

Draft Charter School Leadership Rubric

*Derived from the Red Deer Catholic Regional Schools Catholic Administration Practice Model

September 17, 2012

COMPETENCY ONE: Fostering Effective Relationships

The principal builds trust and fosters positive working relationships, on the basis of appropriate 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 school principal:

- 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 honouring diversity
- d) demonstrates responsibility for all students and acts in their best interests
- e) models and promotes open, inclusive dialogue
- f) uses effective communication, facilitation, and problem-solving skills
- g) supports processes for improving relationships and dealing with conflict within the school community
- h) adheres to professional standards of conduct.

INDICATORS/EVIDENCE: Fostering Effective Relationships

1. Assess student, parent and staff satisfaction and assess school climate
2. Conflict resolution skills within the school community
3. Effective interpersonal communication skills and traits in the school community. Examples – parent, teacher, and student interviews, assemblies, school council, staff meetings)
4. Strategies supporting an inclusive environment (comprehensive health plan, FNMI, examples of integration, pyramids of intervention, counsellor's year plan)
5. Provide opportunities for feedback on your leadership from school staff, senior administration
6. Communication with school community (newsletters, webpage, letters to parents)

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE Fostering Effective Relationships			
	EXEMPLARY	PROFICIENT	ADEQUATE	GROWTH AREA
1. Maintains a positive school climate	Involves the school community in development and implementation of a plan to promote a positive school climate	Works with the school staff to analyze school survey data related to school climate and to develop an effective plan to respond	Analyzes school survey data related to school climate and develops a plan to respond	Makes little use of survey data on positive school climate
2. Demonstrates effective conflict resolution skills	Effectively resolves conflict and demonstrates proactive conflict resolution skills that reduce future incidents	Has skills and strategies to resolve conflict	Has skills and strategies to manage conflict and prevent escalation	Needs to develop skills to effectively respond to conflict
3. Demonstrates strong interpersonal communication skills	Demonstrates a variety of effective interpersonal communication skills and strategies	Demonstrates effective communicating skills when carrying out leadership roles	Has developed a variety of tools and strategies to effectively communicate with the school community	Needs to develop effective communication skills with the school community

<i>EVIDENCE</i>	<i>LEVEL OF PERFORMANCE Fostering Effective Relationships</i>			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
4. Maintains an inclusive school environment (comprehensive health plan, FNMI, examples of integration, pyramids of intervention, counsellor's year plan)	Provides evidence that the school community is an inclusive environment where diversity is valued and celebrated	Has multiple, varied and effective processes and strategies to respond to diversity in the school community	Has process and strategies to effectively respond to diversity in the school community	Needs to develop strategies to address issues of diversity
5. Seeks feedback from school community (school staff, senior administration)	Uses multiple and varied strategies to seek feedback from school community and takes appropriate action to enhance leadership	Solicits feedback on leadership and responds appropriately	Discusses strategies used for seeking feedback from school community to enhance leadership	Needs to develop strategies for school community feedback on leadership
6. Communicates effectively with school community (newsletters, webpage, letters to parents)	Uses multiple, varied and effective communication tools appropriate to school context	Employs communication tools appropriate to the school context	Has effective communication tools within the school context	Needs to develop effective communication tools

COMPETENCY TWO: Embodying Visionary Leadership

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

Descriptors

The school principal:

- a) communicates and is guided by an education 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
- g) communicates and celebrates school accomplishments to inspire continuous growth.

INDICATORS/EVIDENCE: Embodying Visionary Leadership

1. Personal education philosophy and vision reflects current research
2. School and division mission and vision statements implemented by school community
3. School Improvement Plans are developed by analysis of data from multiple sources
4. Celebrate accomplishments that align with school and district mission and vision
5. Identifies and plans for future school community needs

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE Embodying Visionary Leadership			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Is guided by a research informed educational philosophy	Educational philosophy reflects sound research and is manifested in all aspects of their leadership role	Is able to articulate educational philosophy that reflects current research and fosters school improvement	Is able to articulate educational philosophy that reflects current research	Needs to establish an educational philosophy based on current research
2. Establishes school mission and vision	Shared school mission and vision are regularly revisited, actively embraced and implemented by the school community	Mission and vision are developed with the school community and used as a filter for decision making	Relevant mission and vision are developed and understood by the school community	Needs to develop a mission and vision that is current
3. Analyzes data to develop school goals	School community members, as appropriate, are actively involved in data collection, analysis and evaluation to inform school goals	School staff is involved in the ongoing collection and analysis of data to inform actions and make adjustments as needed	School staff participates in analyzing data to develop school goals	Makes limited or no use of data in development of school goals
4. Implements school improvement plans	All members of the school community are actively involved in the development, implementation and evaluation of the school improvement plan	School improvement plans are developed collaboratively, used to set priorities, allocate resources and take action	School improvement plans are developed and shared with the school community	Needs to develop strategies to develop comprehensive school improvement plans

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE Embodying Visionary Leadership			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
5. Celebrates school and Division accomplishments	Recognition and celebration are embedded within the school culture by all stakeholders	Involves the school community in celebrating school accomplishments	Strategies for celebrating school accomplishments exist	Needs to develop strategies to ensure accomplishments are consistently recognized
6. Facilitates change and promotes innovation	Anticipates and facilitates change and pursues innovation to address current and future needs of school	Effectively facilitates change and promotes innovation relevant to school needs	Manages change and supports innovation relevant to the school community	Needs to develop skills to implement change and promote innovation

COMPETENCY THREE: Leading a Learning Community

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

Descriptors

The school principal:

- 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
- d) facilitates meaningful parental involvement and ensures they are informed about their child's learning and development.

INDICATORS/EVIDENCE: Leading a Learning Community

1. Teacher Professional Growth Plan process

2. Support Staff Growth Plan process

3. Collaborative comprehensive PD Plan

4. Models personal Professional Development

5. School activities promote lifelong learning for school community

6. Facilitates meaningful parental involvement and ensures parents are informed about their child's learning and development.

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE Leading a Learning Community			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Facilitates Professional Growth Plan process for teachers and support staff	Resources are allocated to support a variety of meaningful professional growth strategies and plans	Process are in place to support and guide Professional Growth Plans and strategies throughout the year	Ensures Professional Growth Plans and strategies are reviewed and completed	Needs to review and/or discuss completed annual Professional Growth Plans and strategies
2. Develops school collaborative comprehensive Professional Development (PD) plan	School PD plan/program, including outcome measures , relates to Professional Growth Plans, school improvement plans, school/division education plan	School-based PD committee plans and implements a variety of activities to support Professional Growth Plans and school goals	School-based PD committee plans and implements school PD	School PD plan/program required better alignment and focus
3. Establishes school mission and vision	Shared school mission and vision are regularly revisited, actively embraced and implemented by the school community	Mission and vision are developed with the school community and used as a filter for decision making	Relevant mission and vision are developed and understood by the school community	The mission and/or vision is not present or is out of date

<i>EVIDENCE</i>	<i>LEVEL OF PERFORMANCE</i> Leading a Learning Community			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
4. Implements school improvement plans	All members of the school community are actively involved in the development, implementation and evaluation of the school improvement plan	School improvement plans are developed collaboratively, used to set priorities, allocate resources and take action	School improvement plans are developed and implemented in collaboration with the school community	School improvement plan is a compliance document with little or no evidence of shared development and implementation
5. Analyzes data to develop school goals	School community members, as appropriate, are actively involved in data collection, analysis and evaluation to inform school goals	School staff is involved in the ongoing collection and analysis of data to inform actions and make adjustments as needed	School staff participates in analyzing data to develop school goals	Makes limited or no use of data in development of school goals
6. Celebrates the school's accomplishments	Recognition and celebration are embedded within the school culture by all stakeholders	Involves the school community in celebrating school accomplishments	Strategies for celebrating school accomplishments exist	Accomplishments are not consistently recognized
7. Facilitates change and promotes innovation	Anticipates and facilitates change and pursues innovation to address current and future needs	Effectively facilitates change and promotes innovation relevant to school needs	Manages climate and supports innovation relevant to the school community	Has limited or no capacity to implement change and promote innovation

<i>EVIDENCE</i>	<i>LEVEL OF PERFORMANCE</i> Leading a Learning Community			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
8. Models personal professional development	Facilitates, engages, and models a variety of PD activities for the school community	The school community values and supports learning as evidenced by ongoing PD and discussion of learning and serves as a model to others	Engages in PD that relates to ongoing development of practice	Offers limited support and engagement of personal Professional Development
9. Promotes lifelong learning	Supports, promotes and enhances opportunities for lifelong learning for all members of the school community	Promotes school-based strategies to promote lifelong learning in the school community	Supports lifelong learning in the school community	Limited or no activities used to promote lifelong learning Offers limited support to promote lifelong learning
10. Promotes home/school/ community	Support, promotes and enhances processes throughout the school community to establish partnerships that relate to student leaning and development	Supports partnership involvement regarding student learning and development	Processes are in place to ensure partnerships are consulted and informed about student learning and development	Limited communication with home about student learning and development

<p>COMPETENCY FOUR: Providing Instructional Leadership</p> <p>The principal ensures that all students have ongoing access to quality teaching and learning opportunities to meet the provincial goals of education.</p>	
<p>Descriptors</p> <p>The school principal:</p> <ol style="list-style-type: none"> 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 i) supports the use of community resources to enhance student learning. 	
<p>INDICATORS/EVIDENCE: Providing Instructional Leadership</p>	
<p>1. Implementation of new curriculum and appropriate pedagogy</p>	<ul style="list-style-type: none"> • PD – support and encourage teachers to attend relevant PD • Admin modeling (Admin attendance at new curriculum sessions) • Utilizing subject experts, lead teachers and Learning Coaches to build awareness and encourage implementation • PGP interviews include discussions on new program areas and how teacher can gain support
<p>2. Monitors and supports student learning</p>	<ul style="list-style-type: none"> • Learning Coach • Using lead teachers • Mentorship • Reading report cards • Specific needs meetings, visibility, early assessment • Provision of resources • Grade meetings (subject meeting/case conferences)

3. Action plans to address student learning needs (Pyramid of Interventions)	<ul style="list-style-type: none"> ● Coaching teachers to implement interventions ● Intervention meetings ● Intra-agency co-op ● Collaboration a key – expect staff members and do follow up after delegation
4. Strategies to ensure Teaching Quality Standard met by all teachers	<ul style="list-style-type: none"> ● Walk throughs ● Visibility ● Teacher evaluation ● Coaching & debriefing meetings with teachers ● Records of class visits (ie: criteria forwarded) ● PD that supports standard ● Review standard with teachers
5. Monitors Individual Program Plans in accordance with policy	<ul style="list-style-type: none"> ● Read and sign all IPP's ● Work sessions ● Expectation and monitoring of special needs
6. Leadership in the implementation of effective technology that supports instructional learning	<ul style="list-style-type: none"> ● Relationship with Tech leaders ● Exploration of new technology that would advance learning
7. Working knowledge of policy, procedures and regulations relating to instruction	<ul style="list-style-type: none"> ● Adherence to Division timelines ● Incidences of compliance ● Identify all policies dealing with instruction

EVIDENCE	LEVEL OF PERFORMANCE Providing Instructional Leadership			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Monitors student learning	Staff regularly reflect on data from multiple sources, analyze and implement strategies to support student learning	Formal processes include involvement of the school community in collecting, analyzing and acting on data from multiple sources	Formal processes in place for data collection, analysis and action	Limited or no processes are evident for monitoring student learning
2. Models personal professional development	Facilitates, engages and models a variety of PD activities for the school community	The school community values and supports learning as evidenced by ongoing PD and discussion of learning and serves as a model to others	Engages in PD that relates to ongoing development of practice	Limited dismissal of personal professional development (PD)
3. Promotes lifelong learning	Supports, promotes and enhances opportunities for lifelong learning for all members of the school community	Uses school-based strategies to promote lifelong learning in the school community	Supports school-based strategy that may encourage (promotes) lifelong learning in the school community	Limited activities used to promote lifelong learning
4. Promotes home/school/ community	Variety of effective processes throughout the school community supports partnerships and involvement in student learning and development	Relevant processes partnerships involvement regarding student learning and development	Processes are in place to ensure partnerships are consulted and informed about student learning and development	Limited communication with partnerships about student learning and development

COMPETENCY FIVE: Developing and Facilitating Leadership

The principal 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 school principal:

- 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
- d) identifies and mentors teachers for future educational leadership roles.

INDICATORS/EVIDENCE: Developing and Facilitating Leadership

1. Collaborative decision-making
2. Fosters collaborative teams in school community
3. Create and sustain processes that support and develop shared leadership
4. Nurtures all staff to grow in faith practice and expertise as educators and role models
5. Mentors teachers for future leadership roles

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE Developing and Facilitating Leadership			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Collaborative and consultative decision making	Provides evidence that a variety of inclusive collaborative and consultative decision making processes are being used within the school community	Supports the development of collaborative and consultative decision making strategies by all members of the school community	Has established processes that support collaborative and consultative decision making in key areas	Requires support and training on collaborative and consultative decision making skills
2. Fosters collaborative teams	Ensures the ongoing development and effectiveness of collaborative teams is embedded in school culture	Collaborative teams within the school community effectively use a variety of processes and strategies	Has supported the development of collaborative teams in key areas in the school community	Requires support in fostering collaborative teams within the school community
3. Create and sustain shared leadership	Develops leadership capacity in the school community by supporting the use of effective practices	Provides multiple and varied examples of effective shared leadership throughout the school community	Has structure and processes in place for shared leadership in key areas of school community	Requires support in developing shared leadership practices in school community
4. Mentors teachers for leadership	Uses a variety of strategies to mentor future leaders	Identifies leadership potential in others and provides opportunities for development of leadership abilities	Identifies leadership potential in others and encourages development of leadership abilities	Requires support to mentor leaders

COMPETENCY SIX: Managing School Operations and Resources

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

Descriptors

The school principal:

- 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
- c) utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning

INDICATORS/EVIDENCE: Managing School Operations and Resources

1. Operates in accordance with provincial policy/legislative and division policy frameworks/procedures
2. Implements safe and caring learning environment
3. Develops and monitors school budget
4. Crisis response planning
5. Strategic staffing
6. Time management
7. Models and fosters work/life/balance
8. Aware of Occupational Health and Safety Standards

<i>EVIDENCE</i>	LEVEL OF PERFORMANCE: Managing School Operations and Resources			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Provincial policy, legislative and division policy framework/ procedures	Consistently acts in accordance with regulations and when appropriate, assumes an active role in policy development and implementation	Consistently acts in accordance with and promotes awareness in others of legislative and policy frameworks	Consistently complies and deliberately acts in accordance with regulations	Requires support in legislative and other policy framework/ procedures
2. Implements a safe and caring learning environment	Data is collected, reviewed and used by the school community to enhance school-wide strategies that ensure a safe and caring learning environment	Facilitates the development of strategies to maintain a safe and caring learning environment	School-wide programs and policies exist and are responsive to ensuring a safe and caring learning environment	Requires support with implementing a safe and caring learning environment
3. Develops and monitors a school budget	Effective, ongoing management of school budget, created with school/ community input that is responsive to the school context	Effective management of school budget, created with school community input that is responsive to school context	Adequate management of budget that is responsive to school context	Requires support in management of budget
4. Implements strategic staffing to maintain a strong academic community	Consistently acts in accordance with division policy, regulations and budget constraints to staff effectively	Consistently acts appropriately following the division guidelines to hire staff	Consistently complies and deliberately acts in accordance with regulations to hire staff	Requires support in gaining skills to appropriately hire staff

EVIDENCE	LEVEL OF PERFORMANCE Managing School Operations and Resources			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
5. Demonstrates effective time management	Provides a variety of evidence of appropriate balance between staff supervision and required documentation	Provides some evidence of appropriate balance between staff supervision and required documentation	Provides evidence of required documentation and some evidence of staff supervision	Requires support to develop appropriate time management skills
6. Models and fosters work/life balance	Provides opportunities to foster development of work/life balance	Provides few opportunities to foster development or work/life balance	Provides little evidence of opportunities to foster development of work/life balance	Requires support in fostering work/life balance

COMPETENCY SEVEN: Understanding and Responding to the Larger Societal Context

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

Descriptors

The school principal:

- 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
- d) advocates for the community's support of the school and the larger education system

INDICATORS/EVIDENCE: Understanding and Responding to the Larger Societal Context

1. Advocates for the school and the system
2. Assesses and responds to unique and diverse community needs
3. Assesses and responds to sensitive issues in the community
4. Responsive to broad relevant educational issues
5. Draws connections between societal issues and the school community

<i>EVIDENCE</i>	<i>LEVEL OF PERFORMANCE Understanding and Responding to the Larger Societal Context</i>			
	EXCELLENT	PROFICIENT	ADEQUATE	GROWTH AREA
1. Advocates for education, school and community	Works with the school community to implement varied and effective strategies to advocate for the school in the community	Works with the school staff to implement effective strategies to advocate for the school in the community	Uses basic strategies to advocate for the school in the community	Limited or no evidence of advocating for the school in the community
2. Understands the school context as it exists in the community context	Uses varied and effective processes to develop a comprehensive understanding of the school/community context	Uses varied processes to develop a good understanding of school/community context	Uses some basic processes to develop a general understanding of the school/community context	Uses limited or no strategies to understand the school context
3. Responds to sensitive issues	Anticipates sensitive issues and uses proactive strategies to respond to and reduce impact on school community	Identifies a sensitive issues and works with the school staff to respond appropriately	Identifies a sensitive issues and responds appropriately	Limited or no response to a sensitive issues in the school community
4. Responds to relevant educational issues or trends	Works with the school community to identify relevant educational issues or trends and develops a multifaceted response	Works with the school staff to identify relevant educational issues or trends and responds appropriately	Identifies relevant educational issues or trends and responds appropriately	Limited or no response to current educational issues or trends
5. Responds to societal issues	Works with the school community to anticipate the impact of societal issues and takes appropriate proactive action	Works with the school staff to identify societal issues that may impact the school and responds appropriately	Responds appropriately to societal issues that impact the school community	Limited or no response to societal issues that impact school community