

Administrator MENTORSHIP



Handbook



The Alberta Teachers' Association

**Administrator
MENTORSHIP**



Handbook for Administrator Mentorship

2006 11



The Alberta Teachers' Association

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**Administrator
MENTORSHIP**



Foreword

According to the *Canadian Oxford Dictionary*, a mentor is “an experienced and trusted advisor or guide.” The original Mentor was a guide to Telemachus, the son of Ulysses, while his father was absent from home and fighting in the Trojan War.

Whatever the classical allusions that are associated with mentoring, the current practice of mentoring administrators promises to provide support for the next generation of educational administrators. Younger administrators stand to benefit by the coaching offered by those more experienced. Experienced administrators have the opportunity to bequeath a legacy to the next generation. Any administrators, whether new or veteran, will benefit from co-mentoring with a colleague or colleagues. This *Handbook for Administrator Mentorship* collects a number of resources that are specifically designed to assist school administrators in Alberta.

In the publication *Leading for Learning: Interim Report and Recommendations of the Blue Ribbon Panel on the School Administrator* (2005), the Association strongly favours the maintenance of a united teaching profession, where administrators and teachers carry out their tasks professionally and collegially. Accordingly, the Association has a special interest in enhancing the competence of school administrators and in recognizing the particular professional development needs of school-based and central office administrators. Some of those needs can be addressed through administrator mentorship.

On behalf of the Association, I want to thank the contributors to this work, who have assembled these resources—those from St Albert Protestant Separate School District and from Sturgeon School Division, as well as Association staff. The promise is that these resources will enable those involved in administrator mentorship program to advance in competence as lifelong learners and so serve as models for the professional learning communities that they in turn guide.

Gordon R Thomas
Executive Secretary



Setting the Stage

Administrator MENTORSHIP



*The penalty
of leadership
is loneliness.*

—H Wheeler
Robinson

*There are no
office hours
for leaders.*

—James Cardinal
Gibbons

*The only ship
safe in a storm is
leadership.*

—Faye Wattleton

In the last decade, school administrators have faced heightened pressures in carrying out their duties. Alberta administrators identify limited funding, growing legal requirements for student discipline and field trips, support for special needs students, increasing demands from parents and increased accountability as some of the newer challenges they face.

Principals find themselves needing to be lawyers, doctors, counsellors, accountants, employment law specialists, public relations directors and paramedics, in addition to their duties as defined in the *School Act*.

Many of these roles and expectations, so challenging to veteran administrators, are all the more so for a beginning administrator, who is not only trying to survive the first few years but to thrive as well.

All of these increased pressures are occurring while many principals are retiring or are soon to retire. At the same time, increasing numbers of teachers report that they are not interested in pursuing a career in administration.

An examination of the 2001 census data by the Canadian Teachers' Federation indicated that 70 per cent of principals and administrators are over 45, the highest percentage of any occupation reported in the census. More than 15 per cent of elementary and secondary school principals and administrators are over 55. Data gathered by the Alberta Teachers' Association through the 2003 Member Opinion Survey show a reduction of 50 per cent in the number of teachers interested in pursuing a career in administration. Seven in ten administrator positions will see retirements, and only one in twenty teachers will step up to fill the vacancy.

A shortage of school-based administrators is already occurring in some districts in Alberta.

In 2003, the Alberta Teachers' Association saw the need to nurture and support the new generation of administrators as well as provide support to current administrators. The Association has developed a mentorship program for school administrators in conjunction with St Albert Protestant Separate School District No 6. Like the Beginning Teachers' Mentorship Program, it recognized that an informal buddy system is not enough.

- New administrators might be hesitant to ask for help.
- New administrators need to work with experienced administrators to develop knowledge and skills more quickly.
- Veteran administrators in new assignments need opportunities to enhance their knowledge and skills in areas that they identify for growth.

- Informal buddy systems are difficult for locals and central office to identify and support.
- Effective programs require knowing who is in the program, what goals have been set and what support is needed for the program, as well as an ongoing evaluation of the program.

John Daresh identifies four key survival strategies for administrators (*Beginning the Principalship*. Corwin Press, 2001: 126–30):

- 1) Find a mentor
- 2) Develop networks with other administrators
- 3) Participate in your professional association
- 4) Maintain personal and family support

This handbook is about the first three on Daresh’s list and is designed to encourage the mentorship program and assist administrators in their evolving role, whether it is challenging, changing or new.



Mentoring for veterans is important because most school administrators, when questioned individually, admit that they feel lonely and isolated in their roles. Mentoring is a way to reduce those feelings.

—John Daresh

New administrators “will always want to get a colleague to tell them how they are doing on the job.” They need this feedback frequently and honestly.

—John Daresh

Purpose of Mentorship

Developing Dynamic School Leaders

The primary goal of mentoring should be to develop dynamic school leaders who cultivate a learning community for other leaders, teachers, staff members, parents and students.

—M G Crow and L J Mathews

Administrator MENTORSHIP



We built relationships as we learned more about each other as professionals and individuals.

—Participant in pilot project

I. Cultivate a community of learners

- Participate in learning
- Build on the knowledge, skills and attributes of participants
- Instill learning in others—improve the school
- Empower others to lead

II. Provide a program of support

- Improve professional practices
 - Explore effective strategies
 - Strengthen leadership skills
 - Encourage reflection
 - Examine practices
- Nurture professional growth
 - Study and share resources
 - Clarify role identity
 - Facilitate career advancement
- Encourage networking
 - Build trusting relationships
- Nurture personal well-being
 - Seek balance

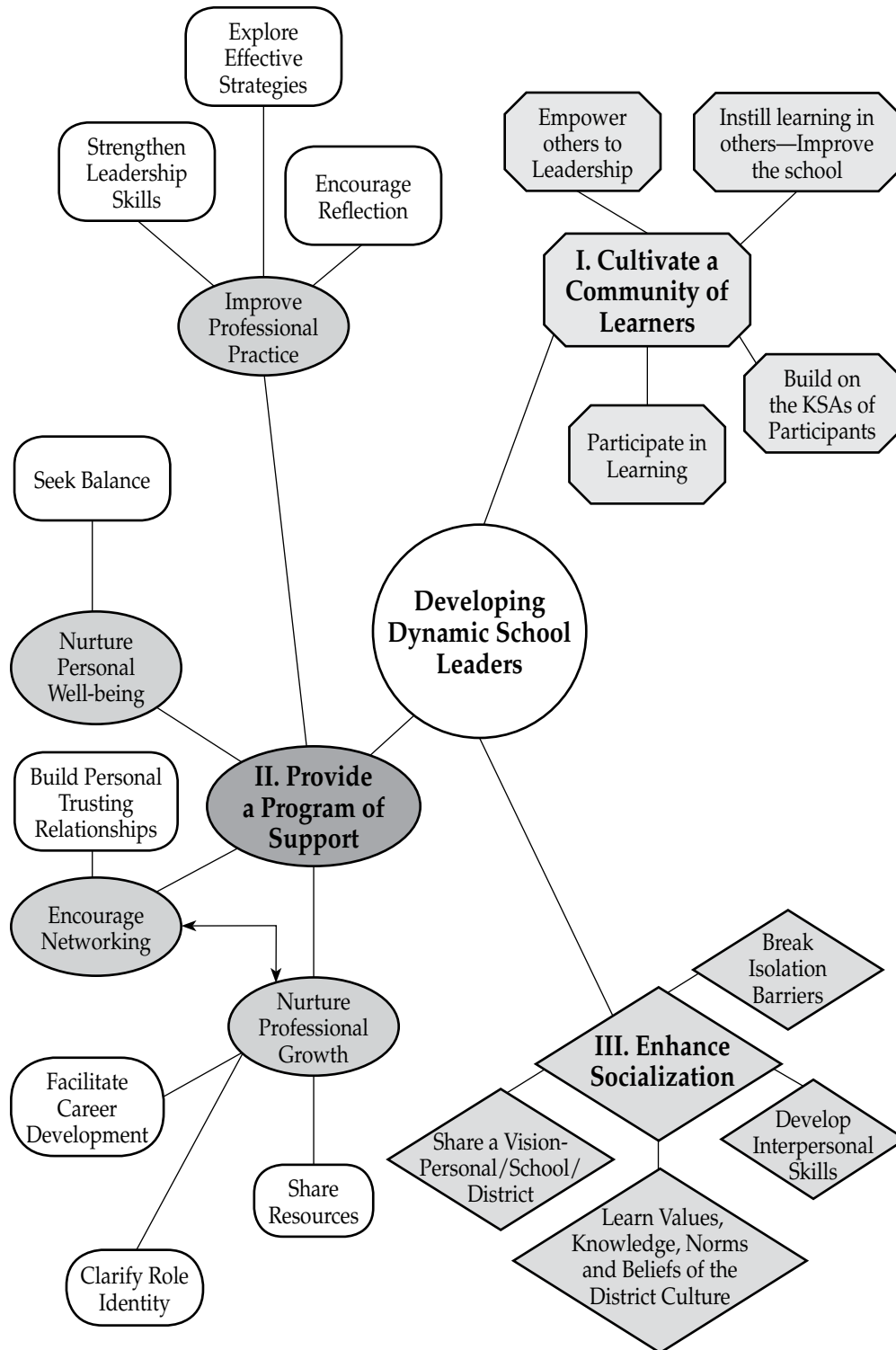
III. Enhance socialization

- Break isolation barriers
- Learn the values, knowledge, norms and beliefs of the district culture
- Share a personal, school and district vision
- Develop interpersonal skills

Source: Participant Administrator Mentorship Pilot Project

Purpose of Mentorship

Developing Dynamic School Leaders Schematic



Assumptions of a Successful Administrators' Mentorship Program



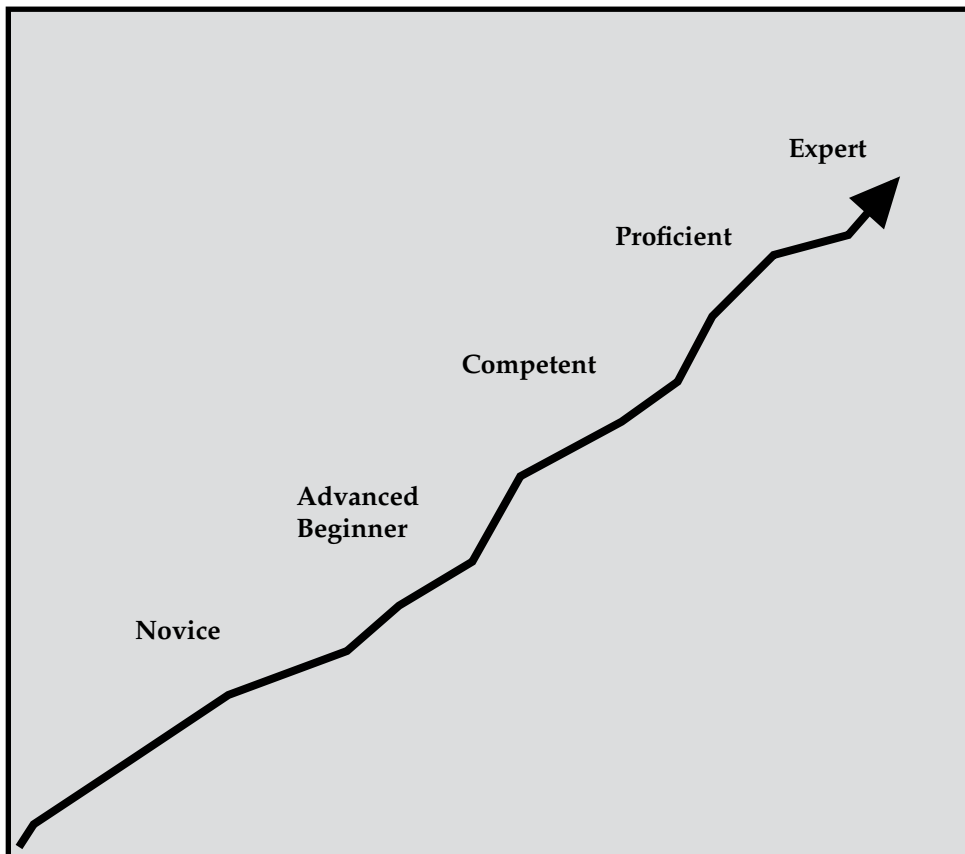
- Mentoring is a key feature of successful transitions to new administrator roles or to veteran administrators developing new knowledge, skills or attributes.
- Without mentoring, new administrators or administrators in new assignments may take more time to advance their knowledge and/or skills.
- Support of central office leadership, including the superintendent, is critical.
- Effective mentorship programs will provide for flexibility in activities, structures, programs and partnerships.
- Professional development, built on the needs identified by the participants, is a key component for a successful program.
- Mentorship plans can form the basis of the administrator's growth plan and be accepted as such by the school district.
- All parties in a mentorship partnership gain from the mentoring experience.
- Learning how to be effective in a mentorship partnership takes time.
- The complexity of the relationships and/or goals may require more than one year to achieve the desired outcomes.
- Mentorship can be an ongoing process throughout an administrator's career.
- Many people can be informal mentors, although only a few will be part of the formal process.

Stages of Skill Acquisition

Any form of labelling can become dangerous (unless it is self-assigned), and placing all administrators into one category assumes that everyone is at the same level of skill acquisition and competence and that all skills progress evenly along the continuum. This notion can distort all understanding of individual differences in learning, skill development and knowledge. Learning opportunities should be systematically structured and integrated to address the needs at each of the stages of learning (Dreyfus and Dreyfus 1986) to help principals and assistant principals advance their skills and knowledge from that of a novice to a more competent learner, and eventually an expert in the role.

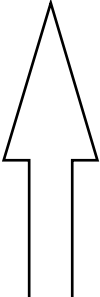
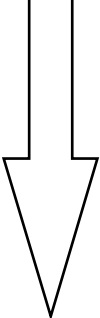


The Developing Administrator



Level of skill acquisition varies from person to person, and the knowledge, skills and attributes necessary in a leadership role are numerous and far reaching.



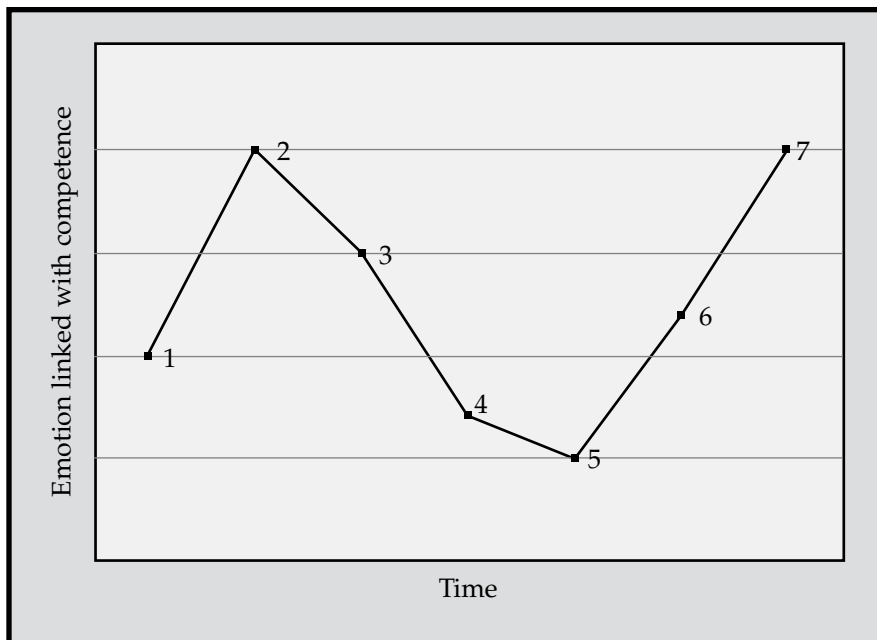
	Skill Level	Process	Support
Novice	<ul style="list-style-type: none"> Beginning awareness of the role and skills required 	<ul style="list-style-type: none"> Acquisition of rules for determining appropriate response and actions 	
Advanced Beginner	<ul style="list-style-type: none"> Performance has improved as a result of experience with real-life situations. Gradual awareness of the breadth and demands of the role and one's own limited knowledge 	<ul style="list-style-type: none"> Experience seems more important than verbal description 	
Competent	<ul style="list-style-type: none"> Has acquired a hierarchical procedure of decision making No longer merely following and applying rules but acting with a goal in mind After choosing a plan, feels responsible for and therefore emotionally involved in the product of his or her choice 	<ul style="list-style-type: none"> Has developed his or her skill level to a point where he or she can examine the important factors, given the chosen plan, and improve performance as need be 	 <p>traditional mentorship and/or</p> <p>primary mentors and/or secondary mentors and/or</p> <p>critical friends and/or</p> <p>comentoring dyads/groups and/or</p> <p>mentoring mosaic and study groups</p>
Proficient	<ul style="list-style-type: none"> Decisions, responses and determinations made without the need for detached choice or deliberation Previous experience in similar situations triggers plans similar to those that have worked. Intuitive ability to see and use patterns 	<ul style="list-style-type: none"> Although able to incorporate intuition or know-how into practice, he or she is still thinking analytically about what to do. 	
Expert	<ul style="list-style-type: none"> Knows what to do based on mature and practised understanding An expert's skill has become so ingrained that he or she is hardly aware of it. 	<ul style="list-style-type: none"> Although most expert performance is ongoing and nonreflective, when time permits and outcomes are crucial, an expert will deliberate before acting. This deliberation does not require calculative problem solving but rather critical reflection on practice and personal intuition. 	

Adapted from (Kim 1994). See Definition of Terms in "Setting Up Mentor Partnerships," pp 11 and 12

Stages of Administrator Development

There are many models of transition to administrative positions. According to Denise Armstrong (2002) there are seven stages of transition throughout the first year of the assistant principalship. Her findings may well apply to other situations when someone begins a new role or position, including the principalship. The time period may vary.

1. **Immobilization and shock:** Evidenced by feelings of elation and a sense of being overwhelmed
2. **Minimization:** Evidenced by feelings of remorse and denial of change
3. **Self-doubt:** Evidenced by feelings of anger and disappointment
4. **Letting go:** The turning point
5. **Testing out:** The person begins to distance him- or herself from the teaching staff and explore career possibilities
6. **Searching for meaning:** The person reassesses his or her commitment to the lifestyle and values of the principalship and a new perspective on a career path emerges
7. **Internalization:** New behaviours and assumptions are integrated into the changed lifestyle



The Mentoring Relationship

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Every mentoring relationship is as unique as the individuals involved in it.

Many mentoring relationships have evolved to become more focused on learning. Unlike the more traditional model, learner-centred mentoring is a partnership grounded in a dynamic reciprocal relationship that involves critical reflection and full participation by both partners. The protégé is a proactive and equal partner, helping to direct the relationship and set its goals. The protégé can also have multiple mentors concurrently or over a lifetime. The primary method of interacting is still face to face, but mentoring can also occur by telephone, e-mail or other means. As Aubrey and Cohen (1995, 161) observe, “Wisdom is discovered in a learning relationship in which both [or many] stand to gain greater understanding of [themselves], the workplace and the world.”

There is no one right way to mentor.

Learner-Centred Mentoring

- Professional in nature
- Evolutionary and dynamic
- Reciprocal
- Shared responsibilities and full participation of both partners
 - Protégé helps direct the relationship and set goals
- Multiple mentors over a lifetime or concurrently

Setting Up Mentor Partnerships

Administrator mentoring relationships look very different from the teacher–protégé relationships that are developed with beginning teachers. The administrators come to the mentoring relationship with extensive experience in teaching and learning, and have been leaders in various capacities. However, they have most likely never been in a formalized mentoring relationship. In their new roles, they are focusing on enhancing their leadership attributes and seeking out knowledge and skills that will support them in their new position. They are committed to the goals they have developed and work toward them collaboratively.

It is important to ensure that participants have the ability to form a relationship that will meet their personal and professional needs. These relationships could be self-initiated or facilitated with district office staff. As well, it is important to respect the developmental stages of principals and assistant principals and the goals they shape in this process. Supporting these relationships and goals with professional development, meeting times, research and feedback is essential for the relationship to grow. The mentorship groupings can be structured in a variety of ways to meet the needs of those involved.

Traditional mentors: The mentor acts as a model and the protégé develops a professional identity and competence with the help of the mentor in the following areas: building parent and student relationships, skill building and commitment to professional growth.

Critical friends: Trusted people who ask provocative questions, provide data to be examined through another lens and critique a person’s work as a friend. They are people who help with our educational actions and decisions by seeing a different perspective (Costa and Kallich 1993).

Primary mentors: People who are labelled as mentors and who are considered central or key in meeting needs at a critical point in the administrative career.

Secondary mentors: People who are more short term or who act only at certain points in a career.

Peer/co-mentoring (dyads and triads): Groups that look at similar needs and develop goals around these needs. The skills and knowledge brought to the group can vary, but the process toward the goals is shared.

Book study groups: Groups that study a book and reflect on the content through open dialogue, reflective sharing and pointed questions.



*The moment you
stop learning,
you stop leading.*

—Rick Warren

*The genius of
communication
is the ability to
be both totally
honest and
totally kind at
the same time.*

—John Powell



Lifelong mentoring: Continually seeking, finding and reconstructing mentoring and co-mentoring relationships (Carol Mullen).

Mentoring mosaics: Network of multiple mentors and opportunities for growth.

- Primary/secondary mentors
- Critical friends
- Study groups

The time frame of a mentoring relationship

- A:** Accepting the mentorship principles
- D:** Developing relational trust
- M:** Mentorship goals and plans established
- I:** Improved leadership
- N:** Next steps: reflection and evaluation

Roles and Responsibilities

Mentors

- Act as an advocate and guide
- Provide help and assistance
- Listen as a critical friend
- Teach through strategies such as modelling
- Share resources and expertise
- Question for clarification and understanding
- Sympathize without condoning or condemning
- Encourage risk taking within a safe environment
- Empower the protégé or mentoring partners to take a leadership role
- Collaborate and plan together
- Challenge the protégé or mentoring partners to grow in practice and understanding

Protégés

- Collaborate and plan together
- Listen to advice, reasoning and suggestions
- Question for clarification and understanding
- Reflect on experiences to improve practices
- Take risks to explore new ideas and methods
- Communicate issues, concerns and experiences

Co-mentors

- In co-mentoring or peer-mentoring relationships, all partners may engage in the roles and responsibilities listed for mentors and protégés at one time or another.

Steering Committee

- Clarify the purposes/goals/objectives of the committee
- Identify what the final project will look like
- Establish guidelines for the project, including responsibilities of participants
- Establish a time frame
- Promote the project and seek participants



Daresh (2001) strongly urges you "to make certain that a clear and rational evaluation plan is firmly in place prior to your implementation of a mentoring program for the school administrators in your district." He also warns: "Failure to follow this step will likely lead to a failure of your hard work over time."

Administrator MENTORSHIP



Provides a safe domain in which to share trade secrets, jargon and best practices.

—Participant in pilot project

Enhances the district culture of sharing, continuous improvement and change.

—Participant in pilot project

- Communicate the vision and plan with those who wish to be involved
- Enable project success by putting support mechanisms in place
- Gather feedback from participants during the project
- Conduct final project evaluation
- Adjust the plan based on feedback

School Administrators

- Promote the value and benefits of an administrator mentoring program
- Facilitate and support other administrators in mentoring partnerships
- Encourage professional development activities for colleagues
- Participate in a mentorship program

School Districts

- Establish supportive policies
- Provide visible support from the superintendent and others in the district office
- Serve on a mentorship steering committee
- Provide and integrate professional development opportunities
- Provide financial support
- Accept a mentorship plan as the administrator growth plan
- Facilitate partnerships as needed
- Accept that participants will develop programs to suit their individual professional needs
- Encourage and support the establishment of regular meeting times

Local ATA

- Participates on the steering committee
- Promotes the program in the local
- Contributes financial resources to support the mentorship program
- Facilitates professional development opportunities
- Participates in the evaluation of the mentorship program
- Identifies policy and guidelines necessary in the mentorship program process

Provincial ATA

- Provides the *Administrator Mentorship Handbook* and related literature
- Assists in the planning and organization of a mentorship program for administrators in the jurisdiction or local
- Provides information and training sessions for administrators in the mentorship program
- Offers consultation services for key local and district contacts
- Continues support beyond the initial year of the program



There is a great tendency, based on all of the hard work that is associated with the initial program implementation, to forget about the need to build long-lasting support for any innovative effort. It is absolutely critical that you do not waste your efforts by not deciding in these earliest stages to commit your district to a lasting vision of professional development.

—John Daresh

Benefits and Challenges of Mentoring



Progress is impossible without changes; and those who cannot change their minds cannot change anything.

—George Bernard Shaw

It takes time to develop the relationship; do not go in and expect the relationship to develop in a few months. A year or two is needed.

—Participant in pilot project

Benefits

- Engages participants in a process of personal and professional change
- Actively involves participants in research, reflective writing and professional dialogue
- Reduces isolation and builds collegial networks
- Provides a safe domain in which to build trust, share and explore best practices
- Fosters new ideas, risk taking, creative and critical thinking
- Contributes to school staff development and provides administrators with districtwide professional development opportunities
- Builds deeper understanding and an information base for administrator's specific area of focus
- Provides a network for sharing resources, expertise, challenges, strategies and a celebration of successes
- Fosters partnership in problem solving and decision making

Challenges

- Developing relational trust
- Finding time in busy schedules
- Accessing resources, relevant literature and meaningful professional development activities
- Maintaining ongoing active, shared commitment to the goals established by the mentorship partnership
- Providing mentor training
- Understanding how adults learn
- Considering gender- and minority-group issues
- Fostering district and local support of a mentorship program

Developing a Mentorship Plan

When developing a mentorship plan, administrators must be familiar with the *Leadership Quality Standard and Descriptors* and the *Administrator Professional Growth, Supervision and Evaluation Policy Model*, and other provincial standards for administrators. The administrator should also be aware of major issues that require constant attention as well as the effect of seasonal events in the ebb and flow of the school year. All of these are discussed in greater depth in the pages that follow.

I. The Leadership Quality Standard and Descriptors as Developed by the Alberta Teachers' Association

Leadership Quality Standard

Quality leadership occurs when the administrator, through ongoing analysis of the school context, demonstrates professional actions, judgments and decisions that are in the best educational interests of students, and supports the provision of optimum teaching and learning opportunities. In all aspects of the role, the administrator operates in a fair and ethical manner.

Elements of the Knowledge, Skills and Attributes of the School Administrator

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which an administrator can draw as situations warrant. The role of school administrator is a multifaceted one and achieving balance within the immediate and contextual demands of the school is critical to providing adaptive leadership that focuses on teaching and learning.

The administrator's role is to facilitate teaching and learning by acting as:

1. An Educational Leader

The administrator is foremost an educational leader with a vision for education based on sound research, beliefs and values. The administrator is a visionary, change agent and risk taker. As an educational leader, the administrator sees the important role of public education in society, and works with staff and community to chart the direction of the school and to help students prepare for the future. In a professional learning community, the administrator collaboratively develops school mission and vision statements, builds school improvement plans, encourages participation in educational research, promotes changes in keeping with current and future needs, and facilitates appropriate parental and community involvement. As an educational leader in a Catholic school, the administrator is called upon



*Setting goals
kept our members
focused on
our purpose,
and we worked
toward this.*

*—Participant in
pilot project*



to minister to staff and students. The administrator provides opportunities for the continued spiritual growth of teachers to facilitate their ministry to students. The administrator is viewed as a faith-development leader within the Catholic school community.

2. An Instructional Leader

The administrator is an instructional leader who ensures quality teaching and learning. While recognizing that the teacher is responsible for instruction and evaluation, the administrator is responsible for facilitating a climate and conditions that are conducive to student learning.

This role involves supporting the work of teachers in implementing curricula, demonstrating an understanding of the programs of study and pedagogy, and creating classroom conditions that will lead to student success.

In this role the administrator is responsible for staff development, including selection and supervision of staff, support for professional development, and teacher evaluation. In this role the administrator is coach, motivator, mentor, model, counsellor and teacher.

3. A Decision Maker

The administrator is a decision maker and problem solver responsible for establishing and nurturing stakeholder involvement in the school. The *School Act*, the Alberta Teachers' Association Code of Professional Conduct and board policy confer responsibility for certain types of decisions on the principal. However, an important part of this role is to identify areas of shared decision making and the ability to facilitate various decision-making processes. This involves the skills of facilitating, problem solving, team building, modelling, and empowering and encouraging the development of leadership skills in others.

4. A School Manager

The administrator is responsible for directing the management of the acquisition, organization and utilization of resources and the operation of the school to ensure a safe and effective learning environment. This includes management of provincial regulations, board policies, processes, human resources, time, technology and the school budget. The administrator functions as a planner, facilitator, negotiator and bureaucrat. The management role supports the educational and leadership roles in balance with the other important roles.

5. An Advocate

The administrator is an advocate for the school and for public education, and is responsible for establishing and maintaining positive working relationships with all stakeholders. In this role, the skills of communication, conflict resolution and public relations are essential for working with students, parents, the school council and the school community. It is important for the administrator to be able to influence conditions and respond to local political, economic, social and cultural challenges. In this role the administrator promotes and supports activities that will lead to fulfillment of the school mission and vision.

6. A Professional Colleague

The administrator is a professional colleague who is committed to being a leader of teachers in the practice of education. This role supports the collaborative approach to education in Alberta and affirms the importance of teachers and administrators working together to provide an educational environment conducive to student learning and professional growth. The administrator models career-long learning and is a teacher, team player and professional colleague.

II. Administrator Professional Growth, Supervision and Evaluation Policy Model

[Approved in principle by Provincial Executive Council of the Alberta Teachers' Association, 2003 09 25]

Background

The *Administrator Professional Growth, Supervision and Evaluation Policy Model* ensures that the administrator's professional actions, judgments and decisions are in the best educational interests of students and supports the provision of optimum learning opportunities.

Policy

Administrators are expected to conduct their practice consistent with the leadership quality standard. School boards, superintendents, principals and teachers must work together to establish an educational environment conducive to student learning and professional growth.





Definitions

In this policy,

1. “policy” means the *Administrator Professional Growth, Supervision and Evaluation Policy* implemented by [insert name of school board];
2. “leadership quality standard” means the standard and descriptors of knowledge, skills and attributes, and any additional standards or descriptors consistent with the leadership quality standard and the mission of the school board;
3. “administrator” means a principal as defined in the *School Act* and others who hold a designation of administrator;
4. “principal” means someone who is required to hold an Alberta teaching certificate and who is responsible for the provision of educational leadership under section 19 of the *School Act*;
5. “school board” means the school authority by whom the administrator is employed;
6. “superintendent” means a superintendent of schools or designate in respect to fulfilling obligations under section 113 of the *School Act*;
7. “professional growth” means the career-long learning process whereby an administrator annually develops, implements and completes a plan to achieve professional learning objectives or goals that are consistent with the leadership quality standard;
8. “supervision” means the ongoing process by which a superintendent carries out duties in respect to the operation of schools, exercises educational leadership and oversees the provision of education programs under section 113 of the *School Act*;
9. “evaluation” means the formal process of gathering and recording information and data over a period of time and the application of reasoned professional judgment by a superintendent in determining whether the administrator’s leadership exceeds, meets or does not meet the leadership quality standard; and
10. “notice of remediation” means the written notice issued by a superintendent to an administrator when the superintendent has determined that an administrator’s leadership does not meet the leadership quality standard. Such a statement describes
 - (a) the behaviours or practices that do not meet the leadership quality standard and the changes required,

- (b) the remediation strategies that the administrator is advised to pursue and
- (c) how the determination will be made that the required changes in behaviour or practice have taken place, applicable timelines and the consequences of not achieving the required changes, including, but not limited to, termination of an administrator's designation.

Procedures

Administrator Professional Growth

1. An administrator employed by a school board under a designation is responsible for developing, implementing and completing during each school year an annual professional growth plan that meets the requirements of this policy.
2. An administrator's annual professional growth plan shall
 - (a) reflect goals and objectives based on an assessment of leadership needs by the individual administrator,
 - (b) show a demonstrable relationship to the leadership quality standard,
 - (c) take into consideration the education plans of the school, school board and Department of Education.
3. An administrator shall submit for review or approval at a specified time in the policy an annual administrator professional growth plan to
 - (a) the superintendent or
 - (b) a group of administrators delegated by the superintendent, if such delegation is provided for in the policy.
4. An administrator's annual professional growth plan
 - (a) may be a component of a long-term, multiyear plan and
 - (b) may consist of a planned program of mentoring an administrator.
5. At a time specified in the policy, an administrator must provide a completed annual administrator professional growth plan to the superintendent or to the persons referred to in Procedure 3(b) for review, and the person or persons conducting the review, in consultation with the administrator, must make a finding based on whether the administrator has completed an annual professional growth plan that complies with procedure.
6. If a review under Procedure 5 finds that an administrator has not completed an annual administrator professional growth plan as required, the administrator may be subject to disciplinary action as defined in the policy.





7. Unless an administrator agrees, the content of an annual administrator professional growth plan must not be part of the evaluation process of an administrator under Procedures 10(c) and 11.
8. Despite Procedure 7, a superintendent may identify behaviours or practices that may require an evaluation under Procedure 10(c), provided that the information identified is based on a source other than the information in the annual administrator professional growth plan of the administrator.
9. A completed annual administrator professional growth plan shall be returned to the administrator and no copies shall be retained by the school board without the consent of the administrator.

Supervision

10. A fundamental component of this policy is ongoing supervision of administrators by the superintendent, including
 - (a) providing support and guidance to the administrator,
 - (b) observing and receiving information from any legitimate source about the quality of leadership an administrator provides and
 - (c) identifying the behaviours or practices of an administrator that for any reason may require an evaluation.

Evaluation

11. The evaluation of an administrator by a superintendent may be conducted
 - (a) upon the written request of the administrator,
 - (b) for the purposes of gathering information related to a specific employment decision,
 - (c) for purposes of assessing the growth of the administrator in specific areas of practice,
 - (d) when, on the basis of information received through supervision, the superintendent has reason to believe that the leadership provided by the administrator may not meet the leadership quality standard.
12. On initiating an evaluation, the superintendent shall communicate explicitly to the administrator
 - (a) the reasons for and purposes of the evaluation,
 - (b) the process, criteria and standards to be used,
 - (c) the timelines to be applied, including the date of completion of the report and
 - (d) the possible outcomes of the evaluation.

13. All evaluative information provided by the administrator's professional colleagues must be gathered in accordance with the Alberta Teachers' Association's Code of Professional Conduct.
14. The evaluations must be conducted in accordance with procedural fairness and natural justice.
15. Upon completion of an evaluation, the superintendent must provide the administrator with a copy of the completed evaluation report.
16. Where, as the result of an evaluation, a superintendent determines that a change in the behaviour or practice of an administrator is required, the superintendent must provide to the administrator a notice of remediation and may stipulate that the remediation strategies stated in that notice replace the obligation of the administrator to develop and implement an annual administrator professional growth plan.

Appeal

17. An administrator has the right to appeal an evaluation as provided in board policy and the *School Act*.

General

18. This policy applies to all administrators employed by the school board unless otherwise stipulated.
19. This policy does not restrict a school board or superintendent
 - (a) from taking disciplinary or other action, as appropriate, where the superintendent has reasonable grounds for believing that the actions or practices of an administrator endanger the safety of students or constitute a neglect of duty, a breach of trust or a refusal to obey a lawful order of the school board or
 - (b) from taking any action or exercising any right or power under the *School Act*.

III. Major Issues That Require Constant Attention, Including School and District Goals

- Staff growth supervision and evaluation
- Site-based management
- Communication
- Obtaining and using resources effectively
- Planning and organizing for instruction





Keep this question in mind:

What can we do as administrators to make a difference in the lives of the teachers and students in our school?

IV. Seasonal Events

Every school and district has certain events that occur throughout the school year:

- The first staff meeting
- The first school council meeting
- Report cards and parent/teacher/student conferences
- Annual school reports required by the school district
- Christmas activities
- Exam schedule
- Student placement meetings
- End-of-year activities and duties

(See year-at-a-glance samples in Appendix A, page 36).

Other Considerations When Building the Mentorship Plan

- Participants in a mentorship partnership should consider all four major areas when the mentorship plan is developed.
- As with the beginning teacher mentorship plan, the plan should be flexible enough to deal with issues that arise unexpectedly, yet structured enough to provide growth indicators.
- It is recommended that the mentorship plan be used as the administrator growth plan during the course of the mentorship program.
- Possible plan guides and a sample needs assessment follow.

Needs Assessment

Use the following survey in initial discussions in the mentoring relationship and to develop the mentorship plan.

Directions: For each of the items below, choose the response that most closely indicates your level of need for assistance or desire for improvement.

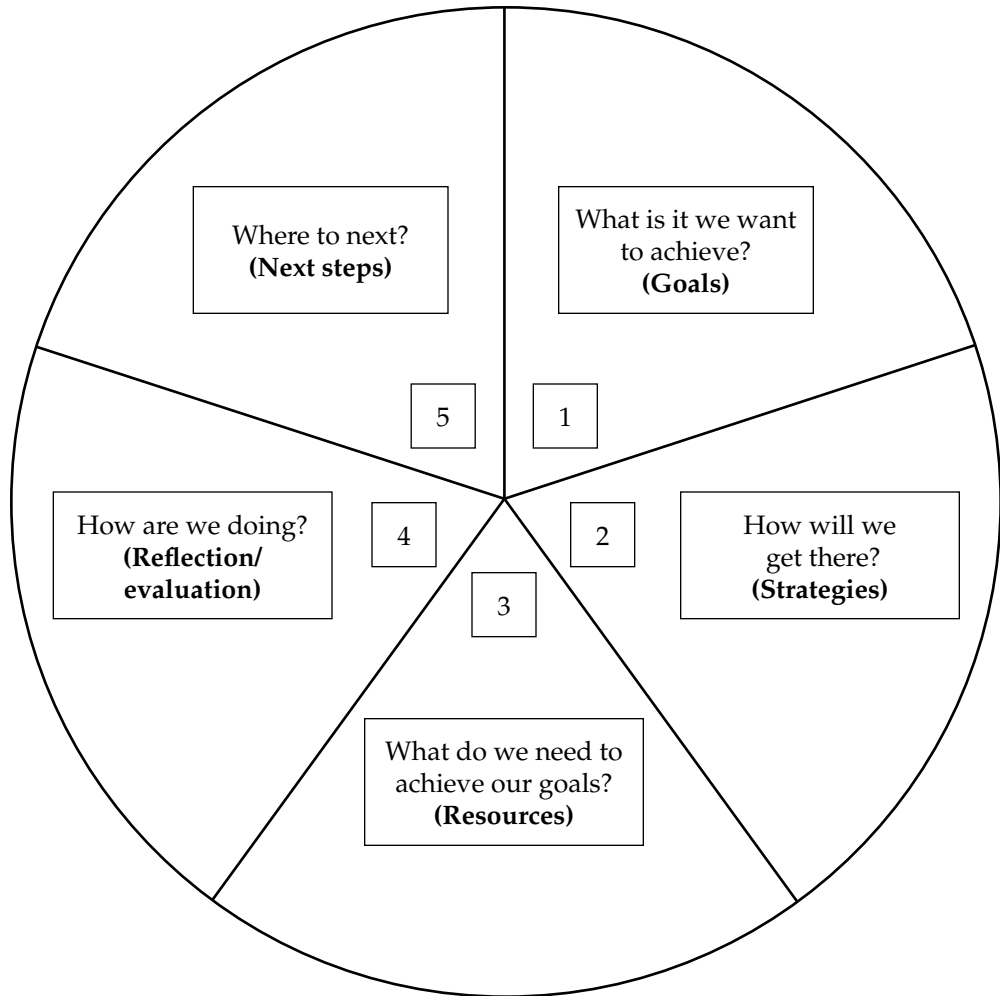
- | |
|--|
| A. Little or no need for assistance in this area |
| B. Some need for assistance in this area |
| C. Moderate need for assistance in this area |
| D. High need for assistance in this area |
| E. Very high need for assistance in this area |

1. ___ Evaluating staff
2. ___ Facilitating/conducting group meetings
3. ___ Designing and implementing a data-based improvement process
4. ___ Developing and monitoring a school budget
5. ___ Organizing and conducting parent–teacher conferences
6. ___ Establishing a schedule for students and staff
7. ___ Being aware of issues related to school law
8. ___ Managing custodial, office staff and other support staff
9. ___ Establishing a positive relationship with other administrators
10. ___ Determining who is who in a school/district
11. ___ Relating effectively to board members and central office personnel
12. ___ Balancing district professional values and personal values
13. ___ Understanding how the principalship affects personal lives
14. ___ Developing interpersonal networking skills
15. ___ Encouraging involvement by all parties in the educational system
16. ___ Developing positive relationships with other organizations
17. ___ Enhancing awareness of organizational culture
18. ___ Being aware of why one was selected for a leadership role
19. ___ Portraying a sense of self-confidence on the job
20. ___ Having a vision and knowing how to achieve organizational goals
21. ___ Demonstrating a desire to make a significant difference in the lives of students
22. ___ Being aware of one’s biases, strengths and weaknesses
23. ___ Understanding and seeing that change is ongoing, and that it results in a continually changing vision of the principalship.
24. ___ Assessing responsibilities in terms of the “real role” of the principalship.
25. ___ Developing instructional leadership strategies

—Adapted from John Daresh’s *Beginning Principal’s Critical Skills Survey*



Planning Guide



Reference: St Albert Protestant Schools:
Mentorship of School Administrators; Pilot Program
Draft Framework 2003 10 20, pg 17.

Planning Guide

Goals

1. What do we want to achieve?

Strategies

2. How will we achieve our goals?

Resources

3. What do we need to achieve our goals?

Evaluation

4. How are we doing?

Next steps

5. Where to next?



Timeline

Administrator MENTORSHIP



August

September

October

November

December

January

February

March

April

May

June

**Administrator
MENTORSHIP**



Timeline of Steering Committee

Administrator MENTORSHIP



May 9	2003	Initial meeting possibilities and plan of action
June 11	2003	Program parameters and mentor selection and training
August 26	2003	Possible program components and budgets
September 22	2003	Letter sent to administrators inviting them to an information session
October 20	2003	Information session—District office followed by dinner
December 2	2003	Meeting (follow-up information sessions and PD possibilities), some partnerships established, others working out details and coaching presentation
January 13	2004	PD session #1: Effective Communication, by Suzanne Lundigran
January 28	2004	PD session #2: Brain-Based Learning, by Pat Wolfe
March 9	2004	PD session #3: Top 10 Legal Issues in Education, by Jim Davies
April 27	2004	Meeting to determine year-end evaluation and reflect on PD sessions
May 11	2004	Evaluation of first year of program (roundtable discussion) PD session #4 presentation by Dan Garvey—Moving from Manager to Leader
September 21	2004	Meeting: Year 2 planning handbook
October 20	2004	Review year 2 goal sheets and plan PD for upcoming year
November 29	2004	PD session development and handbook structure
December 7	2004	PD session #5: Administrator Portfolios, by Francoise Ruban
February 1 and 23	2005	Meetings: Developing the ATA handbook for administrator mentoring
April 8	2005	Leader's Toolkit for Effective Meetings, by Hugh Philips
April 26	2005	Editing of mentorship handbook
May 4	2005	Mentorship handbook and planning of final mentorship session
May 25	2005	Final administrator mentorship session including feedback on partnerships and evaluation of program
June 8	2005	Program feedback, handbook and planning for 2005/06

Evaluation

- The need for reflection in order to improve professional practice is well documented in the literature.
- Two components need to be considered in evaluating the mentorship program:
 - The mentoring partnerships
 - The effectiveness of the overall program

Administrator MENTORSHIP



No matter how strongly you might wish to protect and keep any program, it is always necessary to make certain that your wishes are supported with some evidence that the program was worth it.

—John Daresh

Mentorship encourages and strengthens reflection.

—Participant in pilot project

Reflection Sheet Sample

In preparing goals for this school year, consider work undertaken in the previous year and the areas(s) in which you'd like to expand your knowledge, skills and expertise.



1. What did I/we accomplish last year as a result of our mentoring relationship?

2. What were the successes we shared/I experienced?

3. What were the challenges I/we confronted?

4. How can I/we build on the successes?

5. How can I/we deal with the challenges?

6. Where do I/we want to go next?



Feedback Sheet Sample



Your feedback is important in helping the Administrator Mentoring Steering Committee further develop a program for principals and assistant principals. Please respond to the questions below, either individually or in conjunction with your partner or group. Thank you for taking the time from your busy schedule to help us with this task. All feedback will be seriously considered to ensure that the program evolves as effectively as possible.

1. Was the goal sheet helpful as part of your planning process and in supporting your work throughout the last school year?

- a) If so, in what ways?

- b) If not, why not?

- c) What changes would you make to the sheet that would make it more useful?

2. Were you able to work through your plan as you had intended?

a) If so, what worked and what were some of the factors that led to your success?

b) If not, what factors got in the way of your success and how could they have been managed?

c) What changes would you recommend?

3. In what ways could or should a steering committee provide support to program participants?

Administrator
MENTORSHIP



Appendix A

Year at a Glance (Sample)

Elementary School



<p>August</p> <ul style="list-style-type: none"> • Schedule for staff • Timetables • Bookings <ul style="list-style-type: none"> – Theatre presentations – Artist in residence – Camp • Schedule for photos • Last few changes to handbook • Basic budget changes • Staffing needs 	<p>September</p> <ul style="list-style-type: none"> • Welcome-back activities <ul style="list-style-type: none"> – Week of Welcome (WOW) – Assembly – Meet the teacher – Terry Fox Run • Plan Thanksgiving activities • Student cabinet elections • Begin Christmas plans • Work on Annual Education Results Review (AERR) (due mid-October) • Check staffing and budget • Order UNICEF boxes and materials
<p>October</p> <ul style="list-style-type: none"> • Finalize AERR • PGP meetings with staff • Long-range plans are due • Plan Remembrance Day assembly • Photo retakes • Harvest hoopla plans • Copies of report cards for new staff • Inservice new staff in doing report cards • Plan and schedule school Christmas activities 	<p>November</p> <ul style="list-style-type: none"> • Report cards, ensure that everyone has a working copy in file • Presentation of AERR • Finalize Christmas plans <ul style="list-style-type: none"> – Concerts – Staff plans – Breakfast for the kids • Arrangements around interviews
<p>December</p> <ul style="list-style-type: none"> • Christmas carolling • Christmas concert • Staff event 	<p>January</p> <ul style="list-style-type: none"> • Ski club • Stakeholders workshop • Excellence-in-teaching packages • Plan convention activities • Valentine’s Day plans • Achievement test information review

<p>February</p> <ul style="list-style-type: none"> • Plan 100th day celebration • Confirm convention plans • Valentine’s Day • Random acts of kindness activities • Exemptions for achievement exams 	<p>March</p> <ul style="list-style-type: none"> • Excellence in teaching celebration • Report cards • Arrangements for interviews • Staffing forms • Staffing and budget projection • Begin education plan • Plan Kindergarten tours • Plan early registration procedures
<p>April</p> <ul style="list-style-type: none"> • Education plan completed for next year • Open house for Kindergarten • Education Week activities • Confirm achievement exam schedule 	<p>May</p> <ul style="list-style-type: none"> • Teacher Professional Growth Plan (TPGP) meetings with staff • First round of achievement testing packages • Education plan presentations at district office • New safety patrol training • Order new social studies books
<p>June</p> <ul style="list-style-type: none"> • District track meet • Fun field day • Patrol picnic • Achievement testing—prepare packages • Clean-up list for staff • Report cards • Year-end activities • Class lists • Farewell activities 	<p>July</p> <ul style="list-style-type: none"> • Begin handbook revisions • Order texts and books • Rebinds • Check number and sizes of desks with number of students • Check and order furniture



Junior High School

Administrator MENTORSHIP



<p>August</p> <ul style="list-style-type: none"> • Make sure all resources are in • Schedule for staff • Budget/student numbers • Set up organization of teacher advisor groups for first day of school (large part of October staff meeting) • Supervision schedule • Organize my part of operating staff meetings • Organize student timetables, options and locker assignments • Sign up for all committees <ul style="list-style-type: none"> – They do a lot of our organizing – Administration supports what they need 	<p>September</p> <ul style="list-style-type: none"> • Count student numbers • Switch options for students • Fix/adjust timetables • Download achievement exams results • Meet the teacher night (speech) • Review achievement results with most responsible person (MRP) • Meet every student in school, hand out rulers for agendas • Review budget summary for previous year • Help Alberta Initiative for School Improvement (AISI) get going—review and initiate direction for the year • Finalize/balance budget for students and staffing • Get final student numbers into proper authorities
<p>October</p> <ul style="list-style-type: none"> • Discipline policy reinforcement • Review budget spending • Review committee responsibility/ AISI • Begin process for report cards • Complete AERR • Hand out report card reminder/ checklist • Supervise dance • School council duties 	<p>November</p> <ul style="list-style-type: none"> • Review budget spending • Review committee responsibilities/ AISI • Review student behaviour sheets • Present AERR • Work with colleagues to ensure report cards are accurate • Organize interviews • Clean out lockers
<p>December</p> <ul style="list-style-type: none"> • Review budget and committees • Look after student attendance tracking records • Christmas concert 	<p>January</p> <ul style="list-style-type: none"> • Every month review budget, committees, AISI and student behaviour sheets • Basketball season • School council • Begin report cards

<p>February</p> <ul style="list-style-type: none"> • Work on report cards • Accommodations and exemptions for provincial achievement tests • Ongoing school maintenance • Review of equipment and supply needs 	<p>March</p> <ul style="list-style-type: none"> • Begin planning for registration • Review option books • Begin budgeting based on next year's enrolment projections • Formalize teacher evaluations • Interviews • Arrange markers for exams • AISI • Begin three-year education plan
<p>April</p> <ul style="list-style-type: none"> • Grade 6 school visit • Grade 7 orientation night • Registration week • Budget/staffing • Report cards • Three-year education plan to be completed • Ongoing duties • Work on timetable for September 	<p>May</p> <ul style="list-style-type: none"> • Present three-year education plans • Complete ordering for next year • Administer provincial achievement tests • Make revisions to handbook
<p>June</p> <ul style="list-style-type: none"> • Provincial achievement tests and school exams • Grade 9 graduation dance • Final report cards • Awards night • Clean up and organize for summer cleaning • Supervise year-end duties 	<p>July</p> <ul style="list-style-type: none"> • Complete handbook • Complete any unfinished jobs • Have a good summer



Senior High School
(one principal, three assistant principals)



<p>August</p> <ul style="list-style-type: none"> • Public relations • Grade 10 orientation • Timetable changes (by appointment) • School start-up processes—monitor • Faculty council meeting—monthly • Professional learning community leadership team meeting—monthly • Staff meeting—monthly • Staff professional development 	<p>September</p> <ul style="list-style-type: none"> • Parent information evening and Grade 10 parent information evening • Prerequisite checks • Grade-level-at-risk meetings • One-on-one meetings—professional growth plans • Meetings with each department head (7) • Visit each class (grade level per administrator) • Grade-level assemblies (3) • Graduation meeting with Grade 12 students • School council meeting • Professional development allocations • Staffing/timetable revisions • Finance and budget/capital budget • Practise and update emergency measures (fire drill, lockdown, critical response plan) • Public relations • Graduation eligibility • Parking • Facility bookings • Maintenance issues • School resource officer meetings • AISI planning • Weekly administrator/counsellor meetings (each month) • Weekly administrator meetings (each month)
<p>October</p> <ul style="list-style-type: none"> • Progress reports • Annual education results review preparation • School council • Interviews • Awards night • Attendance incentive • Finalize budget • Meet with parents of graduates 	<p>November</p> <ul style="list-style-type: none"> • Midterm exams • Remembrance Day service—planning and actual • Registration guidebook—discussions with department heads regarding next year • Midterm reports—mail out • Special accommodations for diploma exams • Present annual educational results review

<p>December</p> <ul style="list-style-type: none"> • Honours breakfast • PR—plan junior high visit, open house and advertising campaign • Pancake breakfast • Timetabling for semester two • Diploma exam preparation • Graduation fundraising (ongoing) 	<p>January</p> <ul style="list-style-type: none"> • Exams—diploma/exam supervision • Semester two timetable changes • Semester two staffing • Meet with parents of graduates • Promotion and PR—advertising initiatives (ongoing) • Open house preparation • Commence teacher evaluation process • Preliminary summer school planning and organization • Stakeholders’ workshop
<p>February</p> <ul style="list-style-type: none"> • Semester two begins • Registration packages and visits to junior high—PR • Open house planning • Special program buddy visits (advanced placement, French immersion, CTS, fine arts, physical education) (February and March) 	<p>March</p> <ul style="list-style-type: none"> • Open house • AP parent meeting • Meet with parents of French immersion students • Progress reports, interviews and personalized registration appointments for new Grade 10 students
<p>April</p> <ul style="list-style-type: none"> • Administrator/counsellor visits to classes with registration information • Registration workshops to choose courses • Graduation eligibility—final list • Graduation fundraising • Midterm exams • AP meeting—current Grade 10 students • Education Week—Taste of Kane and other cultural activities • Summer school registration • Staffing for next year • Three-year education plan 	<p>May</p> <ul style="list-style-type: none"> • AP exams • Honours breakfast • Staffing, staff meetings, department head meetings and teacher meetings • Timetabling • Present three-year education plan • Diploma exam preparation • Graduation preparation • Student agenda—handbook • Next-year planning—timeline and so on



**Administrator
MENTORSHIP**



June

- Graduation
- Exam supervision schedule
- Staff evaluations
- Exams
- Colours ceremony
- Timetabling
- Room allocations
- Staffing
- Summer school—another school of 450 starting in the beginning of July
- Locker clean out
- Year-end staff activities
- Retirements

July

- Take a deep breath and relax!

Setting Up Mentor Relationships (Example)

Year one

1. A steering committee was set up with interested administrators, ATA representatives and district office personnel to discuss the viability of an administrator mentoring program.
2. The district office personnel invited participation from administrators through letters, meetings and an information session.
3. An open invitation to establish partnerships as co-mentors and mentor–protégé relationships occurred. Relationships included pairings, triads and quads, and were formed among administrators in the district.
4. Each group established focus areas and goals, and received financial resources and ATA–district-sponsored professional development opportunities.
5. Each group met on a regular basis to discuss its plans. Plans focused on book studies, timetabling, professional learning communities, attending conferences together and other areas of interest.



Year two

1. All the administrator mentoring groupings continued. Plans and goal sheets were reworked and sent in to district office. The relationships continued to evolve as comfort zones were established.
2. ATA and district professional development opportunities continued (open to all district administrators and district office personnel).

Partnership timeline: (Set up as a timeline)

Year one

September: Information session

October to December: Encourage partnerships/establish goals

January to May: Professional development sessions and meetings, and articles shared

May: Goal review and evaluations

June to August: Time to rejuvenate

Year two

September: New goals and meeting times established

October to May: Professional development opportunities and group activities

May: Year two evaluation

Appendix C

Mentorship Frame of Reference



_____ Local No _____

1. Name

The name of this committee shall be the Mentorship Steering Committee of the teachers of _____
Division and _____ Local No _____
of the ATA.

2. Objectives

The Mentorship Steering Committee shall assume general responsibility for mentorship and protégé activities undertaken in the jurisdiction. (These activities will be undertaken in accordance with policies of the provincial association [attached] and the _____
Local No _____ ATA constitution.)

3. Program Goals

1. To support development of the knowledge, skills and attributes needed by beginning and experienced administrators to be successful in their leadership positions.
2. To transmit the culture of the school, school system and profession to beginning or less-experienced administrators.
3. To provide an opportunity for administrators to analyze and reflect on their leadership with support from other administrators.
4. To initiate and build a foundation with administrators in the district and local for the continued study of leadership.
5. To promote the personal and professional well-being of administrators of _____ School Division.
6. To develop the knowledge and skills for effective mentoring for participants in the mentorship program.
7. To improve the leadership performance of participating administrators and ultimately to improve teaching and learning in their schools.

4. Membership and Responsibilities

- 4.1 The Mentorship Steering Committee shall consist of the following voting members:
 - a. Three administrator representatives (one each from elementary, secondary school and K-12)
 - b. One representative from central office
 - c. One ATA local executive representative

- d. One ATA provincial representative
 - e. One ATA local professional development committee member
- 4.2 The members of the Mentorship Steering Committee are expected to
- a. promote and organize the mentorship program;
 - b. disseminate information about the mentorship activities to all stakeholders;
 - c. recruit and match mentors, protégés and co-mentors;
 - d. hold an orientation meeting for mentors and protégés;
 - e. attend all meetings of the Mentorship Steering Committee;
 - f. elect annually from its members a chair and a secretary;
 - g. set an annual budget and ensure that procedures for the distribution of funds are allowed;
 - h. establish guidelines and procedures for the disbursement of funds;
 - i. plan and attend call-back meetings;
 - j. review policies, documents and the frame of reference on a regular basis;
 - k. evaluate the program by seeking feedback from all stakeholders; and
 - l. work cooperatively with the committees of _____
Local and _____ school jurisdiction.

5. Officers

- 5.1 The officers of the Mentorship Steering Committee shall consist of a chair and a secretary, to be elected from and by members of the committee.
- 5.2 The officers of the Mentorship Steering Committee have the following expectations:
- a. Chair
 - Prepare and circulate an agenda for each meeting
 - Chair Mentorship Steering Committee meetings
 - Represent the Mentorship Steering Committee in its relationship with the jurisdiction and local
 - Provide leadership on planning, implementation and evaluation of the mentorship program
 - b. Secretary
 - Keep accurate business records of all mentorship meetings
 - Circulate minutes of all mentorship meetings





- Perform other internal communications functions that may be assigned from time to time.

6. Term of office

All ATA committee members are deemed to be elected (as per local constitution).

Board, central office and administration representatives are appointed on a yearly basis.

7. Committees

The Mentorship Steering Committee shall establish subcommittees from time to time as required.

8. Emergency replacements

Vacancies in any office or subcommittee shall be filled at the next properly called meeting of the Mentorship Steering Committee.

9. Meetings of the mentorship committee

9.1 The Mentorship Steering Committee shall meet a minimum of four times annually.

a. Subcommittees shall meet as necessary.

9.2 Notice of intent to hold a meeting shall be given to members as soon as possible.

9.3 It is the duty of each member of the Mentorship Steering Committee to attend meetings for the purposes of reporting and communicating.

10. Quorum

A quorum shall consist of half the mentorship committee members plus one.

11. Rules of procedure

The proceedings of all meetings shall be regulated by the official rules of procedure as published in the *ATA Members' Handbook*.

12. Finances

12.1 The mentorship program will be funded annually by the local and the board.

12.2 The Mentorship Steering Committee shall prepare and submit an annual budget to the local and the board.

12.3 Expenses will be paid according to guidelines developed by the Mentorship Steering Committee and approved by local council and/or the school jurisdiction.

13. Amendments to terms of reference

Amendments to this frame of reference shall be made in accordance with the following procedure:

13.1 Notice of motion of intent to amend shall be given at a preceding Mentorship Steering Committee meeting.

13.2 Except when time is of the essence, the written text of proposed amendments shall be made available to the members prior to the meeting.

13.3 Amendments shall be approved by a two-thirds vote of the Mentorship Steering Committee members.

13.4 Amendments shall be approved by a majority of the teachers of the local council at a properly called meeting.

Expense Guidelines

Mentor/Protégé

1. Funding will be provided for first- and second-year partnerships.
2. Mileage to initial and call-back meetings will be paid as per local council rates.
3. Reimbursement for mentor and protégé costs shall be:
 - 3.1 Substitute costs to a maximum of 1.5 days or
 - 3.2 Other expenses equal to the costs in 3.1 above, including
 - 3.2.1 mileage
 - 3.2.2 meals
 - 3.2.3 conference expenses not covered by other sources and
 - 3.2.4 professional literature

Mentorship Steering Committee

1. Funding will be provided for the costs of committee meetings, including:
 - 1.1 mileage for committee members, not including board and central office or provincial ATA representation;
 - 1.2 meals;
 - 1.3 speaker expenses;
 - 1.4 gifts and gratuities; and
 - 1.5 miscellaneous expenses approved by the steering committee



Questions to Ponder in Book Studies (Sample)



Many books and articles provide study guides or questions to prompt reflection or professional dialogue.

1. The book *Jesus, CEO: Using Ancient Wisdom for Visionary Leadership*, by L B Jones (Hyperion 1996) describes how Jesus mentored and trained the 12 disciples to do great things. In each chapter, following a short lesson on how Jesus used a particular skill or trait, readers are asked specific reflective questions.

After the chapter entitled “He Did Not Waste His Time Judging Others,” the questions asked are, Do you judge others? What kinds of things can you do to support instead of judge?

Following a review of how Jesus did not despise little things, the reader is asked, How in your life and business do you despise little things? and What deed of yours today would you want to see multiplied?

After reading about how Jesus educated his followers, the questions to think about are, How much time do you spend educating your employees? What kind of formal/informal training programs are in place?

2. The book *Leading Every Day* (Kaser et al. Refer to bibliography for more information) goes through 124 lessons in leadership; each lesson ends with a question. The following list of questions is pulled from various daily readings:
 - During the day, stop periodically to ask yourself what choices you are making and why. (p 4)
 - Are you sure you are doing the right thing before you set up procedures to do things right? (p 10)
 - What is your attitude toward conflict in your life? (p 18)
 - What are some of the basic mental models you and other people in your organization hold? Start with views of leadership. What are the assumptions you and others hold about who should be a leader and what traits leaders should possess? (p 97)
 - Think of a problem you would like to solve. What is its root cause? To get to the root cause, ask yourself why you have the problem. Then ask why in response to your answer. Ask yourself and others what else might be contributing to this problem. (p 119)
 - Think about a recent learning situation in which you participated. To what extent did it fit your learning style? Now recall a situation you directed. How did you take the different learning preferences of participants into account? (p 161)
 - Think about an ongoing team effort in your organization. Has the team experienced any team learning? If so, what? How was it carried out? How successful do you think this effort was? (p 183)

Annotated Bibliography

Alvy, H, and P Robbins. 1998. *If Only I Knew: Successful Strategies for Navigating the Principalship*. Thousand Oaks, Calif: Corwin.

Using ideas and strategies taken from their many years of practical experience, Alvy and Robbins present essential information to help practising and new principals succeed. The authors share problem-solving skills, strategies to make good decisions quickly, ideas to develop healthy relationships with staff and suggestions to advocate support for all, especially students. Alvy and Robbins assert that networking with other experts and principals is an important way of expanding expertise while receiving support. This text is suggested for practising principals and those considering a move to this position. The practical resource is offered to assist school leaders who are concerned with assisting staff, parents, the community and, especially, the students.

Brock, B, and M Grady. 2004. *Launching Your First Principalship: A Guide for Beginning Principals*. Thousand Oaks, Calif: Corwin.

Launching Your First Principalship achieves its goal as a “paperback mentor” (p xi) designed for both new principals and veterans. It addresses a variety of relevant topics, including critical first days, tips for getting acquainted, ending and beginning the school year, maximizing staff potential, problem solving and settling grievances, and taking care of oneself. This is the type of resource that one could pick up at a moment’s notice to review a relevant topic about an imminent crucial meeting and could learn how to proceed. A number of additional resources are included at the end of the book. These include school and self-assessment tools, educational philosophy (which could be photocopied), job selection and interview process, and an annotated bibliography for beginning principals. This book is a valuable and timely resource for new principals.

Brown, G, and J B Irby. 2001. *The Principal Portfolio*. 2nd ed. Thousand Oaks, Calif: Corwin.

The target audience for this book includes teachers, assistant principals, principals, superintendents, professors and students in educational administration programs. Principals recognize that in order to transform schools, they must improve their own practice. The development of portfolios promotes the reflection that is essential for improving practice. Furthermore, the portfolio provides authentic documentation of professional development efforts and leadership accomplishments. This text provides readers with hands-on practical information on how to develop and use a portfolio to document growth, demonstrate accomplishment of goals, and enhance performance and career advancement.

The text is divided into six sections. Chapter 1 describes the uses and benefits of a principal portfolio. Chapter 2 provides specific directions for developing portfolios. Chapter 3 discusses professional growth and the reflective principal. Chapter 4 describes the evaluative uses of portfolios. Chapter 5 focuses on the development of a portfolio in career advancement. The resource section includes frequently asked questions.

Although this book is recommended reading, it has limitations relating to its date of publication.

Crow, G M, and L J Matthews. 2002. *Finding One’s Way: How Mentoring Can Lead to Dynamic Leadership*. Thousand Oaks, Calif: Corwin.

Learn how to set up a mentoring program for your district or school that can help administrators be more effective at each stage of their careers. Crow and Mathews identify the functions, content and meaning of mentoring in education and introduce the concept of mentoring as a career-long learning tool for educational





administrators. They describe the different participants as protégés, who want or need assistance, and mentors, who lead and teach.

The authors demonstrate how to create a well-planned, supported and evaluated mentoring program for a school or district and how to help administrators develop and maintain the skills, knowledge and behaviours to excel in their careers. An effective mentoring program can offer both protégés and mentors

- new ideas for encouraging creativity,
- increased enthusiasm for the learning and teaching process,
- improved confidence and competence,
- more effective use of reflective practices, and
- long-lasting, meaningful friendships.

The rewards of mentoring spread to include people on the periphery as well. Administrators in districts with mentoring programs find a higher calibre of recruit. School leaders become more involved in the community of learning. An attitude of lifelong learning begins to permeate the school or district culture. This book covers the major topics of planning, mentor selection, training and evaluation—all those “unique ingredients” necessary at all stages of the administrative journey. For anyone who is involved in developing a mentoring program, who already is a mentor or who wants to be or have a mentor, Crow and Mathews provide the ideas and tools needed to set up and maintain an effective mentoring program in a school or district. (from www.corwinpress.com)

Daresh, J C. 2002. *What It Means to Be a Principal: Your Guide to Leadership*. Thousand Oaks, Calif: Corwin.

John Daresh frequently writes about professional development for principals. This book is written for people who are considering the principalship. With growing numbers of vacancies in the principalship and fewer applicants for the job, this book was written to help the reader decide whether to serve as a principal. Each chapter follows the course of a principal’s first year to present what Daresh sees as the most critical issues faced by principals:

- Importance of personal philosophy
- Role of building-level administrators compared to central office staff
- Dealing with conflict and frustration, and what it means to be in charge

The book also includes historical perspectives on leadership and vision. Although the book is American, the chapter on professional development provides a useful overview of a broad range of options for professional development for administrators in Alberta. Daresh includes a list of critical skills for beginning principals. Each chapter has a summary and a series of questions, and some chapters have questions after each section or topic. The questions tend to repeat or follow a pattern. The reader would require many days to complete even a portion of the suggested activities at the end of the chapters. Daresh has recycled information from previous books into *What It Means to be a Principal*. Many of his references are from the ‘70s and ‘80s, and his most recent source (from 2001) is his own book.

This book would be helpful for those contemplating the principalship. For current administrators, Daresh’s other books would be more suitable. If you’re thinking of becoming a principal, borrow this book, but don’t buy it.

DuFour, R. 2003. *Through New Eyes: Examining the Culture of Your School*. Video/cassette. Bloomington, Ind: National Educational Service.

Following DuFour's previous books on school improvement, this video presentation provides further perspectives on successful schools as learning environments. DuFour uses an example of a student who critically examines what occurs to him in two unique environments, one favourable to academic success and growth and the other less so. This package consists of a 35-minute video (for a four-hour workshop) with a facilitator's guide, including 15 pages of handouts to guide participant discussion. The focus is on school culture, which may or may not enhance learning for all. Principles for professional learning communities are presented. This presentation allows people to scrutinize their current school practices and assess what needs to change to facilitate learning for all.

Fullan, M. 2003. *The Moral Imperative of School Leadership*. Thousand Oaks, Calif: Corwin.

Fullan believes that it is time to change the context of school leadership, and that change must begin with the principal pursuing a moral purpose. The moral imperative of the principal involves leading deep cultural change that mobilizes the passion and commitment of teachers, parents and others to improve the learning of all students, including closing the achievement gap. The four levels of moral purpose include making a difference in the individual, the school and beyond the school to the region and to society. What starts as a new culture based on trusting relationships grows to a culture of commitment and disciplined inquiry and action, and leads to a transformation of the whole system.

———. 2004. *Leading in a Culture of Change*. San Francisco: Jossey-Bass.

Each chapter in this book includes core information from Fullan's *Leading in a Culture of Change* (2001), but it is complemented with ample opportunities for reflecting on learning and leadership. The workbook offers a variety of lessons that promote learning, questions that stimulate discussion and ideas for experimentation in your leadership context. When working through this book, you will gain a new understanding of your leadership role within the school culture. The first chapter provides an overview of five powerful themes that are the hallmarks of effective leadership in a time of change: moral purpose, understanding change, building relationships, creating and sharing knowledge, and making coherence. The subsequent chapters examine each theme, and the last chapter focuses on how to become an effective leader.

The value of this workbook lies not only in reviewing the content but also in sharing the ideas and practices with others and trying them for yourself. When this occurs, new learning and skills in leadership are being encouraged and developed in others.

This book is written for school leaders in many organizational contexts. It supports the philosophy of building leadership capacity in all members of the workplace and is an excellent resource that will guide meaningful change within any educational setting.

Jonson, K F. 2002. *Being an Effective Mentor: How to Help Beginning Teachers Succeed*. Thousand Oaks, Calif: Corwin.

All educators, administrators and classroom teachers will benefit from reading this excellent handbook for mentor teachers. Kathleen Jonsen's practical ideas provide concrete examples of how, when and what to do to ensure that new teachers become successful in enhancing student learning. She provides mentors with advice, support and research that will help them be effective in their role. She outlines the goals of a mentor, the importance of the mentorship relationship



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and useful strategies that can be employed to assist the beginning teacher. Each chapter highlights an important topic that guides the mentorship process. Providing effective mentor support, the necessity for reflection, mentoring strategies, working with adult learners, and the payoffs and pitfalls of mentoring are the main sections of this practical guide. This book also provides useful tools to ensure that the mentor has direction and ideas that will facilitate the mentor–protégé relationship. Sample action plans, checklists, month-by-month mentoring activities and teachers’ developmental stages are included in the appendix. The core of this book focuses on how the mentor–protégé relationship changes. Various models describe how the mentor and protégé go through phases as they build their collaborative learning partnership. Jonson concludes by reinforcing that this type of relationship is powerful and that professionals helping professionals succeed is an invaluable process.

Kaser, J, S Mundry, S Loucks-Horsley and K Stiles. 2001. *Leading Every Day: 124 Actions for Effective Leadership*. Thousand Oaks, Calif: Corwin.

In workbook style, the reader is guided through contemplations and reflections on specific topics under the headings of Leadership Every Day, Leading Change, Leading Learning and Leading Effective Groups. As leaders and aspiring leaders complete various exercises under each heading, they are provided with suggestions to initiate reform efforts in their schools and districts. A page for each day of the month includes stimulating quotes, inspiring stories and ponderings for discussion to guide leaders through reflection of their leadership roles, styles and practices. This tool for daily professional growth is concise and easy to follow. Devoting a few minutes each day to complete the suggested exercises is an excellent format for busy leaders who are interested in reinforcing their leadership roles from the inside out.

———. 2002. *Leading Every Day: 124 Actions for Effective Leadership*. Thousand Oaks, Calif: Corwin.

This book is the perfect tool for aspiring leaders or those already in leadership positions. This collection of professional strategies was developed by an experienced team of authors who envisioned hands-on, relevant and practical support for leaders in any organization experiencing transition. Four major aspects of leadership prevail in this document: everyday leadership, everyday change, leading learning and leading effective groups. One hundred twenty four specific actions for effective leadership are presented in a daybook format with quotations, stories and ideas that can be integrated into daily practice. The reader is invited to question and ponder about what might be extended to professional dialogue. In the text, provision is also made for personal notes. This writing could indeed contribute to potential growth and change.

Lambert, L. 2003. *Leadership Capacity for Lasting School Improvement*. Alexandria, Va: Association for Supervision and Curriculum Development.

Following on Lambert’s previous books on leadership capacity, this book provides further details to enable educators to more fully implement leadership capacity in schools. Lambert uses an example of a teacher at a middle school on her journey to assuming the principalship. In addition to the ongoing case study, Lambert provides dozens of examples from other schools and districts, including some in Calgary. Each chapter also includes guidelines, tables, questions and activities. Extensive appendices include additional activities, a rubric, a continuum of emerging teacher leadership, and sample surveys and policies. At the heart of the book is the leadership capacity matrix with four quadrants describing the combinations of breadth of participation and depth of skilfulness of teachers, administrators, students and parents in schools.

The five major requirements for high leadership capacity are

- skilful participation in the work of leadership,
- inquiry-based use of data to inform decisions,
- broad involvement and collective responsibility for student learning,
- reflective practice that leads to innovation, and
- high or steadily improving student achievement.

This book is written for practising school leaders. It combines real-life experiences with a comprehensive framework for the steps schools should take to achieve and sustain a culture of leadership.

Sergiovanni, T J. 2005. *Strengthening the Heartbeat: Leading and Learning Together in Schools*. San Francisco, Calif: Jossey-Bass.

“A strong heartbeat is a school’s best defence against the obstacles leaders face as they seek to improve schools” (p xii). As Sergiovanni explains in his new book, strengthening the heartbeat of a school requires a new understanding of leadership and its relationship to learning. The author views leadership as an entitlement that is best bestowed on those with the necessary competence and commitment to lead. From this starting point he continues with an overview of powerful leadership virtues. He begins by reinforcing the importance of a vision that is translated into action statements that provide guidance for what needs to be done. To this he adds the leadership virtues of hopefulness, trust, piety and civility, which help transform school cultures and enable schools to achieve academic success within a caring environment. Finally, he draws the reader’s attention to the importance of teacher-centred schools and effective collaborative cultures, and cites eight basic competencies for ideas-based leadership. These include management of attention, meaning, trust, self, paradox effectiveness, follow-up and responsibility. He concludes with an examination of three leadership archetypes and an inventory for personal reflection. This informative book offers much to think about and a number of important considerations for those interested in issues of effective leadership. It is highly recommended.

Weller, L D, and S J Weller. 2002. *The Assistant Principal: Essentials for Effective School Leadership*. Thousand Oaks, Calif: Corwin.

Upon completing extensive field-based research with over 100 assistant principals, Weller and Weller have devised a practical and unique guidebook, training tool and reference work for experienced and new assistant principals. Recognizing that the role of the assistant principal is vital to daily school operation, the authors have presented strategies to address the growing and changing demands presented in this position. This useful and comprehensive guide offers practical assistance on various levels as it examines the role of the assistant principal. It identifies strengths and weaknesses from real-life situations while assisting in professional development for those considering the role or career advancement. It also serves as a reference guide outlining best practices through practical examples. This book is recommended for all administrators and those preparing for the role.

Wilmore, E L. 2002. *Principal Leadership: Applying the New Educational Leadership Constituent Council (ELCC) Standards*. Thousand Oaks, Calif: Corwin.

Wilmore has written the first book to connect the Educational Leadership Constituent Council (ELCC) standards and principal leadership. Following a brief history of the standards, Wilmore elaborates on each standard, provides a philosophical framework, uses case studies to focus on aspects of each standard and provides questions for reflective analysis. Each chapter concludes with professional development activities, and most have a summary paragraph and conclusion. The





book ends with a list of suggested additional readings for each standard, which is somewhat repetitive, but the readings are current and numerous. The book also includes a list of general references.

Despite Wilmore's role as an associate professor at the University of Texas, her tone is not academic. In fact, the book is full of clichés. In discussing the importance of student learning, she says, "We have to think outside the box, step out of our comfort zones, and take risks to find ways to help students who almost slipped through the cracks" (p 37). Some reflective questions stretch readers to higher-level thinking, and each chapter offers many questions. Case studies describe aspects of the standard but don't capture it. Many examples come from outside public education and would not apply to the Alberta context. Several chapter titles provide good metaphors for the standard, such as "Trial by Fire: The Administrative Internship." This would be a good book to use for a comparative analysis of the leadership quality standard developed by the ATA and the American standards. Wilmore completed the book just after September 11, and it has an understandably patriotic ring to it. As the subtitle *Applying the New Educational Leadership Constituent Council (ELCC) Standards* indicates, this book might help direct the reader to action, but it won't help the reader know if he or she has succeeded. It is like having the activities for a lesson with no idea how to measure if the students have learned.

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