

## **REGULATION #7805.1**

### **PRINCIPALS AND VICE PRINCIPALS – PERFORMANCE REVIEWS**

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Principals and vice principals routinely assess their own performance. They reflect on their work, consider evidence and, in consultation with their immediate supervisor or others, identify goals to improve their strengths and areas for growth.

Formal performance reviews of both school-based and district-based principals and vice principals are conducted once each contract cycle and may also be conducted if requested by a principal or vice principal or the superintendent.

The *Leadership Standards for Principals and Vice Principals in British Columbia* (BCPVPA) will provide a framework for both the ongoing formative assessments and formal performance reviews. District-based principals and vice principals, in consultation with their supervisors, will adapt the standards to reflect the specific nature of their assignments.

The performance review is an assessment of the principal or vice principal's work in the context of the current assignment, using the *Leadership Standards* as a framework. The performance review is normally conducted by the principal or vice principal's immediate supervisor. The process is a collaborative one, which provides the principal/vice principal with an external perspective to validate and/or focus their ongoing work. The performance review shall be conducted in a manner consistent with fair personnel practices.

1. The process for a formal performance review is as follows:
  - a) The supervisor and the principal or vice principal meet to:
    - Review the process
    - Discuss the professional and school context (eg. career stage, school community, length of time in the assignment, principal or vice principal role, etc.)
    - Identify any specific areas of focus for the review
    - Collaboratively determine appropriate sources of feedback and the method for collecting this information
    - Establish a timeline
  - b) Evidence is collected from sources such as:
    - The principal's or vice principal's reflections on his/her professional practice
    - Examples of the principal's or vice principal's work
    - Observations of the supervisor
    - Feedback from staff, parents and students

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- c) The principal or vice principal and the supervisor meet to analyze the evidence and to identify evidence-based goals for further professional learning or to guide the principal's or vice principal's work.
- d) A draft performance review report is shared with the principal or vice principal and revised as appropriate. The performance review report summarizes and analyzes the evidence, and provides direction for further professional growth. The report may include goals identified by the principal or vice principal. Any recommendations from the supervisor will be supported by evidence and a timeline for review. The report will conclude with a statement indicating whether the principal's or vice principal's work satisfactorily reflects the *Leadership Standards*.
- e) Where a performance review report concludes that the principal's or vice principal's work does not satisfactorily reflect the *Leadership Standards*. The principal or vice principal may request a meeting with the superintendent to review the report, the process used, and the recommendations.
- f) Two copies of the final written report are prepared and signed by the supervisor and the principal or vice principal. One copy is provided to the principal or vice principal, and one copy is submitted to the superintendent (or designate) for inclusion in the personnel file.

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