



ARCHDIOCESE OF DENVER

OFFICE OF CATHOLIC SCHOOLS

PRINCIPAL PERFORMANCE REVIEW PROCESS

OFFICE OF CATHOLIC SCHOOLS
1300 SOUTH STEELE STREET
DENVER, CO 80210-2599
(303) 715-3200

ARCHBISHOP SAMUEL J. AQUILA, S.T.L.
MR. KEVIN D. KIJEWski, J.D., SUPERINTENDENT



Archdiocese of Denver Catholic Schools is an investment in the future of our children and our Catholic faith.

INTRODUCTION

Throughout the Principal Performance Review (PPR) process, references to *pastor* pertain to parish elementary schools. In *pastor/Superintendent* references, *pastor* pertains to parish elementary schools and *Superintendent* pertains to Archdiocesan high schools. *Office of Catholic School (OCS) representative* pertains to the Superintendent and/or Associate Superintendent.

Policy

All principals are typically evaluated annually in accordance with the Archdiocesan principal performance review process. A copy of the evaluation will be given to each pastor and principal and a copy placed in the principal's personnel file at the Office of Catholic Schools. (Policy No. 3520)

Purposes

The principal review process is intended as a tool to aid each local Catholic school in fulfilling its teaching mission. Leadership determines the direction and quality of excellence in each school, establishes a climate that is identifiably Catholic, and nurtures the growth of teachers and students. Performance review assists the principal in meeting these responsibilities.

Effective principals are essential to effective schools. The development and health of a school community depend upon regular and thoughtful assessment. Each year all the members of the school community take time to reflect on their own progress toward the achievement of determined goals. This reflection enables those involved to measure growth and set new goals for future accomplishment. A performance review process enables principals to determine where they are in relation to where they want to be. It allows for the assessment of progress as appropriate to the principal in the teaching mission of the Church.

The performance review process assists the principal in the improvement of his/her performance as well as encourages and supports what is going well. Personal rights, privileges and responsibilities, and the requirement of written documentation are all essential components of a procedure that is fair to all parties involved.

A role unique to that of a Catholic school principal is one of giving continual care and attention to the religious purposes of the school and to the nurturing of a faith-filled community as well as to achieving the academic mission of the school. The intent of the performance review is to foster optimum support, growth, and insight for the principal to fulfill this role.

Additional Benefits

An effective and constructive process of reviewing the principal's performance holds other benefits as well:

- The Pastor and Superintendent for Catholic Schools, who are the hiring agents and have the responsibility for contract decisions, delegate responsibility for school administration to the principal. They benefit from knowing that the administrator is capable, performing well, attaining goals, and objectives, and is worthy of being offered continued employment.

- The teachers' benefit from knowing that the principal is recognized for his or her accomplishments, is competent regarding budget, policy, instructional programs, and spiritual and instructional leadership, and has a vision and goals for continued excellence within the school.
- The parish/school communities' benefit from a clearly defined school mission, outreach initiatives, and school goals that reflect the community's aspirations.

Review Process

The Office of Catholic Schools (OCS) is the initiator and responsible party for the formal performance review process and will designate the annual process and forms to be utilized.

All full time and part time teachers must participate in the review process; the principal may choose to invite selected non-contracted staff members to participate as well.

STANDARDS AND GUIDELINES IN THE PRINCIPAL PERFORMANCE REVIEW PROCESS

In order for the Principal Performance Review (PPR) process to achieve the cited purposes and benefits, it is imperative that individuals participating know and understand the intention of the process and their role. *In-service must, therefore, be provided for all participants.*

Following are minimum standards and guidelines for the in-service, which should be conducted during the August or September orientation and planning sessions.

Purpose and Benefits

The principal should provide the teachers and staff with the stated purposes and benefits of the Principal Performance Review process and facilitate discussion and the opportunity for questions and answers.

Confidentiality

The process of dealing with information regarding human relations or individual performance demands confidentiality on the part of all participants, but especially on the part of those who have access to the written reports.

Objectivity

Since the purpose of a review of a principal's performance is to identify strengths and limitations and then to strategize professional growth, all should strive to minimize, if not eliminate, their biases in order to allow for objective feedback and decision-making.

Justice and Fairness

The principal's performance must be assessed with justice and fairness. Consideration shall be given to the person's experience, willingness to grow professionally, and his/her personal contributions. Expectations should be fair and specific; time and help should be given for improvement.

Performance reviews should be completed based on individual perceptions, not group consensus. In completing the forms, discussion with others is not appropriate and strongly discouraged. It is important for all involved to know that individual perceptions may be very different. It is inappropriate for a group to get together to plan their responses.

Reporting

Points to keep in mind when reporting feedback from the process:

- It is important to report general trends and patterns of responses.
- All reports/forms/materials need to be completed and submitted according to the dates specified by the Office of Catholic Schools.
- Reports should be typewritten or clearly printed.
- Wording should be specific and concise.
- Reports/forms must have the required signature(s).

TIMELINE

May – September

- The principal's reflection may include but is not limited to the following sources to help determine his/her goals for the upcoming academic school year:
 - the principal review;
 - current school goals;
 - conclusions from the long range plan,
 - the AdvancED accreditation report and the archdiocesan School Visitation Report;
 - other Office of Catholic Schools input;
 - pastor's recommendations; principal aspirations;
 - input from School Advisory Council (parish schools);
 - input from Board of Trustees (high schools); and
 - input from Faculty/staff.
- The principal's goals and objectives for the school year are shared with faculty for input and discussion.
- The principal meets with the pastor/OCS representative to discuss and concur on goals and jointly sign the goal form.
- The principal must submit their completed Professional Goal Development plans for the academic year using the form provided and by the date set by the Office of Catholic Schools.
- After final review and approval, established goals are shared with faculty.

September – December

- The Office of Catholic Schools begins formal and informal school visitations.
- Principal prepares for the visitation by completing his/her portion of the report prior to the visit and by having materials available and organized for review.
- The OCS representative provides a copy of the completed report to the principal and Pastor within two weeks of the school visitation, or as soon as possible thereafter.
- Visitations may continue after December, if needed.

January

- The Office of Catholic Schools notifies pastors and principals that the Principal Performance Review process is open and reminds them of all deadlines.

January – March 10

The tasks outlined below must be completed and all requested paperwork/spreadsheet/files must be submitted to the Office of Catholic Schools by March 10.

- Faculty/staff complete the *online Faculty Input Survey – Principal Professional Growth: Part I and Part II* by the date set by the principal.
- Principal summarizes faculty/staff input/feedback from the online Faculty Input Survey using the *Faculty/Staff Analysis Worksheet* form.
- Principal completes the *Principal Performance Review evaluation spreadsheet* and forwards the completed spreadsheet to the Pastor/Superintendent via email.
- Pastor/Superintendent completes the Principal Performance Review evaluation spreadsheet.
- Pastor/Superintendent and Principal meet to discuss the completed Principal Performance Review evaluation spreadsheet; printed copies of the completed spreadsheet are signed by both parties and placed in the personnel file.
- Pastor forwards the completed Principal Performance Review evaluation spreadsheet to OCS representative via email.

April – May

- The principal and the OCS representative meet to review all evaluation materials, including the Office of Catholic Schools formal school visitation and performance review reports.
- A summary of this meeting is placed in the principal’s personnel file; the principal and Pastor are provided copies.

May – June

- The principal makes an oral presentation to the faculty on how the performance review relates to the next year’s goal setting.

THE ONLINE FACULTY INPUT SURVEY – PRINCIPAL PROFESSIONAL GROWTH: PART I AND PART II

The collection of all faculty (and any designated staff) input is completed online using the survey link provided by the Office of Catholic Schools; faculty are to complete the online survey by the date set by the principal. The online questions asked under each part are outlined below.

FACULTY INPUT SURVEY – PRINCIPAL PROFESSIONAL GROWTH: PART I**From my experience as a teacher or staff member –**

- 1) You have acted as religious leader of this school when...
- 2) You have allocated our limited human and financial resources equitably when...
- 3) You have demonstrated personal and/or professional support of staff members when...
- 4) You have been involved in curriculum when...
- 5) You have provided staff members with the opportunity to contribute to overall school improvements when...
- 6) You have communicated with various groups of this school community when...
- 7) You have acted as decision-maker and implementer of decisions when...
- 8) You have promoted addressing individual student needs when...
- 9) You have coordinated the implementation of annual school goals and objectives when...

FACULTY INPUT SURVEY – PRINCIPAL PROFESSIONAL GROWTH: PART II**As principal, I would benefit from knowing –**

- 1) What suggestions can you offer to help me be more effective?
- 2) What have been major accomplishments for our school during this year?
- 3) Where do we need to focus our energy and resources? What do we still need to do?
- 4) If you could, what would you do to improve our school?

The Office of Catholic Schools will provide the principal with faculty/staff feedback from the online survey (via a link or paper) so that the principal can prepare the analysis feedback for the Pastor and OCS representative.