Principal/Vice-Principal Performance Appraisal

Presented by

Dr. Joanne Robinson
Director of Professional Learning
Ontario Principals Council
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Principal Performance Appraisal

• A system that is based on trust and professionalism expects that every person in the system is a lifelong learner and focusing on continuous improvement.

• PPA is designed to help principals/vice-principals – both new and experienced – achieve their full potential as school leaders.

• The performance appraisal process for principals and vice-principals is intended to support and promote professional growth and development.
Key Components of the PPA Model

- Goals and priorities
- Performance plan
- Annual growth plan
- Performance results
- Summative report
- Rating of satisfactory or unsatisfactory
Principal Performance Appraisal

• Process is a growth-based model intended to:
  – develop,
  – support and
  – sustain leadership of the highest possible quality.

• Collaborating in a spirit of mutual trust is a key condition for the success of the appraisal process.

• Principals and Vice-principals play a critical role in focusing decisions and actions on improving student achievement and well-being.
Ontario Leadership Framework

• Setting Directions
• Building Relationships and Developing People
• Developing the Organization to Support Desired Practices
• Improving the Instructional Program
• Securing Accountability
• Core Leadership Capacities
• Personal Leadership Resources
School Level Leadership

• “Leadership is the exercise of influence on organizational members and other stakeholders toward the identification and achievement of the organization’s vision and goals”
Ontario Leadership Framework

• Is a standard that is known to all school leaders and administrators
• Key factor: everyone understands that no one is perfect in all domains of leadership – rather each is working towards the exemplar
• The practices and behaviours demonstrating excellence in one school will likely be distinct and different from excellence in another
• The Leadership Framework is not meant to be a checklist, but guideline
Ontario Leadership Framework

• The Ontario Leadership Framework provides a resource for school and system leaders to identify practices and competencies for building expertise in relation to a wide range of leadership capacities.
Core Leadership Capacities

- Setting Goals
- Aligning Resources with Priorities
- Using Data
- Engaging in Courageous Conversations
- Promoting Collaborative Learning Cultures
Ontario Leadership Framework

• An interesting and effective phenomenon of education in Ontario, which is a standards-based system, is that for every aspect of school and district management there is a well-researched and valid ‘exemplar’ or framework that is easily accessed and provides direction:

The Leadership Framework; The School Effectiveness Framework, The Effective District Framework; as well as the curriculum and teaching and learning expectations for every subject in every grade
Principal Performance Appraisal

The Process

- Principal and vice-principal participation in the performance appraisal process is a legal requirement.

- An essential component of the Board Leadership Development Strategy (BLDS).

- Designed to ensure that school leaders are well supported in their growth and development.

- Streamlines board practices and focuses efforts to achieve goals by providing formal and informal opportunities for feedback, dialogue, and ongoing professional learning.
Principal Performance Appraisal
The Process

• During the performance appraisal process, the principal/vice-principal develops goals to improve student achievement and well-being:
  – building on the board’s improvement plan,
  – the school improvement plan,
  – the school community and local context,
  – ministry priorities, and
  – personal development goals.
Supporting the Principal/Vice-Principal with an Unsatisfactory Rating

- The **process to address unsatisfactory performance** clearly delineates the steps involved after the appraisee has received an *Unsatisfactory* rating and includes the development of an Improvement Plan by the appraiser in consultation with the appraisee.
The Research

• Shows that school leadership is second only to teaching in having an impact on student achievement.

• The progress and success of all students in Ontario is contingent on effective leadership throughout the system to guide and support teaching and learning in Ontario schools.
Recommended Links

• Board Leadership Development Strategy (BLDS)

• Principal Performance Appraisal Technical Manual

• Principal Performance Appraisal Quick Facts
Questions
Contact Details

If you have further questions or would like more information on this webinar, please contact:

Dr. Joanne Robinson
Director of Professionals Learning
Education Leadership Canada
Ontario Principals Council
jrobinson@principals.ca
1-800-701-2362 ext. 247