

LIGHT OF CHRIST CATHOLIC SCHOOL DIVISION #16

In-School Administrator Supervision/Evaluation/Mentorship Policy



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In- School Administrator Supervision and Evaluation

Statement of Beliefs

Recognizing its responsibility to provide the best possible educational services to its students, the Light of Christ Roman Catholic Separate School Division # 16 (LOCCSD) holds the following statement of beliefs:

1. In-school administrator effectiveness is one of the most important in-school determinants of student learning.
2. The improvement of in-school administrator effectiveness is a shared responsibility between individual in-school administrators and the Light of Christ Roman Catholic Separate School Division.
3. Supervision practice and procedures should reflect current research as applicable to local needs, conditions, and Light of Christ Roman Catholic Separate School Division priorities.
4. One means of ensuring in-school administrator effectiveness is a program of in-school administrator supervision and evaluation.
5. The primary purpose of the program of supervision and evaluation is to improve in-school administrator effectiveness (formative supervision).
6. The secondary purpose of supervision and evaluation is to provide a basis for decisions regarding retention, re-assignment or termination (summative evaluation).

Guidelines

The Director of Education shall ensure that a program of supervision is carried out according to the following guidelines:

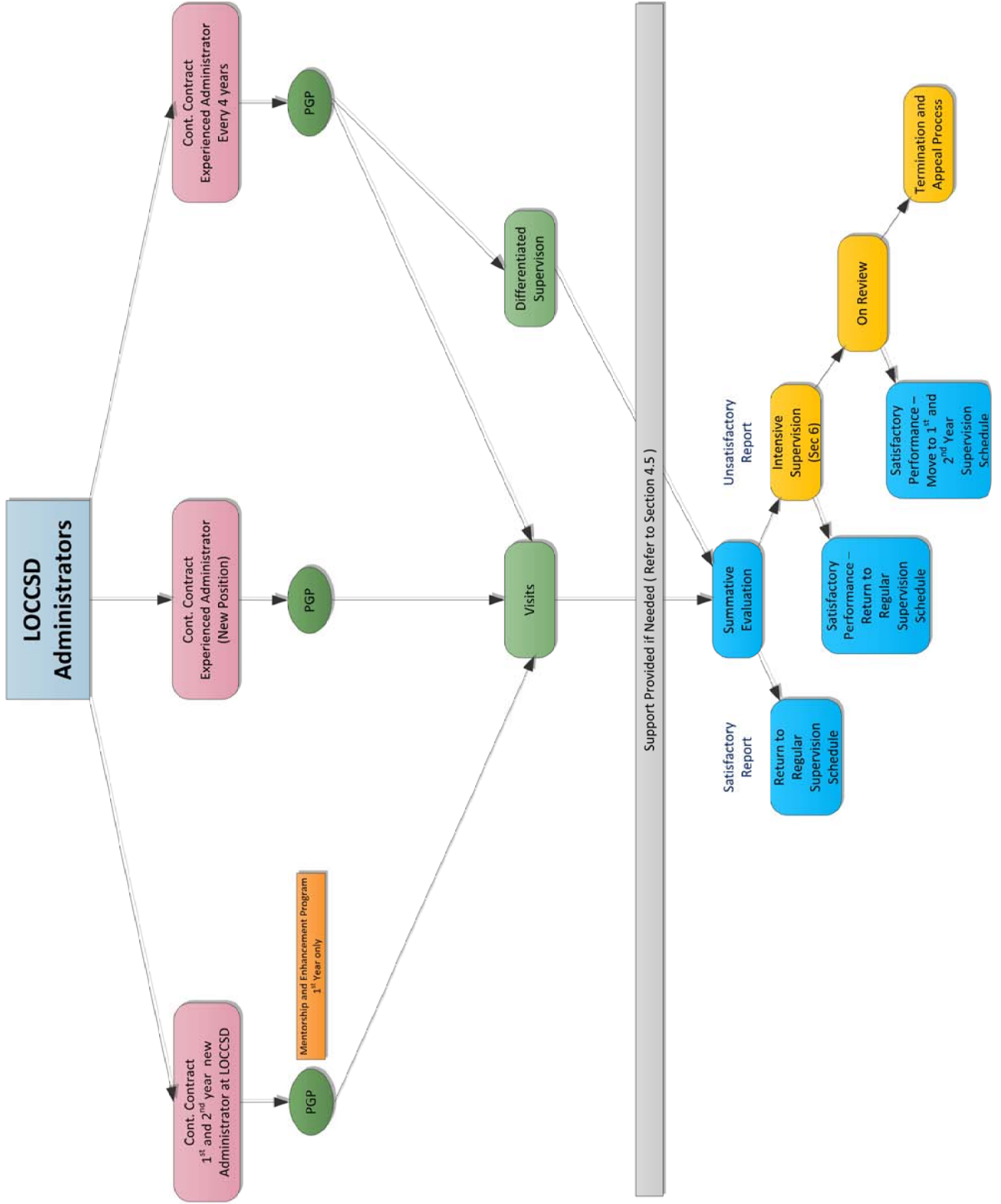
1. Supervision shall take into account:
 - The in-school administrator's skills and competencies.
 - The in-school administrator's professional attributes.
2. The procedure should be guided by the interaction between the in-school administrator and central office administrator.
3. The practices and procedures of supervision and any directives arising out of the supervision process must be fair, respectful, equitable, timely, and follow the principles of due process and natural justice.
4. Supervision should be differentiated in order to provide in-school administrators with choices that will better meet their individual needs.
5. The program of supervision should be part of an on-going process aimed at improvement of instruction, professional leadership practice, and personal growth.
6. When a central office administrator has concerns of a in-school administrator not meeting the expectations of the Light of Christ Roman Catholic Separate School Division, he/she shall inform and discuss the circumstances of the concern with the in-school administrator and, if need be, report it to the Director in order for the concern to be addressed appropriately.
7. Central office administrators will be provided with appropriate training related to this process. This will provide for consistency of practice, fairness, and effectiveness.
8. Formal written reports, filed on a regular basis, will serve to provide on-going records of performance.
9. A route of appeal will be available to the in-school administrator. (Section 9 Appeals)
10. A review of the administrative procedure shall take place two years after implementation, or earlier if requested by the In-school administrators' Group, or the director / designate. Subsequent reviews shall take place every five years. (Appendix 1)

Conceptual Framework for In-School Administrator Supervision and Evaluation

Light of Christ RCSSD #16

<i>Experience</i>	<i>Formative</i>	<i>Summative</i>
<p>New 1st and 2nd year Administration in LOCCSD</p>	<ul style="list-style-type: none"> ▪ Professional Growth Plan ▪ in-school administrator plans, communicates, implements ▪ in-school Administrator Enhancement and Mentorship Program (1st year only) 	<ul style="list-style-type: none"> ▪ Minimum of 3 meetings yearly by central office administrator who writes report in 1st and 2nd year ▪ Informal visits
<p>Experienced (new position)</p>	<ul style="list-style-type: none"> ▪ Professional Growth Plan ▪ in-school administrator, communicates, implements 	<ul style="list-style-type: none"> ▪ Minimum of 3 meetings by central office administrator who writes report in 1st year. ▪ Informal visits
<p>Experienced</p>	<ul style="list-style-type: none"> ▪ Professional Growth Plan ▪ in-school administrator plans, communicates, implements 	<p>Every 4 years *</p> <ul style="list-style-type: none"> ▪ Minimum of 3 meetings during the supervisory year by central office administrator who writes report ▪ Staff Survey ▪ Informal visits ▪ Optional process: <ul style="list-style-type: none"> - Professional Portfolio - Co-operative or Self Development Plan
<p>Timeline</p>	<ul style="list-style-type: none"> ▪ Sept. 30 – submit PGP in writing to central office ▪ Oct. 15 – initial meeting ▪ Feb. 15 – mid-year meeting ▪ Apr. 30 – submit year end reflection ▪ May 15 – final meeting or meet to extend plan another year. 	<ul style="list-style-type: none"> ▪ 1st meeting – before November 15 ▪ 2nd + 3rd meeting –before April 30th ▪ May 31 – Final Report

Chart 1 : In School Administrator Supervision and Evaluation Flow Chart



F O R M A T I V E

S U M M A T I V E

Regulations

The Director of Education shall establish and maintain suitable procedures for supervising and evaluating the performance and development of each in-school administrator. The program shall include the following features:

Formative Supervision – purpose is to assist the in-school administrator in such a way as to achieve objectives. It is process-oriented as it is primarily concerned with improving the leadership process.

Summative Evaluation – purpose is to collect information to assist in assessing the present level of performance of the in-school administrator and in the making of decisions.

Formative Supervision Process

1. Professional Growth Plan

- 1.1 The purpose of the Professional Growth Plan is to enable professional growth through goal setting and reflective practice.
- 1.2 The Professional Growth Plan provides an opportunity for the in-school administrator to:
 - Strengthen professional practice
 - Develop effective leadership behaviours
 - Identify individual strengths and achievements
 - Enhance personal attributes, skills
 - Implement innovative practices
 - Improve personal / professional relationships.
- 1.3 The in-school administrator will assume primary responsibility for planning and implementing the Professional Growth Plan.
- 1.4 The Professional Growth Plan may be defined for a one year period or may be broadened to include several years.
- 1.5 The in-school administrator will submit their Professional Growth Plan to the central office administrator by September 30 of the current school year and meet with the central office administrator by October 15.

- 1.6 The plan shall identify the specific goals to be accomplished, activities that will be undertaken in support of the goals, and how the outcomes will be measured or evaluated.
- 1.7 Upon receipt of the plan, the in-school administrator and central office administrator shall review the contents and the central office administrator may make recommendations and suggestions to enhance the plan.
- 1.8 The Professional Growth Plan shall be in accordance with the criteria as established by the Light of Christ RCSSD #16.
- 1.9 A copy of the Professional Growth Plan shall be retained by the in-school administrator and the central office administrator.
- 1.10 The activities and goals contained within the Professional Growth Plans shall be differentiated to respect the differences in individual needs and practices.
- 1.11 The in-school administrator and central office administrator shall meet by February 15 to review the progress of the Professional Growth Plan.
- 1.12 The in-school administrator shall submit the year end reflection by April 30 of the current school year to the central office administrator and meet to discuss with the central office administrator by May 15.
- 1.13 The year end reflection is intended to be brief but shall reflect the in-school administrators general perceptions of the plan. The year end reflection should also identify any implications for future growth plans and leadership practices. The the in-school administrator may request to have the year end reflection placed in the the in-school administrator's Light of Christ RCSSD personnel file.

2. In-School Administrator Enhancement And Mentorship Program

- 2.1 All the in-school administrators new to Light of Christ RCSSD will participate in the program in their first year of administration.
- 2.2 Support will be provided by central office administrators to assist new in-school administrators to better understand the expectations of their role as the in-school administrator in the Light of Christ RCSSD.
- 2.3 A mentor will also be assigned to assist new in-school administrators by providing information and offering support at a personal and professional level.

Summative Evaluation Process

The supervision model shall be used for the purposes of observing leadership behaviours and professional practices. Observation of the in-school administrator's professional leadership practices shall be ongoing.

1. Informal Visits:

The central office administrator may visit the school as time permits to become familiar with the in-school administrator and school.

2. Staff Survey Component – Please see Appendix #2.

3. Criteria for Evaluation of In-school Administrator Performance shall include the following leadership domains:

1. Personal Behaviour

- 1.1 Integrity
- 1.2 Emotional self-control
- 1.3 Compliance with legal and ethical requirements in relationships with employees
- 1.4 Compliance with legal and ethical requirements in relationships with students
- 1.5 Tolerance of different points of view within the boundaries of the values and mission of the Light of Christ RCSSD
- 1.6 Organization, including calendar, desk, office, and building(s)

2. Decision Making

- 2.1 Data-based decision making concerning curriculum, teaching practices, and leadership practices
- 2.2 Clear identification of decision-making structure
- 2.3 Decisions linked to mission, vision, and strategic priorities
- 2.4 Decisions evaluated for effectiveness and revised where necessary

3. Communication

- 3.1 Two-way communications with students
- 3.2 Two-way communication with faculty and staff
- 3.3 Two-way communication with parents, school community council, and community

4. Resilience

- 4.1 Constructive reaction to disappointment and failure
- 4.2 Willingness to admit error and learn from it
- 4.3 Constructively handles disagreement with leadership and administrative procedure / decisions
- 4.4 Constructively handles dissent from subordinates
- 4.5 Explicit improvement of specific performance areas based on the previous leadership evaluation

5. Faculty Development

- 5.1 Understanding of staff proficiencies and needs for further development
- 5.2 Personal participation in leading professional development
- 5.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and school performance

6. Leadership Development

- 6.1 Strong staff members who are capable of immediately assuming leadership responsibility in their school or other buildings
- 6.2 Consistent identification of potential future leaders
- 6.3 Evidence of delegation and trust in staff

7. Time, Task, and Project Management

- 7.1 Consistently maintains daily prioritized task list
- 7.2 Choices for time management reflect a focus on the most important priorities
- 7.3 Complex projects have clear objectives and coherent plans
- 7.4 History of completion of projects on schedule and within budget

8. Technology

- 8.1 Demonstrated use of technology to improve teaching and learning
- 8.2 Personal proficiency in electronic communication

9. Learning

- 9.1 Personal understanding of research trends in education and leadership
- 9.2 Personal Professional Development Plan
- 9.3 Professional Development Focus
- 9.4 Application of Learning

10. Faith

- 10.1 School's Physical Environment grounded in rich symbolism that creates a distinctly Catholic learning environment
- 10.2 Catholic Christian values are permeated in all curricular and extracurricular activities
- 10.3 All school learning environments are grounded in social justice, compassion, humility, empathy, service and love
- 10.4 Catholic Christian leadership in school environment
- 10.5 Catholic Christian leadership in parish/church community

3. New In-school Administrators

During the first and second year of employment with the Light of Christ RCSSD, supervision shall include:

- 3.1 A minimum of three school meetings yearly by the central office administrator. There shall be at least one meeting before Christmas and at least two between Christmas and March 31.

- 3.2 If a in-school administrator's performance has met the expectations of the Light of Christ RCSSD, a written summative evaluation report shall be completed prior to May 31 indicating the satisfactory level of performance.
- 3.3 The report shall be initialled and signed as required and distributed as follows: to the in-school administrator and the in-school administrator's Light of Christ RCSSD personnel file.
- 3.4 When an in-school administrator's performance has not demonstrated sufficient growth and does not reflect the expectations of the Light of Christ RCSSD, the central office administrator shall inform and discuss with the in-school administrator and, if need be, report to the Director in order for the concern to be addressed appropriately.
- 3.5 The in-school administrator may call upon a colleague, STF member / assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan.
- Support may include but not be limited to:
- Professional development opportunities
 - Leadership and management strategies
 - Resources
 - Counselling
 - Planning and preparation
 - Time management
 - Interpersonal skills development
 - Supportive working conditions.
- 3.6 Based upon the consultation and any other processes completed, a written summative report shall be completed by the central office administrator and/or the Director.
- 3.7 If the summative evaluation report reflects unsatisfactory performance, where an in-school administrator does not meet the expectations of the Light of Christ RCSSD, the in-school administrator shall be notified in writing by the Director of one of two options.
- A recommendation may be made to place the in-school administrator on an intensive supervision program. (Section 6.0 Intensive Supervision)
- or**
- A recommendation may be made to remove the in-school administrator's contract with the Light of Christ RCSSD and return them to a teaching assignment or termination.

4. Experienced In-school administrators

Following the second year of employment or the first year in a new position, the in-school administrator shall be supervised every four years thereafter or earlier at the request of the in-school administrator. In exceptional circumstances, the central office administrator and the in-school administrator will mutually submit a request for an extension of the time from the Director. Supervision shall include:

- 4.1. The same steps are followed as new in-school administrators (Section 3.1 – 3.7).
- 4.2. As a requirement of the summative assessment process, experienced administrators shall self-administer a staff survey to the professional teaching staff. The survey shall be completed before December 1. Data collected will be used to direct a professional dialogue between the in-school administrator and the director/or designate. Results will not be directly reported in the summative final report.

5. Optional Summative Processes for Experienced In-school administrators

Where an in-school administrator performance is deemed to have met the expectations outlined in the summative evaluation cycle and the in-school administrator has been through one cycle of supervision, the in-school administrator in consultation with the central office administrator, may select an alternative to meet the expectations of the summative evaluation administrative procedure as defined in Appendix 3 – Leadership Performance Matrix. Options may include the development of a professional portfolio or a cooperative or self-directed development plan which may include the use of surveys / questionnaires to meet the unique needs of the in-school administrator.

Optional Summative Processes

- The in-school administrator and central office administrator shall meet by October 15 of the current school year to review the expectations for the chosen optional summative process. The in-school administrator shall present a proposal at this time identifying the area(s) of practice to be addressed. An action plan that identifies the nature of the activities, timelines and goals shall be formalized at this meeting.
- A minimum of two follow-up meetings shall be scheduled between the in-school administrator and central office administrator to discuss the chosen optional summative process. The first shall be held prior to March 31 and provide an opportunity for the in-school administrator and central office administrator to review progress and identify actions to be taken before the year-end. The year end meeting shall occur by May 15.
- Both the in-school administrator and central office administrator will develop a brief (1 to 2 page) reflection on the optional summative strategy. These two documents will become part of the year end summative evaluation report.

- The report will include the summative evaluation report cover page indicating the reflections of the in-school administrator and central office administrator, and the final page of the summative evaluation report.

5.1. Professional Portfolio

Professional portfolios provide in-school administrators with the opportunity to reflect on present practice and to demonstrate growth, as the professional portfolio relates to the expectations outlined in Appendix 3.

5.2. Cooperative or Self-directed Development Plan

The Cooperative or Self-directed Development Plan is intended to provide flexibility and opportunity for in-school administrators to direct their professional growth while working closely with central office administrators. Appendix 4 - Differentiated Supervision and Appendix 6 - Resource List are two sections in the administrative procedure that provide a range of options and resources that can be drawn upon.

6. Intensive Supervision Program

- 6.1 The Intensive Supervision Program shall focus on those in-school administrator who have demonstrated on the basis of their performance and subsequent evaluation, that they are in need of intensive supervision in order to improve their leadership behaviour and professional practice to meet the expectations of the Light of Christ RCSSD.
- 6.2 The Intensive Supervision Program will be conducted over a reasonable and specified timeframe. All relevant timelines will be set to minimize disruptions to students' learning and school operations.
- 6.3 The Intensive Supervision Program will be initiated by the director / designate who has responsibility to facilitate and implement an improvement plan.
- 6.4 The Intensive Supervision Program shall note the following:
 - The leadership behaviour(s) or professional practice(s) that have been identified as unsatisfactory.
 - The activities the in-school administrator will undertake to remediate the identified areas requiring improvement.
 - Supports that will be provided for the in-school administrator.

- How the leadership behaviour(s) or professional practice(s) must change in order to be deemed acceptable.
 - How the evaluator will determine that the unsatisfactory leadership behaviour or professional practice has been remediated.
 - That following the end of the timelines, the in-school administrator must maintain the expected outcome(s) of the intensive supervision program into the foreseeable future.
 - Failure to comply with the improvement plan and to attain the expected outcomes may result in a recommendation for removal from administrative duties in the Light of Christ RCSSD.
- 6.5 The in-school administrator will be expected to take primary responsibility for his or her own improvement.
- 6.6 The improvement plan shall be based upon the expectations indicated in Appendix 3.
- 6.7 The Director shall consult with and involve the central office administrator of the school throughout the intensive supervision process.
- 6.8 At the conclusion of the intensive supervision program, the Director shall complete a summative evaluation report.
- 6.9 If the in-school administrator's performance is satisfactory, the in-school administrator shall return to the in-school administrator supervision schedule as indicated in the summative evaluation process.
- 6.10 If the performance is unsatisfactory, the Director shall forward a recommendation to the Light of Christ RCSSD Board of Education which may include removing administrative duties.

A in-school administrator who has been placed in a program of intensive assistance may call upon a colleague, STF member / assistant, consultant, supervisor, in-school administrator, superintendent or any combination of the aforementioned to assist in the development of an improvement plan.

7. Appeals

- 7.1 If a in-school administrator is not satisfied with a summative evaluation report, a second opinion may be requested from the Director.
- 7.2 Any appeals made up to and including termination with respect to the summative evaluation process and its outcomes shall be guided by Section 210 through 230 of *The Education Act, 1995*.

Administration Review Time Line

Implementation	2011 - 2012 School Year
First Review	2012 – 2013 School Year
Second Review	2018 – 2019 School Year

Documents

Forms

In-School Administrator Final Assessment Template

Appendix 1

Professional Growth Form

Appendix 2

Staff Feedback Survey Instrument and Questionnaire

Appendix 3

The Leadership Performance Matrix

Appendix 4

Differentiated Supervision

Appendix 5

Resource List

Forms: In-School Administrator Final Assessment Template



In-School Administrator Summative Evaluation Report

In-School Administrator: _____ School: St. Mary

Years of Experience: _____

Central Office Administrator: _____ Date: _____

Dates of Meetings: _____

Dates of Informal Visits: _____

This report has been completed in accordance with the Light of Christ School Division Supervision and Evaluation for In-School Administrators' Administrative Procedure.

The In-School Administrator may append written comments or response to the report within ten days of receipt. Such written response/comment shall be attached to the original and shall constitute part of the official report. The original signed report is to be filed in the In-School Administrator's LOCCSD personnel file immediately following discussion. A copy shall be given to the In-School Administrator.

If an In-School Administrator is not satisfied with a summative evaluation report, a second opinion may be requested from the Director.

Rating Scale:

U = Unsatisfactory B = Basic P = Proficient D = Distinguished

1. Personal Behaviour

1.1	Integrity	NA
1.2	Emotional self-control	NA
1.3	Compliance with legal and ethical requirements in relationships with employees	NA
1.4	Compliance with legal and ethical requirements in relationship with students	NA
1.5	Tolerance of different points of view within the boundaries of the mission and values of the Light of Christ School Division	NA
1.6	Organization, including calendar, desk, office and buildings(s)	NA

Commendations:

Recommendations:

2. Decision Making

2.1	Data-based decision making concerning curriculum, teaching practices, and leadership practices	St. Mar
2.2	Clear identification of decision-making structure	NA
2.3	Decisions linked to mission, vision, and strategic priorities	NA
2.4	Decisions evaluated for effectiveness and revised where necessary	NA

Commendations:

Recommendations:

3. Communication

3.1	Two-way communication with students	NA
3.2	Two-way communication with staff	NA
3.3	Two-way communication with parents, school community council, and community	NA

Commendations:

Recommendations:

4. Resilience

4.1	Constructive reaction to disappointment and failure	NA
4.2	Willingness to admit error and learn from it.	NA
4.3	Constructively handles disagreement with leadership and policy / administrative procedure decisions	NA
4.4	Constructively handles dissent from subordinates	NA
4.5	Explicit improvement of specific performance areas based on the previous leadership evaluation	NA

Commendations:

Recommendations:

5. Faculty Development

- | | | |
|-----|--|----|
| 5.1 | Understanding of staff proficiencies and needs for further development | NA |
| 5.2 | Personal participation in leading professional development | NA |
| 5.3 | Formal and informal feedback to colleagues with the exclusive purpose of improving individual and school performance | NA |

Commendations:

Recommendations:

6. Leadership Development

6.1	Strong staff members who are capable of immediately assuming leadership responsibility in this school or other buildings	NA
6.2	Consistent identification of potential future leaders	NA
6.3	Evidence of delegation and trust in staff	NA

Commendations:

Recommendations:

7. Time, Task, and Project Management

7.1	Consistently maintains daily prioritized task list	NA
7.2	Choices for time management reflect a focus on the most important priorities	NA
7.3	Complex projects have clear objectives and coherent plans	NA
7.4	History of completion of projects on schedule and within budget	NA

Commendations:

Recommendations:

8. Technology

- | | | |
|-----|---|----|
| 8.1 | Demonstrated use of technology to improve teaching and learning | NA |
| 8.2 | Personal proficiency in electronic communication | NA |

Commendations:

Recommendations:

9. Learning

9.1	Personal understanding of research trends in education and leadership	NA
9.2	Personal Professional Development Plan	NA
9.3	Professional Development Focus	NA
9.4	Application of Learning	NA

Commendations:

Recommendations:

Summary Statement:

Based upon the observations and comments noted in this report, I consider the performance of this In-School Administrator, _____, to be:

SATISFACTORY [exemplary, proficient, progressing]

UNSATISFACTORY [not meeting standards]

_____, 20____
Central Office Administrator's Signature


The report author and the In-School Administrator are asked to initial each page and affix their signatures on the last page. The signature of the In-School Administrator does not indicate concurrence with the contents of the report, only that the In-School Administrator has had an opportunity to discuss its contents and has been provided with a copy.

_____, 20____
In-School Administrator's Signature

I have reviewed the contents of this report and directed it to be filed with appropriate attachments in the In-School Administrator's personnel file.

_____, 20____
Director's Signature

Appendix 1: In-School Administrator Professional Growth Plan

	
In-School Administrator Professional Growth Plan (PGP Plan)	
Administrator:	
School:	Year:
In-school Administration Experience: _____ yrs	
In-school Administration Experience at Present School: _____ yrs	
Assignment:	

I feel my greatest professional strengths are:
1.
2.
3.
4.
5.

During the course of the school year, I plan to focus on the following goals as my professional growth plan. (At least one goal must relate to a division and/or school student learning goal)
1.
2.
3.

Goal # :		
One goal per page		
Actions	Timetable	How will I indicate/measure success?

Mid Year Reflection:

Signature Administrator	Signature Director/Superintendent	Date

Administrator Professional Growth Plan – Year End Reflection	
Administrator:	School:
Reflection Questions:	
1. Summarize the progress of your goals this past year.	
2. How has your plan had a positive impact upon your students' learning?	
3. How has your plan impacted you and your school?	
4. Have you identified any goals for the future?	
5. Director/Superintendent Comments:	

Signature Administrator	Signature Director/Superintendent	Date

Appendix 2 – Staff Feedback Survey

Staff Feedback For In-school administrators

FACTOR	BEHAVIORS	Low 1	2	3	4	High 5
Accessibility Domain 1, 3,10	Available to meet with staff, circulates a lot and is visible in the school community, involved in the life of the school					
Consistent Domain 2, 3, 5, 10	Practices are consistent with policies, values and beliefs (school and system)					
Knowledge and Expertise Domain 4, 5, 6	Knowledge of teacher and student needs, has knowledge of curricula, programs, instructional strategies, classroom management, and assessment of student growth					
Clear and Reasonable Expectations Domain 5, 6	Encourages setting of high goals, does realistic assessment of my teaching strengths and areas for growth, has ability to set and communicate expectations					
Decisiveness Domain 2, 5, 7	Makes decisions, doesn't postpone, doesn't constantly change mind					
Participation Domain 1, 6	Encourages teachers, parents and student involvement, works collaboratively with teachers, parents and students, extends authority to teachers					
Goals/Direction Domain 1,5,6,9	Develops goals and direction for self, school and staff					
Follow Through Domain 2, 4, 7	Provides appropriate resources and support in a timely fashion					
Problem Solving Domain 1,2,3,4,10	Employs an incremental approach, helps clarify problems, approaches disagreements positively, discreetly and constructively, listens to both sides, maintains a sensitivity to special needs					
Recognition Domain 1, 2, 4, 6, 10	Celebrates achievement of excellence, allocates resources to support achievement and school culture, expresses praise directly provides opportunities for individual growth					
Faith Domain 10	Faith is at the center of all decision making and programing (curricular, extra-curricular and Stewardship) at the school. All relationships between students, staff and parents are Christ-centered					

Appendix 3

The Leadership Performance Matrix

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1.0 Personal Behaviour				
1.1 Integrity	The words “I’m working on it” or “I’m doing the best I can” are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance	The leader meets explicit written commitments. The need to “get it in writing” does not allow subordinates or superiors to assume that verbal statements have the weight of a commitment	The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments	This leader meets commitments – verbal, written, and implied – without exception. Commitments to all stakeholders have the same weight as commitments to people with visibility and authority. The leader’s commitment to integrity is clear throughout the school, as any commitment from anyone who reports to this leader is as good as a commitment from the leader
1.2 Emotional self-control	Loses temper and emotionally unstable. Conversations on any sensitive topic are brief or nonexistent	Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues	The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.	The leader possesses complete self-control, even in the most difficult and confrontational situation, but also assists colleagues on the techniques of emotional intelligence. Not only is the leader an exemplar of emotional intelligence, but the entire staff reflects this commitment to self-control, empathy, and respect.
1.3 Compliance with legal and ethical requirements in relationships with employees	Violates – even just one time – the legal and policy / administrative procedure requirements for the relationship between leaders and employees	There is no “progressing” in this category – one strike and you’re out. Failing to be proficient is the same as being ineffective.	No instances of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy / administrative procedure or law.	Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Inculcates the foundations of mutual respect for colleagues and for the law.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
1.4 Compliance with legal and ethical requirements in relationship with students	Failure to protect student safety by permitting or engaging in inappropriate contact with students.	There is no "progressing" in this category. A single violation is a career killer	Meets all legal requirements for student contact and takes swift and appropriate actions when inappropriate contact between staff and students has been detected	Uses leadership as an opportunity to teach staff and students respect for one another, creating a climate for mutual trust and respect. Builds in all staff members an environment in which student safety is paramount, and inappropriate contact with students never occurs.
1.5 Tolerance of different points of view within the boundaries of the mission, vision, and values of the Light of Christ RCSSD.	Suppresses other points of view and discourages disagreement or divergent thinking	No punishment of alternative points of view, but little or no development or encouragement of those views	Focuses on the achievement of mission and vision and adherence to values, without penalizing differences in points of view that are within the framework of division requirements.	Actively seeks differences in perspective. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support division goals
1.6 Organization, including calendar, desk, office, and building(s)	Messy desk, no task list, outdated calendar, the building, public areas, classrooms, and other physical facilities are a mess	Calendar and task list can be available with warning. Work space is tolerable, but imperfectly organized. The rest of the building does not reflect a commitment to organization and discipline.	Personal work space is organized, with a task list and up to date calendar always available. The building reflects a commitment to organization and discipline.	Maintains a task list that can be spontaneously produced at any time. Organized desk, with highest priority work on the desk and other work in pending files. Daily planner is openly available and focused on the priorities of the leader and the school / division. The majority of teachers' desks are organized, and daily planners are available,. Facilities and grounds reflect the leader's sense of dignity, order, and decorum.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2.0 Decision Making				
2.1 Data-based decision-making concerning curriculum, teaching practices, and leadership practices	Data are rarely used for decisions and the predominant decision-making methodology is either a popularity contest or an imperial mandate from the leader.	Some decisions are based on data but others are the result of personal preference and tradition	The records of decision making reflect a clear reference to data.	Decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative and quantitative, are used.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
2.2 Clear identification of decision-making structure	The leader lurches from autocracy to democracy with no clear method, demoralizing and bewildering the staff.	The leader uses both consensus and unilateral decision making, but the reason for changing decision-making structures is not consistently clear.	The leader clarifies the decision-making method for major decisions and shares decisions with the staff, using data to the greatest extent possible to support those decisions.	All stakeholders understand the difference between decision-making levels, where Level 1 represents a staff decision by consensus or majority, Level II represents a staff input that will significantly influence leadership decisions, and Level III represents a unilateral leadership decision. The leader uses data in such a compelling way that the majority of decisions are Level 1 decisions.
2.3 Decisions linked to mission, vision, and strategic priorities	The leader is unaware of or disconnected from the organization's mission, vision, and strategic priorities. There is little or no evidence of the relationship of leadership decisions to those guideposts	While the mission, vision, and priorities may be visible, they are not consistently linked to the leader's decisions.	The decisions of the leader are consistent with the mission, vision, and strategic priorities of the school / division.	The mission, vision, and strategic priorities of the leader and the school / division are visible, in-grained in the culture of the school, and routinely used as a reference point for decisions. The use of strategic guidelines for decision-making filters makes many decisions self-evident and avoids time wasted on unproductive arguments.
2.4 Decisions evaluated for effectiveness and revised where necessary	The leader is mired in old decisions, accumulating each one as if decisions were etched in stone. There is little or no evidence of reflection and re-evaluation of previous decisions.	The leader has new information and appears to be willing to reconsider previous decisions, but does not have a clear record of making changes.	The leader has a record of evaluating and revising decisions based on new information.	The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are re-evaluated in light of the most current data. There is a culture of "honest bad news" in which the leader and everyone in the school can discuss what is not working without fear of embarrassment or reprisal

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
3.0 Communication				
3.1 Two-way communication with students	The leader does not know student names, avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present.	The leader knows most student names, is visible and often greets students by name, and talks with students frequently.	The leader knows student names, regularly greets students by name, and is proactive in talking with and listening to students. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.	In addition to all of the “proficient” characteristics, the leader goes to exceptional lengths to listen to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect.
3.2 Two-way communication with staff	Staff meetings consist of the reading of announcements with little or no interaction.	Typically limits listening to questions during staff meetings.	Staff meetings include open discussions with two-way discussions. Staff members regularly have the opportunity for one-to-one meetings with the leader. The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.	In addition to all of the “proficient” behaviors, the leader actively engages in active listening to the staff. The leader’s daily planner reflects numerous individual and small group meetings with staff at every level, not just with the direct reports.
3.3 Two-way communication with parents, school community council, and community	Parents and community members have little or no role to play in leadership decision making.	Parents and community members receive a respectful hearing when they initiate the conversation.	Conducts frequent interactions with parents and community members including newsletters, personal briefings, personal visits and calls, and the use of technology where appropriate. Clear evidence of decisions based on input from parent and community members.	Clear evidence of parent and community-centered communication, including open forums, focus groups, surveys, personal visits, and extensive use of technology where appropriate. Decisions reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4.0 Resilience				
4.1 Constructive reaction to disappointment and failure	Defensive and resistant to the acknowledgment of error.	Acknowledges personal and school failure when confronted with evidence	Readily acknowledges personal and school failures.	Frank acknowledgment of personal and school failures and clear suggestions for learning resulting from those lessons
4.2 Willingness to admit error and learn from it.	Unwilling to acknowledge errors. When confronted with evidence of errors, is defensive and resistant to learning from mistakes.	Able to accept evidence of errors when offered by others. Some evidence of learning from mistakes.	Admits errors quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting feedback and discussing errors.	Shares personal errors to guide, inspire, and teach colleagues. Praises "good mistakes" where risks were taken and lessons learned for future growth.
4.3 Constructively handles disagreement with leadership and policy / administrative procedure decisions	Ignores or subverts leadership and policy / administrative procedure decisions that are unpopular or distasteful.	Sometimes challenges leadership and policy / administrative procedure decisions without bringing those concerns to appropriate executive and administrative procedure authorities. Sometimes implements unpopular policies unenthusiastically or because "I'm just following orders, but I don't like it."	Accepts and implements leadership and policy / administrative procedure decisions.	In disagreements with leadership and policy / administrative procedure decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the division. Willing to challenge executive authority and administrative procedure leaders appropriately with evidence and constructive criticism. Once the decision is made, aligns with and implements leadership and policy / administrative procedure decisions.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
4.4 Constructively handles dissent from subordinates	Dissent is absent due to a climate of fear and intimidation.	Leader tolerates dissent, but there is very little of it in public because subordinates do not understand the leader's philosophy about the usefulness of dissent.	Leader uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions	Uses dissenting voices to learn, grow and, where appropriate, acknowledge the leader's error. Encourages constructive dissent, in which multiple voices are encouraged and heard, and the final decision is made better and more broadly supported as a result.
4.5 Explicit improvement of specific performance areas based on the previous leadership evaluation	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.	Leader is aware of previous evaluations, but has not translated them into an action plan.	Previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from ineffective, to progressing, to proficient, to exemplary.	Previous evaluations are combined with personal reflection and feedback to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the school's and division's priorities. The influence of previous evaluations has an impact on the leader and other stakeholders.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
5.0 Faculty Development				
5.1 Understanding of staff proficiencies and needs for further development	Professional development is typically, “one size fits all” and there is little or no evidence of recognition of individual staff needs.	The leader is aware of differentiated needs of staff members, and there are a few instances of differentiated professional development.	The leader facilitates the sharing of Personal and Professional Growth Plans for each staff member, and professional development activities reflect the prioritized needs of these plans.	In addition to the “proficient” criteria, the leader has also facilitated the development of professional development opportunities linked to the needs of each staff member. The leader personally participates in professional development to demonstrate a commitment to lifelong learning.
5.2 Personal participation in leading professional development	The leader generally stopped acquiring new information and displays little or no evidence of new learning or sharing that learning with colleagues.	The leader sometimes devotes faculty meetings to professional development and occasionally shares personal learning experiences with colleagues.	The leader devotes staff meetings to professional development, not announcements. The leader personally leads professional development several times each year.	In addition to meeting the criteria for “proficient,” the leader is also an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
5.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and school performance	Formal feedback is formulaic and unspecific. Informal feedback is rare and more likely to be associated with negative than positive behaviour.	The leader adheres to the personnel policies in providing formal feedback, although the feedback is only occasionally used to improve school performance.	The leader provides formal feedback consistent with the division personnel policies and provides informal feedback to reinforce good performance and highlight the strengths of colleagues. Feedback is explicitly linked to school / division goals and both the leader and employees can cite examples of where feedback is used to improve individual and school / division performance.	The leader possesses all the attributes of "proficient" performance and also uses creative ways of providing feedback. Examples are consistent - nomination of staff for recognition and awards, letters of commendation, and personal messages of admiration. The school reflects the leader's relentlessly positive reinforcement, and performance by individuals and the school reflects the leader's focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and school / division-wide recognition.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
6.0 Leadership Development				
6.1 Strong staff members who are capable of immediately assuming leadership responsibility in this school or other buildings	The staff under the leader's direction are not capable of assuming additional responsibilities and there does not appear to be a coherent and consistent leadership training program in place	The leader provides some training to staff members who may, in time, be capable of independently assuming a leadership role.	The leader has personally trained at least one staff member who is capable of replacing the leader today.	The leader has staff who are ready to assume leadership responsibilities, and the leader has already established a track record of encouraging former mentees to move into positions of leadership. The leader continues to provide guidance and mentorship to new, developing, and emerging leaders even when they are outside of the leader's personal span of leadership. Multiple leaders throughout the division cite this leader as a mentor and one of the reasons for their success.
6.2 Consistent identification of potential future leaders	The leader appears to be indifferent to the need for leadership in the system.	The leader follows Human Resources guidelines for directing applications for new leaders.	The leader identifies new leaders and encourages them to seek leadership opportunities.	The leader routinely identified and recruits new leaders. The leader is remarkable for identifying leaders from unexpected sources, including helping potential leaders find their own leadership strengths even when they had not initially considered a leadership career. The leader helps other leaders to identify and recruit potential leadership candidates.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
6.3 Evidence of delegation and trust in staff	The leader reserves almost all decision-making authority, even on immaterial matters. Staff are unwilling or unable to exercise independent judgment.	The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others.	There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the school. There is a relationship of authority and responsibility, and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and school business.	Staff are empowered in formal and informal ways. Staff participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this school contributes directly to the identification and empowerment of the next generation of leadership.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
7.0 Time / Task / Project Management				
7.1 Consistently maintains daily prioritized task list	The leader's task list is haphazard and not prioritized. Even when the list is created, it is unlikely to bear a clear relationship to the actual tasks accomplished by the leader during the day.	The leader maintains a task list, but it is not updated daily and sometimes does not reflect the actual work done by the leader during the day.	The leader can produce an accurate and up-to-date prioritized task list that reflects the priorities of the school and that includes tasks (not projects) that are appropriate for that leader.	The leader's prioritized daily task list is a living document, updated as tasks are added and completed, and as priorities change. The leader shares in a way that models and also conveys an appropriate sense of how school priorities are translated into individual action plans and tasks
7.2 Choices for time management reflect a focus on the most important priorities	The leader is unaware of or indifferent to school / school division priorities. The task list, if it exists, is more about putting out fires than about implementing school / division priorities.	The leader is aware of school / school division priorities, but distractions frequently seem to intrude into a focus on the priorities.	The priorities of the school / school division and the priorities on the task list are aligned. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's and school / division priorities.	The priorities of the school / school division and this leader's task are aligned. By looking at this leader's daily planner and prioritized task list, one would know and understand the priorities of the school / school division. The leader not only removes diversions and obstacles from his or her own task list, but also helps to focus the school in the right way by carefully matching tasks to priorities.
7.3 Complex projects have clear objectives and coherent plans	Project management is haphazard or nonexistent. There is little or no evidence of lists of milestones and deadlines.	Projects are managed using lists of milestones and deadlines, but are infrequently updated. The leader is unable to differentiate between tasks and projects.	Projects are managed using clear and written lists of milestones, deadlines, and persons responsible. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the school / division	The leader uses project management as a teaching device to empower and inspire others in the school / division to understand the interrelationship of complex project milestones to build systems thinking

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
7.4 History of completion of projects on schedule and within budget	The leader has little or no record of keeping commitments for schedules and budgets.	The leader sometimes meets deadlines, but only at the expense of breaking the budget, or meets budgets, but fails to meet deadlines.	The leader has a documented history of managing complex projects, meets deadlines, and keeps budget commitments.	This leader regularly saves resources of time and money for the school and proactively redeploys those resources to help the school achieve its strategic priorities.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
8.0 Technology				
8.1 Demonstrated use of technology to improve teaching and learning	The leader does not display personal competence in technology applications. The leader does not link the installation of technology to specific teaching and learning objectives.	The leader is personally proficient in technology and appears to be an advocate for the use of instructional technology	The leader uses technology personally in a competent manner and links technology initiatives of the school / division to specific teaching and learning objectives.	The leader personally models the use of technology in a competent manner , advocates for and supports the utilization of technology to realize learning and instructional effectiveness, and champions the innovative use of resources to facilitate school improvement.
8.2 Personal proficiency in electronic communication	Not technologically literate. Little or no evidence of taking personal initiative to learn new technology.	Mastered some, but not all of the software required for proficient performance. Takes initiative to learn new technology.	Personally uses e-mail, word processing, spreadsheets, presentation software, data bases, and division software. Personal study and professional development reflect a commitment to continued learning.	In addition to the skills required of the proficient leader, the leader creates new opportunities for learning and uses the school as an example of effective technology implementation. Leading by example, the leader provides a model of new learning.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
9.0 Learning				
9.1 Personal understanding of research trends in education and leadership	Little or no evidence of personal learning and research.	Occasional educational research reading and some interest in personal reading and learning.	Personal reading, learning, and sharing of educational research trends.	In addition to the proficient behaviours, personal professional reading is extensive and the leader contributes directly to research to serve the interests of other leaders and educational organizations.
9.2 Personal Professional Development Plan	This leader might introduce a professional development program, but quickly leaves the room, sending the signal to colleagues that “This really is not worth my time.” When the leader does engage in personal professional development, it is likely to be a national conference selected for its location rather than its content or the strategic relationship to school / division needs.	The leader actively participates in professional development, but it is reflective of a personal agenda rather than the strategic needs of the school. The leader attends professional development for colleagues, but does not fully engage in it and set an example of active participation.	Engages in professional development that is directly linked to school / division needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional development that is required of other leaders in the organization. The leader personally attends and actively participates in the professional development required of teachers.	This leader approaches every professional development opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the school / division. Rather than merely adopting the tools of external professional development, this leader creates specific adaptations so that learning tools become part of the culture of the school and are “home-grown” rather than externally generated.
9.3 Professional Development Focus	By personal example, this leader endorses the butterfly approach to professional development. Once a subject has been superficially addressed, then a new fad is chased. The leader’s personal professional development agenda is based on whim and preference, not school / division needs.	Professional development opportunities are somewhat related to the school / division objectives, but there is no way of systematically assessing their impact	Professional development plan is prioritized and is linked to the school / division strategic objectives.	Chooses one or two focus areas for professional development, with extensive time in staff meetings, grade-level meetings, subject meetings, Professional Learning Community meetings, and staff development meetings all focused on intensive implementation of a few areas of learning.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
9.4 Application of Learning	Even on those rare occasions when this leader engages in professional development, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the school / division. Professional development is an expense, not an investment in constructive improvements	The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the school / school division.	There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the school / division, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional development programs that lack clear evidence of success when applied in the school.	This leader provides evidence of the principle of leverage, taking each learning opportunity and applying it throughout the school. This leader creates forms, checklists, self-assessments, and other learning tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the school / division. In addition, this leader regularly shares these application tools with other schools, departments, or divisions in order to maximize the impact of the leader's personal learning experience.

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
10.0 Faith				
10.1 Schools physical environment grounded in rich symbolism that creates a distinctly Catholic learning climate	Administrators school is void of Catholic symbolism and ritual. The arrangement of desks in a traditional design with desks arranged in rows with little regard for creating a cooperative collaborative environment	Administrator's school has some Catholic symbolism and ritual represented. The classroom is arranged in a traditional manner with the occasional arrangement of desks/tables to foster a Catholic learning environment centered on community and collaboration.	Administrator's school has many examples of Catholic symbolism and rituals through the presence of : crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner. The arrangement of desks/tables to foster a Catholic learning environment centered on community	Administrator's school is rich in symbolism, ritual through the presence of: crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner. The arrangement of desks/tables to foster a Catholic learning environment centered on community
10.2 Catholic Christian values are permeated in all curricular and extracurricular areas	Administrator is concerned only with content rather than the process of teaching relative responsible curriculum. Learning needs of some groups EAL, learning disabled, minorities are ignored. Administrator tolerates traditional, one dimensional delivery of curriculum that has no targeted Catholic values permeated in curriculum, instruction or assessment	Administrator relationships with some students are grounded in the process of teaching rather than the content of teaching. Learning needs of some groups EAL, learning disabled, minorities are ignored. Generally, the administrator tolerates traditional, one dimensional delivery of curriculum that has occasional targeted Catholic values permeated in curriculum, instruction and assessment	Administrator relationships with most students are grounded in the process of teaching rather than the content of teaching Administrator build and sustain a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Administrator promotes dynamic, differentiated delivery of curriculum that has some Catholic values permeated throughout all curriculum, instruction and assessment	Administrator relationships with all students grounded in the process of teaching rather than the content of teaching Administrator builds and sustain a collaborative Catholic professional learning community that promotes a sense of collective responsibility for the worth and dignity of all members of the community. Administrator promotes dynamic, differentiated delivery of curriculum that has Catholic values permeated throughout all curriculum, instruction and assessment
10.3 All school learning environments are grounded in social justice, compassion, humility, empathy, service and love.	School Pedagogy has little consideration for friendly and personal relationship with students. Administrator interactions with at least some students, parents and teachers are negative, demeaning, sarcastic or inappropriate to the student age or culture. Students exhibit disrespect for the school staff.	Generally school pedagogy has friendly and personal relationship with students Administrator interactions with students, parents and teachers generally reflect respect and caring for individuals but may reflect some inconsistencies, favouritism, or disregard for student cultures. Students exhibit minimal respect for the school staff.	Overall school pedagogy is grounded in friendly and personal relationship with students. Administrator interactions with students, parents and teachers generally reflects respect and caring for individuals as well as groups of students. Such interactions are appropriate to the age and culture of the students. Students exhibit respect for the school staff.	Overall school pedagogy is grounded in the intimate and personal relationship with students Teacher interactions with students, parents and teachers reflects genuine respect and caring for individuals as well as groups of students. Students appear to trust the school staff with sensitive information

<i>Leadership Dimension</i>	<i>Unsatisfactory</i>	<i>Basic</i>	<i>Proficient</i>	<i>Distinguished</i>
10.0 Faith				
10.4 Catholic Christian Leadership in school environment	<p>Administrator demonstrates very little support for faith development experience for both staff and students.</p> <p>Administrator avoids liturgical celebrations in school and in the division</p>	<p>Administrator participates in Professional Faith Development opportunities for staff in school</p> <p>Administrator participates in most liturgical celebrations in school</p>	<p>Administrator actively participates in Professional Faith Development opportunities for staff in school</p> <p>Administrator participates in all liturgical celebrations in school.</p> <p>Administrator participates in student faith retreats and social justice programming in school and in the school division</p>	<p>Administrator actively participates in Professional Faith Development opportunities for staff in school</p> <p>Administrator prepares and participates in all liturgical celebrations in school</p> <p>Administrator prepares and participates in student faith retreats and social justice programming in school and in the school division.</p>
10.5 Catholic/Christian Leadership in Parish/Church Community	<p>Administrator does not demonstrate a faith commitment as a believing and practising Catholic/Christian</p> <p>Administrator does not attend church service.</p>	<p>Administrator Shows faith commitment as a believing and practising Catholic/Christian</p> <p>Administrator attends church service on a weekly basis.</p>	<p>Administrator shows faith commitment as a believing and practising Catholic/Christian</p> <p>Administrator attends church service on a weekly basis.</p> <p>Administrator is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>	<p>Administrator shows daily faith commitment as a believing and practising Catholic/Christian</p> <p>Administrator is registered at a local Parish/church community and attends church service on a weekly basis.</p> <p>Administrator is involved in the ministries of the church on an ongoing annual basis. ie) Choir, parish council, liturgical ministries, Sacramental Preparation, CWL, K of C , etc</p>

Appendix 4 Differentiated Supervision

Differentiated supervision operated on the belief that teaching is a profession. As members of a profession, teachers should have more control over their professional development, within generally accepted professional standards. As skilled professionals, they need both support and feedback, but from colleagues and students – not always from in-school administrators or supervisors.

Allan A. Glaathorn (1997)

Differentiated supervision also recognizes that in-school administrators are at different stages in their career and different stages of preparedness to assume responsibility for their professional development. As such, Prairie Valley School Division provides varying levels of supervision to provide a scope of activities that will best suit the needs of in-school administrator, school, and school division. Glaathorn (1997) outlines three models of supervision. In addition to the supervision model associated with first or second year people, and people evaluated on a regular cycle, there are additional models of supervision that fit within the concept of optional summative processes for experienced in-school administrators:

Cooperative Development (7.2) – This option refers to small groups of in-school administrators working together to assist each other with their professional growth. Typically, there is a relationship between the in-school administrator's growth and the school's and school division's goals and direction. A variety of strategies may be used in this process.

- **Action Research** – In-school administrators develop a hypothesis and establish a research plan for learning in their school or classroom.
- **Peer Supervision** - In-school administrators, often in pairs, will observe each other to provide feedback on specific components and elements of their teaching.
- **Curriculum and Resource Material Development** – In-school administrators may work together to develop curriculum and resource materials to enhance the learning of students in their classroom or school.
- **Mentoring** - In most school divisions , combinations of in-school administrators with a wealth of experience and in-school administrators just beginning are the norm. The skills of the senior expert in-school administrator can be utilized by pairing the in-school administrator with a beginner. By mentoring a form of tutoring occurs and the inexperienced in-school administrator benefits from the experienced in-school administrator and in some circumstances, the experienced in-school administrator is rejuvenated with the enthusiasm of the inexperienced in-school administrator.
- **Peer – Administration Supervision** - A in-school administrator may develop a plan for growth and rather than utilizing a colleague, use central office administration to provide a modified model of clinical supervision. The supervision will not be as intensive but rather formative and reflect only observations and recommendations relative to the established goal.
- In-school administrator may establish a plan outside of the recommended options to meet their needs. These must be approved by the central office administrator.

Self-Directed Development (7.2) – In-school administrators may also work independently to establish a growth plan. This will involve a goal, plan of action, evaluation, and a reflection component. Options include:

- **Action Research** - A in-school administrator develops a hypothesis and established a research plan for learning in his or her school.

- **Professional Readings with Logbook for Reflection** - A in-school administrator may select a number of readings related to a particular component or element of teaching. The in-school administrator will maintain a logbook with the in-school administrator's reflection on the readings, implications on the in-school administrator's practice.

- **School and In-school administrator Visitations** - A in-school administrator may establish a plan to visit and observe schools. A predetermined plan outlining the purpose for the visitations and expected outcomes must be included.

- **Inservice Activity** - A in-school administrator may establish an inservice plan to attend or present at conferences. The plan should note that material garnered at the conferences will be shared/presented with fellow in-school administrators.

- **Publications** - A in-school administrator may write a number of articles for professional publication. The articles should be commensurate with the criteria for evaluation school and school division goals.

- **Self Reflection** - A in-school administrator may create a video or audio tape of his or her activities and use the Leadership Performance Matrix to establish a growth plan. The growth plan could involve the use of multiple meetings and the resulting analysis.

- In-school administrators may establish a plan outside of the recommended options to meet their needs. These must be approved by a central office administrator.

Appendix 5

Resource List

Legal Reference: *Education Act, 1995* Sections 85(c), 109(7)(c), 175(d), 210 – 230

Local Authority Freedom of Information and Protection of Privacy Act

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