



AP 3.01

Category: Charter School Operations

School Leader 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 *Leadership Quality Standard*;
- c. possess the *Leadership Certification*;
- d. 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;
- 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.

Superintendents are accountable for the demonstration of all the *Leadership Quality Standard* throughout their careers. Assistant principals, associate principals and vice principals are accountable for the demonstration of those *Leadership Quality Standards* that are directly related to their assigned role and leadership designation.

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PURPOSE

1. Ensure that all administrators are knowledgeable about the *Leadership Quality Standards* 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.

DEFINITIONS

10. **School leader** - a principal, assistant principal, or other individual who is an employee or officer of a school, local educational agency, or other entity operating a school; and responsible for the daily operation of the school.
11. **Educational leadership** - the process of enlisting and guiding the talents and energies of teachers, students, and parents toward achieving common educational aims.
12. **Quality standard** - the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply, result in optimum learning for all students.
13. **Competency** - an interrelated set of knowledge, skills and attitudes, developed over time and drawn upon and applied to a particular teaching context in order to support optimum student learning as required by the *Teaching Quality Standard*.
14. **Indicators** - actions that are likely to lead to the achievement of a competency and which, together with the competency, are measurable and observable.
15. **Professional development** - continuing education and training after a person has entered teaching profession in order to help them develop new skills, stay up-to-date on current trends, and advance their career.
16. **Induction** - the act or process of placing someone in a new job or position.
17. **Certification** - designated credentials earned by an individual to verify their legitimacy and competence to teach.

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18. **Professional growth** - gaining new skills and work experience that can help a person reach a goal in a career.
19. **Supervision** - the act or function of overseeing something or somebody.
20. **Evaluation** - collecting evidence for the purpose of improving the effectiveness of the teaching-learning process.

PROCEDURE

21. 21.1 upon the written request of the school leader;
21.2 for purposes of gathering information related to a specific employment decision;
21.3 for purposes of assessing the growth of the school leader in specific areas of practice;
21.4 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 *Leadership Quality Standards*.
22. 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:
 - 22.1 the Superintendent may monitor the work of the school leader;
 - 22.2 offer support and suggestions;
 - 22.3 act as a resource;
 - 22.4 assist in the resolution of issue.
23. The Superintendent will carry out an evaluation of school leaders during year one (1) of an appointment, year three (3) of an appointment, and once every three years from year four (4) onward.
24. 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
 - 24.1 share the evaluation document with the school leader;
 - 24.2 the reasons for and purposes of the evaluation;
 - 24.3 the process, criteria and standards to be used;
 - 24.4 the timelines to be applied; and
 - 24.5 the possible outcomes of the evaluation.
25. The Superintendent will ensure that ample time is available for the evaluation.
26. The Superintendent will observe the school leader in practice in as many environments and situations as possible.
27. The Superintendent may focus the evaluation in a specific area if a specific area has previously been identified as of concern.

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28. The Superintendent will prepare preliminary observation notes within two (2) weeks of the conclusion of the evaluation.
29. 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.
30. 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.
31. The school leader may request:
 - 31.1 further visits;
 - 31.2 additional supports;
 - 31.3 additional time to address concerns;
 - 31.4 additional evaluations.
32. 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.
33. 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:
 - 33.1 Letter of Reprimand;
 - 33.2 Leave with pay;
 - 33.3 Leave without pay;
 - 33.4 Re-assignment
 - 33.5 Termination of Employment.
34. At the beginning of each academic year, a school leader must develop a Professional Growth Plan that:
 - 34.1 reflects goals and objectives based on an assessment of learning needs by the individual school leader, or
 - 34.2 shows a demonstrable relationship to the *Leadership Quality Standards*, or
 - 34.3 takes into consideration the education plans of the school.
35. In addition to the school leader's name and academic year, the Professional Growth Plan must include any of the following, if applicable:
 - 35.1 professional goal;
 - 35.2 definition(s);
 - 35.3 context;
 - 35.4 sub-goal(s) or specific goal(s);
 - 35.5 strategies;
 - 35.6 data collection table(s);

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- 35.7 template(s);
- 35.8 bibliography.
- 36. The school leader will submit the Professional Growth Plan to the Superintendent by the end of October of the academic year.
- 37. If the school leader requires additional time, the school leader must advise the Superintendent by the middle of October.
- 38. The Superintendent may assist the school leader with the development of the Professional Growth Plan, if requested to do so by the school leader.
- 39. The school leader will submit the updated and completed Professional Growth Plan to the Superintendent by the end of June of that academic year.
- 40. If the school leader is unable to meet the end of June deadline, then the school leader must request an extension from the Superintendent.
- 41. The Professional Growth Plan report must include, in addition to the items stated in 35, if applicable:
 - 41.1 data tables;
 - 41.2 graphs;
 - 41.3 conclusion;
 - 41.4 discussion;
 - 41.5 extensions.
- 42. 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.
- 43. 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.
- 44. 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.
- 45. 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 3.02

Leadership Quality Standards

Guide to Education

Teacher Growth, Supervision and Evaluation Policy (Alberta Education)

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Certification of Teachers Regulation
Practice Review of Teachers Regulation
Teaching Quality Standard
Ministerial Orders and Directives
Education Act
Regulations
CAPE charter

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