



NUMBER:	H: 20
EFFECTIVE:	June 23, 2008
AMENDED:	January 12, 2010
RELATED POLICIES:	H: 01
REPEALS:	
REVIEW DATE:	2013-2014

1.0 Objectives

- 1.1 To build upon and improve the Director of Education’s performance by establishing a formal process and mechanism through which to provide feedback and to discuss and monitor expectations and standards of performance.
- 1.2 To set measurable goals, objectives and directions for the Director that directly relate to the Board’s mission, vision and goals.
- 1.3 To ensure that the Windsor-Essex Catholic District School Board’s expectations and priorities are being effectively addressed by the Director.

2.0 Guiding Principles

- 2.1 A performance management process provides a forum for constructive dialogue and exchange of information between the Director and the Board
- 2.2 The process is an opportunity for both the Board and the Director to clarify expectations and goals, to review past accomplishments, and to agree on needs of the Catholic School System. The end result provides clear objectives for the coming year.

3.0 Specific Directives

- 3.1 The Director of Education shall be formally evaluated the Board of Trustees following the first year of appointment, and at least biannually thereafter with all Board Members participating in the evaluation process.
- 3.2 The purpose of the evaluation is to provide for professional growth of the Director and to ensure accountability. To this end, the evaluation shall focus on affirmations, and where appropriate, redirection.
- 3.3 The evaluation of the Director shall be based on duties as assigned in provincial statutes, regulations, policies and guidelines for the position of Director of Education.
- 3.4 The Chairperson of the Board shall lead the evaluation process.

- 3.5 The evaluation shall be based on data collection and internal monitoring reports of the Director. Format for data collection shall be according to the attached schedule “A”. Prior to each evaluation, the Chair of the Board and the Director will mutually agree on a focus group who will be asked to complete the performance appraisal questionnaire (Schedule “A”).
- 3.6 The evaluation cycle shall include the following:
- a) The Chair and Vice-Chair of the Board shall review the data collected pursuant to section 3.5 of this Policy.
 - b) The Chair and Vice-Chair shall prepare a written appraisal report based on the data collected that shall be submitted to the Director of Education by May 31.
 - c) The Director of Education shall then respond and the appraisal report and Director’s response shall be received by the Board for review, approval and disposition by the final Board meeting in June.
 - d) The Director shall file an annual report identifying areas of focus for attention for the upcoming school year at the August board meeting. In an evaluation year, the annual report shall consider any recommendations arising out of the appraisal report and the Director’s response.
 - e) The appraisal report and response of the Director shall be filed within the Director’s personnel file.

4.0 Responsibility

- 4.1 The Chairperson of the Board and the Director of Education shall be responsible for the implementation of this policy.

5.0 Review and Evaluation

- 5.1 The policy shall be reviewed during the 2013-2014 policy review cycle.

6.0 References

H: 01 Staff Performance Management

PERFORMANCE APPRAISAL – DIRECTOR OF EDUCATION

Performance Appraisal for the school year commencing September, _____

This form is designed to obtain your perceptions of the performance of our Director for the above mentioned time period. Your personal opinions and observations are important, so please respond candidly to each item. Your responses will remain anonymous.

Please rate the Director’s performance according to the following code:

CODE:	
1	Performance must improve significantly
2	Some weaknesses must be corrected
3	Solid performance meets normal expectations
4	Above average, well-rounded and accomplished
5	Clearly outstanding in all respects

Please insert your rating code in the space provided. If your rating is either 1 or 2 for any category, please include some rationale or examples in the space provided below each category to explain or substantiate the rating. Feedback surrounding areas of strength is also useful to reinforce areas in which you believe the Director has performed well and can be set out within the comment spaces provided. Should you be unable to provide a rating for a category because you are unaware of the Director’s performance in relation to it, please leave the rating space blank. This will not be taken as a negative rating.

1. **CATHOLIC LEADERSHIP**

- Promotes and integrates Gospel values throughout the system.
- Leads prayer and liturgy at meetings.
- Articulates Catholic values to the community.

Rating: _____

2. **CULTURAL LEADERSHIP**

- Builds commitment to Board’s mission, vision and beliefs.
- Maintains culture of respect through the system.
- Creates a focus of education excellence.

Rating: _____

3. **COMMUNICATION**

- Regularly corresponds to the system.
- Responds to media/general correspondence
- Responds to inquiries in timely fashion.

Rating: _____

4. **DIRECTOR/BOARD RELATIONS**

- Establishes and maintains positive working relations with the Board of Trustees
- Supports the Board in its role and facilitates the implementation of its goals, mission and mandates.
- Communicates effectively with the Board of Trustees

Rating: _____

5. **STAFF RELATIONS**

- Building respectful relationships with employee groups.
- Takes a problem-solving approach to issues.
- Creates a culture of learning that allows staff to engage in continuous learning.

Rating: _____

6. **COMMUNITY RELATIONS**

- Developing a community presence.
- Strengthening inter-board co-operation.
- Enhancing the system profile.

Rating: _____

7. **VISION OF SYSTEM: PRESENT AND FUTURE**

- Articulates and promotes vision, mission and beliefs of system.
- Understands system design and change process.
- Articulates how system and school planning need to align and support system mission and vision.

Rating: _____

8. **GENERAL SYSTEM LEADERSHIP**

- Leads by example – is seen as instructional leader.
- Takes forward thinking approach to anticipate change.
- Inspires confidence in the system.
- Maintains a clear and consistent sense of direction.
- Interprets and communicates policy, procedures, and legislation to others (staff, trustees, community) to increase understanding of all.

Rating: _____

9. **ORGANIZATIONAL LEADERSHIP**

- Deals directly with difficult issues.
- Defines clearly issues/problems.
- Takes problem-solving approach/involves others in discussions.

Rating: _____

10. **FISCAL LEADERSHIP**

- Ensures that budget planning process reflects accountability, planning and economic political realities.
- Ensures budget allocations reflect articulated goals of system and department/planning process.
- Ensures financial management of the Board is consistent with legal and Ministry requirements.

Rating: _____

11. **HUMAN RELATIONS LEADERSHIP**

- Is recognized as a professional leader.
- Seen as approachable and a builder of relationships with Trustees, staff and community.
- Integrates feedback for Trustees, staff and community into positive action.
- Creates atmosphere of trust and collaboration when working with Trustees, staff and community.
- Works effectively with various levels of government.

Rating: _____

12. **GOAL ACHIEVEMENT**

- Sets clear, realistic goals.
- Communicates goals clearly to the system.
- Plans effectively to achieve personal and system goals.
- Is a strong proponent of determining needs and developing plans to meet needs.

Rating: _____

Additional Comments:

Return to the Chair of the Board, by April 30, in the attached envelope