# LEADERSHIP STANDARDS FOR PRINCIPALS AND VICE PRINCIPALS IN SCHOOL DISTRICT NO. 43 (COQUITLAM)

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# ACKNOWLEDGEMENTS

The following people are acknowledged and thanked for their time, effort and experience in revising and adapting the *Leadership Standards for Principals and Vice principals in British Columbia (March 2007)* to suit the Coquitlam context. The working committee is comprised of representatives from the District Leadership Team and the Coquitlam Principals and Vice Principals Association (CPVPA).

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# LEADERSHIP STANDARDS FOR PRINCIPALS AND VICE PRINCIPALS IN SCHOOL DISTRICT NO. 43 (COQUITLAM)

## INTRODUCTION

The *Leadership Standards for Principals and Vice Principals in School District No. 43 (Coquitlam)* is a revised and customized version of the *Leadership Standards for Principals and Vice principals in British Columbia* (March 2007) and is intended to provide principals and vice principals with a framework for self assessment and professional growth.

The District Leadership Team and the Coquitlam Principals and Vice Principals Association (CPVPA) believe in effective leadership and therefore are committed to supporting administrators through a professional growth model. It is recognized that there is a close correlation between the quality of teaching, the achievement of students and the quality of leadership. Strong support for the ongoing professional growth of Principals and Vice Principals fosters effective leadership, ultimately serving the district's mission statement:

> *Our mission is to ensure quality learning opportunities for all students of all ages*.

The purpose of the *Leadership Standards for Principals and Vice Principals in School District No. 43 (Coquitlam)* is to provide support for personal professional growth planning, and comprehensive and coherent professional development programs.

> Professional growth is both a personal responsibility of principals and vice principals and a system responsibility. If the leadership standards are going to serve as a guide for the preparation and ongoing learning of aspiring, new and experienced principals, then there is a concomitant need for substantive, ongoing professional support from… professional associations, the Ministry and school districts… Adequate investment in professional development infrastructure and processes is vital if the leadership standards are to guide the lifelong career development of principals and vice principals, inform the curriculum of the professional education programs, and ultimately build capacity for effective and successful school leadership. (*Leadership Standards for Principals and Vice principals in British Columbia,* March 2007)

The Coquitlam version of the Leadership Standards is expanded and reorganized for clarity and ease of use. The framework provides Leadership Modules within each standard that can assist administrators in self assessment and professional development. The standards are intended to be a resource for ongoing professional learning and development. Each standard includes a structure for self-assessment with actions, guiding reflective questions and performance levels (developing, proficient and accomplished). Renewal of the *Leadership Standards for Principals and Vice principals* will be ongoing as it becomes a living document.

*The *Leadership Standards for Principals and Vice principals in British Columbia*, March 2007 can be found at www.bcelc.ca.

# LEADERSHIP STANDARDS FOR PRINCIPALS AND VICE PRINCIPALS IN BRITISH COLUMBIA

## INTRODUCTION

### Rationale

*Successful leadership can play a significant role in improving student learning. Evidence about the effects of successful leadership on student learning justifies two important claims:*

- *Leadership is second to classroom instruction among all school related factors that contribute to what students learn at school*
- *Leadership effects are usually large where and when they are needed most.*

K. Leithwood, et al., 2004

An increasing body of research suggests that the quality of the principal's leadership is a significant factor in student achievement among other aspects that influence student learning outcomes. Like so many other jurisdictions in the world, British Columbia is responding to the public demands for school improvement and educational programming that will improve students' life chances in a global environment. With large numbers of principals and vice principals retiring, there is concern that a wealth of professional knowledge will be lost as skilled leaders leave the profession taking with them the knowledge, skills, and qualities that have contributed to the development of a successful education system in British Columbia.

Trying to replace those veteran principals and vice principals has resulted in a need to articulate what it is that good principals and vice principals know and are able to do to ensure excellence in schools. The Board of Directors of the British Columbia Educational Leadership Council (BCELC) requested that the British Columbia Principals' and Vice principals' Association, the professional association for BC administrators, draft a set of standards that will guide principals and vice principals in reflecting on the knowledge, skills, and qualities required by administrators aspiring to professional excellence. It is intended that this document will provide direction for the design of district and provincial leadership development programs. The document will assist in providing a learning framework for aspiring administrators, administrators in transition and administrators seeking continual renewal. This document may be used to help frame personal growth plans that support sustainability and best practice.

The literature states that the principal is the lead learner in schools, and is responsible and accountable for quality teaching and learning. Depending on where principals and vice principals are in their career paths, it is recognized that not all of them will be skilled in all areas of the standards. The standards are aspirations for which a principal or vice principal may strive. Proficiency is desirable but capacity within each standard may be impacted by change of assignment and other circumstances. It is unreasonable to expect that all school leaders will have the same fluency in all aspects of the standards or that their effectiveness is directly transferable to new situations without reference to the changed context. Depending on role definition, vice principals often will not address all aspects of the standards. This document is not intended to be prescriptive in nature, but rather to be used to support the individual principal or vice principal in reflecting on his or her learning needs. Its applicability is best determined by the individual. Ideally the process may include discussions or consultation with colleagues and district staff in a dialogue supportive of growth. It is hoped that the document may enable the development of leadership capacity in a district setting.

The purpose of this document is for the fostering of continuous professional learning in working towards effective leadership. It is not intended as an instrument for evaluation or the judgment of the individual performance of principals and vice principals by districts. The standards as they are written do not lend themselves to evaluation procedures as they are generic, context dependent and aspirational (Dukowski, 2007).

## Standards Development

In the spring of 2006 the BCELC hosted a symposium in which members from the BCSSA, BCTF, BCCPAC, BCSTA, ABCDE, Ministry of Education, CUPE, BCPSEA, FISA, BCSDSTA, TUPC, BCCT and BCPVPA were invited to discuss the following five questions:
1. What are some emerging and significant themes in educational leadership in BC?
2. What do successful school principals do?
3. How might BCELC identify, develop and support a coherent provincial approach to leadership development for newly appointed principals and vice principals in their first three years in their role?
4. Should there be BC leadership standards for school principals?
5. Should there be certification for school principals?

There was strong support for the development of leadership standards for principals and vice principals, but little support for the idea of certification.
In September 2006, the British Columbia Principals and Vice principals Association was formally asked to develop a set of standards and to facilitate a process for gathering input from partner groups. In June 2006, in anticipation of the work ahead, a committee was established made up of practising school administrators representative of all regions in British Columbia and representing a balance of:
- Male/female
- Urban/rural
- Elementary/Middle/Secondary

This Standards Committee reviewed current literature and resources as well as information gathered from BCPVPA members at the March 2006 Issues Forum. The resource documents that were reviewed include the following:
- Canadian and international school leadership theory and research and specific literature that examines the relationship between school leadership and student achievement
- Leadership standards from within BC school districts, in Canada and internationally (ISSLC, National College of School Leadership)
- BCPVPA Code of Professional Practice
- BCSSA/BCELC School District Leadership Programming Survey Results
- BC College of Teachers Standards for the Education, Competence and Professional Conduct of Educators in British Columbia
- BCPVPA Survey of Principals and Vice principals Leadership Learning Needs Assessment (January, 2006)
- BC Educational Leadership Council Symposium of educational stakeholders' dialogue on what principals need to know and be able to do

## Purpose of the Standards

The intended purposes of the leadership standards are to provide a framework for leadership succession and continuous professional learning specifically through:
- Professional preparation and development of aspiring principals and vice principals

The structure of the leadership standards and actions can be used as curriculum organizers in the planning and delivery of programs for teachers who are aspiring to be vice principals and vice principals working towards a principalship
- Induction of new principals and vice principals through mentoring and coaching and/or cohort support programs

Mentoring or coaching learning partners and/or cohorts or communities of practice in face-to-face and electronic learning environments, can use the standards to reflect on their daily work and to engage in problem-based learning
- Personal professional self-reflection and growth planning of principals and vice principals

New and experienced principals and vice principals can use the standards and the observable actions for self-assessment, self-reflection and as the basis for personal professional growth planning to strengthen their core leadership performance in schools. The standards format is designed so that principals and vice principals can shape reflective questions as part of deepening their understanding of the standard and as a means to construct more significant personal meaning. A gradient scale indicating the level of performance from developing, to proficient, to accomplished is included to support the self-assessment process.

## Standards Framework

The standards framework is organized around five leadership domains:
- Moral Stewardship
- Instructional Leadership
- Organizational Capacity
- Administration and Management
- Relationships

and nine leadership standards. The domains reflect current thinking and represent the most important dimensions of the role of the principal and vice principal.

Moral Stewardship, the essence of the work of principals and vice principals, is represented as the hub in the graphic of the four leadership domains to reflect its centrality in leading schools. The Moral Stewardship domain focuses on the principal and vice principal's role in setting and sustaining a sense of moral purpose or direction within schools. Moral purpose is based on the principal and vice principal's deep commitment and modeling of personal and professional ethics of care, justice and inquiry. These personal convictions combine with a shared commitment to community and organizational values about making a positive difference in the lives and life chances of students and their families, and improving schooling so that it is more just and equitable for all students.

Moral purpose is not simply about boosting achievement scores on standardized tests, a "dangerously delineated conception of what the principal needs to do for schools to be a force in societal progress" (Fullan, 2003). It is a belief that given the diversity in school communities, all students can and deserve to achieve at high levels.

> *Moral purpose of the highest order is having a system where all students learn, the gap between high and low performance becomes greatly reduced, and what people learn enables them to be successful as citizens and workers in a morally based knowledge society.*
> Fullan, 2003

Purpose-defining is about providing a compass around shared values and beliefs through intentional actions which induce clarity, consensus and commitment of members of the school community. As moral stewards, principal and vice principals show persistence in purpose-defining, mobilizing the commitment of teachers, parents and others to pursue desired goals, and in staying the course. Moral stewardship is essentially all about the principal's role in the sustained performance of the school in the service of student learning and well-being.

The Instructional Leadership domain emphasizes improving the quality of teaching and learning for students. This domain highlights the principal's role as the steward of learning who keeps the focus on assessment and instructional practices that maximize student learning and achievement, and who promotes continuous, job-embedded learning opportunities for staff that are connected to student learning needs. As the leader of learning, the principal and vice principal must develop a thorough understanding of the rapidly evolving body of research on learning and teaching that makes a difference for students. The principal and vice principal demonstrate leadership for learning by "creating powerful, equitable learning opportunities for students,

professionals and the system" and they "persistently and publicly focus their attention and that of others on learning and teaching" (Hargreaves and Fink, 2006).

The Organizational Capacity domain focuses on strengthening the culture, building organizational systems and collaborative processes. This domain emphasizes the connections between collaborative learning cultures, distributed leadership, organizational learning and parent and community partnerships in positively influencing student learning outcomes (Mulford, 2006).

The Administration and Management domain focuses on administrative and management practices that are mutually supportive of and interdependent with leadership. The knowledge and skills required to strategically plan and manage include systems thinking and planning, school organization, human learning, resources, finances, school operations and facilities, data collection and management, technologies, health, safety and security and resources for students with special needs.

The Relationships domain describes the importance of emotional intelligence and how intrapersonal and interpersonal competencies influence relationships to support student learning and achievement. Principals and vice principals "must learn to lead not from the apex of the organizational pyramid but from the nexus of a web of interpersonal relationships" (J. Murphy, 2002).

## Standards Format

The format for each domain includes a belief statement and articulates one or more standards of leadership. Each leadership standard has a corresponding belief statement and sample illustrative actions that describe the expectations for quality leadership practice. The committee was deliberate in developing generic standards and succinct actions or examples of exemplary practice without including an extensive list of competencies that reflect the myriad responsibilities of school principals and vice principals. In opting for less rather than more, the committee hoped to create a format that was user friendly and accommodated adaptation to local contexts. It is important to note that actions support more than their respective standards. Within each standard, examples of guiding reflective questions focus on the actions and assist individuals in reflecting on their own leadership behaviours. An accompanying section invites principals and vice principals to collect evidence that demonstrates the standard. A gradient or performance scale of three levels from developing to proficient to accomplished is included, and can be used to further specify criteria for working towards the standard in action. Individuals or districts are encouraged to use the framework to further develop understanding by elaborating on the guiding reflective questions and defining the categories in the performance scale. These processes will provide an opportunity for meaningful reflection and dialogue on leadership practice.

## Leadership and Management

The tension between leadership and management has long been recognized within the role of the principal and vice principal. Leadership and management can often be perceived as competing forces, even though principals and vice principals must be both effective leaders of learning and managers. As Bruce Beairsto (2006) states, leadership and management are the yin and yang of organizations as they are co-existent, mutually infused and interdependent. Within this document leadership and management are not viewed as mutually exclusive, rather their integration is recognized as critical to supporting the four domains of Moral Stewardship, Instructional Leadership, Organizational Capacity and Relationships. Within each domain, leadership is seen to be supported by the management aspects of the principal's role based on technical and legal duties and a systems approach to internal and external processes. Effective and efficient management practices must underpin quality leadership. Principals and vice principals must learn to lead and manage simultaneously. Given that some management functions are locally determined, individuals and districts are encouraged to elaborate and pursue professional learning on the specific management practices that support this work in their district context.

## Flexible Differentiation of Standards to Local Contexts

The standards framework acknowledges that the political and organizational contexts in which leaders work significantly influence the nature of leadership actions. The domains, standards and actions are designed to present essential understandings of what principals and vice principals need to know and be able to do. The generic nature of the standards recognizes that principals and vice principals practise in diverse contexts – rural, remote or urban settings, small and large facilities, elementary, middle or secondary levels, and in a range of ethnic and socio-economic school communities. Sufficient flexibility has been built into the standards to encourage and accommodate adaptation to the unique features of local schools and districts. The format enables principals and vice principals to adhere to the standards in a variety of ways through application of professional judgment relative to their local context.

After review of the standards and actions, district groups can contextualize the standards in two specific ways:
- Collaboratively design additional guided reflective questions that focus on the standard in action in the context of their school, local community and district
- Collaboratively develop rubrics for the performance scale. For each of the three levels - developing, proficient and accomplished - define specific criteria that provide more detailed descriptors and indicate successive approximations of the standard. The development of performance rubrics deepens understanding of the developmental nature of the standards, provides a means of measuring the quality of attainment of the standard for professional growth planning, and engages principals and vice principals in valuable professional dialogue.

## Future Oriented Standards:

The *Leadership Standards for Principals and Vice principals in British Columbia* reflect the most current concepts in the research literature about effective school leadership and how leaders influence student learning and achievement. The framework also provides the kinds of competencies that school leaders require to engage staffs, students, parents and community members in education for the beginning of the 21st century. The concepts of core leadership practices, distributed leadership, organizational learning, emotional intelligence competencies, data informed decision making, and accountability are reflected in the leadership standards.

## Glossary of Educational Terms

Based on feedback from partner groups, a glossary of educational terms has been added. Given the complexity of school leadership, educational terms used in the document are defined to create common understandings and to ensure that the language is accessible to members of the profession and the public.

## References

A reference section outlines the array of research and professional literature that was accessed and reviewed by the committee in the development of the standards. The references also can serve as a resource to inform professional development for school principals and vice principals.

## STANDARDS AT A GLANCE

The following is a summary of the **Leadership Standards for Principals and Vice principals in School District No. 43 (Coquitlam)** with the five **domains** and **standards** within each domain.  Please refer to the Leadership Standards document for the **actions** for each standard.

## Domain 1:  Moral Stewardship

### Standard 1:  Values, Vision and Mission
Principals and vice principals guide the development and implementation of shared values, vision, mission and goals to support each student's engagement, learning and development.

- Developing Shared Values and Shared Vision
- Developing a School Plan

## Domain 2:  Instructional Leadership

### Standard 2:  Leadership for Learning
Principals and vice principals foster the highest quality of teaching and learning opportunities to support student engagement, learning and development.

- Application of Child, Adolescent and Adult Learning and Development
- Application of Principles of Learning
- Essentials of Brain-based Learning Research
- Teacher Expectations and Student Motivation, Engagement, Learning and Development
- Change Theory and Processes
- Parent Support for Student Learning

### Standard 3:  Supervision for Learning
Principals and vice principals create a system and structures for effective supervision focused on instructional and assessment practices that maximize student engagement, learning and development.

- Supervisory Models, Processes and Structures
- Learning Team Processes: Facilitation of Collaborative Data Processes, Goal Setting and Planning
- Staff Evaluation Criteria, Procedures and Reports
- Use of Instructional Time

### Standard 4:  Curriculum, Instruction, and Assessment
Principals and vice principals are knowledgeable and provide guidance regarding current curricula, instructional and assessment practices, and their impact on student engagement, learning and development.

- Principles and Practices of Curriculum and Program Planning, Implementation and Evaluation
- Research-based Instructional Practices
- Assessment Literacy
- Differentiated Approaches to Curriculum Planning, Instruction and Assessment

## Domain 3: Organizational Capacity

### Standard 5: Learning Culture and Community

Principals and vice principals develop and sustain a learning culture and climate linked to student and adult engagement, learning and development.

- Developing a Safe, Orderly, Caring and Healthy School
- School Codes of Conduct and School Safety
- Valuing and Supporting Equity, Diversity and Inclusion
- Developing and Enhancing a Collaborative Professional Learning Community
- Cultivating Distributed Leadership
- Designing Continuous Inquiry and Professional Learning
- Acknowledging and Celebrating Achievement

### Standard 6: Community Building

Principals and vice principals build positive and effective interdependencies between schools, families and the community.

- Principles and Strategies for Parent and Family Involvement
- Principles and Strategies for Community Development
- Building Lateral Capacity
- Early Learning Purposes and Initiatives
- Impact of Local and Global Issues and Trends in Education

## Domain 4: Administration and Management

### Standard 7: Management

Principals and vice principals strategically plan and manage to strengthen the school's capacity to support student engagement, learning and development.

- Systems Thinking and Planning
- Legal and Contractual Mandates
- Human Resources
- Health, Safety and Security
- School Organization
- School Finances and Budget Planning
- Learning Resources Management
- Time Management
- School Operations and Facilities
- Data Collection and Management
- Emerging Technologies
- Special Education/ESL/Aboriginal Resources

## Domain 5:  Relationships

### Standard 8:  Intrapersonal Capacity
Principals and vice principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

- Emotional Intelligences Dimensions
- Leadership Styles and Roles
- Personal Professional Growth Planning and Processes and Reflective Practice

### Standard 9:  Interpersonal Capacity
Principals and vice principals build, support and sustain positive, effective working relationships within the school and community.

- Relationship Building
- Facilitation and Team Building Skills
- Decision Making Models
- Communication Systems
- Conflict Management
- Coaching and Mentoring Others
- Ethical Values and Practices

# MORAL STEWARDSHIP

*The Moral Stewardship domain focuses on the principal's and vice principal's role in setting and sustaining a sense of moral purpose or direction within schools.*

**Belief Statement:**

Principals and vice principals ensure that there is a clear and consistent alignment between moral purpose of education and the school's values, vision, mission and goals.

**Standard 1:  Values, Vision, and Mission**

Principals and vice principals guide the development and implementation of shared values, vision, mission and goals to support each student's engagement, learning and development.

<table>
<tr><td colspan="6" align="center"><b>DOMAIN #1</b><br><b>Moral Stewardship</b></td></tr>
<tr><td><b>Belief Statement:</b></td><td colspan="5">Principals and vice principals ensure that there is a clear and consistent alignment between the moral purpose of education and the school's values, vision, mission and goals.</td></tr>
<tr><td><b>Standard 1:</b></td><td colspan="5"><b>Values, Vision, and Mission</b><br>Principals and vice principals guide the development and implementation of shared values, vision, mission and goals to support each student's engagement, learning and development.</td></tr>
</table>

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Leadership Modules: Developing Shared Values and Shared Vision:** Developing, articulating, implementing and nurturing shared values and shared vision | Facilitate a collaborative process within the learning community to develop shared values, vision and mission for the school | Describe how current school structures that support school values, vision and mission. | | | | |
| | Develop and maintain policies and processes based on a strong defensible ethical framework | What are the elements of your ethical framework? | | | | |
| | Design, implement, and monitor policies and processes that support the values, vision and mission of the school | How engaged are all your staff in meeting and demonstrating school values? | | | | |
| | Model the moral courage to defend the values, vision and mission of the school | What are examples of how you have modeled moral courage to defend the values and vision of the school? | | | | |
| | Provide an inclusive process for articulating, managing, monitoring, revising, evaluating and sustaining the values, vision and mission of the school | Describe how you developed a shared vision.<br><br>How is the vision reflected in daily school life? | | | | |
| | Recognize and celebrate individual and collective accomplishments that support the values, vision and mission of the school | In what ways do you recognize school accomplishments? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Leadership Modules: Developing an Action Plan for Learning** <br> • Identifying kinds of data <br> • Data collection and analysis processes <br> • Collaborative goal setting and planning processes <br> • District Performance Plan | Collaboratively develop and monitor school goals and an Action Plan for Learning that is based on evidence of learning for students individually and collectively <br><br> Facilitate on-going, collaborative and systematic school goal-setting and planning processes | What processes and practices do you use to develop and monitor the Action Plan for Learning? <br><br> How do you know success has been achieved? <br><br> How do you use school goals as a focus for all activities encouraging a high level of commitment to a common purpose and setting high yet attainable expectations for all students and staff? <br><br> What is an example of a goal-setting process which you have facilitated? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

# INSTRUCTIONAL LEADERSHIP

*The Instructional Leadership domain emphasizes the principal's and vice principal's role in improving the quality of teaching and learning for students.*

**Belief Statement:**

Principals and vice principals play an integral role in creating and maintaining an environment that supports the intellectual, human, and social and career development of all students.

**Standard 2:  Leadership for Learning**

Principals and vice principals foster the highest quality of teaching and learning opportunities to support student engagement, learning and development.

**Standard 3:  Supervision for Learning**

Principals and vice principals create a system and structures for effective supervision focused on instructional and assessment practices that maximize student engagement, learning and development.

**Standard 4:  Curriculum, Instruction, and Assessment**

Principals and vice principals are knowledgeable and provide guidance regarding current curricula, instructional and assessment practices, and their impact on student engagement, learning and development.

| DOMAIN #2 Instructional Leadership | | | | | | | |
|---|---|---|---|---|---|---|---|

| **Belief Statement:** | Principals and vice principals play an integral role in creating and maintaining an environment that supports the intellectual, human, and social and career development of all students. |
|---|---|
| **Standard 2:** | **Leadership for Learning** Principals and vice principals foster the highest quality of teaching and learning opportunities to support student engagement, learning and development |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Leadership Modules: Application of Child, Adolescent and Adult Development & Learning** | Ensure students' educational needs are central to all decision making<br><br>Foster understandings of student development and learning. | How do you ensure that you keep current with research on student engagement, learning and development?<br><br>How do you communicate your learning with your school community? | | | | |
| ➢ **Application of Principles of Learning**<br>• **Learning requires the active participation of the student**<br>• **Learning is both an individual and a social process**<br>• **Learning takes place in different ways and at different rates for each student**<br>• **Learning is encouraged when students are involved in their own assessment and evaluation and reporting; when assessment and evaluation is ongoing; and when assessment and evaluation and reporting are clear and supportive** | Ensure staff understands and applies the Principles of Learning to meet diverse student needs | How do you ensure that the Principles of Learning are used in instructional practices? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Teacher Expectations and Student Motivation, Engagement, Learning and Development** | Set and maintain high and achievable expectations for student engagement, learning and development<br><br>Support positive student involvement in their own learning | How do you ensure teacher accountability for student engagement, learning and development?<br><br>How do you ensure the active participation and voice of students in their learning? | | | | |
| ➢ **Change Theory and Processes** | Understand, model and use change processes to maximize student engagement, learning and development<br><br>Inspire and lead change to support student engagement, learning and development<br><br>Challenge the status quo respectfully and collaboratively | How do you use your knowledge of effective change processes to implement change in your school?<br><br>How have you facilitated an effective change process? | | | | |
| ➢ **Parent Support for Student Learning** | Encourage and support positive parental involvement in their child's learning | How are parents involved in supporting their child's learning? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|

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<tr><td colspan="6" align="center">**DOMAIN #2**<br>**Instructional Leadership**</td></tr>
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| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| **Leadership Modules:**<br>➢ **Supervisory Models, Processes and Structures** | Monitor the learning environment and the impact on student learning<br><br>Use supervision skills and processes that promote effective teaching and learning. | How do you monitor the learning environment and the impact on student learning?<br><br>How would you describe and recognize the attributes of effective teaching and learning? | | | | |
| ➢ **Learning Team Processes: Facilitation of Collaborative Data Processes, Goal Setting and Planning** | Engage classroom teachers in collaborative data collection, analysis and dialogue about student learning and instruction relative to a variety of critical evidence | How do you support the development of a collaborative learning community?<br><br>What processes are in place for teachers to collaboratively examine and use data, and plan for continued growth?<br><br>How do you and your staff decide what students will learn?<br><br>How do you and your staff know if students have learned? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| | Ensure the use of appropriate curriculum, learning resources, and instructional strategies | What do you and your staff do when students have not learned?<br><br>How do you purposefully engage teachers in dialogue about professional practice?<br><br>How do you encourage inclusive leadership? With staff? With students? With parents? | | | | |
| ➤ **Teacher Evaluation Criteria, Procedures and Reports** | Create an authentic accountability system for teaching and learning based on student engagement, learning and development<br><br>Ensure an accountability system is in place to monitor teaching and learning that supports student achievement | How often are you in classrooms?<br><br>How do you augment formal report writing processes with informal processes?<br><br>What processes do you use for writing formal teacher reports in a timely and meaningful fashion? | | | | |
| ➤ **Use of Instructional Time:** Allocated Time, Academic Learning Time, Engaged Time and Wait Time | Engage teachers in recognizing their use of instructional time | How do you protect instructional time? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
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|---|---|---|---|---|---|---|
| | | | | D | P | A |
| **Leadership Modules:**<br>➢ **Principles and Practices of Curriculum and Program Planning, Implementation and Evaluation** | Ensure that there is alignment among provincial and district curricula, instructional practices, student needs and assessment | How do you monitor the alignment among provincial and district curricula, instructional practices, student needs and assessment? | | | | |
| ➢ **Research-based Best Instructional Practices** | Communicate, encourage and support the use of current educational research and promising practices | How do you monitor and evaluate the effectiveness of curriculum, instruction and assessment in your school? | | | | |
| ➢ **Assessment Literacy:**<br>Assessment For, As, and Of Learning Reporting to Parents Guidelines | Promote the use of assessment<br>• *as* learning (student self-assessment)<br>• *for* learning (to guide instruction)<br>• *of* learning (evaluation)<br><br>Ensure the use of a variety of appropriate evidence based assessment measures to evaluate student learning and for school goal setting and planning | How do you build awareness and use of assessment *as*, *for* and *of* learning among staff?<br><br><br><br>Beyond the formal reporting processes, how do you ensure that student progress and data based on their engagement, learning and development is communicated to students and parents? | | | | |
| ➢ **Differentiated Approaches to Curriculum Planning, Instruction, Assessment and Learning** | Ensure the use of differentiated instructional and assessment strategies to meet the needs of all students | How do you ensure your structures are flexible enough to allow for differentiated instruction? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

# ORGANIZATIONAL CAPACITY

*The Organizational Capacity domain focuses on the principal's and vice principal's role in strengthening the culture, and building organizational learning and collaborative processes.*

**Belief Statement:**

Principals and vice principals play an integral role in maximizing organizational capacity to support student and adult engagement, learning and development.

**Standard 5: Learning Culture and Community**

Principals and vice principals develop and sustain a learning culture and climate linked to student and adult engagement, learning and development.

**Standard 6: Community Building**

Principals and vice principals build positive and effective interdependencies between schools, families and the community.

| DOMAIN #3 Organizational Capacity | | | | | | |
|---|---|---|---|---|---|---|

| Belief Statement: | Principals and vice principals play an integral role in maximizing organizational capacity to support student and adult engagement, learning and development. |
|---|---|
| Standard 5: | **Learning Culture and Community** <br> Principals and vice principals develop and sustain a learning culture and climate linked to student and adult engagement, learning and development. |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Leadership Modules: Developing a Safe, Orderly, Caring and Healthy School** | Create a safe, orderly, caring and healthy school environment | How does the school code of conduct reflect the expectations of the community with respect to safety, caring and order? <br><br> What strategies are in place to support a healthy school environment? <br><br> How do you support vulnerable learners? | | | | |
| ➢ **School Codes of Conduct and School Safety** | Review, communicate and implement district and school code of conduct. | How do you inform your community about your Code of Conduct? <br><br> How do staff, families and students demonstrate a commitment to the school code of conduct? <br><br> What strategies are employed to support student learning in relation to a safe, orderly, caring and healthy environment? <br><br> How does the school create an optimal environment for learning through prevention of problems? <br><br> What type of prevention and intervention practices do you have in place to support positive student behaviour? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Valuing and Supporting Equity, Diversity and Inclusion** | Value and support diversity within the school community<br><br>Create an inclusive culture where individuals are treated fairly, equitably, and with dignity and respect<br><br>Acknowledge and respond sensitively to diversity within the school community | How do you ensure quality learning for diverse groups of learners?<br><br>What would culturally appropriate curricula look like in your school?<br><br>How do you respond to issues of diversity and equity? | | | | |
| ➢ **Developing and Enhancing a Collaborative Professional Learning Community** | Facilitate an effective school planning process through building collaborative teams, structures and processes that support student learning<br><br>Foster a culture of high expectations for self, students, staff, families and community<br><br>Encourage a climate of trust, risk-taking, and optimism | What are some barriers and solutions to developing collaboration?<br><br>How do you model high expectations of self and communicate them to the school community?<br><br>What communication structures exist for the outside community? | | | | |
| ➢ **Cultivating Distributed Leadership** | Build leadership capacity of students, staff, families and community | What are some of the barriers and solutions to developing leadership capacity? | | | | |
| ➢ **Designing Continuous Inquiry and Professional Learning** | Model and support continuous inquiry and professional learning for self and others | What structures and processes are in place to support inquiry and professional learning? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Acknowledging and Celebrating Achievement** | Acknowledge and celebrate achievement of students, staff, and families<br><br>Recognize the school's uniqueness and build upon existing strengths of the school culture | How do you acknowledge what is going well in the school?<br><br>How do you communicate that to the whole community?<br><br>How do you recognize the uniqueness of your school?<br><br>How is that infused into the culture of the school? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| DOMAIN #3 Organizational Capacity | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Belief Statement:** | Principals and vice principals play an integral role in maximizing organizational capacity to support student and adult engagement, learning and development. | | | | | | |
| **Standard 6:** | **Community Building** Principals and vice principals build positive and effective interdependencies between schools, families and the community. | | | | | | |
| **Knowledge and Skills** | **Actions** | **Reflective Questions** | **Evidence** | **\*Self-Assessment** | | | |
| | | | | **D** | **P** | **A** | |
| **Leadership Modules:** ➢ **Principles and Strategies for Parent and Family Involvement** | Maintain and nurture parent involvement. Involve parents and families as partners respectfully, openly and collaboratively in school planning and community development. | What structures and opportunities are in place to encourage parent, family and community input? | | | | | |
| ➢ **Principles and Strategies for Community Development** | Liaise with external agencies and organizations to protect and support children<br><br>Mobilize community resources to support student learning. Apply entrepreneurial skills and political astuteness to access a wide variety of resources within and outside the school community<br><br>Advocate for the school, school district and public education. | How do you organize interagency involvement to support children and their families?<br><br>How are all potential community resources activated in support of student success?<br><br>What are community resources with the most potential to support students?<br><br>How do you increase communication with cultural/ethnic communities such as: Aboriginal, French Immersion, multicultural, and recent refugees?<br><br>How have you advocated in relation to school, school district and public education needs? | | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➤ **Building Lateral Capacity** | Develop networks to enhance student learning within and between schools and within the community. Maximize lateral capacity building | How effective is the school to school; and the school to community collaboration in support of optimal student learning? | | | | |
| ➤ **Early Learning Purposes and Initiatives** | Liaise with community agencies and organizations to strengthen the "early learning" of preschool-aged children in the community | What strategies does your school use to promote effective "early learning" in your community? | | | | |
| ➤ **Impact of Local and Global Issues and Trends on Education** | Apply knowledge of local and global issues and trends that positively affect teaching and learning | How current is your knowledge of local and global issues and trends that affect teaching and learning? How do you know if your knowledge is current? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

# ADMINISTRATION AND MANAGEMENT

*The Administration and Management domain emphasizes the principal's and vice principal's role in strategically planning and managing systems.*

**Belief Statement:**

Effective and efficient management practices must underpin quality leadership. Leadership and management are co-existent, mutually supportive and interdependent.

**Standard 7: Management**

Principals and vice principals strategically plan and manage to strengthen the school's capacity to support student engagement, learning and development.

| DOMAIN #4 Administration and Management | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Belief Statement:** | Effective and efficient management practices must underpin quality leadership. Leadership and management are co-existent, mutually supportive and interdependent. | | | | | | |
| **Standard 7:** | **Management** Principals and vice principals strategically plan and manage to strengthen the school's capacity to support student engagement, learning and development . | | | | | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Leadership Modules: Systems Thinking and Planning** | Thinks and plans for complex issues within the school and district<br><br>Understands patterns that shape organizational actions | How do you plan with a systems thinking perspective?<br><br>How do you take into account the impact of decisions and actions on other elements within the school? | | | | |
| ➢ **Legal and Contractual Mandates:**<br>• Labour Relations Principles<br>• Collective Agreements<br>• School Act and Regulations<br>• SD #43 Policies and Procedures<br>• FOIPOP<br>• Section 11 Appeals<br>• Bill 33 | Fulfill and manage legal and contractual obligations | How familiar are you with the relevant legal and contractual documents for effective school organization, management and supervision to occur?  What is a recent example? | | | | |

**Self-Assessment:**  *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
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| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Human Resources**<br>▪ Employment and Labour Relations (due process, management rights, progressive discipline) and working in an unionized environment<br>▪ Staffing Processes: posting, interviewing, selection and assignment<br>▪ Supervision and evaluation of school personnel<br>▪ Collective bargaining and contractual agreements (CTA and CUPE)<br>▪ Employee misconduct<br>▪ Employee documentation<br>▪ Confidentiality of school records<br>▪ Harassment | Ensure the appropriate application of supervision and evaluation<br><br>School will be staffed following district hiring guidelines and processes<br><br>Meet contractual agreements in personnel practices and report writing<br><br>Practise appropriate labour relations principles | How do you distinguish evaluation and supervision processes?<br><br>How are you applying the contract guidelines to staff the school?<br><br>How are you maintaining employee records and for what purposes? | | | | |
| ➢ **Health, Safety and Security**<br>▪ WCB regulations, protocols and documentation<br>▪ Emergency Planning Procedures (Fire, Earthquake, Lockdown)<br>▪ Critical Incidents and Threat Assessment<br>▪ School Protection Plan issues and liabilities<br>▪ Child Protection Procedures | Implement protocols and documentation for the health, safety and security of students and staff<br><br>Establish committees with appropriate employee representation | What structures and processes have been put in place to ensure compliance with health and safety regulations?<br><br>How are you addressing the safety of students in the school? | | | | |
| ➢ **School Organization**<br>▪ District and school class size and composition requirements<br>▪ Placement of students policies and procedures<br>▪ Assignment of staff<br>▪ Use of technology for school enrolment planning and school organization<br>▪ Staffing and timetable building | Strive to balance class size and composition requirements with placement of students for optimal learning<br><br>Establish appropriate committees and transparent, fair processes | Given current collective agreements, how do you organize your school and assign staff? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **School Finances and Budget Planning**<br>▪ Budgets, school financial resources and accounting practices<br>▪ Financial plan to meet school goals<br>▪ Monitors school fundraising procedures and uses | Align financial resources with the school goals<br><br>Establish accountability practices for school funds<br><br>Establish appropriate committees<br><br>Audit regularly | What school budget planning processes have been put in place?<br><br>How do you ensure that school funds are used appropriately? | | | | |
| ➢ **Learning Resource Management:**<br>▪ Learning Resources (resources, equipment and supplies) selection, acquisition, organization and use | Develop and monitor systems for effective management of learning resources | How well aligned are school learning resource acquisitions with the school's areas of greatest need? | | | | |
| ➢ **Time Management**<br>▪ Prioritize, plan and organize self and others<br>▪ Manage workload to balance organizational goals and personal well-being | Manage time, priorities and workload | How are administrative responsibilities fulfilled in the context of a healthy and balanced work life?<br><br>How do you balance the competing demands of your role? | | | | |
| ➢ **School Operations and Facilities**<br>▪ School plant and personnel support system<br>▪ Records management<br>▪ Scheduling procedures<br>▪ School Handbook of policies and procedures<br>▪ Maintenance and use of building, equipment and grounds<br>▪ Capital building modifications | Direct structures and processes to support school operations and facilities management, safety and security | What are the implications of how you structure your school timetables (elementary - class organizations, the delivery of preparation time and the focus of incremental staffing)?<br><br>Are all appropriate structures (departments, teams, committees, working groups) in place to enable optimal functioning in the school? Describe what they are. | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Data Collection and Management**<br>▪ Attendance<br>▪ Enrolment<br>▪ 1701<br>▪ School Plans<br>▪ Class Size and Composition<br>▪ Code of Conduct | Ensure that systems are in place to collect and access data | How do you use data to inform decision-making and instructional improvement? | | | | |
| ➢ **Emerging Technologies:**<br>▪ Use current technology to support effective management of operations and data (i.e. BCeSIS)<br>▪ Manage access to current technology to support learning | Use appropriate technologies to enhance school operations and student and adult learning<br><br>Ensure staff have access to technology, as needed | To what extent are you using all available technologies to maximize school operations and student learning? | | | | |
| ➢ **Special Education, ESL and Aboriginal Resources**<br>▪ Ministry categories and resource support<br>▪ Aboriginal Enhancement Agreement Learning Plan requirements<br>▪ School-based and itinerant staffing support<br>▪ District and school placement procedures<br>▪ Record keeping requirements | Implement Ministry and District policies, procedures and structures to optimize appropriate support and placement for students with special needs | What procedures are in place to meet IEP and AIP requirements for identified students?<br><br>How are resources allocated to support students with special needs?<br><br>What processes and structures are in place for identifying struggling students? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

# RELATIONSHIPS

*The Relationships domain describes the importance of emotional intelligence and how the principal's and vice principal's intrapersonal and interpersonal competencies influence relationships to support student learning and achievement.*

**Belief Statement:**

Sound intrapersonal and interpersonal knowledge and skills are fundamental to effective leadership. The leader is responsible for effectively influencing relationships to support student learning and achievement.

**Standard 8: Intrapersonal Capacity**

Principals and vice principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.

**Standard 9: Interpersonal Capacity**

Principals and vice principals build, support and sustain positive, effective working relationships within the school and community.

<table>
<tr><td colspan="6"><strong>DOMAIN #5<br>Relationships</strong></td></tr>
<tr><td><strong>Belief Statement:</strong></td><td colspan="5">Sound intrapersonal and interpersonal knowledge and skills are fundamental to effective leadership.<br>The leader is responsible for effectively influencing relationships to support student learning and achievement.</td></tr>
<tr><td><strong>Standard 8:</strong></td><td colspan="5"><strong>Intrapersonal Capacity</strong><br>Principals and vice principals demonstrate self-knowledge and personal qualities that support positive relationships and build cultures of integrity.</td></tr>
</table>

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
| --- | --- | --- | --- | --- | --- | --- |
| | | | | D | P | A |
| **Leadership Modules:**<br>➢ **Emotional Intelligences Dimensions** | Demonstrate self-awareness, self-management, social and situational awareness and flexibility | How do you monitor your own actions?<br><br>How do you gauge the effect of your behaviour on others?<br><br>What are your triggers and how do you manage them constructively? | | | | |
| ➢ **Leadership Styles and Roles** | Adapt leadership styles and roles appropriate to context | Which leadership styles and roles are useful in your school? | | | | |
| ➢ **Personal Professional Growth Planning Processes and Reflective Practice** | Maintain high visibility, accessibility and openness<br><br>Self-assess, self-reflect and set personal professional growth goals to remain current with educational practice<br><br>Create an individual Professional Growth Plan that focuses on improvements in future performance<br><br>Contribute to the development of the profession | How do you maintain accessibility while balancing the competing demands of your role?<br><br>How do you check your perceptions about your identified strengths and areas for growth?<br><br>Provide examples of goals outlined in your Professional Growth Plan and describe your learning in relation to these goals. | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
| --- | --- | --- |
| | | |

| DOMAIN #5 Relationships | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Belief Statement:** | Sound intrapersonal and interpersonal knowledge and skills are fundamental to effective leadership. The leader is responsible for effectively influencing relationships to support student learning and achievement. | | | | | | |
| **Standard 9:** | **Interpersonal Capacity** Principals and vice principals build, support and sustain positive, effective working relationships within the school and community. | | | | | | |

| **Knowledge and Skills** | **Actions** | **Reflective Questions** | **Evidence** | **\*Self-Assessment** | | |
|---|---|---|---|---|---|---|
| | | | | **D** | **P** | **A** |
| **Leadership Modules:** ➢ **Relationship Building** | Model a positive attitude, enthusiasm and appropriate humour | What types of interactions do you have with students, staff and parents that build relationships? How do you encourage attitudes and skills in others that are necessary to build positive relationships in your school? | | | | |
| | Build on collective and individual strengths and contributions | What specific actions have you taken to build positive relationships? | | | | |
| ➢ **Group Process Facilitation and Team Building Skills** | Facilitate team development and collaboration | What do you do to bring staff together for common or shared purposes? | | | | |
| | Encourage creative thinking and problem solving | How do you establish norms for collegial interaction? | | | | |
| ➢ **Decision Making Models** | Utilize a variety of effective decision making models | To what extent are you individually and school teams collectively using the most effective decision making processes for the various decisions required within the school? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|
| | | | | D | P | A |
| ➢ **Communication Systems** | Develop and maintain an effective system of communication among the school staff, within the district, with parents, with the community, and with media. | How effective are the systems of formal, informal and written communication among staff in addressing organizational and emerging needs?<br><br>How effective are the systems of communication connecting the school to the district and community? | | | | |
| ➢ **Conflict Management** | Use a variety of effective communication skills and strategies<br><br><br>Anticipate and manage individual and systemic conflict | How do you know how well you listen to others?<br><br>What communication systems do you use?<br><br>How do you shift from a difficult to learning conversation?<br><br>How do you check for understanding? | | | | |
| ➢ **Coaching and Mentoring Others** | Use and encourage reflection and the challenging of assumptions<br><br>Establish and maintain mentoring relationships | How do you model and encourage self-reflection?<br><br>How do you foster growth in those you mentor? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

| | Knowledge and Skills | Actions | Reflective Questions | Evidence | *Self-Assessment | | |
|---|---|---|---|---|---|---|---|
| | | | | | D | P | A |
| ➢ | **Ethical Values and Practices** | Model and promote compassion, honesty, fairness, kindness, respect, responsibility and inclusion | What are your priorities, assumptions and personal biases that influence your leadership? | | | | |
| | | Exhibit ethical practice and decision making | What core values are reflected in your professional relationships? | | | | |
| | | | How do your values influence your decisions? | | | | |
| | | | What ethical criteria do you use for making decisions? | | | | |
| | | | How do you respond to ethical dilemmas within your school community? | | | | |
| | | Protect the rights and confidentiality of students and staff | What steps have you taken to ensure staff and students' rights are protected? | | | | |
| | | | How do you demonstrate confidentiality? | | | | |
| | | Establish and maintain the boundaries of professional relationships | What do you do if someone breaches these boundaries? | | | | |

**Self-Assessment:** *To what extent do I demonstrate these actions and meet this standard?*

| *Developing* | *Proficient* | *Accomplished* |
|---|---|---|
| | | |

# GLOSSARY OF EDUCATIONAL TERMS

### Achievement
Achievement relates to the three Prime Goals for Public Schools: Intellectual Development, Human and Social Development, and Career Development
Intellectual Development: To develop the ability of students to analyze critically, reason and think independently, and acquire basic learning skills and bodies of knowledge; to develop in students lifelong appreciation of learning, a curiosity about the world around them and a capacity for creative thought and expression.
Human and Social Development: To develop in students a sense of self-worth and personal initiative; to develop an appreciation of the fine arts and an understanding of cultural heritage; to develop an understanding of the importance of physical health and well-being; to develop a sense of social responsibility, and a tolerance and respect for the ideas and beliefs of others. Career Development: To prepare students to attain their career and occupational objectives; to assist in the development of effective work habits and the flexibility to deal with changes in the workplace.

### Accountability
Accountability is the regular monitoring and assessment of students, curriculum, schools, and the education system to identify what is working in the system and what is not and to provide an informed basis for change.
In the context of institutional accountability, assessments are undertaken to determine the effectiveness of schools and school personnel. In the context of school improvement, assessment is an essential tool for evaluating the effectiveness of changes in the teaching-learning process.

### Assessment
Assessment is the process of collecting, synthesizing and interpreting information to aid in decision making.
In an educational context, assessment is the process of observing learning; describing, collecting, recording, scoring, and interpreting information about a student's or one's own learning. Different types of assessment instruments include achievement tests, observation instruments, performance tasks, and authentic assessments.
The effectiveness of a particular approach to assessment depends on its suitability for the intended purpose.

### Assessment for Learning
Assessment for learning is explicitly designed to promote learning and shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. Assessment for learning happens in the middle of learning, often more than once, rather than at the end to identify particular learning needs.

### Assessment as Learning
Assessment as learning reinforces and extends the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process, but also as the crucial connector between them. Assessment as learning occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments, adaptations, and even major changes in what they understand. Assessment as learning is the ultimate goal where students are their own best assessors.

### Assessment of Learning
Assessment of learning is the predominant kind of assessment in schools. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually signalling students' relative position compared to other students. Assessment of learning results are expressed symbolically, generally as marks or letter grades and summarized across several content areas in reports to parents.

### Assumptions
Assumptions are what we hold to be true about a subject and exert a powerful force on our behaviour and professional practice.

### Change Process
Change involves changes in beliefs, behaviours or resources. A change process involves initiating, implementing, and sustaining a change.

## Code of Conduct

Code of conduct describes the rights and responsibilities and procedures for managing the behaviour of all persons on school premises.

## Collaboration

Collaboration is a process that occurs among individuals that enables participants to address issues and accomplish goals mores successfully than they could have separately by bringing their collective skills, knowledge and perspectives to the situation.

## Community Development

Community refers to factors such as size of the population, ethnicity, culture, age, and socio-economics that affect interactions with the school. Community development is dependent upon the principal getting to know and understand the community by learning what the issues are, who is most responsible for them, and developing a collaborative process in which to improve relationships.

## Culture

Culture operates at four levels: artifacts, traditions, language, and values and beliefs. Culture is how we think about our environment. Others define culture as a pattern of basic assumptions by a given group or the way we do things around here. School cultures are complex webs of traditions and norms.

## Cultures of Integrity

A culture of integrity within an organization is characterized by an ethical culture based on systemic shared moral values of honesty, respect, responsibility, compassion, tolerance, and justice; where decisions and actions are determined through moral reasoning; and where individuals and groups exercise moral courage in upholding the ethical principles of the organization.

## Curriculum

Curriculum can mean a sequenced plan to educate students or a broad field of study. It also can mean the broad scope of school experiences that one believes has a direct impact on student learning. Curriculum can be defined as planned and unplanned concepts, content, skills, work habits, means of assessment, attitudes, and instructional strategies taught in the classroom and the variety of school activities in and out of class that influence present and future academic, social, emotional and physical growth of students.

## Data Based Decision Making

Data based decision making is analyzing existing sources of information (class and school attendance, grades, test scores) and other data (portfolios, surveys, interviews) to make decisions about the school. The process involves organizing and interpreting the data and creating action plans based on the data to plan for improvement.

## Developing, Proficient, Accomplished Performance Levels

These are explicit descriptions of expected performance characteristics corresponding to gradient levels or qualities of performance which indicate a range from developing or partial or beginning/novice levels of competency, to proficient or demonstration of the standard in action, to accomplished or surpassing the normal expectations.

## Dialogue

Dialogue is the process by which we make known to one another the assumptions that underlie our perspectives and the thought processes and information that shape those assumptions. Dialogue engages us in a thorough examination of our beliefs, deepens our understanding and improves relationships.

## Distributed Leadership

Distributed Leadership concentrates on engaging expertise wherever it exists within the organization rather than seeking this only through formal position or role. The distributed perspective focuses on how leadership practice is distributed among formal and informal leaders. Distributed leadership is an emergent property of a group or network of individuals in which group members pool their expertise. In this sense, distributed leadership is a form of collective agency incorporating the activities of many individuals in a school who work at mobilizing and guiding others.

## Diversity

In education, discussions about diversity involve recognizing a variety of student needs including those of ethnicity, language, socioeconomic class, disabilities, and gender. School reforms attempt to address these issues to help all students succeed. Schools also respond to societal diversity by attempting to promote understanding and acceptance of cultural and other differences.

## Emerging Technologies

Technology is more or less the means of getting a job done, whatever the means and the job happens to be. Emerging technologies can be described as the ongoing creation, development, and use of new electronic means of processing, storing, presenting, and communicating information.

## Emotional Intelligence Competencies

Emotional Intelligence is the ability to manage ourselves and our relationships effectively. It consists of four fundamental capabilities: self-awareness, self-management, social awareness and social skill.

## Ethical Dilemmas

Ethical dilemmas are the tough choices when one has to choose between one right value and another right value.

## Ethical Practice

Ethical practice is behaviour that demonstrates a commitment to moral principles that are based on core or universal moral values of fairness or justice, respect, responsibility, honesty, compassion, inclusion and tolerance.

## Goals

Goals represent what people commit themselves to do to reach their vision.

## Gradient/Performance Scale

A gradient or performance scale describes the targeted performance standard with criteria in performance levels differentiating important categories of performance criteria, ranging from beginning to partial and full demonstration of essential traits. A gradient/performance scale is a set of guidelines by which one conducts and ranks oneself in relationship to performance criteria.

## Inclusive Culture

An inclusive culture embraces the uniqueness and dignity of all individuals and fosters shared beliefs and values. An inclusive culture is characterized by broad community engagement and cooperation.

## Instruction

Instruction is the process by which content or curriculum is transported to the student. Instruction consists of three parts: input, modeling or demonstration, and active involvement or rehearsal.

## Instructional Leadership

Instructional leadership emphasizes improving the quality of teaching and learning processes for students and adults in schools thorough regular dialogue about learning and how to improve it based on understanding of the body of research on learning and teaching and evidence of student learning outcomes.

## Interagency/External Agencies and Organizations

Education in our schools requires political and public support so that the necessary resources are available to carry out critical functions of meeting the needs of all students. Examples of agencies and organizations are the Ministry of Children and Families, BCTF, Provincial and District Parent Advisory Councils, Neighbourhood Houses, Community Centres and Community Youth Programs, Health Authorities, Workmen's Compensation Board and Non-Profit Organizations.

## Intrapersonal Capacity

Intrapersonal intelligence is turned inward and is the capacity to form an accurate model of oneself and to be able to use that model to operate effectively in life. Intrapersonal intelligence is the key to self-knowledge. It includes access to one's own feelings and the ability to discriminate among them and

draw upon them to guide behaviour. Intrapersonal competencies include self-awareness (knowing one's internal state, preferences, resources and intuitions) and self-regulation/management (managing one's internal states, impulses and resources).

## Interpersonal Capacity

Interpersonal intelligence is turned outward and is the capacity to understand other people, what motivates them, how they work, and how to work cooperatively with them. It includes the capacities to discern and respond appropriately to the moods, temperaments, motivations and desires of other people (emotional tendencies that guide or facilitate reaching goals), empathy (awareness of others' feelings and needs), and social skills (adeptness at inducing desirable responses from others).

## Leadership

Leadership can be defined as an act of influence involving reciprocal relationships through which members of an organization or community construct common meanings, build capacity and enhance their ability to achieve shared goals. One of the responsibilities of leadership is to give a sense of direction, and to establish an overarching purpose.

## Learning Climate

This is the "feel" or tone of a classroom or school, indicated by the total environment, including especially the way individuals in classrooms and schools relate to one another.

## Learning Community

Learning communities or communities of practice, are the terms often given to schools in which staff members provide meaningful and sustained assistance to one another to improve teaching and student learning. Learning communities are characterized by a shared mission, vision, and values; collective inquiry; collaborative teams; an orientation toward action and a willingness to experiment; commitment to continuous improvement; and a focus on results. A learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.

## Learning Culture

This is a culture that is characterized by a deep focus on learning and engagement in the pursuit of learning.

## Legal and Contractual Obligations

Legal and contractual obligations are the responsibilities that the leader has for administering school acts and regulations, district policies (dictate what to do) and procedures (detail how to do it), external legal requirements, and the contractual agreements between school board employers and employees.

## Management

Management is the bureaucratic aspect of administration which relies primarily on rational analysis to design methods, or internal and external processes with role descriptions to implement strategic plans. Management is the technical and legal duties related to the hierarchical structure of the school system and involve compliance with legislation, policies or role descriptions as well as the stewardship of resources.

## Mission

Mission is the purpose or the fundamental reason for an organization's existence.

## Mission Statement

The BC Ministry of Education Mission Statement is:

To enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

## Moral Courage

Moral Courage is a commitment to moral principles, an awareness of the danger involved in supporting those principles, and a willing endurance of that danger. A leader needs courage over time and the willingness to risk and risk again, and to function well under prolonged stress, and keep pursuing the values and vision of the school.

## Moral Purpose of Education

Moral purpose of education is about the deep purpose that expresses the organization's reason for existence. Moral purpose is a strong commitment to making a difference and modeling for and engaging with others to build a community committed to moral purpose.

## Moral Stewardship

Stewardship is the willingness to be accountable for the well-being of the larger organization by operating in service, rather than in control, of those around us. Stewardship involves placing oneself in service to ideas and ideals and to others who are committed to their fulfillment. Moral Stewardship is based on a deep commitment to values that makes a critical difference in the lives of students and their families.

## Networks

Networks involve people working in groups around a common interest within and across organizational boundaries. Information of all kinds is both generated and shared through networks of all types. The value of networks is its capacity for sharing common problems and strategies, and sharing perspectives to enrich abilities to lead in one's own context.

## Organizational Capacity

Organizational capacity focuses on strengthening the culture, and building organizational learning and collaborative processes.

## Organizational Learning

Organizational learning or collective teacher efficacy involves three stages: a trusting and collaborative climate; shared and monitored mission; and support for taking initiatives and risks, all supported by ongoing, relevant professional development.

## Principles of Learning

The four principles of learning are:
• Learning requires the active participation of the student
• Learning is both an individual and a social process
• Learning takes place in different ways and at different rates for each student
• Learning is encouraged when students are involved in their own assessment and evaluation and reporting; when assessment and evaluation is ongoing; and when assessment and evaluation and reporting are clear and supportive.

## Relationships

Relationships are how people interact with each other and the kind of relationships they form. A focus on people and relationships is essential to achieving purposes.

## Rubric

A rubric is a particular format for criteria. It is a written down version of the criteria, with all score points described and defined. A rubric is a scoring guide for making performance criteria visible. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale.

## School Operations

School operations include responsibility for the maintenance and operations of the facilities, safety, fiscal and budgetary procedures, personnel practices, and resource acquisition within a framework of ministry, district and school policy and procedures.

## Self-Assessment

Self-assessment is a process in which individuals engage in a systematic review of their performance, critiquing their own work, usually for the purpose of improving future performance. It usually involves comparison with standard, established criteria.

## Self-Awareness

Self-awareness is knowing one's internal state, preferences, resources and intuitions.

## Self-Management

Self-management is managing or regulating one's internal states, impulses and resources.

## Shared Vision

Shared vision is building a sense of commitment in a group, by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there.

## Situational Awareness

Situational awareness is the ability to understand, identify and read the environmental context, specifically the cultural, human resource, structural, symbolic and political perspectives or frames that exist within an organization.

## Social Awareness

Social awareness involves empathy (skill at sensing other people's emotions, understanding their perspective, and taking an active interest in their concerns), organizational awareness (the ability to read the currents of organizational life, build decision networks, and navigate politics), and service orientation (the ability to recognize and meet customer's needs).

## Standards

Standards are agreed upon values used to measure the quality of individual performance.

## Strategic Planning

Strategic planning is a systematic and regular process in which leaders review mission, vision, core values, use an environmental scan and review previous results to plan and move forward.

## Student

A student is a person enrolled in a K-12 Educational program provided by a board or authority and for whom a professional educator has responsibility.

## Systems Thinking

Systems thinking is a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behaviour of the systems. This discipline helps us see how to change systems more effectively.

## Values

A value is a deeply held view of what is found worthwhile. A value is worthy of esteem for its own sake and has intrinsic worth. Values describe how we intend to operate as we pursue our vision.

## Vision

Vision is a picture or images of the future you seek to create. It shows where the organization wants to go and what it will be like when it gets there. A vision gives shape and direction to an organization's future.

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