

Appendix A

Self-Assessment

School Administrator Self-Assessment

THE FOLLOWING SELF-ASSESSMENT is intended as a planning tool for school administrators to use to reflect and identify which themes and strategies are most relevant for them in their context. The fillable form allows you to revisit your self-assessment and track progress along the four highlighted theme areas. You may save and print copies of your reflections and take the self-assessment as many times as you wish. All statements included on this assessment were derived from research-based studies on effective leadership and quality sustainable FSL programs.

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
Need for Opportunities for Collaboration	I facilitate ongoing training and collaboration to empower FSL teachers with the skills to plan appropriate assessment and instruction in an inclusive environment.					
	I collaborate with FSL teachers on identifying and addressing pertinent needs specific to my school context.					
	I belong to a collaborative network with other school administrators where we share experiences and strategies for FSL teacher retention, and collaborate on developing strategies for supporting FSL programming in schools.					
	Together with administrator colleagues I discuss recent evidence-based concepts for valuing, promoting, and modelling French in my school.					
	I engage in professional learning with FSL teachers and other school administrators about FSL teaching, learning, and programming.					
	Timetabling is collaborative and created to optimize learning and student achievement.					
	Decisions regarding programming for students with special education needs and English-language learners are made on an individual student basis.					

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
Importance of Modelling	As a school administrator I model the value of language learning throughout the school and promote plurilingualism.					
	French-language learning is visible in the school's daily routines and procedures.					
	The French program(s) is/are promoted in the community.					
	French is used to communicate with students both inside and outside the classroom.					
	I encourage teachers and students to take risks in using the French language. Mistakes are viewed as learning opportunities.					
	The school website articulates the vision that "All students are welcome in the FSL Program" .					
	Staff and students can articulate the vision for the French program(s) at my school.					
	I ensure that parents of English Language Learners can access and understand information about FSL programs.					
Access to Resources and Professional Learning (PL)	As a school administrator, I annually allocate funds to support FSL teachers and programs.					
	An ongoing assessment of the professional learning needs of FSL teachers is carried out at my school.					
	I provide leadership opportunities to FSL teachers in my school.					
	I am familiar with the Common European Framework of Reference (CEFR) and engage in conversations with FSL staff about this instructional approach.					
	I engage in professional learning and ongoing dialogue with FSL teachers about assessment and evaluation.					

	Effective Practices	1 Awareness	2 Exploring	3 Beginning	4 Sometimes	5 Regularly
	I ensure that equity, inclusion and anti-racism training are applied by FSL teachers in their classrooms.					
	I work in support of teachers and in consultation with community to ensure that resources are culturally responsive.					
Importance of Relationships	I cultivate supportive relationships with the FSL teachers at my school.					
	A quality mentorship program is available for all new FSL teachers which includes: <ul style="list-style-type: none"> • Establishment of a suitable mentor • Classroom visits • Professional learning opportunities 					
	Supplementary mentorship is available for all new FSL teachers which includes: <ul style="list-style-type: none"> • Classroom management • Supporting students with special needs • Inclusive practices 					
	Support opportunities are available for experienced teachers who are transitioning into or back to teaching FSL.					
	As a school administrator, through a supportive stance, I engage in learning-focused conversations with FSL teachers.					