



## **Director of Education Role and Accountability** *Director of Education Performance Appraisal*

**2022 05 31**

### **Related Policies and Resources**

Although all policies and procedures of the St. Clair Catholic District School Board are overseen by the Director of Education, the following are particularly relevant to this policy.

- Board Code of Conduct
- Trustee Code of Conduct
- Board of Trustees Role

### **Administrative Procedures**

The St. Clair CDSB adheres to the strategic priorities as set out in the Board's *Strategic Plan 2019-2024*, and the Vision, Mission, Priorities and Values of the Board. The successful performance of the Director of Education is critical to ensuring organizational success and provides demonstrated evidence of progress towards the achievement of Board goals and priorities. The Board recognizes that success for the system is achieved through collaboration, consultation and cooperation between the Board of Trustees and the Director of Education and that the success of the Performance Appraisal process is dependent upon good faith, clear communication and adherence to shared Catholic system values. The Director of Education Performance Review policy and procedure will support student success and foster ethical Catholic leadership and confidence in Catholic education by ensuring that regular and cyclical performance appraisals of the Director of Education are completed.

While feedback is an ongoing process, the performance of the Director of Education is reviewed annually. It is an opportunity each year to clarify expectations, set goals and priorities and engage in constructive and strategic dialogue.

The Board of Trustees: Accountability, Transparency and Confidentiality

The Board will ensure that an accountable, transparent and effective Director of Education Performance Review process will:

- (a) identify a clear rationale and objectives for the process;
- (b) clearly outline a process and timelines;
- (c) identify mutually agreed upon assessment criteria and goals that are measurable, based on the Multi-Year Strategic Plan, the Director's Annual Report, legislative requirements and Board policy;
- (d) collect objective evidence to support assessment criteria and goals;

- (e) outline overall performance based on agreed upon assessment criteria and goals;
- (f) identify a process for addressing situations where performance is unsatisfactory; and
- (g) include a written report for approval by the Board of Trustees.

The Board will ensure that the Director of Education Performance Process will respect confidentiality:

- a) The Director of Education performance review is confidential and will be conducted in private. In accordance with the Education Act, Section 207(2)(b), *Closing of certain committee meetings*, which states the disclosure of intimate, personal, or financial information in respect of a member of the Board or committee, an employee or prospective employee of the board or a pupil or his or her parents or guardian, specific details and materials related to the performance review will remain confidential;
- b) Discussion shall be limited to the process and the identification of goals and performance indicators.

## 1. Responsibilities

### Trustees shall:

- (a) be aware of their individual and collective responsibilities as the Board of Trustees related to the performance review of the Director of Education;
- (b) participate in and complete the Performance Review Questionnaire, when required;
- (c) maintain confidentiality;
- (d) review the Director of Education Performance Review policy in accordance with the priorities in the Multi-Year Strategic Plan and the approved policy review cycle;
- (e) review input from the Director of Education on any strategic priorities that may be changing based on the evolving community, educational and political environment; approve the work plan presented by the Chair/Vice Chair;
- (f) approve the Director of Education's goals and performance indicators;
- (g) develop and implement the Director of Education Performance Review and provide constructive feedback and focus on effective strategies and leadership practices that demonstrate progress on agreed upon goals and performance indicators that are aligned with the Director of Education's Growth Plan; and
- (h) approve any revisions to the Director of Education Performance Review procedure.

### The Director of Education is responsible for:

- a) actively participating in the performance review process;
- b) collaborating with the Chair and Vice Chair of the Board to determine the goals and performance indicators that are aligned with the Director's Annual Growth Plan (Appendix B), the Multi-Year Strategic Plan and any other mutually determined goals;
- c) allocating staff and resources to support the implementation of the Director of Education Performance Review;
- d) knowing his/her responsibilities and the individual and collective responsibilities of trustees related to the performance review of the Director of Education;
- e) discussing the evaluation process and developing a work plan with the Chair and Vice Chair of the Board;
- f) working with the Chair and Vice Chair of the Board to achieve consensus on final goals;
- g) completing the appropriate tools identified in this procedure;

- h) contacting the English Catholic Council of Directors of Education (ECCODE) and the Ontario Catholic School Trustees' Association (OCSTA) in the event that a dispute resolution panel is required;
- i) reflecting on shared learning and implementing goals, priorities and areas of improvement; and
- j) maintaining confidentiality.

### **Dispute Resolution**

If the Director of Education, Chair and Vice Chair of the Board do not agree on the final evaluation, the following process will be followed.

A three-member panel composed of the following individuals will be established:

- (a) One member will be selected by the Director of Education in consultation with the English Council of Catholic Directors of Education (ECCODE) and CODE.
- (b) A second member will be selected by the Chair or Vice Chair in consultation with the Ontario Catholic School Boards Association (OCSTA).
- (c) A third member will be an external consultant, with expertise in mediation, agreed upon by ECCODE and OCSTA.

This three-member panel will consider all information presented by the Chair or Vice Chair, the Director of Education and the external consultant and make recommendation(s) to the Board of Trustees for consideration. The external consultant will facilitate this process.

### **Timelines**

#### **1. Director of Education Growth Plan – August**

The Director of Education will present a draft set of two or three goals to the Chair and Vice Chair of the Board, relative to the Board's Strategic Plan or other priorities determined in consultation with the Board, along with leadership best practices and performance indicators (**Appendix A**). Goal setting will endeavour to result in a few goals with a narrow focus. The approved goals will form the basis of a growth plan that will form the foundation of the appraisal.

#### **2. Director of Education Growth Plan – October/November**

The Director of Education will present a growth plan (**Appendix B**) to the Chair and Vice Chair of the Board that reflects the agreed upon goals in conjunction with the previous year's student achievement results.

#### **3. Mid-Year Check-In with the Chair and Vice Chair of the Board – February**

The Director of Education will provide the Chair and Vice Chair of the Board with an update on the progress of the growth plan (**Appendix C**). The Board is encouraged to provide feedback to the Director on progress towards the approved goals of the plan.

#### **4. Director of Education Evaluation by the Board of Trustees – May**

Each Trustee of the Board and the Director of Education shall complete the Trustee Performance Appraisal Evaluation/ Director of Education Self-Assessment Form (**Appendix D**) that shall be directly related to the Director of Education's Growth Plan (**Appendix B**).

The Chair and the Vice Chair of the Board will collect all the completed evaluations. The Chair and the Vice Chair of the Board will compose a summary of the evaluations on behalf of the Board. The draft summary will be shared with each Board member for feedback prior to the completion of final draft.

## **5. Chair's Report to the Director and the Board - June**

The Chair and Vice Chair of the Board will present the final report to the Director of Education. The Director of Education will be encouraged to respond to the evaluation. The Chair and Vice Chair of the Board will include the Director's remarks as part of the final report to be included in the Director of Education's personnel file. The final report will make specific reference as to whether or not the appraisal is successful or not.

In the instance of a successful appraisal, the Board will confirm for the Director that a performance review shall be conducted in the following year and promptly notify the Director of their decision.

If the appraisal is unsuccessful, the Board will require an improvement plan and will monitor the progress of the plan over the next 12 months (**Appendix E**).

### **Timelines for an Unsuccessful Appraisal**

**Step One** – Chair and Vice Chair of the Board collaborates with the Director about an improvement plan (within 15 days of the Director's receipt of the unsuccessful appraisal decision) (**Appendix E**).

**Step Two** - Director submits improvement plan to the Chair and Vice Chair of the Board for feedback and approval (August) (**Appendix E**).

**Step Three** – Director provides two updates to the Chair and Vice Chair of the Board relative to the progress in relation to the improvement plan (October/November and February).

**Step Four** – The Chair and Vice Chair will gather input from the Board and compose a written report (May). The Chair will present a formal written report to the Director based on the feedback of the trustees and the input of the Director of Education (June). Should the appraisal be successful the Board will determine whether the Director re-enters the appraisal cycle as per the policy of the Board. Should the Director's appraisal be unsuccessful they will meet to discuss next steps and notify the Director of Education within 15 days of their decision.

\*\* Timelines for the performance appraisal process are outlined in Appendix F.

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## **List of Appendices**

**Appendix A** - Board and Director Goal Setting Framework

**Appendix B** - Director of Education Growth Plan

**Appendix C** - Director of Education Progress Report to the Board

**Appendix D** - Trustee Performance Appraisal Evaluation/Director of Education Self-Assessment Form

**Appendix E** - Director of Education Performance Improvement Plan

**Appendix F** - Director of Education Performance Appraisal Pathway

## **2. Definitions**

### **Director's Annual Plan**

The Director's Annual Plan is a document which outlines the role accountabilities, the leadership competencies and the annual key strategic priorities of the Director of Education as both the Chief Education Officer and the Chief Executive Officer of the St. Clair Catholic District School Board.

### **Periodic Reporting**

Reports prepared by the Director of Education, outlining progress on accountabilities, leadership competencies and strategic priorities.

### **Director of Education Self-Assessment**

An annual process, undertaken by the Director of Education to identify:

- (a) their achievement of previously agreed upon deliverables; and
- (b) additional high-level, measurable goals and priorities to advance student achievement and well-being in alignment with the Multi-Year Strategic Plan and Vision, Mission, Priorities and Values.

### **Final Evaluation Report**

A detailed, confidential report prepared by the Director of Education Performance Review Committee summarizing the results of the Director of Education Performance Review for review and submission to the Board for approval.

### **Work Plan**

A plan that is developed by the Director of Education Performance Review Committee in consultation with the Director of Education that outlines goals, timelines, assessment criteria and a schedule for reporting to trustees.

## APPENDIX A - AUGUST BOARD AND DIRECTOR GOAL SETTING FRAMEWORK

<b>Goal #1</b>
<b>Goal #2</b>
<b>Goal #3</b>

<b>Catholic System-Level Leadership Best Practices*</b>	<b>Performance Indicators</b>
Establish broadly shared mission, vision and goals founded on aspirational images of the educated person	<ul style="list-style-type: none"> <li>• Ensure that a transparent visioning/direction-setting process reflecting the mandate of the Catholic school system is carried out</li> <li>• Consult extensively with stakeholders including the diocese about district directions as part of the process</li> <li>• Spend sufficient time to ensure that the mission, vision and goals (directions) of the system are widely known, understood and shared by all members of the organization</li> <li>• Articulate, demonstrate and model the system’s goals, priorities, and gospel values to staffs when visiting schools</li> <li>• Embed the vision of the learner as expressed in the “Ontario Catholic School Graduate Expectations” and district directions in improvement plans, principal meetings and other leader-initiated interactions</li> </ul>
Provide coherent instructional guidance	<ul style="list-style-type: none"> <li>• Align curricular goals, assessment instruments, instructional practices and teaching resources</li> <li>• Insist of ambitious goals for teaching and learning</li> <li>• Advocate for attention to the best available evidence to inform instructional improvement decisions</li> <li>• Expect schools to recognize the dignity of all human persons, especially the poor and marginalized, in their focus on needs of individual as well as groups of students</li> <li>• Encourage staff to be innovative within the boundaries created by the district’s instructional guidance system</li> </ul>



<b>Catholic System-Level Leadership Best Practices*</b>	<b>Performance Indicators</b>
Build district and school staff's capacities and commitments to make informed decisions	<ul style="list-style-type: none"> <li>• Use data from all available sources including the Catholic tradition to assist decision making in the central office</li> <li>• Insist on the use of the best available research and other systematically collected evidence to inform decisions wherever possible</li> <li>• Encourage collaboration in the interpretation and uses of data</li> <li>• Build system's capacity and disposition for using systematically-collected data to inform as many decisions as possible</li> <li>• Provide training for principals and staff on the use of data and research literature to sustain decision-making</li> <li>• Model evidence-informed decision making to school staffs</li> <li>• Ground interactions with, and advice to, trustees in sound evidence</li> </ul>
Create learning-oriented organizational improvement processes	<ul style="list-style-type: none"> <li>• Require improvement processes to be evidence-informed</li> <li>• Set a manageable number of precise targets for district school improvement</li> <li>• Include school-level leaders in decisions about district- wide improvement decisions</li> <li>• Create structures and norms within the district to encourage regular, reciprocal and extended deliberations about improvement progress within and across schools, as well as across the system as a whole</li> <li>• Develop and implement board and school improvement plans interactively and collaboratively with school leaders</li> <li>• Create structures to facilitate regular monitoring and refining of improvement processes</li> <li>• Acknowledge provincial goals and priorities in district and school</li> <li>• Allow for school-level variation in school improvement efforts</li> <li>• Encourage courageous conversations</li> </ul>

<b>Catholic System-Level Leadership Best Practices*</b>	<b>Performance Indicators</b>
Provide job-embedded professional learning	<ul style="list-style-type: none"> <li>• Provide extensive PD opportunities for both teachers and school-level leaders, most of it through some form of learning community or on-the-job context</li> <li>• Use internal system networks as the central mechanism for the professional development of school-level leaders</li> <li>• Align the content of professional development with the capacities needed for district and school improvement</li> <li>• Require individual staff growth plans to be aligned with district and school improvement priorities</li> <li>• Provide faith development opportunities for principals and staff</li> <li>• Hold staff accountable for applying new capacities by monitoring the implementation of school improvement plans</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Align budgets, time and personnel/policies/ procedures with district mission, vision and goals	<ul style="list-style-type: none"> <li>• Align the allocation of resources with district and school improvement goals</li> <li>• Align personnel policies and procedures with the district's improvement goals</li> <li>• Align organizational structures with the district's improvement goals</li> <li>• Provide principals with considerable autonomy in the hiring of teaching staff</li> <li>• Expect and assist schools to allocate instructional resources equitably</li> </ul>
Use a comprehensive performance management system for school and district leadership development	<ul style="list-style-type: none"> <li>• Use the best available evidence about successful leadership (e.g. OLF) as a key source of criteria used for recruiting, selecting, developing and appraising school and district leaders</li> <li>• Match the capacities of leaders with the needs of schools</li> <li>• Provide prospective and existing leaders with extended opportunities to further develop their personal faith and Catholic leadership capacities</li> <li>• Develop realistic plans for leadership succession</li> <li>• Promote coordinated forms of leadership distribution in schools</li> </ul>



<b>Catholic System-Level Leadership Best Practices*</b>	<b>Performance Indicators</b>
Advocate for and support a policy governance approach to Board of Trustee practices	<ul style="list-style-type: none"> <li>• Encourage trustees to focus on district policy and the achievement of the district’s goals and priorities (policy governance model of trustee practice)</li> <li>• Encourage participation of the elected board in setting broad goals for its use in fulfilling its policy-setting and policy-monitoring responsibilities within the mandate of the Catholic school system</li> <li>• Regularly report to the board progress in achieving these broad goals</li> <li>• Facilitate effective communication with the Board</li> </ul>
Nurture productive working relationships with staff and stakeholders, internal district and school staffs	<ul style="list-style-type: none"> <li>• Adopt a service orientation toward schools</li> <li>• Develop communication systems and processes throughout the district to keep all members informed</li> <li>• Develop open, accessible and collaborative relationships with principals</li> <li>• Encourage reciprocal forms of communication with and among schools</li> <li>• Promote high levels of interaction among school leaders. These interactions should include all school leaders and be driven by a shared sense of responsibility among school leaders for system improvement.</li> <li>• Create structures to facilitate reciprocal forms of communication. These structures and norms should result in deeply interconnected networks of Catholic school and system leaders working together on achieving the system’s directions.</li> <li>• Buffer schools from external distractions to the district’s and schools’ priorities and goal</li> <li>• Local Community Groups</li> <li>• Routinely consult with community groups on decisions affecting the community</li> <li>• Encourage staff to participate directly in community groups</li> <li>• Demonstrate the importance the district attaches to its community connections</li> </ul>

<b>Catholic System-Level Leadership Best Practices*</b>	<b>Performance Indicators</b>
<p>(cont'd.) Nurture productive working relationships with staff and stakeholders. Internal district and school staffs</p>	<p><b>Diocese, Parishes and Catholic Partners</b></p> <ul style="list-style-type: none"> <li>• Collaborate with partners in Catholic education, on alignment and coherence of direction</li> <li>• Routinely consult with diocesan bishops and diocesan staff on decisions affecting the Catholic school community</li> <li>• Assist schools to develop and sustain effective working relationships with parish priests and parish communities</li> <li>• Encourage schools to champion positive home-school- parish relationships</li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Hold schools accountable for developing productive working relationships with parents</li> <li>• Influence the work of schools toward fostering improved educational cultures in the home environments of their students</li> </ul> <p><b>Ministry of Education</b></p> <ul style="list-style-type: none"> <li>• Develop/maintain high levels of engagement with the provincial Ministry of Education</li> <li>• Engage frequently with the ministry proactively rather than only responsively</li> <li>• Make flexible, adaptive use of provincial initiatives and frameworks, ensuring that they contribute to, rather than detract from, accomplishing system goals and priorities</li> </ul>

\*Ontario’s Institute for Educational Leadership – Catholic System-level Leadership Framework

**APPENDIX B – OCTOBER/NOVEMBER**

**DIRECTOR OF EDUCATION GROWTH PLAN**

**Goal #1**

<b>Catholic System-Level Best Practice</b>		
<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>

**Goal #2**

<b>Catholic System-Level Best Practice</b>		
<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>

**Goal #3**

**Catholic System-Level Best Practice**



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<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>

**APPENDIX C – FEBRUARY**

**DIRECTOR OF EDUCATION PROGRESS REPORT TO THE BOARD**

**Goal #1**

<b>Catholic System-Level Best Practice</b>			
<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>	<i>Progress – Status, challenges and next steps</i>

**Goal #2**

<b>Catholic System-Level Best Practice</b>			
<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>	<i>Progress – Status, challenges and next steps</i>



**Goal #3**

**Catholic System-Level Best Practice**

<i>Performance Indicator</i>	<i>Activity</i>	<i>Timeline</i>	<i>Progress – Status, challenges and next steps</i>

**APPENDIX D – MAY**

**TRUSTEE PERFORMANCE APPRAISAL / DIRECTOR  
ASSESSMENT FORM**

**FOR THE SCHOOL YEAR:**

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This form is designed to summarize your assessment 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, and your responses will remain anonymous. A summary of all the responses will be compiled for all the trustees and the Director during the Appraisal meeting.

As you read through the following list, select the appropriate response:

- Does not meet expectations
  - Meets expectations
  - Exceeds expectations
- (Submit any additional comments in the space provided)

Goal # 1:

- Does not meet expectations
- Meets expectations
- Exceeds expectations

Comments:

Goal #2:

- Does not meet expectations
- Meets expectations
- Exceeds expectations



Comments:

Goal #3:

- Does not meet expectations
- Meets expectations
- Exceeds expectations

Comments:



**SUMMARY OF BOARD RESPONSE:**

*(To be used at the discretion of the Chair)*

*After Board members have reviewed and discussed the Director of Education's report, the Chair and Vice Chair will summarize the points by completing this form.*

*The Director of Education does a competent job in these areas:*

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*The Director of Education could develop in these areas:*

<b>Summary Statement:</b>

*Comments from the Director of Education:*

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\_\_\_\_\_  
*Signature of Chair*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Signature of Director of Education*

\_\_\_\_\_  
*Date*

*The Director of Education's signature merely indicates that the completed form has been read and does not necessarily imply agreement with the performance evaluation.*

*A copy of this document will be placed in the Director of Education's personnel file.*

**APPENDIX E**

**DIRECTOR OF EDUCATION PERFORMANCE IMPROVEMENT PLAN**

<b>NAME OF DIRECTOR OF EDUCATION:</b>	<b>SCHOOL YEAR:</b>
<b>START DATE:</b>	<b>END DATE:</b>
<b>AREA(S) FOR IMPROVEMENT</b> What area(s) require improvement to meet expectations?	
<b>SUCCESS CRITERIA</b> How will you know when the performance expectations have been met?	
<b>ADDITIONAL SUPPORTS REQUIRED</b> What additional professional development or support is required in order to meet expectations?	
<b>REVIEW PROCESS</b> When will progress be measured? How will evidence be collected? Who will review progress?	
<b>OUTCOME</b> When will the final review of the improvement plan be undertaken and by whom? What action will be taken if identified expectations are not met?	



Signature of Chair of the Board	Date:
Signature of the Director of Education	Date:

**APPENDIX F**

**DIRECTOR OF EDUCATION PERFORMANCE  
 APPRAISAL PATHWAY**

<p align="center">Board and Director collaborate for goal setting, selection of leadership best practices and performance indicators. APPENDIX A - AUGUST</p>	
<p align="center">Director presents growth plan in relation to goals, best practices and performance indicators. APPENDIX B - OCTOBER/NOVEMBER</p>	
<p align="center">The Director of Education updates the Board on progress in relation to the growth plan. APPENDIX C - FEBRUARY</p>	
<p align="center">The Director completes a self-assessment and each trustee completes the performance evaluation form. The Chair and the Vice-Chair collect all the forms and compose a final report. APPENDIX D - MAY</p>	
<p align="center">The Chair presents a draft of the final report to trustees for input and then finalizes the report. The report is presented to the Director at the June Board Meeting. APPENDIX D SUMMARY - JUNE</p>	
<p><b>Successful Appraisal</b></p>	<p><b>Unsuccessful Appraisal</b></p>
<p>Step One - Board determines the timing of the next appraisal (annual versus biannual).</p>	<p>Step One - Board collaborates with the Director about an improvement plan (within 15 days of Director receipt of the unsuccessful appraisal decision).</p>
<p>Step Two - Appraisal cycle resumes as per the direction of the Board.</p>	<p>Step Two - Director submits improvement plan to the Board for feedback and approval (AUGUST).</p>
	<p>Step Three – Director provides two updates to the Board relative to the progress in relation to the improvement plan (OCTOBER/NOVEMBER AND FEBRUARY).</p>

	<p>Step Four – The Chair and Vice-Chair will gather input from the Board and compose a written report (MAY). The Chair will present a formal written report to the Director based on the feedback of the trustees and the input of the Director of Education (JUNE). Should the appraisal be successful the Board will determine whether the Director re-enters the appraisal cycle as per the policy of the Board. Should the Director’s appraisal be unsuccessful they will meet to discuss next steps and notify the Director of Education within 15 days of their decision.</p>
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