



AP 5-231

BACKGROUND

DESCRIPTORS OF EFFECTIVE SCHOOL ADMINISTRATOR PRACTICE

The descriptors of effective administrator practice were developed to clarify and update the broad range of roles that administrators play in schools. The descriptors are intended to represent what we strive to do as administrators.

The list enables us to look at our own practice as administrators and examine where we may want to grow as professionals. School administrators and Superintendents can collaboratively use the descriptors to select areas for further observation, assessment, and professional growth.

In year one and two of the evaluative cycle, anecdotal comments will be written with reference to the descriptors that apply to the given individual. Evaluators are expected to make professional decisions about which descriptors may apply to people at varying stages of their careers, and with varying positions in the system.

Descriptors of Effective Administrator Practice:

School Leadership

- Develops learning communities
- Connects exemplary theory to practice
- Facilitates professional growth with personnel
- Develops leadership in others
- Models inquiry learning
- Develops caring connections with students, staff, parents, community
- Develops, communicates, and brings life to the vision
- Practices exemplary oral and written communication skills
- Makes informed independent and collaborative decisions
- Makes the right decision even when it's unpopular
- Understands and leads the change process
- Builds morale of staff and students by recognizing efforts and accomplishments
- Is visible and accessible
- Models social justice/social responsibility/and advocacy
- Monitors progress of the school plan

Instruction

- Facilitates curriculum implementation
- Develops and maintains effective and innovative instructional practices
- Implements provincial, divisional, and school-based initiatives
- Uses appropriate teaching practices to manage student behavior
- Shares expertise during professional learning opportunities with staff



Management

- Makes connections with home and community
- Facilitates public relations
- Develops and implements School Plans
- Uses data to track school progress
- Develops schedules and timetables for the best operation of the school
- Establishes and maintains a safe environment for the school
- Is aware of policies – divisional and provincial
- Develops school based procedures based on policies
- Manages school budgets

Personnel

- Makes and maintains caring connections
- Responds appropriately to conflicts
- Knows collective agreements and benefit summaries
- Mentors and develops staff
- Supervises teacher candidates, substitutes, and volunteers
- Evaluates the work of staff members
- Determines overall staffing needs and placements
- Is involved in hiring staff
- Promotes positive relationships

Old Policy Reference: GCNA-E1
Adopted: September 2015