

Policy Name: Head of High School Evaluation and Growth Plan Policy	Responsible Owner: Principal	Effective Date: September 10, 2026
Policy Number: 5.12	Approval Body: Board of Governors	

A. POLICY:

PURPOSE/COMMITMENT:

This policy establishes the periodic summative evaluation process of the Head of High School and the creation of an annual Professional Growth Plan (PGP). The outcomes of the evaluation process will be used constructively to guide professional development, resource allocation, and succession planning.

Columbia College commits to:

- Providing a structured, consistent, and equitable process for reviewing performance.
- Supporting the Head of High School's continuous professional learning, reflection, and leadership development;
- Aligning individual growth goals with the Leadership Standards for Principals and Vice-Principals in British Columbia, published by the B.C. Principals' & Vice-Principals' Association (BCPVPA)
- Ensuring the evaluation process is holistic, drawing on multiple perspectives;
- Fostering a culture of open communication, mutual respect, and shared accountability for school improvement between the Head of High School and the school community.

DEFINITIONS:

BCPVPA Leadership Standards: Leadership Standards for Principals and Vice Principals created by the B.C. Principals' & Vice-Principals' Association. These are organized into four leadership domains: Ethical Leadership, Instructional Leadership, Relational Leadership, and Organizational Leadership. These standards are used in this policy as a developmental framework to guide reflection and goal setting; consistent with their intended purpose, they are not used as a rigid checklist for pass/fail judgment.

Evaluation Cycle: The recurring period over which a formal evaluation of the Head of High School is conducted, distinct from the annual professional growth-planning cycle.

Evaluator: The Principal of Columbia College or designate to oversee and conduct the Head of High School's evaluation.

Formative Feedback: Ongoing, developmental feedback provided throughout the school year intended to support the attainment of the goals set out in the Professional Growth Plan.

Head of High School: The certificated administrator with overall responsibility for the leadership, management, and operation of Columbia College High School.

Multi-Source Feedback: Feedback gathered from a range of school community members — including teachers, parents/guardians, and students; to inform a holistic and balanced view of the Head of High School's leadership practice.

Principal: The administrator of all the programs at the institute of Columbia College.

Professional Growth Plan (PGP): An individualized plan developed annually by the Head of High School, in consultation with the Evaluator, identifying specific leadership goals, action steps, timelines, and success indicators aligned with the BCPVPA Leadership Standards.

Self-Assessment: A structured process in which the Head of High School reflects on and rates their own leadership practice against the BCPVPA Leadership Standards to identify strengths and areas for growth.

Summative Evaluation: The culminating, documented assessment of the Head of High School's performance completed at the end of an evaluation cycle.

SCOPE:

This policy governs both:

1. The annual Professional Growth Plan process; and
2. The formal summative evaluation process, which occurs on a cycle (typically every 5 years, or annually during a Head of High School's probationary period).

This policy applies to:

- The Head of Columbia College High School;
- The designated Evaluator responsible for administering the summative evaluation and growth plan process;
- Teachers, support staff, parents/guardians, and students at Columbia College High School who participate in the multi-source feedback process

B. PROCEDURES:

The responsibility for the modification of the procedure falls under the VP Academic or designate.

The evaluation and growth plan process follows a general cycle, outlined below.

Annual Professional Growth Plan:

Step 1: Self-Assessment

At the start of the school year, the Head of High School completes a self-assessment across the four leadership domains, reflecting on strengths, challenges, and areas for continued growth. Where applicable, this self-assessment builds on the previous year's goals and progress to support continuity in professional growth.

Step 2: Goal-Setting and Growth Plan Development

The Head of High School meets with the Evaluator to review the self-assessment. From this discussion, the Head of High School drafts a Professional Growth Plan identifying one to three focus areas, associated goals, planned actions, timelines, and resources or supports required. The Evaluator reviews and confirms the plan.

Step 3: Ongoing Check-Ins and Formative Feedback

Throughout the school year, the Principal and Evaluator meet periodically to discuss progress on the growth plan, review emerging feedback, and adjust goals or supports as needed. This stage is developmental in nature.

Step 4: Reflection and Renewal

At the end of each school year, the Head of High School and Evaluator meet to reflect on the year's growth plan outcomes. This reflection informs the development of the following year's Professional Growth Plan, ensuring the process is continuous and cyclical.

Formal Summative Evaluation:

This evaluation typically occurs every five years, or annually during a Head of High School's probationary period. More frequent summative evaluations may be required depending on the outcomes of a previous evaluation.

Step 1: Establish a Timeline

The Evaluator will convene an initial meeting with the Head of High School to establish a timeline for the evaluation process.

Step 2: Multi-Source Feedback Collection

The Evaluator coordinates the collection of feedback from key school community groups to ensure a holistic and balanced perspective, including:

- Teachers and school staff
- Parents/guardians
- Students

Feedback is collected in a manner that protects respondent confidentiality and is synthesized into themes rather than attributed to individuals. As part of this process, the Evaluator may also request specific evidence of practice — such as planning documents, school reports, or communications — and may conduct observations as necessary to inform a complete and accurate picture of performance.

Step 3: Summative Evaluation

The Evaluator prepares a written evaluation summarizing performance across the four BCPVPA leadership domains, drawing on the self-assessment, multi-source feedback, growth plan progress, evidence of practice, observations, and the Evaluator's own professional judgment. The Head of High School has the opportunity to review, discuss, and respond to the summative evaluation before it is finalized.