



2020/11/24

Evaluation for:
Administrative Assignment:
Period of Review:
Evaluation Date:
Current Contract Type:

Evaluator(s):

School Administrator Evaluation Report

1. Introduction

The purpose of this evaluation is to determine whether _____ professional practice meets the Guidelines set out by the Province and Division.

Administrative Procedure 421 – *Administrator Growth, Supervision and Evaluation* guides the evaluation process.

[Describe the process followed for this evaluation. Include:

- Notice of Evaluation:
- How data was collected:
- Other factors]

[Refer to STAR Catholic's Administrative Procedure 421 - *Administrator Growth, Supervision and Evaluation*, 22 through 29.]

[State all sources of data used to determine the findings in this report. These can include:

- Evidence provided by the Administrator in the form of products or conversation
- Planning documents
- Staff, parent or student surveys
- Solicited or unsolicited feedback from stakeholders
- Observations by the supervisor
- Other sources identified by the administrator and supported by the evaluator]

2. Historical Context

[State the context for the evaluation.]

[Give a brief overview of the Administrators:

- current assignment
- number of years with STAR Catholic
- relevant professional qualifications]

3. Body of the Report

[The body of the report describes the information gathered and analyzes the data. It also makes recommendations.

This information should be relevant to the guidelines under review. It provides a complete picture of the administrator's performance that was observed and for which data was collected.

Factual information is objectively described to explain the 'findings'; whether the administrator meets or does not meet the established guidelines. The evaluator provides an analysis of the data.]

Embodying Catholic Leadership

A Catholic leader embodies Gospel values and teachings of the Catholic faith, enhances and supports Catholic education permeated in all aspects of leadership and acts in service to the Catholic community.

Achievement of this competency is demonstrated by indicators such as:

- (a) Embracing the dignity of all as Created in the Image of God, ensuring the overall development of the whole person.
- (b) Advocating for Catholic education and making decisions that embody Gospel teachings, ensuring that all that happens in the school reflects a living Catholic vision of the world.
- (c) Intentionally leads and fosters the development and growth of Catholic education through faith permeation.
- (d) Acts as a witness and agent of hope by modelling to all people, a lifestyle consistent with the teachings of the Catholic Church, and active parish life.
- (e) Ensures a communal vision recognizing that God is found with and in each other, while creating and leading a community of faith both within and beyond the school.

Findings:	
<input type="checkbox"/>	Administrator's name meets the competency.
<input type="checkbox"/>	Administrator's name does not meet the competency

Competencies

1. Fostering Effective Relationships:

A leader builds positive working relationships with members of the school community and local community.

Achievement of this competency is demonstrated by indicators such as:

- a) acting with fairness, respect, dignity, and integrity;
- b) demonstrating empathy and a genuine concern for others through servant leadership;
- c) creating a welcoming, caring, respectful and safe learning environment;
- d) creating opportunities for parents/guardians, as partners in Catholic education, to take an active role in their children's education;
- e) establishing relationships with First Nations, Metis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members;
- f) demonstrating a commitment to the health and well-being of all teachers, staff and students including spiritual wellness;
- g) acting consistently in the best interests of students;
- h) engaging in collegial relationships while modeling and promoting open, collaborative dialogue;
- i) communicating, facilitating and solving problems effectively; and
- j) implementing processes for improving working relations and dealing with conflict within the Catholic school community while maintaining the dignity of all.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency
<input type="checkbox"/>	Administrator's name does not meet this competency

2. Modeling Commitment to Professional Learning

A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) engaging with others such as teachers, principals, parish, faith leaders, parish, faith leaders, and other leaders to build personal and collective professional capacities and expertise; through a Catholic lens.
- (b) actively seeking out feedback and information from a variety of sources to enhance Catholic leadership practice;
- (c) seeking, critically reviewing and applying educational research and Catholic teachings to inform effective practice;
- (d) engaging members of the school community to build a shared understanding of current trends and priorities in the Education system and relevant Catholic documents.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency.
<input type="checkbox"/>	Administrator's name does not meet this competency.

3. Embodying Visionary Leadership:

A school leader collaborates with the school community to create and implement a shared vision to student success, engagement, learning and well-being.

Achievement of this competency is demonstrated by indicators such as:

- (a) communicating a philosophy of Catholic education that is student-centred and based on sound principles of effective teaching and leadership;
- (b) recognizing the school community's Catholic values and aspirations and demonstrating an appreciation for diversity;
- (c) collaborating with other leaders, faith leaders and superintendents to address challenges and priorities;
- (d) supporting school community members, including school councils, in fulfilling their roles and responsibilities;
- (e) promoting innovation, enabling positive change, and fostering commitment to continuous improvement; and

- (f) accessing, sharing and using a range of data to determine progress towards achieving goals.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency.
<input type="checkbox"/>	Administrator's name does not meet this competency

4. Leading a Learning Community:

A school leader nurtures and sustains a culture that supports evidence-informed teaching and learning.

Achievement of this competency is demonstrated by indicators such as:

- (a) fostering in the Catholic school community equality and respect with regard to rights as provided for in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms and the Constitutional Rights of the Catholic School System;
- (b) creating an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe;
- (c) developing a shared responsibility for the success of all students;
- (d) cultivating a culture of high expectations for all students and staff;
- (e) creating meaningful, collaborative learning opportunities for teachers and support staff;
- (f) establishing opportunities and expectations for the positive involvement of parents/guardians in supporting student learning;
- (g) creating an environment for the safe and ethical use of technology;
- (h) collaborating with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs; and
- (i) recognizing and celebrating God-given gifts, talents and accomplishments of students and staff.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency
<input type="checkbox"/>	Administrator's name does not meet this competency

5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit

A school leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit, for the benefit of all students.

Achievement of this competency is demonstrated by indicators such as:

- (a) understanding the historical, social, economic and political implications of:
 - treaties and agreements with First Nations;
 - legislation and agreements negotiated with Métis; and
 - residential schools and their legacy;
- (b) aligning resources and building the capacity of the Catholic school community to support First Nations, Métis and Inuit student achievement;
- (c) enabling all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) pursuing opportunities and engaging in practices to facilitate reconciliation within the Catholic school community.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency.
<input type="checkbox"/>	Administrator's name does not meet this competency.

6. Providing Instructional Leadership:

A school leader ensures that every student has access to quality teaching and optimum learning experiences.

Achievement of this competency is demonstrated by indicators such as:

- (a) building the capacity of teachers to respond to the learning needs of all students including faith development and spiritual growth;
- (b) implementing professional growth, supervision and evaluation processes to ensure that all teachers consistently meet the Teaching Quality Standard;
- (c) ensuring that student instruction addresses learning outcomes outlined in programs of study through a Catholic lens;
- (d) facilitating mentorship, faith formation and induction supports for teachers and principals, as required;

- (e) demonstrating a strong understanding of effective pedagogy and curriculum including faith permeation;
- (f) facilitating the use of a variety of technologies to support learning for all students;
- (g) ensuring that student assessment and evaluation practices are fair, appropriate, and evidence-informed;
- (h) interpreting a wide range of data to inform school practice and enable success for all students; and
- (i) facilitating access to resources, agencies and experts within and outside the school community to enhance student learning and development and spiritual growth.

Findings:	
	<input type="checkbox"/> Administrator's name meets this competency. <input type="checkbox"/> Administrator's name does not meet this competency.

7. Developing Leadership Capacity:

A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.

Achievement of this competency is demonstrated by indicators such as:

- (a) demonstrating consultative and collaborative decision-making that is informed by Catholic values, open dialogue and multiple perspectives;
- (b) identifying, mentoring and empowering teachers in educational leadership roles through a Catholic lens;
- (c) promoting the engagement of parents in school council(s) and facilitating the constructive involvement of school council(s) in Catholic school life;
- (d) creating opportunities for students to participate in leadership activities and to exercise their voice in Catholic school leadership and decision making; and
- (e) promoting team building and shared leadership among members of the Catholic school community.

Findings:	

<input type="checkbox"/> Administrator's name meets this competency. <input type="checkbox"/> Administrator's name does not meet this competency

8. Managing School Operations and Resources:

A school leader effectively directs school operations and manages resources.

Achievement of this competency is demonstrated by indicators such as:

- (a) identifying and planning for areas of need;
- (b) applying principles of effective teaching and learning, child development, and ethical leadership and a Catholic dimension to all decisions.
- (c) aligning practices, policies, decisions, and resources (human, physical, technological and financial) with the school's vision, mission, values and goals;
- (d) following through on decisions made by allocating resources (spiritual, human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students;
- (e) facilitating access to appropriate technology and digital learning environments and
- (f) ensuring school operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority;
- (g) visions and creates physical spaces that visibly express the external signs of our Catholic faith.

Findings:	
<input type="checkbox"/> Administrator's name meets this competency. <input type="checkbox"/> Administrator's name does not meet this competency	

9. Understanding and Responding to the Larger Societal Context:

A school leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Achievement of this competency is demonstrated by indicators such as:

- (a) supporting the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system including the provisions for Catholic schools;

- (b) representing the needs of students at the Diocese, community, school authority and provincial levels;
- (c) engaging local community partners to understand local contexts;
- (d) demonstrating an understanding of local, provincial, national, and international issues and trends and their implications for including their implications for Catholic Education
- (e) facilitating school community members' understanding of local, provincial, national and international issues, and trends, and their implications for Catholic education.

Findings:	
<input type="checkbox"/>	Administrator's name meets this competency.
<input type="checkbox"/>	Administrator's name does not meet this competency

Areas for Continued Growth and Development

[This is a summary of the strategies for improvement and continued development identified throughout the body of the report.

These must be supported by the factual information contained in the body of the evaluation report. Recommendations must include expected outcomes and appropriate timelines.]

Example:

The following recommendations arise from the data generated through the evaluation process used in the development of this report. To improve professional practice, it is recommended that...

Conclusion

Include conclusions about Administrative performance and leadership qualities. Identify the Administrator's significant strengths. Make a recommendation for contract status.

Example:]

In my opinion, at this time and in this assignment, Administrator's professional practice meets the expectations contained in the Division's Procedures and documents based on my observations and data collected.

[If the Administrator meets the Competencies the evaluation is complete.

OR

If the Administrator does not meet the Competencies, state that a notice of remediation will be issued to the Administrator. Identify the Dimension where the Administrator is not meeting the Guidelines followed by this statement:]

In conclusion, it is my aim to help [Administrator's name] become a successful Administrator with STAR Catholic.

I request that [Administrator's name] meet with me to develop the remediation steps for support to meet the Competencies. At the meeting, be prepared to discuss forms of assistance required during this process of working towards meeting the Competencies

Sincerely,

[Name], Principal/Superintendent
Evaluator
t | 780-000-0000
username@starcatholic.ab.ca

[2017/07/23]

I certify that I have:

- Been apprised in advance of the purpose, process, criteria and timeline used in the development of this report
- Been given a copy of the report
- Been given the opportunity to discuss its content
- Been advised that it is my right to respond to the report in writing
- Received a copy of STAR Catholic's Administrative Procedure ? : *Administrator Growth, Supervision and Evaluation*

[Name], Administrator

[2017/07/23]

cc: Employee Personnel File
[Name], Superintendent of Schools (for Assistant/Vice Principals)