 <p style="text-align: center;"><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p style="text-align: center;"><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5060	Page #: 1
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### **Site Based Administration Growth, Supervision and Evaluation Policy**

The school board recognizes the importance of school based administrators in promoting the success of all students and staff by advocating, nurturing and sustaining a Catholic school culture and instructional program conducive to student learning and staff professional growth.

#### Background

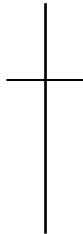
School boards, superintendents, principals, and teachers are responsible for facilitation of acceptable professional practice through career-long professional growth. The school board's *Administrator's Growth, Supervision and Evaluation Policy* aims to ensure that each administrator's professional actions, judgments, and decisions are in the best educational interests of students, the teaching quality standard and therefore, supports optimum learning.

#### Policy

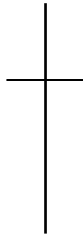
The East Central Alberta Catholic Separate School Board, superintendent, and site based administrators must work together to achieve the Administrative Quality Practice Standards (AQPS) and the Teaching Quality Standard (TQS). (Refer to Appendix A and B) All administrators are expected to practice consistently with the above stated standards.

#### Definitions

1. "evaluation" means the formal process of gathering and recording information or evidence over a period of time and the application of reasoned professional judgment by the superintendent or designate in determining whether one or more aspects of the Administrative Quality Practice or the Teaching Quality Standard is not met.
2. "notice of remediation" means the written notice issued by the superintendent or designate to the administrator where the superintendent or designate has determined that the administrator's practice does not meet the Administrative Quality Practice Standards and Teaching Quality Standard, and such a statement describes:
  - a) the behaviors or practices that do not meet the Administrators Quality Practice Standards and the Teaching Quality Standard and the changes required;
  - b) the remediation strategies the administrator is advised to pursue, and
  - c) how the determination will be made that the required changes in behavior or practice have taken place, applicable timelines, and the consequences of not achieving the required changes including, but not limited to, termination of an administrator's contract of employment;

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3. "policy" means the *Site Based Administrator's Growth, Supervision and Evaluation Policy* implemented by East Central Alberta Catholic Separate Schools Regional Division No. 16;
4. "principal" means a principal as defined in the School Act (section 25);
5. "vice principal" means the assistant to the principal, who assumes responsibilities as delegated by the principal (section 98);
6. "school board" means East Central Alberta Catholic Separate Schools Regional Division No. 16;
7. "superintendent" means a superintendent of schools or designate in respect to fulfilling obligations under section 94 of the *School Act*, or for purposes of making recommendations under the Certification of Teachers Regulations;
8. "supervision" means the ongoing process by which the superintendent or designate carries out duties in respect to administrators and teachers and related duties required, but not limited to section 113 of the *School Act*, and exercises educational leadership;
9. "teacher" means an individual who is required to hold a certificate of qualifications as a teacher and who is responsible for the provision of instruction or supervision under section 18 of the *School Act*;
10. "administrators professional growth" means the career-long learning process whereby an administrator annually develops, implements and completes a plan to achieve professional learning objectives or goals that are consistent with the Teaching Quality Standard, and Administrative Quality Practice Standards.
11. "Teaching Quality Standard" means the standard and descriptors of knowledge, skills and attributes authorized by the Minister.
12. "Administrative Quality Practice Standard" means the standard and descriptions of knowledge, skills and attributes authorized by the school board.
13. "collaborative review" means an open dialogue between the administrator and the superintendent to include pre -and post -conferencing.
14. "site based administrator" means principal, assistant or vice principal assigned to each school site.

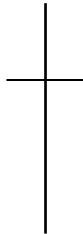
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## Regulations

### Administrator's Professional Growth (Refer to Appendix C)

1. An administrator employed by a school board:
  - a) under a term contract;
  - b) under a probationary contract,

is responsible for developing, implementing and completing during each school year an Annual Professional Growth Plan that meets the requirements of this policy.
2. An Administrator's Annual Professional Growth Plan shall:
  - a) reflect goals and objectives based on an assessment of learning needs by the individual administrator;
  - b) show a relationship to the Administrative Quality Practice Standards and the Teaching Quality Standard;
  - c) take into consideration the educational plans of the school, school board, School Board Policy and Department of Learning. Each administrator will be provided with necessary supporting documents. (Refer to Appendix D)
3. Subject to Regulation 1, at the beginning of a school year, an administrator shall submit a copy of the Annual Professional Growth Plan, the administrator intends to pursue in accordance with the Procedures.
4. Subject to Regulation 1, at the end of a school year, an administrator shall provide the administrator's completed Annual Professional Growth Plan in accordance with the Procedures.
5. An administrator's completed Annual Professional Growth Plan shall be reviewed to ensure that the plan complies with the requirements of Regulation 2.
  - a) Where an administrator's completed Annual Professional Growth Plan does not comply with the requirements of Regulation 2, the administrator may be subject to disciplinary action in accordance with school board policy, and the School Act.

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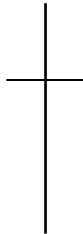
6. Unless an administrator agrees or supervision leads to the need for evaluation, the content of an Annual Professional Growth Plan shall not be part of the evaluation process of an administrator.
- a) Despite Regulation 6, superintendent or designate may identify behaviors or practices that may require an evaluation under Regulation 7(c) provided that the information identified is based on a source other than the information in the Annual Professional Growth Plan of the administrator.

Supervision (Refer to Appendix E)

7. A fundamental component of this policy is ongoing supervision of administrators by the superintendent or designate, including:
- a) providing support and guidance to administrators;
- b) observing and receiving information from any legitimate source, about the quality of administration provided to the school;
- c) identifying the behaviors or practices of an administrator that for any reason may require an evaluation,

Evaluation (Refer to Appendix E)

8. The evaluation of an administrator by a superintendent or designate may be conducted:
- a) upon the written request of an administrator;
- b) for the purposes of gathering information related to a specific employment decision, made by the principal, as determined by the superintendent;
- c) for purposes of assessing the growth of the administrator in specific areas of practice;
- d) when, on the basis of information received through supervision, the superintendent or designate has reason to believe that the practice of the administrator may not meet the Administrative Quality Practice Standards or the Teaching Quality Standard,
9. A recommendation by a superintendent that an administrator be issued a term contract of employment must be supported by findings of two or more evaluations consisting of at least 3 school visits each.

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10. Prior to the conclusion of the term, an evaluation will be established. A decision to award subsequent term contracts will occur within the last year of a term. This decision must be supported by conclusions gained from supervision throughout the year.
11. On initiating an evaluation, the superintendent or designate shall communicate explicitly to the administrator in writing:
  - a) the reasons for and purposes of the evaluation;
  - b) the process, criteria and standards to be used;
  - c) the timelines to be applied;
  - d) the possible outcomes of the evaluation

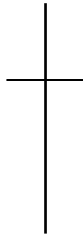
and shall proceed in accordance with the Procedures.
12. Upon completion of an evaluation, the superintendent or designate must provide the administrator with a copy of the completed evaluation report, in accordance with the Code of Professional Conduct. (Refer to Section 20 Evaluation.)
13. Where, as a result of an evaluation, a superintendent or designate determines that the administrator's practice does not meet the Administrative Quality Practice Standards or Teaching Quality Standard, the superintendent must provide the administrator a notice of remediation.

#### Appeal

14. An administrator has the right to appeal an evaluation.

#### General

15. This policy applies to all administrators employed by the school board unless otherwise stipulated.
16. This policy does not restrict a school board or superintendent:
  - a) from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions or practices of an 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 school board, or
  - b) from taking any action or exercising any right or power under the School Act.

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17. An evaluation of an administrator by a superintendent or designate shall be conducted in a fair and consistent manner, with notification given prior to school visitations.

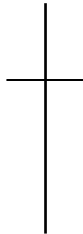
## **Procedures**

### Administrator Professional Growth

1. An administrator shall submit a final copy of the Annual Professional Growth Plan the administrator intends to pursue (inclusive of a Collaborative Review) to the superintendent or designate by October 30 or, where an administrator commences employment after September 15, within 60 calendar days of commencement of employment.
2. Subject to the approval of the superintendent or designate, an administrator's Annual Professional Growth Plan may:
  - a) be a component of a long-term, multi-year plan;
  - b) have as a component a planned program mentoring .
3. In developing, implementing and completing an administrator's Annual Professional Growth Plan, an administrator shall adhere to the requirements of Regulation 2.
4. An administrator's Annual Professional Growth Plan should include all requirements and strategies. (refer to Appendix D.)
5. By June 1, an administrator shall provide the superintendent with a written or verbal culminating report. The superintendent will submit a copy of the administrator's verbal report that has been mutually understood.
6. The Superintendent or designate shall review an administrator's completed Annual Professional Growth Plan in consultation with the administrator and determine whether the administrator's plan complies with Regulation 2.
7. A completed Annual Professional Growth Plan shall be returned to the administrator and no copies shall be retained by the school board without the consent of the administrator.

### Supervision (Refer to Appendix E)

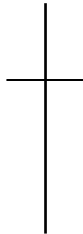
8. Supervision shall be conducted on a continuing basis for all administrators employed by the school board. Through ongoing supervision, the superintendent or designate shall seek to be satisfied that an administrator's practice (teaching) meets the requirements of the Administrative Quality Practice Standards and the Teaching Quality Standard.

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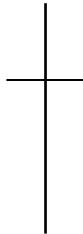
9. In the normal course of duties, a superintendent may receive information from any legitimate source. The superintendent shall endeavor, when appropriate, to make that source known to the principal and make observations about the quality of practices an administrator provides to a school. On an ongoing basis, relevant information and observations will be shared with the administrator.
10. In exercising educational leadership, a superintendent or designate may provide guidance and support to an administrator to improve the administrator's quality of practice and this assistance may vary in nature depending upon the administrator's needs and professional circumstances.
11. Supervision should be viewed as developmental and administrators should be willing to receive collegial advice and assistance to improve professional performance, identify areas of strength and provide recommendations and opportunities for further growth.
12. When, through supervision, a superintendent or designate believes that an administrator's practices may not meet the requirements of the Administrative Quality Practice Standards and the Teaching Quality Standard, the superintendent may:
  - a) work with the administrator directly, as a part of the superintendent's or designate program of supervision, to provide assistance to change the behaviors or practices that may be problematic,
  - b) initiate an evaluation in accordance with the Regulations and Procedures.(Refer to Appendix E)

Evaluation (Refer to Appendix D)

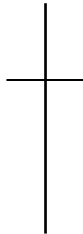
13. The evaluation of an administrator by a superintendent or designate may be conducted:
  - a) within 30 days of written request of by administrator who holds a continuing contract , term contract, and a Permanent Professional Teaching Certificate;
  - b) for the purposes of gathering information related to a specific employment decision of an administrator;
  - c) for purposes of assessing the growth of the administrator in specific areas of practice identified by a school board for the purposes of program or school evaluation, as identified by measures within the Three Year Education Plan;
  - d) for the purpose of assessing the quality of the School Education Plan

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- e) when, on the basis of information received through supervision, the superintendent or designate has reason to believe that the practice of the administrator may not meet the Administrative Quality Practice Standard and the Teaching Quality Standard.
14. A superintendent or designate shall ensure that an administrator evaluated under Procedure 13(b) receives at least 2 evaluations consisting of 3 visits each in a school year consistent with any timeline required under Regulation 9.
15. A superintendent or designate shall be adequately prepared in evaluation procedures, and have an acceptable record of administration.
16. Before proceeding with the evaluation, a superintendent or designate shall meet with the administrator to communicate information about the nature of the evaluation as outlined in Regulation 10 and to obtain information about the administrator's practices, teaching assignment and professional context.
- a) Where possible, an administrator should be involved in the mutual development and recognition of the process ( including data collection procedures), criteria, standards and timelines.
17. The superintendent or designate shall observe the administrator's practice and, if appropriate, other activities relating to the administrator's assignment. Data collection procedures shall be conducted in accordance with the Code of Professional Conduct. The superintendent or designate and the administrator shall meet through conferencing to discuss matters related to the evaluation.
18. When the superintendent or designate has completed a reasonable number of observations, the superintendent or designate shall determine if one or more aspects of the administrator's practices exceeds, meets or does not meet the Administrative Quality Practice Standards or the Teaching Quality Standard.
19. When the evaluation of an administrator is completed, the superintendent or designate shall draft a report which shall include the superintendent's or designate's recommendation using the following time frame:
- a) within 30 calendar days when the evaluation is for continued employment, certification, or is requested by the principal.
- b) within 14 calendar days when the evaluation pertains to remediation.

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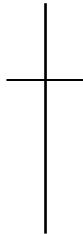
20. The superintendent or designate and the administrator shall meet to discuss the evaluation and the administrator shall be given an opportunity to append any written comments to the report. The evaluation, together with the administrator's comments, shall be placed in the administrator's personnel file. (Refer to Evaluation Section 18).
- a) Despite Procedure 20, when an evaluation is conducted for the purposes of Procedure 13(b), the administrator shall receive the only copy of the report unless the administrator chooses otherwise.
21. When, in the conduct of a program or school evaluation under Procedure 13(c), a superintendent believes that an administrator's practices may not meet the Administrative Quality Practice Standards or the Teaching Quality Standard, the superintendent or designate shall consider the program or school evaluation to be supervision under this policy and may initiate an evaluation under Procedure 13(c).
22. When, as a result of an evaluation conducted under Procedure 14(b) or (d), a superintendent determines that an administrator's practices does not meet the Administrative Quality Practice Standards or the Teaching Quality Standard, the superintendent issues a notice of remediation to the administrator and the following steps shall be taken:
- a) a program of assistance, consistent with the notice of remediation, is offered to the administrator , and the administrator is notified of his/her right to representation by the ATA.
- b) after no more than 100 school days, a subsequent evaluation is undertaken,
- c) if the superintendent concludes that the administrator's practices exceed or meets the Administrative Quality Practice Standards or the Teaching Quality Standard, the evaluation ceases,
- d) if the superintendent concludes that the administrator's practices still does not meet the Administrative Quality Practice Standards or the Teaching Quality Standard, then, considering the best interest of the students, the teachers, the profession and the school board as a whole
- (i) an additional period of remediation is offered the administrator, or
- (ii) the administrator is given a change of assignment, or
- (iii) a combination of Procedure 22(d)(i) or 22(d)(ii), or

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- (iv) a recommendation is made to the board of trustees to terminate the administrators contract of employment.
- e) Where an administrator's contract of employment is not terminated under this Procedure, the evaluation cycle continues at Procedure 22(a) above.
- f) remediation strategies outlined in the notice replace the administrator's obligation to develop, implement and complete an annual administrator professional growth plan.(Refer to Appendix F and G)

### Appeal

- 23. An administrator may appeal an evaluation for procedure and/or content not later than 30 calendar days after the receipt of an evaluation report.
- 24. Such appeal shall be made to the superintendent and shall include the reasons for the appeal.
- 25. Upon receiving the appeal, the Superintendent will do all or any one of the following:
  - a) convene a meeting with the administrator and other appropriate personnel;
  - b) conduct an additional evaluation
  - c) conduct an additional evaluation by assigning it to a mutually acceptable person
  - d) outline and suggest appropriate alternatives to the administrator.
- 26. If option 25(c) is selected, the new evaluation should not be given the particulars of previous evaluations, and will be only indicated the Administrative Quality Standard, and standard descriptor(s) that have come under question.
- 27. The re-evaluation shall conform with the procedures for evaluation and all aspects of the re-evaluation shall be subject to the rules of natural justice.

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## APPENDIX A

### ADMINISTRATIVE QUALITY PRACTICE STANDARDS

#### QUALITY PRACTICE STANDARDS FOR IN-SCHOOL ADMINISTRATORS

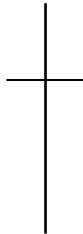
The East Central Alberta Catholic Separate Schools Regional Division School Board of Trustees, recognizing the ultimate responsibility of the administrator, believes that all administrators are educational leaders who promote the success of all students. This document sets out four Administrative Quality Practice Standards for the evaluation of an administrator's performance. Descriptors following each standard comprise a repertoire of processes and activities in which in-school administrators engage in order to meet the Administrative Quality Practice Standards. Administrators and the Superintendent or designate should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that administrators can meet the Administrative Quality Practice Standards consistently throughout their careers.

1. Administrative Quality Practice Standard: Visionary Leadership

*The site based administrator promotes the success of all students and staff by facilitating the development, articulation, implementation and stewardship of the vision of Catholic education.*

The administrator facilitates processes and engages in activities to:

- A) Collaboratively develop the School's Education Plan for Learning and the school's vision, mission, goals, policies and practices in handbook form. The site based administrator will:
- Identify appropriate stakeholders
  - Be an advocate of Catholic education and East Central Alberta Catholic Separate Schools Regional Division No. 16
  - Actively participate in the development, implementation and evaluation of the East Central Alberta Catholic Separate Schools Regional Division No. 16 Three Year Education Plan.
  - Establish priorities in the context of the Catholic community, culture, student, and staff needs.

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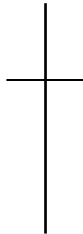
- Regularly monitor, evaluate and revise the School Education Plan.
  - Annually review the school handbook.
- B) Promote effective communication among students, staff, parents, church, and community stakeholders at large. The site based administrator will:
- Maintain professional relationships with students, staff, parish, system administrators, trustees and other stakeholder groups.
  - Mediate educational conflicts and disputes between and amongst key school stakeholders as required.
  - Communicate to all stakeholders the school vision, mission and goals.
- C) Maintain positive community relations. The site based administrator will:
- Demonstrate accountability to the public.
  - Foster a collaborative approach with community service providers and agencies to maximize available resources.
  - Encourage the establishment and support of the operation of a School Council, according to the School Act and district policy.
  - Report to parents, community and the Board on the results achieved by the school and the degree of progress towards the achievement of the School Education Plan.
  - Promote Catholic education by advocating for instruction of faith, faith permeation, and faith application (theme days, liturgies, Christian Service).
  - Recognize and celebrate the contributions of school community members.

2. Quality Practice Standard: Learning Leadership

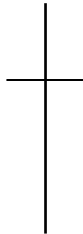
*The site based administrator promotes the success of all students and staff by advocating, nurturing and sustaining a Catholic school culture and instructional program conducive to student learning and staff professional growth.*

The site based administrator facilitates processes and engages in activities that:

- A) Maximize student learning. The site based administrator will:

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- Promote and maintain high expectations for student achievement, behavior and social development.
  - Provide support for students so they have the opportunity to meet the standards of education.
  - Develop and maintain an effective learning climate.
  - Supervise student assessment.
  - Recommend the most appropriate student program/grade placement.
  - Provide instruction consistent with the programs of study and prescribed educational programs.
  - Evaluate and/or provide for the evaluation of programs.
  - Encourage parents to support educational programs.
  - Implement the Teacher Growth and Supervision policy.
- B) Utilize effective, decision-making processes, which include involvement of appropriate stakeholders. The site based administrator will:
- Develop the School Education Plan within the context of the School Act, the Board's Three Year Education Plan and student/school/community needs.
  - Encourage and promote the school, parish and community to become actively involved in school improvement efforts.
- C) Leadership and Governance
- Provide assistance, advice and suggestions to education stakeholders.
  - Pursue and promote school-community business partnerships.
  - Utilize effective collaborative decision-making processes which will include the involvement of appropriate stakeholders.
  - Recommend to the Superintendent or designate those considerations and initiatives necessary to achieve strategic goals.

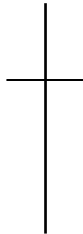
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- D) Provides for a positive school climate. The site based administrator will:
- Provide for a positive Catholic school climate.
  - Provide student centered educational services.
  - Provide for the safety and well being of students and staff.
  - Maintains a success and solution focused, student discipline program.
- E) Recruits, deploys, supervises, supports and evaluates staff. The site based administrator will:
- Align human resources with the vision, mission and goals.
  - Consult with staff regarding their assignments.
  - Promote the development, implementation and completion of teacher growth plans by all staff members.
  - Supervise and evaluate staff performance in accordance with the appropriate Growth, Supervision and Evaluation policy.
  - Monitors walk-throughs as record of supervision efforts.
- F) Promotes professional career long learning for self and staff members. The administrator will:
- Develop an Administrative Professional Growth Plan reflecting personal, school, and system goals.
  - Promote the professional growth of staff.
  - Provide support and assistance for the professional development of staff members.

3. Quality Practice Standard: Organization and Management Leadership

*The administrator promotes the success of all students and staff by ensuring efficient and effective management of the school.*

The site based administrator facilitates processes and engages in activities providing for:

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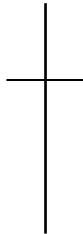
- Efficient and effective resource utilization to support school goals.
- Operational procedures designed and managed to maximize opportunities for successful learning.
- Facility management; including the maintenance of the building, grounds and other physical needs to provide for a safe, efficient and effective learning environment.
- Accuracy, confidentiality and privacy and maintenance of school records.
- Effective use of technology to manage school operations.
- Lawful duties assigned by the Board to be carried out in accordance with the School Act and Board Policy.

4. Quality Practice Standard: Professional Leadership

*The administrator promotes the success of all students and staff by acting in a professional manner with integrity and fairness.*

The site based administrator engages in behaviors which:

- Accept responsibility for school operations
- Serve as a role model.
- Demonstrate a personal and professional code of ethics.
- Personally promotes and adheres to the Alberta Teachers Associations Professional Code of Conduct.
- Consider the impact of one's administrative practices on others
- Treat people fairly, equitably and with dignity and respect.
- Protect the rights and confidentiality of students and staff.
- Demonstrate appreciation for and sensitivity to the diversity in the school community.
- Fulfill legal and contractual obligations fairly, wisely and considerately.

 <p style="text-align: center;"><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p style="text-align: center;"><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5060	Page #: 16
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## APPENDIX B

### TEACHING QUALITY STANDARD APPLICATION

#### SCHOOL ACT

#### Teaching Quality Standard Application to the Provision of Basic Education in Alberta

1. Pursuant to Section 25(1)(f) of the School Act, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills, and attributes appropriate to teachers at different stages of their careers:

- (1) Teaching Quality Standard

Quality teaching occurs when 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 by students.

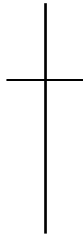
All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

- (2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification.

Teachers who hold an Interim Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.

As situations warrant, teachers who hold an Interim professional Certificate are expected to demonstrate consistently that they understand:

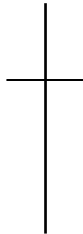
- a) contextual variables affect teaching and learning. They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;

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- b) the structure of the Alberta Education System. They know the difference roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the *Certification of Teachers Regulation, A.R. 261/90* as amended and their school authority's teacher's evaluation policy.
  - c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their instruction and assessment of student progress;
  - d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;
  - e) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;
  - f) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and
  - g) they are expected to achieve the Teaching Quality Standard.
- (3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation and strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

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- a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

**Student variables**

- demographic variables, eg: age, gender
- maturation
- abilities and talents
- relationships with students
- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

**Regulatory variables**

- Government Organization Act
- School Act and provincial regulations policies and Ministerial Orders
- Child Welfare Act
- Canadian Charter of Rights and Freedoms
- School authority policies
- Guide to Education
- Programs of study

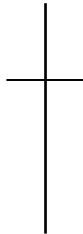
Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

- b) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teacher strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

- c) Teachers create and maintain environments that are conducive to student learning.

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Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principals, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

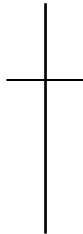
- d) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning.

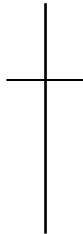
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Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

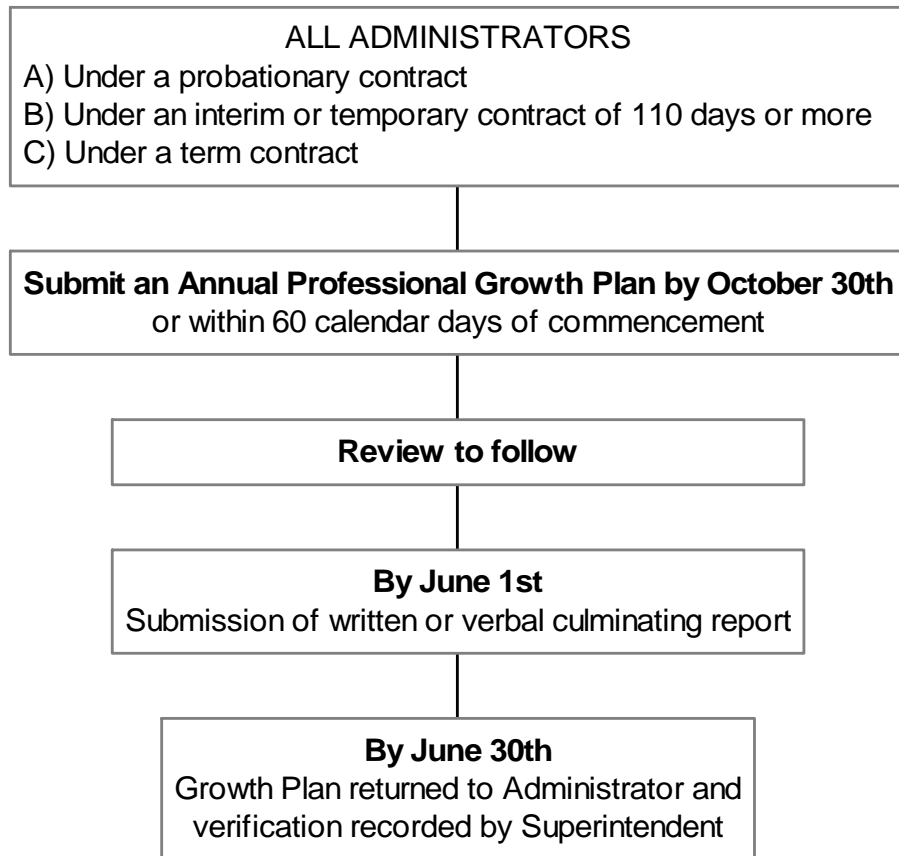
- e) Teachers are career-long learners.

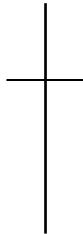
Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

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**APPENDIX C  
FLOW CHART FOR ADMINISTRATIVE GROWTH**



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**APPENDIX D  
RECOMMENDED GOALS FOR ANNUAL PROFESSIONAL GROWTH PLAN**

It is recommended that administrators consider addressing at least two goals from the School Education Plan, one personal goal, and one Spiritual Development Goal

Administrators should consider a variety of professional development options in their plans, and identify appropriate strategies and time lines to complete the plan. (See attached)

Further examples are available in the Teacher Growth, Supervision and Evaluation Policy.

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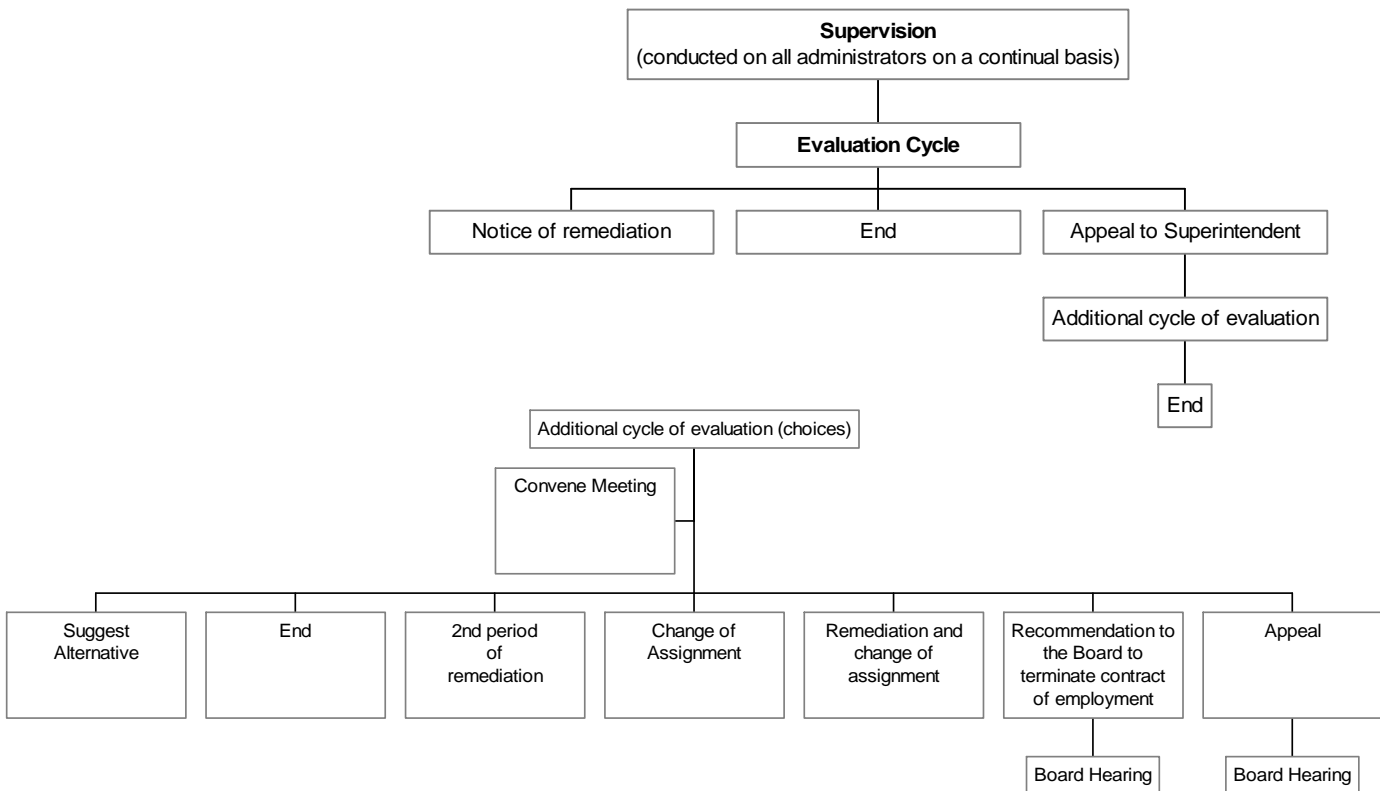
**APPENDIX E**

**CHART FOR SUPERVISION AND EVALUATION FOR ADMINISTRATORS**

**EVALUATION CYCLE**

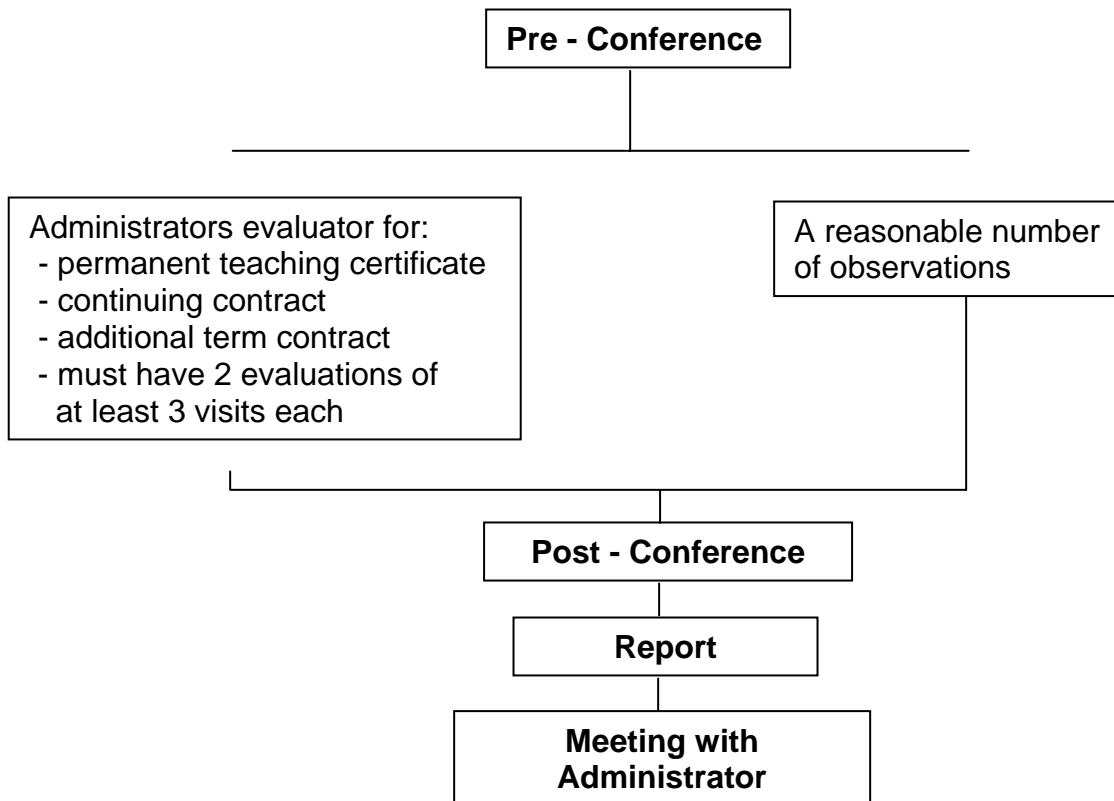
FLOW CHART FOR SUPERVISION & EVALUATION FOR ADMINISTRATORS

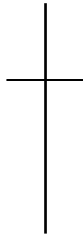
- A) Under a probationary contract
- B) Under an interim or temporary contract of 110 days or more
- C) Under a term contract



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**Evaluation Cycle**



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## APPENDIX F

### SUGGESTED LETTER OF INITIATING FORMAL EVALUATION

January 19, 1999

Dear Sir or Madam;

This letter is to inform you that I will be initiating a formal evaluation of your administrative skills. This evaluation is for the purpose of:

(choose either A or B)

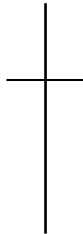
- A) gathering information for \_\_\_\_\_ employment decision.
- B) to assure that your teaching skills are meeting the Administrative Quality Practice Standards and the Teaching Quality Standards in all areas.

I will be meeting with you to discuss the process that we will follow and I will be using the Administrative Quality Practice Standards and the Teaching Quality Standards as my reference to desired performance.

My first visit to your school will take place within 10 teaching day of today's date. In particular I will be addressing the areas of \_\_\_\_\_ in accordance with the Administrative Quality Practice Standards. Please arrange to meet with me on \_\_\_\_\_ for an evaluation pre-conference. This will enable us to plan this process, and to discuss the information and materials that you will provide for me to ensure that the evaluation takes place in a fair and consistent manner.

This letter is in accordance with the East Central Alberta Catholic Separate Schools Regional Division No. 16 policy No. \_\_\_\_ and Section 94.1 of the Province of Alberta School Act.

Sincerely yours,

 <p style="text-align: center;"><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p style="text-align: center;"><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5060	Page #: 26
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## APPENDIX G

### SUGGESTED LETTER INITIATING REMEDIATION

January 19, 1999

Dear Sir or Madam:

This letter is a formal notice of remediation. I began your evaluation on \_\_\_\_\_. I have been in your school \_\_\_\_ times and have noticed some deficiencies according to the Administrative Quality Practice Standards and the Teaching Quality Standard.

In particular, I noted:

- a)
- b)

I recommend the following program for assistance:

- a)
- b)

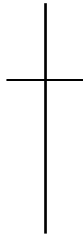
I will be back to visit your school on \_\_\_\_\_, and expect to see the standards being met to an acceptable level. If, at that time, the standard is met for this evaluation, I will submit this document to your personnel file.

This letter is in accordance with East Central Alberta Catholic Separate Schools Regional Division No. 16 policy No. \_\_\_\_\_ and Section 94.1 of the Province of Alberta School Act.

I would also like to remind you that a Staff Officer of the Alberta Teachers Association can be contacted for your assistance.

If you have any concerns, please contact me as soon as possible, so that we may address them together.

Sincerely yours,

 <p style="text-align: center;"><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p style="text-align: center;"><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5060	Page #: 27
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## APPENDIX H

### DEFINITION AND EXPLANATION OF “CLIMATE AND ITS RELATIONSHIP TO EDUCATION

Within the listing of the previously outlined Administrative Quality Practice Standards, the term “climate” is used on two occasions. When the standard of Learning Leadership is considered, an aspect of maximizing student learning that is listed is the expectation to “develop and maintain and effective learning climate.” Again, climate is listed as an aspect of Learning Leadership when “a positive school climate” is considered. Later in the document “climate” is made relevant to catholicity. What does the word climate mean when education is concerned? How is it relevant to learning and to Catholicity?

The original research base for climate in education has been summarized in Thomas Sergiovanni’s book, The Principalsip.

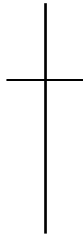
The summary of research given in this 1987 publication is as follows:

1. Climate is not an end result, but a process variable that enables school effectiveness to occur.
2. Climate is really the atmosphere, feeling, or energy of the school that has seven likely dimensions: conformity, responsibility, standards, rewards, organizational clarity (transparency), warmth, support, and leadership. A Self Assessment Questionnaire regarding climate has been attached.
3. A learning climate is one when the energy of the school as made evident in these dimensions is dedicated toward the learning needs of children.

i.e.

- Conformity – rules that enable students to engage successfully in learning
- Responsibility – students are held responsible for the attainment of learning goals
- Standards – there are expectations that students will reach accepted learning norms
- Rewards – the school promotes the affirmation of students
- Organizational Clarity – expectations are consistently and universally articulated
- Warmth and Support – good relationships prevail with students through a culture of hope and advocacy
- Leadership – leadership is based upon contribution rather than popularity and reputation (leadership expand beyond one or two individuals)

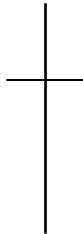
From a Catholic perspective, three aspects of Andre Fossien’s essential elements of Catholic education apply to a “Catholic climate” in schools:

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- The evidence that Catholicity is evident in the instruction of all subjects. Prayer, teachable moments, faith based displays and learning centers, story telling (opportunities for faith witnessing) become part of instruction.
- The pervasiveness of a culture that seeks “pastoral animation.” Within this culture, liturgy, celebration, service and social justice activities are accepted rituals within the school.
- The understanding that gospel values apply to interpersonal relationships among staff and students.

A recent article, “A Climate for Achievement,” from Principal Leadership (December 2001) puts Sergiovanni’s work into a contemporary perspective. The “building blocks” component of the article are worth reading as they review some strategies than an administrator may use to enhance a learning climate in his/her school. These strategies may be weighed against personal effort to validate approaches or seeks personal improvement. It is worth noting that the writer encourages student recognition programs to extend beyond students who are merely “talented.” This would seem to also be a very “Catholic” strategy.

For personal reflection the administrator may also consider a self-assessment of climate by using the following “Organization Climate Questionnaire.” This questionnaire borrows from the Sergiovanni’s research in the 1980s.

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## ORGANIZATIONAL CLIMATE QUESTIONNAIRE

For each of the seven organization climate dimensions described below, place an (A) above the number that indicated your assessment of the organization's current position on that dimension and an (I) above the number that indicates your choice of where the organization should ideally be on this dimension.

*Conformity.* The feeling that there are many externally imposed constraints in the organization; the degree to which members feel that there are many rules, procedures, policies, and practices to which they have to conform rather than being able to do their work as they see fit.

<b>Conformity is not characteristic of this organization.</b>	1 2 3 4 5 6 7 8 9 10		<b>Conformity is very characteristic of this organization</b>
---	-------------------------	--	---

*Responsibility.* Members of the organization are given personal responsibility to achieve their part of the organization's goals; the degree to which members feel that they can make decisions and solve problems without checking with superiors each step of the way.

<b>No responsibility is given in the organization.</b>	1 2 3 4 5 6 7 8 9 10		<b>There is great emphasis on personal responsibility in the organization.</b>
--	-------------------------	--	--

*Standards.* The emphasis the organization places on quality performance and outstanding production, including the degree to which the member feels the organization is setting challenging goals for itself and communicating these goal commitments to members.

<b>Standards are very low or nonexistent in the organization.</b>	1 2 3 4 5 6 7 8 9 10		<b>High challenging standards are set in the organization.</b>
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*Rewards.* The degree to which members feel that they are being recognized and rewarded for good work rather than being ignored, criticized, or punished when something goes wrong.

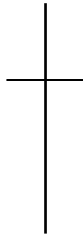
<b>Members are ignored, punished, or criticized.</b>	1 2 3 4 5 6 7 8 9 10		<b>Members are recognized and rewarded positively.</b>
--	-------------------------	--	--

*Organizational Clarity.* The feeling among members that things are well organized and that goals are clearly defined rather than being disorderly, confused, or chaotic.

<b>The organization is disorderly, confused and chaotic.</b>	1 2 3 4 5 6 7 8 9 10		<b>The organization is well organized with clearly defined goals.</b>
--	-------------------------	--	---

*Warmth and Support.* The feeling that friendliness is a valued norm in the organization, that members trust one another and offer support to one another. The feeling that good relationships prevail in the work environment.

<b>There is not warmth and support in the organization.</b>	1 2 3 4 5 6 7 8 9 10		<b>Warmth and support are very characteristic of the</b>
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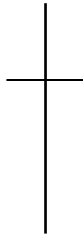
**organization.**

*Leadership.* The willingness of organization members to accept leadership and direction from qualified others. As needs for leadership arise, members feel free to take leadership roles and are rewarded for successful leadership. Leadership is based on expertise. The organization is not dominated by, or dependent on, one or two individuals.

**Leadership is not rewarded;  
members are dominated or  
dependent and resist  
leadership attempts.**

1 2 3 4 5 6 7 8 9  
10

**Members accept and reward  
leadership based on  
expertise.**

 <p style="text-align: center;"><b>EAST CENTRAL ALBERTA CATHOLIC SEPARATE SCHOOLS REGIONAL DIVISION NO. 16</b></p> <p style="text-align: center;"><b>EDUCATION POLICIES MANUAL</b></p>	Code: 5060	Page #: 31
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### **A Climate for Achievement (pg. 1)**

*Student scores and test results are often used as the measure of a school's success. In the most successful schools, however, principals provide leadership to ensure that young people reach their academic and human potential in a climate that is safe, nurturing, and challenging*

By Raymond J. Pasi

Teacher Tyrone Byrd stops his lesson to discuss with his students why their reactions to a student's incorrect answer were rude and offensive. Immediately after class, he talks with the student herself and congratulates her on the calm manner with which she handled the situation.

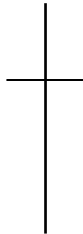
While walking to the cafeteria for lunch, counselor M. D. Calabro hears a sophomore slip into loud profanity when disagreeing with his friend. Calabro takes a couple of minutes to speak with the student about why that language, in that context, is inappropriate.

Assistant Principal Gail Ridley sorts through the facts surrounding a student fight. Throughout the morning, she consults with resource officers about legal issues, helps students overcome grudges, and works with counselors and students in peer mediation.

As the roles of religious organizations and families in the lives of many students decline, schools are increasingly important in the lives of young people, especially disadvantaged students (Goodlad, 1994). Therefore, it is more important than ever that our schools be safe, positive places that are conducive to learning, foster positive relationships, and help students prepare for the future.

### **Old Problems, New Responsibilities**

For years, veteran teachers have reported their sense that violent incidents and student conflicts have been on the rise. Yet, the horror of the shootings at Columbine High School in Littleton, CO, was a turning point for many schools. Two student outcasts made educators and the public realize that, like it or not, they had to sharpen their focus on school climate, the quality of interactions within schools, and such issues as student harassment. Educators face pressures to concentrate on standardized tests and scores,

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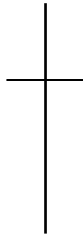
and many understandably protest that this is yet another responsibility that they are asked to fulfill. Nevertheless, few would argue with the need.

When considering the overall school environment, one instinctive response is to focus on a law enforcement approach to school safety, rather than an educational model. Although increased police presence, metal detectors, and searches of students and lockers may have their place in certain situations, there is little evidence for their efficacy (Hyman & Snook, 2000). Everyone within a school community must assume responsibility for the climate in which they work and study and understand that school climate significantly influences the way students feel about education, themselves, and others. Promoting a positive school climate is one important means of reducing the alienation that can contribute to student loneliness and violence.

#### **Beyond the Basics**

A school's climate can be a positive influence on or a significant barrier to learning and includes all the aspects of a school's environment that have the potential to influence the learning, discipline, and morale of those who work and study there. The elements that make up any school's climate are complex but include the quality of interactions among students and adults and the level of safety and respect that students and staff members feel. The ongoing challenge that principals and other educators face is to identify steps for enhancing school culture and the conditions under which students can learn more, educators can teach better, and everyone can feel welcomed and respected.

Creating a positive school climate that prevents violence is a complex activity. It goes beyond identifying and counseling students who are predisposed to violence and eliminating an atmosphere in which harassment and bullying are considered just "a part of growing up." It requires the creation of structures and opportunities for students to see their teachers and other staff members as approachable, concerned human beings—not simply information disseminators or remote supervisors.

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Further, enhancing the climate of a school requires the participation of the entire school community—parents, teachers, coaches, staff members, and students—not just those involved in crisis management after a violent incident occurs. A commitment to a challenging and nurturing school implies that as a school community, faculty and staff members have agreed to acknowledge positive behavior but not ignore behavior they disapprove of. Such a school is characterized by increased adult awareness of, vigilance about, and readiness to confront harassing, rude, or bullying behavior.

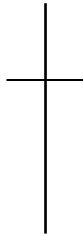
Dealing daily with the enhancement of the school climate is complicated, multifaceted, and long-term. A strong counseling department is important, as are activities, such as peer mediation and conflict resolution, that help student counselors and participants. Programs that help students identify and manage anger—what it is, how it is triggered, and how to resolve it nondestructively—can be very valuable to individual students. Other important initiatives include the establishment and promotion of "goals of community behavior" throughout the school and special assemblies that focus on varied social and emotional themes. Nevertheless, the quality of the interactions among all members of the community and the way students and adults relate to one another have the potential to make the most significant impact on hard-to-reach students.

#### **Building Blocks**

Promoting a positive school climate requires direct attention to many aspects of school life:

*Enhancing the environment:* Every school is different, but so many still seem the same. Whatever the quality of the facility, how can the environment be made more positive, lively, and uplifting? Are the walls decorated with student work, recognition of achievements, or symbols of the type of community the school hopes to promote?

*Examining policies:* What are the penalties for infractions? Are they clear and graduated in seriousness for increasingly serious offenses? At what point are parents notified? When are students asked to commit to a behavioral contract? What is the educational component that accompanies a given punishment, and when is counseling required?

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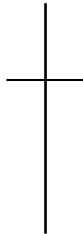
Although rules and regulations are necessary, the reasons for them are not always clear to students, parents, and staff members. Sometimes, it's worth changing a rule. For example, many schools declare, "We have never let students in the library without a pass at lunch." Perhaps there is a good reason for such a rule, but possibly it reflects a long-standing practice that should be modified. In the end, effective principals determine the best practice for everyone involved, students and staff members alike. Regulations that may appear arbitrary or insensitive should be re-examined and clearly explained.

*Soliciting feedback:* Student entrance and exit interviews and parent, staff member, and student surveys provide feedback that can lead to small adjustments that enhance the learning environment.

*Fostering relationships:* In the Arlington County (VA) school system, all teachers started their first day of class in September in the same way: helping students get to know them a bit as people. By taking the time to speak about themselves and their own backgrounds, by communicating their interest in the students as people, and by explicitly trying to alleviate students' first-day concerns, these teachers helped assure students that the year ahead would be a positive, interesting, successful experience.

*Celebrating accomplishments:* Which students (and staff members) tend to receive the most praise and recognition at your school? How can events be designed to expand the group that receives recognition? When can you honor students who contribute most to the climate of the school, as well as those who have achieved or improved in academics, athletics, or activities?

*Hiring carefully:* It goes without saying that students benefit most from competent, dedicated teachers. When hiring, it is imperative to consider candidates' willingness to promote a challenging, caring school environment and their interest in students of all levels of ability and motivation. In the end, the classroom is where all students spend most of their day, and what happens there most significantly influences how they feel about themselves as learners.

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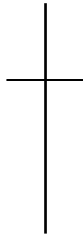
*Encouraging innovation:* Adding new and interesting programs and opportunities for students makes school feel more exciting. What innovative options have been added to the school curriculum? What new activities have encouraged more students to participate in school life?

*Fostering student participation:* How are students encouraged to be involved and take responsibility for themselves and school life? Students (and faculty members) can bring creative solutions to school issues through focus groups that are designed to increase student-faculty collaboration and decrease decision making that might otherwise appear unilateral or arbitrary,

*Clarifying appropriate behavior:* We are more painfully aware than ever of the extent of student-on-student harassment and the potential it has for harm and violence. When faculty members and students jointly establish a school's goals for community behavior, they have an opportunity to reflect on and assert their explanations of what they believe is acceptable behavior.

*Promoting respect:* The most important aspect of a positive school climate is its daily, deliberate emphasis on respect. Young people pay more attention to adults than they let on, and it is essential that they see adults treating one another with respect. If students do not feel respected by their teachers, many will refuse to learn anything other than that teachers don't respect students. Finally, students must be held accountable for actions that show disrespect to their fellow students or their teachers. In addition to whatever punishment they receive, they should be given the opportunity to reflect and discuss what they have done and how they would behave differently in the future.

In the end, no simple solutions eliminate school violence or the multifaceted issues that cause it. But principals and educators can work collectively within schools to create a positive and accepting climate, one that reduces harassment and ridicule and increases cooperation and positive relationships among all. We can help students improve their decision-making abilities by integrating social-emotional learning programs into our classrooms and the broader school community. When students learn to appreciate what

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makes them unique and what gives their lives meaning, they are more motivated to excel. By creating positive, healthy school communities, working to decreasing violence, and fostering positive relationships, we can enhance our students' academic achievement (Cohen, 1999; Elias et al. 1997). PL

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