



**PARK WEST SCHOOL DIVISION**

**A Framework for Principal Evaluation and Growth**

## Acknowledgments

Park West School Division gratefully acknowledges the contributions of the following individuals in the development of the Framework for Principal Evaluation.

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<b>DOMAIN 1: Planning and Preparation</b>	<b>DOMAIN 2: The School Environment</b>
<p><b>Component 1a:</b> Provides leadership in planning for school improvement</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Creates a shared vision to guide and define decisions</li> <li>▪ Develops an effective school plan</li> <li>▪ Implements effective school plans which enhance student learning</li> </ul> <p><b>Component 1b:</b> Coordinates human resources</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Develops and implements effective schedules, timetables, and routines</li> <li>▪ Schedules personnel to support student needs</li> <li>▪ Supports and coordinates substitute staff</li> <li>▪ Manages volunteers</li> <li>▪ Fosters interagency cooperation</li> </ul> <p><b>Component 1c:</b> School management</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Administers school budget in accordance with Divisional policy</li> <li>▪ Establishes and maintains an adequate system for dispersal of resources</li> <li>▪ Organizes and allocates physical space</li> <li>▪ Ensures that school buildings and grounds are maintained and improved</li> <li>▪ Implements required policies, regulations, and procedures</li> </ul>	<p><b>Component 2a:</b> Creates and sustains a safe, nurturing and caring environment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Maintains a visible and active presence within the school community</li> <li>▪ Fosters positive staff morale</li> <li>▪ Anticipates and resolves conflict</li> <li>▪ Implements appropriate safety protocol</li> </ul> <p><b>Component 2b:</b> Establishes a culture for student learning</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Fosters high expectations for continuous learning and achievement</li> <li>▪ Creates a climate that recognizes and acknowledges accomplishment</li> <li>▪ Ensures that discipline policies and procedures are implemented</li> </ul> <p><b>Component 2c:</b> Promotes an inclusive school environment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated</li> <li>▪ Ensures individual education plans for students are developed, monitored, and supervised</li> <li>▪ Ensures appropriate access to co curricular and extra curricular programs</li> </ul>

<b>DOMAIN 3: Instructional Leadership</b>	<b>DOMAIN 4: Professional responsibilities</b>
<p><b>Component 3a:</b> Supports quality of teaching</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures quality in teaching</li> <li>▪ Ensures ongoing improvement in teaching</li> <li>▪ Ensures the use of differentiation in teaching methodologies</li> <li>▪ Supervises and evaluates support staff</li> <li>▪ Supports new staff</li> <li>▪ Provides leadership opportunities for staff, students, and parents</li> <li>▪ Creates a professional learning community based on mutual respect and trust</li> </ul> <p><b>Component 3b:</b> Supervises curriculum and programs</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures implementation and integration of curriculum strategies and resources</li> <li>▪ Ensures coordination of curriculum</li> <li>▪ Evaluates program suitability and effectiveness</li> </ul> <p><b>Component 3c:</b> Provides leadership in assessment</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Ensures implementation of appropriate assessment and grading practices</li> <li>▪ Uses assessment data to improve student achievement</li> <li>▪ Ensures student involvement in assessment, reporting, and conferencing</li> </ul>	<p><b>Component 4a:</b> Growing and developing professionally</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Contributes to the profession</li> <li>▪ Reflects on practice and plans for personal professional development</li> <li>▪ Enhancement of knowledge and skills</li> <li>▪ Uses effective time-management strategies</li> </ul> <p><b>Component 4b:</b> Engaging the school community</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Communicates effectively</li> <li>▪ Uses public relations to promote the school in the community</li> <li>▪ Educates and informs parents</li> <li>▪ Creates a culture of school accessibility</li> <li>▪ Establishes partnerships to strengthen support for school</li> <li>▪ Develops and maintains relationships with students and staff</li> </ul> <p><b>Component 4c:</b> Demonstrates an adherence to a personal and professional code of ethics</p> <p><i>Elements:</i></p> <ul style="list-style-type: none"> <li>▪ Accepts responsibility for school success</li> <li>▪ Demonstrates ethical or trustworthy behaviour</li> <li>▪ Treats people fairly, equitably, and with dignity and respect</li> <li>▪ Advocates for school community</li> <li>▪ Protects privacy rights and confidentiality in all matters</li> <li>▪ Demonstrates flexibility and responsiveness</li> </ul>

## DOMAIN 1: Planning and Preparation

**Component 1a:** Provides leadership in planning for school improvement

**Elements:**

- Creates a shared vision to guide and define decisions
- Develops an effective school plan
- Implements effective school plans which enhance student learning

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Creates a shared vision to guide and define decisions	Administrator does not create a shared vision or use the vision to guide or define decisions.	Administrator has a vision but does not articulate it to stakeholders or use it to guide and define decisions	Administrator involves staff to develop a vision to guide and define decisions.	Administrator collaborates with all stakeholders to develop and implement a shared vision to guide and define decisions.
Develops an effective school plan	Administrator fails to develop a school plan that meets the established criteria.	Administrator develops school plans to meet school needs with minimum consultation among school personnel.	Administrator collaborates with stakeholders to develop school plans.	Administrator encourages collaboration, team building, risk-taking and innovation in the development of school plans.
Implements effective school plans which enhance student learning	Administrator does not implement school plan effectively.	Administrator implements a school plan, which has limited impact on student learning.	Administrator collaborates with the school planning team to monitor, review, and revise the school plan.	Administrator works with all stakeholders to implement a school plan, which reflects the schools vision and is connected to long-term outcomes and school and Divisional priorities.

Comment [r1]:

## DOMAIN 1: Planning and Preparation

### Component 1b: Coordinates human resources

**Elements:**

- Develops and implements effective schedules, timetables, and routines
- Schedules personnel to support student needs
- Supports and coordinates substitute staff
- Manages volunteers
- Fosters interagency cooperation

### Level of Performance

<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Develops and implements effective schedules, timetables, and routines.	Administrator fails to develop effective schedules, timetables, and routines.	Administrator develops and implements schedules, timetables, and routines with limited effectiveness.	Administrator develops and implements schedules, timetables, and routines effectively.	Administrator implements a collaborative and creative process to develop and implement effective and innovative schedules, timetables, and routines.
Schedules personnel to support student needs	Administrator inadequately schedules personnel to support student needs.	Administrator schedules personnel to support student needs on a limited basis.	Administrator uses a collaborative process to schedule personnel to support student needs.	Administrator develops schedule for personnel, which meets the needs of all students in an inclusive environment.
Supports and coordinates substitute staff	Administrator does not support or coordinate substitute staff.	Administrator ensures there is a system in place to manage substitutes in the building.	Administrator implements comprehensive system to support and coordinate substitutes (substitute folders, mentors, etc.)	Administrator creates a culture in which substitutes are valued, recognized, and contributing members of the school community.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Manages volunteers	Administrator fails to encourage the use of volunteers to enhance programs and activities.	Administrator ensures that volunteers have opportunities within the school.	Administrator works collaboratively with the school team to promote the use of volunteers and uses the volunteers effectively.	Administrator recruits volunteers to support student needs and empowers these volunteers to involve themselves in a wide variety of activities. The administrator also ensures that volunteers are recognized for their service.
Fosters interagency cooperation	Administrator does not access Student Services or outside agency supports.	Administrator accesses Student Services or outside agency supports on an inconsistent basis.	Administrator collaborates with the Student Services team and outside agencies (where appropriate) to effectively plan to meet student needs.	Administrator fosters a culture of cooperation in which members of interagency teams work interdependently to meet the needs of the students and their families.

## DOMAIN 1: Planning and Preparation

### Component 1c: School management

**Elements:**

- Administers school budget in accordance with Divisional policy
- Establishes and maintains an adequate system for dispersal of resources
- Organizes and allocates physical space
- Ensures that school buildings and grounds are maintained and improved
- Implements required policies, regulations, and procedures

### Level of Performance

<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Administers school budget in accordance with Divisional policy	Administrator fails to meet the basic operating needs of the school within established budget guidelines.	Administrator meets the basic operating needs of the school within established budget guidelines.	Administrator seeks input from stakeholders in developing and administering school budget	Administrator implements a collaborative and creative process to administer school budget reflect of school and Divisional priorities.
Establishes and maintains an adequate system for dispersal of resources	Administrator fails to establish or maintain an adequate system for the dispersal of resources.	Administrator has a system for dispersal of resources, which is implemented on a limited basis.	Administrator has a clearly defined system for the dispersal of resources and implements the system well.	Administrator ensures that resources are used appropriately to support the implementation of the priorities.
Organizes and allocates physical space	Administrator organizes and allocates physical resources poorly.	Administrator occasionally monitors use of space for effectiveness and efficiency of use to support instructional program.	Administrator ensures that school plant and facilities are arranged and space is assigned with priority being the support of instructional programs.	Administrator ensures optimum use of physical space through creative and collaborative processes.
Ensures that school buildings and grounds are maintained and improved	Administrator has few processes in place to ensure that the physical plant and property are maintained appropriately.	Administrator has a limited system in place to ensure that the physical plant and property are maintained appropriately and attractively.	Administrator requests input from staff with respect to maintenance and improvement of physical plant.	Administrator utilizes a collaborative system to ensure optimum use and preventative maintenance and improvement of the physical plant.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Implements required policies, regulations, and procedures	Administrator lacks awareness of policies, regulations, and procedures.	Administrator is inconsistent in implementing required policies, regulations, and procedures.	Administrator demonstrates knowledge of required policies, regulations, and procedures and implements them for the effective management of the school.	Administrator seeks opportunities to influence the development of policies, regulations, and procedures.

## DOMAIN 2: The School Environment

### Component 2a: Creates and sustains a safe, nurturing and caring environment

**Elements:**

- Maintains a visible and active presence within the school community
- Fosters positive staff morale
- Anticipates and resolves conflict
- Implements appropriate safety protocol

### Level of Performance

<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Maintains a visible and active presence within the school community	Administrator fails to maintain a highly visible profile in the community and is not easily accessible.	The administrator is easily accessible and visible in the classrooms and the halls throughout the day and attends school functions and is available to parents.	The administrator is visible in the classrooms, in the halls, attends school functions and division and community functions where the students are represented. The administrator is available to stakeholders and builds opportunities for accessibility into regular daily routines.	Students, parents, staff and senior administrators perceive the administrator as highly visible. The administrator understands the importance of accessibility and knows when to use it appropriately.
Fosters positive staff morale	Administrator does not recognize low staff morale or develop strategies to improve it.	Administrator implements limited strategies to foster staff morale.	Administrator fosters positive staff morale by consistently recognizing and acknowledging staff contributions.	Administrator empowers all staff to contribute to an environment of genuine caring, respect and celebration.
Anticipates and resolves conflicts	Administrator fails to anticipate or resolve conflicts.	Administrator is inconsistent in recognizing and resolving conflict.	Administrator anticipates emerging conflict and deals with conflict in a timely and appropriate manner	Administrator consistently exhibits mature judgment in responding to conflict and encourages that all stakeholders to act in a similar fashion.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Implements appropriate safety protocol	Administrator does not implement appropriate safety protocol.	Administrator implements safety protocol on an inconsistent and limited basis.	Administrator consistently works with staff to implement well-defined and clearly articulated safety protocols.	Administrator has established a culture of shared ownership and pride with all stakeholders recognizing and adhering to all safety protocol.

## DOMAIN 2: The School Environment

### Component 2b: Establishes a culture for student learning

**Elements:**

- Fosters high expectations for continuous learning and achievement
- Creates a climate that recognizes and acknowledges accomplishment
- Ensures that discipline policies and procedures are implemented

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Fosters high expectations for continuous learning and achievement	Administrator does not foster high expectations for learning and achievement by staff and students.	Administrator creates an environment where students, teachers and parents understand the philosophy of continuous improvement.	Administrator ensures that the philosophy of continuous improvement is evident in teaching practices and learning outcomes for students.	Administrator collaborates with staff using data for the continuous improvement in teaching and learning.
Creates a climate that recognizes and acknowledges accomplishment	Administrator does not utilize a process for systematic recognition of accomplishments.	Administrator has a process for the systematic recognition of accomplishment.	Administrator recognizes the ideas and achievements of staff and students on a regular basis.	Administrator empowers staff, students, and the community to recognize the performances and achievements of staff and students.
Ensures discipline policy and procedures are implemented	Administrator does not communicate behavioural expectations and/or implement code of conduct.	Administrator communicates behavioural expectations and code of conduct.	Administrator collaborates to develop a school code of conduct and encourages staff to establish routines that results in appropriate student behaviour. Administrator is consistent in the application of the discipline.	Administrator ensures that all members of the school community are treated with respect and accept responsibility for appropriate behaviour.

**DOMAIN 2: The School Environment**  
**Component 2c: Promotes an inclusive school environment**

**Elements:**

- Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated
- Ensures individual education plans for students are developed, monitored, and supervised
- Ensures appropriate access to co curricular and extra curricular programs

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Sustains and promotes a culture in which unique needs and diversity are respected, integrated, and celebrated	Administrator does not promote a culture that respects diversity.	Administrator promotes, on a limited basis, a culture that respects diversity.	Administrator develops and promotes a collaborative school environment, which fosters acceptance and understanding of diversity.	Administrator sustains and promotes a collaborative school culture in which unique needs and diversity are respected, integrated, and celebrated.
Ensures individual education plans for students are developed, monitored, and supervised	Administrator does not ensure IEPs for students are developed, monitored, or supervised.	Administrator ensures that IEPs are developed with limited monitoring and supervision.	Administrator ensures that IEPs are prepared and implemented collaboratively according to <i>Standards for Student Services</i> .	Administrator encourages innovation in the preparation and implementation of IEPs.
Ensures appropriate access to co curricular and extra curricular programs	Administrator does not ensure that adequate co curricular and extra curricular programs exist	Administrator has limited strategies to foster co curricular and extracurricular involvement among students and staff.	Administrator seeks input from stakeholders in developing and promoting co curricular and extracurricular activities and communicates expectations regarding extracurricular involvement.	Administrator collaborates with stakeholders to develop and implement co curricular programs to promote student development and meet social, cultural, and academic needs.

### DOMAIN 3: Instructional Leadership

#### Component 3a: Supports quality of teaching

**Elements:**

- Ensures quality in teaching
- Ensures ongoing improvement in teaching
- Ensures the use of differentiation in teaching methodologies
- Supervises and evaluates support staff
- Supports new staff
- Provides leadership opportunities for staff, students, and parents
- Creates a professional learning community based on mutual respect and trust

#### Level of Performance

<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Ensures quality in teaching	Administrator fails to implement Divisional policy regarding the supervision and evaluation of teachers.	Administrator implements Divisional policy regarding the supervision and evaluation of teachers on a limited basis.	Administrator consistently implements Divisional policy regarding the supervision and evaluation of teachers.	Administrator consistently implements Divisional policy regarding the supervision and evaluation of teachers.
Ensures ongoing improvement in teaching	Administrator fails to ensure ongoing professional development.	Administrator implements a limited program to support professional development.	Administrator consistently supports and encourages professional development and teacher self-reflection.	Administrator empowers teachers to assume responsibility for ongoing professional growth.
Ensures the use of differentiation in teaching methodologies	Administrator is not familiar with the importance of differentiation in teaching methodologies.	Administrator has limited knowledge of and strategies for ensuring the use of differentiation in teaching methodologies.	Administrator is familiar with and ensures the use of differentiation in teaching methodologies.	Administrator creates a culture in which differentiation is embedded in teaching and learning. Administrator is an educational leader by modeling principles of differentiation.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Supervises and evaluates support staff	Administrator fails to implement Divisional policy regarding the supervision and evaluation of support staff.	Administrator implements Divisional policy regarding the supervision and evaluation of support staff on a limited basis.	Administrator consistently implements Divisional policy regarding the supervision and evaluation of support staff.	Administrator implements Divisional policy regarding the supervision and evaluation of support staff and empowers support staff to assume responsibility for improving their own performance.
Supports new staff	Administrator fails to plan appropriately for the induction of new staff.	Administrator supports new staff on a limited basis.	Administrator coordinates and fosters the development of practices and programs within the school to best support the needs of new staff members.	Administrator implements a comprehensive program to enable new staff to become members of the school team through mentorship and professional dialogue.
Provides leadership opportunities for staff, students, and parents	Administrator fails to provide leadership opportunities for staff, students, and parents.	Administrator provides minimal leadership opportunities for staff, students, and parents.	Administrator establishes an organizational structure that provides meaningful leadership opportunities for staff, students, and parents.	Administrator creates and maintains a culture, which empowers staff, students, and parents to develop leadership skills.
Creates a professional learning community based on mutual respect and trust	Administrator does not demonstrate knowledge of characteristics and values of a learning community.	Administrator promotes learning communities within the school with limited impact on professional practice.	Administrator effectively facilitates learning communities, which enhance professional practices of staff.	Administrator builds capacity within the staff and the community to allow for change, which reflects the characteristics and values of the learning community.

**DOMAIN 3: Instructional Leadership**  
**Component 3b: Supervises curriculum and programs**

**Elements:**

- Ensures implementation and integration of curriculum strategies and resources
- Ensures coordination of curriculum
- Evaluates program suitability and effectiveness

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Ensures implementation and integration of curriculum strategies and resources	Administrator demonstrates inadequate knowledge of curriculum strategies and resources.	Administrator demonstrates limited knowledge of curriculum strategies and resources.	Administrator works collaboratively to facilitate the implementation and integration of curriculum materials and resources.	Administrator encourages flexibility and innovation in the collaborative development, implementation and integration of curriculum materials and resources.
Ensures coordination of curriculum	Administrator fails to ensure the coordination of curriculum.	Administrator coordinates curriculum on a limited basis.	Administrator coordinates and fosters the development of programs within the school to best meet the needs and interests of the students.	Administrator collaborates to foster the development of innovative programs within the school to best meet, the needs and interests of the students.
Evaluates program suitability and effectiveness	Administrator does not evaluate program suitability or effectiveness.	Administrator evaluates program suitability and effectiveness on a limited basis.	Administrator consistently and collaboratively evaluates program suitability and effectiveness and facilitates program development.	Administrator creates a culture in which ongoing assessment, evaluation, of academic programs of is embedded in teaching and learning

**DOMAIN 3: Instructional Leadership**  
**Component 3c: Provides leadership in assessment**

**Elements:**

- Ensures implementation of appropriate assessment and grading practices
- Uses assessment data to improve student achievement
- Ensures student involvement in assessment, reporting, and conferencing

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Ensures implementation of appropriate assessment and grading practices	Administrator fails to demonstrate an awareness of appropriate assessment and grading practices.	Administrator demonstrates limited implementation of appropriate assessment and grading practices.	Administrator ensures that appropriate assessment and grading practices are implemented consistently.	Administrator creates a culture in which assessment is reflective, innovative, and informs teaching and learning.
Uses assessment data to improve student achievement	Administrator does not utilize a process to monitor student achievement.	Administrator monitors student achievement on a limited basis.	Administrator ensures that student achievement is monitored consistently.	Administrator ensures that student achievement is monitored collaboratively to inform planning and program development.
Ensures student involvement in assessment, reporting, and conferencing.	Administrator demonstrates inadequate knowledge of the role of students in assessment, reporting, and conferencing.	Administrator encourages teachers to involve students in assessment, reporting, and conferencing.	Administrator ensures that all teachers involve students in assessment, reporting, and conferencing.	Administrator ensures that there is consistent and meaningful student involvement in assessment, reporting, and conferencing.

**DOMAIN 4: Professional responsibilities**  
**Component 4a: Growing and developing professionally**

**Elements:**

- Contributes to the profession
- Reflects on practice and plans for personal professional development
- Enhancement of knowledge and skills
- Uses effective time-management strategies

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Contributes to the profession	Administrator fails to contribute to the profession.	Administrator participates in professional activities when specifically asked to do so.	Administrator volunteers to participate in professional activities and makes a substantial contribution.	Administrator volunteers to participate in professional activities, makes a substantial contribution, and frequently assumes a leadership role.
Reflects on practice and plans for personal professional development	Administrator does not reflect on professional practice, is not aware of personal effectiveness or misjudges personal effectiveness.	Administrator has a generally accurate awareness of personal effectiveness.	Administrator consistently reflects on professional effectiveness and uses these reflections to direct professional development.	Administrator makes thoughtful and accurate assessments of personal effectiveness and professional development to effect positive change.
Enhances of knowledge and skills	Administrator engages in no professional development activities to enhance knowledge or skills.	Administrator participates in professional activities to a limited extent when they are convenient.	Administrator seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Administrator seeks out opportunities for professional development and makes a systematic attempt to conduct action research relative to his progress.
Uses effective time-management strategies	Administrator does not manage time effectively.	Administrator devotes available administrative time to immediate tasks and daily occurrences.	Administrator uses time management strategies to balance immediate tasks with long-term priorities.	Administrator uses time management strategies to integrate short and long-term priorities into the daily operation of the school

**DOMAIN 4: Professional responsibilities**  
**Component 4b: Engaging the school community**

**Elements:**

- Communicates effectively
- Uses public relations to promote the school in the community
- Educates and informs parents
- Creates a culture of school accessibility
- Establishes partnerships to strengthen support for school
- Develops and maintains relationships with students and staff

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Communicates effectively	Administrator communicates poorly.	Administrator provides information about the school and occasionally seeks input.	Administrator regularly seeks input from and shares information with individuals and groups within the school community.	Administrator ensures that individuals and groups within the school and community have regular opportunities to communicate openly to meet school priorities.
Uses public relations to promote the school in the community	Administrator fails to take opportunities to promote the school and its programs.	Administrator promotes the school and its programs on limited basis.	Administrator has an effective plan for promoting the school and its programs.	Administrator has a well-developed long-term plan, which involves staff, students, and parents working collaboratively to promote the school and its programs.
Educates and informs parents	Administrator does not have a plan for parent education.	Administrator provides limited opportunities for parent education.	Administrator has an effective plan for parent education.	Administrator empowers parents to identify learning needs and collaborates with them in developing strategies to education themselves.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Creates a culture of school accessibility	Administrator discourages use of school facilities or allows school facilities to be used for inappropriate purposes.	Administrator permits appropriate use of school facilities.	Administrator actively encourages appropriate use of facilities.	Administrator creates a culture within the community of school accessibility.
Establishes partnerships to strengthen support for school	Administrator fails to establish partnerships to strengthen support for school.	Administrator develops limited partnerships to strengthen support for the school.	Administrator establishes ongoing and effective partnerships, which strengthen support for the school.	Administrator collaborates with stakeholders to develop and implement mutually beneficial partnerships, which enhance school and Divisional goals.
Develops and maintains relationships with students and staff	Administrator does not develop or maintain effective relationships.	Administrator develops relationships, which are limited or are not maintained effectively.	Administrator consistently develops and maintains effective relationships.	Administrator is exemplary in developing relationships that empower them to play meaningful roles within the school community.

### DOMAIN 4: Professional responsibilities

#### Component 4c: Demonstrates an adherence to a personal and professional code of ethics

**Elements:**

- Accepts responsibility for school success
- Demonstrates ethical or trustworthy behaviour
- Treats people fairly, equitably, and with dignity and respect
- Advocates for school community
- Protects privacy rights and confidentiality in all matters
- Demonstrates flexibility and responsiveness

<b>Level of Performance</b>				
<i>Element</i>	Unsatisfactory	Basic	Proficient	Distinguished
Accepts responsibility for the school community	Administrator does not accept responsibility for the school community.	Administrator accepts limited responsibility.	Administrator accepts responsibility for all aspects of school community.	Administrator accepts responsibility for all aspects of school community and inspires others to be responsible.
Demonstrates ethical or trustworthy behaviour	Administrator does not consistently demonstrate ethical or trustworthy behaviour.	Administrator demonstrates ethical and trustworthy behaviour.	Administrator demonstrates ethical and trustworthy behaviour and encourages others to act in an ethical and trustworthy manner.	Administrator demonstrates a highly consistent adherence to ethical and trustworthy behaviour and models values, beliefs, and attitudes that inspire others.
Treats people fairly, equitably, and with dignity and respect	Administrator does not treat all people fairly, equitably, or with dignity.	Administrator treats all people fairly, equitably, and with dignity and respect.	Administrator creates a culture in which people are treated fairly, equitably, and with dignity and respect.	Administrator models fairness, equity, dignity, and respect and inspires others to act in similar manner.

<i>Element</i>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
Advocates for school community	Administrator is not alert to the needs of the school community or contributes to practices that negatively affect the school community.	Administrator advocates for the school community on a limited or inconsistent basis.	Administrator consistently advocates for the school community and encourages all students to access to an appropriate education.	Administrator consistently advocates for the school community and inspires others to become advocates for the school community.
Protects privacy rights and confidentiality in all matters	Administrator fails to maintain confidentiality and privacy and is unaware of protocol.	Administrator is inconsistent in ensuring that confidentiality and privacy are maintained.	Administrator respects and protects confidentiality and privacy and encourages staff to act in a similar fashion.	Administrator ensures that all staff follows protocol with respect to confidentiality and privacy.
Demonstrates flexibility and responsiveness	Administrator rigidly adheres to a specific plan even when a change will clearly improve a situation.	Administrator attempts to adapt to change with mixed results.	Administrator demonstrates flexibility and responsiveness to change.	Administrator consistently demonstrates flexibility and responsiveness to change and uses this adaptiveness to enhance success.