



Procedures 3.03

Category: Charter School Operations

School Leader/Administrator Growth, Supervision, and Evaluation

BACKGROUND & RATIONALE

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 *Professional Practice Competencies for School Leaders in Alberta (Competencies)*
- c. meet the school authority's requirements for school leaders.

The *Competencies*:

- 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;
- d. represent a professional curriculum for school leadership preparation, induction and professional learning programs; and
- 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.

CAPE-Centre for Academic and Personal Excellence
Administrative Manual

Procedures 3.03

Category: Charter School Operations

PURPOSE:

1. Ensure that all administrators are knowledgeable about the *Professional Practice Competencies for School Leaders* as related to their level of responsibility;
2. Ensure clear understanding of duties and responsibilities;
3. Ensure the maintenance and improvement of quality practices;
4. Communicate performance expectations to all administrators;
5. Establish the criteria to be used to measure administrator effectiveness;
6. Recognize effective administrator performance;
7. Identify areas where administrator effectiveness could be improved;
8. Identify professional development needs;
9. Provide a basis for decisions regarding continuation or renewal of appointment.

PROCEDURE:

10. The evaluation of a school leader by the Superintendent may be conducted:
 - 10.1 upon the written request of the school leader;
 - 10.2 for purposes of gathering information related to a specific employment decision;
 - 10.3 for purposes of assessing the growth of the school leader in specific areas of practice;
 - 10.4 when, on the basis of information received through supervision, the Superintendent has reason to believe that the practice of the school leader may not meet the *Professional Practice Competencies for School Leaders*.
11. Informal discussions between the Superintendent and school leader may take place as time allows or as the need arises throughout the academic year. These ensure that:
 - 11.1 the Superintendent may monitor the work of the school leader;
 - 11.2 offer support and suggestions;
 - 11.3 act as a resource;
 - 11.4 assist in the resolution of issue.
12. The Superintendent will carry out an evaluation of school leaders once every three years, preferably in year two of the three-year appointment.

CAPE-Centre for Academic and Personal Excellence
Administrative Manual

Procedures 3.03

Category: Charter School Operations

13. The Superintendent will advise the school leader of the date(s) of the formal evaluation at least one (1) month prior to the actual evaluation. and
 - 13.1 share the evaluation document with the school leader;
 - 13.2 the reasons for and purposes of the evaluation;
 - 13.3 the process, criteria and standards to be used;
 - 13.4 the timelines to be applied; and
 - 13.5 the possible outcomes of the evaluation.
14. The Superintendent will ensure that ample time is available for the evaluation.
15. The Superintendent will observe the school leader in practice in as many environments and situations as possible.
16. The Superintendent may focus the evaluation in a specific area if a specific area has previously been identified as of concern.
17. The Superintendent will prepare preliminary observation notes within two (2) weeks of the conclusion of the evaluation.
18. The Superintendent will set up a meeting with the school leader within three (3) weeks of the conclusion of the evaluation, and discuss the content of the notes.
19. The Superintendent will then structure the report within two (2) weeks of the post meeting, and share that report with the school leader, attach Superintendent and school leader signatures, and give the school leader a copy of the final report.
20. The school leader may request:
 - 20.1 further visits;
 - 20.2 additional supports;
 - 20.3 additional time to address concerns;
 - 20.4 additional evaluations.
21. In the event that remediation is required, the Superintendent will provide the school leader with a notice of remediation. This notice will include remediation strategies.
22. 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 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. These may include:
 - 22.1 Letter of Reprimand;
 - 22.2 Leave with pay;
 - 22.3 Leave without pay;

CAPE-Centre for Academic and Personal Excellence
Administrative Manual

Procedures 3.03

Category: Charter School Operations

- 22.4 Re-assignment
- 22.5 Termination of Employment.
- 23. At the beginning of each academic year, a school leader must develop a Professional Growth Plan that:
 - 23.1 reflects goals and objectives based on an assessment of learning needs by the individual school leader, or
 - 23.2 shows a demonstrable relationship to the *Professional Practice Competencies for School Leaders*, or
 - 23.3 takes into consideration the education plans of the school.
- 24. In addition to the school leader's name and academic year, the Professional Growth Plan must include any of the following, if applicable:
 - 24.1 professional goal;
 - 24.2 definition(s);
 - 24.3 context;
 - 24.4 sub-goal(s) or specific goal(s);
 - 24.5 strategies;
 - 24.6 data collection table(s);
 - 24.7 template(s);
 - 24.8 bibliography.
- 25. The school leader will submit the Professional Growth Plan to the Superintendent by the end of October of the academic year.
- 26. If the school leader requires additional time, the school leader must advise the Superintendent by the middle of October.
- 27. The Superintendent may assist the school leader with the development of the Professional Growth Plan, if requested to do so by the school leader.
- 28. The school leader will submit the updated and completed Professional Growth Plan to the Superintendent by the end of June of that academic year.
- 29. If the school leader is unable to meet the end of June deadline, then the school leader must request an extension from the Superintendent.
- 30. The Professional Growth Plan report must include, in addition to the items stated in 24, if applicable:
 - 30.1 data tables;
 - 30.2 graphs;

**CAPE-Centre for Academic and Personal Excellence
Administrative Manual**

Procedures 3.03

Category: Charter School Operations

- 30.3 conclusion;
- 30.4 discussion;
- 30.5 extensions.
- 31. If the school leader requires financial support with the Professional Growth Plan, the school leader must submit a request to the Superintendent in early September.
- 32. If a school leader has not completed an annual Professional Growth Plan as required, the school leader may be subject to disciplinary action in the form of a letter of reprimand.
- 33. The Superintendent may post, with the permission of the school leader, the Professional Growth Plan report on the school's website if, in the opinion of the Superintendent, the work is quality action research and/or seek publication.
- 34. Unless a school leader agrees, the content of an annual Professional Growth Plan will not be part of the evaluation process of the school leader.

References:

CAPE Policy 3.03

School Act, Sections 19 & 20

Professional Practice Competencies for School Leaders in Alberta (rev. Jan. 9/12)

Guide to Education

Teacher Growth, Supervision and Evaluation Policy (Alberta Education)

Certification of Teachers Regulation

Practice Review of Teachers Regulation

Teaching Quality Standard (Ministerial Order 016/97) See Section 4, K-12 Learning

System Policy, Regulations and Forms Manual, Section 4, Ministerial Orders and

Directives, and Section 5, School Act Regulations

CAPE charter

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