

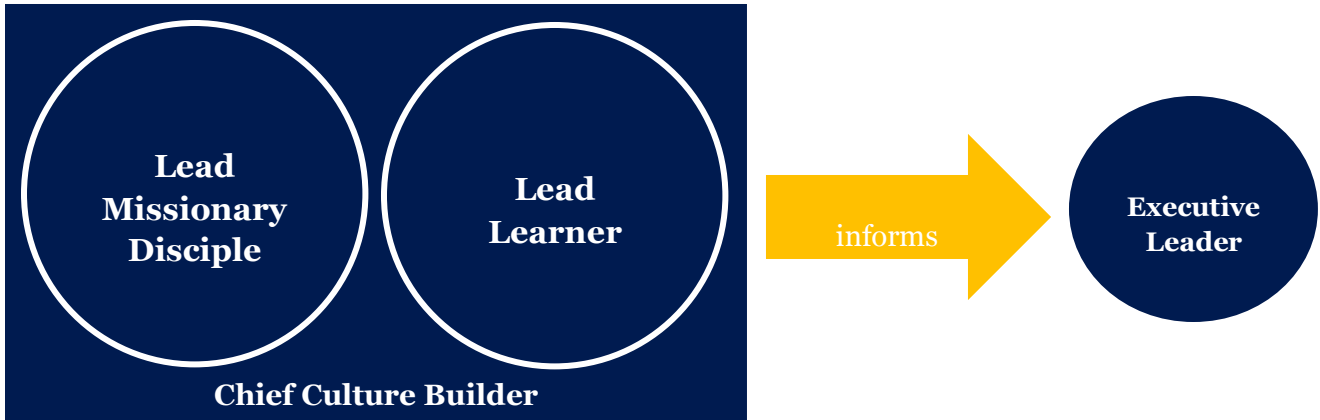
September 2023

# 23-24 Principal Supervisory Questions



# Catholic School Leader Supervisory Questions

## Archdiocese of Denver Catholic Schools School Leader Standards and Performance Competencies Supervisory Questions



This document provides questions to be used in the supervision and evaluation of all school leaders serving in the Archdiocese of Denver Catholic Schools. These questions are meant to provide specific, yet overarching areas of focus to evaluate the performance of a leader on the Catholic school leadership standards and performance competencies.<sup>1</sup>

The professional standards and performance competencies have been categorized into four dimensions: **1) Lead Missionary Disciple 2) Lead Learner 3) Chief Culture Builder and 4) Effective Christocentric Executive Leader.** These four dimensions serve as the overarching framework for understanding what is expected of a Catholic school leader in the Archdiocese of Denver.

Data points are provided to assist the primary supervisor of a school leader (i.e., Pastor, Superintendent) in gathering evidence to support the proper and intentional evaluation of the school leader’s performance, and more importantly, to guide goal setting for the sake of growth of the leader.

Dimension	Data Points
<b>Lead Missionary Disciple and Formator:</b> <i>The chief role of the school leader of a Catholic school is to instantiate the school’s distinctive mission rooted in the Catholic faith. The school leader acts, in conjunction with the pastor, as a spiritual leader for the school, seeking to live a life of Christian discipleship as a model for teachers and students, while providing opportunities for the entire community to grow more deeply in faith and prayer.</i>	
<ul style="list-style-type: none"> <li>○ In what ways does the school leader demonstrate an ongoing effort and plan to form oneself, teachers, and students as disciples of Jesus Christ?</li> </ul>	1) Formation and Professional development opportunities, in-services, etc. for faculty and staff

<sup>1</sup> Please refer to *Archdiocese of Denver Catholic Schools Professional Principal Standards and Competencies 2015*

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	<ul style="list-style-type: none"> <li>2) Faith formation and development opportunities for students</li> <li>3) Regular Mass and prayer scheduled</li> <li>4) Implementation of <i>School of the Lord's Service</i></li> </ul>
<ul style="list-style-type: none"> <li>○ How does the school leader ensure that everything taught and done in the school is in conformity with Catholic beliefs and that the faculty and staff are aligned to/supportive of the Catholic mission?</li> </ul>	<ul style="list-style-type: none"> <li>1) Lesson plans align with standards</li> <li>2) Educator observations</li> <li>3) How school handles controversial issues</li> </ul>
<ul style="list-style-type: none"> <li>○ How does the school leader cooperate with the Pastor to develop a plan for communicating the Catholic vision of education to parents and forming them in this vision?</li> </ul>	<ul style="list-style-type: none"> <li>1) School's mission clarity is updated, documented based upon conversations between school leader and Pastor</li> <li>2) Communication plan outlined with deliverables, timelines, point person, etc.</li> <li>3) Mission and vision communicated via newsletter, website, social media platforms, etc.</li> </ul>
<ul style="list-style-type: none"> <li>○ What behaviors have you seen, and statements have you heard that indicate the school leader is actively engaging in proclaiming and ensuring the proclamation of the kerygma to all members of the community?</li> </ul>	<ul style="list-style-type: none"> <li>1) Kerygmatic retreat opportunities provided for faculty/staff, students, parents</li> <li>2) Presence of kerygmatic message in the classroom at all age groups</li> <li>3) Observation of kerygma being proclaimed in the school community.</li> </ul>
<ul style="list-style-type: none"> <li>○ In what ways does the school leader create and monitor a process to evaluate if there are fruits coming from opportunities given to students to choose discipleship?</li> </ul>	<ul style="list-style-type: none"> <li>1) Opportunities students have to choose discipleship</li> </ul>

Dimension	Data Points
<p><b>Lead Learner:</b> <i>A Catholic school leader orients all learning towards an encounter with Christ the Logos, and a growing in becoming more human, that is that all students and teachers come to know and understand reality and come to love more deeply through that which is studied. A Catholic school leader leads and encourages his or her teachers in the intellectual life and casts the vision and practices towards developing in students a deep understanding of reality, oriented toward a</i></p>	

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<p><i>pursuit of understanding the world with deep knowledge, logical thinking, and pursuit of being a saint in this world.</i></p>	
<ul style="list-style-type: none"> <li>○ How does the school leader steward the school’s vision for education and confirming it is aligned with the Church’s understanding for the formation of the human person in the Catholic intellectual tradition?           <ul style="list-style-type: none"> <li>● <b>Dec:</b> What does the data collected reveal about how academics are communicated here to teachers, parents, and students?</li> <li>● <b>Feb:</b> What elements of the school’s intellectual formation of students need to be deepened to more closely align with the Church’s understanding of the human person in the Catholic intellectual tradition?</li> <li>● <b>Apr:</b> What is the plan for teacher, parent, and student formation for the upcoming school year so that all stakeholders understand and align their practices and expectations to the Church’s understanding of the human person in the Catholic intellectual tradition?</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Mission statement</li> <li>2) Questions asked of teachers during interviews</li> <li>3) Parent surveys on how they understand education through how the school communicates it to them</li> <li>4) Newsletters home to parents – are they articulating a proper mission?</li> <li>5) School leader has read, understands and shares concepts described in “<i>School of the Lord’s Service</i>” curriculum section</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent does the school leader supervise the selection of the curricular materials and curricular directives from the Archdiocese of Denver (especially the recent updates: History, phonics/early literacy, K-8 required Christian anthropology, literature recommendations)?           <ul style="list-style-type: none"> <li>● <b>Dec:</b> How has the school leader supervised the selection of curricular materials and curricular directives in history, phonics/early literacy, Christian anthropology, literature recommendations?</li> <li>● <b>Feb:</b> How has the school leader seen teachers properly teaching from the content areas? If they aren’t, what support is being put in place for those particular teachers?</li> <li>● <b>Apr:</b> What will ongoing formation for teachers look like specific to the content areas (current above) and upcoming content areas (art and music)?</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Classroom observations and curriculum feedback provided to teachers</li> <li>2) School leader has read, understands, shares concepts and addresses questions effectively from the curriculum documents (specifically opening statements for Science, English Language Arts, Theology and Catechesis, and History curriculums)</li> <li>3) Evidence of TOBET or Ruah Woods materials in the school (Christian anthropology) in Kindergarten through 8<sup>th</sup> grade</li> <li>4) Dates of <i>Theology of the Body</i> (TOB)/Christian anthropology training for teachers</li> <li>5) Phonics program selected</li> <li>6) Dates of teachers trained on Phonics instruction</li> <li>7) Yearlong/unit plans of History in grades K-8</li> </ol>

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	<ol style="list-style-type: none"> <li>8) Evidence of History materials purchased and used in the classroom</li> <li>9) Dates of teachers trained in History curriculum</li> <li>10) List of books and novels taught in the classroom</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent is the school leader providing and coordinating professional development (local level and/or archdiocesan) for teachers to further their understanding of curriculum, especially in those prioritized curricular areas? <ul style="list-style-type: none"> <li>• <b>Dec:</b> What professional development is being offered teachers in the intellectual formation needed and pedagogical principles needed to properly teach History, Literature, Phonics, Christian anthropology/TOB?</li> <li>• <b>Feb:</b> To what extent have teachers shown evidence of teaching from and to form a Catholic worldview in every content area?</li> <li>• <b>April:</b> What is the professional development plan for curriculum formation for next school year?</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Professional development plan including dates and offerings aligned to goals</li> <li>2) Professional development certificates found in teacher personnel file</li> <li>3) Lesson plans</li> </ol>
<ul style="list-style-type: none"> <li>○ How does the school leader actively supervise the teachers to ensure implementation of the curricular standards and using the curricular materials effectively? <ul style="list-style-type: none"> <li>• <b>Dec:</b> Has the school leader collected year-long plans from every teacher?</li> <li>• <b>Feb:</b> Which teachers most struggle with teaching from a Catholic worldview? What support can be provided? Which teachers are not aligned to curriculum standards and use of materials effectively?</li> <li>• <b>April:</b> What data have we collected that helps us understand the extent to which the curriculum is rigorous? (STAR proficiency data, for example)</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Classroom observations</li> <li>2) Supervision plan of teachers' curriculum</li> <li>3) Collection of unit plans and year-long plans from teachers</li> <li>4) Assessment results reflect effectiveness of implementation of curricular standards</li> </ol>
<ul style="list-style-type: none"> <li>○ What evidence do you see that the school leader assists teachers and oversees the process of diagnosing, evaluating, and providing accommodations for students with a variety of learning, behavioral, and mental health needs, with an openness animated by justice owed to children with differences? <ul style="list-style-type: none"> <li>• <b>Dec:</b> What is the process for identifying students with exceptional learning needs, and ensuring students are receiving support?</li> <li>• <b>Feb:</b> What families/students might need additional support in the upcoming school year? How will this effect budget?</li> </ul> </li> </ul>	<ol style="list-style-type: none"> <li>1) Admittance/enrollment processes outlined</li> <li>2) Plans of support developed for children with needs</li> <li>3) Engagement and involvement with parents</li> <li>4) Engagement of public school district to provide funding and services as needed</li> <li>5) Line items added to budget to reflect student needs cost</li> </ol>

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Dimension	Data Points
<p><b>Chief Culture Builder:</b> <i>School culture is defined as the guiding beliefs and values evident in the way a school operates (Fullan, 2007). Thus, it encompasses all the attitudes, expected behaviors, norms, policies, rule of life, and values that convey what the community believes and loves, and what it holds as most valuable, all of which must animate all dimensions of the school institution. In a Catholic school, school leaders are tasked with intentionally defining, protecting, and stewarding a school culture that brings members of the school community to encounter Jesus Christ, and abide in charity, which is defined as love of and friendship with God first, and love of others as the test of our love for God. School leaders do so first and foremost by modeling in word, action, and deed what they seek to be lived out and practiced by all members of the school community.</i></p>	
<ul style="list-style-type: none"> <li>○ To what extent is the school leader actively participating in formation opportunities offered both in-house and through the Archdiocese?</li> <li>○ To what extent is the school leader encouraging teachers to actively participate in professional development, Archdiocesan retreats/development, and other formative experiences for them (both in-house and Archdiocesan)?</li> </ul>	<ol style="list-style-type: none"> <li>1) Attendance record of leader at AoDCS meetings, events, LLDs, retreats, Zoom calls</li> <li>2) Written communications to faculty and staff</li> <li>3) Observation of faculty/staff meetings</li> <li>4) Principal has read, understands and shares concepts described in reading materials from the OCS, i.e., <i>From Christendom to Apostolic Mission, Holy See's Teaching on Catholic Schools, Heart of Culture, School of the Lord's Service, Splendor of the Human Person</i>, etc.</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent is the school leader actively working with the Pastor and the OCS in forming Christian community at the school?</li> </ul>	<ol style="list-style-type: none"> <li>1) Meetings with Pastor</li> <li>2) Written communications to various members of the community</li> <li>3) Implementation of parent groups focused on family life, faith formation, discipleship</li> <li>4) Attendance at OCS-hosted leadership learning days and OCS-sponsored leadership retreats</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent is the school leader maintaining communion with the Archbishop and the Archdiocese of Denver's clarity on the mission of Catholic schools and education?</li> <li>○ To what extent is the school leader actively communicating and drawing connections between the Archdiocesan and</li> </ul>	<ol style="list-style-type: none"> <li>1) Written communications to various members of the community from leader and from teachers</li> <li>2) Observation of the leadership cascading</li> </ol>

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<p>local school mission clarity to all members of the community?</p> <ul style="list-style-type: none"> <li>○ To what extent is the school leader ensuring that teachers are also integrating mission clarity in their communications?</li> </ul>	<p>mission clarity to teachers and staff and identifying the school within the Archbishop’s teaching and mission articulations</p> <ol style="list-style-type: none"> <li>3) Artifacts throughout the building that communicate mission clarity—school’s mission and the AoDCS</li> <li>4) Observation of faculty/staff meetings</li> <li>5) Presentations from large community gatherings and events</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent is the school leader actively working with the Pastor to create, implement, and celebrate a distinctly Catholic culture in their school through the primacy of the Eucharist, prayer, devotions, music, artwork, and celebrations of feasts?</li> </ul>	<ol style="list-style-type: none"> <li>1) Record of festal celebrations, devotional practices and other activities based on the liturgical year</li> <li>2) Frequency of the sacraments (i.e., mass, reconciliation) for students</li> <li>3) Frequency of prayer; practice of prayer in the school (i.e., adoration, rosary, stations of the cross, divine mercy chaplet)</li> <li>4) Presence of religious artifacts in the hallways and classrooms</li> <li>5) Frequency of school-wide prayers</li> <li>6) Practices rooted in charism of patron</li> <li>7) Curriculum plans for music class and art class</li> <li>8) Frequency of healthy collaboration between school and parish in the planning of masses</li> </ol>

<b>Dimension</b>	<b>Data Points</b>
<p><b>Effective Christocentric Executive Leader:</b> School leaders are more than just managers of an organization. They are true educational leaders when they are first to take on this responsibility, which is also an ecclesial and pastoral mission rooted in a relationship with the Church’s pastors. It is the responsibility of the school leader to collaborate with the entire school community and in close</p>	

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dialogue with the school pastor and parish team/local board to effectively manage and steward the school's systems, operations, and resources to fulfill mission.	
<ul style="list-style-type: none"> <li>○ To what extent does the school leader ensure there is a hiring process that screens for mission aligned people and informs people of their duties to support the Catholic mission and Catholic teaching (<i>Instruction on Identity in Catholic Schools</i>)?</li> </ul>	<ol style="list-style-type: none"> <li>1) Interview process and protocol in place</li> <li>2) Faith-based Interview questions</li> <li>3) Job descriptions and contract language is communicated and understood</li> </ol>
<ul style="list-style-type: none"> <li>○ How does the school leader oversee all programs (i.e., cafeteria, preschool and/or daycare, co-curricular) in order to ensure alignment with the school's mission and to ensure proper systems, policies, protocols, and reporting is being adhered to and maintained?</li> </ul>	<ol style="list-style-type: none"> <li>1) Cafeteria guidelines/handbook</li> <li>2) Discipline protocol rooted in mission</li> <li>3) Best-practices examined and implemented as needed</li> <li>4) Monthly budget review meetings with Pastor and Business Manager</li> <li>5) Regularly scheduled faculty/staff meetings</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent does the school leader keep the Pastor and Superintendent/OCS informed of key issues and events, with special care for issues that threaten or pose challenges to the mission of the school?</li> </ul>	<ol style="list-style-type: none"> <li>1) Regularly scheduled pastor/school leader meetings</li> <li>2) Touchpoints with OCS as needed</li> </ol>
<ul style="list-style-type: none"> <li>○ How does the school leader oversee the maintenance of critical records (i.e., as noted by policy), properly delegate the maintenance/upkeep of records, and ensure the accuracy of reporting?</li> </ul>	<ol style="list-style-type: none"> <li>1) Complete records maintained with school leader, business manager or maintenance</li> <li>2) Evidence of injury/accident reports, child abuse reports filed</li> <li>3) Handbooks updated annually to reflect archdiocesan policy changes and local-level changes</li> </ol>
<ul style="list-style-type: none"> <li>○ To what extent does the school leader communicate with teachers, staff, Pastor, OCS/AoD, families, and others in a manner that is prudently transparent and gives people the necessary information?</li> </ul>	<ol style="list-style-type: none"> <li>1) Evidence of regular communication to parents, teachers, staff, pastor, and OCS.</li> <li>2) Context of written/verbal communication</li> </ol>
<ul style="list-style-type: none"> <li>○ How does the school leader oversee the safety and security of the school campus, ensuring an assessment of the facilities takes place to determine needs, overseeing key safety and security processes (i.e., drills), and actively managing the maintenance of the facility?</li> </ul>	<ol style="list-style-type: none"> <li>1) Records of reports for drills, etc., are maintained in the school office</li> </ol>



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	<ol style="list-style-type: none"> <li>2) Asbestos plan maintained and updated</li> <li>3) Radon plan maintained and updated (if applicable)</li> <li>4) Regular meetings with facilities management</li> <li>5) Monthly budget review meetings with Pastor and Business Manager</li> <li>6) Prompt reporting of all incidents to appropriate offices and/or Archdiocese of Denver insurance carrier</li> </ol>
<ul style="list-style-type: none"> <li>○ How does the school leader work with the Pastor and his parish team in the oversight and development of the school budget to properly allocate resources to facilitate the school's fulfillment of its Catholic mission (i.e., learning, student supports, formation)?</li> </ul>	<ol style="list-style-type: none"> <li>1) Review of current school budget with monthly updates on the current school financial position</li> <li>2) Frequent communication and collaborations between the school leader and business manager</li> </ol>

### Principal Performance Competencies Reference by Leadership Dimension and Mission Fidelity Assessment Process and Standards

Leadership Dimension	Corresponding Professional Standards and Performance Competencies <sup>2</sup>	Mission Fidelity Assessment Process and Standards
<b>Lead Missionary Disciple and Formator</b>	1.2, 1.3, 1.4, 1.6, 6.8, 9.1	1.1, 1.2, 1.3, 1.4, 1.18, 1.19, 1.24, 2.4, 2.5, 3.3, 5.2, 5.3, 5.4
<b>Lead Learner</b>	2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 3.5, 3.8, 6.4, 6.6, 6.8, 9.3, 9.2	1.1, 1.5, 1.6, 1.8, 1.2, 2.6, 2.7, 2.8, 2.9, 2.10, 2.11, 3.9, 4.1 through 4.15,
<b>Chief Culture Builder</b>	1.1, 1.5, 2.5, 2.9, 2.10, 3.6, 3.10, 6.7, 8, 8.1, 8.2	1.6, 1.9, 1.18, 1.20, 1.21, 1.22, 1.23, 2.12, 2.13, 3.3, 3.5, 3.8,
<b>Effective Christocentric Executive Manager</b>	1.8, 3.9, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 6.1, 6.2, 6.3, 6.5, 7.1, 7.2, 7.3, 7.4, 8.3, 9.5	1.3, 1.4, 1.6, 1.7, 1.8, 1.10, 1.14, 1.15, 1.17, 2.1, 2.2, 2.3, 2.9, 3.1, 3.2, 3.6, 3.7, 5.1,

<sup>2 2</sup> Please refer to *Archdiocese of Denver Catholic Schools Professional Principal Standards and Competencies 2015*