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MEDICINE HAT PUBLIC BOARD OF EDUCATION OPERATES AS MEDICINE HAT PUBLIC SCHOOL DIVISION,
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SECTION 500 – Personnel and Employee Relations

ADMINISTRATIVE PROCEDURE - EXHIBIT: ADMINISTRATOR EFFECTIVE PRACTICE FRAMEWORK

EXHIBIT CODE:	*512 E 001*
Policy Reference: 512 – Administrator Growth, Supervision and Evaluation	

EXHIBIT

See below for the Administrator Effective Practice Framework.

REFERENCES

Quality Learning Environment (QLE) Model

Approved: June 1, 2004
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ADMINISTRATOR EFFECTIVE PRACTICE FRAMEWORK

Dimension 1: Fostering Effective Relationships

Provincial Summary:

On the basis of appropriate values and ethical foundations, the principal builds trust and fosters positive working relationships within the school community, which includes students, teachers, other staff, parents, the school council and others who have an interest in the school.

MHPSD Descriptors:

The principal

1. Acts with fairness, dignity and integrity;
2. Demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect;
3. Promotes an inclusive school culture that respects and honours diversity;
4. Demonstrates responsibility for all students and acts in their best interests;
5. Models and promotes open, inclusive dialogue;
6. Supports processes that improve relationships and deal with conflict within the school community; and
7. Adheres to the ATA's Code of Professional Conduct.

Reflective Questions:

1. What is your assessment of the current working relationships in the school community?
2. What programs/strategies are in place to build trust and support positive working relationships?
3. How effective are these programs and strategies? What is the Principal/Vice Principal's role?
4. What resources or skills may be needed?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Builds awareness by engaging with staff, students and parents outside the administration office. • Participates in curricular and extracurricular school events. • Works with other schools and student services to facilitate student transitions. • Is available to talk with and support the school community. • Fosters professional relationships. • Handles discipline matters with fairness, dignity and integrity. • Supports parent/ family/community events. • Engages the school council as an advisory body. • Recognizes the positive contributions of students, staff and volunteers. • Applies Healthy Interactions. • Responds to diversity at the level of both the individual student and the school community.	• Is aware of external resources for students with diverse learning needs and provides time to build a support team for such students. • With respect to the Standards for Special Education and Inclusive Learning, recognizes that the principal has a role to play in such matters as talking to parents and handling appeals. • Maintains effective working relationships with wraparound service providers. • Values parents as contributing members of the child's learning team. • Ensures that the school culture is inclusive and, as such, helps every student to integrate meaningfully into the regular learning environment. • Ensures that students with diverse learning needs feel accepted and valued by the school community.	• Uses technology to communicate effectively with staff, parents and the wider community. • Uses technology to facilitate collaborative communication with staff, parents and the wider community. • Uses technology to facilitate collaborative communication with colleagues both within and outside MHPSD.	• Communicates and promotes the goals of MHPSD, CPC's and the support of Learning Coaches as valuable elements of professional development. • Facilitates and fosters trusting relationships with Central Office, coaches and staff.

Dimension 2: Embodying Visionary Leadership

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection;
2. Provides leadership in keeping with the school authority's vision and mission;
3. Meaningfully engages the school community in identifying and addressing areas in which the school can improve;
4. Ensures that planning, decision-making and the implementation of strategies are based on a shared vision and understanding of the school culture that takes into account the current and future needs of the school community; and
5. Communicates and celebrates school accomplishments in a way that inspires continuous growth.

Reflective Questions:

1. As the educational leader, what is your vision and goals for the school? (short/medium/long term)
2. What is your assessment of the school's current shared values, vision, mission and goals?
3. How are the school values, vision, mission and goals communicated and applied in the school community? How are they evaluated?
4. What resources or skills may be needed?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Applies best practices and current research. • Ensures that the school's programs, initiatives and processes reflect the school's shared vision. • Expects staff to be able to articulate MHPSD's and the principal's educational values. • Maintains a meaningful mission/vision/value statement that fits within MHPSD's overall vision. • Refers to the mission, vision and values when talking to students, staff and parents; publishing newsletters; organizing assemblies; and making school decisions. • Incorporates the school vision into such events as Welcome Back, Education Week, Parent Orientation Night and the Volunteer Tea. • Celebrates and shares school/ student/staff successes through such means as the website, social media (e.g. Twitter, Facebook, Instagram) school signs, the media, progress reports, classroom and school newsletters, and student conferences. • Solicits and analyzes feedback from the school community. • Promotes health and wellness.	• Aligns the school's vision and values with the broader Division vision and ensures that they result in such practices as student-focused learning, the creation of a culture of inclusiveness in which each student feels valued, and the development of responsive and flexible instructional practices. • Demonstrates an inclusive attitude. • applies the principles contained in MHPSD's Quality Learning Environment model (tbd) in developing the school's vision, mission and goals.	• Collaborates with the school community to develop a shared vision of technology that aligns with MHPSD's vision and belief statements about technology. • Ensures that technology goals are incorporated into the school's broader goals. • Regularly articulates to students, staff and parents a vision of how technology is to be used and how digital citizenship is fostered. • Expects that students, staff and parents can describe the school's vision of how technology can be used meaningfully to support learning.	• Supports the shared vision of professional development within the Division. • Collaboratively develops a school plan that aligns with the Division's vision. • Develops strategies to effectively implement the Quality Learning Environment model (tbd) and professional development within the school.

Dimension 3: Leading a Learning Community

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Develops and communicates a culture of learning;
2. Supports and models collaborative practice;
3. Promotes and models a culture of learning;
4. Fosters a culture of high expectations; and
5. Encourages parents to become meaningfully involved in their child's learning and development.

Reflective Questions:

1. What is your assessment of the current culture of learning in the school community?
2. What programs and strategies are in place to develop and promote a culture of learning in the school?
3. How is the current culture of learning impacting the school?
4. How will you build on strengths and improve the areas in need?
5. What resources or skills may be needed?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Engages in collaboration, professional development and professional reading. • Engages in dialogue with teachers regarding professional growth plans and long-range plans according to the MHPSD timeline. • Models best practices with respect to pedagogy, technology, collaboration and assessment. • Promotes professional development at the Division level. • Ensures that time and resources are available for professional development. • Plans and facilitates collaborative school professional development opportunities. • Shares current research with staff and administration team. • Conducts teacher and school supervision. • Integrates Division supports with school professional development. • Encourages parents to participate in learning activities. • Reviews such student assessments as report cards, ISPs, transition plans, and standardized and diagnostic tests and employs the data in planning. • Celebrates students' successes with respect to academics, athletics, behavior, effort and development as citizens. • Creates opportunities for student work to be displayed.	• Supports professional development that facilitates inclusive educational practices and programming for students with diverse learning needs. • Fosters a school culture of high expectations for every learner, including those with diverse learning needs. • Encourages parents to become involved in their children's learning and development as specified in the Standards for Special Education.	• Ensures that the technology available to students is appropriate and fosters higher-order thinking skills. • Uses technology in his or her work routinely, effectively and intentionally. • Incorporates technology into his or her teaching to enhance and support learning. • Fosters the development of skills for the use of technology in knowledge construction in the classes she/he teaches. • Facilitates and participates in school-based technology professional learning communities. • Allocates time and resources and provides supervision to ensure that all staff learn to use technology effectively.	• Uses a variety of communication strategies in professional development. • Supports professional development opportunities for staff. • Understands the goals and the rationale for MHPSD's Quality Learning Environment model (tbd).

Dimension 4: Providing Instructional Leadership

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Demonstrates a sound understanding of current pedagogy and curriculum;
2. Understands, models and supports all aspects of MHPSD's Quality Learning Environment model;
3. Ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced;
4. Implements effective supervision and evaluation to ensure that all teachers consistently meet the Alberta Teaching Quality Standard;
5. Ensures that students have access to appropriate programming and pedagogy based on their diverse learning needs;
6. Recognizes the potential of new and emerging technologies and ensures that they are used to support teaching and learning; and
7. Ensures that teachers and other staff communicate and collaborate with parents and community agencies, as appropriate, to support and enhance student learning.

Reflective Questions:

1. What is your assessment of the quality of teaching and of the learning opportunities available to all students in the school?
2. What programs and strategies are in place to support high-quality teaching and learning for all students? What is the Principal/Vice Principal's role in each of these strategies?
3. How effective are each of these programs and strategies in enhancing pedagogical practices and improving student learning?
4. What resources or skills may be needed?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Collaborates to develop school policy on student assessment and evaluation practices. • Ensures that teachers have access to and are accountable to the Teaching Quality Standard (TQS) by reviewing professional growth plans, discussing KSA's, where appropriate, at staff meeting and ensuring that vice principals adhere to the TQS in supervising teachers. • Establishes a schedule at the beginning of the term for supervising teachers and evaluating them when necessary. • Regularly communicates expectations with respect to curriculum and pedagogy, employing the Quality Learning Environment (QLE) model as a guide to best practices and common vocabulary. • Facilitates communication between home and school through a variety of strategies. • Is knowledgeable about instruction related to numeracy, literacy and early childhood development. • Collaborates with school counselors and student services regarding transitions and career opportunities. • Ensures that information is available about scholarships, postsecondary programs and work transitions. • Facilitates the application of various levels of intervention. • Develops policy to support student-centered use of technology	• Expects such evidenced-based practices as differentiated instruction, appropriate assistive technologies and reading-intervention programs to be used to help students with diverse learning needs. • Ensures that teachers understand diverse learning needs and appropriate curriculum outcomes (as described in sections 2e and 3d of the TQS). • Facilitates transition planning and appropriate response to intervention. • Uses multiple measures to determine the effectiveness of special needs programming.	• Acts as a resource for teachers in using technology effectively. • Regularly communicates expectations about the effective use of technology during class visits and informal discussions with staff and students. • Provides supervision on the effective use of technology. • Regularly uses multiple measures to assess the effect of technology on student learning (including the fostering of higher-order thinking skills). • Provides collaborative, alternative educational programming to meet the needs of students.	• Helps teachers achieve PD goals. • Uses multiple measures to monitor the effectiveness of PD. • Facilitates the collection of data with respect professional development and its impact on student achievement.

Dimension 5: Developing and Facilitating Leadership

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Demonstrates informed decision making by engaging in open dialogue and considering multiple perspectives;
2. Promotes team building and shared leadership among members of the school community;
3. Uses collaborative and consultative decision-making strategies to involve the school community, where appropriate, in the operation of the school; and
4. Identifies and mentor teachers to undertake educational leadership roles in the future.

Reflective Questions:

1. What is your assessment of leadership capacity* within the school community?
2. What programs and strategies are in place to promote and develop leadership capacity within the school community? How is the Principal/Vice Principal is directly engaged with each program and strategy?
3. How effective are these programs and strategies for stakeholders in the school community?
4. What resources or skills may be needed?

   *Leadership capacity means the broad-based skillful participation of members of the school community in the work of leadership.

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Facilitates mentoring of new teachers. • Supports the jurisdiction mentorship program. • Where possible, ensures new and seasoned teachers are assigned "reasonable" teaching loads (variety, student need, etc.) • Provides support (PD, resources, familiarity with school routines), guidance and ongoing feedback to new teachers. • Provides leadership opportunities and support to staff and students. • Promotes team building by organizing staff functions and planning theme days. • Encourages staff and provides opportunities to share skills, talents and resources. • Assists and supports the school council chair. • Promotes the school council and parent volunteers. • Schedules time for collaboration (such as common prep/PLC time). • Solicits opinions and suggestions for continuous quality improvement. • Is aware of staff workload and plans accordingly.	• Defines, identifies, supervises and supports the work of the school-linked team. • Encourages staff to access, as appropriate, the services and supports of the school-linked team and of the Division. • Uses the wraparound services available to schools. • Facilitates the work of the Division student services team (i.e., the directors, consultants and learning coach).	• Fosters a culture of responsible risk-taking that is aligned with the technology vision. • Supports staff in developing technology leadership. • Uses technology to facilitate communication and encourage distributed leadership. • Communicates the school technology vision to the school council.	• Defines, identifies and supervises lead teachers in the school. • Facilitates and supports the work of learning coaches in performing their roles in the school.

Dimension 6: Managing School Operations and Resources

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need;
2. Ensures that school operations align with legal frameworks (such as provincial legislation, regulations and policies) as well as with school authority policy, directives and initiatives; and
3. Uses principles of teaching, learning and student development to guide management decisions and the organization of learning.

Reflective Questions:

1. What is your assessment of the current allocation of resources? What is the process for, and frequency of, assessing school operations and resources?
2. What programs and strategies are in place to ensure a safe, caring and effective learning environment?
3. How effective are these programs and strategies for the learning environment?
4. What resources or skills may be needed?
5. How will you build off the strengths and improve the areas of need?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Develops and implements policies on student conduct and school climate that reflect a systemic approach to issues. • Coordinates crisis response drills and safety inspections. • Monitors student behaviour. • Allocates resources (human and financial) that reflect school needs. • Allocates staffing to best meet student and school needs. • Demonstrates environmental consciousness by recycling and managing resources. • Ensures that staff and students comply with copyright and POPA requirements.	• Collaborates with the Division Student Services Team to ensure that the school is resourced and able to support and respond to the needs of students in an inclusive way. • Accesses and manages targeted funds and resources for special education. • Ensures that school programs align with the provincial education framework. • Accesses Division resources and makes referrals through frequent, open communication. • Ensures outside agencies are welcomed and supported in the school.	• Ensures that access to available resources is efficient and equitable. • Oversees technology-based operational systems for tracking and accounting such as PowerSchool and SRB (Atrieve). • Collaborates with and addresses issues related to the privacy, security and online safety of staff and students.	• Allocates time and resources for school-based professional development. • Uses a variety of strategies to provide time for embedded professional development, including, but not limited to, staff meetings, PLT, embedded collaboration time and school PD days.

Dimension 7: Understanding and Responding to the Larger Societal Context

Provincial Summary:

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

MHPSD Descriptors:

The principal

1. Advocates for the needs and interests of children and youth;
2. Demonstrates a knowledge of local, provincial, national, and global issues and trends related to education;
3. Assesses and responds to the unique and diverse community needs in the context of the school's vision and mission; and
4. Advocates for the community's support of the school and public education.

Reflective Questions:

1. What are the needs and interests of the children and youth in the school community?
2. What advocacy strategies have been used?
3. What role has the Principal/Vice Principal taken to build tangible outcomes for these strategies?
4. How effective are these strategies?
5. What resources or skills may be needed?

Sample Quality Indicators

School Administration	Student Services	Technology	PD
• Is aware of trends and developments in education that could facilitate purposeful change and innovation. • Implements a comprehensive school health model that includes wraparound services. • Liaises with community resources and other schools in the area. • Seeks opportunities for the school to participate in community, provincial and global initiatives. • Is sensitive to the socio-economic conditions of the community in planning and implementing such school initiatives as lunch programs, ELP and fieldtrips. • Supports the community by participating in joint-use agreements, food bank drives and so by undertaking student displays in the community. • Promotes the school and public education in the community.	• Is knowledgeable about the provincial initiatives for implementing services to students with disabilities and diverse needs. • Is committed to addressing the diverse learning needs of students in the local school community in a way that is consistent with MHPSD's vision and mission. • Is familiar with the ECS and outreach opportunities and programs for children with diverse learning needs. • Is familiar with the evolving post-school workforce and societal opportunities for students with diverse learning needs.	• Facilitates purposeful change and innovation based on current trends and developments in education technology. • Educates staff and students about the ever-changing social, legal and ethical implications of using technology. • Ensures that students and staff use technology safely and appropriately.	• Advocates for professional development and Inclusive Learning Coaches in the school and the community. • Identifies specific school needs and supports professional development opportunities to address those needs.