

May 28, 2012

# Committed to Professional Leadership

## Final Report

Administrator Name	
School	
Formative Feedback Period	
Date of Completion	

#### 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

POLICY ITEM: Appendix C - Evaluation of In-school Administration & Committed to Professional Leadership

CODE: GCM & GCMA

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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.



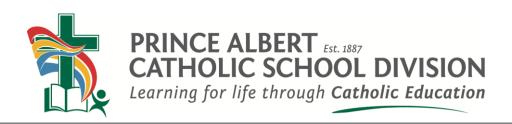
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PART ONE: PL	IRPOSE OF THE EVALUA	TION		
Administrator	•			
School:				
Assignment:				
Evaluator(s):				
Date:				
Purpose of ev	aluation:			
Check one				
		is engaged in the Committed to Professi	onal Leadership Process year.	
		requests formative feedback.		
	An administrator who	is the first two years in an administrative	e position.	
	a Collection Opportunit	ies Conversation	Product	
	b3CIVation	Conversation	Troduct	

POLICY ITEM: Appendix C - Evaluation of In-school Administration & Committed to Professional Leadership

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PART	TWO:	SUN	<i>ЛМА</i>	RY
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#### 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, interschool 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

Attitudes/Beliefs

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**

Unsatisfactory

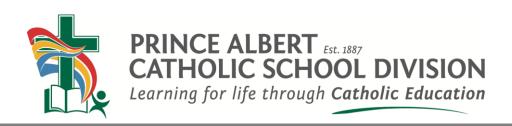
Developing

Proficient

Exemplary

Knowledge/Understanding				
Skills/Actions				
Comments:		•		
	Domesia 2 Instructional I	a a da uah in		
	Domain 2 Instructional L	eaaersnip		
	Unsatisfactory	Developing	Proficient	Exemplary
Attitudes/Beliefs				
Knowledge/Understanding				
Skills/Actions				
Comments:		•		

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#### **Domain 3 Management Leadership**

	Unsatisfactory	Developing	Proficient	Exemplary
Attitudes/Beliefs				
(nowledge/Understanding				
Skills/Actions				
Comments:	·	•	•	
	Domain 4: Shared Lead	lership		
	Unsatisfactory	Developing	Proficient	Exemplary
Attitudes/Beliefs	2245,42.27,9			
Knowledge/Understanding				
Skills/Actions				
	Unsatisfactory	Developing	Proficient	Exemplary
Domain	5: Continuous Improven	nent Leadership		
	Unsatisfactory	Developing	Proficient	Exemplary
Attitudes/Beliefs				
nowledge/Understanding				
kills/Actions Comments:				
Domail	n 6: Moral, Ethical and Le	egal Leadership		
Domai			Proficient	Exemplarv
	n 6: Moral, Ethical and Le	Developing	Proficient	Exemplary
ttitudes/Beliefs			Proficient	Exemplary
Attitudes/Beliefs (nowledge/Understanding			Proficient	Exemplary
Attitudes/Beliefs Knowledge/Understanding Skills/Actions Comments:			Proficient	Exemplary

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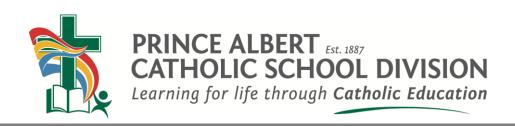


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#### **Final Comments**

Summary of Strengths		
Areas for Continuing Growth		
Administrator Signature	Director /Designate Signature	
Date	Date	

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### Committed to Professional Practice Final Report Administrator Response

Administrator Inj	<sup>f</sup> ormation
Administrator:	
School:	
Position:	
Evaluator:	
Team member:	
Date:	
2 . 2	
Part One: Conte	xt of Administration
The administrate	or will complete the following section commenting on the context of their school.
Part Two: Respo	nse to the Final Report
Administrator Sig	gnature Date

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