

REGULATION 2213

SELECTION, TRANSFER, ASSIGNMENT, EVALUATION AND PROFESSIONAL LEARNING OF VICE-PRINCIPALS

1.0 Selection

The selection procedures for Vice-Principals will be as follows:

- 1.1. When a vacancy is known, the Superintendent of Schools shall meet with the school principal to review the position requirements.
- 1.2. Shortlisting will be conducted by a committee consisting of the Superintendent, Deputy Superintendent, Associate Superintendents, and Principal representatives selected by the Superintendent or designate.
- 1.3. The Superintendent, Deputy Superintendent, Associate Superintendents, and Principal representatives will interview the shortlisted candidates. The Committee will then recommend the candidates to the Board.
- 1.4. Candidates who have been successfully screened, shortlisted and interviewed are assigned to the District Eligible Administrator Pool (DEAP). Internal applicants may remain in the pool for two years. External applicants remain in the pool for one year. After one year, the external applicants are reviewed and their references checked. Positive references allow external applicants to remain in the eligibility pool for a second year.
- 1.5. After being in the pool for two years, all applicants must re-apply. An extension may be provided to individuals within three months of the end of the two year period subject to current references being provided.

2.0 Transfer and Assignment

- 2.1 When the position of vice-principal is vacant at a school, the Superintendent of Schools shall meet with the school principal to review the position requirements. This input will include both the personal and professional characteristics desired in the vice-principal.
- 2.2 As a guideline, 4 - 6 years shall be considered as the preferred length of assignment for a vice-principal in a given school.
- 2.3 Upon the completion of the transfer and assignment of principals, the transfer and assignment of vice-principals will be undertaken.
- 2.4 Vice-principal vacancies that remain following transfers may be filled by assigning candidates from the District Eligible Administrator Pool, taking into consideration the needs of the school and the District.

3.0 Performance Appraisal and Professional Learning

- 3.1 The evaluation of vice-principal performance will be conducted on a yearly basis using either a summative evaluation in the form of a performance appraisal or a formative evaluation in the form of a professional learning plan.
- 3.2 An individual shall receive a performance appraisal during the second year of appointment as a vice-principal and every five years thereafter. A vice-principal may also be evaluated using a performance appraisal at any time if deemed necessary by the Superintendent, or if requested by the vice-principal.
- 3.3 When a vice-principal is evaluated through a performance appraisal a summative report shall be provided.
- 3.4 In all other years a vice-principal shall participate in a formative evaluation.

4.0 Vice-Principal Performance Appraisal Process

The performance appraisal will be comprised of the following:

- 4.1 Examination of professional learning goals. These goals will be derived from the B.C. Principals' and Vice-Principals' Association (BCPVPA) Leadership Standards.
- 4.2 The creation of a portfolio by the vice-principal of evidence of work completed in each of the domains of the BCPVPA Leadership Standards.
- 4.3 Completion of a 360 degree survey tool, the results of which will be made available to the vice principal only.
- 4.4 A self-assessment completed by the vice-principal in preparation for an interview conducted by the principal with the vice-principal to review the items listed above.
- 4.5 The vice-principal who will be involved in a performance appraisal shall be informed as to when the appraisal will take place. Typically this will be early in the school year.
- 4.6 A meeting will take place prior to commencing the performance appraisal to discuss the elements of the process. This meeting will include a discussion of a timeline for completion of the various elements of the performance appraisal.
- 4.7 Upon completion of the elements of the performance appraisal a meeting shall take place between the principal and the vice-principal to review all of the information that has been gathered to ensure that the information is accurate and completed.
- 4.8 A draft copy of the written performance appraisal shall be prepared by the principal and discussed with the vice-principal. The vice-principal shall be provided with the opportunity to bring additional relevant information forward.

- 4.9 The written performance appraisal shall be provided to the vice-principal. Should the vice-principal disagree with any part of the final report, the vice-principal may request to have a letter of explanation attached to the final copy of the report.

5.0 Vice-Principal Professional Learning Process

The vice-principal professional learning process will be comprised of the following:

- 5.1 The vice-principal will annually prepare a professional learning plan with goals derived from the BCPVPA Leadership Standards. The plan will be reviewed by the Superintendent or designate.
- 5.2 The Superintendent or designate, and the vice-principal, shall meet bi-monthly to review progress toward attaining the professional learning goals.
- 5.3 The Superintendent or designate will provide appropriate supports to assist the vice-principal in attaining the professional learning goals.
- 5.4 The Superintendent or designate will provide the vice-principal with a yearly summary of progress related to the vice-principal's professional learning goals.

Greater Victoria School District

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