

# THE CALL



Catholic  
Attributes  
for  
Learning  
Leaders

August 2012

# Catholic Attributes for Learning Leadership In-School Administrators

In Greater Saskatoon Catholic Schools (GSCS), we are a community of learners and leaders. Each one of us has a leadership role in achieving our Catholic mission. We are all called to leadership in Greater Saskatoon Catholic Schools. The framework in this document will guide our work to meet our goals and objectives in our leadership development and student learning models.

We believe that all GSCS in-school administrators shall aspire to continuous growth and development in order to be catalysts in transforming our world. These leadership qualities are common among all in-school administrators and provide a tool for developing annual personal growth plans, network discussions, hiring practices, and appraisals.

## Rooted in Faith

*"Who we are"*

*Greater Saskatoon Catholic Schools is a welcoming community where we nurture faith, encourage excellence in learning and inspire students to serve, making the world a better place.*

First and foremost, in-school administrators in Greater Saskatoon Catholic Schools must have a deep commitment and passion for the Mission of Catholic Education.

**We love because He first loved us.**

1 John 4:19



# Growing In Knowledge

“What we believe and what we know”

## The GOSPEL VIRTUES

Each in-school administrator brings many personal experiences and approaches to situations; however, in GSCS, key dispositions or characteristics describing administrators are defined within our Gospel virtues. We witness these virtues through the daily work our staff do in our schools to achieve our Mission.

The Gospel virtues never change and remain at the core of Catholic education. The virtues identified in this document reflect the Gospel virtues identified in our Catholic Education booklets.

These characteristics are not exhaustive; through dialogue and reflection we will continue to

articulate and define what our actions look like within each domain in the outside circle (see illustration below).

The intent is continuous growth and reflection as an in-school administrator and an individual.



### Love

- accept all
- see God in all things
- commit to an inclusive, equitable environment

### Respect

- be trustworthy
- ability to listen
- be inclusive
- have integrity

### Faith

- be a person of prayer
- be reflective
- believe all children can learn
- share faith with others

### Courage

- persevere
- commit to taking risks
- challenge others and self
- learn continuously

### Hope

- be optimistic
- be enthusiastic
- be supportive
- strive to help each child reach their full potential

### Justice

- be the voice of the marginalized
- strive for equity, justice and equality
- reach out to all, especially those who are struggling

### Reconciliation

- model forgiveness
- be compassionate
- build strong healthy relationships with others
- take personal responsibility
- be an agent of restorative action

### Community

- advocate for reciprocity
- commit to the Mission, vision and goals
- encourage active engagement from family and community
- work together to achieve the common goal of student success

### Service

- serve others
- model service
- promote a sense of responsibility

# Reaching Out To *Transform the World*

*"What we are called to do..."*

*Very truly, I tell you the one who believes in me will also do the works that I do, and in fact, will do greater works than these... John 14:12*

We believe that our Mission and Gospel virtues will guide us to living out each of the five domains described within the outer circle below. Within each domain, we have identified leadership attributes in three key areas: knowledge, skills, and practices. We are required to respond to our CALL as Catholic leaders in our schools. The challenge we face is how to continually embed our Mission and Gospel virtues in our daily work as in- school administrators. We cannot succeed alone. We need to pray and dialogue with one another to maintain our common focus in order to truly reach our Mission.



## VISION AND DIRECTION

The in-school administrator is responsible for leading and demonstrating a passion for our Catholic mission, vision and school division priorities.		
Knowledge	Skills	Practices
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"><li>• school/division Mission and vision and priorities.</li><li>• the story of Christianity, Catholic Education, and the distinctiveness and identity of Catholic Education in Saskatchewan.</li><li>• FNMI culture and community aspirations.</li><li>• diverse world views and ways of knowing.</li><li>• the value of diversity of students, parents and staff.</li><li>• the liturgical year, sacraments, prayer and the teachings of the Church.</li><li>• the process to plan for leading change.</li></ul>	<ul style="list-style-type: none"><li>• articulate our Catholic vision to colleagues, students and community members.</li><li>• commit to student learning and improvement.</li><li>• empower the voices of the marginalized and promote justice and equity.</li><li>• engage in conversations with staff regarding their own faith journey.</li><li>• actively engage the community in developing a shared purpose.</li><li>• develop and present accurately the school vision, goals and results for various audiences.</li><li>• articulate a vision for the future of FNMI students in the school community.</li></ul>	<ul style="list-style-type: none"><li>• collaborate fully in establishing and living out the Catholic vision, and direction of the school.</li><li>• celebrate Catholic identity by developing the faith life of the school promote the school and parish connection.</li><li>• commit to personal faith life including personal involvement with a parish community.</li><li>• advocate for Catholic education.</li><li>• continually engage the community in creating a shared vision linking it to student improvement.</li><li>• align actions/behaviours with virtues and Mission.</li><li>• develop and implement faith learning opportunities for members of the school community on a regular basis.</li><li>• be accountable for ensuring FNMI goals are identified and developed.</li><li>• advocate for FNMI participation, and advancement in the school community.</li></ul>
“Like a skilled master builder I laid a foundation, someone else is building on it...” 1 Cor. 3:10		
GOSPEL VIRTUES		
HOPE	RESPECT	LOVE
FAITH	COURAGE	COMMUNITY
		JUSTICE
		RECONCILIATION
		SERVICE

- Note: FNMI – First Nations Métis and Inuit Education

## IMPROVING STUDENT LEARNING AND ACHIEVEMENT

The in-school administrator leads staff in improving student learning.		
Knowledge	Skills	Practices
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>school and division priorities and goals and how they contribute to student learning.</li> <li>the student Learning Model and how it is implemented and monitored.</li> <li>evidence based decision making.</li> <li>curriculum and assessment.</li> <li>professional learning communities and network systems;</li> <li>how technology should be used to improve instruction.</li> <li>quality core instruction and learning.</li> <li>how to use research to learn about, assess, and reflect on teaching practices and outcomes.</li> <li>Treaty Education.</li> </ul>	<ul style="list-style-type: none"> <li>participate actively in shared decision making.</li> <li>use data and feedback to inform and change instructional practices.</li> <li>articulate deep, structured understanding of assessment that drives instruction.</li> <li>establish clear expectations of staff and have crucial conversations pertaining to teaching and learning.</li> <li>lead the development of a school LIP related directly to student outcomes through evidence based focus.</li> <li>foster inquiry-based approach to learning.</li> <li>support learning through frequent classroom observations and reflective follow-up conversations about practice.</li> <li>motivate, empower and respectfully challenge.</li> </ul>	<ul style="list-style-type: none"> <li>ensure growth plans align with school goals and priorities.</li> <li>lead and monitor the implementation of the student Learning Model.</li> <li>engage all staff in the continuous cycle of gathering and analyzing data.</li> <li>monitor and support staff in the use of assessment for learning and of learning strategies.</li> <li>identify and implement strategies to ensure PLC's, PGP's, LIP's, and networks are improving student learning.</li> <li>be accountable for using results and reporting for improving student learning.</li> <li>participate in professional learning with staff.</li> <li>share results with various audiences including community and staff in an ethical and responsible manner.</li> <li>identify at risk students and report what action was taken and outcomes achieved.</li> </ul>
Improving First Nations, Metis and Inuit Learning Outcomes		
<ul style="list-style-type: none"> <li>how to access and understand school results for FNMI students in literacy and numeracy.</li> </ul>	<ul style="list-style-type: none"> <li>establish clear expectations and goals to improve outcomes for FNMI students.</li> </ul>	<ul style="list-style-type: none"> <li>monitor and report school FNMI achievement.</li> </ul>
<p>"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about such things." Phil. 4:8</p> <p style="text-align: center;"> <i>GOSPEL VIRTUES</i>              HOPE      RESPECT      LOVE      JUSTICE      SERVICE              FAITH      COURAGE      COMMUNITY      RECONCILIATION           </p>		

• **Note:**

- PLC – Professional Learning Communities

- PGP – Professional Growth Plan
- LIP – Learning Improvement Plan

## FOSTERING LEADERS

The in-school administrator is called to be foster positive relationships with students, colleagues, and parents, and to motivate others to servant leadership.

Knowledge	Skills	Practices
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>the significance of teamwork and honours others for their contributions.</li> <li>strategies to deal with conflict effectively.</li> <li>the impact of change and how to support others to take risks.</li> <li>how to use research with staff and appreciate the role research has on improving practice.</li> <li>strategies and tools to determine staff learning needs.</li> <li>different learning styles.</li> </ul>	<ul style="list-style-type: none"> <li>foster a welcoming faith filled environment.</li> <li>manage conflict effectively keeping in mind world views and based on the model of Jesus.</li> <li>encourage risk taking.</li> <li>conduct respectful, critical conversations.</li> <li>speak and listen respectfully to others.</li> <li>seek out and promote reconciliation opportunities.</li> <li>challenge, influence and motivate others to discipleship as servant leaders.</li> <li>monitor quality core instruction and identify areas for growth.</li> <li>facilitate collaboration.</li> <li>model and share our faith.</li> <li>share data with staff and discuss teaching outcomes necessary to increase achievement for all.</li> <li>foster a climate that values and incorporates on-going professional learning connected to focus of PLC's and Network's.</li> </ul>	<ul style="list-style-type: none"> <li>celebrate success, acknowledge achievements and encourage others to see failures as growth opportunities.</li> <li>demonstrate honesty and provide and give effective feedback.</li> <li>demonstrate open and sincere expression of faith.</li> <li>seek professional growth activities to improve skills and capacity.</li> <li>maintain high visibility in school and faith community.</li> <li>sustain leadership and expertise in effective staff supervision and assessment.</li> <li>monitor goals and outcomes achieved in professional staff networks.</li> <li>ensure representation of FNMI staff are hired in the school.</li> <li>recognize potential leadership in non-traditional participation.</li> <li>build capacity of staff members to lead and facilitate collaboration.</li> </ul>

“So neither the one who plants nor the one who waters is anything, but only God who gives the growth. The one who plants and the one who waters have a common purpose... for we are God's servants working together; you are God's field, God's buildings.” 1 Cor. 3: 7-9

### GOSPEL VIRTUES

HOPE	RESPECT	LOVE	JUSTICE	SERVICE
FAITH	COURAGE	COMMUNITY	RECONCILIATION	

## PROMOTING STEWARDSHIP

The in-school administrator is called to stewardship, which means caring for God's creation's such as our resources and environment.

Knowledge	Skills	Practices
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>• available resources – who to contact if required.</li> <li>• conservation and environmental issues.</li> <li>• community resources to support FNMI students.</li> <li>• accounting policies and procedures.</li> <li>• sustainable environment.</li> </ul>	<ul style="list-style-type: none"> <li>• work as a team to determine best use of resources to maximize outcomes.</li> <li>• ensure that learning is at the centre of planning and resource management.</li> <li>• manage conflicting demands for various resources.</li> </ul>	<ul style="list-style-type: none"> <li>• promote awareness of environmental issues.</li> <li>• develop and lead collaborative and transparent processes to determine effective use of resources.</li> <li>• manage and account for resources.</li> </ul>
<p>“Jesus looked up and saw rich people putting their gifts into the treasury; he also saw a poor widow put in two small copper coins. He said “Truly, I tell you, this poor widow has put in more than all of them; for all of them have contributed out of their abundance, but she, out of her poverty has put in all she had to live on.” Luke 21:1-4</p> <p><i>GOSPEL VIRTUES</i></p> <p>HOPE                      RESPECT                      LOVE                      JUSTICE                      SERVICE</p> <p>FAITH                      COURAGE                      COMMUNITY                      RECONCILIATION</p>		



## COMMUNION OF SCHOOLS AND COMMUNITY

The in-school administrator builds relationships and partnerships with all staff and the greater community in order to become a community of learners and leaders.

Knowledge	Skills	Practices
The in-school administrator is knowledgeable about:	The in-school administrator is able to:	The in-school administrator will:
<ul style="list-style-type: none"> <li>• build and sustain learning networks.</li> <li>• establish relationships with parish/eparchy, community and businesses.</li> <li>• develop strategies to engage parents and community.</li> <li>• the importance of engaging the disengaged.</li> <li>• the major division partnerships and how they may benefit the school community and students.</li> </ul>	<ul style="list-style-type: none"> <li>• cultivate faith based learning networks between schools.</li> <li>• engage the community in a meaningful way.</li> <li>• communicate effectively and establish positive working relationships with colleagues within the school and the division.</li> <li>• promote action research targeted at areas of growth.</li> <li>• listen and act on community feedback.</li> <li>• foster reconciliation between and among community members.</li> <li>• foster a culture of change.</li> </ul>	<ul style="list-style-type: none"> <li>• establish a collaborative learning environment in the school and in networks.</li> <li>• value and establish relationships with others in other schools, community agencies, businesses and the diocese.</li> <li>• strive to improve authentic parent/community engagement.</li> <li>• promote justice and equity between school communities.</li> <li>• provide opportunities for individuals to be welcomed and engaged in non-traditional ways.</li> <li>• establish hiring practices that increase our diverse workforce.</li> </ul>

“That they may be one, as we are one, I in them, and you in me, so that they may become completely one, so that the world may know that you have sent me, and have loved them even as you have loved me.”

John 17: 22b-23

### GOSPEL VIRTUES

HOPE

RESPECT

LOVE

JUSTICE

SERVICE

FAITH

COURAGE

COMMUNITY

RECONCILIATION



### **Contextual Framework:**

Increased accountability for those in publicly funded education in Saskatchewan has been a recent focus by both the public at large and the Ministry of Education. During the last few years, there has been a direction to develop an accountability framework within the province which is currently referred to as the “Continuous Improvement Framework.” This framework is required to be completed by all school divisions on a yearly basis and is intended to ensure that school divisions are addressing provincial renewal priorities. These priorities include higher literacy and achievement, equitable opportunities, smooth transitions and system accountability and governance.

Greater Saskatoon Catholic Schools approved new education goals in 2010 that directly align with the Ministry’s priorities. The goals and priorities of the school division reflect its Catholic dimension, which is articulated in three themes: Rooted in Faith, Growing in Knowledge and Reaching Out to Transform the World. Within these themes, the work of our staff throughout the division has realigned and set in a direction of improvement. For school administrators, this has required personal professional growth in key areas such as:

- Celebrating Catholic identity
- Data gathering and analysis
- Goal setting
- Promotion of learning communities
- Engaging in courageous conversations regarding instruction and learning.

As well, within this context, the role of parents and community partners including the Diocese has evolved and is articulated in Catholic School Community Councils.

The challenges set forth within the context of education in Saskatchewan for school administrators cannot be accomplished alone. The division as a whole is called to support them as they lead, follow, and learn while drawing support from all levels within the division.

In an effort to continue to align goals and improve student outcomes for all students, Greater Saskatoon Catholic School began the process of developing the following models:

- Learning Model
- Leadership Development Model
  - Mentorship
  - Networks (collaboration)
  - Leadership Framework

## Purpose of this document

The purpose of this document is to provide a clear overview of a leadership framework to guide in-school administrators and vice-in-school administrators in their professional growth and formal performance appraisal process. It is intended to be a resource for growth.

The document will also provide others information about our direction and expectations for in-school administrators such as:

- future in-school administrator applicants;
- staff, board members, superintendents and community members

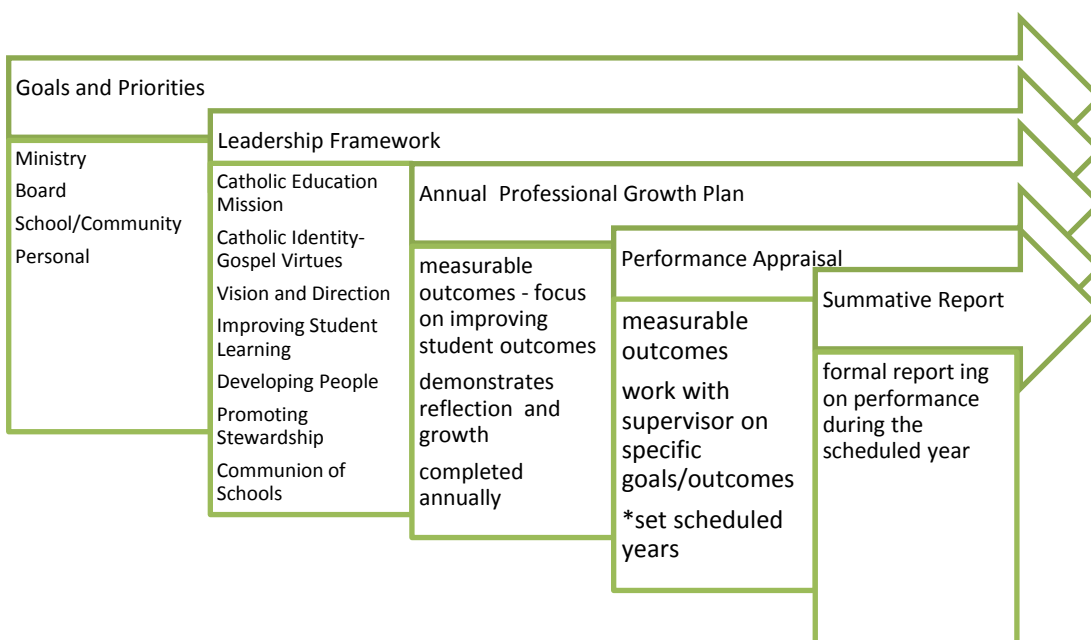
Much like teacher appraisals, the purposes of leadership appraisals are to provide a process in which teaching and learning is improved at a system and school level.

## Professional Growth and Appraisal Process

The professional growth process involves developing an understanding of expectations of the roles and responsibilities of an in-school administrator. On-going dialogue with their supervisors about performance and identifying supports needed is a critical part of the process. Documentation and dialogue are the two key elements that support self-evaluation/ reflection and growth. Some examples of documentation that can be gathered for discussion are:

- School vision, mission, and goals – alignment with data and research
- Examples of decisions and procedures that align with school mission and goals
- School Learning Improvement Plan
- School/Division/Provincial data- Benchmarks, AFL, classroom assessments
- Anecdotal evidence i.e.: journaling, anecdotal daily notes

The documents provided in this package provide in-school administrators with tools to complete both professional growth and appraisal assessment. The Professional Growth Plan is self-directed and the Performance Appraisal provides for accountability and evaluation purposes.



The purpose of THE CALL is to guide the process and to assist in the identification of professional growth goals and data gathering. It is expected that these documents will not be used in isolation but as part of the overall process. In the interest of the consistency, it is desirable for the in-school administrators to use elements of THE CALL and the PGP template for the development of their yearly professional growth plan and for the formal appraisal process.

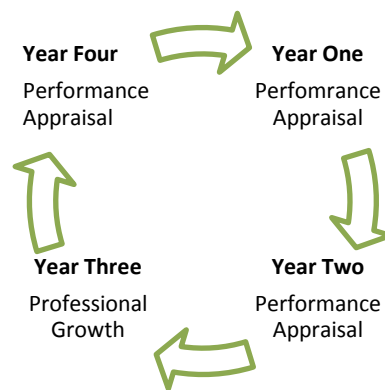
Successful leaders demonstrate the ability to reflect and grow from their experiences. It is through their role and everyday work that they are able to blend leadership theory and their daily lives. The reflective leader grows through this process and is not afraid to change and adapt to improve student outcomes.

### **Professional Growth Plan and Performance Appraisal Cycle:**

- New in-school administrators: Years 1 and 2 – formal performance appraisal

*(often a time where mentorship program may be offered to meet specific goals identified)*

- Other administrators- performance appraisal: 4<sup>th</sup> year and every 4<sup>th</sup> year thereafter



## Roles and Responsibilities during the Performance Appraisal Cycle

The chart below briefly outlines the roles and responsibilities for the principal, vice-principal and superintendent in this process.

Principal	Vice-principal	Superintendent
align the work of the school with the mission and goals of Greater Saskatoon Catholic Schools	work with the principal to align the work of the school with the mission and goals of GSCS	assist the principal in aligning the work of the school with the mission and goals of Greater Saskatoon Catholic Schools
engage in dialogue with the superintendent regarding goals and strategies identified  engage in dialogue with the vice-principal regarding goals and strategies they have identified	engage in dialogue with their principal to determine how to link their growth plan with the school learning improvement plan	engage in dialogue with the principal regarding professional goals and evidence provided
establish a culture of collaboration and continuous improvement	establish a culture of collaboration and continuous improvement	establish a culture of collaboration and continuous improvement
complete a self-assessment tool using the framework as a guide to identify areas of strength and growth  work with the vice-principal in assuming leadership responsibility for goals that support the school improvement plan;  provide reliable and valid feedback to the vice-principal on performance levels;	complete a self-assessment tool using the framework as a guide to identify areas of strength and growth.  work with the principal in identifying leadership responsibilities and establish clear goals and outcomes together	provide reliable and valid feedback to the principal on performance levels  review performance appraisal completed for the vice-principal
reflect and gather evidence on personal performance as per the goals and strategies identified	reflect and gather evidence on personal performance as per the goals and strategies identified	dialogue with both the principal and vice-principal on performance goals and strategies accomplished
complete the "Principal Appraisal Report" with the Superintendent when in the appraisal cycle	complete the "Vice-principal Appraisal" report with the principal and Superintendent.	complete in collaboration with the principal the final "Principal Appraisal Report" when in the appraisal cycle  review and sign off of the vice-principal appraisal report.

## **A. ANNUAL PROFESSIONAL GROWTH PLAN**

The annual growth plan is developed by the in-school administrator using the Leadership Framework as a guide to identifying goals and strategies for growth. Each year the superintendent meets with in-school administrators to review targets for growth and identify supports that may be needed. The purpose is for continuous improvement of an in-school administrator's knowledge and skills in a supportive environment.

### **Process: Every Year**

#### **Fall**

- The in-school administrator develops the professional growth plan based on their self-assessment and identifies learning targets/ goals/ outcomes.
- Meeting is scheduled with supervisor to discuss and finalize the plan and establish supports that may be needed such as professional learning opportunities or mentor.

Throughout the year:

- The in-school administrator gathers evidence of his/her activities and progress in attaining the specific goals.
- The documents gathered should reflect work that reflect the day-to-day work in the school that supports the goals of improvement set out in the beginning of the year.

#### **Spring**

As part of the regular spring visit, the superintendent participates in a dialogue with administrators in order to acknowledge and celebrate the growth that has taken place over the course of the year.

Tools available for identifying professional growth plan targets:

- Form A: Principal's Professional Growth Plan Templates
- Form C: Questions for reflection
- THE CALL
- School – student achievement data

Other resources:

- Greater Saskatoon Catholic School: Understanding Catholic Education
- Greater Saskatoon Catholic Schools Learning Improvement Plan
- Learning Model
- Student achievement data
- Network research/data
- 360 surveys

## B. IN-SCHOOL ADMINISTRATOR PERFORMANCE APPRAISAL

Professional growth plans support the implementation of the performance appraisal process. The expectation is that the outcomes established are measurable. On-going dialogue between the appraisee and the appraiser is important.

The goals of the Performance Appraisal Process are:

- to provide reliable and valid feedback regarding a principal's/ vice-principal performance
- to reinforce the need for continuous growth
- to create a seamless cycle where the appraisal process and professional growth plan support administrator growth

Some factors that are considered in assessing the appraisee are:

- Goals achieved, or not achieved;
- Rationale /discussion around goals not achieved;
- Demonstrated improvement in goals set gathered through – self- assessment, data collected, collaboration with others;
- Commitment to the process.
- Evidence of performance is primarily produced by the administrator

### Process

This process extends throughout a complete school year.

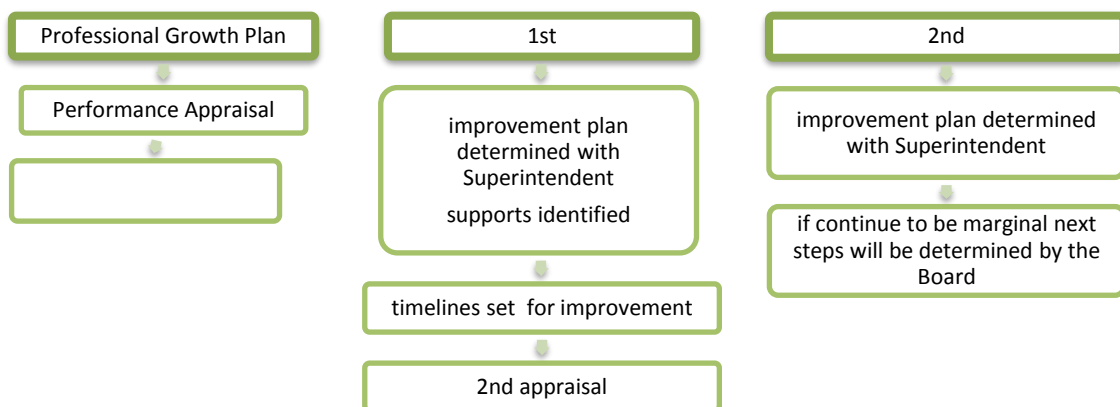
Pre-conference with supervisor:  Fall (September)	Development of the professional growth plan <ul style="list-style-type: none"><li>• Review of expectations and timelines</li><li>• Self-assessment completed by the administrator</li><li>• Review of past professional growth goals and achievements</li><li>• Review of school LIP</li><li>• The school administrator completes a professional growth plan based on their self- assessment and learning targets identified.</li></ul>
January Update to plan	<ul style="list-style-type: none"><li>• Second meeting with supervisor to discuss progress.</li><li>• The administrator gathers and reflects upon evidence of his/her performance and the performance of the school that he/she leads.</li><li>• The supervisor may also gather evidence of the administrator's performance during this time and share it with them.</li></ul>
Spring  End of year conference	A. A review of evidence / data collected at this point in the year is completed between the supervisor and the administrator. <ul style="list-style-type: none"><li>• The administrator completes a year end self- assessment (Form B)</li><li>• Review of personal goals, evidence of growth</li><li>• Review of school LIP results</li><li>• The superintendent completes the formal Performance Appraisal report</li><li>• The principal and superintendent complete the Vice Principal formal report</li></ul>

## SUMMATIVE REPORT- Performance Appraisal

This report documents the results of the appraisal process- reflection of growth and opportunity to set new goals for future growth. The report includes comments related to overall growth and skills and practices that could be strengthened. The key to this document is the process of professional dialogue that transpired between the principal, superintendent and vice-principal throughout the year.

Throughout this process it is important that documentation is collected and shared with all parties. On-going dialogue and tracking of supports should be documented.

In the event that an in-school administrator is experiencing difficulty the network Superintendent will become directly involved in setting up an improvement plan with specific supports put in place. The goal is to assist the in-school administrator in improving in the areas identified through the appraisal process. The in-school administrator shall clearly understand where areas of improvements need to occur and timelines will be determined with their Superintendent.





**Possible reflection questions when establishing your growth plan**

What is your rationale for your goal?

How will it improve student learning? How do the strategies chosen connect to expected progress?

How and when will you know if progress toward your goal is being made?

**Questions for Reflection throughout the year – daily, monthly or during the year:**

- What have I learned today, this month, this year?
- Whom did I nurture today?
- What difficult issue did I confront today?
- What is my most important challenge right now?
- What did I do today to make progress on my most important challenge or goal?

**Year End Review of Performance Appraisal Plan Self Reflection Template**

What are the indicators of success?	
What evidence do you have to support your results?	
What obstacles did you face? How did you overcome them?	
Have there been any unanticipated benefits or unintended drawbacks?	
In which area did you feel you improved the most?	
Where do you plan to go from here? Why?	

## **Professional Performance Appraisal Guide for In-School Administrators**

As we progress through this process we will continue to develop this area given feedback and suggestions from administrators that pilot the new document.

1. Professional growth plan with one or more goals focused on improving student achievement and taking in account the school LIP, Learning Model implementation and Board priorities.
2. Indicators that could be used:
  - Benchmark scores for targeted groups such as boys, FNMI etc.
  - Survey results
  - Scores from DRA (Developmental Reading Assessment)
  - Kindergarten screening
  - Student feedback/comments
  - Results from sub groups in the school
  - Behavior tracking results
  - AFL results
  - Classroom assessments

## THE CALL - Catholic Attributes for Learning Leaders

### Reflective Tool for Developing a Professional Growth Plan

Using the CALL as a guide, in-school administrators can reflect on pertinent parts of his/her practice. As in-school administrators prepare for both their annual professional growth plan and / or performance appraisal, the table below is intended to provide an opportunity for a deeper understanding of one's actions, beliefs and assumptions in the in-school administrator role.

Professional growth is on-going and each year it is important to be specific in setting learning goals (typically no more than two). After completing this reflective tool the in-school administrator can determine their specific learning goals for the annual professional growth plan.

Leadership Domain	What are my strengths? What are my Knowledge/ Skills/ Practices ?	What Gospel Virtues are evident?	What assumptions are being made?	What data is available? How do I know this?	What areas do I need to focus on in Knowledge/ Skills / Practices?	What will I specifically need to improve in this area?
Vision and Direction						
Improving Student Learning and Achievement						
Fostering Leaders						
Promoting Stewardship						
Communion of Schools and Community						



## FORM B

# In-School Administrator Professional Growth Plan for Performance Appraisal

Form A

*To be completed in the fall by the in-school administrator and submitted to their respective supervisor.*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Position: \_\_\_\_\_ School: \_\_\_\_\_

Categories should correlate with Board/ division goals (limit to 2-3 specific goals)

SMART Goals	Strategies/ Actions	Virtues/Knowledge/Skills and Practices will assist you in achieving your goal?	Indicators of success – how will you measure your success	Description of the results during the year

Questions for reflection:

1. Why is this goal important to you? What data indicates that this is an area you need to improve in?
2. Why do you think focusing on this goal(s) will /could potentially improve student achievement in your school?
3. What documentation are you planning to collect during the year?

School Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Appraiser signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Possible reflection questions when establishing your growth plan**

What is your rationale for your goal?

How will it improve student learning? How do the strategies chosen connect to expected progress?

How and when will you know if progress toward your goal is being made?

**Questions for Reflection throughout the year – daily, monthly or during the year:**

- What have I learned today, this month, this year?
- Whom did I nurture today?
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### Year End Review of Performance Appraisal Plan Self Reflection Template

What are the indicators of success?	
What evidence do you have to support your results?	
What obstacles did you face? How did you overcome them?	
Have there been any unanticipated benefits or unintended drawbacks?	
In which area did you feel you improved the most?	
Where do you plan to go from here? Why?	

## **Professional Performance Appraisal Guide for In-School Administrators**

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3. Professional growth plan with one or more goals focused on improving student achievement and taking in account the school LIP, Learning Model implementation and Board priorities.
4. Indicators that could be used:
  - Benchmark scores for targeted groups such as boys, FNMI etc.
  - Survey results
  - Scores from DRA (Developmental Reading Assessment)
  - Kindergarten screening
  - Student feedback/comments
  - Results from sub groups in the school
  - Behavior tracking results
  - AFL results
  - Classroom assessments



## PRINCIPAL PERFORMANCE APPRAISAL REPORT

NAME:

DATE:

SCHOOL:

LENGTH OF TIME IN CURRENT SCHOOL:

NUMBER OF YEARS AS A SCHOOL PRINCIPAL:

EVALUATION PERIOD:

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### PURPOSE OF APPRAISAL

To nurture and enhance self-directed leadership skills of school based administrators in Greater Saskatoon Catholic Schools

This performance appraisal is based on the following sources:

- Administrator Professional Growth Plan
- Learning Improvement Plan
- GSCS – THE CALL
- Other: \_\_\_\_\_

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### CELEBRATING CATHOLIC IDENTITY

- Faith Dimension
- Fostering and promoting Gospel Virtues

Supporting Evidence:

**AREAS OF STRENGTH-** practices and competencies that have contributed to the overall performance of the principal



## AREAS OF GROWTH

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Practices and competencies that could be improved or strengthened

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## SUMMARY REMARKS

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Superintendent- comments based on results from the performance appraisal process

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Principal Comments:

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Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## **VICE / ASSISTANT PRINCIPAL PERFORMANCE APPRAISAL REPORT**

NAME:

DATE:

SCHOOL:

LENGTH OF TIME IN CURRENT SCHOOL:

NUMBER OF YEARS AS A SCHOOL VICE/ASSISTANT PRINCIPAL:

EVALUATION PERIOD:

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### **PURPOSE OF APPRAISAL**

To nurture and enhance self-directed leadership skills of school based administrators in Greater Saskatoon Catholic Schools

This performance appraisal is based on the following sources:

- Administrator Professional Growth Plan
  - Learning Improvement Plan
  - GSCS Administrator Leadership Framework
  - Other: \_\_\_\_\_
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### **CELEBRATING CATHOLIC IDENTITY**

- Faith Dimension
- Fostering and promoting Gospel Virtues

Supporting Evidence:

**AREAS OF STRENGTH-** practices and competencies that have contributed to the overall performance of the principal

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## AREAS OF GROWTH

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Practices and competencies that could be improved or strengthened

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## SUMMARY REMARKS

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Principal- comments based on results from the performance appraisal process

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Superintendent- comments based on results from the performance appraisal process

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Vice-Principal comments:

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Vice- Principal's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent signature: \_\_\_\_\_ Date: \_\_\_\_\_