

PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

POLICY ITEM: Evaluation of Senior Administration	CODE: GKO
LEGAL STATUS: Board Motion #92.13, #160.23	DATE APPROVED: 13 Mar 00, 08 Apr 13, 21 Aug 23

Background: The academic and spiritual success of Catholic schools is greatly influenced by the administrative skill, educational expertise, and core values of the senior administration. Senior administration 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 a division with enhanced student outcomes in the process of fulfilling the school division's mission. The evaluation process for senior 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 Evaluation of Senior Administration process will ensure quality and strengthen the distinctive Catholic, instructional and administrative leadership in Prince Albert Catholic Schools.**

- Guidelines:**
1. Members of LEADS will be considered senior administration.
 2. The Director of Education will conduct the evaluation process with all senior administrators in their first year in the position and every five years thereafter.
 3. There are six domains for evaluation in the Senior Administrator Professional Leadership Framework: Distinctive Catholic Leadership, Instructional Leadership, Management Leadership, Shared Leadership, Continuous Improvement Leadership, and Moral, Ethical and Legal Leadership (Appendix A).
 4. The evaluation process will include gathering evidence through observation, conversation and examination of product (Appendix B). Feedback may be solicited from the in-school administrators and the staff members under the direct supervision of the senior administrator.
 5. The Director of Education will prepare a written report (Appendix C) and will report the results of the evaluation to the Board of Education Senior Administration Liaison Committee. The report will be placed in the individual Senior Administrator's personnel file.
 6. If the Senior Administrator does not agree with the Director's evaluation and /or recommendations, they shall be given the opportunity to

respond to the report in writing as to why there is a disagreement. If the disagreement is unresolved, they shall be given the opportunity to make a presentation to the Board of Education. In cases of dismissal, contract conditions will apply.

7. The Board of Education will provide an annual opportunity for the review of the contract. In February of each year, senior administrators who feel the need to discuss their contractual arrangements with the Board of Education will request a meeting with a sub-committee of the Board to review contract items. The sub-committee will then report their recommendations to the full Board of Education at its next board meeting.

Distinctive Catholic Leadership

The senior administrator nurtures a Catholic faith-based environment where there is a modelled response to and commitment to gospel values.

Philosophical Underpinnings/Frame of Reference/Background

The senior administrator position is one of servant leadership. The senior administrator is responsible for building and sustaining a Catholic environment that promotes a collective responsibility for the worth and dignity of all members of the school division and community, each created in God's image. The senior administrator supports the Bishop/Catholic Church in the mission of promoting and nurturing the faith of the members of the division, aligning the educational programs, plans and actions to the Bishop's vision and the division's goals for student learning.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- A commitment to modeling and demonstrating gospel values through lived actions
- A personal conviction that the primary responsibility is to students and engages staff to place students at the heart of all efforts in teaching and learning
- A recognition of the gifts of others
- The desire to develop interpersonal relationships in light of gospel values
- A recognition of the role of parents as primary educators in the religious formation of their child(ren) and works in partnership with parents/guardians
- Evidence of personal faith commitment, regularly participating in the celebration of the Eucharist and actively engaging in parish life
- A positive response to invitations to participate in Catholic organizations or endeavours
- A belief in shared leadership, supporting leadership in faith formation within the school division

Knowledge/Understanding

The senior administrator knows:

- How the curriculum can be permeated authentically with gospel values
- Church teachings and where and when to seek clarification from clergy, literature, etc.
- The significance of key Catholic symbolism

- Liturgically appropriate rituals and celebrations
- The pastoral approach to issues within the context of the teachings of the Catholic Church
- The social justice issues that are currently central to Catholic teachings

Skills/Actions

The senior administrator is able to:

- Develop a shared vision of the division as a community of faith
- Assist in planning to provide a wide range of faith experiences for the division
- Promote quality religious instruction based on the Canadian Bishops' approved Religion program
- Inspire and challenge staff to deepen their understanding of Catholic faith
- Support in-school administrators in leading the staff in their plans to infuse gospel values at all levels of school life; interpersonal, organizational, and instructional
- Engage in faith activities in and out of school
- Deal with all students, staff, parents and community members with dignity, respect and reverence
- Promote the authentic permeation of gospel values in curricula

Instructional Leadership

The senior administrator is an instructional leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Philosophical Context

The senior administrator leads with a sense of moral purpose to improve student learning and understands instructional leadership to be best approached from a collaborative inquiry and research-based model. The instructional leader embraces professional learning designed to provide a comprehensive, focused and division-wide approach to improving student outcomes. The senior administrator is focused on student acquisition and development of a continuum of knowledge, understanding and skills that prepare students for a changing world. The senior administrator continually strives to understand how students are doing, how teachers are doing, how in-school administrators are doing, and constantly monitors the effectiveness of the division.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- High expectations for teaching and student learning

- Belief that all students can learn
- Belief in meeting the needs of all students in diverse ways
- A commitment to improved learning outcomes for all students
- A commitment to equity of outcome and to closing the achievement gap
- Belief in the strength of professional collegial work to improve student outcomes
- Belief in shared leadership to improve student learning
- A practice of attending to current and innovative trends and promising practices

Knowledge/Understanding

The senior administrator knows:

- About the provincial curriculum framework
- Effective instructional and assessment strategies
- All core curriculum components and initiatives and how they work together to support the learning of all students
- The significance of the data derived from different levels of assessment and how each contributes to improving student learning
- Strategies for ensuring inclusion, diversity and access
- Strategies for developing effective teachers and leaders
- About the use of new and emerging technologies to support teaching and learning

Skills/Actions

The senior administrator is able to:

- Initiate and support an inquiry-based approach to improvement in teaching and learning
- Support teacher development and capacity-building in both assessment and development of instructional repertoire
- Lead the division in the interpretation and analysis of data to make informed decisions for instruction, monitor student learning, and measure the impact of the actions
- Lead the division in the collective monitoring of progress for all students
- Ensure early, ongoing, and targeted intervention across grades to support success for all students
- Plan for the acquisition of resources to meet the needs of students and teachers in the school
- Use research to refine and improve learning strategies

Management Leadership

The senior administrator is an effective manager who ensures all personnel, resources and processes come together cohesively to eliminate distractions and focus all energies on learning. Division processes are proactive and based on a shared vision that supports student achievement and student well-being.

Philosophical Context

The senior administrator is able to operate the division from a sound philosophical basis so that the numerous decisions made daily reflect a shared vision and results in proactive rather than reactive leadership. The effective senior administrator understands the impact of school operations on student achievement and well-being and manages all aspects of school life. The senior administrator is well organized and gets things done in a timely way, engaging in long term planning to provide a clear sense of direction while attending to the small details that result in smooth operations. The effective senior administrator ensures the division is managed to optimize student learning.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- Belief that the division's primary responsibility is to the students and engages in-school administrators and staff to place students at the heart of all efforts in teaching and learning
- A commitment to ensure structures, procedures and processes support optimal student learning
- A belief in a shared vision with all stakeholders to guide decisions that will thereby be endorsed and supported
- A commitment to put in the time necessary to ensure the division runs smoothly
- An understanding of the positive impact good management of operations can have on student learning
- The ability to make organizational decisions based on informed judgements

Knowledge/Understanding

The senior administrator knows:

- How to attain and maintain the necessary supplies, furniture and equipment
- The specifics of managing the division budget in the area of responsibility
- The use of software to facilitate the various aspects of division management
- How to use the available tools and resources to monitor learning
- How to support in building understanding of the importance of daily comprehensive literacy instruction and how to work with staff to ensure it occurs across all curricula

- Strategies to engage the administrators and staff in delivering effective literacy across the curriculum
- The provincial resources and how to access those to meet staff needs

Skills/Actions

The senior administrator is able to:

- Monitor learning time on instruction
- Make optimal use of staffing allocation to meet the needs within the division
- Provide descriptive feedback to in-school administrators and staff members to enhance their professional practice
- Monitor the professional development of staff through the Professional Growth Plans
- Monitor the review of long range plans/course outlines to ensure outcomes of Ministry curricula are achieved
- Support the monitoring of teacher planning and organization
- Support the monitoring of active teaching effectively
- Attend to tasks in a timely way
- Be consistent and predictable in managing situations
- Delegate and follow-up appropriately
- Engage all staff in committing to staff development activities aimed at improving outcomes for students
- Proactively address issues with staff when necessary
- Monitor the maintenance of appropriate records and documentation for the school
- Manage situations with students and parents appropriately and effectively
- Deal with the staff and the public as issues arise
- Communicate effectively orally and in writing
- Ensure implementation of Ministry directives
- Make policy recommendations to the Board of Education
- Establish clear procedures and processes to support school operations

Shared Leadership

The leadership in the division is enhanced by a strong working relationship between the team members. The senior administrator contributes to a shared vision and fosters the acceptance and inclusion of group goals. The senior administrator sets and communicates high performance expectations for him/herself.

Philosophical Context

The senior administrator participates in the articulation of a clear vision for the division based on a common philosophy that is sound and consistent with gospel values and promising instructional practices. The senior administrator works within the administrative team to transform the vision into agreed goals to be achieved through set plans and strategies. The senior administrator motivates others to take ownership and provides the necessary support and encouragement to actualize the set goals. The senior administrator understands the opportunities to learn that are available and/or lacking in the province and division and works with stakeholders to build a stronger educational system that supports student learning.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- An alignment philosophically with the Board's Mission, Vision and Strategic Plan
- A commitment to setting and achieving ambitious, challenging goals
- A commitment to an inclusive, respectful, compassionate , equitable division culture based on gospel values
- A belief in the giftedness of those within the division and the ability to draw out the gifts for the benefit of the students in that community
- A conviction that the primary responsibility is to students and role is to engage staff to place students at the heart of all efforts in teaching and learning
- A willingness to learn from colleagues

Knowledge/Understanding

The senior administrator knows:

- How to support teacher-leader initiatives aimed at improving student learning
- How to actualize the Board's vision and create buy-in
- How to align day to day practices to the vision
- How to build, communicate and implement a vision
- How to communicate within and beyond the division
- The significance and impact of interpersonal relationships

- Adult learning principles and models of continuing professional development
- Strategies to promote individual and team development

Skills/Actions

The senior administrator is able to:

- Effectively conduct meetings focused on student learning
- Think strategically, build, and communicate a coherent vision in a range of compelling ways
- Inspire, challenge, motivate and empower others to carry the vision forward
- Empower others to work in the best interest of all students
- Mentor aspiring leaders
- Build confidence in in-school administrators and division support personnel
- Give varied opportunities to develop leadership
- Make decisions linked to mission, vision, and strategic priorities
- Actualize division initiatives
- Engage in-school administrators and staff in processes to improve student learning

Continuous Improvement Leadership

The senior administrator is responsible for creating conditions for continued student success and is accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education. The senior administrator is accountable for the goals set in the Strategic Plan and actualized through processes such as the Continuous Improvement Plan and the Continuous Improvement Accountability Framework. Improvements are always focused on the future to prepare students for a future that is characterized by change.

Philosophical Context

The senior administrator is responsible to establish the constructs to support student learning. The senior administrator will use all levels of assessment results to set division goals for student learning and to monitor outcomes. The instructional program will be monitored and the results used for continuous improvement.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- A commitment to personal self-evaluation/improvement
- Responsibility for student learning
- The belief that he/she is a leader of literacies

- A commitment to job-embedded professional learning
- Continuing focus on staff development that is strength-based
- A commitment to promising practices and action research
- A willingness to lead and support innovation

Knowledge/Understanding

The senior administrator knows:

- What is effective teaching based on the Enhancing Professional Practice Approach
- The use of a range of evidence to support, monitor, evaluate and improve aspects of division performance
- Change theory and practical applications
- How personal reading and learning can influence school and division priorities

Skills/Actions

The senior administrator is able to:

- Initiate teachers working with support personnel such as teacher librarians, mentors, consultants and coordinators and peers to expand the use of a wide variety of instructional strategies to meet needs of all students
- Form partnerships with agencies that can support student learning
- Support and mentor in-school administrators and division support personnel, recognizing and working with those needing additional support
- Develop a plan of job-embedded professional development that differentiates training and implementation based on teacher needs
- Think creatively to develop new solutions that meet current and future needs
- Problem solve issues from a variety of angles
- Use data effectively to drive decision-making and planning
- Support and mentor in-school administrators, recognizing and working with those needing additional support
- Provide leadership in actualizing the Strategic Plan

Moral, Ethical, and Legal Leadership

The senior administrator holds a position of trust and service. The academic and spiritual success of the division is greatly influenced not only by the administrative skill and educational expertise, but by the moral integrity and values of the senior administrator who embraces leadership as a vocation.

Philosophical Context

The senior administrator demonstrates personal behaviors consistent with Catholic community values and morals. The senior administrator has a passion for students and learning and willingly gives generously of the gift of time. The senior administrator demonstrates integrity and emotional self-control. The senior administrator is open to and seeks input and feedback on performance from staff, colleagues, and the Director. Targets for improvement are set based on feedback and actualized in a timely manner. The senior administrator is loyal to the division and handles disagreements with the Director and the Board's policy decisions in a professional manner. In all instances, the senior administrator's conduct at work and away is aligned with the Board expectations and professional code of conduct.

COMPETENCIES

Attitudes/Beliefs

The senior administrator demonstrates:

- A commitment to a personal life of high moral standing
- Integrity in interactions with all members of the community
- Equal commitment bestowed to individuals, students, community members, and subordinates as to superiors, board members, or other people with visibility and authority
- Emotional intelligence
- An openness to relevant feedback from all stakeholders for continuous improvement
- An understanding of the importance of public perception of words and actions
- An understanding that mistakes are to be acknowledged and viewed as an opportunity to learn
- Optimism, hope, resiliency and trust
- A commitment to the L.E.A.D.S. Code of Ethics

Knowledge/Understanding

The senior administrator knows:

- That all aspects of personal life reflect on the school division
- Conflict resolution and mediation strategies
- The letter and spirit of the law and how to avoid the fact and appearance of impropriety

- How perceptions may reflect on the individual and the division
- The Education Act and other legislations that impact on school operations
- The appropriate response in situations dealing with outside legal and other authorities or seeks counsel before taking action

Skills/Actions

The senior administrator is able to:

- Meet commitments without exception
- Challenge Board decisions and policy with constructive criticism in the appropriate forum, but once the decision is made, to fully support implementation of Board decisions and policy
- Maintain self-control, even in the most difficult confrontational situations
- Provide assistance to staff, students and parents in maintaining self-control
- Model a commitment to ongoing learning and professional development
- Use mistakes as an opportunity to learn, maintaining dignity of all concerned
- Bring forth messaging in the spirit of shared responsibility
- Be present for the division and faith community

PRINCE ALBERT CATHOLIC SCHOOLS
SENIOR ADMINISTRATOR PROFESSIONAL LEADERSHIP FRAMEWORK
DATA COLLECTION

_____ **Leadership**

Evidence – Attitude/Beliefs

Observation:

Conversation:

Product:

1 - Unsatisfactory	2 - Developing	3 - Proficient	4 - Exemplary

Evidence – Knowledge/Understanding

Observation:

Conversation:

Product:

1 - Unsatisfactory	2 - Developing	3 - Proficient	4 - Exemplary

Evidence – Skills/Actions

Observation:

Conversation:

Product:

1 - Unsatisfactory	2 - Developing	3 - Proficient	4 - Exemplary



Senior Administrator Professional Leadership

Final Report

<i>Administrator Name</i>	
<i>Position</i>	
<i>Formative/Summative</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 senior administrator. The senior 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 the actualizing of the school division's mission, vision and core values. The formative and summative evaluation processes for senior administrators are based on the assumption that there is a desire on the part of the administrator for continual professional growth and for Board quality control. 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. Senior Administrator Professional Leadership addresses the role of the senior administrator without making specific reference to the position.

PURPOSE

The primary purpose is to help administrators examine all aspects of leadership to support the ongoing growth and professional learning of senior administrators. The Senior Administrator Professional Leadership Framework provides opportunities to give descriptive feedback to improve administrator effectiveness resulting in the ultimate goals of improved student outcomes. The framework may also be used to identify areas of needed growth.

PROCESS

Senior Administrator Professional Leadership Framework in Prince Albert Catholic Schools is a process that is conducted in accordance with Board Policy. The Director is the primary assessor. The senior administrator will engage in the Senior Administrator Professional Leadership process in an evaluative context the first year in the position and in a formative context every five years thereafter.

PART ONE: PURPOSE OF THE EVALUATION

Administrator:	
Position:	
Director:	
Date:	

Purpose of process:

Check one	
	<i>Evaluation of the senior administrator in the first year in the position.</i>
	<i>A senior administrator in formative feedback year of the five year cycle.</i>
	<i>A senior administrator who is requesting a summative evaluation.</i>

Record of Data Collection Opportunities

<i>Observation</i>	<i>Conversation</i>	<i>Product</i>

PART TWO: SUMMARY**1 – Unsatisfactory**

The senior 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 senior administrator to grow. Performance at this level is unacceptable and if widespread across the domains may require further action as per the contract of employment.

2 – Developing

The senior 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, networking, and attending workshops could enable the senior administrator to become proficient.

3 – Proficient

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

4 – Exemplary

The senior administrator consistently exemplifies the implementation of the practices underlying the leadership domain. The operations within the context of responsibilities functions at a qualitatively higher level. The senior administrator at this level is a leader who makes a contribution to the field both in and out of the division. The senior 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:**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:

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:

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:

Final Comments

Summary of Strengths

Areas for Continuing Growth

Senior Administrator Signature

Date

Director Signature

Date