



**FORT VERMILION SCHOOL  
DIVISION No. 52**

**LEADERSHIP ASSESSMENT**

<b>Leader:</b>	<b>Kurtis Hewson</b>
<b>Date:</b>	<b>June 2006</b>
<b>Contributors:</b>	<b>Roger Clarke, Rick Cusson, Kathryn Kirby, Jeff Perry</b>
<b>Data Sources:</b>	<b>Observation, Direct reports, Visitations</b>
<b>Supervisor Name:</b>	<b>Roger Clarke</b>
<b>Supervisor Role:</b>	<b>Superintendent of Schools</b>

**Definition of Standards:**

**Jurisdictional Excellence**

A leader in this category regularly helps other elements of the division. Leaders at this level are not merely good at their own job, but instead, have an impact on the entire division and are a primary source of developing additional leadership within the jurisdiction.

**School Excellence**

A leader in this category meets all school needs and standards. The leader is considered to have an exemplary impact on their school.

**Meeting the Standards**

A leader in this category meets the requirements of running their school and clearly has the potential to become a leader at the School Excellence or even Jurisdictional Excellence level. A leader at this level needs to recognize that they are not yet leading at the School Excellence level.

**Not Meeting the Standard**

A leader at this level is not meeting the standards of the organization and may not be suited to positions of leadership.

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>1.0 Resilience</b>				
<b>1.1 Constructive reaction to disappointment and failure</b>	Public reports, including accountability documents, plans, and oral presentations, include frank acknowledgment of prior professional and divisional failures, and clear suggestions for system wide learning resulting from those lessons. <input type="checkbox"/>	Readily acknowledges professional and school challenges. <input checked="" type="checkbox"/>	Acknowledges professional and organizational challenges when confronted with evidence. <input type="checkbox"/>	Defensive and resistant to the acknowledgment of error. <input type="checkbox"/>
Comments: Positive attitude towards progress of students. Searches for ways to improve.				
<b>1.2 Willingness to admit error and learn from it.</b>	Shares case studies of professional and organizational errors in a way that is used to guide, inspire, and teach colleagues throughout the organization. Builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. <input type="checkbox"/>	Admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues. Evidence of learning from past errors. Non-defensive attitude in accepting feedback and discussing errors and failures. <input checked="" type="checkbox"/>	Able to accept evidence of mistakes when offered by others. Some evidence of learning from mistakes. <input type="checkbox"/>	Unwilling to acknowledge errors. When confronted with evidence of mistakes, is defensive and resistant to learning from mistakes. <input type="checkbox"/>
Comments:				
<b>1.3 Constructively handles disagreement with leadership and policy decisions.</b>	In disagreements with policy and leadership decisions, is able to articulate the disagreement and advocate for a point of view based on the best interests of the organization and is willing to approach authority and appropriate leaders with evidence and constructive criticism, but once the decision is made, fully supports and enthusiastically implements organizational policy and leadership decisions. <input checked="" type="checkbox"/>	Accepts, seeks to understand, and implements leadership and policy decisions. <input type="checkbox"/>	Sometimes challenges executive and policy leadership without bringing those concerns to appropriate executive and policy authorities. Sometimes implements unpopular policies unenthusiastically. <input type="checkbox"/>	Ignores or subverts executive and policy decisions that are unpopular or distasteful. <input type="checkbox"/>
Comments: An example of Jurisdictional Excellence was in raising the issue of using the DIAL. The leader researched an alternative method and the DIAL, and then proceeded to present his concerns to all the administrators at an LTM in a professional and constructive manner.				

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>1.4 Constructively handles dissent from subordinates.</b>		Leader expects and uses dissent to inform final decisions, improve the quality of decision making, and broaden support for final decisions. <input type="checkbox"/>	Leader tolerates dissent, but little of it in public. Dissent is not used to inform decision making. <input checked="" type="checkbox"/>	Dissent is absent to a climate of fear and / or intimidation. Dissent is not tolerated and is discarded without consideration. <input type="checkbox"/>
Comments: The staff of BHCS rarely demonstrates dissent due to the lack of issues that arise as a result of the kind of community and students in Blue Hills.  14 of 14 direct reports indicated that they strongly agree or agree that the principal constructively handles dissent from staff.				
<b>1.5 Explicit improvement of specific performance areas based on the previous leadership evaluation.</b>	Previous evaluations are combined with personal reflection to formulate an action plan that is reflected in the leader's daily choices of priorities as well as in the organization's priorities.  <input type="checkbox"/>	Previous evaluations are explicitly reflected into projects, tasks, and priorities. Performance on each evaluation reflects specific and measurable improvements along the performance continuum from Not Meeting the Standard, to Meeting the Standard, to School Excellence, to Jurisdictional Excellence.  <input type="checkbox"/>	Leader is aware of previous evaluations, and is working them into an action plan.  <input type="checkbox"/>	No evidence of reference to previous leadership evaluations in the leader's choices of tasks and priorities.  <input type="checkbox"/>
Comments: N/A				

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
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**2.0 Personal Behaviour**

<b>2.1 Integrity</b>	<p>This leader meets commitments – verbal, written, and implied – without exception. Commitments to individuals, students, community members, and subordinates have the same weight as commitments to superiors, board members, or other people with visibility and authority. The leader's commitment to integrity is clear throughout the organization.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>The leader meets commitments or negotiates exceptions where the commitment cannot be met. Verbal commitments have the same weight as written commitments.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader meets explicit written commitments. The need to "get it in writing" does not allow subordinates or superiors to make assumption that verbal statements have the weight of a commitment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The words "I'm working on it" or "I'm doing the best I can" are regarded as acceptable substitutes for commitments. This leader cannot be trusted to follow through with tasks, budgets, priorities, or performance.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:

<b>2.2 Emotional self-control</b>	<p>The leader possesses complete self-control, even in the most difficult and confrontational situations. The leader models exemplary self control when interacting with stakeholders throughout the division and/or while representing the FVSD.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader can deal with sensitive subjects and personal attacks with dignity and self-control. The leader never meets anger with anger, but defuses confrontational situation with emotional intelligence, empathy, and respect.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>Occasional raised voice when angry or threatened, leading to a climate in which people are reluctant to raise sensitive issues.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Loses temper frequently. Conversations on any sensitive topic are brief or nonexistent.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:  
 To date, there has been no evidence of personal attacks and the leader's subsequent response.  
  
 To move to the Jurisdictional Excellence standard, the leader would need to become a great presence when in communication with other leaders at times when a global perspective is needed.

<b>2.3 Compliance with legal and ethical requirements in relationships with employees</b>	<p>Meets the letter and spirit of the law, avoiding both the fact and appearance of impropriety. Models the foundations of mutual respect for colleagues and for the law throughout the organization.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>No instance of illegal or unethical conduct with employees, prospective employees, or other conduct that crosses the line of policy or law.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Instances of minor violations of an ethical manner are recognized. Responsibility is accepted by the leader.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Violates – even just one time – the legal and policy requirements for the relationship between leaders and employees.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:

<b>2.4 Compliance with legal and ethical requirements in relationship with students</b>	<p>Uses leadership as an opportunity to teach staff and students respect for one another, creating a climate for mutual trust and respect. Builds in all employees and staff members an environment in which student safety is paramount, and inappropriate contact with students never occurs.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>Meets all legal requirements for student contact and takes swift action and appropriate actions when inappropriate contact between employees and students has been detected.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>There is no "Meeting the Standard" in this category.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Failure to protect student safety by permitting or engaging in inappropriate contact with students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>2.5 Tolerance of different points of view within the boundaries of the values and mission of the organization</b>	Actively seeks differences in perspective, encouraging difference scenarios and curricula in the context of academic standards. Explicitly differentiates divergent thinking when it is constructive and facilitates a transition to convergent thinking to support organizational goals. <input type="checkbox"/>	Focuses evaluation on the achievement of mission and adherence to values, without penalizing differences in points of view that are within the framework of organizational requirements. <input checked="" type="checkbox"/>	No punishment of alternative points of view, but does little to create structures to permit divergent thinking. <input type="checkbox"/>	Suppresses other points of view and discourages disagreement of divergent thinking. <input type="checkbox"/>
Comments: Due to being a relatively new school based leader, he has not had the opportunity to demonstrate the Jurisdictional Excellence standard.				



Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>3.3 Student achievement reporting to students, parents, teachers, and other leaders</b>	<p>Reports at all levels extend far beyond the report card, but include standards achievement reports, detailing student performance on the most important standards relating to student achievement. Staff meetings and professional development meetings are focused on student achievement, and there is clear evidence of changes in leadership, teaching, and curriculum as a result of achievement data analysis. Reports of academic achievement can be produced at any time, and for students who require particular assistance, the frequency of academic achievement reporting is increased.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>Student achievement reports include not only traditional report cards and grades, but detail student performance on standards, as a part of each reporting period.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Required report cards are delivered in a timely and accurate manner. Staff members and administrators can explain the relationship of grades to standards where required.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Standard report cards with letter grades are provided. Any relationship between grades and standards is a matter of the teacher's individual discretion.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Comments:				
<b>3.4 Use of student achievement to make instructional leadership decisions</b>	<p>There is clear evidence of the use of provincial, jurisdictional and local data to inform programming and leadership decisions. The leader regularly shares with other leaders and teachers both successes and failures based on local data analysis. The data is the focal point of both formal and informal leadership and staff discussions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Clear evidence of changes in curriculum, teaching, and leadership based on data. Data in evidence and both leader and teachers refer to it in order to inform instructional decisions.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>The leader recognizes the importance of data-based decision-making; the leader has begun the process of implementing data-based change. Progress is limited.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Indifference to data, no changes in schedule, instruction, curriculum, or leadership compared to previous year.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Comments: An example as to how to move to the Jurisdictional Excellence standard, Kurtis could share his approach to Action Planning Teams that have resulted from in depth data analysis and reflective discussions with stakeholders.				
<b>3.5 Understanding of student requirements and academic standards</b>	<p>The standards are used and shared with other buildings. All meetings at the school level focus on school achievement, including reviews of individual student work compared to standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Each academic standard has been analyzed and is clearly understood by teachers. The link between standards and student performance is in evidence from the posting of proficient student work throughout the building.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>Standards are known by teachers and required training has been conducted.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Classroom curriculum is a matter of individual discretion, and the leader is hesitant to intrude or indifferent to decisions in the classroom that are at variance from the requirements of academic standards.</p> <p style="text-align: right;"><input type="checkbox"/></p>
Comments: School Excellence in this domain is demonstrated by: <ul style="list-style-type: none"> <li>• Curriculum mapping focus</li> <li>• Instructional groups with teachers</li> <li>• Action planning groups</li> </ul>				



Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
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**4.0 Decision Making**

<p><b>4.1 Factual basis for decisions based on internal and external sources of data.</b></p>	<p>Educational decision making is neither by consensus nor by leadership mandate, but consistently based on the data. This adherence to the rule of data is reflected in all educational decisions, ranging from course and classroom assignments to the discontinuation of programs. The leader can cite specific examples of practices that have been changed, discontinued, and initiated based on data analysis. A variety of data sources, including qualitative, are used. Data sources include provincial, district, school, and classroom. Inferences from data are shared widely outside the school community in order to share the analysis and replicate the success of this school leader.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The records of decision making reflect a clear reliance on provincial and district student achievement data and other sources.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>Some decisions are based on data, but others are the results of personal preference and tradition.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Decisions are made without consideration of educational data. The predominant decision making mentality is either arbitrary or non-existent.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:

<p><b>4.2 Utilization of decision-making structures.</b></p>	<p style="text-align: right;"><input type="checkbox"/></p>	<p>Appropriate decision making structure is utilized where level I represents a stakeholder decision by consensus or majority, level II represents a stakeholder input that will significantly influence leadership decisions, and level III represents a unilateral leadership decision. The leader uses data in such a compelling way that the vast majority of decisions are level I decisions. The leader clarifies the decision-making method for major decisions and shares decisions with the stakeholder(s), using data to the greatest extent possible to support those decisions. Surveys of various stakeholders reflect a feeling of empowerment and personal responsibility for organizational success.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>The leader uses both consensus and unilateral decision making, and the reason for changing decision-making structures is consistently clear to the stakeholders.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader does not demonstrate consistent practices with respect to decision making models. This leaves stakeholders frustrated.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:

- Collaborative decision making model occurs in most situations.
- Parental involvement and community beliefs are important to the leader with respect to decisions made.



Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>5.0 Communication</b>				
<b>5.1 Two-way communication with students</b>		The leader goes to exceptional lengths to be proactive in listening to students. The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations. Discussions with students reveal that they know that the leader will listen to them and treat them with respect. The leader is particularly visible at the beginning and end of the school day and during all other times when students are present. <input checked="" type="checkbox"/>	The leader is visible and often greets students by name, and talks with students frequently. The students understand the avenue to communicate with the leader. <input type="checkbox"/>	The leader avoids student contact except where leadership presence is required, and retreats to the office during most occasions where students are likely to be present. <input type="checkbox"/>
Comments: Excellent work in this area: <ul style="list-style-type: none"> <li>Junior High Advisory group</li> <li>Mid-year reflections and year-end student surveys at all grade levels</li> </ul>				
<b>5.2 Two-way communication with staff</b>		The leader engages in active listening to the staff. All meetings include open two-way discussions. Staff members regularly have the opportunity for one-to-one meetings with the leader. The leader makes an effort to recognize the individual contribution and professional attributes of each staff member. <input checked="" type="checkbox"/>	The leader provides staff with structures so one on one / group discussions can occur. <input type="checkbox"/>	Staff members seldom have the opportunity for meetings with the leader. <input type="checkbox"/>
Comments: Excellent work in this area.				
<b>5.3 Two-way communication with parents and community</b>	Clear evidence of parent and community-centered communication, (e.g. open forums, focus groups, surveys, personal visits, and extensive use of technology). Decisions in curriculum, leadership, staffing, assessment, and school appearance reflect parent and community involvement. Survey data suggests that parents and community members feel empowered and supportive of educational objectives. <input type="checkbox"/>	Conducts frequent interactions with parents and community members, (e.g. newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, e-mail, web sites)) where appropriate. Clear evidence of decisions based on input from parent and community members. <input checked="" type="checkbox"/>	Parents and community members receive a respectful hearing when meeting with the leader. Limited evidence of decisions based on input from parents and community members. <input type="checkbox"/>	Parents and community members have little or no role to play in leadership decision making. <input type="checkbox"/>
Comments:				

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
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**6.0 Staff Development**

<p><b>6.1 Understanding of staff proficiencies and needs for further development.</b></p>	<p>In addition to the "School Excellence" criteria, the leader has also demonstrated a record of tailor-made professional development opportunities linked to the needs of each staff member, including certified and non-certified staff. The leader personally participates in professional development to demonstrate a commitment to lifelong learning. The leader routinely shares professional development opportunities with other schools, departments, districts, and organizations in order to build the professional knowledge opportunities of the entire community.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader has developed individualized learning plans with each staff member, and professional development activities reflect a balance between the prioritized needs of these plans and school education plan.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>The leader is aware of differentiated needs of staff members, and this is demonstrated through the completion of professional growth plans for all staff. The leader demonstrates minimal guidance in assisting staff to meet their differentiated needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Professional development is typically "one size fits all" and there is little or no evidence of recognition of individual staff needs.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:  
Examples:

- Common Planning
- Setting up new teachers for success
- Mentoring time is scheduled
- Balanced literacy and differentiated instruction focus on staff PD.
- PGP has to have one goal tied to school education plan.
- Developed and led Blended Structure and Style Workshop for school and divisional participants

<p><b>6.2 Personal participation in leading professional development</b></p>	<p>In addition to meeting the criteria for "School Excellence", the leader is also an active participant in teacher-led professional development, demonstrating with a commitment of time and intellect that the leader is a learner and is willing to learn from colleagues on a regular basis. The leader routinely shares learning experiences with other leaders and colleagues throughout the system.</p> <p style="text-align: right;"><input checked="" type="checkbox"/></p>	<p>The leader devotes staff meetings to professional development, not announcements. The leader personally leads professional development several times each year.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader occasionally devotes staff meetings to professional development and occasionally shares personal learning experiences with colleagues.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>The leader displays little or no evidence of new learning or sharing that learning with colleagues.</p> <p style="text-align: right;"><input type="checkbox"/></p>
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Comments:  
Evidence:

- Differentiated Instruction approach to Number Operations in Math.
- Accelerated Reader
- Sharing DPA results

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>6.3 Formal and informal feedback to colleagues with the exclusive purpose of improving individual and school performance</b>	The leader possesses all the attributes of "School Excellence" performance and also uses creative ways of feedback. The entire organization reflects the leader's relentlessly positive reinforcement, and performance by individuals and the organization reflects the leader's focus on recognition that is accurate, timely, and specific. The leader balances individual recognition with team and division-wide recognition. <input type="checkbox"/>	The leader provides formal feedback consistent with the district personnel guidelines and provides informal feedback to reinforce good performance, and highlight the strengths of colleagues, and identify areas of improvement. Feedback is explicitly linked to school goals and both the leader and employees can cite examples of where feedback is used to improve individual and school performance. <input checked="" type="checkbox"/>	The leader adheres to the personnel guidelines in providing formal feedback, although the feedback is only occasionally used to improve school performance. <input type="checkbox"/>	The leader does not adhere to personnel guidelines providing formal feedback to colleagues. <input type="checkbox"/>
Comments: <ul style="list-style-type: none"> <li>Numerous examples of staff celebrations and individual recognition, in relation to achieving Education Plan targets and demonstrating excellence and/or improvement (PAT/CAT/GRADE celebrations, Blazing Staff awards, special recognitions).</li> <li>Impromptu staff celebrations for positive survey results.</li> </ul>				



Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
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<b>8.0 Time/Task/Project Management</b>				
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<b>8.1 Choices for time management reflect a focus on the most important priorities</b>		<input type="checkbox"/>	<p>The priorities of the school and the priorities of the leader are closely matched. The leader regularly removes tasks, or delegates tasks, where there is an insufficient link between the task and the leader's/schools priorities.</p> <input checked="" type="checkbox"/>	<p>The leader's time is largely spent reacting to situational issues rather than implementing organizational priorities.</p> <input type="checkbox"/>
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Comments:

<b>8.2 School Plans have clear objectives and smart goals</b>	<p>The leader assists others in the division in the sharing of best practices as the practice relates to school plans and smart goals.</p> <input type="checkbox"/>	<input type="checkbox"/>	<p>The leader takes responsibility for the collaborative revision of the school plan based on the needs of the students and resources of the school. SMART goals are monitored and strategies are complete.</p> <input checked="" type="checkbox"/>	<p>The school planning process does not include one or more of the following:</p> <ul style="list-style-type: none"> <li>- Yearly revision</li> <li>- Stakeholder involvement</li> <li>- Active Monitoring</li> <li>- Use of FVSD approved template</li> </ul> <input type="checkbox"/>
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Comments:

<b>8.3 History of completion of projects on schedule and within budget</b>	<p>In addition to meeting the criteria for School Excellence performance, this leader regularly saves resources of time and money for the organization and proactively redeploys those resources to help the organization achieve its strategic priorities.</p> <input type="checkbox"/>	<p>The leader has a history of managing complex projects, meets deadlines, and keeps budget commitments.</p> <input checked="" type="checkbox"/>	<p>The leader generally meets deadlines within budget. Typically, when deadlines cannot be met, the leader communicates the issue prior to the deadline.</p> <input type="checkbox"/>	<p>The leaders' record of keeping commitments for schedules and budgets is inconsistent.</p> <input type="checkbox"/>
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Comments:

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
<b>9.0 Learning Plan</b>				
<b>9.1 Personal understanding and application of research in education and leadership</b>	Personal reading is wide and deep in the field of educational research. The leader actively contributes to research, providing case studies, experimental results, and research questions to serve the interests of other leaders and educational organizations. <input type="checkbox"/>	<input type="checkbox"/>	The leader demonstrates professional reading and learning by sharing/teaching of educational research to staff. <input checked="" type="checkbox"/>	Little or no evidence of professional learning and research. <input type="checkbox"/>
Comments:				
<b>9.2 Individual Professional Development</b>	Leader approaches professional development opportunities with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization, with other departments, schools, and districts. The leader creates adaptations so that learning tools become part of the culture of the organization and are "home-grown" rather than externally generated. <input type="checkbox"/>	<input type="checkbox"/>	Engages in professional development that is directly linked to school needs. The priority is given to building on staff strengths. The leader attends and actively participates in the professional development of staff in the school. <input checked="" type="checkbox"/>	The leader does not participate in PD beyond requirements provided by Central Office. <input type="checkbox"/>
Comments: <ul style="list-style-type: none"> <li>• Heavily involved in K-3 Divisional Report Card, contributing related research</li> <li>• Development of BHCS Literacy Program Assessment Tool, based on literacy research</li> <li>• Use of DuFour's research to develop BHCS Pyramid of Interventions and Student Support Teams</li> <li>• Heavily involved in Professional Development at an internal and external level, including wide reading of current research</li> <li>• Co-developed Beginning Teacher Evaluation matrix (presented to Leadership Team, May 2006)</li> </ul>				
<b>9.3 Professional Development Focus of School</b>	Influences division level PD and its systematic review and termination when they fail to support FVSD goals. <input type="checkbox"/>	<input type="checkbox"/>	Professional development plan is linked to the schools strategic objectives. <input checked="" type="checkbox"/>	Staff requests are routinely approved whether or not they are related to the school's education plan. <input type="checkbox"/>
Comments:				

Leadership Dimension	Jurisdictional Excellence	School Excellence	Meeting the Standard	Not Meeting the Standard
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**10.0 Fiscal Management**

<b>10.1 Budget Creation Process</b>	The leader mentors other leaders in the budget creation process.  <input type="checkbox"/>	The leader develops the budget with input from school council and staff. The budget reflects planning for future needs. Budget is strategically linked to the school education plan.  <input checked="" type="checkbox"/>	Leader develops the school budget and shares the result with staff and school council. Limited input by staff and school council has occurred.  <input type="checkbox"/>	Leader develops the budget with no input from staff and school council. The resulting budget is not shared with staff and school council.  <input type="checkbox"/>
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Comments:  
\$48,574 – Surplus  
  
Surplus reduced, utilized to address student needs.

<b>10.2 Budget Monitoring</b>		The leader communicates the status of the budget with staff and school council. Data is used to reallocate resources as required. Monitoring practices ensure that expenditures are linked to appropriate school operations and the completion of school education planning. Revenue is maximized.  <input checked="" type="checkbox"/>	Leader monitors the budget to the extent of knowing revenue, expenditures and staying within budget limitation.  <input type="checkbox"/>	Leader is unaware of the status of the budget with respect to revenue and/or expenditures.  <input type="checkbox"/>
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Comments:  
3 of 14 direct reports indicate that they do not know the budget monitoring process.

**Priority Dimensions for Improvement:**

- Kurtis, in all areas you are performing extremely well within the context of Blue Hills Community School. You are well respected and other administrators value your insight.
- I wish you luck in your future endeavors with other divisions. The move you are making will further develop you as a leader. I suggest that at some point in time, you endeavour to work at a high school level where high school teachers and students will provide challenges that may not present themselves at the primary or elementary level.

**The above evaluation of my work as a leader in the Fort Vermilion School Division is well understood and acknowledged by me. By signing this document I do not necessarily agree with the contents in part or in whole.**

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**Leader**

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**Supervisor**