

# SUPERVISION: A COLLABORATIVE PROCESS FOR EFFECTIVE ADMINISTRATION

## School-Based Administrator

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## **MISSION STATEMENT**

The Northwest School Division is committed to excellence in education and endeavors to provide a positive, supportive and collaborative environment where school-based administrators grow professionally.

## **STATEMENT OF PURPOSE**

- To promote, achieve and maintain a high standard of administrative leadership in the Northwest School Division.
- To support administrators in the continuous development of their knowledge, skills and abilities.
- To promote school improvement, enhance student learning and maximize student achievement.
- To ensure administrator accountability through evidence-based evaluation.
- To recognize the worth and value of the administrator.

## **BELIEFS**

- Administrative leadership is fundamental to attaining excellence in education.
- Administrators are to be engaged as an agent of change as educational practices evolve.
- Administrators model and promote effective staff development and continuously seek better ways to help staff and students learn; by building leadership capacity in all stakeholders.
- Successful administration occurs best in an empowering, collaborative and supportive environment.
- Each school and the administrator's professional needs are unique.
- Administrators promote and articulate the importance of education.
- An atmosphere of trust and mutual respect must be present in order to facilitate professional growth.
- Administrators are recognized as life-long learners, who reflect on their practice, seek feedback and work towards continual improvement through the development of a professional growth plan reflecting the indicators of administrator performance.
- Northwest Administrators function as a collective team and draw support/advice and direction from one another.

## **GUIDELINES**

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

1. Supervision shall take into account:
  - The principal's skills and competencies.
  - The principal's professional attributes.
  - Leadership.
2. The procedure should be guided by the interaction between the principal and central office administrator.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
4. Supervision should be differentiated in order to provide principals with choices that will better meet their individual needs.
5. When a central office administrator has concerns of a principal not meeting the expectations of the Northwest School Division, he/she shall inform and discuss the circumstances of the concern with the principal and, if need be, report it to the Director in order for the concern to be addressed appropriately.
6. Central office administrators will be provided with appropriate training related to this process. This will provide for consistency of practice, fairness, and effectiveness.
7. Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.
8. A route of appeal will be available to the principal.
9. A review of the administrative procedure shall take place during the 2017-2018 school year. Subsequent reviews shall take place every five years.

# Conceptual Framework for Principal Supervision and Evaluation

## Northwest School Division #203

<i>Experience</i>	<i>Formative</i>	<i>Summative</i>
<p><b><i>New</i></b> 1<sup>st</sup> and 2<sup>nd</sup> year Administration in NWSD</p>	<ul style="list-style-type: none"> <li>▪ Personal and Professional Growth Plan</li> <li>▪ Principal plans, communicates, implements</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimum of 3 meetings yearly by central office administrator who writes report in 1<sup>st</sup> and 2<sup>nd</sup> year</li> <li>▪ Informal visits</li> </ul>
<p><b><i>Experienced</i></b> (new position)</p>	<ul style="list-style-type: none"> <li>▪ Personal and Professional Growth Plan</li> <li>▪ Principal plans,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minimum of 3 meetings by central office administrator who writes report in 1<sup>st</sup> year.</li> <li>▪ Informal visits</li> </ul>
<p><b><i>Experienced</i></b></p>	<ul style="list-style-type: none"> <li>▪ Personal and Professional Growth Plan</li> <li>▪ Principal plans, communicates, implements</li> </ul>	<p>Every 5 years*</p> <ul style="list-style-type: none"> <li>▪ Minimum of 3 meetings during the supervisory year by central office administrator who writes report</li> <li>▪ Informal visits</li> </ul>
<p><b><i>Timeline</i></b></p>	<ul style="list-style-type: none"> <li>▪ Sept. 30 – submit PPGP in writing to central office</li> <li>▪ Oct. 15 – initial meeting</li>   <li>▪ Feb. 15 – mid-year meeting</li>   <li>▪ Apr. 30 – submit</li> </ul>	<ul style="list-style-type: none"> <li>▪ 1<sup>st</sup> meeting – before Christmas</li>   <li>▪ 2<sup>nd</sup> + 3<sup>rd</sup> meeting – before March 31</li>   <li>▪ May 31 – Final Report</li> </ul>

## REGULATIONS

The Director of Education shall establish and maintain suitable procedures for supervising and evaluating the performance and development of each principal. The program shall include the following features:

Formative Supervision – purpose is to assist the principal in such a way as to achieve objectives. It is process-oriented as it is primarily concerned with improving the leadership process.

Summative Evaluation – purpose is to collect information to assist in assessing the present level of performance of the principal and in the making of decisions.

### Formative Supervision Process

#### 1. PERSONAL AND PROFESSIONAL GROWTH PLAN

- 1.1. The purpose of the Personal and Professional Growth Plan is to enable personal and professional growth through goal setting and reflective practice.
- 1.2. The Personal and Professional Growth Plan provides an opportunity for the principal to:
  - Strengthen professional practice
  - Develop effective leadership behaviours
  - Identify individual strengths and achievements
  - Enhance personal attributes, skills
  - Implement innovative practices
  - Improve personal/professional relationships
- 1.3. The principal will assume primary responsibility for planning and implementing the Personal and Professional Growth Plan.
- 1.4. The Personal and Professional Growth Plan may be defined for a one-year period or may be broadened to include several years.
- 1.5. The principal will submit their Personal and Professional Growth Plan to the central office administrator by September 30 of the current school year and meet with the central office administrator by October 15.
- 1.6. The plan shall identify the specific goals to be accomplished, activities that will be undertaken in support of the goals, and how the outcomes will be

measured or evaluated.

- 1.7. Upon receipt of the plan, the principal and central office administrator shall review the contents and the central office administrator may make recommendations and suggestions to enhance the plan.
- 1.8. The Personal and Professional Growth Plan shall be in accordance with the criteria as established by the Northwest School Division.
- 1.9. A copy of the Personal and Professional Growth Plan shall be retained by the principal and the central office administrator.
- 1.10. The activities and goals contained within the Personal and Professional Growth Plans shall be differentiated to respect the differences in individual needs and practices.
- 1.11. The principal and central office administrator shall meet by February 15 to review the progress of the Personal and Professional Growth Plan.
- 1.12. The principal shall submit the year-end reflection by April 30 of the current school year to the central office administrator and meet to discuss with the central office administrator by May 15.
- 1.13. The year-end reflection is intended to be brief but shall reflect the principal's general perceptions of the plan. The year-end reflection should also identify any implications for future growth plans and leadership practices. The principal may request to have the year-end reflection placed in the principal's Northwest School Division personnel file.

## **2. IN-SCHOOL ADMINISTRATOR ENHANCEMENT AND MENTORSHIP PROGRAM**

- 2.1. All school-based administration in the Northwest School Division will participate in the program in their first year and second year of administration.
- 2.2. Support will be provided by the Director to assist new principals to better understand the expectations of their role as principal in the Northwest School Division.
- 2.3. Principals are required to choose a mentor from the principal's group.

## Summative Evaluation Process

The supervision model shall be used for the purposes of observing leadership behaviours and professional practices. Observation of principals' professional leadership practices shall be ongoing.

### 1. **INFORMAL VISITS:**

The central office administrator may visit the school as time permits to become familiar with the principal and school.

### 2. **CRITERIA:**

1. **Creating a Culture:** Influence, establish and sustain a school culture conducive to continuous improvement for students and staff.
2. **Management:** The managing of human and physical resources to support student success and fulfill/follow legal responsibilities.
3. **Planning for Improved Achievement:** Lead the development, implementation and evaluation of the data-driven plan for improvement of student achievement.
4. **Instructional Leadership:** Assist instructional staff in aligning curriculum, instruction and assessment with provincial and local learning goals.
5. **Engagement:** Working collaboratively with all stakeholders to promote student learning.
6. **Personal and Professional Attributes:** Dispositions and behaviours that are important components of being an effective administrator.

### 3. **NEW PRINCIPALS**

During the first and second year of employment with the Northwest School Division, supervision shall include:

1. A minimum of three school meetings yearly by the central office administrator. There shall be at least one meeting before Christmas and at least two between Christmas and March 31.
2. The central office administrator will seek perceptions of the principal's leadership behaviours and professional practice from pertinent central office personnel.
3. If a principal's performance has met the expectations of the Northwest School Division, a written summative evaluation report shall be completed prior to May 31 indicating the satisfactory level of performance.



4. The report shall be initialed and signed as required and distributed as follows: principal and the principal's Northwest School Division personnel file.
5. When a principal's performance has not demonstrated sufficient growth and does not reflect the expectations of the Northwest School Division, the central office administrator shall inform and discuss with the principal and, if need be, report to the Director in order for the concern to be addressed appropriately.
6. The principal may call upon a colleague, STF member/assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan.

Support may include but not be limited to:

- Professional development opportunities
  - Leadership and management strategies
  - Resources
  - Counseling
  - Planning and preparation
  - Time management
  - Interpersonal skills development
  - Supportive working conditions
7. Based upon the consultation and any other processes completed, a written summative report shall be completed by the central office administrator and/or the Director.
  8. If the summative evaluation report reflects unsatisfactory performance, where a principal does not meet the expectations of the Northwest School Division, the principal shall be notified in writing by the Director of one of two options:
    - A recommendation may be made to place the principal on an intensive supervision program.

**OR**

- A recommendation may be made to remove the principal's contract with the Northwest School Division and return them to a teaching assignment or termination.

#### **4. EXPERIENCED PRINCIPALS**

Following the second year of employment or the first year in a new position, principals shall be supervised every five years thereafter or earlier at the request of the principal. In exceptional circumstances, the central office administrator and the principal will

mutually submit a request for an extension of the time from the Director. Supervision shall include:

1. The same steps are followed as new principals (Section 3.1-3.8)

## 5. **ADMINISTRATOR SUPPORT PROGRAM**

In order to encourage effective administration within the division, the support program will provide administrators with the opportunity for professional growth and development. Throughout the period of support, a helping attitude will be maintained. Administrators will be provided with assistance and the opportunity to develop professionally. A team approach will be used to provide support according to the following steps:

### **Step One**

The supervisor/mentor will meet with the administrator to identify strengths and weaknesses. They will identify targets and plan for appropriate strategies to achieve professional growth and development. For planning purposes, recent summative evaluations may be consulted. The Principal or Vice-Principal is encouraged to have an STF councilor present.

### **Step Two**

The administrator and the supervisor/mentor will meet periodically to discuss professional growth and development. If administrative expectations are satisfactory, the administrator will receive a letter from the supervisor encouraging him/her to continue with his/her annual formative evaluation.

### **Step Three**

If there is a discrepancy between administrative expectations and the administrator's performance, the administrator will receive a letter from his/her supervisor outlining the changes needed and the specific time frame. The administrator will be offered support to develop a plan which addresses the areas of concern. An administrator who has been placed in a program of support may call upon a colleague, superintendent, Director, or any combination of the aforementioned to provide help in the development of the improvement plan. (The plan will be signed and retained by the administrator, the supervisor, and the Northwest School Division.)

### **Step Four**

The plan will be implemented. The support team and the administrator will maintain records of meetings, plans and other pertinent data.

### **Step Five**

A written assessment of the progress will be made at the end of the specified time period. Several alternatives may then be considered depending on the degree of progress.

1. If progress is satisfactory and sufficient, the formal process of support may be concluded.
2. If progress has been made but continued effort is required to increase the level of proficiency, the period of support may be extended.
3. If the necessary changes have not been made, the administrator will be placed in the Administrator Review Program.

## **6. ADMINISTRATOR REVIEW PROGRAM**

During this process, the administrator will be given a final opportunity to meet acceptable educational standards.

### **Step One**

The Director will officially notify the administrator in writing that he/she has been placed on review and that dismissal as an administrator will be recommended unless certain improvements are made within a specified time frame.

### **Step Two**

The administrator who has been placed on review may call upon a colleague, principal, Director, or any combination of the aforementioned to provide help in the development of the improvement plan. Specific strategies for improvement and indicators of success must be included along with a time line for the plan.

### **Step Three**

The administrator's plan will be reviewed with the supervisor and the Director and each will retain a copy. A copy will be placed in the administrator's personnel file. A detailed schedule of increased supervision will be included as part of the plan along with an agreed upon plan of evaluation. Changes to the plan for the schedule may be made upon written notification to the administrator.

### **Step Four**

The plan will be implemented and progress will be carefully monitored. All support efforts, contacts and objective data will be recorded and kept as part of the evaluation process. A summative report will be signed and retained by the administrator, the supervisor and the Northwest School Division.

### **Step Five**

If progress is satisfactory the formal process of Administrator Review may be concluded and the administrator will work through the Administrator Support Program.

### **Step Six**

If progress is unsatisfactory at the conclusion of the specified time period, the administrator will be advised of the recommendation for dismissal as an administrator under the provisions of *The Education Act*.



# 1. Creating a Culture

*Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.*

## Domain 1 Recommended Components | *Creating a Culture*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES
<p>Articulate and model a shared vision for continuous improvement and lifelong learning within the entire school community and encourage wide involvement in the establishment of this vision</p> <p>Develop and model an atmosphere of personal responsibility, trust and collaboration among students and staff</p> <p>Understand the needs and strengths of the individuals and groups in the school</p> <p>Apply effective group-processing skills</p> <p>Use authentic assessment data, including self-appraisal, to measure culture and inform action of individuals, groups and the school system</p> <p>Recognize and celebrate efforts and achievements</p> <p>Develop and recognize the use of agreed-upon team norms</p> <p>Demonstrate use of and knowledge of “change process”</p>	<p>Student/staff surveys, interviews, TTFM and focus groups</p> <p>Meeting agendas and minutes/norms, outcomes regarding learning and problem-solving</p> <p>Incident/intervention review Logs of classroom visits</p> <p>Ability of staff and students to articulate the school vision</p> <p>Facilitate a welcoming environment according to division metrics</p> <p>Learning Improvement Plan (LIP), meeting agendas and minutes, and strategies that support building vision</p> <p>Indication from principal observations that teachers respond to student needs and background</p> <p>Décor that reflects the diversity of the student body</p> <p>Principal portfolio of other evidence or work in progress</p> <p>Sponsor, attend and actively participate in building professional development</p> <p>Evidence of delegation and trust with staff</p> <p>Collaborate with other division personnel</p>

## Domain 1 Rubric | *Creating a Culture*

Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

*“Leaders ask ‘what is essential, what needs to be done and how can we get it done.’ An effective leader maintains visibility and transparency and creates a culture that fosters mutual accountability; it becomes the responsibility of all staff to make sure that all students are successful. An effective leader advocates, nurtures, and sustains a school culture and instructional program that promotes student learning and staff professional growth. They lead by ‘creating powerful, equitable learning opportunities for students, professionals, and the system, and motivating or compelling participants to take advantage of these opportunities’” (Knapp, Copland, Talbert, 2003, p.12, as quoted in Murphy, 2006).*

<p><b>1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Facilitates a shared community of learners</b></p>	<p>Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement</p>	<p>Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders</p>	<p>Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of</p>	<p>Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21<sup>st</sup> Century that schools are preparing children to enter and succeed</p>
<p><b>1.2 Engages in essential and critical conversations for ongoing improvement</b></p>	<p>Avoids conversations; does not make time for conversations; is not available to staff, students, other stakeholders, does not communicate high expectations and high standards for staff and students regarding ongoing improvement</p>	<p>Communication reflects essential issues with members of the school community; supports a feedback loop that reaches students and staff; barriers to improvement are identified and addressed; conversations are mostly data-driven for the purposes of assessing improvement with infrequent high expectations for students</p>	<p>Assumes responsibility for accurate communication and productive flow of ideas among staff, students and stakeholders; provides leadership such that the essential conversations take place and in ways that maintain trust, dignity, and ensure accountability of participants; creates and sustains productive feedback loops that include staff members and students; keeps the dialogue ongoing and purposeful; regularly communicates high</p>	<p>Is proficient AND establishes and promotes successful systems and methods for communication that extend beyond the school community; creates a productive feedback loop among stakeholders that keeps the dialogue ongoing and purposeful; methods are recognized and adopted for purposes beyond school; staff report confidence in their ability to engage in essential conversations for ongoing improvement; consistently</p>

## PRINCIPAL'S PERFORMANCE MATRIX

<p><b>1.3 Facilitates collaborative processes leading toward continuous improvement</b></p>	<p>Does not actively support or facilitate collaboration among staff; tolerates behaviors that impede collaboration among staff; fosters a climate of competition and supports unhealthy interactions among staff</p>	<p>Demonstrates some understanding of the value of collaboration and what it takes to support it (i.e. building trust); facilitates collaboration among staff for certain purposes; emerging consensus-building and negotiation skills</p>	<p>Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group; assumes responsibility for monitoring group dynamics and for promoting an open and constructive atmosphere for group discussions; creates opportunities for staff to initiate collaborative processes across grade levels and subject areas that</p>	<p>Is proficient AND successfully creates generative systems that build the capacity of stakeholders to collaborate across grade levels and subject areas; is recognized by school community and other stakeholders for leadership that results in a high degree of meaningful collaboration</p>
<p><b>1.4 Creates opportunities for shared leadership</b></p>	<p>Offers no model or opportunity for shared leadership (i.e., delegation, internship, etc.); makes decisions unilaterally</p>	<p>Offers opportunities for staff and students to be in leadership roles; engages processes for shared decision-making; uses strategies to develop the capacity for shared leadership (i.e. delegation, internship, etc.)</p>	<p>Provides continual opportunity and invitation for staff to develop leadership qualities; consistently engages processes that support high participation in decision-making; assesses, analyzes and anticipates emerging trends and initiatives in order to adapt shared leadership</p>	<p>Is proficient AND proactively cultivates leadership qualities in others; builds a sense of efficacy and empowerment among staff and students that results in increased capacity to accomplish substantial outcomes; involves staff in leadership roles that foster career development; expands</p>

## 2. Management

*Managing both staff and fiscal resources to support student achievement and legal responsibilities.*

### Domain 2 Recommended Components | Management

EXAMPLES OF KNOWLEDGE/SKILLS

EXAMPLES OF EVIDENCE/MEASURES



# PRINCIPAL'S PERFORMANCE MATRIX

<p>Review, analyze and implement school safety and discipline plans based on school data</p> <p>Supervise teachers' instructional practices, classroom management and discipline to ensure a safe classroom environment</p> <p>Apply legal and division policy requirements regarding discipline and safety</p> <p>Develop open communication systems that allow for proactive identification and intervention of potential incidents</p> <p>Establish and implement crisis plans and follow up in a timely and appropriate manner</p> <p>Communicate so that students, parents and community members are confident the school is safe</p> <p>Identify and use community resources to support comprehensive safe schools plan</p> <p>Facilitate the development of a discipline plan that promotes problem-solving skills</p> <p>Gather, analyze and use data to create, evaluate and manage a school budget plan</p> <p>Involve staff in developing the budget plan</p> <p>Possess knowledge of laws related to special areas (e.g., special programs, grants)</p> <p>Use effective staff development and improvement strategies</p> <p>Have knowledge of effective practices as well as rules and regulations related to staff supervision, coaching and evaluation</p> <p>Have skills and knowledge to take someone through support and review</p> <p>Effectively address difficult issues and conduct difficult discussions</p> <p>Focus financial, human and time resources in an efficient manner</p>	<p>OH&amp;S committee members, minutes and agendas</p> <p>Incident review notes</p> <p>Summaries of student/staff surveys</p> <p>Documents describing systems, structures, programs and procedures to assist students/adults</p> <p>Documents showing partnership with local agencies; coordination of drills and incidents with follow-up review and planning</p> <p>Documentation of drills for prevention and intervention</p> <p>Communication with parents regarding school safety</p> <p>Ability of students, staff and parents to articulate crisis procedures</p> <p>Reduction in bullying, fighting and harassment incidents</p> <p>A Learning Improvement Plan that reflects appropriate use of building resources—people, time and money</p> <p>Budget documents/plans showing funding of identified priorities</p> <p>Balanced budget</p> <p>Legal, contractual and budgetary timelines that are met</p> <p>Buildings and campus are clean, maintained and safe</p> <p>Manages the building (AssetPlanner)</p> <p>Supervises staff</p> <p>Organizes human resources documents (leave requests, PD, etc.)</p> <p>Creates timetable in accordance with strengths of staff members</p> <p>Reinforces good performance and highlight staff strengths</p> <p>Works with custodians</p> <p>EA schedule</p> <p>Formal/informal feedback consistent with division policies</p> <p>Facilitates PGP's for each staff member</p> <p>PD reflects the needs of the plan; staff meetings have PD built into them; leads PD several times a year</p> <p>Meets provincial curriculum time allocations</p>
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## Domain 2 Rubric | *Management*

Managing both staff and fiscal resources to support student achievement and legal responsibilities.

*An effective leader supports the community (both in and out of school) to develop a more nuanced/expanded understanding of what it means to be safe. Physical, emotional, and intellectual safety are critical and necessary conditions in order for effective teaching and learning to take place.*

<p><b>2.1 Provides for Physical Safety</b></p>	<p>Neglects to consider the physical safety of students and staff; does not maintain and/or implement a current school safety plan; plan in place is insufficient to ensure physical safety of students and staff; major safety and health concerns</p>	<p>Maintains and implements a school safety plan monitored on a regular basis; minor safety and sanitary concerns in school plant or equipment; problems are confronted and resolved in a timely manner; eager to improve knowledge about school security and issues relating to school facilities; an emergency operations plan is reviewed by appropriate external officials and</p>	<p>Implements a school safety plan that is based upon open communication systems and is effective and responsive to new threats and changing circumstances; proactively monitors and adjusts the plan in consultation with staff, students, and outside experts/consultants; staff proficiency in safety procedures followed by group reflection</p>	<p>Is proficient AND serves as a resource for others in leadership roles beyond school who are developing and implementing comprehensive physical safety systems to include prevention, intervention, crisis response and recovery</p>
<p><b>2.2 Provides for social, emotional and intellectual safety</b></p>	<p>Neglects the social, emotional or intellectual safety of students and staff; does not have an anti-bullying policy or behavior plan in place that promotes emotional safety; does not model an appreciation for diversity of ideas and opinions</p>	<p>Strives to provide appropriate emotional support to staff and students; enforce policies that clearly define acceptable behavior; demonstrates acceptance for diversity of ideas and opinions; anti-bullying prevention program in place.</p>	<p>Assumes responsibility for the social, emotional and intellectual safety of all staff and students; supports the development, implementation, and monitoring of plans, systems, curricula, and programs that provide resources to support social, emotional and intellectual safety; reinforces protective factors that reduce risk for all students and staff</p>	<p>Is proficient AND makes emotional and intellectual safety a top priority for staff and students; ensures a school culture in which students and staff are acknowledged and connected; advocates for students to be a part of and responsible for their school community; ensures that school community members are trained and empowered to improve and sustain a culture of emotional safety; cultivates intellectual safety of students and staff by advocating for diversity of ideas, respecting perspectives that arise, promoting an</p>

# PRINCIPAL'S PERFORMANCE MATRIX

<p><b>2.3 Managing human resources</b></p>	<p>PD is undirected and no evidence of recognition of individual staff needs; Staff supervision provides minimal opportunity for professional growth; minimal leadership development occurring in school; delegation does not occur</p>	<p>Leader is aware of differentiated needs of staff; there are a few examples of PD support in the school; staff supervision is limited; PGP are partially implemented and carried through; professional conversations about growth and leadership occur infrequently; some opportunities are used for delegation of responsibility and leadership</p>	<p>Supervises and promotes professional growth with staff; PD is ongoing, aligned with LIP, and addresses the needs of staff;; Effectively allocates staff resources to meet the needs of students; identify new leaders and encourages them to seek leadership opportunities; delegated responsibility in school; deals effectively with fluid situations</p>	<p>Is proficient AND moves beyond typical human resource management practices. The administrator goes above and beyond what is expected to meet the needs of staff members. The administrator creates a culture where staff members assume responsibility for PD and lifelong learning that aligns with school, division, and provincial goals; staff actively assume responsibility</p>
<p><b>2.4 Managing fiscal resources</b></p>	<p>Does not make fiscal decisions that maximize resources in support of improved teaching and learning; provides little or no evidence of lists of milestones or deadlines in managing time or fiscal resources; does not work with teachers to establish goals for student achievement linked to individual teacher professional development</p>	<p>Makes some fiscal decisions that maximize resources and support some aspects of improved teaching and learning; projects are managed using milestones and deadlines but not updated frequently; sometimes meets project deadlines but impact not frequently documented; frequently works with teachers to establish goals for student achievement linked to individual teacher professional development</p>	<p>Engages others in dialogue on budget decisions based on data, Learning Improvement Plan, and division priorities that support learning; makes fiscal decisions that maximize resources and supports improved teaching and learning; uses defined process to track expenditures; frequently monitors data, documents and evaluates results; uses findings to improve fiscal decisions made in the future; documented history reveals ability to manage complex projects and meet deadlines within budget; regularly works with teachers to establish goals for student achievement linked to</p>	<p>Is proficient AND demonstrates leadership in the design and successful enactment of uniquely creative approaches that regularly create efficiencies; results indicate that strategically redirected resources have positive impact in achieving priorities; guides decision-making such that efficacy grows among stakeholders for arriving at fiscal decisions for improvement of teaching and learning; augments resources by writing successful provincial and/or federal grants; seeks numerous external funding sources; consistently works with teachers to establish goals for student</p>
<p><b>2.5 Fulfilling legal responsibilities</b></p>	<p>Fails to demonstrate adequate knowledge of legal responsibilities; entertains behaviors and policies that conflict with the vision of improved teaching and learning or with law; tolerates behavior from self, staff and/or students that is not legal</p>	<p>Demonstrates basic knowledge and understanding of legal responsibilities; does not entertain behaviors and policies that conflict with the vision of improved teaching and learning and with law; does not tolerate illegal behavior from self, staff and/or students</p>	<p>Assumes responsibility for operating within the law; demonstrates deep and thorough knowledge and understanding of the intent of the law; operates with deep and thorough knowledge and understanding of division policies, grant requirements and collective bargaining agreements; keeps student and staff well-being at the forefront of legal responsibilities; tolerates no behavior outside of the law and</p>	<p>Is proficient AND consistently demonstrates leadership for developing systems that communicate and support staff in upholding legal responsibilities; creates a culture of shared legal responsibility among students and staff; involves stakeholders in the creation of a school culture that thrives upon and benefits from addressing legal responsibilities</p>

# 3. *Planning for Improved Achievement*

*Improving student achievement.*

## Domain 3 Recommended Components | *Planning for Improved Achievement*

EXAMPLES OF KNOWLEDGE/SKILLS

EXAMPLES OF EVIDENCE/MEASURES

# PRINCIPAL'S PERFORMANCE MATRIX

<p>Ensure the creation of a Learning Improvement Plan (LIP)</p> <p>Know components and purpose of the LIP</p> <p>Mobilize staff to implement the LIP</p> <p>Ensure the LIP is focused, feasible and implementable</p> <p>Clearly communicate the elements of the LIP with constituent groups (staff, parents, board and community)</p> <p>Utilize a variety of assessment data</p> <p>Analyze data to assess the effectiveness of the LIP</p> <p>Collaborate, problem-solve and build consensus with individuals and groups</p> <p>Align staff strengths with student needs</p> <p>Promote and model an atmosphere of inclusiveness, equity and respect among students, staff and community</p> <p>Use data to identify and address patterns related to equity of access</p> <p>Analyze discipline and attendance data with respect to equity issues</p> <p>Identify gaps in the achievement of various groups</p> <p>Monitor regularly the progress of underperforming students</p> <p>Use formative assessments to identify student needs</p> <p>Consider student diversity when building a LIP</p> <p>Have knowledge of and be responsive to diversity issues in the community</p> <p>Ensure a welcoming experience for parents, school visitors and other stakeholders</p>	<p>Individual student achievement data</p> <p>Compilation of classroom data, including collection of and response to measures of classroom achievement</p> <p>Principal observation notes of teachers and students regarding learning goals and teachers' use of assessment data to inform subsequent instruction</p> <p>Results of a focused short-term/long-term data-driven plan</p> <p>Student/family involvement in student achievement plans</p> <p>Evidence-based teacher evaluation; Student self-evaluation</p> <p>Individual student intervention plans</p> <p>Establish a school-wide systematic RTI model</p> <p>Establish a school data tracking system</p> <p>Knowledge of diversity issues</p> <p>Knowledge of low-performing students</p> <p>Décor that reflects the diversity of the student body</p> <p>Accessibility of student data to staff, students and families, and explanation of how to interpret data</p> <p>Analysis of the representation of students being served by special programs, based on the demographics of the school</p> <p>Master schedule</p> <p>Analysis of formative assessments</p> <p>Intervention strategies ensuring that the academic needs of all students are being met</p> <p>Partnerships with families and community members that bring guest speakers, tutors and mentors into the building</p> <p>Asset map of the community identifying resources available to students and families</p> <p>Accessibility of information to non-English speaking families</p>
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## Domain 3 Rubric | *Planning for Improved Achievement*

Improving student achievement.

*Data refers to any type of information. Information or data can be represented numerically; data is also qualitative, the result from a relevant conversation with any stakeholder. Effective leaders rely on data to promote improvement in multiple aspects of school and across all of the eight Criteria. A leader influences others to achieve mutually-agreed upon purposes for the improvement of teaching and learning through consistent use of data. Acting on knowledge achieved through data becomes a cultural norm across the school.*

<p><b>3.1 Recognizes and seeks out multiple data sources to provide evidence of growth in student learning</b></p>	<p>Does not recognize multiple sources or quality of data or has a limited understanding of the power and meaning of data</p>	<p>Seeks multiple sources of data to guide decision making; emerging knowledge of what constitutes valid and reliable sources of data and data integrity</p>	<p>Systematically collects valid and reliable data from at least three sources to be used in problem solving and decision making; builds capacity of staff to recognize information as data by providing examples of using data throughout the building and in staff meetings; systematically gathers data on grades, attendance, behavior and</p>	<p>Is proficient AND explores and uses a wide variety of monitoring and data collection strategies (both formal and informal) to triangulate data; responds to an identified need for timely data by putting new data collection processes in place to collect reliable and valid data</p>
<p><b>3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts</b></p>	<p>Reviews and shares limited school-level data only as required; interpretation of data may be incorrect or incomplete; uses data in ways unintended by assessment purpose</p>	<p>Uses numerous data analysis methods and eager to broaden knowledge of data analysis and interpretation; uses school-level data to inform improvement</p>	<p>Analysis includes at least three years of data including provincial, division, school and formal and informal classroom assessments; interprets available data at the subscale level to make informed decisions about strengths and areas of need; provides teacher teams with previous year's data and asks them to assess students' current needs</p>	<p>Is proficient AND consistently leads in data interpretation, analysis, and communication; links at least three years of student data to teachers and builds capacity of staff to understand and use their data for improved teaching and learning; practices a high standard for data reliability, validity and fairness and keeps these concepts in the forefront of conversations</p>
<p><b>3.3 Implements data-driven plan for improved teaching and learning</b></p>	<p>Plan is limited, not data driven and/or not aligned with the needs of the school; little stakeholder involvement and commitment</p>	<p>Plan is monitored, evaluated and revised resulting in data driven changes; works to build stakeholder involvement and commitment; models data-driven conversations in support of plan</p>	<p>Provides leadership such that plan is clearly articulated and includes action steps and progress monitoring strategies, and strategies in the plan are directly aligned with the data analysis process and are research based; leads ongoing review of progress and results to make timely adjustments to the plan; data insights are regularly the subject of faculty meetings and PD sessions</p>	<p>Is proficient AND creates a school culture of using data for decisions and continuous improvement in aspects of school life; orchestrates action planning meetings after each round of assessments; data driven plan specifically documents examples of decisions made on the basis of data analysis and results are documented to inform future decisions; provides</p>

## PRINCIPAL'S PERFORMANCE MATRIX

<p><b>3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning</b></p>	<p>Does not assist staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; focuses more on student characteristics rather than the actions of teachers; no improvement in student academic achievement</p>	<p>Occasionally assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement; minimum improvement in student academic growth</p>	<p>Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement; demonstrated and measurable improvements in student</p>	<p>Is proficient AND demonstrates leadership by routinely and consistently assisting teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; explicitly demonstrates consistent and measurable improvements in student academic growth</p>
<p><b>3.5 Identifies barriers to achievement and knows how to intervene</b></p>	<p>Is unaware of achievement gaps that exist in school population and how the school and teachers have played a role in perpetuating gaps; attributes gaps to factors outside of the school's locus of control; opportunities to learn and resources are not</p>	<p>Demonstrates emerging awareness of specific school-wide achievement gaps and issues of equity access; recognizes responsibility and has some confidence in teachers and school to impact these gaps; creates new opportunities to learn</p>	<p>Identifies learning gaps early using formative assessments; demonstrates complete knowledge and understanding of the existence of gaps; accepts responsibility for impacting these gaps; identifies and addresses barriers to closing gaps</p>	<p>Is proficient AND focuses attention of school community on the goal of closing gaps; systematically challenges the status quo by leading change, based on data, resulting in beneficial outcomes; builds capacity among community to support the effort to close</p>
<p><b>3.6 Provides evidence of growth in student learning</b></p>	<p>Achievement data from multiple sources or data points show no evidence of student growth toward the division's learning goals</p>	<p>Achievement data from multiple sources or data points shows minimum evidence of student growth toward the division's learning goals</p>	<p>Achievement data from multiple sources or data points show evidence of improving student growth toward the division's learning goals</p>	<p>Achievement data from multiple sources or data points show evidence of consistent growth toward the division's learning goals</p>

## 4. Instructional Leadership

*Assisting instructional staff with alignment of curriculum, instruction and assessment with provincial and local division learning goals.*

### Domain 4 Recommended Components | *Aligning Curriculum*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES
<p>Know provincial curriculum outcomes and expectations</p> <p>Focus staff on learning and teaching priorities</p> <p>Guide staff in curriculum alignment process</p> <p>Assist staff in adjusting to and accepting curriculum, instruction and assessment changes</p> <p>Guide staff in alignment processes within and across curriculum areas and grade levels</p> <p>Have knowledge of best practices of instruction and assessment</p> <p>Engage instructional staff in frequent conversations/reflection about classroom practice</p> <p>Persistently advance the Learning Improvement Plan (LIP)</p> <p>Engage each staff member in their appropriate implementation of the LIP</p> <p>Utilize teacher-leaders to focus and model the improvement of practice</p> <p>Evaluate in a way that distinguishes effective teachers from ineffective teachers</p> <p>Guide staff through the change process while maintaining focus on student learning goals</p> <p>Assist staff in self-evaluation leading to effective practice</p> <p>Use a variety of data to inform and support decisions about instruction and assessment of learning</p> <p>Use a variety of monitoring structures (e.g., documented walkthroughs, PGP's, assessment and lesson plan analysis, formal lesson observation) to improve instruction and assessment of learning</p> <p>Clearly communicate effective instructional and assessment practices for staff</p> <p>Develop collaboration and peer mentoring among staff</p> <p>Support a mentorship process for new staff</p> <p>Seek opportunity to support capacity-building for individuals and teams</p>	<p>Communications used for disseminating information on provincial and local goals</p> <p>Schedules and meeting agendas/minutes for staff planning and collaboration</p> <p>Logs of formal and informal observations, feedback conferences and principal's plan to coach and assist teachers</p> <p>Calendar of professional and school activities</p> <p>Records of brief informal observations</p> <p>Effective employee evaluations that follow contractual and legal requirements and timelines</p> <p>Planning/scheduling for new teacher mentoring and meetings</p> <p>Evidence of agendas of staff/department/grade-level meetings and staff development</p> <p>Achievement data trends over time</p> <p>Staff development plans that address identified needs</p> <p>Principal portfolio of other evidence or work in progress</p> <p>Examples of growth in specific staff</p> <p>Documentation of walkthroughs and supervision</p> <p>PGP meetings</p>



## Domain 4 Rubric | *Aligning Curriculum*

Assisting instructional staff with alignment of curriculum, instruction and assessment with provincial and local division learning goals.

*An effective leader assumes responsibility such that provincial and division learning goals align with curriculum, curriculum aligns with best instructional practice, and best instructional practices align with assessment practices.*

<p><b>4.1</b> <b>Alignment of curricula to provincial and division learning goals</b></p>	<p>Has incomplete or insufficient knowledge of provincial and local division learning goals across grades and content areas; has insufficient knowledge to evaluate curricula; does not effectively assist staff to align curricula to provincial and division learning goals</p>	<p>Has emerging knowledge and understanding of provincial and local division learning goals across grades and content areas to facilitate some alignment activities with staff</p>	<p>Every class has a curriculum based on the standards of the provincial and division learning goals/targets; has deep knowledge of provincial and division learning goals and how to align these with curricula for diverse populations; systematically focuses staff on alignment; establishes a system that uses a feedback loop from the instruction and assessment alignment work to make adjustments to</p>	<p>Is proficient AND provides leadership and support such that all teachers have fully aligned curriculum materials (including high achieving) and training on how to use them; staff takes ownership of the alignment processes of goals to curricula; staff understand alignment of curricula to provincial and local division learning goals as foundational to the improvement of teaching and learning; staff use reflection from their classroom instructional</p>
<p><b>4.2</b> <b>Alignment of best instructional practices to provincial and division learning goals</b></p>	<p>Has incomplete or insufficient knowledge of best instructional practices across grades level and content areas; does not effectively assist staff to align instructional practices to provincial and division learning goals</p>	<p>Has sufficient knowledge and understanding of best instructional practices across grades levels and content areas to facilitate some alignment activities with staff; emerging knowledge of culturally-relevant teaching &amp; learning methodologies</p>	<p>Has deep knowledge of best instructional practices for diverse populations and how to align these with curricula; systematically focuses staff on alignment; establishes a system for ongoing alignment that involves staff; continually supports, monitors alignment and makes adjustments; has teacher teams collaborate, reviews them and then gives teachers feedback; reads and shares research that fosters an</p>	<p>Is proficient AND provides leadership and support such that staff understand alignment of best instructional practice to provincial and division learning goals as foundational to the improvement of teaching and learning ; staff takes ownership and backward- design high quality, aligned units to discuss with their teams; ensures that staff is current on professional literature regarding instructional practices</p>

# PRINCIPAL'S PERFORMANCE MATRIX

<p><b>4.3 Alignment of assessment practices to best instructional practices</b></p>	<p>Has incomplete or insufficient knowledge of assessment in terms of reliability, validity and fairness; does not effectively assist staff to align assessments to instructional practices</p>	<p>Has emerging knowledge and understanding of assessment in terms of reliability, validity and fairness; facilitates the implementation of certain aspects of a balanced (diagnostic, formative and summative) assessment system; facilitates the alignment of assessment to best instructional practices in some grade levels</p>	<p>Has deep knowledge of assessment; every course has a document (syllabus, course outline or learning objectives) that identifies the learning outcomes in language accessible to students and parents; student work created in response to teachers' assessments of the learning outcomes accurately reflect the provincial standards and division learning goals/targets; continually provides support to systematically</p>	<p>Is proficient AND provides leadership and support such that staff takes ownership of the alignment processes of assessment to instructional practices; staff understand the alignment of assessment to teaching as foundational to the improvement of teaching and learning</p>
<p><b>4.4 Monitors instruction and assessment practices</b></p>	<p>Does not adequately monitor instruction and assessment practices of staff; untimely and irregular evaluations; provides insufficient feedback to staff regarding instruction and assessment practices</p>	<p>Develops and uses observable systems and routines for monitoring instruction and assessment practices; provides some effective feedback to staff; feedback is linked back to instruction and assessment</p>	<p>Develops and uses observable systems and routines for monitoring instruction and assessment; uses data consistently to provide staff meaningful, personal feedback that is effective for improving instruction and assessment practices; ensures that teachers go beyond what students fail to learn and delve</p>	<p>Is proficient AND consistently demonstrates leadership in the practice of monitoring effective instruction and assessment practices; develops exemplary systems and routines for effective observation of staff; shares systems and routines with colleagues and stakeholders; regularly monitors,</p>
<p><b>4.5 Assists staff in implementing effective instruction and assessment practices</b></p>	<p>Does not fully support staff in their efforts to improve teaching and assessment; does not have knowledge or understanding of best instruction and assessment practices; does not make assisting staff in improved teaching and assessment a priority</p>	<p>Facilitates staff in the implementation of effective instruction and balanced assessment systems assessments; emerging knowledge of applied learning theories to create a personalized and motivated learning environment</p>	<p>Facilitates and supports staff in the implementation of effective instruction and assessment practices; has deep and thorough knowledge and understanding of best practices in instruction and assessment; devotes considerable time and effort to the improvement of instruction and assessment; assists staff</p>	<p>Is proficient AND serves as a driving force to build capacity for staff to initiate and implement improved instruction and assessment practices; encourages staff to conduct action research; seeks ways to extend influence of knowledge and contribute to the application of effective instruction and assessment practices</p>

## PRINCIPAL'S PERFORMANCE MATRIX

<p><b>4.6 Reliably and validly evaluates staff in effective instruction and assessment practices</b></p>	<p>Evaluations lack strong evidence yielding potentially unreliable staff evaluations; makes claims about staff performance that are not valid; does not establish systems or routines that support improved instruction and assessment practices; little to no understanding of student diversity and its meaning in instruction and assessment</p>	<p>Regularly and systematically evaluates all staff yielding valid and reliable results; recommendations lead staff to some improvement in instruction and assessment practices; developing understanding of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p>	<p>Evaluates staff reliably and validly; provides triangulated data evidence to support claims; recommendations are effective and lead to consistently improved instruction and assessment practices; demonstrating knowledge of student diversity (culture, ability, etc.) and its meaning in instruction and assessment</p>	<p>Is proficient AND consistently demonstrates leadership in the practice of thoroughly, reliably and validly evaluating staff in such a way that continuous improvement in instruction and assessment becomes the professional standard; provides detailed, formative assessment with exemplary feedback that leads to improvement; builds capacity in staff to accurately and validly assess self and others,</p>
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# 5. Engagement

*Partnering with the school community to promote student learning*

## Domain 5 Recommended Components | Engagement

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES
<p>Use effective communication skills and strategies to:</p> <ul style="list-style-type: none"> <li>• Promote the school to gain community support</li> <li>• Resolve conflicts among individuals and groups</li> <li>• Build common focus and collaboration to enhance student learning</li> </ul> <p>Partner and collaborate with administrative colleagues</p> <p>Build collegial and collaborative relationships with and among school staff and community members</p> <p>Share leadership based upon situation and need</p> <p>Identify and involve business and community leaders and key communicators</p> <p>Use a variety of vehicles and tools to communicate about student learning with constituents, both inside and outside of the school</p> <p>Gather and use relevant data regarding community responses to student learning and their attitudes about the school</p> <p>Work with local media to celebrate success across school and community</p> <p>Break down barriers between school and community</p>	<p>Samples of communication vehicles used</p> <p>A Learning Improvement Plan that demonstrates knowledge of the specific school community and the impact on learning</p> <p>A school-wide plan to engage families and community</p> <p>Opportunities for family to provide feedback about their students' experience</p> <p>Ability to articulate a defined decision-making process</p> <p>Evidence of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities)</p> <p>Schedule of activities, conferences, meetings, etc.</p> <p>Surveys/focus groups of the community to provide evidence of engagement of stakeholders</p> <p>Evidence in addressing conflict resolution through observations and notes</p> <p>Use strategies to encourage all stakeholders to be active participants in the life of the school</p> <p>Open to feedback which helps inform decision making</p> <p>The LIP includes a plan to engage families and community (TTFM, focus groups, survey monkey)</p>

## Domain 5 Rubric | *Engagement*

Partnering with the school community to promote student learning.

*An effective leader engages with the community in sensitive and skillful ways such that the community understands the work of the school and is proud to claim the school as their own. An effective leader understands the greater community to be a valuable resource and works to establish a genuine partnership model between home and school. An effective leader understands that aligning school and community efforts and values is an ongoing work in progress that must be nurtured, sustained, and monitored, and is able to influence others to adopt the same understanding.*

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>5.1 Communicates with community to promote learning</b>	Communication is sparse and opportunities for community involvement are not fully realized or made available; not visible in community or perceived as community advocate	Communication with the community is regular, yet is mainly informational rather than two-way; channels of communication are not accessible to all families; practices some discretion when dealing with personal information about students and staff.	Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders; uses multiple communication channels appropriate for cultural and language differences that exist in the community; practices a healthy discretion with personal information of students and staff	Is proficient AND moves beyond typical communication practices to proactively develop relationships through home visits, innovative technology, visiting community groups, etc. with parents/guardians and community; creates and promotes opportunities for students and families to explain and share their experiences with school; establishes a feedback loop that is invitational, transparent, effective and trusted by members of the community including open forums, focus groups or surveys; employs successful models of school, family, business, community, government and higher education partnerships to promote learning ; establish partnerships to mobilize wealth of community resources

## PRINCIPAL'S PERFORMANCE MATRIX

<p><b>5.2 Partners with families, the SCC and community</b></p>	<p>Demonstrates little effort to engage families or the community in school activities; fails to share the vision of improved teaching and learning beyond school; does not identify and utilize community resources in support of improved student learning</p>	<p>Encourages and supports involvement of community and families in some school activities; shares the vision for improving teaching and learning with some families and communities; identifies and utilizes some community talent and resources in support of improved teaching and learning; limited family participation in some school decision-making processes and engagement activities</p>	<p>Encourages and supports consistent and ongoing community and family engagement for stakeholders in school activities; consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning; community resources are identified and utilized in support of improved teaching and learning; actively monitors community involvement and adjusts, creating new opportunities for families, the SCC and community to be a part of the vision of improving teaching and learning</p>	<p>Is proficient AND consistently demonstrates leadership in the area of effectively engaging families, the SCC and the greater community in support of students, staff and the vision of improved teaching and learning; is recognized outside of school for developing and implementing programs that partner with school, family, the SCC and greater community; programs and events are held as a model for other schools to adopt and follow; builds capacity in the community for initiating new and beneficial forms of community involvement in school; service integration through partnerships involving school, civic, counseling, cultural, health, recreation and others to meet needs of parents, caregivers and students</p>
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# 6. Personal and Professional Attributes

*Personal characteristics essential for being an effective school administrator*

## Domain 6 Recommended Components | *Personal and Professional Attributes*

EXAMPLES OF KNOWLEDGE/SKILLS	EXAMPLES OF EVIDENCE/MEASURES
<p>Staff engaged in workplace</p> <p>Good energy in building due to attributes of administrator</p> <p>Office organization</p> <p>Role model and leader in community</p> <p>Flexible and approachable for all stakeholders</p> <p>Punctuality</p> <p>Emotional control</p> <p>Demonstrates a commitment to do what is best for students and supports teachers and parents in the process.</p> <p>Decision making structure</p> <p>Open to different points of view within the scope of the NWSD policies and goals</p> <p>Legal and ethical requirements are met with staff and student relationships</p> <p>Treats all with dignity, honesty, respect, and fairness</p> <p>Models continuous learning</p> <p>Seeks support from peers and mentors</p> <p>Fulfills commitments</p> <p>Meets deadlines of policies and procedures</p> <p>Creates environment for open communication</p> <p>Reflects on past and current practices</p>	<p>Uses a variety of listening strategies: focus groups, surveys, student advisory committees, and numerous one-to-one student conversations</p> <p>Uses a variety of communication strategies: open forums, focus groups, surveys, personal visits, and extensive use of technology where appropriate</p> <p>Utilizes a prioritized task list or log book</p> <p>Participates in PD</p> <p>Portfolio</p> <p>Journal</p> <p>PPG</p> <p>Anecdotal evidence</p>

## Domain 6 Rubric | *Personal and Professional Attributes*

An effective leader demonstrates integrity, two-way communication and manages tasks in an organized manner. Tasks are prioritized and aligned with school and division goals.

Elements	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>6.1 Integrity</b>	Leader is inconsistent with commitments and decision making; this leader cannot be trusted to follow through with tasks, budgets, priorities or performance; leader has limited trust with stakeholders	The leader follows through on all commitments. Leader has created an atmosphere of trust with most stakeholders. Decisions are made from limited consultation.	The leader acts in the best interests of students; Follows through on all commitments; Leader has created an atmosphere of trust with all stakeholders. All situations are dealt with in a honest, respectful manner; willingness to change and being open to other points of view	Is proficient AND is viewed as a leader and role model in the community; leader is approachable and reliable to all stakeholders; adheres to their principles in times of adversity; highly self-reflective; actively seeks out diverse perspectives and is responsive in decision making
<b>6.2 Two-Way communication with students, staff, parents, the SCC and community</b>	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.; staff meetings consist of the reading of announcements with little or no interaction; parents and community members have little or no role to play in leadership decision making	The leader is visible and often greets students by name, and talks with students frequently; typically limits listening to questions during staff meetings; parents and community members receive a respectful hearing when they initiate the conversation	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present; staff meetings include open discussions with two-way discussions; staff members regularly have the opportunity for one-to-one meetings with the leader; the leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes; conducts frequent interactions with parents and community members; clear evidence of decisions based on input from parent and community members	Is proficient AND goes to exceptional lengths to listen to students; discussions with students reveal that they know that the leader will listen to them and treat them with respect; engages in active listening to the staff; clear evidence of parent and community-centered communication, decisions reflect parent and community involvement; parents and community members feel empowered and supportive of educational objectives



# PRINCIPAL'S PERFORMANCE MATRIX

<p><b>6.3 Consistently maintains daily prioritized task list; Choices for time management reflect a focus on the most important priorities; Complex projects have clear objectives and coherent plans</b></p>	<p>The leader's task list is haphazard and not prioritized; even when the list is created, it is unlikely to bear a clear relationship to the actual tasks accomplished by the leader during the day; the leader is unaware of or indifferent to school/division priorities; the task list, if it exists, is more about putting out fires than about implementing school/division priorities; project management is haphazard or nonexistent; there is little or no evidence of lists of milestones and deadlines; the building is unorganized and undisciplined</p>	<p>The leader maintains a task list, but it is not updated daily and sometimes does not reflect the actual work done by the leader during the day; the leader is aware of school/division priorities, but distractions frequently seem to intrude into a focus on the priorities; projects are managed using lists of milestones and deadlines, but are infrequently updated; the building has a modest commitment to organization and discipline</p>	<p>The leader can produce an accurate and up-to-date task list that reflects the priorities of the school/division that includes timelines; deadlines are consistently met; Personal work space is organized; the building reflects a commitment to organization and discipline</p>	<p>Is proficient AND the leader's prioritized daily task list is dynamic, updated as tasks are added and completed, and as priorities change; the leader shares in a way that models and also conveys an appropriate sense of how school priorities are translated into individual action plans and tasks; the leader helps to focus the school in the right way by carefully matching tasks to priorities</p>
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**APPENDIX I****STRATEGIES TO ACHIEVE PROFESSIONAL GROWTH****Action Research**

- Is a powerful tool, which can develop schools into healthy learning communities
- Can be done as a collaborative action with a few teachers or as a school-wide action plan
- Involves a cycle of: collecting data, searching for solutions, taking action, and monitoring the effects of these actions

**Case Studies**

- Involves the study of an educational problem in all its personal and social complexity
- Can involve a certain student, group of students, or the study of a particular class
- Are useful in group research discussions

**Cognitive Coaching**

- Is a process during which the coach guides the educator to explore the thinking behind his/her practices
- Enhances thinking, decision making, problem solving and professional resourcefulness

**Critical Friend**

- Is a trusted person who is invited by a colleague to raise questions about, and offer interpretation and critique of his/her work

**Collaborative and Group Problem Solving**

- Is used to discuss/find solutions to common problems
- May be formed for a short term or long term

**Consulting With Resource People**

- Conferring with internal/external resource people
- Can be for many reasons and combined with other strategies -- some reasons could be:
  - initiating change
  - research projects
  - research findings
  - curriculum change/implementation

**Curriculum/Program Development**

- Administrators participate in or initiate
- Ensures the adaptive dimension of the curriculum
- Develops local curriculum/programs to meet the special needs of the community

**Discussion with Colleagues**

- Use of colleagues as mentors, sounding boards, and another perspective to broaden the problem/solution, etc.

### **E-Mail/Internet/Conference Calls**

- Encourages networking
- Accesses resource people, information and materials

### **Engaging In Reflection/Reflective Journals**

- Can be part of a portfolio
- Documents growth in professional development
- Helps clarify thoughts and develop own vision of education

### **Executive Member of a Special Subject Council**

- Can enhance professional growth through more in-depth understanding of curriculum
- Can coordinate, deliver, and attend workshops and conventions
- Can be an exchange of ideas with others

### **Mentoring**

- Supports new administrators as they enter into the field
- Supports peers in initiating change

### **Peer Coaching/Peer Consultation/Peer Leadership Coaching**

- Is flexible enough to be adapted to participant's needs
- Can focus on and result in leadership growth

### **Peer Study Groups**

- Usually focuses in a particular area
- Focus chosen will determine the length of time the study group will exist

### **Portfolios**

- A self-reflection of the vision, achievements, and continued professional learning
- Is designed to portray an accurate and broad representation of abilities and values
- May include:
  - annual professional growth plans
  - awards, commendations, certificates
  - professional development activities
  - reflections about professional practice
  - photos, slides and videos
  - school achievements
  - professional achievements
- May be used as:
  - Professional Growth Portfolio
  - Evaluation or working Portfolio
  - Presentation Portfolio

## **Saskatchewan School-Based Administrators Professional Development Program**

- Is offered over the summer and during the winter

### **STF Summer Short Courses**

### **University Classes**

#### **Working with the University**

- Co-ordinate educational research projects
- Use research papers as a resource for professional growth
- Establish contact with university professors for professional exchange

### **Other**

SELF-DIRECTED LEARNING CONTRACTS

COOPERATIVE GROUPS

PROFESSIONAL READING

GROUP PROBLEM SOLVING

ENGAGING IN SCHOOL EFFECTIVENESS PROCESS

TRIADS

**APPENDIX II**



**ANNUAL PROFESSIONAL GROWTH PLAN**

**Initial Report**

(To be completed and discussed within the first two months)

Administrator \_\_\_\_\_ Year \_\_\_\_\_

Teacher Certificate Number \_\_\_\_\_

Present Assignment \_\_\_\_\_

**1. Personal Growth** (areas in which I want to improve):

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**2. School Growth** (areas in which my school can improve):

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**3. Strategies and guidelines to achieve the above-stated goals (see Appendix I):**

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4. Support or resources needed:

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5. Anticipated problems or concerns:

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6. The following indicators will signify achievement of my personal growth goals:

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7. The following indicators will signify achievement of my school growth goals:

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Administrator's Signature

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Date

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Supervisor's Signature

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Date

**APPENDIX III**

**SUMMATIVE REPORT**

Administrator \_\_\_\_\_

School \_\_\_\_\_

Demographics - Number of:

Teachers \_\_\_\_\_  
 Support Staff \_\_\_\_\_  
 Students \_\_\_\_\_

<b>U = Satisfactory    B = Basic    P = Proficient    D = Distinguished</b>				
<b>Domain 1: Creating a Culture</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
1.1 Develops and sustains focus on a shared mission and clear vision for improvements of learning and teaching. Facilitates a shared community of learners.				
1.2 Engages in critical conversations and ongoing improvement.				
1.3 Facilitates collaborative processes leading toward continuous improvement.				
1.4 Creates opportunities for shared leadership.				
<b>Domain 2: Management</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
2.1 Provides for physical safety.				
2.2 Provides for social, emotional and intellectual safety.				
2.3 Managing human resources.				
2.4 Managing fiscal resources.				
2.5 Fulfilling legal responsibilities.				
<b>Domain 3: Planning for Improved Achievement</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>



3.1 Recognizes and seeks out multiple data sources to provide evidence of growth in student learning.				
3.2 Analyzes and interprets multiple data sources to inform school-level improvement efforts.				
3.3 Implements data-driven plan for improved teaching and learning.				
3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning.				
3.5 Identifies barriers to achievement and knows how to intervene.				
3.6 Provides evidence of growth in student learning.				
<b>Domain 4: Instructional Leadership</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
4.1 Alignment of curricula to provincial and division learning goals.				
4.2 Alignment of best instructional practices to provincial and division learning goals.				
4.3 Alignment of assessment practices to best instructional practices.				
4.4 Monitors instruction and assessment practices.				
4.5 Assists staff in implementing effective instruction and assessment practices.				
4.6 Reliably and validly evaluates staff effective instruction and assessment practices.				
<b>Domain 5: Engagement</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
5.1 Communicates with community to promote learning.				

5.2 Partners with families, the SCC and community.				
<b>Domain 6: Personal and Professional Attributes</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>D</b>
6.1 Integrity.				
6.2 Two-way communication with students, staff, parents, the SCC and community.				
6.3 Consistently maintains daily prioritized task list. Choices for time management reflect a focus on the most important priorities. Complex projects have clear objectives and coherent plans.				

Administrator: \_\_\_\_\_

School: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

**Domain 1: Creating a Culture**

**Domain 2: Management**

**Domain 3: Planning for Improved Achievement**

**Domain 4: Instructional Leadership**

**Domain 5: Engagement**

**Domain 6: Personal and Professional Attributes**

**Areas for Further Development**

**Artifacts/Evidence Presented**

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Administrator

Meets or  
Exceeds

Does Not  
Meet

the expectations for being an administrator  
for the Northwest School Division

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Administrator's Signature\*

Evaluator's Signature

\*Administrator's Signature indicates only that the teacher has read this