



Director's Performance Appraisal

Board Received: November 27, 2017 **Review Date:** January 2022

Guiding Principles

The Director of Education is accountable to the Board of Trustees for the management and leadership of the Grand Erie District School Board. The Board shall ensure that a Director's Performance Appraisal is completed on an annual basis in the following manner:

- 1) The Director's Performance Appraisal shall be conducted by the Director's Performance Appraisal committee. The committee shall include the Chair and Vice-Chair of the Board and two other Trustees as selected by the striking committee of the Board.
- 2) The Director's Performance Appraisal shall be conducted in accordance with the timelines set out in Appendix A of this By-Law.
- 3) The Director's Performance Appraisal shall be based on the following assessment criteria, as approved by the Board:
 - a) Grand Erie's Achievement Plan – Success for Every Student
 - b) The System Annual Operating Plans
 - c) The Director's Goal Package and Annual Learning Plan (Appendix A)
 - d) Trustees' Performance Appraisal Survey
 - e) System Performance Appraisal Survey
 - f) System Level Data including but not limited to: EQAO (Grade 3,6 and 9), OSSLT, School Climate Survey, Enrolment, Year-end financial.
 - g) Other criteria as determined by the Board
- 4) District Effectiveness Framework Components as follows will be used to frame questions for the surveys that are sent out to staff as part of the Director's Performance Appraisal, as appropriate.
 - a) A broadly shared mission, vision and goals
 - b) A coherent instructional guidance system
 - c) Deliberate and consistent use of multiple sources of evidence to inform decisions
 - d) Learning-oriented organizational improvement processes
 - e) Job-embedded professional learning for all members of the organization
 - f) Budgets, structures, time and personnel policies and procedures aligned with support the Board's vision of Success for Every Student
 - g) A comprehensive approach to leadership development
 - h) Productive working relationships with staff and stakeholders
- 5) Personal Leadership Resources as outlined in the The Ontario Leadership Framework (2013) will be used to frame questions for the Trustee survey.
 - a) Problem-Solving Expertise
 - b) Knowledge about school and classroom conditions with direct effects on student learning
 - c) Systems Thinking
 - d) The ability to: perceive emotions; manage emotions; act in emotionally appropriate ways

- e) Optimism
 - f) Self-efficacy
 - g) Resilience
 - h) Proactivity
6. The Executive Assistant to the Board of Trustees will distribute the surveys that have been developed by the System Research Lead in consultation with Trustees, in accordance with the attached timelines (Appendix A), collect and collate all responses. The Executive Assistant will submit the results to the members of the Performance Appraisal Committee and the Director and to the Board with the Committee Report.

Procedure

- a) The Director shall meet with the committee struck by the Board of Trustees to conduct the performance appraisal in accordance with the timelines set out in Appendix A.
- b) The Chair of the Board will lead the performance appraisal process. In accordance with the timelines set out in Appendix A, the Director shall provide evidence to the Performance Appraisal Committee related to the approved assessment criteria. The Director shall compile a file of evidence for summative evaluation purposes.

Appendix A

*Director's Performance Review Stages and Timelines***August**

- During the In Camera session, with just Trustees and the Director present, the Director presents their goals for the next school year to the Board of Trustees for approval.

September

- Annual Operating Plans for the next school year are presented to the Board.

October

- Director meets with the Performance Appraisal Committee to present Annual Learning Plans for the Director's Goals approved at the August Board Meeting and to review system level data and to present a response to the data including plans for improvement and plans to address gaps in for the current school year.
- Grand Erie's Achievement Plan – Success for Every Student is presented to the Board.

February

- Director and the Performance Appraisal Committee meet for a mid-year performance appraisal.

This meeting will include the following:

- Progress made towards the Director's Goals approved by Trustees in August using an Annual Learning Plan template
- Review of the status of the Annual Operating Plans and Grand Erie's Achievement Plan – Success for Every Student – on track, challenges, barriers to progress, next steps
- Sharing of any available system level data
- An update on the implementation of Ministry initiatives – Mental Health, Elementary and Secondary Program, Special Education, Indigenous Education
- Outline of plans to work towards Director's Goals for the second half of the school year
- Director's Performance Appraisal Committee presents a written interim performance appraisal report to the Board.

April

- Executive Assistant to the Board of Trustees sends out the performance appraisal survey to the Trustees. Survey questions are placed in the manual that accompanies this Bylaw.
- Executive Assistant to the Board of Trustees sends out the performance appraisal survey to superintendents, school administrators and managers on an every other year basis as appropriate.

May

- Performance Appraisal committee and the Director meet to review the approved assessment criteria:
 1. Director to provide evidence related to the approved assessment criteria
 2. The appraisal surveys

May or June

- Director's Performance Appraisal Committee presents a written performance appraisal, the appraisal surveys and the Director's completed Annual Learning Plans in a report to the Board.

- Trustees can ask questions of the Director and/or the Director's Performance Appraisal Committee to clarify points included in the report or to ask for further details not included in the report.
- The Board reports in public that the Director's performance appraisal has been completed.

Annual Learning Plan (Insert Year)
Performance Appraisal Tracking

Goals	Strategies	Timelines	Measures/Evidence	Outcomes



Director's Performance Review

MANUAL – SURVEY QUESTIONS

Director's Performance Appraisal Survey Questions

Survey for Trustees
Please assess the Director of Education on the following skills:
Analyses the nature of obstacles before seeking solutions
Prioritizes problem solving efforts
Demonstrates knowledge about learning conditions in the schools
Anticipates issues and consequences facing the board
Stimulates and effectively manages change
Sees multiple solutions to a problem
Approaches leadership with an optimistic point of view
Analyzes long-term problems to find solutions
Demonstrates persistence in tasks regardless of obstacles
Rises to the occasion when faced with challenging situations
Demonstrates initiative and perseverance in bringing about meaningful change
Demonstrates effective and appropriate supervision of staff within the Director's portfolio.
Survey for Superintendents, P&VP and Managers
Please indicate how much you agree or disagree with the following statements about the Director of Education:
Consults extensively about district directions as part of the process.
Demonstrates and models Grand Erie's goals, priorities, and values
Advocates for the best available evidence to inform decisions.
Expects schools to focus on needs of individual as well as groups of students.
Use multiple sources of data to inform decision making
Models evidence-informed decision making
Develops and implements board improvement plans collaboratively with system leaders
Include system-level leaders in decisions about district-wide improvement decisions.
Aligns professional training with the capacities needed for district and school improvement
Allocates resources with district improvement goals.
Organizational structures are aligned with the district's improvement goals
Promotes high levels of interaction among school leaders.
Maintains high levels of engagement with the provincial ministry of education.