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GCNC
GCNC-E-1

Evaluation Framework for Coordinators GCNC-R

ST. JAMES-ASSINIBOIA SCHOOL DIVISION



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**Evaluation Framework for Divisional
Curriculum and Instructional Coordinators**

The St. James-Assiniboia School Division’s Strategic Plan highlights the need to have an exceptional staff, a balanced divisional financial position and appropriate physical infrastructure that support/enhance students’ educational experiences. To this end, the Division further recognizes the importance of providing feedback and encouragement to its curriculum and instructional coordinators in order that they have the opportunity to continuously improve their performance and therefore have a positive impact on the teaching and learning in our schools.

I Purpose

- To assess the performance and educational leadership of the coordinators (s) as required by the St. James-Assiniboia School Division.
- To ensure a high level of performance by promoting instructional leadership and continuous professional growth and collaboration.

II Criteria

1. The method of evaluation distinguishes the degree of competence according to a three point rating scale:

Proficient: Meets position requirements for the coordinator role and demonstrates in-depth understanding in educational leadership.

Progressing: Meets *basic* position requirements for the coordinator role and shows growth in instructional leadership.

Unsatisfactory: Not meeting position requirements. Performance needs upgrading.

N/A: Does not apply as deemed by the evaluator.

NB: If the evaluator determines the coordinator’s work to exceed proficient requirements in any one area they will add comments to support their observations.

2. The coordinator evaluation should be a collaborative process, which focuses on professional growth and is guided by clear criteria. The process will include the following:

- a) Meetings and discussions with the coordinator
- b) Collection of relevant artifacts that demonstrate effective practice

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- c) Coordinator reflection and self-evaluation in relation to the evaluation criteria
- d) School-based staff survey

III Procedures

1. A pre-conference shall be held with the coordinator at the commencement of any formal evaluation process. The purposes of the pre-conference are:
 - a) To discuss purpose, components, criteria and the process used for the coordinator evaluation in the St. James-Assiniboia School Division.
 - b) To discuss the meeting times.
 - c) To have coordinators reflect on their strengths and areas for growth prior to evaluation commencing. (How will this process make me a better instructional leader? What are my goals for the year?)
2. Data for the purpose of the evaluation process shall be gathered in accordance with the criteria previously outlined.
3. The coordinator shall receive appropriate feedback from the evaluator as an on-going process.
4. A post-conference shall be held with the coordinator at the conclusion of any formal evaluation cycle. The purposes of the post conference are:
 - a) To discuss highlights of the evaluation process.
 - b) To take note of any special circumstances.
 - c) To review performance with particular reference to Evaluation Competencies.

NB: In situations where improvement is necessary, a timeline will be established along with an outline of assistance as required.

IV Cycle of Evaluation

1. Coordinators will be evaluated in their first and second years as a coordinator and generally every fifth year thereafter. Annually, leadership goals and the reflection process (peer coaching) will take place.
2. The evaluator for coordinators shall be the Assistant Superintendent.
3. The evaluation will be given an overall rating of either meeting or not meeting requirements.
4. The Assistant Superintendent may institute an evaluation of an experienced coordinator outside of the regular five-year cycle. The coordinator can also request an evaluation outside of the 5-year cycle.

V Reports to the Superintendent/CEO

1. The written summative report shall be submitted to the Assistant Superintendent by May 30.
2. The coordinator's signature implies that the coordinator has read the report.
3. The coordinator shall have five working days to attach written comments to the report.

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4. The report is to be retained in the coordinator's personnel file with a copy given to the coordinator.

VI Appeal Procedures

1. If for any reason the coordinator believes that a fair evaluation has not taken place, the coordinator has the right to appeal the evaluation to the Superintendent/CEO or designate (other than the Assistant Superintendent).
2. The appeal procedure must be initiated by the coordinator within fourteen (14) calendar days from the date of the final report. If the appeal is approved by the Superintendent/CEO or designate, re-evaluation procedures shall be as follows:
 - A new evaluator(s) satisfactory to the coordinator shall be appointed by the Superintendent/CEO from the current assistant superintendents (other than the Assistant Superintendent) in the Division.
 - A pre-conference shall be held between the new evaluator and the coordinator, establishing the criteria to be used. A copy of these criteria shall be forwarded to the Superintendent/CEO and the previous evaluator.
 - Observation times shall be set.
 - A post-conference shall be held, with attendance of third parties if requested.
 - A written report, signed by the participants (with comments, if desired), shall be forwarded to the Superintendent/CEO with copies to the coordinator and the previous evaluator.

VII Evaluation Competencies

Effective coordinator activity involves the following competencies:

- Engagement of Staff
- Knowledge of Pedagogy
- Organization/Project Management
- Professional Engagement

NB: See Evaluation Competencies

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**Curriculum and Instructional Coordinator
Evaluation Competencies**

Engagement of Staff

PROFICIENT	PROGRESSING	UNSATISFACTORY
<p>The coordinator:</p> <ul style="list-style-type: none"> • collaborates with staff to determine needs for assisting teachers and schools to reach their goals. • encourages the development of ideas and creativity. • develops positive relationships and collaborates with administrators and staff. • provides effective, descriptive feedback to support teaching and learning. • is approachable, flexible and able to work cooperatively in varied situations in order to meet staff needs. 	<p>The coordinator:</p> <ul style="list-style-type: none"> • is developing the competencies to engage staff and administrators. • displays evidence of collaboration and contributes in a variety of situations across the division. 	<ul style="list-style-type: none"> • Little evidence in developing supportive relationships is evident. • Inconsistent communication • Lack of ongoing support • Insufficient feedback solicited by the coordinator.

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Knowledge of Pedagogy

PROFICIENT	PROGRESSING	UNSATISFACTORY
<p>The coordinator:</p> <ul style="list-style-type: none"> • has a thorough understanding of current pedagogical practice. • effectively reaches diverse learners through varied instructional strategies. • connects learners to a variety of people and resources suited to their learning needs. • continuously evolves teaching strategies for new learning environments provoked by technological change. • identifies the benefits of appropriate technology to maximize student learning and facilitate higher order thinking. • demonstrates thorough familiarity with various current pedagogical frameworks. • effectively shares teaching strategies with others in ways that promote their own professional growth. 	<p>The coordinator:</p> <ul style="list-style-type: none"> • has a growing understanding of current pedagogical practice. • is able to identify areas of practice that can be improved upon and continues to develop strategies to encourage change. • is working at improving capacity in infusing digital learning into instructional practice. 	<ul style="list-style-type: none"> • Knowledge of current pedagogical practice is not evident.

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Organization/Project Management

PROFICIENT	PROGRESSING	UNSATISFACTORY
<p>The coordinator:</p> <ul style="list-style-type: none"> envisions a process and develops goals and action plans to enhance staff and student learning. demonstrates efficient techniques to manage flow of information. displays effective time management skills. competently handles logistics (i.e. budgets, divisional priority days, etc...). 	<p>The coordinator:</p> <ul style="list-style-type: none"> implements action plans or timelines somewhat consistently. displays readiness to share and disseminate information with target community. is developing the ability to prioritize tasks. is developing systems to handle logistics. 	<ul style="list-style-type: none"> Action plan and clear timelines are not evident. Limited sharing and dissemination of information. Effective time management skills are not demonstrated. Limited ability to handle logistics.

Professional Engagement

PROFICIENT	PROGRESSING	UNSATISFACTORY
<p>The coordinator:</p> <ul style="list-style-type: none"> actively engages with professional associations and outside organizations that have a positive impact on teaching and learning in SJASD. actively leads/ facilitates/ collaborates on professional development in response to divisional and school student learning data and related programming needs. 	<p>The coordinator:</p> <ul style="list-style-type: none"> initiates some professional development opportunities for staff. demonstrates some evidence of professional reading and research related to Division trends and initiatives. positively represents the divisional mission, beliefs and values. 	<ul style="list-style-type: none"> Limited professional development planned or facilitated. Limited evidence of professional reading and research.

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<ul style="list-style-type: none"> • demonstrates consistent and coherent application of professional reading and research through teaching of trends to school personnel (with systematic application to school/division planning including digital learning initiatives). • actively supports Divisional events, functions and values. 		
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