

LEADERSHIP UPDATE

Volume 3

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Number 6



Administrator Professional Growth, Supervision and Evaluation Principles

The board develops a comprehensive administrator professional growth, supervision and evaluation policy with the goal of developing the overall leadership within the school and the district. These principles are intended to guide the development of policy at the school jurisdiction level and ensure that a fair and ethical process is followed.

The school administrator is employed by the board of trustees and reports to the superintendent of schools. The superintendent, not the staff of the school or the public, has sole responsibility for the supervision and evaluation of the administrator.

Guiding Beliefs and Principles

1. Professional growth and supervision are dynamic and ongoing processes. They form the basis for the development of leadership abilities and should be founded on the Leadership Quality Standard.
2. The effective engagement of an administrator in a planned program of professional growth depends on the provision of adequate time and resources for the design, accomplishment and reporting of the plan.
3. Evaluation may be conducted for various reasons and in various circumstances:
 - (a) For the purpose of making contractual decisions
 - (b) Where there are questions about leadership performance
 - (c) Upon the request of the administrator
4. The evaluation process must reflect the central importance of the Leadership Quality Standard.
5. The evaluation process must be reasonable and based on the rules of procedural fairness and natural justice, including the following:
 - (a) The administrator knows the expectations of the position.
 - (b) The administrator receives written notification that an evaluation of professional practice is to be undertaken and the reason(s) for it.
 - (c) The administrator is a full participant in the evaluation process.
 - (d) The basis for the evaluation process is identifiable data, which is made available to the administrator.

- (e) The administrator is made aware when expectations of the position are not being met.
- (f) If there are performance concerns as a result of information from a source other than the supervisor, the information is provided to the administrator in sufficient detail for him or her to understand the concern and have an opportunity to respond. This includes copies of any notes or letters.
- (g) The administrator is provided with appropriate assistance and time to address any identified performance deficiencies.
- (h) The administrator understands the possible outcomes of a failure to improve performance.

The above are based on precise legal concepts that govern the actions of public bodies such as school boards and apply to any situation where an individual's rights may be affected by the actions of the employer.

6. Anonymous questionnaires or interviews are not an acceptable part of a fair and ethical evaluation process and may violate the Alberta Teachers' Association Code of Professional Conduct.
7. The evaluation process is consistently applied to all administrators, recognizing that expectations for the beginning administrator may not be as rigorous as those for an experienced administrator.
8. Effective, systematic communication is a key component of fairness.
9. The evaluation process must be conducted in a cooperative and supportive climate that fosters mutual trust.
10. The administrator has the right to consult with the Alberta Teachers' Association during any part of the evaluation process.

Administrators cannot be required or pressured to disclose weaknesses about their professional practice as a component of a school jurisdiction's evaluation for purposes of determining competence, contract status or promotion. For more information, visit the ATA website (www.teachers.ab.ca) and click on Resources for School-Based Administrators, or call Member Services at 1-800-232-7208 (Edmonton) or 1-800-332-1280 (SARO).

**The real
person you
are is revealed
in the
moments
when you're
certain no
other person
is watching.
When no one
is watching,
you are driven
by what you
expect of
yourself.**

—Ralph S Marston, Jr



Educational Leadership Academy

is pleased to announce Dr Joseph Murphy
as presenter for the 2007 Academy

July 8–12
The Banff Centre



Dr Joseph Murphy

"It is probably fair to argue that the foundations of educational administration, if not actually being repoured, are undergoing important changes. Particularly noteworthy have been the efforts to reshape the definition of school administration as a profession and to redefine educational administration as an area of study. Some agreement exists that the conception of the school administrator's role is being reconstructed around central ideals of leadership. Today, education leadership is being recast with materials from the intellectual and moral domains of the profession. A key element of this emerging vision is a deeper understanding of the centrality of learning, teaching and school improvement within the role of the school administrator—a shift in focus from educational administration as management to educational administration primarily concerned with teaching and learning."

Joseph Murphy is a Professor of Education at Vanderbilt University's Peabody College of Education. He has also been a faculty member at the University of Illinois and The Ohio State University, where he was the William Ray Flesher Professor of Education. In the public schools he has served as an administrator at the school, district and state levels, including an appointment as Executive Assistant to the Chief Deputy Superintendent of Public Instruction in California. His most recent appointment was as the founding President of the Ohio Principals' Leadership Academy. At the university level, he has served as Department Chair and Associate Dean. He is also the founding Chair of the Interstate School Leaders Licensure Consortium (ISLLC).

His work is in the area of school improvement, with special emphasis on leadership and policy. He has authored or coauthored 13 books and three major monographs in this area and edited another 11 books. He has also published over 200 articles and book chapters on school improvement and leadership. He is coeditor of the AERA *Handbook of Research on Education Administration* (1999) and editor of the National Society for the Study of Education (NSSE) yearbook, *The Educational Leadership Challenge* (2002). For more information on Dr Murphy, please visit <http://peabody.vanderbilt.edu/x1506.xml>.

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Contact Barnett House toll free at 1-800-232-7208.

For further information, visit www.teachers.ab.ca or contact Member Services at the Alberta Teachers' Association, 447-9400 (in Edmonton) or 1-800-232-7208 (from elsewhere in Alberta).

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The Alberta
Teachers' Association