



Livingstone Range
SCHOOL DIVISION Nº 68

Administrator Evaluation Report

Review period: August 24, 2009

To: June 29, 2010

Review Date: May 21, 2010

Administrator: Kurtis Hewson	Current School Assignment: <u>Select...</u>
Evaluator: Ellie Elliott	Position: <u>Principal</u>
Purpose: <u>Contract Decision</u>	

Interviews, Meetings and Situations Observed:		
Date	Time	Context
October 07, 2009	1:00	Reviewing the process and documents
January 07, 2010	7:30	Setting principal evaluation plan and dates for visits
January 11, 2010	3:30	Tour of Claresholm Elementary
January 15, 2010	1:30	WMES staff meeting
January 27, 2010	10:15	Grade 3 team meeting
February 05, 2010	9:00	Modernization meeting of Claresholm schools
March 15, 2010	8:00	Modernization meeting of Claresholm schools
April 16, 2010	8:00	Modernization meeting of Claresholm schools
April 26, 2010	3:30	Sharing of evidence
May 17, 2010	8:00	Modernization meeting of Claresholm schools

Summary Comments:

Kurtis has just completed his fourth successful year as principal of Claresholm Elementary (now renamed West Meadow Elementary) School. He began as principal of a K-3 school and, after modernization, is principal of a K-6 school. For the purpose of this evaluation Kurtis has identified two dimensions from the Principal Quality Standard: dimensions one and two: fostering effective relationships and embodying visionary leadership. Input has also been provided in the other dimensions since there have been many opportunities to observe Kurtis in his leadership role over the past year.

Kurtis' greatest strengths are in establishing structures and processes that ensure that curriculum, assessment, instruction and professional development are aligned to ensure student learning. His school has recently been recognized for excellence in the use of teams to make collaborative decisions. Kurtis is an excellent communicator who engages school staff, parents and the community in making key decisions.

Kurtis uses technology effectively and efficiently. He helped develop the jurisdictional planning and reporting template which is modified for use in each school.

The past year has been incredibly demanding of school principals in Claresholm. West Meadow Elementary has operated out of two buildings. Kurtis has served as principal of both sites with an Assistant Principal at each of those sites. There has been a great deal of staff movement as one school building was modernized while occupied. Kurtis' planning and organizing strengths were called on frequently to ensure that student learning was optimized throughout the process. He has been capably supported by his assistant principals to carry on the day to day work at each of the sites.

Contractual Recommendation(s):

I hereby recommend the administrator for: a three year contract

Name: <input type="text" value="Ellie Elliott"/>	Recommended: <input type="text" value="May 20, 2010"/>
Title: <input type="text" value="Superintendent"/>	Signed: _____ (Evaluator Signature)

Form version: December 31, 2008

1. Leadership Dimension: *Fostering Effective Relationships*

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

Descriptors

The school principal:

- a) acts with fairness, dignity and integrity
- b) demonstrates a sensitivity to and genuine caring for others and cultivates a climate of mutual respect
- c) promotes an inclusive school culture respecting and honouring diversity
- d) demonstrates responsibility for all students and acts in their best interests
- e) models and promotes open, inclusive dialogue
- f) uses effective communication, facilitation, and problem-solving skills
- g) supports processes for improving relationships and dealing with conflict within the school community
- h) adheres to professional standards of conduct

Maintains a positive school climate

Excellent

Involves the school community in development and implementation of a plan to promote a positive school climate.

Demonstrates effective conflict resolution skills

Proficient

Has skills and strategies to resolve conflict.

Demonstrates strong interpersonal communication skills

Excellent

Demonstrates a variety of effective interpersonal communication strategies with the school community.

Maintains an inclusive school environment

Proficient

Has multiple, varied and effective processes and strategies to respond to diversity in the school community.

Seeks feedback from school community

Excellent

Uses multiple and varied strategies to seek feedback from school community and takes appropriate action to enhance leadership.

Communicates effectively with school community

Excellent

Uses multiple, varied and effective communication tools appropriate to school context.

Observations/Recommendations:

Kurtis has led the school in the development of collaborative teams that meet to identify individual student's growth and success as well as areas of need. The learning support team and staff members regularly review student data to provide effective and timely supports in place to address individual student learning needs.

The staff has worked together to build a behavioural pyramid of supports for incidents and behaviours that occur outside the classroom. The vision for the model is clearly articulated and shared with staff, students and parents.

Kurtis communicates frequently and openly with staff and parents. His weekly Principal's Update is distributed widely. He uses the school's web page effectively to keep the public informed about activities, plans and reports. Kurtis is investigating publishing a Principal's Blog in 2011.

Kurtis has developed a K-6 planning overview to organize every aspect of the move from two sites to one. He updates and shares this document regularly in order to ensure a smooth transition to the new, modernized site.

School staff are working towards providing supports for student learning within the classroom as the preferred setting.

2. Leadership Dimension: *Embodying Visionary Leadership*

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

Descriptors

The school principal:

- a) communicates and is guided by an educational philosophy based upon sound research, personal experience and reflection.
- b) provides leadership in keeping with the school authority's vision and mission.
- c) meaningfully engages the school community in identifying and addressing areas for school improvement.
- d) ensures that planning, decision-making, and implementation strategies are based on a shared vision and an understanding of the school culture.
- e) facilitates change and promotes innovation consistent with current and future school community needs.
- f) analyzes a wide range of data to determine progress towards achieving school goals.
- g) communicates and celebrates school accomplishments to inspire continuous growth.

Is guided by an educational philosophy

Excellent

Educational philosophy reflects sound research and is **manifested in all aspects of their leadership role.**

Establishes school mission and vision

Excellent

Shared school mission and vision are **regularly revisited, actively embraced and implemented** by the school community.

Implements school improvement plans

Excellent

All members of the school community are actively involved in the development, implementation and evaluation of the school improvement plan.

Analyzes data to develop school goals

Excellent

School community members, as appropriate, are actively involved in data collection, analysis and evaluation to inform school goals.

Celebrates school's accomplishments

Excellent

Recognition and celebration are **embedded within the school culture by all stakeholders.**

Facilitates change and promotes innovation

Excellent

Anticipates and facilitates change and pursues innovation to address **current and future needs**

of school.

Observations/Recommendations:

At the beginning of the year Kurtis shared his core beliefs as well as his vision of the principal's role with staff. Input from staff gathered through the Covey Leadership Quotient verifies strengths in clarifying vision and purpose as well as aligning systems to support the vision. Staff have developed Learning Principles for the 2010-2011 school year.

Action planning teams have been established for each of the three goal areas. Staff members are involved as action researchers. Data is gathered and shared regularly to monitor progress within identified goals. Score cards are prominently posted and improvements are celebrated by staff and students.

The school has been recognized as a school of excellence and has welcomed many visitors including Jim Parsons from the University of Alberta, who devoted a chapter of his recent book to West Meadow School.

The Blast program has demonstrated success and has led to improved reading fluency and comprehension.

3. Leadership Dimension: *Leading a Learning Community*

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

Descriptors

The school principal:

- a) promotes and models life-long learning for students, teachers and other staff.
- b) fosters a culture of high expectations for students, teachers and other staff.
- c) promotes and facilitates meaningful professional development for teachers and other staff.
- d) facilitates meaningful parental involvement and ensures they are informed about their child's learning and development.

Facilitates professional growth

Excellent

Resources are allocated to support a variety of meaningful professional growth strategies.

Develops school comprehensive PD plan

Excellent

School PD plan/program, **including outcome measures**, relates to individual's professional growth plans and education plan.

Observations/Recommendations:

Kurtis has been engaged in a wide variety of professional development opportunities both as a learner and as a facilitator. A consummate learner, Kurtis models on-going professional growth.

4. Leadership Dimension: *Providing Instructional Leadership*

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

Descriptors

The school principal:

- a) demonstrates a sound understanding of current pedagogy and curriculum.
- b) implements strategies for addressing standards of student achievement.
- c) ensures that student assessment and evaluation practices throughout the school are fair, appropriate and balanced.
- d) implements effective supervision and evaluation to ensure that all teachers consistently meet the *Alberta Teaching Quality Standard*.
- e) ensures that appropriate pedagogy is utilized in response to various dimensions of student diversity.
- f) ensures that students have access to appropriate programming based on their individual learning needs.
- g) recognizes the potential of new and emerging technologies, and enables their meaningful integration in support of teaching and learning.
- h) ensures that teachers and other staff communicate and collaborate with parents and community agencies, where appropriate, to support student learning.
- i) supports the use of community resources to enhance student learning.

Monitors student learning

Excellent

Staff regularly reflect on collected data from multiple sources, analyze and **implement strategies to support student learning.**

Ensures programs address diversity of student needs

Excellent

Ensures a variety of differentiated learning opportunities to address students' diverse learning needs are used **throughout the school.**

Observations/Recommendations:

The staff of West Meadow Elementary School uses data to make decisions about student achievement and to plan for future direction. Staff has a sound understanding of the inter-relationships of curriculum, instruction and assessment. Educational programming addresses student diversity through differentiation, flexible grouping, support services and accommodation of learning goals. Technology is used to enhance programming for students. The school works closely with community agencies to support student learning.

5. Leadership Dimension: *Developing and Facilitating Leadership*

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

Descriptors

The school principal:

- a) demonstrates informed decision making through open dialogue and consideration of multiple perspectives.
- b) promotes team building and shared leadership among members of the school community.
- c) facilitates meaningful involvement of the school community, where appropriate, in the school's operation using collaborative and consultative decision-making strategies.
- d) identifies and mentors teachers for future educational leadership roles.

Collaborative and consultative decision making

Excellent

Provides evidence that a variety of inclusive collaborative and consultative decision-making processes are being used within the school community.

Develops collaborative teams

Excellent

Ensures the ongoing development and effectiveness of collaborative teams is **embedded in school culture**.

Practices shared leadership

Excellent

Develops leadership capacity in the school community by supporting the use of effective practices.

Incorporates democratic principles and processes

Excellent

Structures and processes are embedded to ensure that democratic principles and processes are **infused throughout the school community**.

Mentors future leaders

Excellent

Uses a variety of strategies to mentor future leaders.

Observations/Recommendations:

Kurtis promotes a culture of shared leadership and ownership about student learning and success. Parents and community are actively involved through school council, school celebrations and events such as the Olympic relay, the Golden Eagle Literacy celebration and birdhouse building to celebrate education week. Kurtis is open to multiple perspectives and works collaboratively to make decisions.

6. Leadership Dimension: *Managing School Operations and Resources*

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

Descriptors

The school principal:

- a) effectively plans, organizes and manages the human, physical and financial resources of the school and identifies the areas of need.
- b) ensures that school operations align with legal frameworks such as: provincial legislation, regulation and policy; as well as school authority policy, directives and initiatives.
- c) utilizes principles of teaching, learning and student development to guide management decisions and the organization of learning.

Manages school budget

Excellent

Effective, ongoing management of school budget, created with school/community input that is responsive to the school context.

Maintains a safe and caring learning environment

Excellent

Data is collected, reviewed and used by the school community to enhance school-wide strategies that ensure a safe and caring learning environment.

Complies with legislative and policy frameworks

Excellent

Consistently acts in accordance with regulations and, when **appropriate, assumes an active role in policy development and implementation.**

Observations/Recommendations:

Kurtis is well organized and meets legislative requirements.

7. Leadership Dimension: *Understanding and Responding to the Larger Societal Context*

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

Descriptors

The school principal:

- a) advocates for the needs and interests of children and youth.
- b) demonstrates a knowledge of local, national, and global issues and trends related to education.
- c) assesses and responds to the unique and diverse community needs in the context of the school's vision and mission.
- d) advocates for the community's support of the school and the larger education system.

Understands the school context

Excellent

Uses **varied and effective processes** to develop a **comprehensive understanding** of the school context.

Observations/Recommendations:

Kurtis has a good understanding of the local community as well as its beliefs and expectations about education.

Acknowledgement:

The preceding evaluation of my work as an administrator in Livingstone Range School Division #68 has been reviewed with me. By signing this document, I do not necessarily agree with the contents in whole or in part.

Administrator's Name:**Acknowledged:****Signed:**

(Administrator Signature)

Comments:

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