



**Policy 3.03**

**Category: Charter School Operations**

**School Leader/Administrator Growth, Supervision, and Evaluation**

**BACKGROUND**

Every school leader must be an accomplished teacher and is responsible for fulfilling the essential purpose of educational leadership.

Every school leader is expected to:

- a. fulfill the applicable provincial requirements
- b. demonstrate the applicable *Quality Standard*.
- c. meet the school authority's requirements for school leaders.

The *Leadership Quality Standard*:

- a. apply to Alberta's principals as well as assistant principals, associate principals and vice principals;
- b. identify the basic competencies for effective school leadership applicable to all Alberta school contexts;
- c. frame a school leader's career-long responsibility to fulfill the essential purpose of educational leadership; and
- d. represent a professional curriculum for school leadership preparation, induction and professional learning programs
- e. facilitate province-wide consistency in school authority policies and processes for school leader professional growth, supervision and evaluation.

Principals are accountable for the demonstration of all the *Competencies* throughout their careers. Assistant principals, associate principals and vice principals are accountable for the demonstration of those *Competencies* that are directly related to their assigned role and leadership designation.

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**POLICY STATEMENT**

1. The CAPE Charter Board recognizes that in order for an educational organization to continually grow, develop, and prosper, administrators must adhere to the *Leadership Quality Standard* and demonstrate the competencies within their daily practice. A necessary component of the acquisition and maintenance of these competencies is professional development.
2. The CAPE Charter Board requires that school leader/administrator growth, supervision, and evaluation processes at CAPE be designed to ensure that each administrator's actions, judgments, and decisions support optimal teaching and learning so that children and students have the opportunity to meet the learning standards set by the Minister and the CAPE charter. This policy provides a framework for the Superintendent to ensure that school leaders/administrators practice is consistent with Professional Practice Competencies for School Leaders in Alberta and the CAPE charter throughout their employment with CAPE.
3. The Superintendent is responsible for the administration of this policy.

**DEFINITIONS:**

4. **Competencies** - constitute an interrelated set of knowledge, skills and attributes that is drawn upon and applied to a particular context for successful performance. They are the provincial requirements for the practice of school leadership for which Alberta school leaders are accountable throughout their careers.
5. **Notice of Remediation** - refers to the written statement issued to a school leader by the individual undertaking the evaluation process if he or she concludes that the school leader does not demonstrate one or more of the applicable *Alberta Leadership Quality Standard* and/or does not fulfill one or more of applicable provincial and school authority requirements.
6. **Principal** - an individual who holds a valid Alberta teaching certificate, is designated by a school authority and is responsible for the provision of educational leadership as set out in provincial legislation.
7. **School authority** - a school board, a person or society that operates a charter school or an accredited private school.
8. **School community** - students, teachers and other staff, parents, school council and others who have an interest in the school.

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9. **School leader** - a principal as set out in provincial legislation and to an assistant principal, associate principal or vice principal subject to the responsibilities assigned to the designation by the school authority.
10. **School leader evaluation** - the formal process of gathering and recording information and evidence over a period of time and the application of reasoned professional judgment in determining whether or not a school leader demonstrates the applicable *Leadership Quality Standard*.
11. **School leader professional growth** - a career-long learning process whereby a school leader develops and refines the knowledge, skills, and attributes related to the *Leadership Quality Standard*.
12. **School leader professional growth plan** - the document that each school leader annually develops, implements and reports on, in accordance with the school authority's policy and processes.
13. **School leader supervision** - the ongoing process by which the individual assigned to undertake this responsibility by a school authority supports and guides school leaders in demonstrating the applicable *Leadership Quality Standard*.

**GUIDELINES**

14. The purposes of school leader/administrator growth, supervision, and evaluation program are to:
  - 14.1 Ensure that all school leaders/administrators are knowledgeable about the *Leadership Quality Standard* as related to their level of responsibility;
  - 14.2 Ensure clear understanding of duties and responsibilities;
  - 14.3 Ensure the maintenance and improvement of quality practices;
  - 14.4 Communicate performance expectations to all school leaders/administrators;
  - 14.5 Establish the criteria to be used to measure school leaders/administrators effectiveness;
  - 14.6 Recognize effective school leader/administrator performance;
  - 14.7 Identify areas where school leader/administrator effectiveness could be improved;
  - 14.8 Identify professional development needs;
  - 14.9 Provide a basis for decisions regarding continuation or renewal of appointment.

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15. The CAPE Charter Board is responsible for ensuring that CAPE's school leader/administrator growth, supervision, and evaluation policy adheres to the requirements and standards set in the references.
16. The Superintendent is responsible for structuring, administering and supervising school leader/administrator growth, supervision, and evaluation processes.
17. The evaluation of a school leader/administrator by the Superintendent may be conducted:
  - 17.1 upon the written request of the school leader/administrator;
  - 17.2 for purposes of gathering information related to a specific employment decision;
  - 17.3 for purposes of assessing the growth of the school leader/administrator in specific areas of practice;
  - 17.4 when, on the basis of information received through supervision, the Superintendent has reason to believe that the practice of the school leader administrator may not meet the *Leadership Quality Standard*.
18. The Superintendent's recommendation is required prior to the confirmation of a school leader/administrator's appointment for another term of three years or for the remainder of that three-year term.
19. On initiating an evaluation, the Superintendent must communicate explicitly to the school leader/administrator:
  - 19.1 the reasons for and purposes of the evaluation;
  - 19.2 the process, criteria and standards to be used;
  - 19.3 the timelines to be applied; and
  - 19.4 the possible outcomes of the evaluation.
20. Upon completion of an evaluation, the Superintendent must provide the school leader/administrator with a copy of the completed evaluation report.
21. The school leader/administrator may request further classroom visits, additional time to address concerns, additional supports, or an additional evaluation if that school leader/administrator does not agree with the Superintendent's evaluation. The decision of the Superintendent is final.
22. Where, as the result of an evaluation, the Superintendent determines that a change in the behaviour or practice of a school leader/administrator is required, the Superintendent must provide to the school leader/administrator a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the school leader/administrator to develop and implement an annual school leader/administrator professional growth plan.

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23. The Superintendent may initiate disciplinary or other action, as appropriate, where the Superintendent has reasonable grounds for believing that the actions or practices of a school leader/administrator endangers the safety of students, constitutes a neglect of duty, a breach of trust or a refusal to obey a lawful order of the CAPE Charter Board.
24. The CAPE Charter Board, or the Superintendent may take any action or exercise any right or power under the *School Act*.
25. At the beginning of each academic year, a school leader/administrator must develop, implement, and assess a Professional Growth Plan that:
  - 25.1 reflects goals and objectives based on an assessment of learning needs by the individual school leader/administrator, or
  - 25.2 shows a demonstrable relationship to the *Leadership Quality Standard*, or
  - 25.3 takes into consideration the education plans of the school.
26. The school leader/administrator will submit the Professional Growth Plan. by the end of October of the academic year to the Superintendent.
27. The school leader/administrator will submit the updated and completed Professional Growth Plan by the date set by the Superintendent.
28. The Professional Growth Plan is a professional development initiative and, as such, is financially supported by the CAPE Charter Board partially in the case of courses or fully in the case of conferences.
29. If a school leader/administrator has not completed an annual professional growth plan as required, the school leader/administrator may be subject to disciplinary action in the form of a letter of reprimand.
30. Unless a school leader/administrator agrees, the content of an annual professional growth plan must not be part of the evaluation process of the school leader/administrator.

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**References:**

*CAPE charter*

*Teaching Quality Standard*

*Leadership Quality Standard*

*Superintendent Leadership Quality Standard*

*Guide to Education*

*Teacher Growth, Supervision and Evaluation Policy (Alberta Education)*

*Certification of Teachers Regulation*

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