



**Policy: Director of Education Performance Appraisal**

	<b>Policy Number:</b>	100.02	
<b>Adopted:</b>	October 27, 2009	<b>Former Policy Number:</b>	n/a
<b>Revised:</b>	June 28, 2016; January 24, 2017	<b>Policy Category:</b>	School Board Governance
<b>Subsequent Review Dates:</b>	TBD	<b>Pages:</b>	2

**Belief Statement:**

The Brant Haldimand Norfolk Catholic District School Board (the “Board”) believes that a biennial performance review of the Director of Education (the “Director”) is consistent with the mutual understanding of the performance outcomes expected of the Director, are grounded in the job descriptions of the Director, and in his/her role in implementing the Board’s multi-year strategic plan. The Board of Trustees believes that a trusting, mutually-respectful and cooperative relationship between the Board of Trustees and the Director and a mutual understanding of their distinct roles leads to effective governance. The Board of Trustees holds the belief that the primary purpose of the performance appraisal process is to provide constructive feedback for the professional growth of its sole employee. The performance appraisal process is intended to promote respectful and constructive dialogue between the Board of Trustees and the Director.

**Policy Statement:**

It is the policy of the Board to conduct a biennial performance appraisal in meeting his/her duties under the Education Act, Board Policy, the Board’s multi-year strategic plan and any other duties assigned by the Board. The performance appraisal process shall be consistent with the mission and beliefs of the Board. An at-a-glance Director of Education Performance Appraisal Process summary is provided in Appendix A.

**Procedures:**

**1.0 Goals Setting (DOEPA-GS)**

The Director will set goals on an annual basis that will relate to the final evaluation of the Director’s performance by the Board of Trustees. The Director will consider input from the Board of Trustees, prior performance reviews, and the Board’s multi-year strategic plan for setting goals. The Director will also consider input from a survey of principals and managers regarding performance and district climate on a biennial basis. The structure and content of the survey shall be agreed upon by the Board and the Director. Dialogue regarding goal setting (DOEPA-GS; Appendix B) will begin in July.

**2.0 Optional Revision of the Director of Education Performance Appraisal System (DOEPA-AS)**

The Board of Trustees, in consultation with the Director, may adjust the domains, competencies and look-fors based on changes to the multi-year strategic plan and the results of the district climate survey. This step is optional to either the Board or the Director. Changes to the content and focus of the DOEPA-AS (Appendix C) shall be confirmed by the Board of Trustees annually before the end of August.

**3.0 Director of Education Performance Plan to Meet Goals and Optional Mid-Year Progress Report**

Each October, the Director will present a report to Board at an in-camera session using the DOEPA-GS (Appendix B) form that outlines the goals that will be addressed in relation to the DOEPA-AS (Appendix C). The plan will include timelines and will be a focus for a progress report to the Board of Trustees (optional to the Board) in January of each year.



#### **4.0 Director of Education Performance Appraisal Score Card (DOEPA-SC)**

The Board of Trustees shall conduct a performance review of the Director in May of an appraisal year. The Director will make a portfolio presentation at an in-camera session of the Board in May that relates to the DOEPA-GS (Appendix B). Following the presentation, the Board of Trustees will use the DOEPA-AS (Appendix C) evaluation tool to evaluate the performance of the Director. The Chair of the Board (the “Chair”) shall collect the evaluations and complete the DOEPA Score Card - DOEPA-SC (Appendix D) that will inform the final performance review report. The Chair shall present the summary Score Card to the Board of Trustees when he/she makes the final report to the Board of Trustees.

#### **5.0 Chair’s Report to the Director and to the Board of Trustees**

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA-SC in June of an appraisal year. The report will serve as the biennial performance appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair’s Report and the Director’s response will be filed in the Director’s Human Resources file.

#### **6.0 Suspension or Dismissal**

In circumstances where the Board of Trustees suspends or dismisses the Director, the Board of Trustees will forthwith notify in writing the Director and the Minister of Education of the suspension or dismissal and the reason thereof.

The Board of Trustees will not suspend or dismiss the Director without first giving him/her reasonable information about the reasons for the suspension or dismissal and an opportunity to make submissions to the Board of Trustees.

In the event that the Director wishes to make submissions to the Board of Trustees, he/she may make them orally or in writing.

#### **Definitions – N/A**

#### **Appendices**

Appendix A – Director of Education Performance Appraisal Process Summary

Appendix B – Director of Education Performance Appraisal – Goal Setting (DOEPA – GS)

Appendix C – Director of Education Performance Appraisal – Appraisal System (DOEPA – AS)

Appendix D – Director of Education Performance Appraisal – Score Card (DOEPA – SC)

#### **References**

Education Act

Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities

Brant Haldimand Norfolk Catholic District School Board Strategic Plan

**DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL PROCESS SUMMARY**

**GOAL SETTING (JULY)**

Inputs include climate survey (completed on a biennial basis), trustees, Director of Education, prior performance reviews and the strategic plan.

*(Appendix B – DOEPA-GS)*

**OPTIONAL REVISION OF APPRAISAL SYSTEMS (AUGUST)**

The Director of Education Performance Appraisal – Appraisal System may be edited every August based on inputs which include the strategic plan, trustees, and the Director of Education, and the climate survey/DOEPA 360 (which is completed every other year).

*(Appendix C – DOEPA-AS)*

**DIRECTOR OF EDUCATION PERFORMANCE PLAN TO MEET GOALS PRESENTED TO BOARD (OCTOBER)**

Inputs include principal validation of climate survey (August – every other year), senior staff (August) and the strategic plan. Senior staff sets annual group goals based on climate survey and other inputs (August).

**OPTIONAL MID-YEAR CHECK IN WITH THE BOARD OF TRUSTEES (JANUARY)**

Question-and-answer session with the Board of Trustees in relation to the Director's plan to meet goals.

**PERFORMANCE APPRAISAL EVALUATION TOOLS (MAY OF AN APPRAISAL YEAR)**

Trustees will use the DOEPA-AS tool to evaluate the Director of Education after the portfolio presentation is made to the Board in May of an appraisal year. The Chair collects and collates the information from the trustees and prepares a report to the Board and to the Director that summarizes the conclusion.

*(Appendix C – DOEPA-AS; Appendix D – DOEPA-SC)*

**CHAIR'S REPORT TO THE DIRECTOR AND THE BOARD (JUNE)**

The Chair will present a formal written report to the Board of Trustees at an in-camera session that summarizes the findings from the DOEPA-SC. The report will serve as the biennial appraisal for the Director of Education. The Director will be given an opportunity to respond to the report to the Board by way of formal written in-camera report to the Board at a subsequent Board meeting. Both the Chair's Report and the Director's response will be filed in the Director's Human Resources file.

# SAMPLE FORM

**APPENDIX B**  
**DOEPA-GS**

## **DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - GOAL SETTING**

<b>DOMAIN</b>	
<b>CATHOLIC FAITH FORMATION</b>	
<b>COMPETENCIES</b>	
Strengthens relationships across the entire Catholic community.  Improves educator understanding of newly released Religion and Family Life curriculum documents.	
<b>GOALS (SELECT ONE FROM BELOW)</b>	
<ul style="list-style-type: none"><li>• Collaborates with partners in Catholic education, on alignment and coherence of direction.</li><li>• Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community.</li></ul>	<ul style="list-style-type: none"><li>• Assists schools to develop and sustain effective working relationships with parish priests and parish communities.</li><li>• Requires faith development opportunities for principals and staff.</li><li>• Encourages schools to champion positive home-school-parish relationships.</li></ul>
<b>DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL</b>	
<b>INITIATIVE</b>	<b>TIMELINE</b>
<b>NOTES FOR MID-YEAR UPDATE</b>	

# SAMPLE FORM

DOMAIN	
<b>STUDENT ACHIEVEMENT</b>	
COMPETENCIES	
<p>Improves achievement for all students in literacy and mathematics.</p> <p>Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.</p>	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"> <li>Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible.</li> <li>Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole.</li> <li>Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context.</li> <li>Uses internal system networks as the central mechanism for the professional development of school-level leaders.</li> </ul>	<ul style="list-style-type: none"> <li>Aligns the allocation of resources with district and school improvement goals.</li> <li>Develops and implements board and school improvement plans interactively and collaboratively with school leaders.</li> <li>Requires individual staff growth plans to be aligned with district and school improvement priorities.</li> <li>Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans.</li> <li>Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.</li> </ul>
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

# SAMPLE FORM

<b>DOMAIN</b>	
<b>COMMUNICATION AND COMMUNITY ENGAGEMENT</b>	
<b>COMPETENCIES</b>	
<p>Communicates in an ongoing, clear and understandable manner with the Board of Trustees.</p> <p>Improves the profile of our Board in the community.</p>	
<b>GOALS (SELECT ONE FROM BELOW)</b>	
<ul style="list-style-type: none"> <li>• Encourages communication systems and processes throughout the district to keep all members informed.</li> <li>• Develops open, accessible and collaborative relationships with principals.</li> <li>• Networks with Catholic school and system leaders working together on achieving the system's directions.</li> <li>• Consults with community groups on decisions affecting the community.</li> <li>• Demonstrates the importance the district attaches to its community connections.</li> </ul>	<ul style="list-style-type: none"> <li>• Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization.</li> <li>• Promotes public relations and media activity that support the goals of the Board.</li> <li>• Encourages improvements to communication structures and practices across the district.</li> </ul>
<b>DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL</b>	
<b>INITIATIVE</b>	<b>TIMELINE</b>
<b>NOTES FOR MID-YEAR UPDATE</b>	

# SAMPLE FORM

<b>DOMAIN</b>	
<b>ACCOUNTABILITY</b>	
<b>COMPETENCIES</b>	
Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
<b>GOALS (SELECT ONE FROM BELOW)</b>	
<ul style="list-style-type: none"> <li>• Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan.</li> <li>• Sets a manageable number of precise targets for district improvement.</li> <li>• Develops/maintain high levels of engagement with the provincial ministry of education.</li> <li>• Engages frequently with the ministry proactively rather than only responsively.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities.</li> <li>• Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans.</li> <li>• Monitors and implements the Supervisory Officer Performance Appraisal framework.</li> <li>• Grounds interactions with, and advice to, trustees in sound evidence.</li> </ul>
<b>DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL</b>	
<b>INITIATIVE</b>	<b>TIMELINE</b>
<b>NOTES FOR MID-YEAR UPDATE</b>	

# SAMPLE FORM

<b>DOMAIN</b>	
<b>LEADERSHIP</b>	
<b>COMPETENCIES</b>	
Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
<b>GOALS (SELECT ONE FROM BELOW)</b>	
<ul style="list-style-type: none"> <li>• School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers.</li> <li>• Encourages well-developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts.</li> <li>• Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders.</li> <li>• Matches the capacities of leaders with the needs of schools.</li> <li>• Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.</li> </ul>
<b>DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL</b>	
<b>INITIATIVE</b>	<b>TIMELINE</b>
<b>NOTES FOR MID-YEAR UPDATE</b>	

# SAMPLE FORM

DOMAIN	
DISTRICT CLIMATE	
COMPETENCIES	
Performance feedback and coaching for principals.	
GOALS (SELECT ONE FROM BELOW)	
<ul style="list-style-type: none"><li>• Visibility of senior staff in schools and sites.</li><li>• Regular visits to schools to provide principals with feedback and coaching.</li><li>• Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team.</li></ul>	<ul style="list-style-type: none"><li>• School visits to ensure daily work contribute to the goals of the strategic plan.</li></ul>
DIRECTOR'S PLAN TO ADDRESS THE SELECTED GOAL	
INITIATIVE	TIMELINE
NOTES FOR MID-YEAR UPDATE	

# SAMPLE FORM

**APPENDIX C  
DOEPA - AS**

## DIRECTOR OF EDUCATION PERFORMANCE - APPRAISAL SYSTEM

<b>DOMAIN: CATHOLIC FAITH FORMATION</b> Source: Strategic Plan	
<b>COMPETENCIES</b> Strengthens relationships across the entire Catholic community. Improves educator understanding of newly released Religion and Family Life curriculum documents.	
<b>LOOK FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>Collaborates with partners in Catholic education, on alignment and coherence of direction.</li> <li>Routinely consults with diocesan bishops and diocesan staff on decisions affecting the Catholic school community.</li> </ul>	<ul style="list-style-type: none"> <li>Assists schools to develop and sustain effective working relationships with parish priests and parish communities.</li> <li>Requires faith development opportunities for principals and staff.</li> <li>Encourages schools to champion positive home-school-parish relationships.</li> </ul>
<b>COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS</b>	
<b>EVALUATION</b>	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

# SAMPLE FORM

<b>DOMAIN: STUDENT ACHIEVEMENT</b> Source: Strategic Plan	
<b>COMPETENCIES</b> Improves achievement for all students in literacy and mathematics. Improves the capacity of teachers and principals to lead improvements in assessment and instructional practices.	
<b>LOOK FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>• Insists on the use of the best available research and other systematically collected evidence to inform decisions wherever possible.</li> <li>• Creates structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole.</li> <li>• Requires extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context.</li> <li>• Uses internal system networks as the central mechanism for the professional development of school-level leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Aligns the allocation of resources with district and school improvement goals.</li> <li>• Develops and implements board and school improvement plans interactively and collaboratively with school leaders.</li> <li>• Requires individual staff growth plans to be aligned with district and school improvement priorities.</li> <li>• Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans.</li> <li>• Encourages staff to be innovative within the boundaries created by the district's instructional guidance system.</li> </ul>
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LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

# SAMPLE FORM

<b>DOMAIN: COMMUNICATION AND COMMUNITY ENGAGEMENT</b> Source: Strategic Plan	
<b>COMPETENCIES</b> Communicates in an ongoing, clear and understandable manner with the Board of Trustees. Improves the profile of our Board in the community.	
<b>LOOK FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>Encourages communication systems and processes throughout the district to keep all members informed.</li> <li>Develops open, accessible and collaborative relationships with principals.</li> <li>Networks with Catholic school and system leaders working together on achieving the system's directions.</li> <li>Consults with community groups on decisions affecting the community.</li> <li>Demonstrates the importance the district attaches to its community connections.</li> </ul>	<ul style="list-style-type: none"> <li>Spends sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization.</li> <li>Promotes public relations and media activity that support the goals of the Board.</li> <li>Encourages improvements to communication structures and practices across the district.</li> </ul>
<b>COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS</b>	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
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LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

# SAMPLE FORM

<b>DOMAIN: ACCOUNTABILITY</b> Source: Trustee Input	
<b>COMPETENCIES</b> Is accountable to the Board in developing, implementing and monitoring a multi-year strategic plan that is consistent with the needs of the district and the direction of the Ministry.	
<b>LOOK FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>Regularly reports to the board regarding progress in achieving the goals of the Strategic Plan.</li> <li>Sets a manageable number of precise targets for district improvement.</li> <li>Develops/maintain high levels of engagement with the provincial ministry of education.</li> <li>Engages frequently with the Ministry proactively rather than only responsively.</li> </ul>	<ul style="list-style-type: none"> <li>Requires principal and supervisory officer growth plans to be aligned with district and school improvement priorities.</li> <li>Holds staff accountable for applying new capacities by monitoring the implementation of school improvement plans.</li> <li>Monitors and implements the Supervisory Officer Performance Appraisal framework.</li> <li>Grounds interactions with, and advice to, trustees in sound evidence.</li> </ul>
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LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

# SAMPLE FORM

<b>DOMAIN: LEADERSHIP</b> Source: Trustee Input	
<b>COMPETENCIES</b> Leadership development and selection/recruitment of leaders, in relation to the goals of the organization as set out in the strategic plan, is a priority.	
<b>LOOK FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>School leader development is used as a high leverage strategy due to its potential to influence large numbers of teachers.</li> <li>Encourages well developed and implemented performance appraisal procedures for school leaders and regular feedback to principals about their leadership practices and improvement efforts.</li> <li>Creates sufficient pools of well-qualified potential school and system leaders and on-the-job support for them once in leadership roles.</li> </ul>	<ul style="list-style-type: none"> <li>Uses the best available evidence about successful leadership (e.g., Ontario Leadership Framework) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders.</li> <li>Matches the capacities of leaders with the needs of schools.</li> <li>Provides prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities.</li> </ul>
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LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
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LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

# SAMPLE FORM

<p><b>DOMAIN: DISTRICT CLIMATE</b> Source: Climate Survey and Director PA 360</p>	
<p><b>COMPETENCIES</b> Performance feedback and coaching for principals.</p>	
<b>LOOK-FORS/CONSIDERATIONS</b>	
<ul style="list-style-type: none"> <li>Visibility of senior staff in schools and sites.</li> <li>Regular visits to schools to provide principals with feedback and coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation and recommendations of ways to improve the ability of principals to provide feedback to teachers and to coach their team.</li> <li>School visits to ensure daily work contribute to the goals of the strategic plan.</li> </ul>
<p><b>COMMENTS THAT RELATE TO THE COMPETENCIES AND LOOK FORS</b></p>	
LEVEL 4	Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.
LEVEL 3	Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.
LEVEL 2	Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.
LEVEL 1	Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.

**Total Score for DOEPA - AS out of 24 = \_\_\_\_\_**

# SAMPLE FORM

## DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL - SCORE CARD

### SCORES FROM DOEPA – AS

Trustee Name	Catholic Faith Formation	Student Achievement	Communication and Community Engagement	Leadership	Accountability	District Climate	Trustee Total
Category Total							
Category Average <i>(Category Total/No. of trustees)</i>							**

\*\* Trustee total/No. of trustees

LEVEL 4 - Exceeds expectations – demonstrates a high degree of effectiveness in relation to the competencies and look-fors.

LEVEL 3 - Meets expectations – demonstrates considerable effectiveness in relation to the competencies and look-fors.

LEVEL 2 - Approaching expectations – demonstrates some effectiveness in relation to competencies and look-fors.

LEVEL 1 - Does not meet expectations – demonstrates limited effectiveness in relation to the competencies and look-fors.