned, the **REVIEW PROCESS** section is meant as a guide, but not a prescription or limit on how a particular case is to be handled. The process, in this situation, is to be determined by the superintendent.

RECOMMENDED SCHEDULE:

Evaluation Path: The expectation is all newly hired principals and newly assigned principals will be involved in a formal evaluation process that may take up to two years to complete. After the initial evaluation process, principals will be formally evaluated every 3rd year. The decision to involve a principal in a formal evaluation is made by the superintendent. This decision may occur at any point in a principal's term.

Professional Growth Path: All principals not involved in a formal evaluation process are expected to participate in a documented professional growth activity. Continuing principals involved in an evaluation process may also be expected to work on a professional growth activity.

Evaluation Path

Principals are to be evaluated in their first and second years and every 3 years after.

Growth Path

Principals not involved in an evaluation process are to be working on a professional growth plan.

Dimensions of School Leadership

Principal Growth and Evaluation in the Northwest Territories

A PROFILE OF PRINCIPAL RESPONSIBILITIES IN NORTHWEST TERRITORIES SCHOOLS

In reality there is no single description of a principal's role or behaviours that will fit for all NWT schools (see key points below). None the less, a general description of the principal's role and expected actions is a necessary starting point for a discussion about principal growth and evaluation. The *DIMENSIONS OF SCHOOL LEADERSHIP* section has been developed as a profile that broadly describes the role and desired behaviours of principals (assistant principals) in the schools of the NWT.

The profile is organized into four broad Dimensions:
- Stewardship;
- Instructional Leadership;
- Relationships; and
- Organizational Culture.

Within the four **Dimensions** there are **11 Standards** describing key areas of responsibility. The 11 Standards are further categorized into **25 Targets**. The Dimensions, Standards and Targets together comprise a profile that will be used for a variety of purposes.

The purpose for developing the profile is to provide an objective framework to improve the performance of principals and assistant principals. Specifically, the profile will:

- Provide criteria that describe principal (assistant principal) behaviours;
- Develop a common vocabulary for the discussion of school leadership;
- Provide a framework for formative assessment / personal professional growth;
- Provide a framework for summative assessment for accountability purposes;
- Aid in the preparation of future school administrators; and
- Guide professional development for practicing principals and assistant principals.

The reality of school leadership and the role of principal is there are a broad range of situations and a complexity of factors affecting the work and outcomes. Developing a profile describing a standard must recognize this reality. To help address this issue, the profile describes a range of behaviours for each standard. When using the profile for evaluative purposes the users need to identify standards that are key to Departmental, board, school and community initiatives and priorities. It is also important to recognize there may be varying opportunities for principals to demonstrate competency in each standard.

Key points to remember when using this profile for evaluation purposes:

- The principal's role in a school is very situational. In the NWT there are principals with full teaching loads and no assistant principals and those who direct leadership teams with assistant principals, department heads and other in-school specialists sharing the leadership responsibilities. The size of the school is one of many variables that serve to make every principalship unique. The expertise and needs of staff, student needs, community resources, divisional supports and other factors must be considered when using the profile as a measure of success.

- Due to the varied challenges facing every principal, the scrutiny and discussion resulting from an evaluation process are important to a school that strives to meet the needs of students and the ongoing professional development of the staff.

- This profile is written with the understanding, as one progresses in skill and ability, the description of leadership performance moves from left to right across the profile and competencies described at one level are carried to the next level.

- This profile focuses on the principal and his or her role in the school. It is important to keep in mind a school operates in a hierarchical governance system and it is understood that while the principal leads the school, he or she must work within parameters set at the Federal, Territorial and Divisional levels.

- Although we assume that all principals will have a least a basic competence, in the profile we have included a category titled *Unacceptable* in recognition that it is possible for a principal to be less than competent in a particular area or responsibility.

- When using this profile to measure assistant principal performance it is understood only those components of the profile relating to the assistant principal's responsibilities should be used for evaluative purposes.

Defining the 4 Dimensions

1. STEWARDSHIP

The school principal is responsible for ensuring a shared vision for education and goals for school improvement are developed. The vision and goals are to be based on values, beliefs and aspirations of the community. They are developed to guide decisions and support the school over time. This is so important to Northwest Territories schools where, historically, community had very little or no influence in the set-up and operation of schools.

This dimension includes two standards:

1. *Clear Vision and Direction*- The principal works with the community to develop a clear vision for education to guide decisions and planning over time.

2. *Shared Decision Making*- The principal leads the school community in making decisions that will improve teaching and learning.

2. INSTRUCTIONAL LEADERSHIP

The principal plays an integral role in creating and maintaining an environment supportive of the academic, social-emotional and behavioral growth of all students.

This dimension includes three standards:

1. *Leadership for Learning* - The principal is responsible for creating and maintaining an environment in the school supportive of the holistic development of all students.

2. *Supervision for Learning* - The principal is responsible for providing staff with effective supervision that targets an understanding of students, curriculum, and 'best' instructional and assessment practices.

3. *Curriculum, Instruction and Assessment* - The principal is knowledgeable and provides guidance regarding current curricula, program development, instructional and assessment practices and their impact on student learning.

3. RELATIONSHIPS

The school principal is responsible for building relationships supporting the achievement of goals and leading to a collective vision for education.

This dimension includes two standards:

1. *Personal and Professional Values* - The principal models universal principles, identified core values and professional standards of conduct.

2. *Interpersonal Relationships* - The principal builds and supports positive and effective working relationships within the school and with community education partners.

4. ORGANIZATIONAL CULTURE

The school principal plays a pivotal role in developing and managing school policy, programs and routines that establish the culture of the school and ultimately affects student and staff learning and achievement.

This dimension includes four standards:

1. *School Wellness* - The principal works with school partners to build a welcoming, safe and caring learning environment.

2. *Community Learning Networks* - The principal works to construct positive and effective partnerships that enhance student learning and personal growth.

3. *Culturally Responsive School* - The principal understands a firm grounding in tradition and culture is important to the development of a healthy school community and is a key to student success.

4. *School Management* - The principal promotes the success of all students by effectively managing the organization, operation and resources of the school.

Dimension 1   STEWARDSHIP

The principal ensures collaboratively developed vision and goals, based on values, beliefs and aspirations of the community, guide decisions and support the school over time.

Standard 1.1 – Clear Vision and Direction
The principal works with the community to develop a clear vision for education to guide decisions and planning over time.

Target: 1   VISION FOR EDUCATION

Unacceptable	Basic	Developing	Proficient	Exemplary
The principal has no vision for the school and the idea of building a shared vision has not been considered.	The principal has a limited vision for the school. There may be selected or isolated concepts expressed as being a vision but no discussion with staff or community. The principal has an incomplete understanding of regional and Territorial initiatives and direction.	The principal has a vision for the school based partly on personal and staff values and beliefs. There is some recognition of community and regional values and Territory-wide direction that influences this vision.	The principal collaborates with the school and community to create a shared vision within the school that is well communicated and guides decision making. There is recognition of community and regional values and Territory-wide direction that influences this vision.	The principal leads the school community in an ongoing process of vision development, review, goal setting and celebration. The vision clearly guides the operation of the school. There is recognition of community and regional values and Territory-wide direction that influences this vision.

Sample Evidence:

- ✓ Minutes from public meetings, DEA meetings, staff meetings, staff development session notes
- ✓ Communications including newsletters, newspaper articles, and notes on other communication modes
- ✓ Survey questions
- ✓ Documents describing the school (handbook or reports that refer to a mission statement, vision and goals)

Sample reflective questions:

How has the vision for your school been created?
How does the school vision affect the operation of the school?

Dimension 1   STEWARDSHIP

Standard 1.2 - Shared Decision Making
The principal leads the school community in making decisions that will enhance teaching and learning.

Target: 1 WORKING WITH OTHERS				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal plans and makes decisions in isolation. There is little opportunity for the sharing of ideas.	The principal makes many decisions without input from staff or other school partners. The involvement of persons from outside the school is not encouraged.	The principal takes the opportunity to involve others in some decision making. This practice is not consistent and input is often limited to a narrow range of school partners.	The principal works with others to develop school goals and initiatives consistent with the school vision. S/he seeks input from school partners into decisions concerning the operation of the school.	The principal regularly enables school partners to define problems and be involved in decision-making. School partners regularly participate in proactive strategy sessions.
Target: 2 EFFECTIVE PROBLEM SOLVING				
The principal is often not aware of problems or is unable to correctly identify problems.	The principal is aware of existing problems but does not, as a practice, involve others in efforts to resolve them.	The principal involves staff and other partners in the identification and in working to solve some problems.	The principal consistently works with staff and other partners to identify and resolve problems as they emerge.	The principal consistently works with staff and other partners to anticipate emerging problems and regularly empowers those closest to the problem to find solutions and take necessary actions.

Sample Evidence:
- ✓ Minutes from public meetings, DEA meetings, staff meetings
- ✓ Newsletters and notes on other communication modes
- ✓ Letters, memos, school plans, regular reports

Sample reflective questions:
In general terms, how are important school decisions made?
Tell me about some of the more challenging situations the school is dealing with this year and how you are attempting to deal with them?

Dimension 2   INSTRUCTIONAL LEADERSHIP

Standard 2.1 - Leadership for Learning
The principal is responsible for creating and maintaining an environment in the school supportive of the holistic development of all students.

Target: 1	DECISION MAKING BASED ON STUDENT NEEDS			
Unacceptable	Basic	Developing	Proficient	Exemplary
The principal has minimal understanding of student needs and is not making an effort to change.	The principal has some understanding of student needs and a limited understanding of assessment practice, curriculum, teaching strategies and resources required meet the range of student needs. Decisions may be made which are not in the best interest of student learning.	The principal is developing an understanding of student needs and increasing knowledge of assessment and effective teaching practice that meets a broad range of student needs. Strategies are in place to support teachers in these areas. Many decisions are based on student needs.	The principal works with school staff and outside partners to achieve an understanding of student needs and effective programs for students. The understanding may not be complete but is comprehensive. Most decision making is linked to this knowledge.	The principal leads a staff who have a current and clear understanding of the needs of students and how best to meet those needs. This knowledge is central to all decision making at the school level.
Target: 2	SCHOOL IMPROVEMENT			
The principal, staff and education body have no agreed process for school improvement.	The principal is aware of a requirement for planning and is willing to learn more about a process and comply with this requirement. Basic goals are set and priorities established.	The principal leads the development of a school improvement process that targets student learning. The process is partly collaborative and is becoming a regular part of the school culture. An induction program including mentorship is in place to support new teachers.	The principal leads an expanded school community in a school improvement process focused on improving student learning. The process is an integral and celebrated part of the school culture. Planning is congruent with regional and Territorial goals and initiatives. An induction program including mentorship is in place to support new teachers.	The principal leads a school community who consistently use data, available research and reflection to discuss instructional strategies and plan and monitor changes to improve learning. Planning is congruent with regional and Territorial goals and initiatives. An induction program including mentorship is in place to support new teachers.

Standard 2. 1 - Leadership for Learning   CONTINUED...

Target: 3	ADVOCACY FOR STUDENTS			
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal does not aspire to know students and their needs and is not an advocate for students.	The principal is developing an awareness of the range of program and support needs required by the students in the school and is implementing strategies to meet some of the needs.	The principal works closely with students, school staff, board staff and some outside agencies to accurately identify and implement programming to meet the needs of most students.	The principal leads a school community that utilizes school and outside resources to implement effective programs for all students. The school community has established the necessary partnerships to provide support services and resources to meet student needs.	The principal leads a school community that is a passionate advocate for all students. The school community has established the necessary partnerships to provide support services and resources to meet student needs.

Sample Evidence:

- ✓ Minutes from public meetings, DEA meetings, staff meetings including planning sessions
- ✓ Newsletters and notes on other communication modes
- ✓ Letters, memos, school plans, mentorship and induction plans, regular reports
- ✓ Surveys

Sample reflective questions:

When you are making decisions concerning the operation of the school, what factors guide you?
How do you work with school staff and community to ensure the school is as good as it can be?
Where do you find help in meeting the needs of the students?

Dimension 2   INSTRUCTIONAL LEADERSHIP

Standard 2.2 - Supervision for Learning
The principal is responsible for providing staff with effective supervision that targets an understanding of students, curriculum, instructional and assessment practices.

Target: 1 SUPERVISION OF INSTRUCTION				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal is over-involved in administrative and management issues and finds very little time for support and supervision of instruction.	The principal has an incomplete awareness of the quality of instruction in classrooms. Knowledge of curriculum, instructional practices and supports that will improve teaching is basic. Time is provided for some program support and supervision.	The principal is developing an understanding of instruction in the school and is working with staff to improve teaching and learning. The principal follows the prescribed processes for supervising teachers.	The principal has a good understanding of the quality of instruction in the school and regularly engages staff in discussions, collaborative planning and teaching and coaching to improve teaching and learning.	The principal leads the school community in finding the best programming and teaching strategies to meet student needs.
Target: 2 STAFF EVALUATION				
The principal is not aware of his or her responsibilities with respect to staff evaluation and does not involve staff in a regular process of evaluation.	The principal is partly aware of his or her responsibilities in this area and completes some required staff evaluations. The process involved is not always as prescribed by the division or Department.	The principal is aware of his or her responsibilities with respect to staff evaluation. S/he makes an effort to see that the recommended process is followed and that the experience is of value for staff and leads to improved teaching and learning.	The principal and staff recognize that evaluation is an ongoing process used to support staff development and to improve instruction. Departmental and divisional requirements with respect to staff evaluation are met.	Staff evaluation is an integral part of the school's culture linked with school and personal improvement and understood as a shared responsibility.

Sample Evidence: See below Standard 2.3

Dimension 2   INSTRUCTIONAL LEADERSHIP

Standard 2.3 - Curriculum, Instruction and Assessment

The principal is knowledgeable and provides guidance regarding current curricula, program development, instructional and assessment practices and their impact on student learning.

Target: 1 CURRICULUM USE AND PROGRAM DEVELOPMENT				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal is not aware of curriculum requirements and makes no effort to ensure teachers use curriculum to guide program development.	The principal has an incomplete knowledge of curriculum and key instructional strategies. There is some evidence of effort to work with staff to ensure curriculum is used to guide program development.	The principal is working to develop a more complete understanding of curricula and key strategies such as Aboriginal Language and Culture-Based Education and Inclusive Schooling. S/he works with staff to ensure curriculum and instructional strategies are used effectively in most cases.	The principal has a good knowledge of core curriculum and effective instructional strategies. S/he supports staff in using curricula effectively and incorporating regional and Departmental direction and proven pedagogy in planning and delivering programs.	The principal leads a staff that has knowledge of relevant curriculum and program development strategies. S/he works with the school community to ensure that curricula and Departmental and regional guidelines are used to develop programs and guide instruction that meets student needs.

Target: 2 STUDENT ASSESSMENT				
The principal is not aware of assessment requirements. There is no evidence that assessment is used in any consistent manner to guide instruction or that assessment data is a factor in decision making.	The principal is aware of the directive on assessment. The staff uses basic assessment strategies for instructional and reporting purposes in core subject areas.	The principal works to ensure that staff use appropriate assessment skills and strategies in most subject areas. The school meets most Departmental and regional requirements.	The principal works with staff to ensure a range of assessment strategies are used appropriately to guide instruction and for summative and formative purposes. Departmental and regional requirements are met.	The school community uses a wide variety of effective assessment measures, to facilitate instruction and guide multi-year planning and to document student progress. Departmental and regional requirements are met.

Standard 2.3 - Curriculum, Instruction and Assessment ... CONTINUED

Target: 3	DATA COLLECTION, REPORTING AND ANALYSIS			
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal does not consistently collect and report student data requested by the region or the Department. Data is not used to influence program decisions.	The principal complies with requests for data. This data may be discussed and may influence some decision making.	The principal and staff consistently collect and report on required data. Data is used to guide some planning. The principal encourages the collection of school specific data for program planning purposes.	Data collection, analysis and reporting are part of the planning cycle. The principal, working with the region and the Department systematically collects, analyzes and reports on a variety of data. This data is used to guide most decisions regarding student learning.	The principal leads a school community that collects, analyzes and reports on a range of student data, including those required by the region and Department, to celebrate achievement, to set goals for improvement and to answer questions about school performance.

Sample Evidence: for 2.2 and 2.3

- ✓ Completed evaluations
- ✓ Program objectives/goals, measures
- ✓ Professional development and inservice notes
- ✓ Minutes from staff meetings
- ✓ Student record and report card information
- ✓ AAT, FGL, AB diploma exams, attendance records and analysis
- ✓ Planning documents
- ✓ Staff communications and staff surveys

Sample reflective questions:

How do you stay informed about what is happening in the classrooms?
How do you support teachers in program development?
How are decisions made about professional development?
How do you handle FGL/AAT/Diploma Exam / attendance data?
What role does data play in planning instruction?
Is action research used in the school?
What does your school's planning cycle look like?

Dimension 3   RELATIONSHIPS

The principal is responsible for building relationships supporting the achievement of school goals and improved student learning while modeling respect, integrity, loyalty, advocacy and a commitment to learning.

Standard 3.1 – Personal Attributes
The principal plays an important role in modeling universal principles, identified core values and professional standards of conduct.

Target: 1. PERSONAL AND PROFESSIONAL VALUES				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal fails to consistently model core values and/or professional standards of conduct.	The principal's attitude is generally respectful and professional.	The principal appreciates diversity and consciously integrates most core principles and values into leadership practice.	The principal honours diversity and articulates and integrates core principles and values into his or her leadership practice.	The principal ensures the collaborative integration of core principles and values, reliably portrays a positive and productive attitude, always demonstrates moral and ethical practice, and is consistently professional.

Sample Evidence:

- ✓ Satisfaction surveys and correspondence
- ✓ Information received at the regional office
- ✓ School communication documents, meeting minutes and notes
- ✓ Staffs exit data

Sample reflective questions:

How would you describe the values, beliefs and actions that guide you as a leader?
How do your values, beliefs and actions fit with those held by the community?

Dimension 3 RELATIONSHIPS

Standard 3.2 - Interpersonal Relationships

The principal builds and supports positive and effective working relationships with educational partners. Educational partners are considered to be the regional divisional education council and the community district education authority and the superintendent.

Target: 1 RELATIONSHIP WITH SUPERINTENDENT AND EDUCATION BODY				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal fails to follow directions or establish a positive and professional working relationship with the education body (Education Authority /Education Council /Commission scolaire) or superintendent.	The principal communicates with the superintendent (supervisor of schools) and education body on occasion. S/he represents the education body and superintendent through policies and procedures.	The principal implements the policies, procedures and directions coming from the education body and /or superintendent. Communicates with the superintendent and education body on a regular basis.	The principal respects the role and responsibilities of the education body and superintendent. S/he supports the superintendent in making the education body's will a reality.	The principal acts to enhance positive, professional working relationships with the education body and the superintendent. S/he takes ownership for the effective implementation of related policies, procedures and directions.
Target: 2 RELATIONSHIPS WITH STAFF AND SCHOOL PARTNERS				
The principal does not develop the necessary relationships to allow for school success. S/he may have some interaction with staff or other school partners that creates conflict or is inappropriate.	The principal's interactions with staff and other school partners are generally appropriate but may exhibit occasional inconsistencies.	The principal is aware of the need for, and makes an effort to build, good relationships with staff and other educational partners.	The principal uses a variety of strategies to build good relationships including incorporating into the school culture an awareness of the contributions made by staff and partner support and involvement.	The principal maintains trusting, effective working relationships with all and demonstrates open and honest communication with educational partners resulting in a productive learning environment for all.

Standard 3.2 - Interpersonal Relationships   ...CONTINUED

Target: 3	LEADERSHIP DEVELOPMENT			
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal fails to promote leadership development in the school.	The principal occasionally allows staff and/or students to assume leadership roles.	The principal is aware of the value of shared leadership and makes an effort to promote some leadership development within the school.	The principal regularly finds opportunities to share leadership actions and responsibilities with staff, school partners and in certain situations with students. S/he supports and encourages leadership development.	The principal leads a school community that exhibits and celebrates shared leadership and supports individual and collaborative leadership development.

Sample Evidence:

- ✓ Satisfaction surveys – focus groups
- ✓ Minutes from staff meetings- School communication documents and newsletters.
- ✓ DEA minutes
- ✓ Support for ELP and professional development.
- ✓ Exit interview data

Sample reflective questions:

Who do you consider as educational partners and what do you do to facilitate their relationships?
How do your leadership style and strategies promote leadership development in the school?

Dimension 4   ORGANIZATIONAL CULTURE

The school principal plays a pivotal role in establishing policies, programs and routines that set the culture of the school and ultimately affects student and staff learning and achievement.

Standard 4.1 - School Wellness

The principal works to build a welcoming, safe and caring learning environment for staff and students.

Target: 1 POSITIVE BEHAVIOUR				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal inconsistently deals with behavioural issues. Expectations are unclear and student behaviour may negatively impact student learning.	Staff members and community have their own understanding of behavioural standards. The school is inconsistent in dealing with behaviour issues.	The principal leads staff in establishing an accepted behaviour policy and dealing consistently with issues. Community members have some input into the policy.	The principal leads the school community in establishing policy and procedures dealing with student behaviour. Expectations are clear and the school consistently and successfully deals with most behavioural issues. Community members have some input into the policy.	The school community supports and practices the principles of fairness and due process in matters of student discipline. The community is involved in and supports policy and practice in this area.
Target: 2 SAFE AND HEALTHY SCHOOL				
The principal is often indifferent towards matters of health and safety.	The principal is aware of most health and safety responsibilities but often is in a reactive mode in dealing with issues.	The principal ensures staff and students are familiar with routines and policies dealing with health and safety.	The principal ensures that the school community regularly reviews health and safety practices with a focus on being proactive.	The principal leads a school community that values and demonstrates a commitment to a healthy and safe school.

Sample Evidence:
- ✓ Current discipline and emergency response policies / plans
- ✓ Data on student behaviour
- ✓ Health and safety inspection reports
- ✓ Survey feedback

Sample reflective questions:
    How do you deal with different expectations with respect to student behaviour?
    How do you ensure that students and staff are safe in this school?

Dimension 4 ORGANIZATIONAL CULTURE

Standard 4.2 - Community Learning Networks

The principal works to build effective partnerships that enhance school programs and result in increased student and staff learning and personal growth.

Target: 1 SCHOOL-COMMUNITY PARTNERSHIPS				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal initiates little or no interaction with groups or agencies outside of the school and has no awareness of existing community/regional resources.	The principal and school staff occasionally includes parent and community groups in school activities.	The principal is developing an awareness of community resources and the value of partnerships. S/he supports staff in creating some opportunities for parent and community involvement with the school and school involvement in the community.	The principal has a good knowledge of community resources and leads the school in efforts to build a variety of partnerships with parents, community groups and groups outside of the community to enrich school programs and increase student learning.	The principal leads the school in establishing and sustaining many partnerships that allow the involvement of outside groups and agencies in school activities and school involvement in the community and beyond.

Sample Evidence:

- ✓ Notes/ meeting minutes on policy development
- ✓ Current discipline and emergency response policies
- ✓ Data on student behaviour Health and safety inspection reports
- ✓ Supervisory observation
- ✓ Survey feedback

Sample reflective questions:

Explain the role partnerships play in your school's organization.
How would you describe your school's relationship with the community?

Dimension 4   ORGANIZATIONAL CULTURE

Standard 4.3 - A Culturally Responsive School

The principal understands a firm grounding in tradition and culture is important to the development of a healthy school community and is key to student success.

Target: 1	CULTURE-BASED EDUCATION PROGRAM			
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal does not recognize the importance of culture and tradition and no attempt is made to incorporate the culture of the community into the school.	The principal is learning about the importance of culture-based education and the relationship to student learning. S/he attempts to incorporate the culture of the community into some school routines and activities.	The principal works with the staff to better understand culture-based education and learn more about the culture and traditions of the community. The school is moving towards a more culture-based learning environment and Dene K'ede or Inuuqatigiit may be identified as foundation curricula at the K-9 grade levels.	The principal is very aware of the importance of culture to student learning and works with the staff and community to develop and implement a range of routines, programs and activities that reflects the culture and traditions of the community. The school provides many opportunities for students to learn in and / or about their culture and traditions.	The principal leads the school community in creating a culture-based learning environment for students, staff and community. The school culture reflects the culture(s) of the community.

Sample Evidence:

- ✓ School plans
- ✓ Recognition and use of knowledge held by local staff
- ✓ Photos and reports of special events
- ✓ Student / parent surveys
- ✓ Supervisory observations
- ✓ Cross cultural mentorship arrangements

Sample reflective questions:

How does your school mirror the culture(s) of the community?

Dimension 4   ORGANIZATIONAL CULTURE

Standard 4.4 - School Management

The principal promotes the success of all students by effectively managing the organization, operation and resources of the school.

Target: 1 FISCAL MANAGEMENT				
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
A budget is not set or may be set but is not followed. The recordings of financial transactions are not well documented.	A budget may be established based on past practice. There may be an inconsistent record of financial transactions.	The principal works with the staff and DEA to set a budget. Financial records are kept but not necessarily in a timely fashion.	The principal works with the staff and DEA to set a budget that reflects the school's priorities. Financial records are current and are regularly communicated.	Budget and resource management are collaborative and linked to school goals and priorities. Financial record keeping is complete and timely.
Target: 2 FACILITIES MANAGEMENT				
Cleaning and/or maintenance requirements are not met.	The principal is aware of basic cleaning and maintenance needs and ensures most needs are met. Facility use is most often based on past precedent.	The principal works with the education authority and staff to ensure effective use of the facility. Most cleaning and maintenance needs are met.	Policies regarding facility use are in place and followed. Cleaning and maintenance needs are addressed through routines and schedules. Unexpected maintenance issues are quickly dealt with.	The principal works with the school community to develop a comprehensive plan to utilize, maintain and enhance a safe, clean and comfortable learning environment.
Target: 3 HUMAN RESOURCES				
The principal does not follow required HR procedures in filling positions.	The principal has an incomplete knowledge of HR policies and procedures and relies on the superintendent or HR staff to advise on or handle most HR issues.	The principal is aware of most HR policies and procedures and is able to handle staffing and related issues through cooperation with HR and regional staff. S/he is able to provide staff with information or answers to HR questions in most instances.	The principal works collaboratively with appropriate education partners to effectively staff the school and to provide support and direction to staff with respect to HR issues.	The principal works collaboratively to attract and retain competent staff. The principal is an effective advocate and resource for staff members with respect to HR issues.

Dimension 4	ORGANIZATIONAL CULTURE			

Standard 4.4 - School Management ...CONTINUED

Target: 4	POLICIES AND PROCEDURES			
Unacceptable	**Basic**	**Developing**	**Proficient**	**Exemplary**
The principal is not aware of existing school, regional or Territorial policies.	The principal relies on past practice to guide school operations and has an incomplete knowledge of regional and or Territorial polices	The principal works with staff to become knowledgeable of and review existing polices and to ensure policies guide the operation of the school. New policy development is often reactive.	The principal works with educational partners to develop new policies designed to improve school operations. School policies and operations are reviewed on a regular basis. Policies are congruent with regional and Territorial policies and initiatives.	The principal works with the school community to develop policies and procedures, congruent with regional and Territorial policies, that assist the school in achieving goals and meeting challenges.

Target: 5	COMMUNICATIONS			
The principal does not communicate policies and procedures, program information, initiatives, and other actions to staff, parents or the community in a timely fashion.	The principal ensures students, staff, parents and community are informed of key procedures and initiatives as well as student results and activities.	The principal works with the staff to provide frequent and effective communication to students, staff, parents and the community.	The principal works with the staff to provide regular communication and ensure frequent opportunities exist for dialogue with individuals and groups concerning school operations.	The principal leads the staff in advocating for the school with positive marketing, promoting and applauding excellence of students and staff and celebrating the achievements of the school.

Target: 6	TECHNOLOGY			
The principal does not model or facilitate the use of modern technology in the school.	The principal supports some use of technology in the school for communicative, record keeping and teaching and learning purposes.	The principal expects staff to use technology to enhance teaching and learning as well as for record keeping and communication.	The principal facilitates the use of technology to support teaching and learning in the school.	The principal leads the school community in learning about and advocating for the use of technology as a means to improve teaching and learning.

Standard 4.4 - School Management   ...CONTINUED

Sample Evidence:

- ✓ Notes or minutes from budget sessions, regular DEA meetings
- ✓ Custodial and maintenance records and schedules
- ✓ School improvement plans
- ✓ School handbook
- ✓ Policy / procedural documentation
- ✓ Samples of communications – memos, newsletters, meetings minutes, activity reports
- ✓ Supervisory observation
- ✓ Survey feedback

Sample reflective questions:

How do you develop a budget for the school?
How do you keep track of maintenance needs?
How do you ensure that the staff is aware of policies and procedures?
How do you support the use of technology in your school?

Principal Evaluation Process

Principal Growth and Evaluation in the Northwest Territories

PRINCIPAL EVALUATION PROCESS

All principals in Northwest Territories schools will be evaluated on a regular basis to ensure they possess the skills, knowledge and attitude necessary to lead a school.

All new and beginning principals are to be involved in an evaluation process. It is expected that continuing principals will be evaluated at least once every three years. The decision to involve a principal in an evaluation process is made by the Superintendent. This decision may occur at any point in a principal's term.

The *Dimensions of School Leadership in the Northwest Territories* is to serve as the reference for the evaluation. Judgements are to be documented, supported by evidence and signed by the Superintendent. A copy of the document will be placed on the principal's personnel file. A principal may provide a written response to be included with the evaluation document.
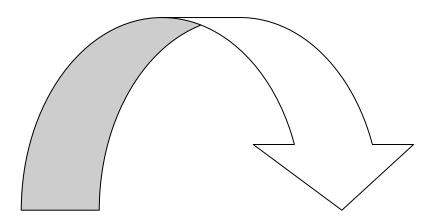
NEW AND BEGINNING PRINCIPALS The focus of the evaluation will be broad and should cover all *Standards* and *Targets* described in the *Dimensions* document. The evaluation process may be expanded to cover the first two years of a new principal's term. This is to accommodate the learning and skill development expected of new principals and to allow an extended period of support.

CONTINUING PRINCIPALS The process may focus more on specific standards and targets identified by the superintendent in consultation with the principal. Certain Standards may be identified as congruent with identified school improvement plans or as areas of focus for personal professional growth. The evaluation of a continuing principal should be completed over the period of one school-year.

ASSISTANT PRINCIPALS Evaluation may follow this process but attention must be paid to examining the assistant principal's role in the school. The criteria used to evaluate an assistant principal must match their areas of responsibility.

Superintendents should consider holding a meeting with all administrators to ensure there is a common understanding of the 'Dimensions of School Leadership' and the expectations around evaluation and professional growth planning.

Principal Evaluation Path

The Superintendent is responsible for principal evaluations and although a Supervisor of Schools or Assistant Superintendent may be involved in the process, the Superintendent's signature is required on the final document.

Information about the process is provided in advance

The end result of the process is a document placed on the principal's personnel file.

Core criteria for the evaluation are described in the *Dimensions of School Leadership* document. The superintendent, in consultation with the principal, may choose to add additional criteria deemed relevant to school operation and student learning.

The superintendent and principal should use the Dimensions document to determine the evidence/data that will indicate the level of proficiency for each 'Target'.

The process of evaluation will involve discussion, observation and the collection of an array of evidence over a period of time that will be used to support judgements made in the written evaluation. It is recommended that principals create a portfolio to compile items that will be used as evidence or data in the evaluation. School improvement plans, meeting minutes, information handbooks and timetables are examples of items that may be collected as evidence.

New and beginning principals are not expected to undertake a professional growth plan during the evaluation process. They are expected to become familiar with governance and procedural documents such as the Education Act, Ministerial Directives, curriculum and program guides and other documents important to the operation of schools in the NWT. Discussion to ensure the understanding of information contained in key documents should be part of the supervision and evaluation process.

New Principals and Principals New to the Jurisdiction

Evaluation Process* - Year One

* A formal written evaluation will normally be provided in the second year of this process for new principals. The focus for the first year will be on ensuring an understanding of the role of principal, the identification of knowledge and skill requirements and support in the role. An exception may be made for principals filling a one year term position or for those requesting a formal written evaluation after one year.

- Support and ongoing supervision will be provided by the superintendent and/or supervisor of schools.

- The process will include a schedule of school visits, discussions on the role and expectations and the development of administration and school plans.

- Goals for the year include:
    - Ensuring an understanding of the principal's role and responsibilities;
    - Setting up an Administration plan for the year that may include:
        - Entry planning (if new to the school/position);
        - A schedule for key document review (Ed Act, Directives etc.);
        - School plan requirements / identification of support strategies;
    - Beginning a dialog on school leadership; and
    - Beginning the collection of evidence related to the evaluation process.

- Written feedback will be provided to the principal towards the end of this first year. In most cases this will not be the final evaluation report but a summary of the process will be placed on a principal's personnel file.

To year 2

Proposed time-line - Year One

Prior to School Year start
Meet to ensure an understanding of the *Evaluation* process and expectations for the year.

Sept.- Oct. **Reality check** (school visit)
Discussions to be held on school operations, program and management expectations and the evaluation process. Supports are identified.

Nov.- Feb. **Touch base** (school visit)
Observe and discuss school operations. Review school plans, goals, challenges and support needs. Discussion on aspects of Governance (Ed Act), directives and program documents should take place. Also discuss the evaluation process and the collection of evidence.

May - June **Reflection**
May use self evaluation based on the profile as a point of discussion. The outcome will be feedback (written) from the supervisor / superintendent based partly on collected evidence. The feedback will include direction for School Improvement Planning and professional development.

Evaluation Process for Experienced Principals
(Year 2 for New Principals)

- For new principals ongoing support and supervision is continued.

- For a year five (or more) evaluation for a continuing principal, a previous formal evaluation will have made recommendations for growth in certain areas and this evaluation may focus more specifically on those areas previously identified.

- The collection of evidence and data to support the evaluation report will continue. It is recommended that the principal create a portfolio to demonstrate activities and actions over the evaluation period.

- A written evaluation using criteria described in the Principal Profile (Dimensions) will be produced by the superintendent. The report will be supported by data and observations through school visits, discussions and the collection of evidence.

- The purpose of the evaluation is:
-
  - To determine and document a basic competence*;
  - To assess performance and provide feedback for professional growth;
  - To continue a dialog about school leadership; and
  - To promote an understanding of the importance of change leadership.

- A draft report will be discussed with the principal prior to a final report being placed on the principal's personnel file.

Note: Basic competence on the part of the principal being evaluated is assumed. If at any point that assumption is in doubt, a revised process of supervision, support and documentation may be warranted. This change in process will be described in more detail in the Review Process section.

Proposed time-line - Year Two

Aug. - Sept. **No Surprises**
Go over the evaluation plan including: expectations, schedule of events and the identification of evidence to be gathered for this process. Review the Administration Plan and/or School Improvement plans and goals.

Nov. - Jan. (School Visit) **Check In**
Review the evaluation plan, check evidence gathering, discuss any concerns that surface. This may be a time that the superintendent / supervisor is involved in evidence gathering (surveys etc.). This is also a time to revisit support requirements and supports provided.

April - June (School Visit) **Draft Evaluation**
Go over evidence gathered and discuss the principal's reflection. Provide feedback (verbal) on the evaluation to date (a summary of the report that will follow).

June - October **Final**
A written draft will be shared with the principal for discussion prior to the final report. A copy of the final report will be given to the principal for signing and will be placed on the principal's personnel file. The principal may wish to attach comments to the final report.

Principal Professional Growth Plan

Principal Growth and Evaluation in the Northwest Territories

PRINCIPAL PROFESSIONAL GROWTH PLAN

The leader of the future will be a person … who can lead and follow, be central and marginal, be hierarchical above and below, be individualistic and a team player, and above all be a perpetual learner.
            -Edgar H. Schein

The quote above fits well with our concept of school leadership in the Northwest Territories. The final comment about being a perpetual learner has special meaning to a school system where we often have leaders with different cultural and experiential backgrounds than the students and their parents. We need our leaders to be learners on many different levels. To that end, it is required that all principals be involved in an ongoing professional growth process.

School improvement research shows that, for educators, self-directed efforts to improve professional practice are most likely to produce positive results. A professional growth process is most likely to be successful if it is based on personal reflection, is meaningful, is described in writing and is shared with other practitioners.

Attached is a recommended template designed to help develop a professional growth plan. It includes space for reflection, goals, activities, resources and for summary recording of the outcomes. The growth plan should be finalized in discussions with your Superintendent and signed off. The last page of the template provides space for notes on the process and should be completed near the end of the school year.

Principal Professional Growth Plan

Near the beginning of the school year this form or a similar document should be completed by the principal and signed by the superintendent in agreement that this outlines professional growth activities for the year.

1. REFLECTION

When one runs into a quagmire of bureaucracy and lack of cooperation a principal must ask: What is my absolute priority above all else? TEACHING AND LEARNING!   Ken Lezotte

What goals or objectives can I set for myself to enhance my skills and knowledge as an educational leader and to improve teaching and learning in the school? Review the *Dimensions, Standards and Targets* described in the Principal Profile. What areas would you like to see growth in? Consider information and documentation such as student results, feedback from teachers, students, parents or community partners or the most recent evaluation as well as school or regional goals and initiatives when selecting your 'growth goals'.

AREAS FOR IMPROVEMENT (general notes)

2. PROFESSIONAL GROWTH GOALS

Refine your thoughts on your professional growth to come up with one or two goals for yourself over the span of this school year. The goal(s) should be concise and detailed (Think SMART… specific, measurable, attainable, results orientated and include a time-line).

PROFESSIONAL GROWTH GOALS

1.

2.

3. ACTIVITIES AND SUPPORT REQUIRED TO ACHIEVE GOALS

Describe the specific ways you plan to attain your professional growth goals. What actions or activities will help to improve your professional knowledge and skills? What resources will you need? What support or help will you require from colleagues? (Collaboration can be an effective motivator in professional growth activities) How will you measure success or growth?

GOAL: (ONE GOAL PER PAGE)		
Actions	**Timeline**	**How will I indicate / measure success?**
Resources- Collegial Support Needs-		

_____   _____   _____
Signature of Principal   Signature of Superintendent   Date

4. PRINCIPAL PROFESSIONAL GROWTH SUMMARY

What evidence is there be that my professional growth has resulted in improved operation of the school or more specifically in better teaching and learning in the school?

REFLECTION ON ACTIVITIES AND OUTCOMES

CHALLENGES AND FUTURE GOALS

SUPERINTENDENT COMMENTS

_____   _____   _____
Signature of Principal   Signature of Superintendent   Date

Principal Review Process

Principal Growth and Evaluation in the Northwest Territories

REVIEW PROCESS

For the purposes of this model, we are using the term *Review* to describe a process of assisting a principal whose performance is judged as below an acceptable standard. The principal who does not receive an acceptable performance standard in one or more target areas as described in the 'Dimensions of School Leadership' document should be engaged in the Review Process. A principal judged to be performing at a basic level in certain target areas and who is showing no signs of improvement may also be a candidate for the more intense supervision of the Review Process.

The primary purpose of this process is to assist a principal in gaining competence. A possible outcome, however, if change does not happen is the termination of the contract of the principal.

Under the Education Act of the Northwest Territories, the Superintendent may **at the direction of the education body**, terminate the contract of a principal by giving notice in writing at least 60 days before the last day of school (Ed Act 63(6)). (Note, article 63(7); the termination of the contract of a principal does not terminate the contract of employment as a teacher if s/he held a teaching position in the jurisdiction before being hired as a principal).

The Education Act does not outline steps that would lead to the termination of a principal's contract. It is expected that a fair process will be followed that will include: a clear identification of the problem and the changes that are required, a description of coaching and other strategies meant to bring about change in the principal's level of competence or in the principal's behaviour and a time frame that will allow for the desired changes. The Review Process describes a fair process if the problem is a competence issue. If, however, the problem identified is behavioural, then disciplinary action as described in the Government of the Northwest Territories' Human Resource Manual is the more appropriate process to follow.

The decision to place a principal in the Review Process is made by the Superintendent and may occur at any time during the school year. In most cases the decision to place a principal in this process will result from observations and discussions carried out in the evaluation process but it may be a result of any evidence coming to the superintendent that strongly suggests the need for a closer supervision process and corrective action.

The time that a principal is involved in this process is specific to the particular situation and the ability of the principal to meet determined objectives. An important feature of this process is that at some point, if it becomes clear that a principal is not able to make the changes required, steps will be taken leading to the removal of the principal from his or her position.

Features:

- The Superintendent involves a principal in this process after determining that a normal process of supervision/evaluation is not going to bring about the necessary change in a timely manner.

- The principal is informed of this decision and what it means concerning supervision and the possible outcomes.

- Although the initial information provided to the principal will be verbal, the superintendent in initiating the process will provide the principal with a letter specifying the concerns and describing the action(s) to be taken.

- The superintendent in consultation with the principal will construct a plan to bring the principal's performance up to an acceptable standard.

- The plan will consist of specific objectives and a time-line and will identify resources or supports to assist the principal.

- The process will be documented with copies of correspondence and reports forwarded to the principal's personnel file.

- If there is little or no improvement on the part of the principal as a result of this process, the plan may be revised or modified and work with the principal intensified.

- If, after a reasonable amount of time, there is little or no change in the principal's performance, the superintendent will take steps to remove the principal from his or her position.

The Process:

It is helpful to divide the Review Process into three sections when considering this process. The sections are referred to as the *Initial*, the *Support* and the *Removal* sections of this process. Clear communication is most important early on in the process but continues to be important through the support phase and, if necessary, through the final phase.

Initial – Identification Phase:

The decision to place a principal in the Review process is made by the superintendent when the following conditions exit:

- There is a record of evidence supporting the need for more intensified supervision.

- The problem(s) the principal is having and what has to change has been determined.

- It is reasonable to expect this change can take place given the situation (school context, support opportunities).

- The changes required are in line with the reasonable expectation of principal performance.

Information about the process must be clearly communicated to the principal in both verbal and written format.

- What is the reason for being placed in the Review process?
- What specific standard or standards are not being met?
- What changes are required?
- What assistance will be offered in working towards gaining the needed competency?
- What is the schedule for this process?
- What will happen if the identified standard or standards are not met?

Early in this process the superintendent in consultation with the principal should develop a plan of action that summarizes some of the above information and will guide the process of more intense supervision.

Support Phase:

This process must provide the principal the opportunity to improve. This is done by working through the plan of action that has been developed by the superintendent. The plan will consist of:

- A set of recommended actions designed to help the principal overcome his or her performance shortcomings;
- Identified objectives or expected outcomes of the actions;
- A supervision / communication schedule;
- The identification of supports to assist the principal in reaching the desired objective(s) (may include coaching, resource material, professional improvement opportunities and more); and
- An identified time frame that may outline steps towards the desired change in performance.

The time frame will also describe an end to the support process at which point the superintendent will meet with the principal to review the situation.

The possible outcomes of this phase include:

1. A release from the Review process where there has been improvement by the principal and an acceptable standard of performance has been achieved.

2. A continuation of the support process (*Review*) with a revised plan of action where the principal's performance has improved to a marked degree but is still not at an acceptable level.

3. Where there has been marginal or no identifiable improvement in the principal's performance, the superintendent will take action to have the principal removed from his or her position.

Towards Termination:

If the support phase of this path has failed to bring about the desired changes then the superintendent will initiate the removal of the principal from his or her position. The decision to move to this point in the process may be difficult but it should not be a surprise for the principal. It follows a period of close supervision and communication where the move to termination has been described as a possible outcome.

The timing of the termination will need consideration. It hasn't been stated but obviously the bottom line in this decision is what is best for the school and specifically the students in the school. If there is no obvious contingency plan for the administration of the school, it may be that the termination date will be the end of the current school year. If the Superintendent determines that the situation needs more immediate action, then removal during the school year will be the action.

It is likely that each situation will be unique but there are points to remember:

- The Education Act 63(6)… *the Superintendent may at the direction of the education body, terminate the contract of a principal* … At some point the District Education Authority(DEA) has to be involved in the discussion to remove the principal from his or her position. In all instances, personnel issues are confidential and normally limited to the employee-employer sphere. The DEA however does have special responsibilities with respect to school staffing and especially in dealings with the principal of the school. Any discussion at a DEA meeting would be 'in camera' with all members clearly understanding their obligations. How much information needs to be shared and the timing need to be carefully handled. Labour Relations and/or Departmental staff will be able to provide advice on this point.

- The principal should be informed of the decision to terminate his or her contract at a face to face meeting. The principal may have a representative from the NWTTA in attendance.

- A verbal description the situation and actions to follow will be presented and a written copy will also be provided.

- The transition may require close supervision as there is quite a bit a stake for the school during this kind of action. There needs to be clear communication around the continued and transitional responsibilities of the principal.

Documentation:

It has been stated that written communication or documentation is very important. The initial letter informing the principal of being placed on the on *Review Process* is to be placed in the principal's personnel file. All follow-up letters that summarize progress (or lack thereof), expectations and actions are also placed in the personnel file. If a decision is made to terminate the contract of the principal, correspondence concerning this action will also be placed in the principal's personnel file.

Documentation, such as meeting notes, observation and discussion notes are usually kept in a secure file in the superintendent's office.

Summary:

There has been very little written about principals who are not competent and whose presence in the school may have a negative effect on student learning and the overall operation of a school. It would be naïve to believe all our principals are fully competent in all Dimensions, Standards and Targets. More likely the scarcity of documentation on this topic is partly a result of less attention to principal evaluation and the 'term' nature of the principalship. It may seem easier to wait out a term of the 'not so competent' principal.

It is important that actions be taken to help principals gain competence. This process is set up to be fair and to give a principal who lacks certain skills, every opportunity to improve.

Because of the complexities involved, it is often difficult to be fair and objective in making judgments about someone's skills as a principal. Being an effective evaluator is challenging and time consuming. When working with a principal in this process, it is important to work closely with Labour Relations specialists and personnel at the Department.

Memorandum of Understanding

Principal Growth and Evaluation in the Northwest Territories

MEMORANDUM OF UNDERSTANDING
BETWEEN
THE GOVERNMENT OF THE NORTHWEST TERRITORIES
AND THE
NORTHWEST TERRITORIES TEACHERS' ASSOCIATION

PRINCIPALS AND SCHOOL ADMINISTRATORS GROWTH AND EVALUATION

The parties agree on the need for evaluation practices and procedures for all principals and other school administrators that are fair, reasonable and encourage consistent growth.

The Department of Education, Culture and Employment and the Association commit to work together, with representation appointed by the Association and the Superintendents of the Divisional Education Councils to develop an exemplary NWT school administrator growth and evaluation model. The parties will produce a draft of a model by June 2009 to be piloted in the 2009/2010 School Year.

Sample Evaluation Template

Principal Growth and Evaluation in the Northwest Territories

Appendix 2   **SAMPLE EVALUATION TEMPLATE**

To be used as an organizer, a template for self reflection or evaluator notes.

Dimension 1 **STEWARDSHIP**	TARGETS	EVIDENCE	REFLECTION/COMMENTS
Standard 1.1 – Clear Vision and Direction *The principal works with the community to develop a clear vision for education that guides decisions and planning over time.*	Vision For Education		
Standard 1.2 - Shared Decision Making *The principal leads the school community in making decisions that will enhance teaching and learning.*	Working With Others Effective Problem Solving		

Dimension 2 INSTRUCTIONAL LEADERSHIP	TARGETS	EVIDENCE	REFLECTION/COMMENT
Standard 2.1 - Leadership for Learning	Decision Making Based on Student Needs		
	School Improvement		
	Advocacy for Students		
Standard 2.2 –Supervision for Learning	Supervision of Instruction		
	Staff Evaluation		

Dimension 2 INSTRUCTIONAL LEADERSHIP ...CONTINUED	TARGETS	EVIDENCE	REFLECTION/COMMENTS
Standard 2.3 – Curriculum, Instruction and Assessment	Curriculum use and program development		
	Student Assessment		
	Data Collection		

Dimension 3 **RELATIONSHIPS**	TARGETS	EVIDENCE	REFLECTION/COMMENTS
Standard 3.1 Personal attributes	Personal and Professional Values		
Standard 3.2 Interpersonal Relations	Relationship with Education Body / Superintendent		
	Relationship with Staff and School Partners		
	Leadership Development		

Dimension 4 **ORGANIZATIONAL CULTURE**	TARGETS	EVIDENCE	REFLECTION/COMMENTS
Standard 4.1 – School Wellness	Positive Behaviour		
	Safe and Healthy School		
Standard 4.2 – Community Networks	School-Community Partnerships		
Standard 4.3 – A Culturally Responsive School	Culture-Based Programming		

Dimension 4 **ORGANIZATIONAL CULTURE** continued	TARGETS	EVIDENCE	REFLECTION/COMMENTS
Standard 4.4 – School Management	Financial Management		
	Facilities Management		
	Human Resources		
	Policies and Procedures		
	Communications		
	Technology		

Sample Surveys and Forms

Principal Growth and Evaluation in the Northwest Territories

Appendix 3

SAMPLE SURVEYS & FORMS

This section includes sample survey forms that can be used or adapted to collect data to inform the evaluation process.

A survey can be a valuable source of information for principals and superintendents. In the context of principal evaluation, surveys can provide an understanding of the impact a principal has on the operation of a school and, most importantly, on teaching and learning. A survey can also be a starting point for more in-depth discussion about a specific topic. There can be unease about the use of surveys. Individuals may fear that the information will be misused, misinterpreted or lead to conflict. Reluctance to implement surveys underscores the need for caution. The use of a survey to collect data is suggested as a valuable tool in the evaluation process. Its use is not mandatory.

These suggested steps help to ensure that the survey process is a positive experience.

1. **Clearly define the purpose of the survey.**

   Ensure that all parties, the superintendent, principal and the individuals being surveyed, have a clear understanding of why the survey is being conducted, what is being asked and how the information will be used.
   In addition, participants will want to know if there will be a follow-up activity planned stemming from the survey.

2. **How will you conduct the survey?**
   Who will be surveyed? How will those persons be surveyed? What information will be given to those surveyed? Who will collect the surveys and have access to the survey responses? The answers to these questions need to clearly understood and agreed upon. This may not be as obvious as it first seems.

   'Who will be surveyed?'- Will it be the full population or a representative sample? For a representative sample, how will that sample be selected? If it is a parent survey in a larger community, the logistics of doing the survey and collecting the data may suggest that a sample is a better option.

   "How will they be surveyed?" On-line surveys are becoming more common. If survey participants aren't comfortable with technology, the survey may need to be written or oral. If it is written or oral, how is the survey introduced, distributed, conducted, collected and who is responsible for organizing the data? These questions need to be addressed for all surveys.

3. **Keep the survey short and focused.**

   Short surveys generally have higher response rates and better quality responses. Research suggests that 5 minute surveys should be the limit. Each question on the survey should be examined for its correlation to the evaluation process and to ensure the answers will provide the information you are looking for.

4. **Keep the questions simple.**

   Make sure your questions get to the point and avoid the use of jargon. Questions that are specific and direct work best.

   Compare "Describe your experience with the evaluation process (teacher survey)?" with "Has the teacher evaluation process helped you become a better teacher?"

5. **Use close ended questions when possible.**

   Closed ended questions give survey-takers specific choices. They may be yes-no or multiple choice with a rating scale. These questions are great for ease of analysis. If you use a rating scale, keep it consistent through the survey.

6. **Ensure you survey follows a logical order.**

   It is a good idea to begin with a brief introduction that motivates the survey-taker. Start with broad-based questions and move towards narrower questions. Leave more sensitive questions to the end.

7. **Always pre-test a survey.**

   Testing a survey with a small focus group will allow modifications to questions that are not providing the desired response. The focus group will provide feedback about questions that might be confusing.

8. **Predetermine strategies to encourage the timely survey completion.**

   Reminders, encouragement, and incentives have a place in prompting survey responses.

PARENT/GUARDIAN SURVEY

Please select the best response to the following statements and questions. Your responses will be shared with the principal and superintendent. The information you provide in this survey will be used to improve the operation of the school. Your thoughts are important in this process.

Put a check mark in the square that corresponds to your answer.

Dimension		ALL THE TIME	MANY TIMES	SOME-TIMES	FEW TIMES	AT NO TIME
Stewardship	In general, I am happy with the operation of the school.					
	I have an understanding of what the school is trying to achieve (the big goals).					
	I have opportunities to share ideas and be involved in planning to improve the school.					
	I can call the school about a problem or concern and I know they will look into it.					
Instructional Leadership	Staff at the school will explain school programs and how the school is organized.					
	I feel my child's teachers care about him or her.					
	I am confident that the teachers know what programs are best for my child.					
	The staff work to improve the teaching and learning in the school.					
	I am asked about decisions that affect my child's education.					
	My child understands what her or she is expected to learn.					
	I have opportunities to discuss my child's achievement with his or her teachers.					
	The school's report cards do a good job of explaining what my child is learning.					
Relationships	I am invited to the school for special events.					
	I feel welcomed and comfortable whenever I choose to visit the school.					
Organizational Culture	I am aware of the rules for students attending school.					
	I am in agreement with the school's rules.					
	The school is a safe and healthy place for students and for workers.					
	The school is a safe and healthy place for my child.					
	My child learns about his or her culture and heritage.					
	The principal and staff make an effort to learn about the community and way of life.					
	I am informed of what is going on in the school.					

In a written survey format there is no opportunity to expand or discuss statements or responses in any detail. It may be decided that this survey could serve as a basis for discussion or, if the person surveyed is willing, certain statements may be revisited in a discussion forum with the superintendent or the school principal. Thank you for taking the time to respond to this survey.

STAFF SURVEY

Please select the best response to the following statements and questions. Your responses will be shared with the principal and superintendent. The information you provide in this survey will be used to improve the operation of the school. Your thoughts are important in this process.

Put a check mark in the square that corresponds to your answer.

Dimension		ALL THE TIME	MANY TIMES	SOME-TIMES	FEW TIMES	AT NO TIME
Stewardship	This school has a vision for education that is discussed.					
	The vision is used to guide decision making in the school.					
	I have opportunities to share ideas and be involved in planning to improve the school.					
	The principal encourages staff to be proactive in dealing with potential problems.					
Instructional Leadership	As a staff we discuss student achievement, needs and how we can improve as a school.					
	I am involved in deciding on school improvement goals and strategies.					
	I work with my colleagues to learn more about teaching and learning.					
	I know my students well and understand what learning programs they require.					
	The principal is aware of the teaching and learning that takes place in my classroom.					
	I feel supported in program planning (and the use of curriculum) for all my students.					
	The evaluation process I've been involved in promotes my growth as a teacher.					
	Student assessment strategies are discussed with colleagues.					
	A range of student data is collected to guide instruction, assist in school improvement planning and to document student progress.					
Relationships	I see the principal as respectful, honest, trustworthy and committed to learning.					
	I believe the principal has a good working relationship with the superintendent and the DEA.					
	The school is welcoming to parents and other community members.					
	Parents and other community members are invited into the school for different activities.					
	As a teacher I have the opportunity to lead certain school initiatives and activities.					

STAFF SURVEY... continued

Dimension		ALL THE TIME	MANY TIMES	SOME-TIMES	FEW TIMES	AT NO TIME
Organizational Culture	The school has clear expectations regarding student behaviour.					
	The behaviour policy is supported by the community.					
	The school is a safe and healthy place for students and for workers.					
	The school has partnerships with community and regional organizations.					
	I have opportunities to learn about the community and the culture of the people					
	I would describe our school as a 'culture-based' learning environment.					
	My students have opportunities to learn about their culture and traditions.					
	Our school has the materials and equipment that we need to teach.					
	The school is a comfortable, clean and well maintained place to work.					
	I can turn to the principal for help sorting out pay and benefit questions.					
	The school's operating procedures are well communicated and understood.					
	The school makes an effort to keep parents and community members informed of what is happening in the school.					
	Staff and students use modern technology for teaching, learning, record keeping, reporting and communicating					

In a written survey format there is no opportunity to expand or discuss statements or responses in any detail. It may be decided that this survey could serve as a template for discussion or, if the person surveyed is willing, certain statements may be revisited in a discussion forum with the superintendent or the school principal.

Thank you for taking the time to respond to this survey.

STUDENT SURVEY

Your opinions and ideas as a student are important for us in planning to make this school a better place for learning. Please select the best response to the following statements and questions. Your responses will be collected by the principal.

Put a check mark in the square that corresponds to your answer.

Dimension		ALL THE TIME	MANY TIMES	SOME- TIMES	FEW TIMES	AT NO TIME
Stewardship	I like my school.					
	I have an understanding of what the school is trying to achieve (the big goals).					
	Students are asked for ideas when the school is planning changes that will affect them.					
Instructional Leadership	Our principal visits our classroom.					
	My teachers and principal care about how I do in school.					
	I know what I am expected to learn in school.					
	I have an opportunity to talk with my teacher(s) about how I am doing in school.					
	I can go to my teacher or principal if I have a concern about the school.					
	Our teacher(s) and principal encourage students to be leaders and to help others.					
Relationships	I believe our principal is an honest and caring person.					
	Visitors to our school are welcomed.					
Organizational Culture	Students are treated fairly by the teachers and principal.					
	I know the school's rules about behaviour.					
	The school is a safe and healthy place for learning.					
	My teachers and principal know a lot about my community.					
	I have opportunities to learn about my culture and heritage.					
	Our school has the materials, equipment that we need to learn.					
	I use computers to learn about things.					
	I know what is happening in our school.					

Thank you for taking the time to respond to this survey.