

This self-assessment tool is meant to help focus reflection within the parameters set by the Leadership Quality Standard. Use it to help identify 2-3 areas from which to develop your growth plan.	Mastery	Proficient	Acceptable	Beginning
<b>1. Modeling Commitment to Professional Learning:</b> A school leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving school leadership, teaching, and learning.				
(a) I engage with teachers and other school leaders to build personal and collective professional capacities and expertise				
(b) I actively seek out feedback and information from a variety of sources to enhance leadership practice				
(c) I seek, critically review and apply educational research to inform effective practice  (d) I engage members of the school community to build a shared understanding of current trends and priorities in the Education system				
<b>2. Fostering Effective Relationships:</b> A school leader builds positive working relationships with students, teachers, support staff, parents/guardians, school councils and community groups.				
(a) I act with fairness, respect and integrity				
(b) I demonstrate empathy and a genuine concern for others				
(c) I create a welcoming, caring, respectful and safe learning environment  (d) I create opportunities for parents/guardians, as partners in education, to take an active role in their children's education  (e) I establish relationships based on mutual trust with First Nations, Métis and Inuit parents/guardians, Elders/knowledge keepers, local leaders and community members				
(f) I demonstrate a commitment to the health and well-being of all students in the school and act in their best interests  e) I model and promote open, collaborative dialogue				

f) I communicate, facilitate and solve problems effectively				
g) I implement processes for improving working relationships and dealing with conflict within the school community				
<b>3. Embodying Visionary Leadership:</b> A school leader collaborates with the school community to create and implement the school’s shared vision for student success, engagement, learning and well-being.				
<ul style="list-style-type: none"> <li>• I communicate a philosophy of education that is student-centred and based on sound principles of effective teaching and leadership</li> <li>• I recognize the school community’s values and aspirations and demonstrating an appreciation for diversity</li> </ul>				
<ul style="list-style-type: none"> <li>• I collaborate with other school and school authority leaders to address challenges and priorities</li> <li>• I support school community members, including school councils, in fulfilling their roles and responsibilities</li> </ul>				
<ul style="list-style-type: none"> <li>• I promote innovation, enable positive change, and foster a commitment to continuous improvement</li> </ul>				
<ul style="list-style-type: none"> <li>• I access, share and use a range of data to determine the school community’s progress towards achieving school goals</li> </ul>				
<b>4. Leading a Learning Community:</b> A school leader nurtures and sustains a school culture that supports evidence-informed teaching and learning.				
<ul style="list-style-type: none"> <li>• I foster in the school community equality and acceptance with respect to age, ethnicity, culture, religious belief, gender, gender identity, gender expression, physical ability, cognitive ability, family status and sexual orientation</li> <li>• I create an inclusive learning environment in which diversity is embraced, a sense of belonging is emphasized, and all students and staff are welcomed, cared for, respected, and safe</li> </ul>				

<ul style="list-style-type: none"> <li>• I develop a shared responsibility for the success of all students</li> </ul>				
<ul style="list-style-type: none"> <li>• I cultivate a culture of high expectations for all students and all members of the school staff as leaders of their own learning</li> <li>• I create meaningful, collaborative learning opportunities for teachers and support staff</li> </ul>				
<ul style="list-style-type: none"> <li>• I establish opportunities and expectations for the positive involvement of parents/guardians in supporting student learning</li> <li>• I create an environment for the safe and ethical use of technology</li> <li>• I collaborate with community service agencies to provide wrap-around supports for all students who may require them, including those with mental health needs</li> </ul>				
<ul style="list-style-type: none"> <li>• I recognize student, staff and school accomplishments</li> </ul>				
<p><b>5. Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit:</b>  A school leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students.</p>				
<ul style="list-style-type: none"> <li>• I understand the historical, social, economic, and political implications of: <ul style="list-style-type: none"> <li>• treaties and agreements with First Nations</li> <li>• agreements with Métis</li> <li>• residential schools and their legacy</li> </ul> </li> <li>• I align school resources and building the capacity of the school community to support First Nations, Métis and Inuit student achievement</li> </ul>				
<ul style="list-style-type: none"> <li>• I enable all school staff and students to gain a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit</li> <li>• I pursue opportunities and engage in practices to facilitate reconciliation within the school community</li> </ul>				
<p><b>6. Providing Instructional Leadership:</b>  A school leader ensures that every student has access to quality teaching and optimum learning experiences.</p>				

<ul style="list-style-type: none"> <li>• I build the capacity of teachers to respond to the learning needs of all students</li> <li>• I implement professional growth, supervision and evaluation processes to ensure that all teachers meet the <i>Teaching Quality Standard</i></li> <li>• I ensure that all instruction in the school addresses learning outcomes and goals outlined in provincial legislation and programs of study</li> </ul>				
<ul style="list-style-type: none"> <li>• I facilitate mentorship and induction supports for teachers and school leaders, as required</li> </ul>				
<ul style="list-style-type: none"> <li>• I demonstrate a strong understanding of effective pedagogy and curriculum</li> </ul>				
<ul style="list-style-type: none"> <li>• I facilitate the use of a variety of technologies to support learning for all students</li> </ul>				
<ul style="list-style-type: none"> <li>• I ensure that student assessment and evaluation practices are fair, appropriate, and evidence-informed</li> </ul>				
<ul style="list-style-type: none"> <li>• I interpret a wide range of data to inform school practice and enable success for all students</li> </ul>				
<ul style="list-style-type: none"> <li>• I facilitate access to resources, agencies and experts within and outside the school community to enhance student learning and development</li> </ul>				
<p><b>7. Developing Leadership Capacity:</b>  A school leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles.</p>				
<p>(a) I demonstrate consultative and collaborative decision-making that is informed by open dialogue and multiple perspectives</p> <p>(b) I identify, mentor and empower teachers in educational leadership roles</p>				
<p>(c) I promote the engagement of parents in the school council and facilitate the constructive involvement of the school council in school life</p>				
<p>(d) I create opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making</p>				
<p>(e) I promote team building and shared leadership among members of the school community</p>				

<b>8. Managing School Operations and Resources:</b>				
A school leader effectively directs school operations and manages resources.				
(a) I identify and plan for areas of need				
(b) I apply principles of effective teaching and learning, child development, and ethical leadership to all decisions				
(c) I align practices, procedures, policies, decisions, and resources with the vision, goals and priorities of the school and school authority				
(d) I follow through on decisions made by allocating resources (human, physical, technological and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students				
(e) I facilitate access to appropriate technology and digital learning environments				
(f) I ensure school operations align with provincial legislation, regulations and policies, and the policies and processes of the school authority				
<b>9. Understanding and Responding to the Larger Societal Context:</b>				
A school leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting the school.				
(a) I support the school community in understanding the legal frameworks and policies that provide the foundations for the Alberta education system				
(b) I represent the needs of students at the community, school authority and provincial levels				
(c) I engage local community partners to understand local contexts				
(d) I demonstrate an understanding of local, provincial, national, and international issues and trends and their implications for education				
(e) I facilitate school community members' understanding of local, provincial, national, and international issues and				

trends related to education				
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Long Term (5 years & beyond):

Relevant School Goals:

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Other School Initiatives:

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<b>Guiding Question:</b> How do we provide timely, descriptive, individualized feedback to effectively improve teachers' practice?		
<b>Indicators and Measures of Success:</b> ●□□□□□		
<b>Strategies:</b>	<b>Formative Check Point(s)</b>	<b>Follow Up Action</b>
Collect evidence directly linked to their focused goals in their IPGP (seeing and hearing in classrooms)		
Reflections from teachers		
Conversations with teachers		
Timely feedback within 24 hours of observation		
Ipad documentation		
<b>Possible Support Networks :</b> 1.		
<b>Possible Resources:</b> ●□□□□□		
<b>Early Reflection:</b>		

Mid Year Reflection:
End of Year Reflection:
Next Steps:

Guiding Question:		
Indicators and Measures of Success:		
Strategies:	Formative Check Point(s)	Follow Up Action
Resources:		
Other Possible Resources:		
Early Reflections:		
Mid Year Reflection:		
End of Year Reflection:		
Next Steps:		

Notes:
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Principal's Signature (for VPs & L&L only)	Date:
Superintendent Signature	Date: