



Committed to Professional Leadership

Final Report

<i>Administrator Name</i>	
<i>School</i>	
<i>Formative Feedback Period</i>	
<i>Date of Completion</i>	

Committed to Professional Leadership Overview

CONTEXT

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 in the individual's growth 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.

Committed to Professional Leadership addresses the role of the in-school administrator without making specific reference to the role of the principal or vice-principal. It is understood that the roles are distinct yet the work of the team is too intertwined and reflective of each team member's gifts and strengths to make it practical or desirable to create a separate set of competencies. The individual's role will be considered when engaged in the process.

PURPOSE

The primary purpose is to help administrators examine all aspects of leadership to support the ongoing growth and professional learning of in-school administrators. The Committed to Professional Leadership Framework provides opportunities to give descriptive feedback to



improve administrator effectiveness resulting in the ultimate goals of improved student outcomes. The practice may also be used to identify administrators needing additional support through the evaluation of in-school administration process.

PROCESS

Committed to Professional Leadership in Prince Albert Catholic Schools is a process that is conducted in accordance with Board Policy. The Director or designate are the primary assessors. The in-school administrator will engage in the Committed to Professional Leadership process every five years. When not involved in the formal process, the in-school administrator will set a professional growth goal for the year to be reviewed with the Director of Education or designate.



May 28, 2012

PART ONE: PURPOSE OF THE EVALUATION

Administrator:	
School:	
Assignment:	
Evaluator(s):	
Date:	

Purpose of evaluation:

Check one	
	<i>An administrator who is engaged in the Committed to Professional Leadership Process year.</i>
	<i>An administrator who requests formative feedback.</i>
	<i>An administrator who is the first two years in an administrative position.</i>

Record of Data Collection Opportunities

Observation	Conversation	Product



May 28, 2012

PART TWO: SUMMARY

1 – Unsatisfactory

The school administrator seldom, if ever, implements the practices underlying in the leadership domain. Working and focusing on the fundamental attitudes, knowledge and skills could enable the school administrator to grow. Performance at this level is unacceptable and if widespread across the domains may require a referral for a plan of assistance.(see policy)

2- Developing

The school administrator implements some of the practices underlying the leadership domain. This level reflects areas of competent practice. Professional activities such as additional reading, discussion, mentor support, inter-school visitations, and attending workshops could enable the school administrator to become proficient.

3- Proficient

The school administrator implements most of the practices underlying the leadership domain with confidence. The school administrator regularly implements the practices underlying the leadership domain. The school administrator has proven to be a competent practitioner and reflective professional who continues to improve his/her practice.

4- Exemplary

The school administrator consistently exemplifies the implementation of the practices underlying the leadership domain. The school operates at a qualitatively higher level. The school administrator at this level is a leader who makes a contribution to the field both in and out of the school. The school administrator at the exemplary level strives to continuously maintain and improve performance.

Domain 1 Distinctive Catholic Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

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Domain 2 Instructional Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

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Domain 3 Management Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

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Domain 4: Shared Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

Domain 5: Continuous Improvement Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

Domain 6: Moral, Ethical and Legal Leadership

	<i>Unsatisfactory</i>	<i>Developing</i>	<i>Proficient</i>	<i>Exemplary</i>
<i>Attitudes/Beliefs</i>				
<i>Knowledge/Understanding</i>				
<i>Skills/Actions</i>				

Comments:

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Final Comments

Summary of Strengths

Areas for Continuing Growth

Administrator Signature

Date

Director /Designate Signature

Date



May 28, 2012

Committed to Professional Practice Final Report Administrator Response

Administrator Information

Administrator:	
School:	
Position:	
Evaluator:	
Team member:	
Date:	

Part One: Context of Administration

The administrator will complete the following section commenting on the context of their school.

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Part Two: Response to the Final Report

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Administrator Signature

Date