

PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

POLICY ITEM: Committed to Professional Leadership	CODE: GCMA
LEGAL STATUS: Board Motion # 129.12	DATE APPROVED: 28 May 12

Background: The academic and spiritual success of Catholic schools is greatly influenced by the administrative skill, educational expertise, and core values of the in-school administrator. The in-school administrator's leadership is fundamental to optimizing student learning and nurturing spiritual growth. Supporting the development of effective leadership skills throughout the administrator's career will assist with the individual's growth related needs, resulting in schools with enhanced student outcomes, thereby helping the school division attain its mission. The formative evaluation process for in-school administrators is based on the assumption that there is a desire on the part of the administrator for continual professional growth. It recognizes that feedback is needed to develop flexibility, adaptability and versatility. It increases individual professional effectiveness as a result of greater understanding of expectations.

POLICY: **The Board of Education is committed to fostering professional leadership and growth. The Committed to Professional Leadership process will strengthen the distinctive Catholic, instructional and administrative leadership in Prince Albert Catholic Schools.**

Guidelines:

1. There are six domains of the Committed to Professional Leadership process: Distinctive Catholic Leadership, Instructional Leadership, Management Leadership, Shared Leadership, Continuous Improvement Leadership, and Moral, Ethical and Legal Leadership (Appendix A).
2. The Director of Education or designate engages in the Committed to Professional Leadership process with all in-school administrators beyond their first two years in an administrative position.
3. Each in-school administrator engages in the Committed to Professional Leadership process every five years with the Director of Education or designate.
4. When engaged in the Committed to Professional Leadership process with an administrator the Director of Education or designate gathers evidence through observation, conversation and examination of product (Appendix B) and completes a final report (Appendix C).
5. When not engaged in the Committed to Professional Leadership process the in-school administrator sets a professional growth goal for the year. The in-school administrator meets with the Director of Education or designate to discuss goal setting at the beginning of the year and goal evaluation at the end of the year. (Appendix D)

Evaluation Process

1. The Director or designate will gather evidence through observation. He/she will gather data through participation in division initiatives and division committee work. He/she will visit the school and gather data through observations of daily routines and interactions, attendance at staff meetings, parent meetings, School Community Council meetings, school community functions, etc.
2. The Director or designate will gather evidence through conversations with the in-school administrator of aspects of the various domains.
3. The Director or designate will gather evidence through the examination of artifacts such as school improvement plans, school handbook/policy documents, memos, emails, reports, staff meeting agendas and minutes, etc.
4. A final report will be signed by the Director or designate and by the in-school administrator. The in-school administrator may attach a written response. A copy of the report will be placed in the personnel file.
5. When not involved in the Committed to Professional Leadership process the in-school administrator will set a professional goal(s) and meet with the Director or designate at the beginning of the school year before October 15th and at the end of the school year before June 15th to review the goal(s).