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Multidimensional Leadership Assessment and Evaluation

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School-Based Administrator Assessment and Evaluation

The St. James-Assiniboia School Division's Strategic Plan highlights the need to have an exceptional staff, a balanced divisional financial position and appropriate physical infrastructure that support/enhance students' educational experiences. To this end, the Division further recognizes the importance of providing feedback and encouragement to its school-based administrators in order that they have the opportunity to continuously improve their performance and therefore have a positive impact on the teaching and learning in our schools. According to Douglas B. Reeves (Assessing Educational Leaders, 2004), "...*the fundamental purpose of leadership evaluation is the improvement of teaching and learning through building of the knowledge and skills of current and prospective educational leaders.*" With this in mind, the following process is in place to support, assess and evaluate the educational leaders in St. James-Assiniboia School Division.

I Purpose

1. To assess the performance and educational leadership of the school-based administrator(s) as required by the St. James-Assiniboia School Division.
2. To ensure a high level of school-based administrator performance by promoting the concept of the instructional leader and continuous professional growth.
3. To provide timely feedback as a basis for individual career advancement
4. To promote self reflection and facilitate peer coaching experiences

II Criteria

1. The method of evaluation distinguishes the degree of competence according to a three point rating scale:

Proficient Consistently meets position requirements for school administration and demonstrates solid in-depth understanding in educational leadership

Progressing Consistently meets position requirements for school-based administration and shows growth in educational leadership.

Unsatisfactory Not meeting standards. Performance needs upgrading.

N/A Does not apply. Note: N/A may be used:

- If the component doesn't apply.

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- If the specific element/component does not apply to the administrator.
- If the evaluator cannot see and/or infer it or get feedback on the specific component.

If the evaluator determines the administrator to be exemplary/distinguished in any one area they will add additional comments to support their observations.

2. Leadership assessment and evaluation should be reciprocal and give the leader the opportunity to provide feedback to the organization. It needs to be truthful and objective, providing honest, accurate feedback, not conjecture. Finally, it should be proactive and rubric based allowing a leader to grow, develop and learn, guided by clear standards. The assessment and evaluation must be based on several of the following data sources.
 - a) General observations of the administrator.
 - b) The principal or senior administrator will review the rubrics to establish responsibilities for the principal or vice principal and through collaboration with the administrator determine which components/elements are applicable.
 - c) Conferences and discussions with the administrator, including a portfolio or collection of relevant artifacts that demonstrate effective practice.
 - d) Conferences and appropriate discussions with divisional and school-based staff members.
 - e) Review of annual school plans, school-based or divisional documents and files.
 - f) Reflection and self-evaluation of the administrator in relation to the rubrics with consideration of peer evaluation feedback.
 - g) Consideration of school-based staff survey.
 - h) Consideration of teachers and students' artifacts and data (formal and informal)
3. Evaluation is a matter of judgement. Judgement should arise from fact, conferencing and observation and opinion. Judgement is based on the entire evaluation period and not on isolated incidents. An individual administrator's job responsibilities must be kept in mind when forming a judgement.

III Procedures

1. A pre-conference shall be held with the administrator at the commencement of any formal evaluation process. The purposes of the pre-conference are:

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- a) To discuss purpose, components, criteria (rubrics) and the process used for school-based administrator assessment and evaluation in the St. James-Assiniboia School Division.
 - b) To discuss the observation times and duration of such times.
 - c) To have administrators reflect on their own strengths and weaknesses prior to evaluation commencing. (How will this process make me a better instructional leader? What are my goals for the year?)
2. Data for the purpose of school-based administrator evaluation shall be gathered in accordance with the criteria previously outlined.
 3. The school-based administrator shall receive appropriate feedback from the evaluator as an on-going process.*
 4. A post-conference shall be held with the administrator at the conclusion of any formal evaluation cycle. The purposes of the post conference are:
 - a) To discuss highlights of the observation period.
 - b) To take note of any special circumstances.
 - c) To review performance with particular reference to "Components of Evaluation."
 - d) To set a timeline for improvement and to outline a program of assistance, if required.

IV Cycle of Evaluation

1. Administrators will be evaluated in their first and second years as an administrator and generally every fifth year thereafter. When vice principals are promoted to principals, they will be evaluated in their first and second years as a principal. Annually, leadership goals and the reflection process (peer coaching) will take place.
2. The evaluator for principals shall be the Superintendent/CEO or designate. The evaluator for vice principals shall be the principal with assistance from the Superintendent/CEO or designate.
3. Experienced administrators in their evaluation year, who have a 50% of ratings of components at proficient, shall collaborate with their evaluator to select three or more components from each domain to be evaluated (i.e. a minimum of nine). This would not preclude the evaluator from deciding at the beginning of the evaluation year to include all domains and components.
4. The evaluation will be given an overall rating of either meeting or not meeting standards.

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5. Any administrator who is rated not meeting standards in any component will be re-evaluated the next year and an improvement plan will be in place.
6. The Superintendent/CEO may institute an evaluation of an experienced administrator outside of the regular five-year cycle. Should the principal decide to evaluate the vice-principal at any time outside the regular five-year cycle the principal must obtain approval from the Superintendent/CEO.

V Reports to the Superintendent/CEO

1. The written summative report shall be submitted to the Superintendent/CEO by April 30.
2. The administrator's signature implies that the administrator has read the report.
3. The administrator shall have five working days to attach written comments to the report.
4. The report is to be retained in the administrator's personnel file with a copy given to the administrator.

VI Appeal Procedures

1. If for any reason the administrator believes that a fair evaluation has not taken place, the administrator has the right to appeal the evaluation to the Superintendent/CEO.
2. The appeal procedure must be initiated by the administrator within fourteen (14) calendar days from the date of the final report. If the appeal is approved by the Superintendent/CEO, re-evaluation procedures shall be as follows:
3. A new evaluator(s) satisfactory to the administrator shall be appointed by the Superintendent/CEO from the current assistant superintendents in the Division.
4. A pre-conference shall be held between the new evaluator and the administrator, establishing the criteria to be used. A copy of these criteria shall be forwarded to the Superintendent/CEO and the previous evaluator.
5. Observation times shall be set.
6. A post-conference shall be held, with attendance of third parties if requested.
7. A written report, signed by the participants (with comments, if desired), shall be forwarded to the Superintendent/CEO with copies to the administrator and the previous evaluator.

VII Components of Evaluation

The evaluation process is designed to promote professional, transparent, reciprocal dialogue for improvement of practice.

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Administrator effectiveness is a reflection of how well something works or how successful a person is in performing a task or in achieving certain desired objectives and/or outcomes. In the context of the school, administrator effectiveness is usually seen in terms of how well the administrator's activity leads to desired outcomes. Effective administrator activity involves knowledgeable planning, an understanding of the curriculum, how to create an effective learning environment, skills in working as a leader of a professional team, and so on.

The three domains of administrator evaluation are:

1. Ethical Leadership
2. Instructional Leadership
3. Managerial Leadership

Each domain has a number of components for which rubrics have been developed.

Domain 1: Ethical Leadership

Components

- Appropriate Educational Programming for Inclusion
- Code of Conduct
- Collaborative Decision Making
- Constructively Manages and Implements Policy
- Induction of New Staff
- Managing Diversity
- Oral and Written Communication
- Professional Self-Control
- Recognition of Staff and Students
- Resilience
- Resolving Concerns
- School Procedures/Planning – MB Education
- School Procedures/Planning – School Division Policies
- Student Voice
- Values, Vision, and Mission

Domain 2: Instructional Leadership

Components

- Coaching / Formative Development
- Data Tracking Procedures for Continuous Student Improvement

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- Essential Learnings
- Facilitates School Wide PD Focus and Application of Learning
- Individual Professional Growth Plans
- Learning Communities
- Personal Professional Development Plan
- Personal Understanding of Education Research Trends
- School and the Community
- Student Services, ESS and Other Agencies
- Teacher Candidates
- Teachers
- Visibility and Accessibility

Domain #3: Managerial Leadership

Components

- Budgets
- Building Leadership Capacity
- CUPE Staff
- Inventory
- MANTE Staff
- Parent Survey
- Physical Plant and Property
- Safety Routines
- School Accounts
- Substitutes
- Time Management
- Timetabling

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Domain 1: Ethical Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Appropriate Educational Programming for Inclusion	Fails to put a system in place to address transition of new and existing students.	Ensures the establishment of an effective transition process.	A comprehensive plan that includes the intake and programming of students transferring to and from a school is followed in a thorough and timely manner.
Code of Conduct	Fails to ensure that discipline policies and procedures are implemented. A positive school-wide discipline plan is not in place. The establishment of classroom routines is not encouraged.	Ensures that discipline policies and procedures are implemented. A positive school-wide discipline plan is in place. Encourages teachers to establish classroom procedures and routines that lead to appropriate student behaviour.	Ensures that discipline policies and procedures are implemented and a positive school-wide discipline plan including Restitution, progressive/alternative and appropriate discipline is implemented.
Collaborative Decision Making	The administrator acts autonomously and shares process with others only when requested.	The administrator participates in shared decision-making and collects information from staff, community and educational	The administrator utilizes appropriate processes and involves educational partners in specific problem-solving situations. The administrator effectively leads

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Domain 1: Ethical Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
		partners.	the school community in the implementation of decisions.
Constructively Manages and Implements Policy	Ignores or subverts executive direction and / or policy.	Accepts and implements executive direction and / or policy with minimal engagement.	Accepts and implements executive direction and / or policy. Is able to voice opinion and advocate for a point of view at the appropriate time and place, in disagreements with policy and leadership decisions based on the best interests of the organization. Once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions.
Induction of New Staff	Fails to plan appropriately for the induction of new staff.	Assigns appropriate mentors to new staff members and implements an induction program/process within the school.	In consultation with staff, assigns mentors to new staff members, facilitates an induction program, and involves resources from

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Domain 1: Ethical Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
			outside of the school as appropriate. Encourage new staff members to become involved in school activities and culture.
Managing Diversity	Suppresses other points of view and discourages disagreement or divergent thinking.	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the strategic plan.	Actively seeks differences in perspective, encouraging different scenarios within the context of the strategic plan. Facilitates a transition to convergent thinking to support organizational goals.
Oral and Written Communication	Presents ideas, which are unclear and often inappropriate. Oral and written language is vague and confusing.	Presents ideas in a timely, open, and clear manner. Written reports are clear, concise, legible and grammatically correct and appropriate for the intended audience.	Oral and written communication is transparent, ethical and reflects the vision, mission and value of the Division.
Professional Self-	Conversations on any sensitive	Can deal with sensitive subjects	Possesses self-control, even in the

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Domain 1: Ethical Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Control	topic are brief, reactive or non-existent. A climate exists in which people are reluctant to raise sensitive issues.	and personal attacks with dignity and self-control. Defuses confrontational situations with empathy, and respect.	most difficult and confrontational situations, and also provides assistance and coaching to colleagues in areas of empathy, and respect.
Recognition of Staff and Students	Process for systematic recognition is not evident in the operation of the school.	Process for systematic recognition of staff and students (celebration of learning, student recognition assemblies) is evident in the operation of the school.	Recognizes the ideas and achievements of staff and students as a matter of practice in the operation of the school and within the division.
Resilience	Defensive and resistant to the acknowledgment of error and / or set-backs. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes.	Acknowledges personal and organizational errors and / or set-backs when confronted with evidence. Able to reflect on and learn from evidence of mistakes when offered by others.	Readily acknowledges personal and organization errors and / or set-backs. Reflects honestly and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting of feedback.

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**REGULATION:
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Domain 1: Ethical Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Resolving Concerns	Fails to exhibit good judgment in resolving concerns.	Judgments are defensible, diplomatically expressed and consistently in agreement with the policies and procedures and the collective agreements of the division.	Judgments take into consideration political implications and adhere to professional ethics. The administrator uses discretion when applying the code of conduct.
School Procedures/Planning – MB Education	Fails to demonstrate an awareness of Manitoba Education requirements/ priorities nor reflect these in the goals of the school or the daily operations.	Demonstrates an awareness of Manitoba Education requirements/priorities and incorporates these into school planning and procedures along with the Division Strategic Plan.	Knowledge of Manitoba Education requirements/ priorities is reflected in the development of school-based goals and priorities and are incorporated with the division strategic plan and reflected in the daily operation of the school.
School Procedures/Planning – School Division Policies	Fails to demonstrate an awareness of divisional procedures and policies and does not act when these impact on the	Is knowledgeable of divisional procedures and policies as they impact on the operation of the school.	Integrates school division policies and procedures into the daily operation of the school and this is reflected in the development of school-based procedures and

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REGULATION:**GCNB-R****Domain 1: Ethical Leadership**

Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
	daily operation of the school.		processes for the effective management of the school. The administrator takes a lead role in redeveloping / reviewing and sharing of school division policies and procedures.
Student Voice	Fails to ensure the establishment of an effective student voice and leadership program.	Ensures the establishment of an effective student voice and leadership program with involvement in school and community activities.	Maintains a culture that empowers student voice and leadership in appropriate school decision-making and planning activities.
Values Vision, and Mission	Fails to guide the development of shared values, vision, mission, and goals.	Guides the development of shared values, vision, mission, and goals.	Ensures there is clear and consistent alignment between the moral principles (purpose) of education and the school values, vision, mission and goals. Guides the implementation of shared values and vision.

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Domain 2: Instructional Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Coaching / Formative Development	Fails to be actively involved in efforts to improve staff performance. Feedback is unspecific.	Works with staff (classroom visitations, etc) in identifying areas that would improve and enhance their performance.	Works with staff to implement, organize and facilitate activities that will improve and enhance performance. Feedback is balanced, authentic, constructive and directly linked to individual, school and division goals.
Data Tracking Procedures for Continuous Student Improvement (Behaviour, achievement, report card, suspension, etc.)	Fails to ensure there is a system in place to accurately track and analyze data.	Ensures there is a system in place to accurately track and analyze data. Develops school plans using the data with minimal consultation among school personnel.	Analyses the data and formulates innovative plans for improvement as necessary. Encourages consultation with staff and educational partners in the development of school plans using the data.
Essential Learnings	Fails to lead the staff in the	Encourages the staff to adopt	Leads the staff in the adoption of

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Domain 2: Instructional Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
	planning for student growth, progress and achievement.	student growth, progress and achievement plans consistent with divisional student outcomes and provincial curriculum.	student growth, progress and achievement and the implementation of curricula, instructional methods, and assessment practices consistent with divisional student outcomes and provincial curriculum.
Facilitates School Wide PD Focus and Application of Learning	Little or no evidence of coherent school wide PD plan related to improving student learning for school staff is in place. Fails to encourage individual professional growth plans are in place for all staff.	PD opportunities for all staff are provided and are somewhat related to school/division planning. There are some examples of PD that is directly linked to the school/division planning. Through staff conferencing an awareness of all staff PD needs is evident.	A coherent school wide PD plan is in place for all staff that is directly linked to the school/division planning. Evidence of annual reflection on previous school/division PD as well as a process for review is in place. All PD is focused on improving student learning and clear evidence is frequently gathered, shared with staff and implemented. Actively encourages and supports

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**REGULATION:
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Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
			staff PD that is linked to planning.
Individual Professional Growth Plans	Fails to follow the procedures outlined in the Supervision for Growth model with respect to individual Professional Growth Plans.	Follows the procedures outlined in the Supervision for Growth model with respect to individual Professional Growth Plans.	Works with staff to implement, organize and facilitate activities that will improve and enhance performance outlined in the Professional Growth Plans. The performance of the school and individual staff reflect the instructional leader's continual positive reinforcement, regular review and consistent communication.
Learning Communities	Fails to identify procedures for the sharing of knowledge among teachers from different grades and subjects. Demonstrates limited knowledge of new developments.	Supports and articulates shared knowledge among teachers from different grades and subjects as to the overall objectives of instruction. Is knowledgeable of new developments.	Facilitates the sharing of knowledge among teachers and subject area specialists (PIA, POD leaders and DH) through timetabling and other initiatives. Encourages and provides the

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Domain 2: Instructional Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
			teachers the opportunity to share a variety of instructional strategies.
Personal Professional Development Plan	Little or no personal engagement in the school/division's professional development plans, including learning communities. Personal professional development not linked to Division's strategic planning.	Actively participates in and promotes school/division professional development and school learning communities.	Actively leads/facilitates as well as promotes school/division professional development, school learning communities, and provides direct links for staff between educational trends and the Division's strategic planning.
Personal Understanding of Educational Research Trends	Little or no evidence of personal learning and current research with application to school/division planning.	Some evidence of professional reading and current research with application to school/division planning including digital learning initiatives.	Consistent and coherent application of professional reading and research through teaching of trends to school personnel with systematic application to school/division planning including digital learning initiatives.

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Domain 2: Instructional Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
School and Community	Fails to ensure that procedures are in place to provide parents with information on education and community related matters.	Ensures that procedures are in place to provide parents with information on education and community related matters.	Demonstrates appropriate leadership and ensures that parents and community are provided with information in a timely manner concerning education and/or areas related to the divisional strategic plan.
Student Services, ESS and Other Agencies	Fails to have a plan for the effective use of Student Services supports (guidance, resource, ESS, other agencies, etc.).	Is proactive in planning with the Student Services team. All components of the service delivery plan and outcomes are well documented and classroom teachers and parents are involved. RTI Model is evident.	Addresses student and family conditions affecting learning by integrating school, health, social, and other services in the development and implementation of a continuum of appropriate educational plans to meet the needs of all students.
Teacher Candidates	Fails to create the conditions necessary for teacher candidates and cooperating teachers to work	Ensures the conditions necessary for teacher candidates and cooperating teachers to work	Ensures that teacher candidates are assigned to strong instructional teacher leaders within the staff and

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Domain 2: Instructional Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
	together effectively.	together effectively exists.	that the cooperating teacher and teacher candidate are working effectively. Provides necessary feedback and supports.
Teachers	Has limited knowledge and application of basic formative and summative evaluation procedures.	Implements basic formative and summative evaluation procedures as mandated by the board.	Integrates a variety of supervisory practices including instructional classroom walk-throughs, professional conferencing, and examination of data which are directly linked to individual, school and division goals.
Visibility and Accessibility	Fails to maintain a highly visible profile in the school community and is not easily accessible.	Is open and accessible to parents, staff, students, and the community. Is engaged in the daily operation of the school and is involved in school events and functions.	Actively supports school events/functions. Is open to discussion and consultation and positively represents the school in building relationships with parents, parent groups, and business partners. Partnerships are

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Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
			established which are mutually beneficial to all involved.

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Domain 3: Managerial Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Budgets	Fails to monitor and meet the basic operating needs of the school within the established budget guidelines as set out by board policy.	Monitors and meets the basic operating needs of the school and seeks input from the budget committee in setting budget priorities.	In conjunction with the budget committee sets priorities that meet the needs of the various programs in the school. The budgets are monitored and adjusted as required. Provides input on the divisional budget initiatives.
Building Leadership Capacity	Asks staff if they would like to become school leaders. More effort is needed in providing leadership opportunities to foster and encourage potential leaders.	Encourages staff participation in leadership roles which support the school and division planning. Time is put into working with these upcoming leaders to better prepare them for their leadership role.	Promotes leadership capacity in the entire staff. Has taken a lead role in identifying school and potential division leaders. Works with individual staff members to provide leadership opportunities in various ways and informs the division of potential administrative candidates.
CUPE Staff (In collaboration with Maintenance and Technology)	Has limited knowledge and application of basic evaluation procedures for support staff.	In conjunction with appropriate personnel, implements summative and formative evaluation procedures according to policy.	Implements summative and formative evaluation procedures and encourages the support staff to participate in professional development activities and to

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Domain 3: Managerial Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Departments)			share ideas for improving their job functions with colleagues.
Inventory	Fails to maintain a school inventory and does not have appropriate procedures in place to replenish supplies.	Maintains a school inventory and has established appropriate procedures in place to replenish supplies.	Maintains a school inventory with a current listing of all equipment, tools, books, furniture and materials. A system is in place to monitor the use of supplies and to reorder when necessary.
MANTE Staff	Has limited knowledge and application of basic evaluation procedures for support staff.	Implements summative and formative evaluation procedures in consultation with professional staff according to policy.	Implements summative and formative evaluation procedures in consultation with professional staff and encourages the support staff to participate in professional development activities and to share ideas for improving their job functions with colleagues.
Parent Survey	Fails to conduct the parent survey every second year.	The parent survey is conducted every second year and results are analyzed.	Analyzes the results, works with staff to develop action plans and shares the results with the community.

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Domain 3: Managerial Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
Physical Plant and Property	Has few processes in place to ensure that the physical plant and property are maintained appropriately.	Has developed and implemented a system with staff and students whereby the physical plant and property are well maintained. Regular input is formally requested from staff to ensure the optimum use of facilities.	A collaborative system has been implemented that ensures the optimum use of physical plant and property for the benefit of the stakeholders and an ongoing system of preventative maintenance is in place.
Safety Routines	Fails to establish a routine on a weekly or daily basis where conditions are checked and deficiencies addressed.	Has established a routine on a weekly or daily basis where conditions are checked and deficiencies addressed.	Has established a regular routine with the custodial and school staff where continuous monitoring of the safety, cleanliness and good repair takes place and the condition of the building and grounds is above average in appearance in these categories.
School Accounts	Has established few procedures to ensure the accountability of all school accounts. Audits of school accounts indicate many problems with the procedures in place at the school level.	Has established practices in place to ensure the accountability of school accounts. Audits indicate there are only minor adjustments to be made and a process for improvement has been	Has established a regular system of checks and balances related to all school accounts. Audits have only minor recommendations for improvement and a process for improvement has been established. Audits of all school

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Domain 3: Managerial Leadership			
Components	Level of Performance		
	Not Meeting Standards	Progressing	Proficient
		established.	accounts are consistently of high standard.
Substitutes	Fails to ensure there is a system in place to manage and monitor substitutes in the building.	Ensures there is a system in place to manage and monitor substitutes in the building.	Has a comprehensive system in place. (Substitute's folder with back up plans, buddies for substitutes, etc). Provides support and allows for feedback.
Time Management	Fails to respect deadlines and/or does not provide appropriate information about his/her school.	Respects and responds to deadlines and provides appropriate information about his/her school when requested.	Respects and responds appropriately to requests within deadlines, provides timely information, anticipates and initiates discussions with appropriate individuals concerning his/her school.
Timetabling	Fails to design an effective timetable.	Designs a timetable that meets the needs of the students and staff. Input from staff, student and parents may be considered in the development of the timetable.	Ensures a collaborative process is in place that includes appropriate input in developing an effective timetable that meets the needs of the school community.

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