**LETHBRIDGE SCHOOL DIVISION**

September 30, 2020

303.3.1 Administrator Evaluation

# Section One: *Introduction*

1. Initial evaluation meeting with administrator and evaluator:

**Administrator:**

**Evaluator:**

2. Reason for evaluation:

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|  | End of term of appointment for newly appointed administrators |
|  | Administrator may not be meeting the expectations of the Leadership Quality Standard |
|  | Five year Principal comprehensive summative evaluation for the purpose of growth and improvement |
|  | Three year Vice-Principal comprehensive summative evaluation for the purpose of growth and improvement |
|  | Administrator request |

# Section Two: *Leadership Quality*

*Please refer to Alberta Leadership Quality Standard for the background on each of these areas.*

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| 1. **Fostering Effective Relationships**   A leader builds positive working relationships with members of the school community and local community. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. acting with fairness, respect and integrity;
2. demonstrating empathy and a genuine concern for others;
3. creating a welcoming, caring, respectful and safe learning environment;
4. creating opportunities for parents/guardians, as partners in education, to take an active role in their children’s education;
5. establishing relationships with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
6. demonstrating a commitment to the health and well-being of all teachers, staff and students;
7. acting consistently in the best interests of students;
8. engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
9. communicating, facilitating and solving problems effectively; and
10. implementing processes for improving working relationships and dealing with conflict within the school community.

Comments:

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| 1. ***Modeling Commitment to Professional Learning***   A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. engaging with others such as teachers, principals and other leaders to build personal and collective professional capacities and expertise;
2. actively seeking out feedback and information from a variety of sources to enhance leadership practice;
3. seeking, critically reviewing and applying educational research to inform effective practice;
4. engaging members of the school community to build a shared understanding of current trends and priorities in the Education system.

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| 1. **Embodying Visionary Leadership**   A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

* 1. communicating a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership;
  2. recognizing the school community’s values and aspirations and demonstrating an appreciation for diversity;
  3. collaborating with other leaders and superintendents to address challenges and priorities;
  4. supporting school community members, including school councils, in fulfilling their roles and responsibilities;
  5. promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and
  6. accessing, sharing and using a range of data to determine progress towards achieving goals.

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| 1. **Leading a Learning Community**   A leader builds positive working relationships with members of the school community and local community. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. fostering in the school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms;
2. creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
3. developing a shared responsibility for the success of all students;
4. cultivating a culture of high expectations for all students and staff;
5. creating meaningful, collaborative learning opportunities for teachers and support staff;
6. establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
7. creating an environment for the safe and ethical use of technology;
8. collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
9. recognizing student and staff accomplishments.

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| 1. **Supporting the Application of Foundational Knowledge about First Nations, Metis and Inuit**   A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. understanding the historical, social, economic, and political implications of:

* treaties and agreements with First Nations;
* legislation and agreements negotiated with Métis; and
* residential schools and their legacy;

1. aligning resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement;
2. enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
3. pursuing opportunities and engaging in practices to facilitate reconciliation within the school community.

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| 1. **Providing Instructional Leadership**   A leader ensures that every student has access to quality teaching and optimum learning experiences. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. building the capacity of teachers to respond to the learning needs of all students;
2. implementing professional growth, supervision and evaluation processes to ensure that all teachers meet the Teaching Quality Standard;
3. ensuring that student instruction addresses learning outcomes outlined in programs of study;
4. facilitating mentorship and induction supports for teachers and principals, as required;
5. demonstrating a strong understanding of effective pedagogy and curriculum;
6. facilitating the use of a variety of technologies to support learning for all students;
7. ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
8. interpreting a wide range of data to inform school practice and enable success for all students; and
9. facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development.

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| 1. **Developing Leadership Capacity**   A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. demonstrating consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives;
2. identifying, mentoring and empowering teachers in educational leadership roles;
3. promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in school life;
4. creating opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making; and promoting team building and shared leadership among members of the school community.

Comments:

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| 1. **Managing School Operations and Resources** A leader effectively directs operations and manages resources | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. identifying and planning for areas of need;
2. applying principles of effective teaching and learning, child development, and ethical leadership to all decisions;
3. aligning practices, procedures, policies, decisions, and resources with school and school authority visions, goals and priorities;
4. following through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
5. facilitating access to appropriate technology and digital learning environments; and
6. ensuring operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority.

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| 1. **Understanding and Responding to the Larger Societal Context**   A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority. | |  |  | | --- | --- | |  | Proficient | |  | Deficient | |

Achievement of this competency is demonstrated by indicators such as:

1. supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system;
2. representing the needs of students at the community, school authority and provincial levels;
3. engaging local community partners to understand local contexts;
4. demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for education; andfacilitating school community members’ understanding of local, provincial, national, and international issues and trends related to education.

Comments:

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8. Decision

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|  | Administrator returns to Professional Growth Plan process. |
|  | Recommend extension of administrative appointment |
|  | Notification of Remediation: administrator continues through evaluation process (continue to Section Three) |
|  | Refer to Superintendent for employment decision. |

1. Evaluator’s Comments:

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1. Administrator’s Comments:

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School Administrator Signature Date

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Evaluator Signature Date

# Section Three: *Notice of Remediation*

Detailed description of deficiencies related to specific components of the Leadership Quality Standard.

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# Section Four: Notice of Remediation

1. Strategies for improvement towards achieving performance described in the Leadership Quality Standard.

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1. Indicators and measures of achievement of the Leadership Quality Standard.

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1. Timelines

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1. Administrator progress towards achieving the expectations of the Leadership Quality Standard.

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1. Evaluation decision

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|  | Administrator returns to Professional Growth Plan process |
|  | Refer to Superintendent for employment decision |

1. Administrator Comments

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School Administrator Signature Date

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Evaluator Signature Date