



# CRITERIA FOR THE EVALUATION OF ADMINISTRATORS

## RED DEER CATHOLIC REGIONAL DIVISION NO. 39

ADMINISTRATOR:

Date:

Legend:
1-Exemplary
2-Effective
3- Acceptable
4-Requires Improvement
5-Unacceptable
6-Not Observed

### 1. Leadership Dimension – Providing Faith Leadership

The administrator promotes and supports the permeation of the Catholic faith through the three-fold roles of evangelization, catechesis and religious instruction

**Descriptors:** The administrator:

- a) understands and is committed to the continuation and growth of Catholic Education;
- b) acts as a visible faith model within the community;
- c) ensures the delivery of effective religious instruction;
- d) ensures opportunities for the school community to live their faith through prayer, worship, service and relationships;
- e) supports and encourages the school community to be nourished through sacramental life;
- f) facilitates collaboration between home, parish and school; and
- g) ensures our Catholic Faith permeates all curriculum.

**Indicators/Evidence:**

- I. Understands the evangelization, catechesis, and religious instruction mission of the Catholic Church;
- II. Lives in accordance with the Catholic Church teachings;
- III. Demonstrates leadership in modeling service and is a visible and contributing member of the parish community;
- IV. Ensures that the signs and symbols of a faith-filled community are evident and understood;
- V. Ensures that families are informed of their role as key participants in Catholic education;
- VI. Provides support to teachers to ensure excellence in religious instruction and permeation of faith;
- VII. School community embraces the liturgical calendar; and
- VIII. Ensures sacramental preparation and resources are offered at the appropriate grade levels in collaboration with parishes and parents.

## **2. Leadership Dimension – Fostering Effective Relationships**

The administrator builds trust and fosters positive working relationships, on the basis of appropriate Catholic values and ethical foundations, within the school community -- students, teachers and other staff, parents, school council and others who have an interest in the school.

**Descriptors:** The administrator:

- a) acts with fairness, dignity and integrity;
- b) demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect;
- c) promotes an inclusive school culture respecting and honoring diversity;
- d) demonstrates responsibility for all students and acts in their best interest, models and promotes open, inclusive dialogue;
- e) uses effective communication, facilitation, and problem-solving skills;
- f) supports processes for improving relationships and dealing with conflict within the school community; and
- g) adheres to professional standards of conduct.

**Indicators/Evidence:**

- I. Maintains a positive school climate;
- II. Demonstrates effective conflict resolution skills;
- III. Demonstrates strong interpersonal communication skills;
- IV. Maintains an inclusive school environment;
- V. Seeks feedback from school community; and
- VI. Communicates effectively with school community.


## **3. Leadership Dimension – Embodying Visionary Leadership**

The administrator collaboratively involves the school community in creating and sustaining shared school values, vision, mission and goals.

**Descriptors:** The administrator:

- a) communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection;
- b) provides leadership in keeping with the school authority's vision and mission;
- c) meaningfully engages the school community in identifying and addressing areas for school improvement;
- d) ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture;
- e) facilitates change and promotes innovation consistent with current and future school community needs;

- f) analyzes a wide range of data to determine progress towards achieving school goals; and
- g) communicates and celebrates school accomplishments to inspire continuous growth.

**Indicators/Evidence:**

- I. Is guided by an educational philosophy;
- II. Establishes school mission and vision;
- III. Implements school improvement plans;
- IV. Analyzes data to develop school goals;
- V. Celebrates school accomplishments; and
- VI. Facilitates change and promotes innovation.


**4. Leadership Dimension - Leading a Learning Community**

The administrator nurtures and sustains a school culture that values and supports learning.

**Descriptors:** The administrator:

- a) promotes and models life-long learning for students, teachers and other staff;
- b) fosters a culture of high expectations for students, teachers and other staff;
- c) promotes and facilitates meaningful professional development for teachers and other staff; and
- d) facilitates meaningful parental involvement and ensures they are informed about their child's learning and development.

**Indicators/Evidence:**

- I. Facilitates professional growth;
- II. Develops school comprehensive professional development plan;
- III. Models personal professional conduct;
- IV. Promotes lifelong learning; and
- V. Promotes home/school partnerships.


## **5. Leadership Dimension – Providing Instructional Leadership**

The administrator ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.

**Descriptors:** The administrator:

- a) demonstrates a sound understanding of current pedagogy and curriculum;
- b) implements strategies for addressing standards of student achievement;
- c) ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced;
- d) implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard;
- e) ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity;
- f) ensures that students have access to appropriate programming based on their individual learning needs;
- g) recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning;
- h) ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning; and
- i) supports the use of community resources to enhance student learning.

### **Indicators/Evidence:**

- I. Monitors student learning;
- II. Ensures programs address diversity of student needs;
- III. Enables new technology integration;
- IV. Implements teacher supervision and evaluation;
- V. Facilitates implementation of new curriculum and appropriate pedagogy; and
- VI. Ensures students' individual learning needs are met.


## **6. Leadership Dimension – Developing and Facilitating Leadership**

The administrator promotes the development of leadership capacity within the school community - students, teachers and other staff, parents, school council for the overall benefit of the school community and education system.

**Descriptors:** The administrator:

- a) demonstrates informed decision-making through open dialogue and consideration of multiple perspectives;
- b) promotes team building and shared leadership among members of the school community;

- c) facilitates meaningful involvement of the school community, where appropriate, in the school's operation using collaborative and consultative decision-making strategies; and
- d) identifies and mentors teachers for future educational leadership roles.

**Indicators/Evidence:**

- I. Promotes collaborative and consultative decision making;
- II. Develops collaborative teams;
- III. Practices shared leadership;
- IV. Incorporates democratic principles and processes; and
- V. Mentors future leaders.


**7. Leadership Dimension – Managing School Operations and Resources**

The administrator manages school operations and resources to ensure a safe and caring, and effective learning environment.

**Descriptors:** The administrator:

- a) effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need;
- b) ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy, as well as school authority policy, directives and initiatives; and
- c) utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.

**Indicators/Evidence:**

- I. Manages school budget.

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**8. Leadership Dimension – Understanding and Responding to the Larger Societal Context**

The administrator understands and responds appropriately to the political, social, economic, legal and cultural contexts impacting the school.

**Descriptors:** The administrator:

- a) advocates for the needs and interests of children and youth;
- b) demonstrates a knowledge of local, national, and global issues and trends related to education;
- c) assesses and responds to the unique and diverse community needs in the context of the school's vision and mission; and
- d) advocates for the community's support of the school and the larger educational system.

**Indicators/Evidence:**

- I. Recognizes and addresses the needs of the school community;
- II. Responds to sensitive issues;
- III. Responds to relevant educational issues or trends;
- IV. Responds to societal issues; and
- V. Advocates for the school in the community.


<u>Comments</u>
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Staff Signature

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Print Name

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Date