

**SCHOOL DISTRICT NO. 71
(Comox Valley)**

Leading Learning Communities

**PRINCIPALS/VICE-PRINCIPALS
(CVPVPA)
Performance Appraisal –
Response Guide**

June 1, 2017

CONTEXT

School Year _____

A. School Data:

Principal/Vice-Principal _____

School _____

Grades _____ Number of Students _____

FTE Professional Staff _____

FTE Support Staff _____

B. Principal/Vice-Principal Experience:

Location

Duration

C. Extraordinary factors affecting the school this year:

D. Factors affecting the P/VP assignment:

SCHOOL DISTRICT NO. 71 (Comox Valley)

Principal/Vice-Principal Performance Appraisal – Response Guide

Introduction—

The performance appraisal of P/VP's will be the responsibility of the Superintendent or designate, who, in the case of site-specific vice-principals, will usually be the site principal. It is intended that the appraisal will be conducted in an atmosphere of trust, confidence and support. The Performance Appraisal is designed to contribute to the professional growth of the P/VP and develop administrative and leadership practices that enhance school effectiveness and maximize student learning. The feedback provided will serve to identify administrative strengths, encourage self improvement and assist with the development of a Personal Professional Growth Plan.

The *School Act* identifies the specific duties of a P/VP and forms the general context upon which the performance indicators are derived. The Superintendent or designate may alter the process or specific indicators where circumstances warrant, such as the case with District Principal positions or Vice-Principals who may have had limited involvement within certain areas of performance criteria.

The appraisal will focus on the following areas of a P/VP's performance:

1. Vision Implementation
2. Leadership in Education
3. School Climate and Culture
4. Management and Decision Making
5. Interpersonal Communication
6. Community Relations
7. Professional Development

In conclusion, the purpose of the appraisal of P/VP's is to provide the individual with an inventory of his/her areas of strength and those areas requiring improvement. This appraisal will provide the P/VP with suggested strategies and activities potentially included or withdrawn from the Individual Professional Growth Plan while at the same time recognizing the P/VP's talents and abilities. On infrequent occasions, when circumstances warrant, the appraisal will be followed by a detailed plan of action.

By acknowledging, reinforcing and developing high-quality administrative and leadership practices, school effectiveness will be enhanced and student learning maximized.

1. Vision Implementation

The P/VP projects a clear sense of direction by articulating a vision for the school and communicating it to others. School Growth Plans are developed and reviewed regularly with meaningful participation by students, staff and the community.

	NA	Requires Attention	Developing	Proficient	Accomplished
Builds and communicates a set of priorities based on an assessment of the school community.		<ul style="list-style-type: none"> No assessment done. No priorities created. No communication. 	<ul style="list-style-type: none"> Initial assessment done. Starting to build goals. 	<ul style="list-style-type: none"> Priorities formulated. Clearly communicated. Priorities are being fulfilled. 	<ul style="list-style-type: none"> Priorities clearly communicated to staff and students → school community. Effective review and revision occurs based on data.
Develops, in consultation with stakeholders, strategies for accomplishment of a School Growth Plan.		<ul style="list-style-type: none"> No growth plan. No consultation with stakeholders. 	<ul style="list-style-type: none"> Consultation process has begun. Starting to develop strategies towards developing school growth plan. 	<ul style="list-style-type: none"> School growth plan in place. School growth plan steers the direction of school based decisions. 	<ul style="list-style-type: none"> Monitors progress towards achievement of school growth plans. School growth plan is being used to make decisions. Reflection and revision ongoing. Ensures that the objectives / strategies in school growth plans are consistent with student learning needs.
Supports alignment of the SGP with district and ministry initiatives.		<ul style="list-style-type: none"> Not aware of district / ministry initiatives. 	<ul style="list-style-type: none"> Investigating the alignment of school growth plans with district and ministry initiatives. 	<ul style="list-style-type: none"> Ensures that alignment exists between school growth plan / district / ministry initiatives. 	<ul style="list-style-type: none"> Competent in relating school / district / ministry initiatives to all stakeholders. Able to articulate these clearly.

Comments:

2. Leadership Education

By active and regular participation in the planning, monitoring and evaluation for the instructional program, the P/VP demonstrates knowledge and skill in the development of educational policy, curriculum and program implementation and instructional practice.

	NA	Requires Attention	Developing	Proficient	Accomplished
Confers with district staff on matters of educational policy and practice.		<ul style="list-style-type: none"> Does not confer with district staff on matters of educational policy and practice. 	<ul style="list-style-type: none"> Responds to district staff as requested. Asks questions when unsure of educational policy. 	<ul style="list-style-type: none"> Consistently responds to district staff as requested. Participates in district staff conversations. 	<ul style="list-style-type: none"> Co-creates policy and practice with district staff.
Ensures that student needs are correctly identified and that appropriate placement of students and teachers occurs to maximize learning.		<ul style="list-style-type: none"> Does not ensure that student needs are correctly identified and that appropriate placement of students and teachers occurs to maximize learning. 	<ul style="list-style-type: none"> Works with staff to identify needs and placement of students. 	<ul style="list-style-type: none"> Establishes a sound process to identify needs and placement of students. 	<ul style="list-style-type: none"> Ensures that student needs are correctly identified and student teacher placement maximizes learning. Revisits decisions to insure student needs are met.
Supervises teachers regularly and provides detailed feedback to help them improve instructional skills and is highly visible in classrooms.		<ul style="list-style-type: none"> Does not supervise teachers regularly and provide detailed feedback to help them improve instructional skills. 	<ul style="list-style-type: none"> Adheres to contractual regulations for teachers. Is visible in classroom. 	<ul style="list-style-type: none"> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve their instructional practice. Implements district evaluation policies in a fair and equitable manner. 	<ul style="list-style-type: none"> Utilizes multiple assessments to evaluate teachers and other staff members. Evaluates teachers and other staff members in a fair and equitable manner and utilizes the results of evaluations to improve instructional practice. Analyzes the results of teacher and staff evaluations holistically and utilizes the results to direct professional development opportunities in school.
Ensures staff apply current knowledge about learning and child development.		<ul style="list-style-type: none"> Does not ensure staff apply current knowledge about learning and child development. 	<ul style="list-style-type: none"> Provides staff with access to current theory and appropriate resources. 	<ul style="list-style-type: none"> Systemically focuses on the alignment of learning, teaching, curriculum instruction and assessment is focused to maximize student learning. Creates a culture that it is the responsibility of all staff to make sure that all students are successful. 	<ul style="list-style-type: none"> Ensures that there is alignment of learning, teaching, curriculum and instruction. Creates a culture that encourages staff to apply learning, teaching, curriculum, instruction and assessment. Encourages staff to regularly reflect about current learning and child development theories.

	NA	Requires Attention	Developing	Proficient	Accomplished
Ensures that appropriate mechanisms for the assessment, evaluation and communication of student progress are in place.		<ul style="list-style-type: none"> Does not ensure that appropriate mechanisms for the assessment, evaluation and communication of student progress are in place. 	<ul style="list-style-type: none"> Adheres to Ministry reporting as per Reporting Student Progress: Policy and Practice. 	<ul style="list-style-type: none"> Provides a variety of activities, tools and processes to assess student progress. 	<ul style="list-style-type: none"> Ensures that staff utilize a variety of activities, tools and processes to assess student progress. Regularly revisits communicating student learning throughout the year.
Promotes and / or models a wide variety of teaching methods while providing support and resources for implementing new techniques, strategies and materials within curricula.		<ul style="list-style-type: none"> Does not promote and / or model a wide variety of teaching methods while providing support and resources for implementing new techniques, strategies and materials within curricula. 	<ul style="list-style-type: none"> Provides staff with access to a variety of support and resources for implementing new technique, strategies and materials as per BCEd plan. Ensures that staff establish clear objectives that reflect district and provincial expectations. 	<ul style="list-style-type: none"> Organizes targeted opportunities for teachers to improve student learning. 	<ul style="list-style-type: none"> Systematically focuses and provides support and resources for implementing new techniques, strategies and materials within curricula. Promotes teacher leaders and provides opportunities for them to share good educational practice.
Ensures that all educational staff are involved in continuous and appropriate curriculum development and evaluation.		<ul style="list-style-type: none"> Does not ensure that all educational staff are involved in continuous and appropriate curriculum development and evaluation. 	<ul style="list-style-type: none"> Understands the importance of developing effective professional learning communities. Understands the importance of continued personal learning and professional development. 	<ul style="list-style-type: none"> Provides structures for, and implements the development of effective professional learning communities and results-oriented professional development. Routinely participates in professional development focused on improving instructional programs and practices. 	<ul style="list-style-type: none"> Facilitates opportunities for effective professional learning communities aligned with the school improvement plan, focused on results, and characterized by collective responsibility for instructional planning and student learning. Ensures that professional development within the school is aligned with curricular, instructional, and assessment needs, while recognizing the unique professional development needs of individual staff members.
Evaluates teachers in accordance with provisions of the collective agreement and the <i>School Act</i> .		<ul style="list-style-type: none"> Does not evaluate teachers in accordance with provisions of the collective agreement and the <i>School Act</i>. 	<ul style="list-style-type: none"> Adheres to collective agreement and <i>School Act</i> regarding teacher evaluation. 	<ul style="list-style-type: none"> Creates a process for formal feedback during teacher evaluations. 	<ul style="list-style-type: none"> Utilizes multiple assessments for teacher evaluations. Evaluates teachers in a fair and equitable manner. Analyzes results holistically and offers professional developmental opportunities for growth.

3. School Climate and Culture

The P/VP establishes a safe, orderly and respectful environment that promotes teaching and learning and fosters a positive and caring climate. The P/VP embodies the school's culture by articulating and modelling goals and behaviours that signal to others what is of importance and value.

	NA	Requires Attention	Developing	Proficient	Accomplished
Establish a climate which promotes high levels of understanding and engagement for staff, students and community.		<ul style="list-style-type: none"> Does not promote a climate of understanding and engagement for staff, student and community. 	<ul style="list-style-type: none"> Understands the importance of establishing a climate which promotes high levels of understanding and engagement for staff, students and community. 	<ul style="list-style-type: none"> Establishes a climate which promotes high levels of understanding and engagement for staff, parents and community. 	<ul style="list-style-type: none"> Ensures that the climate of the school (in consultation with staff, students and community) is one that promotes understanding and engagement which drives all decision making.
Maintains a positive and visible presence in the school.		<ul style="list-style-type: none"> Often not available during non-instructional time. Rarely visits / walk-through classes. Never attends school related extra-curricular events. 	<ul style="list-style-type: none"> Usually visible throughout school during non-instructional time. Occasionally walks through classes. Occasionally attends school / community events. 	<ul style="list-style-type: none"> Visible during non-instructional time. Visits classes when invited. Often attends school / community events. 	<ul style="list-style-type: none"> Highly visible and engaged during non-instructional time. Is present and active in all school community scheduled events. Visits classrooms, observes instruction and gives feedback.
Works with staff and students to develop a positive, strong school culture that emphasizes a caring climate that gives staff, students and the greater community a sense of belonging.		<ul style="list-style-type: none"> Does not work with staff and students to develop a positive strong culture. No attention is paid to this area. 	<ul style="list-style-type: none"> Develops a positive strong culture and shares it with staff and students. 	<ul style="list-style-type: none"> Works with all staff and students to develop a positive strong culture. Ongoing reflection on school culture with staff and students. 	<ul style="list-style-type: none"> Actively involves all staff and students in creating a positive culture. Invites feedback from the greater community and supports community involvement in the school. Modifications are made as needed.
Supportive of a diverse range of programs / activities within and outside of the classroom that benefit the whole student and increase their sense of belonging.		<ul style="list-style-type: none"> Does not create opportunities for students that range beyond regular classroom instruction. Not involved in programs throughout school. Does not seek to involve <u>all</u> students in the school. 	<ul style="list-style-type: none"> Supportive of some programs in school. Understands need for a variety of programs. Tends to focus on specific programs. 	<ul style="list-style-type: none"> Supportive of most programs in the school. Involves students in many activities. Supports others in program development. 	<ul style="list-style-type: none"> Senses a need in school and creates opportunities to address the need. Encourages a wide range of program developments for <u>all</u> students. Supportive of <u>all</u> school events. Removes barriers in program development. Wants to involve <u>all</u> students in all activities.

Comments:

4. Management and Decision Making

The P/VP develops and implements regulations and procedures to facilitate the effective and efficient operation of the school.

	NA	Requires Attention	Developing	Proficient	Accomplished
Oversees school operations and routines, ensuring alignment with school district policies, school act, collective agreement and school code of conduct.		<ul style="list-style-type: none"> No leadership role in overseeing school operations. 	<ul style="list-style-type: none"> Some operations and routines in place. Some knowledge of policies, school act, collective agreement. Aware of school code of conduct. 	<ul style="list-style-type: none"> Takes the lead on school operations and routines. Able to delegate responsibilities. Has a firm understanding of policies, collective agreement and school act. 	<ul style="list-style-type: none"> Effectively oversees school operations and routines. Reflect and revise ensuring alignment with school district policies, school act, collective agreement and code of conduct as necessary.
Effectively schedules student and staff activities.		<ul style="list-style-type: none"> Ineffective / non-existent scheduling of student / staff activities. 	<ul style="list-style-type: none"> Schedules have been developed. Activities have been planned. 	<ul style="list-style-type: none"> Creates operational schedules that work within the parameters of the school. Activities are planned and occur on a regular basis. 	<ul style="list-style-type: none"> Actively consults / communicates with others regarding the effectiveness of schedules and activities. Able to adjust and be flexible with scheduling activities.
Promotes and monitors the school's extra-curricular program, school activities and events.		<ul style="list-style-type: none"> Not present at many school activities. Lack of awareness of school events. 	<ul style="list-style-type: none"> Awareness of school events and activities. Limited knowledge of event details. Limited role in school events. 	<ul style="list-style-type: none"> Promotes school activities. Aware, present and supportive of school programs. 	<ul style="list-style-type: none"> Effectively monitors school events and facilitates the operation of programs. Celebrates, highlights, promotes and acknowledges participants / events on a regular basis.
Develops a plan and manages the effective use of school finances.		<ul style="list-style-type: none"> Lack of budgetary knowledge. Not managing school budget effectively. 	<ul style="list-style-type: none"> Consulting with administrative assistant / secretary treasurer to acquire necessary skills. Monitoring the budget as year progresses. 	<ul style="list-style-type: none"> Monitors budget on an ongoing basis. Aware of school funds and how to use them appropriately. 	<ul style="list-style-type: none"> Solid understanding of school budget. Long and short term budgetary problem solving skills are evident. Budget aligned with school priorities.
Ensures the maintenance of records and files in accordance with district and provincial policy and procedures.		<ul style="list-style-type: none"> Unaware of how to manage school files. Lack of knowledge regarding district and provincial policies. 	<ul style="list-style-type: none"> Informed and aware of record keeping policies. Able to assess procedures currently being used. 	<ul style="list-style-type: none"> Records and files are correctly handled at school level. Works with admin team (including admin assistant) to stay current and effectively organized. 	<ul style="list-style-type: none"> Actively monitoring files (including weeding out). Revising system to be more effective when necessary. Able to delegate maintenance of records and files effectively.

	NA	Requires Attention	Developing	Proficient	Accomplished
Manages the use and care of the building, equipment and grounds.		<ul style="list-style-type: none"> Unaware of current state of buildings and grounds issues. Not monitoring the use and care of school equipment and facility efficiency. 	<ul style="list-style-type: none"> Aware of most issues. Ongoing assessment of school property. 	<ul style="list-style-type: none"> Aware of and dealing with equipment, building and grounds needs. Good understanding of facility process and how to keep items maintained. 	<ul style="list-style-type: none"> Takes ownership / responsibility for the care of the school building and property. Promotes the care of school property. Able to develop a long-range plan for care / maintenance.
Ensures the provision of adequate health, safety and security measures.		<ul style="list-style-type: none"> Unaware of appropriate health / safety issues. School site health / safety issues are not addressed appropriately. 	<ul style="list-style-type: none"> Has an awareness of health / safety issues at school. Identified health / safety issues and communicated to those responsible. 	<ul style="list-style-type: none"> Building is adequately health / safety secure. Audits are up to date. Health / safety protocols are up to date. Minutes sent to SBO. 	<ul style="list-style-type: none"> Ongoing assessment of health / safety at school takes place. Proper notification and communication of health / safety issues takes place. Health / safety issues are dealt with in a proactive manner.

Comments:

5. Interpersonal Communication

The P/VP develops effective channels of communication with students, staff and parents aimed at improving their understanding of the educational process in the school community, cultivating a climate of dignity and respect, and resolving problems effectively.

	NA	Requires Attention	Developing	Proficient	Accomplished
Ensures that roles, duties, responsibilities and lines of communication for all school personnel are defined and understood.		<ul style="list-style-type: none"> Roles, duties, responsibilities and lines of communication for all school personnel are not clearly defined and understood. 	<ul style="list-style-type: none"> Understands importance of open communication. Develops a system of open communication. 	<ul style="list-style-type: none"> Utilizes system of open communication. Provides information in different formats. 	<ul style="list-style-type: none"> Ensures that all stakeholders are aware of the roles, duties, responsibilities and lines of communication.
Presents ideas clearly and concisely in written and oral communication.		<ul style="list-style-type: none"> Does not present ideas clearly and concisely in written and oral communication. 	<ul style="list-style-type: none"> Presents ideas clearly and concisely. Oral and written communication may not always “Jive”. 	<ul style="list-style-type: none"> Consistently demonstrates clear and concise written and oral communication. 	<ul style="list-style-type: none"> Is exceptional using oral and written communication. Oral and written communication compliment one another.
Enhance self-esteem and celebrate accomplishments of students and staff.		<ul style="list-style-type: none"> Does not enhance self-esteem and celebrate accomplishments of students and staff. 	<ul style="list-style-type: none"> Recognizes the importance of celebrating school accomplishments. 	<ul style="list-style-type: none"> Systematical recognition of individual or group successes is established. 	<ul style="list-style-type: none"> Utilizes recognition as a way to celebrate and advance the accomplishments of the school.
Listens to and demonstrates sensitivity to the problems faced by others and deals fairly with them in positive and appropriate ways.		<ul style="list-style-type: none"> Is insensitive to the problems faced by others and deals with them in a judgmental fashion. 	<ul style="list-style-type: none"> Listens to and demonstrates sensitivity to problems. Responds in a positive and appropriate way. 	<ul style="list-style-type: none"> Demonstrates active listening strategies and co-creates positive listening strategies. 	<ul style="list-style-type: none"> Purposefully follows up on plan for problem solving strategies. Checks in with staff / students regularly.
Responds positively to challenges and constructive criticism.		<ul style="list-style-type: none"> Does not respond well to challenges and constructive criticism. 	<ul style="list-style-type: none"> Demonstrates awareness of challenges and constructive criticism. 	<ul style="list-style-type: none"> Provides opportunities for staff members to express opinions contrary to those of authority or in relation to potentially discordant issues. 	<ul style="list-style-type: none"> Resolves school-based problems in a fair, democratic way. Takes constructive criticism well and uses it as a tool for improvement.
Cultivates an atmosphere of openness, trust and mutual respect.		<ul style="list-style-type: none"> Works in isolation and works independent of others. 	<ul style="list-style-type: none"> Understands the importance of staff atmosphere of openness, trust and mutual respect. 	<ul style="list-style-type: none"> Is regularly available to all members of school community. 	<ul style="list-style-type: none"> Staff consistently feel like they are heard and are dealt with trust and mutual respect.

Comments:

6. Community Relations

The P/VP fosters supportive attitudes among community members by providing opportunities to associate productively with the school personnel and programs.

	NA	Requires Attention	Developing	Proficient	Accomplished
Represents the Board's interests when meeting with the public.		<ul style="list-style-type: none"> Does not represent the Board's position when engaging with public. 	<ul style="list-style-type: none"> Understands Board's interest but does not communicate them publicly. 	<ul style="list-style-type: none"> Does not conflict Board's interest with own when meeting with public. 	<ul style="list-style-type: none"> Understands and articulates the Board's position when communicating with the public.
Establishes effective procedures for communicating information to the community.		<ul style="list-style-type: none"> Does not communicate with community. 	<ul style="list-style-type: none"> Occasionally communicates with community. 	<ul style="list-style-type: none"> Communicates with community using limited number of methods. 	<ul style="list-style-type: none"> Uses a variety of methods to ensure effective communication with community.
Clarifies and promotes school vision within school and community when responding to parent and community concerns.		<ul style="list-style-type: none"> Does not communicate school vision. 	<ul style="list-style-type: none"> Occasionally refers to vision when communicating with parents. 	<ul style="list-style-type: none"> Uses vision as a reference for some decisions. 	<ul style="list-style-type: none"> Allows school vision to direct decisions and future direction.
Makes judicious and effective use of community resources.		<ul style="list-style-type: none"> Does not seek community resources to assist in school. 	<ul style="list-style-type: none"> Limited knowledge of community resources. 	<ul style="list-style-type: none"> Uses community resources in limited capacity. 	<ul style="list-style-type: none"> Knows and involves a variety of community resources in assisting both students and school as a whole. Provides community resources in problem solving.
Encourages and facilitates the formation and operation of a Parent Advisory Council.		<ul style="list-style-type: none"> Has little to do with PAC and does not promote it with school community. 	<ul style="list-style-type: none"> Attends PAC meetings. Provides monthly reports. 	<ul style="list-style-type: none"> Attends PAC meetings. Keep PAC informed. Allows PAC to promote organization. 	<ul style="list-style-type: none"> Regularly involves PAC in school. Seeks advisement on appropriate school issues. Encourages parent involvement actively.
Ensures that staff establishes a constructive dialogue with and provides information to parents.		<ul style="list-style-type: none"> Does not engage parents in constructive dialogue. 	<ul style="list-style-type: none"> Engages select parents in constructive dialogue. 	<ul style="list-style-type: none"> Frequently engages a broad range of parents in constructive dialogue. 	<ul style="list-style-type: none"> Engages parents in constructive dialogue and uses information from the conversation to assist in further direction.

Comments:

7. Professional Development

The P/VP promotes, fosters and monitors the professional growth of all staff members by setting high expectation and standards for the academic, social, emotional and physical development of all students.

i. Staff Development

	NA	Requires Attention	Developing	Proficient	Accomplished
Ensures that staff are knowledgeable of district and other educational resources, including in-service opportunities.		<ul style="list-style-type: none"> Staff is not aware of resources and district opportunities. 	<ul style="list-style-type: none"> Information is communicated in a limited manner. Principal is working at becoming knowledgeable about district resources. 	<ul style="list-style-type: none"> Information is communicated in a variety of ways (emails, staff meetings, announcements, etc...) Principal collaborates with staff to bring professional growth information into school. 	<ul style="list-style-type: none"> Communication is followed up with personal dialogue. Professional development role on staff is honoured and given time to share.
Encourages and facilitates staff participation in professional growth activities.		<ul style="list-style-type: none"> Professional growth is not a focus and not planned for. No awareness of staff professional development priorities or direction. 	<ul style="list-style-type: none"> Professional growth conversations occur. Resource facilitation is occurring. 	<ul style="list-style-type: none"> Regular professional development staff opportunities are ongoing. Professional growth is an expected / accepted norm at the school. 	<ul style="list-style-type: none"> Opportunities are given to staff to share and lead professional learning on a regular basis. Principal seen as highly invested in professional learning.
Involves staff in developing in-service activities that support the school goals and student learning, and that reflect the district's values and goals.		<ul style="list-style-type: none"> Staff not involved in professional learning decisions. 	<ul style="list-style-type: none"> Staff has choice with professional learning opportunities. 	<ul style="list-style-type: none"> Staff are significantly involved in professional learning. Professional development supports the school goals and can be related to district goals. 	<ul style="list-style-type: none"> Works closely with a collaborative school team to facilitate professional development.
Acts as a resource for instructional practices, new curricula and student learning.		<ul style="list-style-type: none"> Not current regarding instructional practice, new curricula and student learning. 	<ul style="list-style-type: none"> Is able to provide resources to staff regarding instructional practices, new curricula and student learning. 	<ul style="list-style-type: none"> High level of knowledge regarding instructional practice, new curricula and student learning and is able to use that knowledge to facilitate and support staff. 	<ul style="list-style-type: none"> Acts as a mentor to staff and facilitates ongoing professional dialogue about instructional practices, new curricula and student learning.

ii. *Personal Professional Development*

	NA	Requires Attention	Developing	Proficient	Accomplished
Develop / Review / Revisit a personal plan that includes professional goals and objectives to meet the needs of the school and his / her own professional growth.		<ul style="list-style-type: none"> Does not develop / review / revisit a personal plan that includes professional goals and objectives to meet the needs of the school and his / her own professional growth. 	<ul style="list-style-type: none"> Understands the importance of continued personal learning and professional development. 	<ul style="list-style-type: none"> Routinely participates in professional development. Focused on improving instructional programs and practices. 	<ul style="list-style-type: none"> Ensures that personal plan is aligned with curricular instructional needs of school and self.
Participates in professional development activities.		<ul style="list-style-type: none"> Does not participate in professional development activities. 	<ul style="list-style-type: none"> Understands value of professional development. Participates in professional growth activities. 	<ul style="list-style-type: none"> Routinely participates in professional development activities. Participates in multiple associations. 	<ul style="list-style-type: none"> Facilitates opportunities for others to participate in professional opportunities.
Keeps informed and involved in current trends, practices and research in the educational field / professional field.		<ul style="list-style-type: none"> Does not stay informed and involved in current trends, practices and research in the educational field / professional field. 	<ul style="list-style-type: none"> Is aware of current trends, practice and research. 	<ul style="list-style-type: none"> Facilitates opportunities. Routinely participates in professional development. 	<ul style="list-style-type: none"> Ensures professional development aligns.
Engages in and supports the professional development of colleagues.		<ul style="list-style-type: none"> Does not engage in or support the professional development of colleagues. 	<ul style="list-style-type: none"> Understands importance of professional development of colleagues. 	<ul style="list-style-type: none"> Ensures that professional development is available. 	<ul style="list-style-type: none"> Provides structure for and implements professional development of colleagues.

Comments:
