Rolling River School Division
ADMINISTRATIVE PROCEDURE
GDNB – SCHOOL ADMINISTRATOR SUPERVISION & EVALUATION

The Board of Trustees of Rolling River School Division believes the supervision and evaluation of school administrators is an integral part of ensuring the delivery of a quality education for all students. Primary objectives of an effective supervision program include improved instruction of students, quality learning experiences, the promotion of professional growth, and support of school and divisional goals.

The Superintendent is responsible for the supervision and evaluation of all Principals in the Division.

The Superintendent and his/her designate shall ensure that effective supervision and evaluation of Vice-Principals are in place in all division schools. The Superintendent's department may occasionally become involved in the supervision of Vice-Principals, but the primary responsibility for supervision remains with the Principals. The Superintendent or a designate shall approve expectations and procedures utilized to supervise and evaluate school administrators. Procedures and expectations are provided in the Rolling River School Division Administrator Evaluation/Supervision for Growth Manual.

Supervision and evaluation of school administrators must be an on-going process and evidence of performance reviews and professional growth shall be documented, reported and retained in the school administrator's personnel file.

Date Adopted: October 17, 2018
Date Reaffirmed: October 5, 2022

Rolling River School Division

School Administrator's Evaluation / Supervision for Growth Manual

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School Administrator's Evaluation / Supervision for Growth Manual

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Rolling River School Division Mission Statement

"Rolling River School Division, in partnership with parents and community, provides a quality education, within a safe and caring learning environment, encouraging personal excellence, with dignity and respect for all. Rolling River School Division commits to graduating students who have the knowledge, skills and values that empower them to contribute positively and meaningfully in an ever changing local and global community."

We Believe:

- All students have the ability to learn and achieve success.

- All students are unique and learn in different way.

- All students are valued for their individual gifts, talents and diversity.

- All students can conduct themselves in an ethical manner.

- All students can positively influence their world.

Supervision and Evaluation of School Administrators - We Believe:

- Effective school leadership leads to enhanced learning experiences for students.

- It is the right of all students and school staff to have administrators who are effective and growing professionally.

- The professional growth needs of administrators will change as they progress through the various stages of their careers.

- The individual needs of administrators will differ. In the process of professional growth, these differences should be recognized and supported.

- Meaningful administrator evaluation procedures should include a balance of both formative and summative assessments.

- Continuous positive professional growth is the ultimate aim of supervision and evaluation.

- Supervision is an ongoing and collaborative process.

School Administrator's Evaluation and Supervision for Growth

The model for supervision and evaluation contained in this procedures manual is divided into three distinct programs:

1. Beginning School Administrator's Program (Evaluative Focus)
2a. Experienced School Administrator's Program (Evaluative Focus)
2b. Professional Growth Program (Supervision Focus)
3. School Administrator's Assistance Program (Evaluative Focus)

The Administrator Evaluation and Supervision for Growth program is a 3-year cyclic process.

Overview of School Administrator's Evaluation and Supervision Programs			
	Experienced School Administrator's Program		
Beginning School Administrator's Program (Evaluative Focus)	**Evaluation Program (Evaluative Focus)**	**Professional Growth (Supervision Focus)**	**School Administrator's Assistance Program (Evaluative Focus)**
Who: • administrators with less than two years of administrative experience • administrators who have not previously been employed within Rolling River School Division	Who: • administrators with two or more years of experience and/or those who are beginning new assignments, as deemed appropriate by the Superintendent • administrators who request a formal evaluation Cyclic: to take place every 3 years	Who: • administrators with two or more years of experience who are demonstrating competency with the Components of Professional Practice Teaming: may involve peer collaboration	Who: • administrators in need of specific professional guidance and/or assistance in identified area(s) of the Components of Professional Practice, to be determined by the Superintendent
Purpose: • to ensure that the Components of Professional Practice are understood, accepted, and demonstrated • to provide support in the implementing of the components • to provide accountability for decisions to continue employment	Purpose: • to enhance professional growth focusing on the components of professional practice • to improve student learning and achievement and teacher effectiveness • to provide feedback on professional issues • to focus on personal, school, and division improvement initiatives	Purpose: • to enhance professional growth • to improve student learning and achievement and teacher effectiveness • to provide feedback on professional issues • to focus on personal, school, and division improvement initiatives	Purpose: • to provide a more structured process for administrators who may benefit from additional support • administrators who, in the Superintendent's professional judgment, are experiencing difficulty meeting an acceptable level of performance
Data Collection Process: • formal observations and evaluation of performance with feedback • review of archival and current data on student learning, school activities, school plan • discussion of professional practices • school visits, reflective interviews, and shadowing • evaluator's presence at school activities such as: staff meetings, PAC meetings, student activities, etc. • an assessment of the quality, instruction, and level of student learning and involvement • input from other members of the Superintendent's and the Secretary-Treasurer's Departments		Data Collection Process: • informal observations • development and implementation of professional growth plan • ongoing informal discussions of administrator performance • collaboration between administrator and Superintendent • establishment of indicators of progress • Superintendent support/feedback	Data Collection Process: • Three Phases: 1. Awareness Phase 2. Assistance Phase 3. Summative Phase • formal observations and feedback focused specifically on identified area(s) requiring improvement

Evaluation and Supervision:

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The program in which a School Administrator is involved will determine whether the focus for that School Administrator will be evaluative or supervisory. Program placement, in consultation with the School Administrator, is determined by the Superintendent or Designate. The following table makes several further distinctions in program placement that clarifies the differences for placement as they pertain to this procedures manual:

Beginning Administrator Program/Experienced Administrator Program/Administrator Assistance Program	Professional Growth Program
• is the responsibility of the Superintendent or his or her designate	• is facilitated by the Superintendent, driven by administrators, and may involve peers
• is conducted at specific times	
• is done to ensure administrator effectiveness as well as for specific purposes including administrator assistance and retention	• is undertaken to improve administrator effectiveness through professional growth planning and evaluation

Program Implementation Timelines

1 - Beginning School Administrator's Program (Evaluative Focus)	2a - Experienced School Administrator's Program (Evaluative Focus)	2b – Professional Growth Program (Supervision Focus)	3 - The School Administrator's Assistance Program (Evaluative Focus)
Throughout the year the School Administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities, and artifacts. **September:** School Administrator and Superintendent or Designate conduct initial conference (prior to September 30) **November:** Superintendent conducts first formal observation/visit (prior to November 15) **February:** Superintendent or Designate conducts second formal observation/visit (prior to February 15) **April:** Superintendent or Designate conducts third formal observation/visit (prior to April 15) Superintendent or Designate and School Administrator hold conference to examine evidence (prior to April 30) **May:** Superintendent or Designate completes evaluation, holds conference with School Administrator (prior to May 15)	Throughout the year the School Administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities, and artifacts. **September:** School Administrator and Superintendent or Designate conduct initial conference (prior to September 30) **November:** Superintendent conducts first formal observation/visit (prior to November 15) **February:** Superintendent or Designate conducts second formal observation/visit (prior to February 15) **April:** Superintendent or Designate conducts third formal observation/visit (prior to April 15) Superintendent or Designate and School Administrator hold conference to examine professional growth plan and artifacts (prior to April 30) **May:** Superintendent or Designate completes evaluation, holds conference with School Administrator (prior to May 30)	Throughout the year the School Administrator collects evidence of school plan indicators of success, student learning, administrator effectiveness, professional activities, and artifacts. **October:** School Administrator formulates and discusses growth plan and school plan with Superintendent or Designate (prior to October 15) School Administrator implements growth plan and school plan throughout the remainder of the year **April:** School Administrator conducts self-assessment and reflects on professional growth that has occurred Superintendent or Designate and School Administrator hold conference to examine professional growth plan and artifacts (prior to April 30) **May:** Yearly Review/Final Appraisal conducted with Superintendent or Designate (prior to May 30)	Can be initiated at any time during a school year, with timelines to follow accordingly (see description of School Administrator's Assistance Program).

Appeal Procedure

In cases where the School Administrator wishes to appeal the formal evaluation, the following procedure shall apply:

1. The School Administrator shall first appeal to his/her immediate supervisor. In the case of a vice/assistant School Administrator, he/she must appeal to the School Administrator before appealing to the Superintendent or Designate.

2. The School Administrator will have two weeks to give notice of his/her intention to appeal after the summative report has been written.

3. A meeting to hear the appeal will be set up as soon as it is mutually convenient for both parties.

4. If the School Administrator is not satisfied with the review, he/she may appeal to the School Board.

5. At any time during the process, either of the participants shall have the right and the opportunity to seek the assistance of a third party.

6. The School Administrator may withdraw an appeal at any time.

Components of Professional Practice (see Appendix E)

Diagnosis and Planning (School Planning)
- Enhances the school as a professional Learning community.
- Employs a supportive and shared leadership philosophy.
- Develops shared values and vision.
- Develops a comprehensive school plan and demonstrates evidence of Implementation and monitors.

Priority Management and Communication
- Fiscal management, including appropriate managing of school budgets, school accounts, inventory, and reports/forms.
- School organization, including the implementation of effective schedules, timetables, and routines, as well as conducting productive meetings.
- Policy development and administration, including the development and implementation of school policies that are in the best interest of students and staff, knowledge and support of divisional and Manitoba Education policies as they relate to the school, and contribution to the development and revision of divisional policies

Curriculum, Data, and Assessment
- Staff recruitment, selection, and assignment, including working in collaboration with divisional personnel to effectively recruit and select staff to build a strong school and divisional team, assigning staff to capitalize on staff strengths to meet school needs, and supporting teacher candidates and substitute teachers
- Staff development, including the facilitation of opportunities for professional development, facilitation and participation in the development and implementation of teacher professional growth plans, as well as the induction of new staff
- Staff supervision and evaluation, including the supervision of staff to ensure effective instruction and student learning, and the evaluation of staff in accordance with divisional policy and procedure

Supervision and Professional Development
- Conducts oneself with integrity.
- Maintains emotional self-control.
- Is meaningfully engaged in personal professional development, stays current with educational research and practices.
- Maintains a personal professional growth plan.
- Forms professional relationships with colleagues.
- Participates in school and division projects and activities.
- Cooperates with senior administrators.

Discipline and Parent Involvement
- Maintains a well-disciplined environment and deals effectively with student discipline issues.
- Takes appropriate measures to ensure that the school plant and grounds are well-maintained to promote the health, safety, and well-being of students and staff.
- Provides for the recognition of students and staff.
- Resolves concerns and conflicts.
- Fosters an atmosphere of trust and collaboration.
- Fosters positive staff morale.
- Promotes opportunities for students to participate in activities beyond the classroom

Management and External Relations
- Works effectively with parent council.
- Promotes two-way commination with students, parents and community.

- Ensures communication from division office is shared with students, staff, parents, and community as requested.

1 - The Beginning School Administrator's Program – Evaluative Focus

The Beginning School Administrator's Program is designed for administrators who have less than two years of administrative experience and/or who are new to Rolling River School Division. The formal evaluation of beginning school administrators is the responsibility of the Superintendent's Department.

The Beginning School Administrator's Program has three phases: (a) Planning Phase; (b) Review Phase; and (c) Reporting Phase.

A. **Planning Phase:**
   i. Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, Domains of Professional Practice Rubric (Appendix E) and data collection procedures. A template for the pre-conference is located in Appendix B.

B. **Review Phase:**
   i. The School Administrator and the Superintendent or Designate will review progress. The evaluator will facilitate a minimum of two meetings to discuss the school/plan improvement. A template for the review phase is located in Appendix C.
   ii. The Superintendent or Designate will conduct site visits, which may include several of the following:
      - formal observations of the School Administrator
      - school visits, reflective interviews, and shadowing
      - evaluator's presence at school activities, such as staff meetings, PAC meetings, student activities
      - review of archival and current data on student learning, school activities, school plan
      - reading of journals/portfolios
      - informal visits/conversations
   iii. The evaluator in consultation with the School Administrator will collect data. Primary sources of data may include several of the following:
      - school plan and school planning indicators of success and results
      - data on school activities, projects and successes
      - student progress and assessment data
      - school budget, emergency response plan, etc.
      - school reports, policies and procedures
      - journals and portfolios
      - input from other members of the Superintendent's and Secretary-Treasurer's Departments

C. **Reporting Phase:**
   i. The evaluator, using the Domains of Professional Practice Rubric, will inform priority goals and the basis of a post-conference.
   ii. The Evaluation Summative Page will be finalized and reviewed with the School Administrator prior to May 30th. The School Administrator will be given the opportunity to attach a personal comment to the Evaluation Summative Page in Appendix E.
   iii. Signed copies of the Evaluation Summative Page are to be left with the School Administrator and deposited in the personnel file prior to the end of the school year.

2a - The Experienced Administrator's Program – Evaluative Focus

The Experienced School Administrator's Program is designed for School Administrators who have more than two years of school administrative experience in Rolling River School Division, who are beginning new assignments, as deemed appropriate by the Superintendent, or School Administrators who request a formal evaluation. Experienced School Administrators will be evaluated every 3 years. The formal evaluation of experienced School Administrators is the responsibility of the Superintendent's Department.

A. **Planning Phase:**
   i.   Prior to the start of the evaluation process, a pre-conference will occur to clarify the process, Domains of Professional Practice Rubric (Appendix E) and data collection procedures. A template for the pre-conference is located in Appendix B.
   ii.   The School Administrator will review the school improvement plan with the Superintendent or Designate.

B. **Review Phase:**
   i.   The School Administrator and the Superintendent or Designate will review progress. The evaluator will facilitate a minimum of two meetings to discuss the school plan. A template for the review phase is located in Appendix C.
   ii.   The Superintendent or Designate will conduct site visits, which may include several of the following:
         - formal observations of the School Administrator
         - shadowing and reflective interviews
         - evaluator's presence at school activities, such as staff meetings, PAC meetings and activities, student activities…
         - review of archival and current data on student learning, school activities, school plan
         - reading of journals/portfolios
         - informal visits/conversations
   iii. The evaluator, in consultation with the School Administrator, will collect data. Primary sources of data may include several of the following:
         - school plan and school planning indicators of success and results
         - archival and current data on school activities, projects and successes
         - student progress and assessment data
         - school budget, emergency response plan, etc.
         - school reports, policies and procedures
         - journals and portfolios
         - input from other members of the Superintendent's and Secretary-Treasurer's Departments

C. **Reporting Phase:**
   i.   The evaluator, using the Domains of Professional Practice Rubric, will inform priority goals and the basis of a post-conference.
   ii.   The Evaluation Summative Page will be finalized and reviewed with the School Administrator prior to May 30th. The School Administrator will be given the opportunity to attach a personal comment to the Evaluation Summative Page in Appendix E.
   iii. Signed copies of the Evaluation Summative Page are to be left with the School Administrator and deposited in the personnel file prior to the end of the school year.

2b - The Professional Growth Program – Supervision Focus

Purpose

The purpose of the Professional Growth Program is to provide a structured, supportive, and collaborative environment to promote professional learning, to provide direction for continued professional and personal growth and development, to profile accomplishments, and to improve performance.

Professional Growth Plan

The Professional Growth Program is designed for all Professional Growth Program. The School Administrator takes the initiative to identify the focus of their efforts in the formative program, and to develop a Professional Growth Program (see Appendix F). This identification can come from self-assessments, from school and division goals, from the Domains of Professional Practice Rubric, or from personal motivation to gain new skills or acquire new knowledge. The School Administrator describes what format will be used, the timelines for the plan, the methods/strategies to be used, the resources/supports needed, and the indicators of progress. The School Administrator will meet with the Superintendent or Designate to review and refine the plan. The School Administrator will submit annually to the Superintendent or Designate a professional growth plan.

With the Professional Growth Program, formative evaluation is seen as a continuous process which creates an ongoing interaction between the School Administrator and the Superintendent and/or Designate. A School Administrator's Professional Growth Plan can exceed a one-year timeline, and multi-year Professional Growth Plans are acceptable. Annual review of multi-year plans will occur. Yearly, School Administrators' will meet with the Superintendent or Designate to review the Professional Growth Plan and will submit in writing, a reflective summary of the Professional Growth Plan. A yearly Professional Growth Plan review (Appendix G) is completed by the School Administrator in cases where the timeline of a Professional Growth Plan exceeds one year, and a final appraisal (Appendix H) is filled out by the School Administrator and Superintendent's Department upon completion of the plan. The School Administrator will collect and have available artifacts (Appendix A), which demonstrate growth in the identified areas.

Professional Portfolio

School Administrator will be encouraged to maintain a professional portfolio as a record of their professional growth. The purpose of the portfolio is to promote reflective practice, to encourage school administrators to keep record of professional development activities such as workshops, readings, journal writing, courses, etc., and to provide a vehicle for the celebration of personal and professional achievements. The components and format will be determined by the School Administrator. See Appendix A for samples of items that may be contained in the portfolio. The portfolio will be shared with the Superintendent or Designate on an annual basis as part of the Professional Growth Plan.

Professional Growth Program Guidelines for Development

The Professional Growth Plan shall reflect goals and objectives based on a self-assessment of leadership skills of the individual School Administrator, show a demonstrated relationship to the Domains of Professional Practice Rubric, and take into consideration the school plan, the School Division Priorities, and Manitoba Education and Training initiatives. The plan may be developed by a team of School Administrators who wish to work collaboratively on a particular goal or goals.

Professional Growth Plan	Description of Component
What is the **goal** of your professional development plan?	Goals are expressions of purpose and direction. Goals should follow SMART guidelines and be specific, measurable, achievable, relevant and timely to the school administrator's development. Consideration in the development of goals should be given to the key areas of the Domains of Professional Practice Rubric, all under the umbrella of improving student learning and teacher effectiveness.
What **method/strategies** will be used?	Describe the activities you will engage in to accomplish your goal. Strategies can include action (field) research, self-assessment, surveys, university course work, conferences, etc.
What is the **timeline** for your plan?	The plan may include a timeline of one to three years for completion, with a yearly review for plans that exceed one year. At the conclusion of a plan, a final appraisal will be completed by the School Administrator and Superintendent or Designate.
What are the **indicators of progress**?	Indicators are specific items of information that track and measure the success of a program/initiative in meeting outcomes. Indicators are observable and measurable signposts that show progress in goal achievement. Examples are program evaluations, teacher/parent/student responses, teacher and student work portfolios, peer observation, Superintendent or Designate observation, statistical measures, performance assessment, journal entries, professional portfolios, benchmarks, etc.
What **resources/supports** are needed?	Educational materials, student materials, professional reading materials, access to workshops, collegial time

3 - The School Administrator's Assistance Program

When the Superintendent has reason to believe that a School Administrator's performance in any area(s) of the Components of Professional Practice Rubric is below a satisfactory level, the Superintendent may decide to initiate the School Administrator's Assistance Program. At the outset of this process, the School Administrator will be informed of his/her right to have Manitoba Teacher's Society (MTS) representation throughout the process. The primary responsibility for initiating and carrying out the School Administrator's Assistance Program rests with the Superintendent and/or Designate.

Goals

1. To assist School Administrators to correct and improve unsatisfactory School Administrator's performance.
2. To identify and document unsatisfactory School Administrator's performance
3. To provide due process and a mechanism by which a recommendation for action can be made.

Process

Awareness Phase:
1. The Superintendent or Designate shall write a letter of concern which includes:
    a. Identification of specific areas of unsatisfactory performance.
    b. Specific description of the improvement(s) expected.
    c. Identification of resources, strategies, and supports the School Administrator may employ in an attempt to resolve the concern(s).
    d. Identification of a reasonable time period for the School Administrator to show sufficient improvement (often thirty teaching days).
    e. A statement of possible consequences (which may include termination) for failure to improve.
2. At the conclusion of the timeline decided upon in step one (often thirty days), the Superintendent or Designate will review the School Administrator's progress and make one of the following recommendations:
    o the area(s) of concern have been resolved and the School Administrator should remain in the Professional Growth Program
    o the area(s) of concern have not been satisfactorily resolved, and the School Administrator is then formally placed into the School Administrator's Assistance Program
3. A meeting will be arranged with the School Administrator, the Superintendent or Designate, and if requested his/her MTS representative. The School Administrator shall be informed of the decision to begin the process and the letter of concern shall be discussed.

Assistance Phase:
1. The Superintendent or Designate and the School Administrator will review recommendations from the letter of concern.
2. A specific plan will be developed, which includes:
    a. Growth-promoting goals which are specific, measurable, action-oriented, relevant and address the areas of concern
    b. Strategies for resolving the area(s) of concern
    c. Timelines
    d. Indicators of progress
    e. Resources and supports needed
3. The Superintendent or Designate will establish specific review dates and meetings will be held with the School Administrator and, if requested, his/her MTS representative, to monitor the School

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Administrator's progress.

4. The Superintendent or Designate shall prepare a written summary of every meeting and review it with the School Administrator. The School Administrator will sign the summary acknowledging that it has been read and will have an opportunity to respond.

5. One of the following recommendations will be made upon reviewing the School Administrator's progress:
   - the concern(s) are resolved and the School Administrator returns to the Professional Growth Program
   - the School Administrator remains in the School Administrator's Assistance Program with revised goals and timelines
   - the concern is not resolved, and the School Administrator is moved into the Summative Phase

Summative Phase:

1. The School Administrator may be placed in the Summative Phase because of, but not limited to, not satisfactorily meeting the Components of Professional Practice after being in the Assistance Phase.

2. The Summative Phase will involve a meeting between the Superintendent or Designate, School Administrator, and, if requested, his/her MTS representative. The Superintendent or Designate will identify in writing the specific Components of Professional Practice, or the policy/procedure in violation. The School Administrator will be given an opportunity to respond in writing. Following the discussion, the Superintendent or Designate will indicate next steps to be taken such as:

   - a further and specific remedial plan with a timeline
   - placement of the School Administrator on either paid or unpaid leave
   - requirement of specific training or professional evaluation
   - re-assignment
   - recommendation to the Board for Dismissal*

*This recommendation shall be made only after all attempts to assist the School Administrator have failed to produce the required improvement.

The Superintendent or Designate's recommendation will include evidence of:

   - having notified the School Administrator in writing of the proposed course of action and the reason(s) thereof
   - having advised the School Administrator that he/she has the right to appear and make representation before the Board and/or make a written submission which will be given to the Board as part of the deliberations dealing with the recommendation for termination as per Section 92 of the Public Schools Act.
     https://web2.gov.mb.ca/laws/statutes/ccsm/p250_2e.php
   - In any circumstances where the School Administrator holds a Teacher – General contract, a recommendation for termination (including the procedure outlined in Section 92 of the Public Schools Act) would adhere to Article 11 of the RRSD and RRTA Collective Agreement.
     https://www.rrsd.mb.ca/cms/one.aspx?portalId=69103&pageId=232372.

3. The Summative Phase only addresses ongoing performance concerns not corrected by the School Administrator under either the Awareness Phase or the Assistance Phase. The Summative Phase is not intended as a restriction on the School Division's right to take appropriate disciplinary action for School Administrator misconduct without prior resort to either an Awareness Phase or an Assistance Phase.

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APPENDIX "A"
SCHOOL ADMINISTRATOR'S COLLECTION OF ARTIFACTS

Examples of items which may be included:

- Evidence of movement toward school goals and School Division goals
  - Mental Health and Well-Being
  - Cultural Proficiency
  - Literacy
  - Numeracy
- Indigenous Education
- School schedule
- School handbook
- School code of conduct
- Emergency preparedness/reports
- Student achievement data
- Newsletters
- Newspaper articles
- Copies of communication with student, staff, parents, and community
- List of professional reading
- Photographs of school activities and events
- Parent and student surveys
- Video and audio recordings of student performances and school activities
- Copies of school presentations
- Professional Development activities
- Professional Growth Plans
- Walkthrough Tool
- Professional Learning Communities – Plans (PLC's)
- Evidence of Learning Sprints
- PAX Vision
- Evidence of Growth as a School Administrator

Preliminary Notes
A. Areas of performance to be reviewed (Appendix E):
B. Data collection process/timelines:
C. Evaluator's comments, suggestions and recommendations:
D. School Administrator's comments:

School Administrator's Signature: _____   Date: _____

Evaluator's Signature: _____   Date: _____

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Preliminary Notes
A. Areas reviewed/items discussed:
B. Evaluator's comments, suggestions and recommendations:
C. School Administrator's comments:

School Administrator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

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Notes

APPENDIX "E"
REPORTING PHASE

Rationale and suggestions for implementation

1. These rubrics are organized around six domains covering aspects of a School Administrator's job performance:
   a) Diagnosis and Planning
   b) Priority Management and Communication
   c) Curriculum, Data and Assessment
   d) Supervision and Professional Development
   e) Discipline and Parent Involvement
   f) Management and External Relations

The rubrics use a four-level rating scale with the following labels:
   4 – Highly Effective
   3 – Effective
   2 – Requires Growth
   1 – Does not Meet Standards

2. The rubrics are designed to give School-Based Administrators an end-of-the-year assessment of where they stand in all performance areas – and detailed guidance for improvement. These rubrics are not checklists for school visits.

3. The *Effective* level describes the standard for solid, expected professional performance; any School Administrator should be pleased with scores at this level. The *Highly Effective* level is reserved for truly outstanding leadership as described by very demanding criteria; there will be relatively few scores at this level. *Requires Growth* indicates that performance has real deficiencies and must improve (although some novice School Administrators might start here). Performance at the *Does Not Meet Standards* level is unacceptable and will lead to discussions and identification of immediate Pre-Conference Reflection actions for improvement which may include the School Administrator's Assistance Program.

4. To score, read across the four levels of performance for each criterion, find the level that best describes the School Administrator's performance and circle or highlight it and provide the evidence. On each page, this will create a clear graphic display of overall performance, areas for commendation, and areas that need work. Write the overall score at the bottom of each page with brief comments, and then record all the scores and overall comments on the summary page.

5. Professional Planning Conversation: Evaluation conferences are greatly enhanced when the Superintendent or Designate and School Administrator fill out the rubrics in advance and then meet and compare one page at a time. Of course, the Superintendent or Designate has the final say, but the discussion should aim for consensus based on actual evidence of the most accurate score for each criterion. The Superintendent or Designate should go into the evaluation process with some humility since they cannot possibly know everything about a School Administrator's complex world. Similarly, School Administrators should be open to feedback from someone with an outside perspective – all revolving around whether the school is producing learning gains for all students. Note that student achievement is not explicitly included in these rubrics, but clearly, it is directly linked to school leadership.

SCHOOL ADMINISTRATOR'S EVALUATION SUMMATIVE PAGE

School Administrator's Name: _____ **School Year:** _____

School: _____

Evaluator: _____ **Position:** _____

RATINGS ON INDIVIDUAL RUBRICS
A. Diagnosis and Planning:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
B. Priority Management and Communication:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
C. Curriculum, Data and Assessment:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
D. Supervision and Professional Development:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
E. Discipline and Parent Involvement:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
F. Management and External Relations:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
OVERALL RATING:
☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does Not Meet Standards
Overall Comments by Superintendent or Designate:
Overall Comments by School Administrator:
Superintendent or Designate's Signature: _____ **Date:** _____
School Administrator's Signature: _____ **Date:** _____
(Administrator's signature indicates that he/she has seen and discussed the evaluation; it does not denote agreement with the report).

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Domain A - Diagnosis and Planning (School Planning)

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Team	☐ Recruits and develops a strong leadership team, builds capacity and commitment to a high level.	☐ Recruits and develops a leadership team with a balance of skills.	☐ Enlists one or two like-minded colleagues to provide advice and support.	☐ Is a "Lone Ranger" working with little or no support from colleagues?	
B. Diagnosis	☐ Involves partners in a comprehensive diagnosis of the school's strengths and challenges.	☐ Carefully assesses the school's strengths and challenges based on evidence and input from colleagues.	☐ Makes a quick assessment of the school's strengths and challenges with little or no evidence or input from colleagues.	☐ Is unable to gather much information on the school's strengths and challenges.	
C. Gap	☐ Challenges colleagues by presenting the gap between current student data and a vision for achieving the learning outcomes.	☐ Motivates colleagues by comparing students' current achievement with learning outcomes.	☐ Presents data without a vision, or a vision without data.	☐ Is unable to link data to student achievement and is unable to affect change.	
D. Vision & Mission	☐ Develops a clear, result-oriented vision and mission statement with partners that inform decision-making.	☐ Develops a clear, results-oriented vision and mission statement that is known by all staff and students.	☐ Develops a vision and mission statement that few colleagues or students remember.	☐ Does not develop or share a vision or mission statement.	
E. Targets	☐ Obtains strong staff commitment on bold and ambitious short and long-term student achievement goals.	☐ Builds staff support for short and long-term achievement goals.	☐ Develops short and long-term achievement goals, and shares them with staff, but lacks focus on achieving them.	☐ Develops short and long-term goals without staff input and does not monitor their achievement.	
F. Theory	☐ Is knowledgeable about current research and applies this knowledge for the development of school plans.	☐ Is familiar with current research and uses this understanding to guide the development of school plans.	☐ Relies on teachers' knowledge of "best practice" to guide the development of school plans.	☐ School plan is not based on current research.	
G. Development	☐ Collaboratively, with teachers and community, develops a plan with SMART goals.	☐ Obtains input from teachers and writes a plan with SMART goals.	☐ Seeks input from staff; plans are not fully developed and / or do not adhere to SMART goal format.	☐ Plans are written with minimal or no input from teachers and / or do not adhere to SMART format.	
H. Support	☐ Fosters a sense of urgency and responsibility among all partners for achieving school goals.	☐ Builds ownership and support among partners for achieving school goals.	☐ Presents the school plan to partners and assumes they will support and follow the strategies.	☐ There is little ownership or support of the school plan.	
I. Enlisting	☐ Masterfully wins over resistant staff members who are reluctant to change, harbour low expectations, or both.	☐ Persuades resistant staff who are reluctant to change.	☐ Works on persuading resistant staff members to get on board with the plan without expectations for commitment.	☐ Is discouraged and immobilized by staff resistance, fear of change, and low expectations.	
J. Assessment	☐ Regularly tracks progress, gives and takes feedback, and continuously improves performance.	☐ Periodically measures progress, listens to feedback, and tweaks the school plan.	☐ Occasionally focuses on key data points and prods colleagues to improve.	☐ Is too caught up in daily crises to focus on emerging data.	

Overall Rating:

☐ Highly Effective   ☐ Effective   ☐ Requires Growth   ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____   ☐ Work in Progress – Date: _____   ☐ Not Achieved – Date: _____

Domain B - Priority Management and Communication

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Planning	☐ Plans for the year, month, week, and day, relentlessly getting the highest-leverage activities done.	☐ Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.	☐ Plans daily with a list of what needs to be accomplished but is often distracted from it.	☐ Has a mental list of tasks to be accomplished each day, but often loses track.	
B. Communication	☐ Skillfully and consistently communicates goals to all constituencies using a variety of channels.	☐ Clearly communicates goals to partners using a variety of means.	☐ Has a limited communication repertoire and some key partners are not clear about school goals.	☐ Is not an effective communicator and partners are not aware of school goals.	
C. Outreach	☐ Frequently solicits and uses feedback and help from staff, students, parents, and external partners.	☐ Regularly reaches out to staff, students, parents and external partners for feedback and help.	☐ Occasionally asks staff, students, parents or external partners for feedback.	☐ Never reaches out to others for feedback or help.	
D. Follow-up	☐ Has an infallible system for capturing key information, remembering, prioritizing and following up.	☐ Writes down important information, remembers, prioritizes, and almost always follows up.	☐ Writes things down but is easily distracted by events and sometimes does not follow up.	☐ Important information may or may not be written down, but there is generally no follow up.	
E. Expectations	☐ Has total staff buy-in on exactly what is expected for management procedures and discipline.	☐ Makes sure staff knows what is expected for management procedures and discipline.	☐ Periodically reminds teachers of policies on management procedures and discipline.	☐ Is constantly reminding staff what they should be doing in management and discipline or does not discuss at all.	
F. Delegation	☐ Has highly competent people in all key roles and is able to entrust them with maximum responsibility.	☐ Delegates appropriate tasks to competent staff members and checks on progress.	☐ Does not delegate some tasks that should be done by others.	☐ Does almost everything personally.	
G. Meetings	☐ All key teams meet on a regular basis and are empowered to take responsibility for productive agendas.	☐ Ensures that key teams meet regularly.	☐ Needs to call key team meetings each month because they are not in people's calendars.	☐ Convenes grade-level, leadership, and other teams only when there is a crisis or an immediate need.	
H. Prevention	☐ Takes the initiative so that time-wasting activities and crises are almost always prevented or deflected.	☐ Is effective at preventing or deflecting many time-wasting crises and activities.	☐ Tries to prevent them, but crises and time-wasters sometimes consume a lot of time.	☐ Large portions of each day are consumed by crises and time-wasting activities.	
I. Efficiency	☐ Deals quickly and decisively with the highest priority email and paperwork, delegating the remaining administrative chores.	☐ Has a system for dealing with e-mail, paperwork and administrative chores.	☐ Tries to stay on top of email, paperwork and administrative chores, but is often behind.	☐ Is unable to manage e-mail, paperwork and administrative chores, to the detriment of the school's mission.	
J. Balance	☐ Remains sharp and fresh by skillfully balancing work demands with healthy habits.	☐ Is healthy and focused by balancing work demands with healthy habits.	☐ Is sometimes unfocused and inattentive because of fatigue.	☐ Is unproductive and irascible because of fatigue and stress.	

Overall Rating:

☐ Highly Effective   ☐ Effective   ☐ Requires Growth   ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____   ☐ Work in Progress – Date: _____   ☐ Not Achieved – Date: _____

Domain C - Curriculum, Data, and Assessment

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Expectations	☐ Gets all teachers to buy in to clear, manageable outcomes based, grade-level goals with exemplars of proficient work.	☐ Provides teachers with what students should know and be able to do by the end of each grade level based on curricular outcomes.	☐ Refers teachers to division outcomes and provincial curriculum for curriculum direction.	☐ Leaves teachers without clear direction on student learning outcomes for each grade level.	
B. Baselines	☐ Ensures that teachers use existing summative data and fresh diagnostic data to plan instruction.	☐ Provides teacher with previous-year data and asks them to assess students' current levels.	☐ Refers teachers to previous year test data as baseline for current-year instruction.	☐ Does not provide historical achievement data to teachers.	
C. Targets	☐ Gets each grade-level and subject team invested in reaching measurable results-oriented year-end goals.	☐ Works with grade-level and subject-area teams to set measurable student goals for the current year.	☐ Urges grade-level and subject teams to set measurable student learning goals for the current year.	☐ Urges teachers to improve student achievement, but without measurable outcome goals.	
D. Materials	☐ Ensures that all teachers have current, high quality curriculum materials and training on how to use them.	☐ Gets the best possible curriculum resources into teachers' hands.	☐ Allows for updated curriculum materials on a limited basis.	☐ Leaves teachers to fend for themselves with curriculum materials.	
E. Reporting	☐ Ensures that high quality, aligned, common reporting is conducted by all teachers according to Divisional / Provincial policy.	☐ Ensures common, aligned reporting to monitor student learning as per Divisional / Provincial policy.	☐ Does not ensure common, aligned reporting to monitor student learning as per Divisional / Provincial policy.	☐ Does not monitor teacher reporting.	
F. Data Analysis	☐ Orchestrates high quality, low-stakes data and action team meetings after each round of assessments.	☐ Monitors teacher teams as they analyze assessment results and formulate action plans.	☐ Directs teachers to use data to inform their instruction.	☐ Data is seldom or never used to make decisions.	
G. Use of Data	☐ Gets data meetings engaged in a no-blame search for root causes and in hypothesis testing.	☐ Asks that data meetings go beyond what students got wrong and delve into why.	☐ Suggests that teachers focus on the areas in which students had the most difficulty.	☐ Does not exercise leadership in looking for underlying causes of student difficulties using data.	
H. Follow-up	☐ Gets teams invested in following up assessments with effective re-teaching, tutoring and other interventions.	☐ Insists that teams follow up assessment with re-teaching and remediation.	☐ Suggests that teachers use assessment data to help struggling students.	☐ There are no expectations for follow-up to assessment.	
I. Monitoring	☐ Uses data on grades, attendance, behaviour, and other sources to monitor and drive continuous improvement toward goals.	☐ Monitors data in several key areas and uses them to inform improvement efforts.	☐ Monitors attendance and discipline data to inform decisions.	☐ Keeps an eye on attendance and suspension rates.	
J. Celebration	☐ Boosts morale and a sense of efficacy by getting colleagues to celebrate and own measurable student gains.	☐ Shares student, classroom and school wide successes and gives credit where credit is due.	☐ Congratulates staff on "small wins" and other successes.	☐ Takes credit for improvements in school performance.	

Overall Rating:

☐ Highly Effective   ☐ Effective   ☐ Requires Growth   ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____   ☐ Work in Progress – Date: _____   ☐ Not Achieved – Date: _____

Domain D - SUPERVISION AND PROFESSIONAL DEVELOPMENT

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Meetings	☐ In all-staff meetings, has teachers discuss results, learn best strategies, and build trust and respect.	☐ Uses all-staff meetings to get teachers to share strategies and become more cohesive as a group.	☐ Uses staff meetings primarily to announce decisions, clarify policies, and listen to staff concerns.	☐ Rarely convenes staff members and uses meetings for one-way lectures on policies.	
B. Professional Literature	☐ Ensures that the whole staff is current on professional literature and constantly explores best practices.	☐ Reads and shares current research and fosters an ongoing school wide discussion of best practices.	☐ Occasionally passes along interesting articles and ideas to colleagues.	☐ Rarely reads professional literature or discusses best practices.	
C. Development	☐ Orchestrates aligned, high-quality coaching, workshops, school visits and other professional learning tuned to staff needs.	☐ Organizes aligned, ongoing coaching and training that builds classroom proficiency.	☐ Provides conventional staff development workshops to teachers.	☐ Provides occasional workshops, leaving teachers mostly on their own in terms of professional development.	
D. Empowerment	☐ Gets teachers to work collaboratively and take ownership for using data and student work to drive constant refinement of their teaching.	☐ Orchestrates regular teacher meetings as the prime locus for professional learning.	☐ Suggests that teachers work together to address students' learning problems.	☐ Does not emphasize teamwork and teachers work mostly in isolation from colleagues.	
E. Support	☐ Gives teachers the training, facilitation, and resources they need to make their meetings highly effective.	☐ Provides teachers with leadership so meetings are focused and substantive.	☐ Has teachers appoint a leader to chair meetings and file reports.	☐ Leaves teachers to fend for themselves in terms of leadership and direction.	
F. Units of Study	☐ Ensures that teachers backwards-design high-quality, aligned units and provides feedback on the units.	☐ Asks teachers to plan units of study following the curriculum, and regularly reviews the units.	☐ Occasionally reviews teachers' lesson and unit plans.	☐ Does not review unit or lesson plans.	
G. Supervision	☐ Has a clearly outlined plan for classroom visits daily, and gives helpful, face-to-face feedback to each teacher within 24 hrs.	☐ Visits classrooms regularly and gives helpful feedback to teachers.	☐ Tries to get into classrooms but is often distracted by other events and rarely provides feedback.	☐ Infrequently drops into classrooms and shies away from giving honest feedback and redirection to teachers who are not performing well.	
H. Criticism	☐ Courageously engages in difficult conversations with teachers, helping them to improve.	☐ Provides redirection and support to teachers when required.	☐ Criticizes struggling teachers but does not give them support in helping them to improve their performance.	☐ Shies away from giving honest feedback and redirection to teachers who are not performing well.	
I. Housecleaning	☐ Counsels out or dismisses all ineffective teachers, scrupulously following contractual requirements.	☐ Counsels out or dismisses most ineffective teachers, carefully following contractual requirements.	☐ Tries to dismiss one or two ineffective teachers but is stymied by procedural errors.	☐ Does not initiate dismissal procedures, despite evidence that some teachers are ineffective.	
J. Hiring Process	☐ Recruits, hires, and supports highly effective teachers who share the school's vision.	☐ Recruits and hires effective teachers who share the school's mission.	☐ Hires teachers who seem to fit the School Administrator's own philosophy of teaching.	☐ Makes last-minute appointment to teaching vacancies based on candidates who are available.	

Overall Rating:

☐ Highly Effective   ☐ Effective   ☐ Requires Growth   ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____   ☐ Work in Progress – Date: _____   ☐ Not Achieved – Date: _____

Domain E - DISCIPLINE AND FAMILY INVOLVEMENT

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Expectations	☐ Gets staff buy-in for clear, school wide student behaviour expectations, routines and consequences.	☐ Sets expectations for student behaviour and establishes school wide routines and consequences.	☐ Urges staff to demand good student behavior but allows different expectations in different classrooms.	☐ Often tolerates discipline violations and enforces the rules inconsistently.	
B. Effectiveness	☐ Deals effectively with any disruptions to teaching and learning, analyzes patterns and works on prevention.	☐ Deals quickly with disruptions to learning and looks for underlying causes.	☐ Deals firmly with students who are disruptive in classrooms but does not get to the root cause.	☐ Deals ineffectively with disruptive students but is swamped by the number of problems.	
C. Celebration	☐ Publicly celebrates kindness, effort, and improvement and builds students' pride in their school.	☐ Praises student achievement and works to build school spirit.	☐ Praises well-behaved students and good grades.	☐ Rarely praises students and fails to build school pride.	
D. Training	☐ Ensures that staff are skilled in positive discipline and sensitive handling of student issues.	☐ Organizes workshops and suggests articles and books on classroom management.	☐ Urges teachers to get better at classroom management.	☐ Does little to build teachers' skills in classroom management.	
E. Support	☐ Is highly effective in ensuring counseling, mentoring and other support for high-need students.	☐ Identifies struggling students and works to get support services to meet their needs.	☐ Tries to get crisis counseling for highly disruptive and troubled students.	☐ Focuses mainly on discipline and punishment with highly disruptive and troubled students.	
F. Openness	☐ Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.	☐ Makes parents feel welcome, listens to their concerns, and tries to get them involved.	☐ Reaches out to parents and tries to understand when they are critical.	☐ Makes little effort to reach out to families and is defensive when parents express concerns.	
G. Curriculum	☐ Informs parents of the learning expectations and specific ways they can support their children's learning.	☐ Sends home information on the grade-level learning expectations and ways parents can help at home.	☐ Sends home an annual list of grade-level learning expectations.	☐ Does not send home the school's learning expectations.	
H. Conferences	☐ Orchestrates productive parent, teacher and student conferences in which parents and students have a clear understanding of "next steps."	☐ Works to ensure that parent / teacher conferences are productive, and parents and parents are informed of their child's progress.	☐ Makes sure that report cards are filled out correctly, provided to all parents, and parent / teachers conferences are scheduled.	☐ Provides little or no monitoring of parent involvement in the reporting process.	
I. Communication	☐ Communication is on-going using a wide variety of methods to ensure parents are well informed. PowerTeacher entries are current and up-to-date.	☐ Communication is on-going using a number of communications methods. Power Teacher is updated regularly.	☐ Teachers are responsible for communicating regularly with parents. Power Teacher is monitored.	☐ Leaves parent contact and communication up to individual teachers. Does not monitor Power Teacher.	
J. Backstopping	☐ Provides effective safety-net programs for all students with inadequate home support.	☐ Provides safety-net programs for most students whose parents do not provide adequate support.	☐ Provides ad hoc, occasional support for students who are not adequately supported at home.	☐ Does not provide assistance for students with inadequate home support.	

Overall Rating:

☐ Highly Effective   ☐ Effective   ☐ Requires Growth   ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____   ☐ Work in Progress – Date: _____   ☐ Not Achieved – Date: _____

Domain F - MANAGEMENT AND EXTERNAL RELATIONS

School Administrator	4: Highly Effective	3: Effective	2: Requires Growth	1: Does Not Meet Standards	Evidence
A. Strategies	☐ Implements proven macro strategies (such as looping or Multilevel classrooms) that enhances student learning.	☐ Suggests effective macro strategies (such as looping or team teaching) to improve student learning.	☐ Explores macro strategies that might improve student learning.	☐ Sticks with the status quo for fear of alienating key stakeholders.	
B. Scheduling	☐ Creates an equitable schedule that maximizes learning, teacher collaboration and smooth transitions.	☐ Creates a schedule that is conducive to learning, some opportunity for teacher collaboration.	☐ Creates a schedule with some flaws and few opportunities for team meetings.	☐ Creates a schedule with inequities, technical flaws, and little time for teacher teams to meet.	
C. Duty	☐ Ensures smooth, friendly student entry, dismissal, noon hour, transitions, and recesses every day.	☐ Supervises orderly student entry, dismissal, noon hour, class transitions, and recesses.	☐ Intermittently supervises student entry, dismissal, transitions, and noon.	☐ Rarely supervises student entry, dismissal, and common spaces, and problems are frequent.	
D. Custodians	☐ Empowers custodian(s) to ensure effective, creative use of space and a clean, safe, and inviting school.	☐ Supervises custodian(s) to keep the school clean, attractive, and safe.	☐ Works with custodial staff to keep the school clean and safe, but there are occasional lapses.	☐ Leaves school cleanliness and safety to custodial staff, and lapses are unattended to.	
E. Transparency	☐ Makes sure people understand how and why decisions were made, involving stakeholders whenever possible.	☐ Ensures that staff members know how and why key decisions are being made.	☐ Tries to be open about decision-making, but stakeholders sometimes feel shut out.	☐ Makes decisions with little or no consultation, causing frequent resentment and morale problems.	
F. Administrative	☐ Deftly handles administrative, contractual, and legal issues so that they never detract from teaching and learning.	☐ Manages administrative, contractual, and legal issues efficiently and effectively.	☐ Sometimes allows administrative, contractual, and legal issues to distract teachers from their work.	☐ Frequently mishandles administrative, contractual, and legal issues in ways that disrupt teaching and learning.	
G. Budget	☐ Skillfully manages the budget and finances to maximize student achievement and staff growth.	☐ Manages the school's budget and finances to support the school plan.	☐ Manages budget and finances with few errors and misses opportunities to support the school plan.	☐ Makes errors in managing the budget and finances.	
H. Compliance	☐ Fulfills all compliance and reporting requirements and creates new opportunities to support learning.	☐ Fulfills compliance and reporting responsibilities to the division and beyond.	☐ Meets minimum compliance and reporting responsibilities with occasional lapses.	☐ Has difficulty keeping the school in compliance with division and other external requirements.	
I. Networking	☐ Builds strong relationships with key division and community and generates enthusiasm about the school's programming.	☐ Builds relationships with division and community to generate school support.	☐ Is correct and professional with division and community but does not enlist their active support.	☐ Neglects relationship building with the division and community and does not have their support to get things done.	
J. Resources	☐ Taps all possible human and financial resources to support the school's programming and plan.	☐ Is effective in bringing additional human and financial resources into the school.	☐ Occasionally raises additional funds or finds volunteers to help out.	☐ Is resigned to working with the standard school budget, which does not seem adequate.	

Overall Rating:

☐ Highly Effective ☐ Effective ☐ Requires Growth ☐ Does not Meet Standards

Comments:

Smart Goal:

☐ Achieved – Date: _____ ☐ Work in Progress – Date: _____ ☐ Not Achieved – Date: _____

SCHOOL ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN

School Administrator: _____ **School Year:** _____

Position: _____ **School:** _____

Assignment: _____

Anticipated length of plan: ☐ 1 ☐ 2 ☐ 3 Years

1. **Goal: Describe how this will improve student learning. Link to the school and/or Divisional Priorities. (SMART Guidelines)**
2. **Methods/Strategies**
3. **Indicators of Progress (could include teaching artifacts)**
4. **Resource/Supports Needed**

School Administrator's Signature: _____ Date: _____

Supervisor's Signature: _____ Date: _____

Starting Date of Plan: _____ Today's Date: _____

APPENDIX "G"
SCHOOL ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN – YEARLY REVIEW
(to be completed by the School Administrator)

School Administrator: _____ **School Year:** _____

Position: _____ **School:** _____

Assignment: _____

Anticipated length of plan: ☐ 1 ☐ 2 ☐ 3 Years

A. List the target goal(s) of the Professional Growth Plan
B. List a descriptive summary of the process used in the Professional Growth Plan
C. List vital results/outcomes from the Professional Growth Plan

D. Further reflection

School Administrator's Comments:

Supervisor's Comments:

School Administrator's Signature: _____   Date: _____

Supervisor's Signature: _____   Date: _____

Superintendent's Signature: _____   Date: _____

APPENDIX "H"
SCHOOL ADMINISTRATOR'S PROFESSIONAL GROWTH PLAN – FINAL APPRAISAL

This form is to be completed by the School Administrator in the final year of the Professional Growth Plan.

Title of Professional Growth Plan: _____

School Administrator: _____   **School Year:** _____

Position: _____   **School:** _____

(Part A & B to be completed by the School Administrator; Part C by the Superintendent or Designate)

A. The following is a descriptive summary of the Professional Growth Plan that was submitted and completed by the School Administrator.
B. The following is a statement of the School Administrator's thoughts about how this Professional Growth Plan has increased his/her effectiveness as a school leader and his/her school's success. (Include artifacts where applicable.)

C. The following is a statement of the Superintendent's thoughts, reactions, etc., regarding the Professional Growth Plan that was submitted and completed by the School Administrator.

School Administrator's Signature: _____   Date: _____

Supervisor's Signature: _____   Date: _____

Superintendent's Signature: _____   Date: _____

Starting Date of Plan: _____   Year End Review Date: _____

APPENDIX "I"
SOURCES AND ACKNOWLEDGEMENTS

SOURCES

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