

Policy of the Toronto District School Board

Number P.049 GOV

**Performance Management:
Director of Education**

Statement

A Performance Management Process will be used to develop clear objectives for the Board and the Director of Education and to provide an annual evaluation of the Director's work.

Adoption Date: May 17, 2000
Review Date:

Policy P.049 GOV
Page 1 of 5

Policy of the Toronto District School Board

Number F.05: Performance Management: Director of Education

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Policy of the Toronto District School Board

Number F.05: Performance Management: Director of Education

Administrative Procedure

1. Introduction

A Performance Management Process provides a forum for constructive dialogue and exchange of information between the Director and the Board.

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 School Board. The end result provides clear objectives for the coming year.

As well, the performance review process should give an accurate reading of the performance of the Director, and establish agreement on the indicators for future success. It is understood that the process will be structured to evaluate the work of the Director, rather than the progress of the school system.

The complexity relating to the Director's accountability creates some challenges for the Board in providing useful and fair performance evaluations. Unlike all other employees of the Toronto District School Board, the Director of Education, as head of the organization, does not have one direct supervisor. Rather, the Director is accountable to the Board, an elected entity of 22 school trustees. Therefore, the selected evaluation process must provide for full participation of the Board.

2. Performance Review Process

The performance review process for the Director of Education provides for six steps.

2.1. Step 1: Establishing the Process

For each review the Board will identify members of a Performance Review Committee. The Committee will include the Chair, Vice-Chair and at least 5 additional trustees.

The Performance Review Committee will be responsible for selecting a consultant who will facilitate the Performance Review Process.

2.2. Step 2: Terms of Evaluation

The consultant will meet with the Performance Review Committee and the Director of Education to discuss the evaluation process.

Based on these discussions with trustees, the consultant will draft the detailed terms of the evaluation including goals, areas to be reviewed and anticipated timeline required for each step to evaluate the process. This will include the presentation of Performance Review Questionnaires, which will be used as the foundation of the Director's performance review.

These documents will be shared with both the Director and the Performance Review Committee to receive feedback. Once a mutual agreement on the terms of the evaluation has been reached, the Performance Review Committee will present *the terms of evaluation* to the Board for information.

Policy of the Toronto District School Board

Number F.05: Performance Management: Director of Education

2.3. Step 3: Director's Report

The Director will prepare a report which includes the goals and priorities that were set for the identified period, as well as indications of the results obtained.

This report will be used for reference throughout the process and presented to the Performance Review Committee.

2.4. Step 4: Board Feedback

Individual trustees will be given the opportunity to meet one-on-one with the consultant to discuss the Performance Review Questionnaire. The Director may participate in any of these meetings. In any event, all information gathered by the consultant in these individual meetings is made available to the Director, and is used only as background information during the self-evaluation that will be conducted with the Director of Education.

2.5. Step 5: Staff Feedback

With the Director, the consultant will conduct two focus groups, with 10 staff representatives including Executive Officers, Superintendents, Principals, Managers and the members of the Director's Office. The discussion will be guided by a Performance Review Questionnaire, developed in Step 2, and the report prepared by the Director in Step 3.

Individuals for each focus group will be mutually agreed to by both the Performance Review Committee and the Director prior to the beginning of this phase.

2.6. Step 6: Director's Self-evaluation

The Director's self-evaluation is conducted once the consultant has held focus groups with both the Performance Review Committee, individual trustees, and staff representatives. The self-evaluation of the Director will reflect the information gathered by the consultant.

2.6.1. Self-evaluation

The Director of Education is invited to answer the self-evaluation questionnaire prepared by the consultant and the Performance Review Committee. Information received during the focus groups will be available to the Director as background material for the self-evaluation.

2.6.2. Self evaluation feedback

The Director and the consultant meet to discuss the self-evaluation and review the information gathered throughout the Performance Management Process.

The Director will reflect on the information provided and the feedback received before preparing a final self-evaluation report including performance objectives for the coming year.

2.6.3. Report compilation

The consultant compiles the information gathered throughout the process and prepares the final performance evaluation report. This report will highlight the evaluation of achievements for the past year as well as proposed goals and objectives for the coming year. A copy of the final report is presented to the Performance Review Committee and the Director of Education for review prior to going to Board.

Policy of the Toronto District School Board

Number F.05: Performance Management: Director of Education

Both the Director and the Performance Review Committee will mutually agree on the content of the report and recommendations before it is presented to Board for approval.

In case of disagreement, the consultant will act as liaison and facilitator to ensure that mutual resolution and mutual agreement are reached.

2.7. Step 7: Presentation to the Board

The Performance Review Committee submits the final report to the Board for review and approval.

3. Role of the Consultant

An outside consultant will be hired to facilitate the annual performance review of the Director of Education. The consultant will be mutually acceptable to both the Board and the Director of Education.

- The consultant will coordinate the steps in the review process and will act as a liaison between the Board and the Director throughout the process.
- The consultant will have the responsibility of working with the Board and the Director of Education in completing the Performance Review Process.
- The consultant will compile the necessary information required to complete the performance evaluation of the Director in accordance with the Performance Review Process. Finally, the consultant will prepare an objective performance evaluation report for the Performance Review Committee to present for approval of the Board.