

Policy 12 Appendix A: DIRECTOR EVALUATION PROCESS, CRITERIA & TIMELINES

Background

The evaluation process, criteria and timelines:

1. Provides for both growth and accountability, and the strengthening of the relationship between the Board and the Director. The written report will affirm specific accomplishments and will identify growth areas. Some of these growth goals will address areas of weakness while others will identify areas where greater emphasis is required due to changes in the environment.
2. Highlights the key role of the Director as the Chief Education Officer for the Division to enhance student achievement and success for all children.
3. Recognizes that the Director is the Chief Executive Officer. The Director is held accountable for work performed primarily by other senior administrators, e.g., fiscal management.
4. Emphasizes the need for and requires the use of evidence for evaluation purposes. Evaluations are most helpful when the evaluator provides concrete evidence of strengths and/or weaknesses. The Performance Assessment Guide (Appendix B) identifies the source of the evidence in advance, while the quality indicators describe expectations in regard to that evidence.
5. Meets contractual requirements in that the Director and Board came to a mutual agreement relative to the comprehensive evaluation process to be followed.
6. Is aligned with and based upon the Director's roles and responsibilities. The two documents were developed at the same time and were approved by both the Director and the Board. The Roles and Responsibilities document is aligned with this evaluation document.
7. Is linked to the Division's priorities. The Continuous Improvement Planning section directly links the Director's performance to the continuous improvement planning process, which includes the Division's priorities.
8. Sets out standards of performance. The quality indicators in the Performance Assessment Guide set out initial standards. When growth goals are identified, additional standards will need to be set to provide clarity of expectations and a means of assessing performance.

9. Is also a performance-based assessment system. Such an evaluation focuses on improvement over time. The second and subsequent evaluations take into consideration the previous evaluation, and an assessment of the Director's success in addressing identified growth areas.
10. Uses multiple data sources. Objective data such as audit reports and Saskatchewan Learning Regional Office reports, and student achievement data are augmented with more subjective data.
11. Elicits evidence to support subjective assessments. This must be the case when the Board provides feedback regarding Board agendas, committee and Board meetings, etc.
12. Ensures Board feedback is provided regularly. Such feedback will be provided annually and will focus on areas over which the Director has authority.

Proposed Process & Timelines for Evaluations

Evaluations will be conducted in accordance with the following schedule:

EVALUATION	BASED ON PERIOD	REPORT DELIVERED TO DIRECTOR
First	August 1, 2010 – March 31, 2012	By April 30, 2012
Second	April 1, 2012 – March 31, 2013	By April 30, 2013
Annual or as required by the Board after April 30, 2013.		

Criteria for Evaluations

The criteria for evaluation #1 will be those set out in *Appendix B: the Performance Assessment Guide*. In subsequent evaluations, the criteria will be those defined by the *Performance Assessment Guide* as listed or revised after each evaluation, plus any growth goals provided by the Board in previous written evaluation report(s). Such growth goals may be areas requiring remediation or actions which must be taken to address trends, issues, or external realities. The exception will be the Role Expectation Leadership Practices, which will include interviews of direct reports in the first evaluation and interviews of one quarter of the Principals in the second evaluation.

The Performance Assessment Guide is intended to clarify for the Director performance expectations that are held by the corporate Board. This guide is to be used by the Board to evaluate the performance of the Director in regard to each job expectation. The Board will review the indicated evidence and will determine whether, or to what extent, the quality indicators have been achieved. An internal report is one prepared by the Director. An external report is prepared by a body external to the Division while direct Board observation is self explanatory.

The Director will maintain an evidence binder which will be provided to the Board approximately one week prior to the evaluation workshop. The purpose of the evidence binder is to provide proof that the quality indicators identified in Appendix B have been achieved. Therefore evidence will be organized under each quality indicator. The Board will assess during the evaluation session whether or to what extent the Director has achieved each quality standard. All trustees and the Director will be present during the evaluation session. The Director will leave the room when the Board develops the conclusions section. The report will reflect the Board position. The Board will assess the evidence and based on these discussions the facilitator will attempt to reflect these discussions into a report which reflects the Board's assessments of the evidence. The Director will be invited to ensure the Board has full information and may choose to enter into discussion to ensure the evidence provided has been understood.