

ASSESSMENT MODEL FOR SCHOOL ADMINISTRATORS

Administrative Directive

Wolf Creek Public Schools believes that it is important to have similar processes operating at every level of the system. Assessment is a positive tool for promoting growth and meeting outcomes; this concept is utilized at every level of the organization.

In addition, research clearly supports the involvement of individuals in the assessment process in order to maximize positive outcomes.

The Assessment Model adopted for the Division:

- Parallels the *Alberta Professional Practice Competencies for School Leaders framework contained in the Alberta School Leadership Framework*.
- Facilitates collaborative sharing so that the promising practices of administrators can lead to greater success for the entire organization. Administrators will accept responsibility for their own professional growth and for supporting the professional growth of their colleagues.
- Provides assistance mechanisms that can lead to the desired competencies.
- Is characterized by a spirit of empathy, understanding, trust, cooperation, support, and common sense, with due regard for the concept of natural justice.
- Is designed in such a way that each “competency” refers to the provincial requirements for the practice of school leadership for which Alberta school leaders are accountable throughout their careers

Procedures

1. The Instrument

COMPETENCY	INDICATORS
<p>#1: <u>Fostering Effective Relationships</u></p> <p>The principal builds trust and fosters positive working relationships, on the basis of appropriate values and ethical foundations, within the school community – students, teachers and</p>	<p>a. acts with fairness, dignity and integrity;</p> <p>b. demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect;</p> <p>c. promotes an inclusive school culture respecting and honouring diversity;</p> <p>d. demonstrates responsibility for all students and acts in their best interests;</p> <p>e. models and promotes open, inclusive dialogue;</p> <p>f. uses effective communication, facilitation, and problem-solving</p>

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<p>other staff, parents, school council and others who have an interest in the school.</p>	<p>skills;</p> <p>g. supports processes for improving relationships and dealing with conflict within the school community; and</p> <p>h. adheres to applicable professional standards of conduct.</p>
<p><u>#2: Embodying Visionary Leadership</u></p> <p>The principal collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.</p>	<p>a. communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection;</p> <p>b. provides leadership in keeping with the school authority's vision and mission;</p> <p>c. meaningfully engages the school community in identifying and addressing areas for school improvement;</p> <p>d. ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture;</p> <p>e. facilitates change and promotes innovation consistent with current and future school community needs;</p> <p>f. analyzes a wide range of data to determine progress towards achieving school goals; and</p> <p>g. communicates and celebrates school accomplishments to inspire continuous growth.</p>
<p><u>#3: Leading a Learning Community</u></p> <p>The principal nurtures and sustains a school culture that values and supports learning.</p>	<p>a. promotes and models life-long learning for students, teachers and other staff;</p> <p>b. fosters a culture of high expectations for students, teachers and other staff;</p> <p>c. promotes and facilitates meaningful professional development for teachers and other staff; and</p> <p>d. facilitates meaningful parental involvement and ensures they are informed about their child's learning and development.</p>
<p><u>#4: Providing Instructional Leadership</u></p> <p>The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.</p>	<p>a. demonstrates a sound understanding of current pedagogy and curriculum;</p> <p>b. implements strategies for addressing standards of student achievement;</p> <p>c. ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced;</p> <p>d. implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard;</p> <p>e. ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity;</p> <p>f. ensures that students have access to appropriate programming based on their individual learning needs;</p>

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	<ul style="list-style-type: none"> g. recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning; h. ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning; and i. supports the use of community resources to enhance student learning.
<p><u>#5: Developing and Facilitating Leadership</u></p> <p>The principal promotes the development of leadership capacity within the school community – students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.</p>	<ul style="list-style-type: none"> a. demonstrates informed decision-making through open dialogue and consideration of multiple perspectives; b. promotes team-building and shared leadership among members of the school community; c. facilitates meaningful involvement of the school community, where appropriate, in the school’s operation, using collaborative and consultative decision-making strategies; and d. identifies and mentors teachers for future educational leadership roles.
<p><u>#6: Managing School Operations and Resources</u></p> <p>The principal manages school operations and resources to ensure a safe and caring, and effective learning environment.</p>	<ul style="list-style-type: none"> a. effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need; b. ensures that school operations align with legal frameworks such as: provincial legislation, regulation, and policy as well as school authority policy, directives and initiatives; and c. utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.
<p><u>#7: Understanding and Responding to the Larger Societal Context</u></p> <p>The principal understands and responds appropriately to the political, social, economical, legal and cultural contexts impacting the school.</p>	<ul style="list-style-type: none"> a. advocates for the needs and interests of children and youth; b. demonstrates a knowledge of local, national, and global issues and trends related to education; c. assesses and responds to the unique and diverse community needs in the context of the school’s vision and mission; and d. advocates for the community’s support of the school and the larger education system.
<p><u>#8: Supporting the Wolf Creek Vision</u></p>	<ul style="list-style-type: none"> a. Utilizes collaborative processes to effectively engage school and community stakeholders in a clear and concise

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The school leader supports and implements the vision of Wolf Creek Public Schools at their respective sites.	<p>understanding of the Wolf Creek vision at the school and district level.</p> <p>b. Suggests promising practices in regards to the development of the current vision</p> <p>c. Constantly monitors the impact of the vision on student learning and advises administration of this data.</p>

2. School Leader Professional Growth

- 2.1 Each school leader must annually develop and complete a professional growth plan and submit it to the Superintendent, or designate, by September 30.
- 2.2 A school leader's professional growth plan must include professional goals that:
 - a. are based on a self-assessment of his or her learning needs;
 - b. consider feedback from the school community and the individual assigned to supervise the school leader's practice;
 - c. show a demonstrable relationship to the *Competencies*; and
 - d. consider the education plans of the school, the school authority and the province.
- 2.3 Unless the school leader agrees, the content of his or her professional growth plan must not be part of the evaluation process.

3. School Leader Supervision

- 3.1 School leader supervision must be applied to all school leaders and must be ongoing and have as fundamental components the provision of support and guidance; observations and receipt of information from any source, and identification of behaviours and competencies of the school leader that for any reason may require an evaluation. Supervision will consider the school leader's designated duties, career stage, and school context.
- 3.2 The individual assigned to undertake school leader supervision must initiate a school leader evaluation process if there is reason to believe that a school leader may not be demonstrating the applicable competencies.

4. School Leader Evaluation

- 4.1 The evaluation process must be conducted:
 - a. upon the written request of the school leader;

- b. for purposes of gathering information related to a specific employment decision;
 - c. when the superintendent, or the individual assigned to undertake school leader supervision or the governing body of an accredited private school has reason to believe, on the basis of information received through the school leader supervision process, that a principal's leadership practice may not demonstrate the Competencies or fulfill the applicable provincial and school authority requirements; or
 - d. when the principal, on the basis of information received through the school leader supervision process, has reason to believe that the assistant principal, associate principal or vice principal's leadership practice may not demonstrate the applicable Competencies or fulfill the applicable provincial and school authority requirements.
- 4.2 On initiating the evaluation process, the individual undertaking it must communicate in writing to the school leader the:
- a. reasons for and purposes of the evaluation,
 - b. process and criteria to be used,
 - c. timelines to be applied; and
 - d. possible outcomes of the evaluation process.
- 4.3 The evaluation process for a principal must be undertaken by the superintendent or senior school system personnel to whom this duty has been assigned, or an individual assigned to fulfill this role by the governing body of an accredited private school, in accordance with the school authority's policy and processes.
- 4.4 The evaluation process for an assistant principal, associate principal or vice principal must be undertaken by the individual to whom this duty has been assigned in accordance with the school authority's policy and processes.
- 4.5 The individual assigned to undertake the evaluation process must consider the school leader's designated duties, career-stage and school context in exercising reasoned professional judgment to issue a finding as to whether the school leader demonstrates the applicable Competencies and fulfills the applicable provincial and school authority requirements.
- 4.6 The individual assigned to undertake the evaluation process must complete an Evaluation Report at the conclusion of the evaluation process. The Evaluation Report must:
- a. include a finding on whether or not the school leader demonstrates the applicable *Competencies* and fulfills the applicable provincial and school authority requirements;
 - b. outline the evidence on which the finding is based; and
 - c. be provided in writing to the school leader and if applicable the superintendent or the governing body of an accredited private school.

- 4.7 If the Evaluation Report includes a finding that the school leader does not demonstrate the applicable Competencies and/or fulfill the applicable provincial and school authority requirements, the individual undertaking the evaluation process must issue a Notice of Remediation. The Notice of Remediation must:
- a. identify the *Competencies* that have not been demonstrated and/or the provincial and the school authority's requirements that have not been fulfilled;
 - b. describe the required changes in the school leader's leadership practice and the timeline for their implementation;
 - c. outline the supports that will be provided to the school leader to implement the required changes in the school leader's leadership practice; and
 - d. articulate the consequences of not achieving the required changes in the school leader's leadership practice including, but not limited to, the termination of the school leader's administrative designation.
- 4.8 A Notice of Remediation may stipulate:
- a. the remedies to be implemented by the school leader, and/or
 - b. that the school leader's efforts to implement the required changes in leadership practice will replace the school leader's obligation to develop and implement a Professional Growth Plan for that year.
- 4.9 In accordance with the timeline stipulated in the Notice of Remediation, the individual assigned to undertake the evaluation process must issue a second finding as to whether the school leader has been successful in demonstrating the Competencies and provincial and school authority requirements, and in making the changes in his or her leadership practice, identified in the Notice of Remediation; this finding must be included in the Evaluation Report.

5. Right of Appeal

- 5.1 The school leader has the right to appeal the findings contained in the Evaluation Report, in accordance with the school authority's policy and related provincial legislation.

6. Assistance Process

- 6.1 All administrators with term designations of one (1) year (called new administrators to distinguish them from veteran administrators who hold longer term contracts) will develop individualized mentorship plans with the Assistant Superintendent in charge of personnel prior to September 30 of the given school year. The Assistant Superintendent will meet periodically with the new administrator, as will the Principal if required by the Assistant Superintendent, in accordance with the mentorship plan for the purpose of offering mentoring advice and suggestions to assist the new administrator with any areas in which they are experiencing difficulty.

- 6.2 The Assistant Superintendent or designate will be expected to meet with each veteran administrator (one with a term contract of longer than one (1) year) once during each school year to discuss professional growth planning, evidence development and devise support mechanisms as requested. The discussion may deal with both current and past year's growth plans, evidence, and support mechanisms. Informal administrative assistance plans for veteran administrators could be initiated by one the following protocols:
- 6.2.1 The administrator identifies that his/her performance in a given area has fallen below the acceptable standard. This could result from reflection, self-assessment, or the triangulation from other indicators that s/he feels needs to be addressed.
 - 6.2.2 The Assistant Superintendent in charge of personnel confirms, through the triangulation of critical evidence that a performance area has fallen below the acceptable standard.

7. Evaluation Cycle

The expectations for Principals and Assistant Principals will be commensurate with their experience and the role each fulfills within the school with respect to each of the standards as they are defined under the "competency" column.

- 7.1 The model accepts that every administrator is dealing with a unique set of contextual variables.
- 7.2 Assistant Principals with one (1) year contracts will be evaluated by the Assistant Superintendent. Their respective Principals may be involved to the extent required by the Assistant Superintendent. The outcome of this evaluation will be either a recommendation that a further appointment as an administrator be offered or that the initial appointment be allowed to expire without any further appointment being offered.
- 7.3 Normally, for Assistant Principals after a series of not more than three (3) administrative designations of one (1) year each the Assistant Principal would, if having performed fully satisfactorily, move to a longer term designation, the length of which shall be determined at the discretion of the Superintendent of Schools, at that administrative level. For Principals, whether holding a prior administrative designation at a different level or not, after a series of not more than three (3) administrative designations of one (1) year each the Principal would, if having performed fully satisfactorily, move to a longer term designation, the length of which shall be determined at the discretion of the Superintendent of Schools, at that administrative level.
- 7.4 Administrators wishing to move into the category of veteran administrator will be expected to generate evidence in all of the competency areas within the three year phase in period. This process would see them generate evidence for at least two competency areas each year during the three year phase in. Once an evidence base has been achieved, veterans will be expected to maintain or upgrade that evidence, for each competency area, on an ongoing basis.

- 7.5 A formal administrative remediation plan, contemplated by Article 4.7 above, will only be developed for veteran administrators, and would be developed by the Assistant Superintendent in charge of personnel.
 - 7.5.1 Step one would involve identifying with the administrator with abundant clarity where he or she falls below competency expectations for quality leadership and what it is that specifically needs to change.
 - 7.5.2 Step two would involve identifying what kinds of evidence would be used to demonstrate that the remediation plan has been successful. There will be an expectation of triangulation of evidence.
 - 7.5.3 Step three would involve identifying a remediation team in consultation with the administrator.
 - 7.5.4 Step four would involve articulating a written remediation plan outlining processes that will be employed as well as timelines for completion.
 - 7.5.5 Step five would involve gathering the triangulated evidence at the end of the given time period and making a decision to return the administrator to an ongoing supervision model or to make a recommendation for termination of his/her administrative contract.
- 7.6 The model, in all its phases, needs to recognize that mere production of critical evidence does not necessarily reflect the validity of the processes that were used. There needs to be a triangulation of evidence to support the successful attainment of the competency. These could include:
 - 7.6.1 Processes used to attain the objective,
 - 7.6.2 Critical evidence linked to the processes,
 - 7.6.3 Personal or peer assessment of the attainment of the competency, and
 - 7.6.4 Observations of the Assistant Superintendent in charge of personnel
- 7.7 The model must also align itself with the responsibilities outlined in section 20 of the School Act. Section 20 states that the Principal of a school must:
 - 7.7.1 Provide instructional leadership in the school
 - 7.7.2 Ensure that the instruction provided by the teachers employed in the school is consistent with the courses of study and education programs prescribed, approved, or authorized pursuant to this Act
 - 7.7.3 Evaluate or provide for the evaluation of programs offered in the school
 - 7.7.4 Ensure that students in the school have the opportunity to meet the standards of education set by the minister
 - 7.7.5 Direct the management of the school

- 7.7.6 Maintain order and discipline in the school and on the school grounds and during activities sponsored or approved by the Board
- 7.7.7 Promote cooperation between the school and the community that it serves
- 7.7.8 Supervise the evaluation and advancement of students
- 7.7.9 Evaluate the teachers employed in the school
- 7.7.10 Subject to any applicable collective agreement and the principal's contract of employment, carry out those duties that are assigned to the principal by the Board in accordance with the regulations and the requirements of the school council and the Board

8. Superintendent Discretion

- 8.1 The governance model adopted by the Board results in the Superintendent being responsible for the overall operation of the Division and as a result the satisfaction of the Superintendent is a paramount consideration in both the retention, deployment, and promotion of staff and especially those fulfilling leadership roles. To that end, in the event that the Superintendent is not completely satisfied with the performance of an administrative staff member notwithstanding the evidence provided pursuant to this Administrative Procedure in the course of the process outlined herein, the Superintendent may determine that the administrative staff member is not a good fit for the Division and may make an employment decision on that basis as well as on other more empirical considerations.

Reference: Section 20, 60, 61, School Act

Adopted: August 2004

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