

**303(A) Personnel & Employee Relations AP – Leadership Growth Model Rubric – Principal  
– Appendix A**

---

**LEADERSHIP GROWTH MODEL RUBRIC**  
**Principal**

|                  |  |
|------------------|--|
| Leader:          |  |
| Date:            |  |
| Contributors:    |  |
| Data Sources:    |  |
| Supervisor Name: |  |
| Supervisor Role: |  |

The Prairie Rose Public Schools' Leadership Growth Model reflects the dimensions of the Alberta Leadership Quality Standards.

The completion of the leadership growth document is dependent upon the stage of leadership for each principal. It is PRPS's expectations that principals will utilize the PRPS Leadership Assessment Rubric in the creation and implementation of a principal's subsequent professional growth plan.

Information pertaining to the principal growth and development process is described in P204 Leadership Growth Model.

### **Rubric Terms – Abbreviated**

|                    |    |
|--------------------|----|
| External Reports   | ER |
| Internal Reports   | IR |
| Direct Observation | DO |
| Personal Interview | PI |
| Direct Reports     | DR |

### **Definition of Standards:**

|                                 |  |
|---------------------------------|--|
| Leadership Excellence           | The leader would be considered a role model by other leaders within the division; the leader's actions/competency could be used for mentoring purposes within this leadership component. |
| Meeting the Standard            | A leader demonstrates competency and confidence within this leadership component.  |
| Requires Growth and Improvement | A leader at this level needs further knowledge, growth, and/or improvement within this leadership component.   |

| 1. Leadership Dimension – Fostering Effective Relationships |  |  |
|---|--|--|
| 1.1   | Acts with fairness, dignity, and integrity.  |  |
|   | Requires Growth  | At times respect may not be demonstrated by words and actions  |
|   | Meeting Standards  | A thoughtful, positive, respectful approach is utilized. Respect is demonstrated by words and actions to all stakeholders.   |
|   | Excellence   | Please indicate reason for this choice:  |
| 1.2   | Demonstrates empathy and genuine concern for others.   |  |
|   | Requires Growth  | At times the leader demonstrates a lack of sensitivity and/or care for others.   |
|   | Meeting Standards  | The leader models sensitivity and caring for the well-being of stakeholders.   |
|   | Excellence   | Please indicate reason for this choice:  |
| 1.3   | Creates a welcoming, caring, respectful and safe learning environment for all students.                                      |  |
|   | Requires Growth  | At times the leader's actions do not support the maintaining of a welcoming, caring, respectful, and safe learning environment for students.   |
|   | Meeting Standards  | The leader consistently demonstrates a personal practices and expectations of all staff which create a caring, respectful, and safe learning environment for all students.             |
|   | Excellence   | Please indicate reason for this choice:  |
| 1.4   | Creates opportunities for parents/guardians, as partners in education, to take an active role in their children's education. |  |
|   | Requires Growth  | The leader does little to provide opportunities for parents/guardians to take an active role in their child's education.   |
|   | Meeting Standards  | The leader has created opportunities for parents/guardians to take an active role in their child's education. This is evidenced through meaningful and authentic engagement practices. |
|   | Excellence   | Please indicate reason for this choice:  |
| 1.5   | Establishes relationships with FNMI parents/ guardians/Elders/ knowledge keepers, local leaders, and community members.      |  |
|   | Requires Growth  | The leader makes minimal effort to engage with the FNMI learning community.  |
|   | Meeting Standards  | The leader purposely and insightfully promotes an open, transparent, and responsive dialogue for members of the FNMI learning community.   |
|   | Excellence   | Please indicate reason for this choice:  |

|             |  |  |
|-------------|--|--|
| <b>1.6</b>  | Demonstrates a commitment to health and well-being of all teachers, staff, and students.               |  |
|             | Requires Growth  | The leader demonstrates limited concern for the health and well-being of teachers, staff, and students.  |
|             | Meeting Standards  | The leader consistently creates school and personal structures to safeguard and promote positive management of issues related to the health and well-being of all teachers, staff, and students.   |
|             | Excellence   | Please indicate reason for this choice:  |
| <b>1.7</b>  | Acts with consistency in the best interest of students.  |  |
|             | Requires Growth  | At times consistency for choices made may seem lacking toward the best interest of the majority of students involved.  |
|             | Meeting Standards  | For any/all choices, the initial consideration, and actions toward such is always based on the premise of what is “best for the students”.   |
|             | Excellence   | Please indicate reason for this choice:  |
| <b>1.8</b>  | Engages in collegial relationships while modeling and promoting open collaborative dialogue.           |  |
|             | Requires Growth  | The leader has very limited engagement and concern for the development of relationships and open dialogue.   |
|             | Meeting Standards  | The leader is open and willing and provides an environment that promotes dialogue and healthy, collegial relationships.  |
|             | Excellence   | Please indicate reason for this choice:  |
| <b>1.9</b>  | Communicates, facilitates, and solves problems effectively.  |  |
|             | Requires Growth  | Struggles with overall communication and effectiveness for a variety of educational situations.  |
|             | Meeting Standards  | Works at open and effective communication, while considering all aspects of educational situations.  |
|             | Excellence   | Please indicate reason for this choice:  |
| <b>1.10</b> | Implements processes to improve working relationships & dealing with conflict in the school community. |  |
|             | Requires Growth  | Little focus and effort are provided to improve on relationships; pro-active approach for dealing with conflict is minimal; rather move on than develop processes for functional improvements.     |
|             | Meeting Standards  | Reflection and growth are a standard practice for improving relationships and situations where conflict occurs; pro-active approach for “next time” scenarios and what might be a better approach. |
|             | Excellence   | Please indicate reason for this choice:  |

**1. Comments (if any) – Fostering Effective Relationships:**

| <b>2. Leadership Dimension – Embodying Visionary Leadership</b> |   |  |
|---|---|--|
| <b>2.1</b>  | Communicates a philosophy of education that is student-centered and based upon sound principles of effective teaching and leadership. |  |
|   | Requires Growth   | The leader's actions do not convey that the approach to teaching, learning, and leadership will be grounded in a student-centered philosophy and/or effective, researched based educational practices. |
|   | Meeting Standards   | The leader consistently demonstrates a student-centered and researched based approach to school-based decisions and expectations of teaching.  |
|   | Excellence  | Please indicate reason for this choice:  |
| <b>2.2</b>  | Recognizes the school community's values and aspirations and demonstrates an appreciation for diversity.                              |  |
|   | Requires Growth   | The leader does not consistently demonstrate an understanding and/or appreciation for the community's values, aspirations, and diversity.  |
|   | Meeting Standards   | The leader consistently demonstrates an understanding and/or appreciation for the community's values, aspirations, and diversity.  |
|   | Excellence  | Please indicate reason for this choice:  |
| <b>2.3</b>  | Collaborates with other leaders to address challenges and priorities where possible.  |  |
|   | Requires Growth   | The leader does not effectively collaborate with other leaders to address challenges and priorities.   |
|   | Meeting Standards   | The leader effectively collaborates with other leaders to address challenges and priorities; incorporates the knowledge, abilities, and efforts of other leaders as appropriate.                       |
|   | Excellence  | Please indicate reason for this choice:  |
| <b>2.4</b>  | Supports school community members, including school councils, in fulfilling their roles and responsibilities.                         |  |
|   | Requires Growth   | The leader does not consistently support school community members in fulfilling their roles and responsibilities.  |
|   | Meeting Standards   | The leader consistently supports school community members in fulfilling their roles and responsibilities.  |
|   | Excellence  | Please indicate reason for this choice:  |

|            |   |   |
|------------|---|---|
| <b>2.5</b> | Promotes innovation, enables positive change, and fosters commitment to continuous improvement. |   |
|            | Requires Growth   | The leader does not consistently promote innovation, positive change, and/or foster a commitment to continuous improvement.   |
|            | Meeting Standards   | The leader consistently promotes innovation, positive change, and/or fosters a commitment for continuous improvement. Student achievement evidence is available to support such improvement.                                  |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>2.6</b> | Accesses, shares, and uses a range of data to determine progress towards achieving goals.       |   |
|            | Requires Growth   | The leader has a limited understanding and/or use of data. The leader takes little ownership of school results and justifies results by external factors.   |
|            | Meeting Standards   | The leader is aware of appropriate data and uses it to inform direction. There is evidence to show improvement, leadership, growth in teaching, and/or other indicators of student success necessary to achieve school goals. |
|            | Excellence  | Please indicate reason for this choice:   |

## 2. Comments (if any) – Embodying Visionary Leadership:

| <b>3. Leadership Dimension – Leading a Learning Community</b> |  |   |
|---|--|---|
| <b>3.1</b>  | Fosters in the school community, equality and respect about rights identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. |   |
|   | Requires Growth  | The leader does not consistently foster equality and respect regarding rights identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms. |
|   | Meeting Standards  | The leader consistently fosters equality and respect regarding rights identified in the Alberta Human Rights Act and the Canadian Charter of Rights and Freedoms.         |
|   | Excellence   | Please indicate reason for this choice:   |
| <b>3.2</b>  | Creates an inclusive learning environment for all students in which diversity is embraced and a sense of belonging is emphasized.                              |   |
|   | Requires Growth  | The leader does not consistently create an inclusive environment for all students in which diversity is embraced and a sense of belonging is emphasized.                  |
|   | Meeting Standards  | The leader consistently creates an inclusive environment for all students in which diversity is embraced and a sense of belonging is emphasized.                          |
|   | Excellence   | Please indicate reason for this choice:   |
| <b>3.3</b>  | Develops a shared responsibility for the success of all students.  |   |
|   | Requires Growth  | The leader does not make decisions that promote a shared responsibility for the success of all students.  |
|   | Meeting Standards  | Adults understand the impact they have in the success of all students. The leader has developed a team approach for the success of all students.                          |
|   | Excellence   | Please indicate reason for this choice:   |
| <b>3.4</b>  | Cultivates a culture of high expectation for all students and staff.   |   |
|   | Requires Growth  | The leader does not cultivate a culture of high expectations for all students and staff.  |
|   | Meeting Standards  | The leader demonstrates and cultivates a culture of high expectations for all students and staff through personal modeling and purposeful school wide strategies.         |
|   | Excellence   | Please indicate reason for this choice:   |
| <b>3.5</b>  | Creates meaningful, collaborative learning opportunities for teachers and support staff.   |   |
|   | Requires Growth  | The leader has not consistently created meaningful collaborative learning opportunities for teachers and support staff.   |
|   | Meeting Standards  | The leader has consistently created meaningful collaborative learning opportunities for teachers and support staff.   |
|   | Excellence   | Please indicate reason for this choice:   |



|            |   |   |
|------------|---|---|
| <b>3.6</b> | Establishes opportunities and expectations for the positive involvement of parents/ guardians in supporting student learning. |   |
|            | Requires Growth   | The leader does not establish positive involvement of parents/ guardians in supporting students learning on a regular basis.                                      |
|            | Meeting Standards   | The leader consistently establishes opportunities and expectations for the positive involvement of parents/ guardians in supporting student learning.             |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>3.7</b> | Creates an environment for the safe and ethical use of technology.  |   |
|            | Requires Growth   | The leader does not create an environment in which technology is used safely and ethically.   |
|            | Meeting Standards   | The leader works to create an environment that both staff and students are informed/ educated on the safe and ethical use of technology.                          |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>3.8</b> | Collaborates with community support service agencies to provide wrap-around supports for all students who may require them.   |   |
|            | Requires Growth   | The leader does not consistently collaborate with community support service agencies to support the educational needs of students who may require these services. |
|            | Meeting Standards   | The leader consistently collaborates with community support service agencies to support the educational needs of students who may require these services.         |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>3.9</b> | Recognizes student and staff accomplishments.   |   |
|            | Requires Growth   | The leader does not consistently recognize staff and student accomplishments.   |
|            | Meeting Standards   | The leader consistently recognizes staff and student accomplishments in meaningful ways.  |
|            | Excellence  | Please indicate reason for this choice:   |

**3. Comments (if any) – Leading a Learning Community:**

| 4. Leadership Dimension – Providing Instructional Leadership |   |   |
|--|---|---|
| 4.1  | Builds the capacity of teachers to respond to the learning needs of all students.   |   |
|  | Requires Growth   | The leader does not consistently build the capacity of teachers to respond to the learning needs of all students.   |
|  | Meeting Standards   | The leader is able to identify whether the capacity of a teacher needs support to meet the learning needs of students and provides the support necessary to build the teacher capacity.               |
|  | Excellence  | Please indicate reason for this choice:   |
| 4.2  | Implements professional growth, supervision, and evaluation processes to ensure that all teachers meet the Teaching Quality Standard. |   |
|  | Requires Growth   | The leader does not provide constructive and meaningful feedback to teachers as to how the teacher's work compares to the Teaching Quality Standard.  |
|  | Meeting Standards   | The leader provides on-going, constructive, and meaningful feedback to teachers, both formally and informally, enabling the teacher to recognize that they are meeting the Teaching Quality Standard. |
|  | Excellence  | Please indicate reason for this choice:   |
| 4.3  | Ensures that student instruction addresses learning outcomes as given in the Programs of study.                                       |   |
|  | Requires Growth   | The leader does not ensure that student instruction addresses learning outcomes as given in the Programs of study.  |
|  | Meeting Standards   | The leader utilizes collaborative processes to ensure that student instruction addresses learning outcomes as given in the Programs of study.   |
|  | Excellence  | Please indicate reason for this choice:   |
| 4.4  | Facilitates mentorship and induction supports for teachers, as required.  |   |
|  | Requires Growth   | The leader does not facilitate mentorship and induction support for teachers where necessary.   |
|  | Meeting Standards   | The leader facilitates mentorship and induction support for teachers where necessary.   |
|  | Excellence  | Please indicate reason for this choice:   |
| 4.5  | Demonstrates a strong understanding of curriculum and pedagogy.   |   |
|  | Requires Growth   | The leader has limited knowledge of curriculum or pedagogy.   |
|  | Meeting Standards   | The leader has a sound knowledge of curriculum and pedagogy and stays current with new curriculum and pedagogical standards.  |
|  | Excellence  | Please indicate reason for this choice:   |

|            |   |   |
|------------|---|---|
| <b>4.6</b> | Facilitates the use of technology to support learning for all students.   |   |
|            | Requires Growth   | The leader does not recognize technology and its use in supporting learning and teaching. Teachers are not provided opportunity to integrate technology in the classroom.                   |
|            | Meeting Standards   | The leader builds capacity to ensure that staff utilize technology to improve student learning. Teachers are provided with opportunities to research technology as it emerges.              |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>4.7</b> | Facilitates access to resources, agencies, and experts within and outside the school community to enhance student learning and development. |   |
|            | Requires Growth   | The leader does not consistently collaborate with community support service agencies and/or other resources that support the educational needs of students who may require these services.  |
|            | Meeting Standards   | The leader consistently collaborates with community support service agencies and/or other resources that support the educational needs of students who may require these services.          |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>4.8</b> | Ensures that student assessment and evaluation practices are fair, appropriate, and evidence informed.                                      |   |
|            | Requires Growth   | The leader takes a hands-off approach to the assessment and evaluation practices being used in the school.  |
|            | Meeting Standards   | The leader builds capacity within the staff for collaboration that ensures evaluation practices in the school are fair, appropriate, and evidence informed.                                 |
|            | Excellence  | Please indicate reason for this choice:   |
| <b>4.9</b> | Interprets a wide range of data to inform school practice and enable success for all students.  |   |
|            | Requires Growth   | The leader has a limited understanding and/or use of data. The leader takes little ownership of school results and success for all students.  |
|            | Meeting Standards   | The leader is aware of appropriate data and uses it to inform direction. There is evidence to show improvement, leadership, growth in teaching, and/or other indicators of student success. |
|            | Excellence  | Please indicate reason for this choice:   |

#### 4. Comments (if any) – Providing Instructional Leadership

| 5. Leadership Dimension – Developing Leadership Capacity |  |  |
|--|--|--|
| 5.1  | Demonstrates consultative and collaborative decision making that is informed by open dialogue and multiple perspectives.                         |  |
|  | Requires Growth  | The leader limits leadership to select members of the school community. Shared leadership and team building lack meaningful emphasis on school improvement.  |
|  | Meeting Standards  | The leader ensures avenues for open dialogue are created. The leader develops leadership opportunities for students, staff, parents/guardians, and educational stakeholders. When appropriate, the leader encourages involvement in shared leadership, shared decision making, and collaborative ventures. |
|  | Excellence   | Please indicate reason for this choice:  |
| 5.2  | Identifies, mentors, and empowers teachers in educational leadership roles.  |  |
|  | Requires Growth  | The leader has not consistently identified, mentored, or empowered teachers in educational leadership roles.   |
|  | Meeting Standards  | The leader provides training to an assistant administrator who may be capable of independently assuming a leadership role. The leader encourages teachers to pursue leadership roles and formal training opportunities in both their current role and future roles.  |
|  | Excellence   | Please indicate reason for this choice:  |
| 5.3  | Promotes the engagement of parents in school council(s) and facilitates the constructive involvement of school council in school life.           |  |
|  | Requires Growth  | The leader does not promote the engagement of parents in school council(s), nor facilitate the constructive involvement of school council(s) in school life.   |
|  | Meeting Standards  | The leader consistently supports parents in school council(s) in fulfilling their roles and responsibilities as well as other constructive involvement in the life of the school.  |
|  | Excellence   | Please indicate reason for this choice:  |
| 5.4  | Creates opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making. |  |
|  | Requires Growth  | The leader does not consistently create opportunities for students to participate in leadership roles or exercise their voice in school leadership and decision making.  |
|  | Meeting Standards  | The leader creates opportunities for students to participate in leadership activities and to exercise their voice in school leadership and decision making. The leader collaborates with school staff to build meaningful student voice and leadership opportunities.                                      |
|  | Excellence   | Please indicate reason for this choice:  |



| 6. Leadership Dimension – Managing School Operations and Resources |  |  |
|--|--|--|
| 6.1  | Identifies and plans for areas of need.  |  |
|  | Requires Growth  | The leader does not demonstrate an organized plan; areas of need are not identified.   |
|  | Meeting Standards  | The leader has an organized plan that identifies the staffing, physical, and budgetary areas of need and utilizes resources available to meet these needs.   |
|  | Excellence   | Please indicate reason for this choice:  |
| 6.2  | Applies principles of effective teaching and learning, child development, and ethical leadership to all decisions.   |  |
|  | Requires Growth  | The leader does not apply principles of effective teaching and learning, child development, and ethical leadership to all decisions.   |
|  | Meeting Standards  | The leader applies principles of effective teaching and learning, child development, and ethical leadership to all decisions, modelling such principles whenever possible.   |
|  | Excellence   | Please indicate reason for this choice:  |
| 6.3  | Aligns practices, procedures, policies, decisions, and resources with school and school authority vision, goals, and priorities.   |  |
|  | Requires Growth  | The leader demonstrates limited awareness and/or understanding of the school or school authority vision, goals, and priorities. There is little or no evidence of the relationship between practices, procedures, and resource decisions to the goals of the school and/or division. |
|  | Meeting Standards  | The leader embeds the vision, goals, and priorities of the school and the division into the culture of the school; routinely uses these focuses as a reference point for making management and educational decisions.  |
|  | Excellence   | Please indicate reason for this choice:  |
| 6.4  | Follows through on decisions made by allocating resources (human, physical, technological, and financial) to provide the learning environments and supports needed to enable and/or improve learning for all students. |  |
|  | Requires Growth  | Generally, shows minimal efforts and actions to provide resources and direction for decisions made to improve student learning.  |
|  | Meeting Standards  | The leader purposefully follows through on allocations of resources, within their means, that will support and enable all aspects of the learning environment for students.  |
|  | Excellence   | Please indicate reason for this choice:  |





| <b>7. Leadership Dimension – Understanding and Responding to the Larger Societal Context</b> |  |  |
|--|--|--|
| <b>7.1</b>   | Supports the school community in understanding the legal frameworks and policies that provide the foundation for the Alberta education system. |  |
|  | Requires Growth  | The leader does not support the school community in understanding the legal frameworks and policies that provide the foundation for the Alberta education system.  |
|  | Meeting Standards  | The leader supports the school community in understanding the legal frameworks and policies that provide the foundation for the Alberta education system. The leader adheres to provincial legislation, regulation, and policy, as well as school authority policy, directives, and initiatives. |
|  | Excellence   | Please indicate reason for this choice:  |
| <b>7.2</b>   | Represents the needs of students at the community, school authority, and provincial levels.  |  |
|  | Requires Growth  | The leader does not consistently and/or appropriately advocate for the needs of students.  |
|  | Meeting Standards  | The leader consistently and/or appropriately advocates for the needs of students.  |
|  | Excellence   | Please indicate reason for this choice:  |
| <b>7.3</b>   | Engages local community partners to understand local contexts.   |  |
|  | Requires Growth  | The leader rarely engages local community partners to understand local context.  |
|  | Meeting Standards  | The leader regularly engages community partners to understand local context.   |
|  | Excellence   | Please indicate reason for this choice:  |
| <b>7.4</b>   | Demonstrates an understanding of local, provincial, national, and international issues and trends and their implications for education.        |  |
|  | Requires Growth  | The leader demonstrates limited awareness, understanding, and knowledge of the social context that have implications for education.  |
|  | Meeting Standards  | The leader demonstrates a strong awareness, understanding, and knowledge of the social context that have implications for education. Responds proactively and logically to the demands of the changing dynamics in our social and cultural structures that affect education.                     |
|  | Excellence   | Please indicate reason for this choice:  |
| <b>7.5</b>   | Facilitates school community members' understanding of local, provincial, national, and international trends related to education.             |  |
|  | Requires Growth  | The leader rarely facilitates school community members' understanding of local, provincial, national, and international trends related to education.   |
|  | Meeting Standards  | The leader regularly facilitates school community members' understanding of local, provincial, national, and international trends related to education.  |
|  | Excellence   | Please indicate reason for this choice:  |

**7. Comments (if any) – Understanding and Responding to the Larger Societal Context:**

| <b>8. Leadership Dimension – Supporting the Application of Foundational Knowledge about First Nations, Metis, and Inuit (FNMI)</b> |   |   |
|--|---|---|
| <b>8.1</b>   | Understands the historical, social, economic, and political implications of:<br>*Treaties and agreements with First Nations,<br>*Legislation and agreements with Metis<br>*Residential schools and their legacy |   |
|  | Requires Growth   | The leader is not growing in knowledge with respect to historical, social, economic, and political implications of:<br>*Treaties and agreements with First Nations,<br>*Legislation and agreements with Metis<br>*Residential schools and their legacy        |
|  | Meeting Standards   | The leader can demonstrate growth in knowledge with respect to historical, social, economic, and political implication of:<br>*Treaties and agreements with First Nations,<br>*Legislation and agreements with Metis<br>*Residential schools and their legacy |
|  | Excellence  | Please indicate reason for this choice:   |
| <b>8.2</b>   | Aligns resources and builds capacity to support FNMI student achievement where appropriate.   |   |
|  | Requires Growth   | The leader does not align resources or build capacity to support FNMI student achievement.  |
|  | Meeting Standards   | The leader can demonstrate an alignment of resources or build capacity to support FNMI student achievement.   |
|  | Excellence  | Please indicate reason for this choice:   |
| <b>8.3</b>   | Enables all staff and students to know, understand and respect the histories, cultures, languages, contributions, perspectives, and contemporary context of FNMI people.  |   |
|  | Requires Growth   | The leader does not take active steps to enable all staff and students to know, understand and respect the histories, cultures, languages, contributions, perspectives, and contemporary context of FNMI people.  |
|  | Meeting Standards   | The leader takes active steps to enable all staff and students to know, understand and respect the histories, cultures, languages, contributions, perspectives, and contemporary context of FNMI people.  |
|  | Excellence  | Please indicate reason for this choice:   |
| <b>8.4</b>   | Pursues opportunities and engages in practices to facilitate reconciliation within the school community where appropriate.  |   |
|  | Requires Growth   | The leader does not pursue opportunities or engage in practices to facilitate reconciliation within the school community.   |
|  | Meeting Standards   | The leader regularly pursues opportunities and engages in practices to facilitate reconciliation within the school community.   |
|  | Excellence  | Please indicate reason for this choice:   |

**8. Comments (if any) – Supporting the Application of Foundational Knowledge about First Nations, Metis, and Inuit (FNMI):**

| 9. Leadership Dimension – Modeling Commitment to Professional Learning |  |   |
|--|--|---|
| 9.1  | Engages with teachers, principals, and other leaders to build personal and collective professional capacities and expertise.     |   |
|  | Requires Growth  | The leader rarely engages with other educational professionals to build personal and collective capacities and expertise.   |
|  | Meeting Standards  | The leader consistently engages with other educational professionals to build personal and collective capacities and expertise.   |
|  | Excellence   | Please indicate reason for this choice:   |
| 9.2  | Actively seeking out feedback and information from a variety of sources to enhance leadership practice.                          |   |
|  | Requires Growth  | The leader rarely seeks out feedback and information to inform and enhance leadership practice.   |
|  | Meeting Standards  | The leader improves leadership through reflective considerations of personal practices and by taking part in constructive dialogue/ research on educational practices.  |
|  | Excellence   | Please indicate reason for this choice:   |
| 9.3  | Seeks, critically views, and applies educational research to inform effective practice.  |   |
|  | Requires Growth  | The leader does not utilize current educational research to inform practice.  |
|  | Meeting Standards  | The leader consistently reflects upon current educational research to support personal and school-based practice.   |
|  | Excellence   | Please indicate reason for this choice:   |
| 9.4  | Engages members of the school community to build shared understandings of current trends and priorities in the education system. |   |
|  | Requires Growth  | The leader rarely engages members of the school community to build shared understandings of current trends and priorities in the education system.  |
|  | Meeting Standards  | The leader consistently engages members of the school community to build a shared understanding of current trends and priorities in the education system, as well as analyze and plan for learning practices at the school. |
|  | Excellence   | Please indicate reason for this choice:   |

**9. Comments (if any) – Modeling Commitment to Professional Learning:**

## **General Summary:**

**Commendations:**

**Priority Dimensions for Improvement:**

**PRPS Supports:**

The above reflections for my present leadership role within Prairie Rose Public Schools is understood and acknowledged by me. By signing this document, I do not necessarily agree with the contents in part or in whole.

---

**Principal Signature**

---

**Supervisor Signature**