

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

<i>Section</i>	ROLE DESCRIPTIONS	
<i>Management Guideline</i>	DIRECTOR OF EDUCATION PERFORMANCE REVIEW	
<i>Applicable Policy</i>	DIRECTOR OF EDUCATION PERFORMANCE REVIEW	804

Board Approved: January 22, 2019 *Review By: December 2024*

Management Guideline

The Director of Education Performance Review Policy 804 addresses the Board’s commitment to providing an environment where the Director of Education is supported in achieving the performance expectations as he or she supports student achievement and well-being.

The Superior-Greenstone District School Board will annually conduct a growth-oriented review of the Director of Education’s performance.

The following Procedural Guideline outlines the requirements for conducting the Director Performance Review process.

1.0 Responsibilities:

1.1 The Board of Trustees is responsible for:

- 1.1.1 Reviewing the Director of Education Performance Review policy in accordance with the priorities in the Multi-Year Strategic Plan and the approved policy review cycle;
- 1.1.2 Understanding and communicating with members of the community about the Director of Education’s Performance Review policy and procedural guidelines, as required; and
- 1.1.3 Enacting the Director of Education Performance Review procedure.

1.2 The Director of Education is responsible for:

- 1.2.2 Actively participating in the performance review process

2.0 Guidelines

The Director’s Performance Review Process will adhere to the following timelines:
By October of each year, the Director of Education shall submit a report to the Board, which provides an overview of the focuses and goals for the upcoming school year.

By November of each school year, the Performance Review Committee shall meet with the Director of Education to confirm the appraisal process, including:

- Timelines;
- Strategies to collect evidence to support the assessment;
- Criteria and goals;

- The Director of Education's Performance Review Framework which will summarize the Director of Education's actions and accomplishments for the year; and
- The process of addressing situations where there is a dispute (as stipulated in the Director of Education's Personal Service contract)

By May of each school year, the Director of Education will provide the Performance Review Committee with evidence to determine whether, or to what extent, the quality indicators provided in the appraisal framework provided by the Director of Education have been achieved.

- The Director of Education will provide further information and/or clarification upon the request of the Board.

By June of each school year, the Performance Review Committee shall meet with the Director of Education with a final report in writing.

- Final Report: The performance Review Process shall conclude with a final written report from the Chair that reflects the appraisal framework provided by the Director of Education to the Board of Trustees in November.
- This will be presented to the Board of Trustees in Committee of the Whole Board, in camera, recognizing the Director's accomplishments and identifying future areas for emphasis and development.
- Only information about the completion of the process and identification of goals and priorities will be shared.

By July 1 of each school year, the report will be shared with the Director of Education and the Director of Education will sign the report to acknowledge receipt.

3.0 **Dispute Resolution Process**

The dispute resolution process [outlined in the Director's Personal Service Contract] should be undertaken:

- Where there are disagreements between the Board of Trustees and the Director of Education on the process followed or the written report produced; or
- In the event that the Director of Education informs the Chair of the Board that the concluding statements in the Director of Education Performance Review final report do not accurately reflect his or her leadership practices and success as Director of Education.

The process will include a three member panel:

- a) One member of the panel will be selected by the Director of Education in consultation with the Council of Ontario Directors of Education (CODE);
- b) The second member of the panel will be selected by the Board Chair in consultation with the Ontario Public School Boards Association (OPBSA);
- c) The third member of the panel, suitable to both CODE and OPSBA will be selected from a list of acceptable mediators.

4.0 **Resources/Handbooks**

- Ontario Leadership Framework/Strong Districts and Their Leadership

5.0 **Appendices**

- Director of Education's Performance Review Appraisal Framework.



Superior-Greenstone District School Board – Director’s Performance Appraisal

INSERT NAME AND YEAR

5 – Excellent
4 – Good

3 -- Satisfactory
2 – Developing

1 – Needs Improvement
Blank – Unable to Comment

Focus #1: Establish broadly shared mission, vision, and goals, founded on aspirational images of the educated person.

Section 1 of 10

5	4	3	2	1	To establish broadly shared mission, vision, and goals, founded on the aspirational images of the educated person, the Director will:	Examples of the Director’s work in this area:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:

Focus #2 Provides coherent instructional guidance.

Section 2 of 10

5	4	3	2	1	The Director:	Examples of the Director’s work in this area:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:



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Focus #3 Build district and school staff’s capacities and commitments to make informed decisions. *Section 3 of 10*

					To build district and school staff’s capacities and commitments to make informed decisions, the Director will:	Examples of the Director’s work in this area:
5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:

Focus #4 Create learning-oriented organizational improvement processes. *Section 4 of 10*

					To create learning-oriented organizational improvement processes, the Director will:	Examples of the Director’s work in this area:
5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:



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Focus #5 Provide job-embedded professional learning. *Section 5 of 10*

5	4	3	2	1	To provide job-embedded professional learning, the Director will:	Examples of the Director’s work in this area:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:

Focus #6 Align budgets, time and personnel/policies/procedures with district mission, vision and goals. *Section 6 of 10*



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					To align budgets, time and personnel/policies/procedures with district mission, vision and goals, the Director will:	Examples of the Director’s work in this area:
5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Comments:						

Focus #7 Use a comprehensive performance management system for school and district leadership development. <i>Section 7 of 10</i>						
					To use a comprehensive performance management system for school and district leadership development, the Director will:	Examples of the Director’s work in this area:
5	4	3	2	1		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		



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Comments:

Focus #8 Advocate for and support a policy-governance approach to Board of Trustee practices. *Section 8 of 10*

5	4	3	2	1	To advocate for and support a policy-governance approach to Board of Trustee practices, the Director will:	Examples of the Director’s work in this area:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Comments:

Focus #9 Nurture productive working relationships with staff and stakeholders. *Section 9 of 10*

5	4	3	2	1	To nurture productive working relationships with staff and stakeholders, the Director will:	Examples of the Director’s work in this area:



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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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Comments:

PERSONAL LEADERSHIP RESOURCES *Section 10 of 10*

5	4	3	2	1	To be personally effective the Director:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates personal and professional integrity, credibility and a commitment to ethical practice.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to work and lead in an environment characterized by complex and changing political directions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Values differences in people and diversity in approach.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is resilient and optimistic, persevering in the face of challenge.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Treats people fairly and with respect.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Works collaboratively in pursuing the best outcomes for the Board.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates a high level of personal accountability for her actions and impact.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Acts as a role model for others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Actively seeks and takes into account feedback from others.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to make tough decisions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Demonstrates compassion and empathy as appropriate.



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<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is able to problem-solve and to exercise sound judgement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is flexible in adapting approaches to new demands and unforeseen circumstances.

ADDITIONAL COMMENTS ON THE DIRECTOR OF EDUCATION’S PERFORMANCE

Please provide any additional comments below.

COMMENTS ON THE APPRAISAL PROCESS

Please provide any comments on the process used to appraise the Director of Education’s performance.



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