

Review of Leadership Development Programs for Alberta School Authorities System Leaders 2017-2018



Prepared for the College of Alberta School Superintendents by
Edmonton Public Schools, Human Resources, Leadership Development
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Introduction: CASS Review of Leadership Development Programs for Alberta School Authorities System Leaders

Prepared for the College of Alberta School Superintendents by the Leadership Development Team, Human Resources, Edmonton Public Schools

Background:

School authorities make a considerable commitment in developing leaders with the intent of effectively improving the quality of leadership in support of promoting success for all students. The purpose of this project was to collect information on leadership development programs and initiatives currently underway in the province of Alberta. For this review, programs are considered to have required elements, start and exit points, and required participation. We appreciate that authorities may have leadership development programs for all staff, however, this CASS project focused on leadership development programs and initiatives for staff who possess a teaching certificate and who aspire to leadership positions at the school and/or system level.

In September and October 2017, School Authorities in Alberta were asked to provide information describing leadership programs currently underway in their jurisdictions. To assist with the gathering of information authorities were asked to form their responses around the following:

- Program name/title;
- Who the program is intended for;
- How participants are identified/selected;
- Program structure (i.e. length of program, location, time commitment, etc.);
- Program elements (i.e. mentors, leadership coaching, job shadowing, project work, etc.);
- Program content/topics; and
- How program success is measured.

We wish to thank the 52 school authorities who provided feedback for this review. Your contributions are very much appreciated. Please note, however, that this information only reflects those leadership development programs that met the criteria outlined above. In total there are 68 programs presented in this review.

The Leadership Development Programs are categorized into the following areas:

- General Programs to Build Leadership Capacity (for various positions)
- Assistant Principal Preparation Programs
- Principal Preparation Programs
- New Principal Programs
- New Assistant Principal Programs
- Current Principal Programs
- Current Assistant Principal Programs
- Other System Leader Programs

What we heard:

Throughout the province, leadership development programs are designed to support specific jurisdictional needs. School authorities are very satisfied with the programs they have developed and are open to sharing with others. There is also a strong desire to hear what others are doing and to learn from this information. Superintendents have indicated a strong support for those directly responsible for developing and delivering programs. Some authorities utilize the skills and experience of retired superintendents and principals to help develop and deliver programs. Many smaller authorities combine resources to adequately meet learning needs.

In most cases, leadership development is mandatory, especially for new principals and new assistant principals. Some smaller authorities target all leadership development needs with a single program. Although not all school authorities currently have leadership development programs they do express a strong interest in learning from others and developing their own programs in the near future.

The majority of programs are delivered by superintendents, assistant superintendents, principals, assistant principals, central office staff, retired superintendents and principals, or outside consultant experts.

Measurement of program success is mostly subjective, utilizing participant feedback through the use of surveys, questionnaires and exit slips.

In a related research report, [*School System Leadership Development: Best Practices Literature Review \(2018\)*](#), commissioned by CASS, researchers indicate through a systematic literature review that two core principles at play in developing system leaders are transformational and instructional leadership. The literature review outlines the diverse practices that system leaders can integrate into leadership development programs that have an increased impact on student achievement and classroom conditions.

Recommendations:

That CASS continues to collect information to update this tool on a regular basis.

That CASS members use this information to increase networks of information and support to build leadership capacity across the province.

That CASS places this information on their website in a location that is easily accessible and clearly indicated as a tool to be used by its members.

General Programs to Build Leadership Capacity (for various positions)

[Black Gold Regional Division \(Zone 2/3\) – Aspiring Leadership Team \(ALT\)](#)

[CAPE Public Charter Schools \(Zone 6\) – Mentorship Program – Leadership](#)

[Calgary Board of Education \(Zone 5\) - Overview](#)

[Calgary Catholic School District \(Zone 5\) - Overview](#)

[Chinook’s Edge School Division \(Zone 4\) – Aspiring Leaders](#)

[Christ The Redeemer Catholic Schools \(Zone 5\) – Aspiring Leaders Program](#)

[Edmonton Catholic Schools \(Zone 2/3\) – Leadership Training Program](#)

[Edmonton Public Schools \(Zone 2/3\) – Leadership Development Framework](#)

[Elk Island Catholic Schools \(Zone 2/3\) – Excellence in Catholic Educational Leadership Academy \(EXCEL Academy\)](#)

[Elk Island Public Schools \(Zone 2/3\) – School Leadership Development Program](#)

[Evergreen Catholic Schools \(Zone 2/3\) - Excellence in Catholic Educational Leadership Academy \(EXCEL Academy\)](#)

[Fort McMurray Catholic Schools \(Zone 2/3\) – Catholic Administrators Program \(CAP\)](#)

[Fort McMurray Public Schools \(Zone 2/3\) – Aspiring Leaders](#)

[Grand Prairie and District Catholic Schools \(Zone 1\) – GPCSD Leadership Academy](#)

[Grasslands Public Schools \(Zone 6\) – Grasslands Leadership Administrative Development Program \(GLAD\)](#)

[High Prairie School Division \(Zone 1\) – Leadership Laboratory](#)

[Holy Spirit Roman Catholic Separate Regional Division \(Zone 6\) – Catholic Leadership Program](#)

[Medicine Hat Public School Division \(Zone 6\) – Leadership Pipeline](#)

[Palliser Regional School Division \(Zone 6\) – Palliser Leadership Cohort](#)

[Prairie Land Regional Division \(Zone 5\) – Leadership Program](#)

[Red Deer Catholic Regional Division \(Zone 4\) – Mentorship Program](#)

[Red Deer Catholic Regional Division \(Zone 4\) – Aspiring Leaders Program](#)

[St. Paul Education Regional Division \(Zone 2/3\) – Teacher Succession Planning](#)

[St. Thomas Aquinas Roman \(STAR\) Catholic School Division \(Zone 2/3\) - Excellence in Catholic Educational Leadership Academy \(EXCEL Academy\)](#)

[Suzuki Public Charter School \(Zone 2/3\) – Leadership Development](#)

[Wolf Creek Public Schools \(Zone 4\) – Aspiring Leaders Program](#)

Assistant Principal Preparation

[Calgary Board of Education \(Zone 5\) - Aspiring Assistant Principal Cohort](#)

[Peace River School Division \(Zone 1\) – Leadership Development Program](#)

Principal Preparation

[Calgary Board of Education \(Zone 5\) - Aspiring Principal Cohort](#)

[Edmonton Catholic Schools \(Zone 2/3\) – Principal Training Program](#)

[Edmonton Public Schools \(Zone 2/3\) - Aspiring Principal Development Program](#)

[Elk Island Public Schools \(Zone 2/3\) – Principal Readiness Program](#)

[Peace River School Division \(Zone 1\) – Leadership Development Program](#)

New Principal Programs

[Calgary Board of Education \(Zone 5\) - New Principals](#)

[Calgary Catholic Schools \(Zone 5\) – Principal Mentorship Program](#)

[Chinook’s Edge School Division \(Zone 4\) – Developing Leaders](#)

[Edmonton Catholic Schools \(Zone 2/3\) – New Principal Training Program](#)

[Edmonton Public Schools \(Zone 2/3\) – First Year Principal Development Program](#)

[Edmonton Public Schools \(Zone 2/3\) – Second Year Principal Development Program](#)

[Elk Island Public Schools \(Zone 2/3\) – Learning Leaders Program](#)

[Living Waters Catholic Schools \(Zone 2/3\) – Leadership Base Camp](#)

[Palliser Regional School Division \(Zone 6\) – Administrator Induction and Mentorship Program \(AIM\)](#)

[Peace River School Division \(Zone 1\) – Leadership Development Program](#)

[Peace River School Division \(Zone 1\) – New Principal Orientation Program](#)

[St. Albert Public Schools \(Zone 2/3\) – Leading for Learning](#)

[Wetaskiwin Regional Public Schools \(Zone 4\) – School Leader Program](#)

[Wolf Creek Public Schools \(Zone 4\) – New Principal Cohort](#)

New Assistant Principal Programs

[Calgary Board of Education \(Zone 5\) - New Assistant Principals](#)

[Chinook’s Edge School Division \(Zone 4\) – Developing Leaders](#)

[Edmonton Catholic Schools \(Zone 2/3\) – New Assistant Principal Training Program](#)

[Living Waters Catholic Schools \(Zone 2/3\) – Leadership Base Camp](#)

[Palliser Regional School Division \(Zone 6\) – Administrator Induction and Mentorship Program \(AIM\)](#)

[Peace River School Division \(Zone 1\) – Leadership Development Program](#)

[Peace River School Division \(Zone 1\) – New Principal Orientation Program](#)

[St. Albert Public Schools \(Zone 2/3\) – Leading for Learning](#)

[Wolf Creek Public Schools \(Zone 4\) – New Assistant Principal Cohort](#)

Current Principal Programs

[Battle River School Division \(Zone 4\) – Leading and Learning](#)

[Battle River School Division \(Zone 4\) – Principal Academy](#)

[Black Gold Regional Division \(Zone 2/3\) – Administrators Community of Practice \(ACOP\)](#)

[Calgary Catholic Schools \(Zone 5\) - Administrative Leadership Network \(ALN\)](#)

[Calgary Catholic Schools \(Zone 5\) – Family of Schools](#)

[Calgary Catholic Schools \(Zone 5\) – Instructional Leadership Network \(ILN\)](#)

[Calgary Catholic Schools \(Zone 5\) – Regular Council Meetings for three different levels of administration](#)

[Conseil scolaire FrancoSud \(Zone 5\) – Building Capacity](#)

[Edmonton Public Schools \(Zone 2/3\) - Pre-DLM Principal Development](#)

[Peace River School Division \(Zone 1\) – Principal Mentorship Program](#)

[St. Albert Public Schools \(Zone 2/3\) – Leading for Learning](#)

[Sturgeon School Division \(Zone 2/3\) – Administrator PD – Lunch and Learns](#)

[Sturgeon School Division \(Zone 2/3\) – Professional Learning Plan](#)

[Suzuki Public Charter School \(Zone 2/3\) – Leadership Development](#)

[Wolf Creek Public Schools \(Zone 4\) – Administrator PLCs](#)

[Wolf Creek Public Schools \(Zone 4\) – The Leadership Practices Inventory & The Leadership Challenge](#)

Current Assistant Principal Programs

[Battle River School Division \(Zone 4\) – Leading and Learning](#)

[Battle River School Division \(Zone 4\) – Vice-Principal Academy](#)

[Black Gold Regional Division \(Zone 2/3\) – Administrators Community of Practice \(ACOP\)](#)

[Calgary Catholic Schools \(Zone 5\) – Regular Council Meetings for three different levels of administration](#)

[Conseil scolaire FrancoSud \(Zone 5\) – Building Capacity](#)
[Peace River School Division \(Zone 1\) – Principal Mentorship Program](#)
[St. Albert Public Schools \(Zone 2/3\) – Leading for Learning](#)
[Sturgeon School Division \(Zone 2/3\) – Administrator PD – Lunch and Learns](#)
[Sturgeon School Division \(Zone 2/3\) – Professional Learning Plan](#)
[Wolf Creek Public Schools \(Zone 4\) – Administrator PLCs](#)
[Wolf Creek Public Schools \(Zone 4\) – The Leadership Practices Inventory & The Leadership Challenge](#)

Other System Leaders Programs

[Battle River School Division \(Zone 4\) – Leading and Learning](#)
[Calgary Catholic Schools \(Zone 5\) – District Leadership Council \(DLC\)](#)
[Calgary Catholic Schools \(Zone 5\) – Fierce Conversations Five-Module Series](#)
[Edmonton Public Schools \(Zone 2/3\) – Leadership Development Framework](#)
[Golden Hills Schools Division \(Zone 5\) – Leaders for Learning](#)
[St. Albert Public Schools \(Zone 2/3\) – Leading for Learning](#)
[Wolf Creek Public Schools \(Zone 4\) – University of Alberta Leadership Development Series](#)

Leadership Development Programs for Zone 1

[Map of CASS Zones](#)

[List of School Authorities by Zone](#)

Grand Prairie and District Catholic Schools – Zone 1

School Authority Contact Information

9902 – 101 Street
Grande Prairie, AB T8V 2P4

Phone: 780-532-3430

Web page: <http://www.gpcsd.ca>

Program information can be found at:
<https://gpcsdleadershipacademy.weebly.com>

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This 2nd two-year cohort starts in January 2018.

The program was initially aligned with the unofficial Principal Quality Practice Guideline but they are currently transitioning the work to align with the Alberta School Leader Standard. As a Catholic organization they also permeate their program with Gospel Values.

Program: GPCSD Leadership Academy

For more information:

Greg Miller, Assistant Superintendent, Human Resources
gregmiller@gpcsd.ca
780-532-3013

Who program is intended for: The GPCSD Leadership Academy is designed to support District staff in building their capacity to undertake leadership roles through participation in a series of interactive and collaborative sessions facilitated by current District leaders and reflective of the Alberta School Leader Standard. A special emphasis will be placed on Faith Leadership, as it is integral to the success of any leader in a Catholic Organization. The

Marks of an Excellent Catholic Leader document will be utilized throughout the program.

Individuals successfully completing the Leadership Academy will be better positioned to apply for and undertake leadership positions.

How participants are identified/selected: Participants in the GPCSD Leadership Academy are selected through an application process. Individuals who aspire to leadership positions may self-select and apply through an online process. Current principals are also encouraged to tap worthy individuals on the shoulder and encourage them to apply. Interested individuals must submit in writing, the reason why they would be an excellent applicant for the GPCSD Leadership Academy. As well, they must submit a letter of reference from their current principal. A committee of superintendents and principals make all final selections and inform all applicants whether they have been successful or not.

Program structure (length of program, location, time commitment):

- Cohort works together for two years
- Sessions are held in various locations – Central Office, schools, church
- 2 Saturday morning sessions and 15 Thursday supper sessions
- Total time commitment is approximately 75 hours
- All time is voluntary and after school hours with the exception of the shadowing day

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Social Media is used for sharing and reflection
- A website houses resources and materials
- Catholic Faith permeated throughout the program
- A full day shadowing of a current GPCSD principal
- Topics align with the Alberta School Leader Standard
- Sessions will address both the provincial and local context
- Sessions led by current District leaders and guest speakers
- Sessions will be interactive and collaborative
- Support from the Local ATA by covering the cost of 1 release day per participant to shadow a principal

Program content/topics: (subject to change depending on current relevance)

Providing Faith Leadership: Prayer and Study – Signs of a Dynamic Catholic²
Fostering Effective Relationships: Building A Culture of Relational Trust
Leading a Learning Community: Alberta’s Ministerial Order on Student Learning
Providing Instructional Leadership: Instructional Supervision – Providing Feedback
Managing School Operations & Resources: Developing the Best Human Resources
Understanding & Responding to the Larger Societal Context: Educational Trends - High School Redesign
Developing & Facilitating Leadership: Distributive Leadership
Providing Instructional Leadership: Leveraging Technology to Support Student Success
Embodying Visionary Leadership: Researching Current Trends
Leading a Learning Community: Building a School Improvement Plan
Providing Faith Leadership: Generosity and Evangelization – Signs of a Dynamic Catholic
Providing Instructional Leadership
Effective Instructional Supervision and Evaluation Practices
Modelling Commitment to Professional Learning: Staying Current
Leading in the 21st Century: The Connected Leader
Celebration of Learning

Who delivers the program:

Current District leadership, including Superintendent, Assistant Superintendents, District principals, and school principals.

How program success is measured:

By the number of GPCSD Leadership Academy participants who move into formal District leadership positions.

High Prairie School Division – Zone 1

School Authority Contact Information

Box 870, 16532 Township Road 744

High Prairie, AB T0G 1E0

Phone: 780-523-3337

Web page: <https://hpsd.ca>

Program: Leadership Laboratory

For more information:

John Wiedrick, Assistant Superintendent of Human Resources

jwiedrick@hpsd.ca

780-453-3337

Who program is intended for: Aspiring school administrators and teacher leaders

How participants are identified/selected: Open to all teachers on a continuous contract

Program structure (length of program, location, time commitment): One year with four onsite workshops

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Theory and project work

Program content/topics: All designed around School Leader Standards

Who delivers the program: Assistant Superintendent

How program success is measured: Program evaluation and number of internal candidates for administrator job postings

Peace River School Division – Zone 1

School Authority Contact Information

Central Office

10018 – 101 Street

Peace River, AB T8S 2A5

Phone: 780-624-3601

Web page: <http://www.prsd.ab.ca>

Program: Leadership Development Program

For more information:

Wilma Gurtler, Assistant Superintendent

gurtlerw@prsd.ab.ca

780-624-3650 ext. 20302

Who the program is intended for: Those individual teachers who aspire to a principal or vice/assistant principal position in PRSD or who are in their first year in a principal, vice/assistant principal role.

How participants are identified/selected: Recommended by site-based administrator or direct supervisor

Program structure (length of program, location, time commitment):

Length of Program: Two Year Cohort

Location: PRSD Meeting Room or Central Office

Time Commitment: Year One: 4 sessions consisting of 5 days in total

Year Two: 4 sessions and practicum session (1 day shadow with principal in the division) consisting of 5 days in total

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Mentorship; Leadership coaching; Job shadowing/practicum; Book Study; and Leadership Journal Logs

Program content/topics: Policy and Procedure; Communication/Managing School Operations; Fierce Conversations; School Councils; Recruitment, Hiring, Supervision/Evaluation of Staff; Providing Instructional Leadership; and Visionary Leadership/Creating Mission/Vision/Principle Beliefs

Who delivers the program: Assistant Superintendent oversees the program and facilitates the delivery of content which includes a combination of presenters such as: Assistant Superintendent, current PRSD staff or outside presenters depending on the topic

How program success is measured:

- Feedback from participants
- Members of cohort that are hired into Principal, Vice/Assistant Principal positions in the division

Program: Principal Mentorship Program

For more information:

Wilma Gurtler, Assistant Superintendent

gurtlerw@prsd.ab.ca

780-624-3650 ext. 20302

Who the program is intended for: Those individuals who are currently in a principal or vice/assistant principal position in PRSD

How participants are identified/selected: All principals or vice/assistant principal positions in PRSD

Program structure (length of program, location, time commitment):

Length of Program: School Year

Location: PRSD Meeting Room

Time Commitment: Morning section of Administrator's Meeting (8 meetings/year). Held in conjunction with Administrator PD Session

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Mentorship; In-service; PLC (Professional Learning Communities) Group work; Leadership coaching; Articles Review; and Project Work

Program content/topics: These are determined by the group and are laid out in conjunction with the Administrator PD Plan. Past topics have included:

PRSD Initiatives: Response to Intervention Model;

Reading Assessment Framework;

Teacher Growth, Supervision and Evaluation;

Literacy Instruction; and

Creating Site Based Collaboration/PLC.

Who delivers the program: Facilitated by the Administrator PD Committee team members

How program success is measured: Feedback from participants

Peace River School Division – Zone 1

Program: New Principal Orientation Program

For more information:

Wilma Gurtler, Assistant Superintendent

gurtlerw@prsd.ab.ca

780-624-3650 ext. 20302

Who the program is intended for: Individuals newly hired in the role of principal, vice/assistant principal position in PRSD

How participants are identified/selected: At point of hire

Program structure (length of program, location, time commitment):

Length of Program: One Day

Location: Central Office

Time Commitment: One day session before the beginning of school year (usually coincides with new teacher orientation session)

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Mentorship and session work

Program content/topics:

Peace River School Division: Mission/Vision/Principle Beliefs;

Administrator supports;

Review of Current Administrative Procedures and Protocols;

Review of Divisional Initiatives/Philosophy;

Student Discipline; and

School Plans: Safety/Communication/Technology/Three Year Education Plan

Who delivers the program: Assistant Superintendent oversees the program and facilitates the delivery of content which includes a combination of presenters such as: Assistant Superintendent or current PRSD staff depending on the topic

How program success is measured: Feedback from participants

Leadership Development Programs for Zone 2/3

[Map of CASS Zones](#)

[List of School Authorities by Zone](#)

Black Gold Regional Division – Nisku – Zone 2/3

School Authority Contact Information

3rd Floor, 1101 – 5th Street

Nisku, AB T9E 7N3

Phone: 780-955-6025

Web page: <http://www.blackgold.ca>

Program: Aspiring Leadership Team (ALT)

For more information:

Cal Monty, Associate Superintendent, Human Resources & Administration

calvin.monty@gshare.blackgold.ca

780-955-6032

Who program is intended for: teachers interested in school leadership positions.

How participants are identified/selected: application process

Program structure (length of program, location, time commitment): monthly meetings October – June, at Division Office, after school 90 minute meetings

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): community of practice sharing, guest speakers, book studies, leadership project

Program content/topics: What is leadership, Quality Standards, Effective Teams, Conflict Resolution

Who delivers the program: Division principal

How program success is measured: number of participants selected for leadership positions; period temp checks and a year-end survey

Black Gold Regional Division – Nisku – Zone 2/3

Program: Administrators Community of Practice (ACOP)

For more information:

Cal Monty, Associate Superintendent, Human Resources & Administration
calvin.monty@gshare.blackgold.ca
780-955-6032

Who program is intended for: current principals and assistant principals

How participants are identified/selected: by position in Division

Program structure (length of program, location, time commitment): monthly meetings Sept.– June, at Division Office, half-day meetings

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): community of practice sharing best leadership practices and topical items

Program content/topics: focus on the “Draft Principal Leadership Quality Standard”, the nine competencies, and what they should/would look like and sound like in action

Who delivers the program: Associate Superintendent Human Resources is the facilitator

How program success is measured: funding to operate this program came from our CIF grant; purpose is to build leadership capacity; observations/discussions/actions taken by our Principals and Assistant Principals, and feedback from a year-end survey will be distributed

Buffalo Trail Public Schools – Wainwright – Zone 2/3

School Authority Contact Information

1041 – 10A Street
Wainwright, AB T9W 2R4
Phone: 780-842-6144
Web page: <http://www.btps.ca>

For more information:

Bob Allen, Superintendent
bob.allen@btps.ca
780-842-6144

1. We allocate funds in our annual budget for new principals and new assistant principals to attend the CASS hosted Start Right Program. We have had a large majority of our first-year leaders enroll in this program.
2. A significant portion of our monthly Leadership Team Meetings focus on to the professional growth of our team members. A wide variety of pertinent leadership topics are undertaken and much of the learning is applied and debriefed in subsequent meetings.

Elk Island Catholic Schools – Sherwood Park – Zone 2/3
Evergreen Catholic Schools – Spruce Grove – Zone 2/3
St. Thomas Aquinas Roman (STAR) Catholic School Division –
Leduc – Zone 2/3
In partnership with Newman Theological College

School Authority Contact Information

Elk Island Catholic Schools
Central Learning Services
160 Festival Way
Sherwood Park, AB T8A 5Z2

Phone: 780-467-8896

Toll Free: 1-800-996-9982

Web page: <https://www.eics.ab.ca>

School Authority Contact Information

Evergreen Catholic Schools
Suite 110 – 381 Grove Drive
Spruce Grove, AB T7X 2Y9

Phone: 780-962-5627

Toll Free: 1-800-825-7152

Web page: <http://www.ecsrd.ca>

School Authority Contact Information

St. Thomas Aquinas Roman (STAR) Catholic School Division
4906 – 50 Avenue
Leduc, AB T9E 4C4

Phone: 780-986-2500

Web page: <https://www.starcatholic.ab.ca>

For more information:

Michael Hauptman, Superintendent, Elk Island Catholic Schools

michaelh@eics.ab.ca

780-449-6444

Mike Paonessa, Deputy Superintendent, Evergreen Catholic Separate Regional Division

mpaonessa@ecsr.ca

780-962-5627

Kevin Booth, Assistant Superintendent, St. Thomas Aquinas Roman (STAR) Catholic School Division

kevin.booth@starcatholic.ab.ca

780-986-2500

Program: Excellence in Catholic Educational Leadership Academy (EXCEL Academy)

- EXCEL Academy exists to provide faith-based leadership development for teachers who are interested in becoming leaders, enabling them to explore their faith and develop their leadership gifts and talents.
- The EXCEL Academy curriculum is geared towards teachers who have a service orientation and wish to assume leadership roles in their school or division.
- A new cohort of approximately 24 teachers is chosen every two years from across the partner divisions to participate in sessions held at Newman Theological College. The EXCEL program goes fallow for a year after each cohort.
- Over the course of their studies, teachers meet for 10 full-day sessions to focus on a challenging, custom-designed curriculum.
- The EXCELL Academy is an in-depth study of topics related to Catholic school leadership. Examples include leadership and supervision; school law; interactive relationships between home, school, and parish; peace education; strategic planning; and inclusive communities. Participants keep a weekly leadership reflection journal and complete various book responses.
- Between classes, participants engage in online moderated discussions with other members of their cohort.
- Each participant is assigned to a journey group consisting of members from all three school divisions. Group members share in each other's leadership journey for the two year program.
- Each participant is required to complete an action research project each year that will have a direct benefit on their school and students and prepare a 12 – 15 page project analysis.

Edmonton Catholic Schools – Zone 2/3

School Authority Contact Information

Lumen Christi Catholic Education Centre
9807 – 106 Street
Edmonton, AB T5K 1C2
Phone: 780-441-6000
Toll Free: 1-888-441-6010
Web page: <https://www.ecsd.net>

For more information:

Laurie Pelkie, Assistant Superintendent, Human Resources
laurie.pelkie@ecsd.net
[780-441-6061](tel:780-441-6061)

Monique Parrotta, District Principal, Leadership Services
Monique.Parrotta@ecsd.net
780-441-6144

Please describe how you are developing leadership capacity (for teacher certificated staff only) in your jurisdiction.

Certificated staff have an opportunity to take the Leadership Training Program

- Ten two-hour sessions
- Participants work with a cohort and an assigned mentor

District has also created teacher leader positions such as:

- Learning coach
- Technology coach
- School chaplain
- Department Head

Edmonton Catholic Schools – Zone 2/3

Program: Leadership Training Program

For more information:

Laurie Pelkie, Assistant Superintendent, Human Resources
laurie.pelkie@ecsd.net
[780-441-6061](tel:780-441-6061)

Monique Parrotta, District Principal, Leadership Services
Monique.Parrotta@ecsd.net

780-441-6144

Who program is intended for: The Leadership Training Program is designed for certificated staff who are considering a career in school-based administration or other leadership roles at their school site or in our District.

How participants are identified/selected: Participants are selected through an application process. To be eligible applicants must have continuous contract designation with the District; it is also recommended they have a minimum of four years of teaching experience after receiving their continuous contract designation.

Program structure (length of program, location, time commitment): Ten two-hour sessions, that focus on the role of a Catholic leader, are provided and are framed around the Principal Quality Practice Guideline along with the addition of our Catholic leadership dimension, Committing to Live the Gospel Teachings.

Participants are expected to attend all ten sessions. Successful participants also have the option of obtaining course credit from the University of Alberta's Education Policy Department. Interested participants enrol in the program and fulfill the requirements as outlined by the department.

Program content/topics: Content and topics are framed around the leadership dimensions outlined in the Principal Quality Practice Guideline:

- Fostering Effective Relationships
- Embodying Visionary Leadership
- Leading a Learning Community
- Providing Instructional Leadership
- Developing and Facilitating Leadership
- Managing School Operations and Resources
- Understanding and Responding to the Larger Societal Context
- Committing to Live the Gospel Teachings (Edmonton Catholic Schools)

Who delivers the program: District Principal of Leadership Services.

Edmonton Catholic Schools – Zone 2/3

Program: New Assistant Principal Training Program

For more information:

Laurie Pelkie, Assistant Superintendent, Human Resources

laurie.pelkie@ecsd.net

[780-441-6061](tel:780-441-6061)

Monique Parrotta, District Principal, Leadership Services

Monique.Parrotta@ecsd.net

780-441-6144

Who program is intended for: The course is designed to support new assistant principals in the development of relevant knowledge, skills, and attitudes required for the role of an Edmonton Catholic School administrator.

How participants are identified/selected: All newly appointed assistant principals are expected to attend the sessions.

Program structure (length of program, location, time commitment): Nine two-hour sessions aligned with Alberta Education's Principal Quality Practice Guideline are provided to first year assistant principals with a focus on the role of a Catholic assistant principal. With the support of a mentor, the sessions also address emergent needs as identified by senior administrators and the new assistant principals.

Professional reading, reflection and professional dialogue are integral parts of the program.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Newly appointed assistant principals work with a mentor who is currently an assistant principal in our District. Each month there is a focus on one of the leadership dimensions; participants engage in professional reading, reflection and professional dialogue that is aligned with each of the leadership dimensions. Guest presenters from the various departments in our District are invited throughout the year to complement the topics covered. Our Superintendent, Joan Carr, also presents at one of the sessions and engages in a Q & A with participants.

Who delivers the program: District Principal of Leadership Services

Edmonton Catholic Schools – Zone 2/3

Program: New Principal Training Program

For more information:

Laurie Pelkie, Assistant Superintendent, Human Resources

laurie.pelkie@ecsd.net

[780-441-6061](tel:780-441-6061)

Monique Parrotta, District Principal, Leadership Services

Monique.Parrotta@ecsd.net

780-441-6144

Who program is intended for: The course is designed to support new principals in the development of relevant knowledge, skills, and attitudes required for the role of an Edmonton Catholic School principal.

How participants are identified/selected: All newly appointed principals are expected to attend the sessions.

Program structure (length of program, location, time commitment): Nine three-hour sessions aligned with Alberta Education’s Principal Quality Practice Guideline are provided to first year principals with a focus on the role of a Catholic principal. With the support of a mentor, the sessions also address emergent needs as identified by senior administrators and the new principals. Professional reading, reflection and professional dialogue are integral parts of the program.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Newly appointed principals are assigned a mentor who is currently a principal in our District. Each month there is a focus on one of the leadership dimensions; participants engage in professional reading, reflection and professional dialogue that is aligned with each of the leadership dimensions. Guest presenters from the various departments in our District are invited throughout the year to complement the topics covered. Our Superintendent, Joan Carr, also presents at one of the sessions and engages in a Q & A with participants. Participants also participate in a book study and have opportunities throughout the year to share key messages.

Who delivers the program: District Principal of Leadership Services.

Edmonton Catholic Schools – Zone 2/3

Program: Principal Training Program

For more information:

Laurie Pelkie, Assistant Superintendent, Human Resources
laurie.pelkie@ecsd.net
[780-441-6061](tel:780-441-6061)

Monique Parrotta, District Principal, Leadership Services
Monique.Parrotta@ecsd.net
780-441-6144

Who program is intended for: The Principal Training Program is designed for assistant principals who are interested in applying for a school-based principal position.

How participants are identified/selected: Participants are selected through an application process. To be eligible participants must have a continuous designation as an assistant principal with the District; it is also recommended that applicants have a minimum of three years as an assistant principal after continuous designation and in more than one level/school.

Program structure (length of program, location, time commitment): Ten two-hour sessions, aligned with Alberta Education’s Principal Quality Practice Guideline, are provided with a focus on the role of a Catholic principal. In addition, four technology

sessions are offered that address the various programs/software used within the District.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Successful applicants are placed in a cohort and assigned a mentor who is currently a principal in our District. Each month there is a focus on one of the leadership dimensions; participants engage in professional reading, reflection and professional dialogue that is aligned with each of the leadership dimensions.

Guest presenters from the various departments in our District are invited throughout the year to complement the topics covered. Our Superintendent, Joan Carr, also presents at one of the sessions and engages in a Q & A with participants.

Who delivers the program: The District Principal of Leadership Services.

How program success is measured: We take into consideration the following indicators when measuring the success of our training programs:

- The number of interested applicants we have each year
- The number of participants who successfully complete the course as well as those who successfully pursue university credit
- The number of participants who successfully secure leadership positions within our District
- Participants complete an evaluation (feedback survey) at the end of the year which addresses the following:
 - Relevance of topics/content covered
 - Time for reflective dialogue/discussion (process work)
 - Course format (learning styles/individual needs)
 - Overall satisfaction (success) with the course
- Verbal feedback received throughout the year
- Engagement/ reflective dialogue/active participation demonstrated by participants throughout the year

Edmonton Public Schools – Zone 2/3

School Authority Contact Information

Centre for Education
1 Kingsway NW
Edmonton, AB T5H 4G9

Phone: 780-429-8000

Web page: <http://www.epsb.ca>

Leadership Development Framework

For more information:

Joanne Bergos, Supervisor, Leadership Development

joanne.bergos@epsb.ca

780-429-8055

- Although not a program per se, readiness for leadership is a joint responsibility of school and system leaders, individuals, catchments and the central departments.
- Based on the premise that adult learners know their own skills, knowledge, interests, professional goals and schedules, the District's Leadership Development Framework, facilitated by HR, Leadership Development, provides both flexibility and choice.
- The Framework is grounded in a four-quadrant model:
 1. guided competency development through formal learning (modules);
 2. guided contextual/experiential learning – job-embedded;
 3. social contextual learning – peer-to-peer learning;
 4. social competency development through mentoring and coaching.
- Emerging, aspiring, and existing system leaders (including principals) self-select from approximately 40+ modules each year aligned with the District's leadership competencies and PQPS based on individual areas of need and interest.

Edmonton Public Schools – Zone 2/3

Program: Aspiring Principal Development Program

For more information:

Joanne Bergos, Supervisor, Leadership Development

joanne.bergos@epsb.ca

780-429-8055

Who program is intended for: assistant principals and central leaders with previous experience in the assistant principal role who are within 2-3 years of expressing interest in the principalship. Cohort based. Created to build leadership capacity in those aspiring to lead and manage schools.

How participants are identified/selected: Participants submit an application. Selection by principal committee using a transparent process.

Program structure (length of program, location, time commitment): one full day each month.

Program Elements:

- presentations from central department leaders, experienced principals, and assistant superintendents
- 3-day job shadow at a District school with an experienced principal
- yearlong project designed and led by the participant
- monthly research article and conversation
- monthly self-reflection connecting research, monthly content, and current context
- mentoring and coaching from current principal/supervisor

Program content/topics: Aligned with Principal Quality Practice Standard (PQPS) topics include:

- Developing your leadership orientation
- District structure, organization and governance, legal matters for school leaders
- Operational management: Finance, Infrastructure, Labour Relations, Human Resources, Communications, District Support Services
- Leading a learning community
- Understanding conflict theory and navigating difficult conversations
- Supporting students: positive behaviour plans, safe and caring schools
- Change leadership, change management
- Fostering relationships: working with school councils and fundraising societies, engaging communities
- Diagnosing and building school culture
- Knowing thyself: Everything DiSC® Workplace Styles

Who delivers the program: Led by two Leadership Development team members with previous principal experience, experienced principals, central leaders, and external guests

How program success is measured: monthly feedback from participants

Edmonton Public Schools – Zone 2/3

Program: First Year Principal Development Program

For more information:

Joanne Bergos, Supervisor, Leadership Development

joanne.bergos@epsb.ca

780-429-8055

Who program is indented for: Principals in their first year and those in an Acting and Acting for Principal role are also included.

Program structure: one full day each month and two days in the summer; required attendance.

Program elements:

- presentations from central department leaders, experienced principals, assistant superintendents and Superintendent
- formal leadership coaching by ICF certified executive coaches is available for interested participants
- Participants are encouraged to engage in informal mentoring relationships

Program content/topics: Aligned with PQPS topics include:

- Preparing for a successful transition to the school, off to a good start
- Co-creating the school plan with stakeholder engagement
- Building relationships with staff, students, parents and community
- Navigating complex situations with District support
- District structure, organization and governance
- Implementing change and change leadership
- Operational management: Financial literacy and budget supports, Human Resources practices and processes, Infrastructure, Communications
- Navigating the role of principal and role socialization
- Staff supervision, instructional leadership: mentoring, coaching and feedback
- Creating school plan, budgets and hands on support
- Processes to support policies and regulations, legal matters for principals
- Developing and enhancing school culture
- Working with school councils and community partners
- Fierce Conversations©
- DiSC® Work of leaders: Vision, Alignment and Execution
- Topics as requested and emergent topics

Who delivers the program: Led by two Leadership Development team members with previous principal experience, experienced principals, central leaders, and external guests

How program success is measured: monthly feedback from participants; ongoing feedback from assistant superintendents and central leaders

Edmonton Public Schools – Zone 2/3

Program: Second Year Principal Development Program

For more information:

Joanne Bergos, Supervisor, Leadership Development

joanne.bergos@epsb.ca

780-429-8055

Who program is intended for: principals in their second year

Program structure: Meet one full day each month and one day in the summer at a District school location, required attendance.

Program elements:

- presentations from central department leaders, experienced principals, assistant superintendents and Superintendent
- Formal leadership coaching ICF certified executive coaches is available for interested participants
- Participants are encouraged to engage in informal mentoring relationships

Program content/topics: Aligned with PQPS topics include:

- Visionary Leadership
- Financial literacy and budget supports
- Teacher supervision and evaluation
- Navigating complex situations with District support
- Reviewing and revising school plans and budgets with hands on support
- Instructional leadership: mentoring, coaching and feedback
- Supporting student learning: student intervention plans
- Managing conflict and difficult conversations
- Taking school culture to the next level
- Processes to support policies and regulations, Legal matters for principals
- Human Resources, labour relations and collective agreements
- Developing school technology plans to support student learning
- Everything DiSC® Work of Leaders: crafting a vision, building alignment, championing execution
- Topics as requested

Who delivers the program: Led by two Leadership Development team members with previous principal experience

How program success is measured: monthly feedback from participants, ongoing feedback from assistant superintendents and central leaders

Edmonton Public Schools – Zone 2/3

Program: Pre-DLM Principal Development

For more information:

Joanne Bergos, Supervisor, Leadership Development
joanne.bergos@epsb.ca
780-429-8055

Who program is intended for: current principals

How participants are identified/selected: principals self-identify sessions to attend

Program structure: half day, October through May, prior to Superintendent's District Leadership Meeting

Program elements: presentations, stories and facilitated conversations

Program content/topics: Aligned with PQPS, a variety of timely topics designed to inform and support leading and managing a school.

Who delivers the program: central department leaders and select principals identified for their work in specific topics

How program success is measured: feedback from participants; ongoing feedback from assistant superintendents and central leaders

Elk Island Public Schools – Sherwood Park – Zone 2/3

School Authority Contact Information

Central Administrative Building
683 Wye Road
Sherwood Park, AB T8B 1N2

Phone: 780-464-3477
Toll Free: 1-800-905-3477

Web page: <https://www.eips.ca>

Program: School Leadership Development Program – for initial positions of leadership

For more information:

Brent Billey, Associate Superintendent, Human Resources
Brent.Billey@eips.ca
780-417-8209

The purpose of the School Leadership Development Program is to provide participants with an understanding of the skills, knowledge, attitudes, and competencies required in the role of a school leader.

The program provides participants with background information for each of the Principal Leadership Quality Standard descriptors. The program is structured so that there is an opportunity to participate in activities and sessions (9) that provide situations and scenarios that have real life applicability.

Participants must attend each session and maintain a focused reflective journal throughout the program which is submitted and reviewed. The culminating activity is an interview with a panel of senior administrators.

Participants receive feedback relative to their knowledge, skills, and attitudes as well as their readiness for an assistant principal position. Suggestions on areas to enhance professional growth are also provided.

Elk Island Public Schools – Sherwood Park – Zone 2/3

Program: Principal Readiness Program – for current assistant principals

For more information:

Brent Billey, Associate Superintendent, Human Resources
Brent.Billey@eips.ca
780-417-8209

The purpose of the Principal Readiness Workshop (two days) is to identify leadership qualities and the degree of readiness of potential candidates for the principalship. Candidates are identified through an application process with a component that identifies readiness for the principalship as assessed by their principal/supervisor. Once candidates are determined (identified) they are put through a number of activities that align with the Leadership Quality Standard, and EIPS' vision and mission. These activities are intended to enrich the selection process by identifying knowledge, skills, and attitudes of potential principal candidates while allowing members of the executive team to interact with, and observe candidates in a variety of situations.

The workshop is an information gathering exercise to further enhance decision making. It is not a selection process in itself, and participation in the workshop does not indicate that the participant is in line for a principal assignment. Similarly, not being invited to the workshop does not signal that a candidate will not be considered.

Intended Outcomes:

- Increase in shared awareness of the skills, knowledge, and attitudes of potential candidates for the principalship;
- Assessment of readiness for the principalship;
- Division awareness of the skills, knowledge, and attitudes that are considered when making decisions relative to the principalship (transparency);
- Identification of deficits (needs) in division leadership development programs;
- Candidates receive feedback relative to their knowledge, skills, and attitudes as well as their readiness for the principalship to enhance their professional growth; and

- Executive team has the opportunity to meet, observe, interact, and assess division leaders in support of succession planning.

Elk Island Public Schools – Sherwood Park – Zone 2/3

Program: Learning Leaders Program - for Principals in their first and second year

For more information:

Brent Billey, Associate Superintendent, Human Resources

Brent.Billey@eips.ca

780-417-8209

This leadership series for new principals and school-based leaders focuses on transformational and instructional leadership. Through the facilitation of collaborative conversations, questioning techniques, reflective practices and authentic learning opportunities, the potential of both principal leadership style and jurisdictional expectations is maximized in support of teacher and student success. This leadership program consists of 8 sessions (utilizing an external consultant).

Fort McMurray Catholic Schools – Zone 2/3

School Authority Contact Information

9809 Main Street

Fort McMurray, AB T9H 1T7

Phone: 780-799-5700

Web page: <http://fmcschools.ca>

Program: Catholic Administrators Program (CAP)

For more information:

George McGuigan, Superintendent

gmcguigan@fmcsd.ab.ca

780-799-5700

Who program is intended for: Any Catholic teacher aspiring for leadership positions

How participants are identified/selected: Open to any Catholic teacher interested.

Program structure (length of program, location, time commitment): Series of 8 sessions. 1/month

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Pre-reading materials prior to session, videos, group work during session

Program content/topics: Inclusive Education, School Act, Catholic Education, PQS, Student Discipline and Discipleship, Curriculum, Evaluation, TQS, Conflict Resolution, 3 Year Education Plans

Who delivers the program: Principals, Curriculum Director, Deputy Superintendent Inclusive Education, Learning coaches, Superintendent, Religious Education consultant

How program success is measured: Program evaluation at the end

Other:

- Our calendar allows for 14 Professional learning communities on 14 Fridays where teachers work in groups to improve their instruction.
- We have a Catholic Administrators Program (CAP) we offer to anyone aspiring to become a learning Coach, Classroom Support Teacher (CST, Vice Principal, Principal)
- Encourage our teachers to enroll in Masters Programs. This is a prerequisite for any administrative position with our district.
- ATA local Institute P.D. day for teachers
- Professional Development Day each year for our teachers
- Spiritual development day for teachers each year
- Blueprints and SPICE conferences for aspiring Catholic Educators
- Marks of a Catholic Educational Leader (sponsored by CCSSA)
- Member of Greater Edmonton Teacher Convention (GETCA)

Fort McMurray Public Schools – Zone 2/3

School Authority Contact Information

231 Hardin Street
Fort McMurray, AB T9H 2G2

Phone: 780-799-7900

Web page: <http://www.fmpsdschools.ca>

Program: Aspiring Leaders (years 1 & 2 cohort; years 3, 4 & 5 cohort)

For more information:

Doug Nicholls, Superintendent
Douglas.nicholls@fmps.ab.ca
780-799-7900

Who program is intended for: any administrators

How participants are identified/selected: open to any interested administrators

Program structure (length of program, location, time commitment): meet 4 – 5 times per year

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Years 1 & 2 – basic admin. 101; Years 3, 4 & 5 – case studies, discussion on leadership, book studies, some ATA participation

Program content/topics: varies by cohort

Who delivers the program: Senior Leadership Team, Deputy Superintendent, Superintendent

How program success is measured: getting great candidates within our district

Living Waters Catholic Schools – Whitecourt – Zone 2/3

School Authority Contact Information

4204 Kepler Street
Box 1949
Whitecourt, AB T7S 1P6
Phone: 780-778-5666
Toll Free: 1-888-434-7348
Web page: <http://www.livingwaters.ab.ca>

Program: Leadership Base Camp

For more information:

Trevor Mitchell, Deputy Superintendent
trevor.mitchell@livingwaters.ab.ca
780-778-5666

Who program is intended for: school-based administrators

How participants are identified/selected: all first and second year administrators

Program structure (length of program, location, time commitment): two years

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): mentors and leadership coaching

Program content/topics: Budget, Instructional Leadership, Faith Leadership, Leadership (Covey, One SMART World)

Who delivers the program: self-directed, group directed and supervised by Superintendent

How program success is measured: Google survey

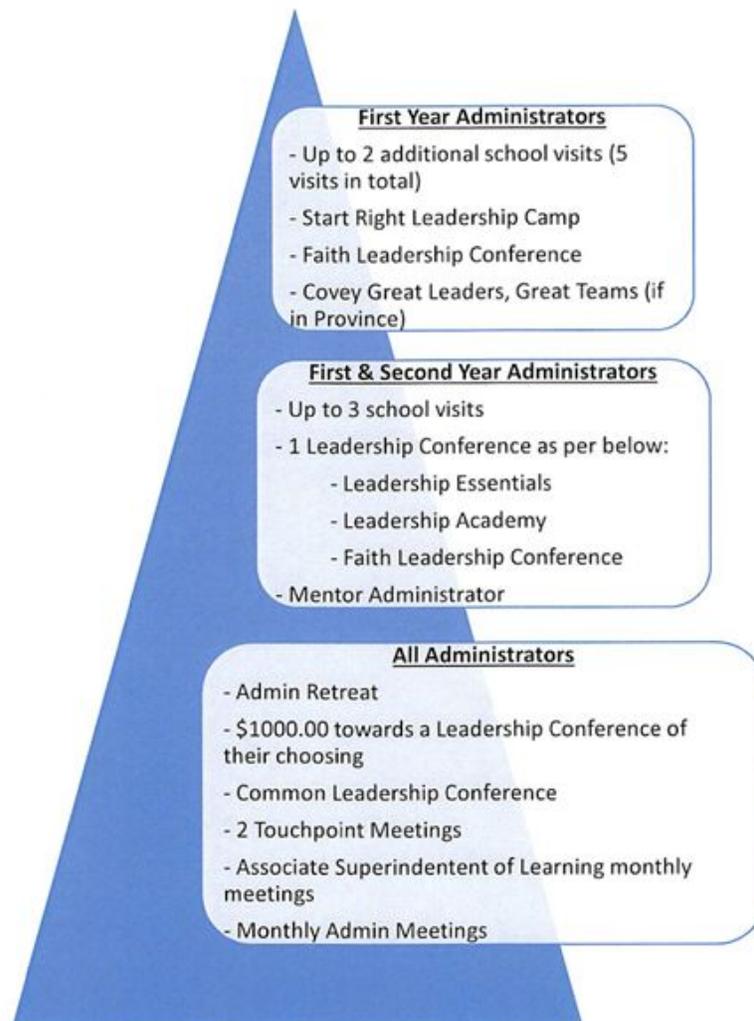
Other:

New Teacher Orientation

School-based Mentors

Divisional Teams with School Leads

Admin Growth and Mentorship Support Plan



Northern Gateway Public Schools – Whitecourt – Zone 2/3

School Authority Contact Information

Box 840
4816 – 49 Avenue
Whitecourt, AB T7S 1N8
Phone: 780-778-2800
Toll Free: 1-800-262-8674
Web page: <http://www.ngps.ca>

Program: Building Unified Instructional Leadership Design In Northern Gateway (BUILDING)

For more information:

Michelle Brennick, Deputy Superintendent
michelle.brennick@ngps.ca
780-778-2800

Who program is intended for: teachers aspiring to serve in formal leadership positions as principals, assistant principals, and at Central Office as Learning Services team members and Coordinators

How participants are identified/selected: application process; a total of 8 candidates are accepted to the cohort

Program structure (length of program, location, time commitment): two-year program; those accepted to the program must commit to participate in the full series. Workshops and training sessions are scheduled throughout the school year and a retreat is scheduled in July of Year One.

Program elements: workshops and training sessions; practical components such as supervising and evaluating a volunteer teacher (colleague) during the second year of the program

Program content/topics: The program includes topics related to the seven leadership dimensions as well as other topics deemed necessary by the Division. Specific workshops/topics include:

- Alberta Education and School Act
- Legislation, regulations, ministerial directives
- Division Mission, Vision, Values, Governance Policies, Administrative Procedures
- Leadership – principles, characteristics, leadership styles, instructional leadership, dimensions of leadership
- Curriculum Instruction and Student assessment: Current Research and Practice

- Developing Effective Teams
- Facilitation Skills Development
- Conflict Resolution
- Effective Staff and School Council Meetings
- Teacher/Administrator Growth, Supervision and Evaluation
- Management – Finances (e.g. budgeting, budget development)
- Transportation, Personnel (e.g. implementing collective agreements; providing opportunities for growth)
- Scheduling
- Marketing: Building an Effective Public Relations Plan for Your School Community
- Other topics deemed necessary

Who delivers the program: assistant superintendent, deputy superintendent, Learning Services team, principals

How program success is measured: supervision schedules, case study reviews on the subject matter, interviews for mock positions

St. Albert Public Schools – Zone 2/3

School Authority Contact Information

District Administration Office
60 Sir Winston Churchill Avenue
St. Albert, AB T8N 3M5

Phone: 780-460-7686

Web page: <http://www.spschools.org>

Program: Leading for Learning

For more information:

Krimsen Sumners, Deputy Superintendent
krimsen.sumners@spschools.org
780-460-3712

Who program is intended for: District Administration (Principals, Assistant Principals, District Supervisors and Coordinators)

How participants are identified/selected: Superintendent identifies the participants i.e. all District Administrators take part in all Leading for Learning Sessions throughout the year.

Program structure (length of program, location, time commitment): We hold 3 or 4 Leading for Learning sessions each year (depends on the focus area each year how

many sessions we offer). Each session is 1.5 – 2 hours long and is held at our District Office.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Leadership Coaching; some project work, i.e., from the HR sessions we have also developed a working committee to create a bank of interview questions.

Program content/topics: Each year we focus on a different area. This year we are focusing on the area of Human Resources. Sessions include:

1. Supervision and Growth
2. Hiring and developing interview questions
3. Evaluation

Who delivers the program: Program is generally delivered by the Sr. Admin. Team and Supervisors whose area the topic falls into, i.e. The HR topics fall under the Deputy Superintendent, so she will provide the inservicing along with the Superintendent. However, we will also have some outside presenters involved in some of our sessions depending on the topic being covered.

How program success is measured: At the end of every session we conduct a brief survey – helps us understand if we require more time in an area; did we touch on all the necessary topics? We have lots of discussion during these sessions.

St. Paul Education Regional Division – Zone 2/3

School Authority Contact Information

4313 – 48 Avenue

St. Paul, AB T0A 3A3

Phone: 780-645-3323

Web page: <https://www.stpauleducation.ab.ca>

Program: Teacher Succession Planning

For more information:

Glen Brodziak, Superintendent

brodglenn@sperd.ca

780-655-3323

Who program is intended for: Teachers as identified for future leadership positions (years of experience not a significant factor)

How participants are identified/selected:

- teachers are selected based on their teaching performance
- selected based on TQS
- selected based on contribution to school/staff morale
- selected based on their achievement of division two goals (achievement & relationships)
- all teachers are identified through discussions between Central Office and school administration based on above criteria
- teachers are identified and the Superintendent advises that they have been identified
- selected teachers have the final decision if they would like to participate

Program structure (length of program, location, time commitment):

- program consists of 3-4 full day meetings per year
- held at Central Office
- program involves approximately 20 teachers
- can last 2, 3, 4 years (a teacher may be successful in getting an admin job/may decide leadership is ultimately not for them/etc.)

Program content/topics:

- large portion is scenario-based
- with group discussion/reference to school policies/division policy/Administrative Procedure/School Act/Law
- guest speakers or other CO staff may be brought in as necessary/needed for specific topics

Who delivers the program: Superintendent

How program success is measured:

- participant feedback
- how many are successful in getting admin positions
- how many remain in program
- today approximately 15 of our current administrators have been through the described program

Other:

For Principals: From a variety of sources, the Superintendent has developed a 360° evaluation process and principals have to identify one area they feel they are working toward. There are a multitude of choices/areas for principals to choose from (for example, communication, change, confrontation, initiative, decisions, knowledge, efficiency, vision/mission....to name just a few). There are numerous discussions throughout the year and sometimes the meetings are planned/scheduled and many

times the discussion is connected to other school business. Discussions include why they chose their focus area, would their staff agree with this choice, and so on.

Depending on the principal and the area for growth, the Superintendent may guide them in another direction or may simply let their choice play out. The principal's area of focus may change after one year at which time they may choose another area of focus or their area of focus may continue for subsequent years.

Principals are to lead this process with their Assistant Principal(s) and the Superintendent is made aware of areas they are working on. The Superintendent encourages the principal to monitor/evaluate and maintain full/majority control.

Sturgeon School Division – Morinville – Zone 2/3

School Authority Contact Information

Frank Robinson Education Centre
9820 – 104 Street
Morinville, AB T8R 1L8

Phone: 780-939-4341

Toll Free: 1-888-459-4062

Web page: <http://www.sturgeon.ab.ca>

Program: Administrator PD - Lunch and Learns

For more information:

Thomas Holmes, Associate Superintendent, Human Resources and Leadership Support

tholmes@sturgeon.ab.ca

780-939-4341

Who program is intended for: Principals and Vice Principals

How participants are identified/selected: Topics are selected and administrators may elect to register for the session they are interested in.

Program structure (length of program, location, time commitment): We run 2 to 3 sessions each year. Sessions start at 12:00 and goes to 3:30 p.m. with a working lunch with our Centralized Services.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Topics are determined through a combination of the following:

1. Consultation with administration (i.e. administration shared program planning and spring staffing as an area they wanted to spend time on)
2. Identification of the emerging HR needs through support required during the year and previous year (i.e. if writing disciplinary letters was an area of need then we may consider this for a future session)
3. Identification of topics HR would like to move forward with administrators (i.e. We identified the inclusion of a performance behaviour task in teacher interviewing as improving the efficacy of our hiring process)

Program content/topics:

2016/2017

1. Resource Allocation
2. Engagement and “Presenteeism”

2017/2018

1. Program Planning and Staffing
2. Performance Interviewing
3. 13 Factors to a Psychologically Safe and Healthy Workplace

Who delivers the program: The Associate Superintendent of Human Resources and the Manager of Human Resources

How program success is measured:

1. We provide administrators with a post session evaluation to complete through Google Forms to gather feedback on the learning session.
2. We follow-up evaluation with ongoing monitoring through identifying key indicators we set as objectives and how these objectives are achieved (i.e. one of the objectives with the program is planning session to better prepare administrators for our annual program planning meetings. We can observe whether administrators are better prepared and come to the meetings with action plans for challenging student enrollment and staffing challenges.

Sturgeon School Division - Morinville – Zone 2/3

Program: Professional Learning Plan

For more information:

Mark Lockwood, Director, Curriculum and Instruction
mlockwoo@sturgeon.ab.ca
780-940-1698

Who program is intended for: Principals and Vice Principals

How participants are identified/selected: School based administrators participate

Program structure (length of program, location, time commitment): It runs all year long once a month in the morning on our Administrative Council meeting days. See schedule below.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): See schedule below.

Program content/topics: See schedule below

Who delivers the program: Mark Lockwood, Director of Curriculum with the assistance of Corrie Ziegler from the ERLC

How program success is measured: Every year in April the participants complete a survey, asking for feedback on the effectiveness of the program and suggestions for improvements in the program.

Schedule:

Our focus is on improving student learning and achievement.

- Our professional development:
 - Is connected to the SPSD mission, vision, values and goals
 - Is relevant and meaningful
 - Connects current theory & research with our practice
- We are a Professional Learning Community.
- We model lifelong learning.
- We are supportive of each other, collaborative and collegial.

Date/Topic/ Presenter/Facilitator

August 28, 2017

Admin Welcome Back

- Dept. Updates
- Priorities 2017-18

Central Office Managers, Vice Principals and Principals invited for the whole day.

September 20, 2017

8:30 AM - 12:00 PM

Welcome and Continuing with Evidence-Based Decision Making

- Re-visiting EBDM
- Data- connections to our work
- PLC work and connecting to our 3 Year Plan

12:30 PM - Admin. Council

*For Admin PD, Vice Principals and Principals will attend with subs charged to DD. For the Admin Council meeting, Vice Principal attendance will depend on consultation with the Principal, with subs charged to SB.

October 18, 2017

8:30-9:30 AM: Teacher Supervision and Evaluation

9:30 AM - 12:00 PM: Admin PLC Time

12:30 PM - Admin. Council

November 15, 2017

8:30 AM - 12:00 PM: NEW Teaching Quality Standard (TQS) School Leader Standard, System Leader Standard

12:30 PM - Admin. Council

December 20, 2017

8:30 - 12:00 AM: First Nations, Metis, and Inuit Presentation

12:30 PM- Admin. Council

January 17, 2018

8:30 AM - 12:00 PM: Hiring Practices

12:30 PM - Admin. Council

February 21, 2018

8:30 - 10:15 AM: Admin PLC Time

10:30 AM - 12:00 PM: Admin Essentials: Presentation with Vicky Cook - "Building Collaborative Teams"

12:30 PM - Admin. Council

March 21, 2018

8:30 - 11:00 AM: Admin PLC Time

11:00 AM - 12:00 PM: Admin Essentials

12:30 PM - Admin. Council

April 18, 2018

8:30- 12:00 AM: Admin PLC Sharing Out

12:30 PM- Admin Council

May 16, 2018

8:30 AM - 12:00 PM: 2018-19 Planning

12:30 PM - Admin Council

June 20, 2018

8:30 AM - 12:00 PM: School Team Planning

12:30 PM- Admin. Council

Possible "Admin Essentials" topics:

- K-12 New Curriculum Development

- Supporting Literacy and Numeracy with the Progressions
- Comprehensive School Health

Suzuki Public Charter School – Edmonton – Zone 2/3

School Authority Contact Information

10720 – 54 Street

Edmonton, AB T6A 2H9

Phone: 780-468-2598

Web page: <https://www.suzukischool.ca>

Program: Suzuki Leadership Development

For more information:

Lynne Paradis, Superintendent

paradislynne@gmail.com

587-877-8512

Who program is intended for: Principal and school leadership team; Secretary Treasurer

How participants are identified/selected: One school division - all senior admin and school admin are involved.

Program structure (length of program, location, time commitment): Ongoing over the past three years. This is not a formalized program but one developed and administered by the Superintendent.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Book Study (Lencioni) 'Five Dysfunctions of Team'
- Annual two-day planning and leadership development retreat
- Mid-year follow up retreat
- Weekly meetings with professional development component of leadership
- Hiring of a leadership executive coach (mentorship and coaching) to assist principal with meeting (and exceeding) the criteria outlined in the provincial Principal Quality Leadership Standard.

Who delivers the program: Developed and coordinated by the Superintendent

How program success is measured: Each year a critical review of the past year includes a reflection exercise and identification of growth areas, successes and potential future professional development areas of focus.

Leadership Development Programs for Zone 4

[Map of CASS Zones](#)

[List of School Authorities by Zone](#)

Battle River School Division – Camrose – Zone 4

School Authority Contact Information

5402 – 48A Avenue
Camrose, AB T4V 0L3

Phone: 780-462-6131

Web Page: <https://www.brsd.ab.ca>

Program: Leading and Learning

For more information:

Rita Marler, Superintendent of Schools

rmarler@brsd.ab.ca

780-672-6131

Who program is intended for: Principals, Vice-Principals, Division Leadership Team

How participants are identified/selected: must be a school administrator or head of a department

Program structure (length of program, location, time commitment): yearly; approximately a half-day every 6 weeks

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): consists of presentations, group work, dialogue. Focus is professional learning

Program content/topics: professional learning and a focus on our Everyday 4 priorities (literacy, numeracy, safe and caring schools and workplaces, and teaching and learning

Who delivers the program: mostly senior administration – Assistant Superintendent of Learning and other department heads

How program success is measured: feedback through “Start Right” conversations every fall; administrator intent conversations in February; professional growth plan sharing

Battle River School Division – Camrose – Zone 4

Program: Principal Academy

For more information:

Rita Marler, Superintendent of Schools

rmarler@brsd.ab.ca

780-672-6131

Who program is intended for: all school principals in our school division

How participants are identified/selected: current principals must attend

Program structure (length of program, location, time commitment): full-day monthly meetings

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): professional learning, professional dialogue, sharing, presentations, readings, homework

Program content/topics:

Instructional leadership strategies that work;

Student-centred learning;

Moving our division forward;

Teacher growth and supervision (all research-based)

Who delivers the program: Superintendent and Assistant Superintendent of Learning; other presenters

How program success is measured: through end-of-year survey; discussions during the year

Battle River School Division – Camrose – Zone 4

Program: Vice-Principal Academy

For more information:

Rita Marler, Superintendent of Schools

rmarler@brsd.ab.ca

780-672-6131

Who program is intended for: all current vice principals in our division

How participants are identified/selected: all vice principals must attend

Program structure (length of program, location, time commitment): 8 times a year; half a day

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Professional readings, dialogue, sharing, presentations

Program content/topics: instructional leadership; student-centered leadership; budgeting; using data; school culture; teacher growth and supervision

Who delivers the program: Assistant Superintendent of Learning; Director of Learning Services

How program success is measured: through feedback; surveys; discussions

Other: Our school division has joined with other Zone 4 districts in an Aspiring Leaders program that is a two-year duration. Individuals interested in becoming school administrators attend sessions on things like Crucial Conversations, Teacher Growth, Supervision and Evaluation as well as locally-developed sessions specific to our school division.

Chinook's Edge School Division – Innisfail – Zone 4

School Authority Contact Information

Division Office
4904 – 50 Street

Innisfail, AB T4G 1W4

Phone: 403-227-7070

Toll Free: 1-800-561-9229

Web page: <http://www.chinooksedge.ab.ca>

Program: Aspiring Leaders

In partnership with Red Deer Catholic, Wild Rose, Wolf Creek and Battle River

For more information:

Ray Hoppins, Associate Superintendent

rhoppins@cesd73.ca

403-227-7071

Who program is intended for: Teachers who aspire to school-based administration or other leadership roles at the school or division level

How participants are identified/selected: Formal application process including reference checks, shortlisting and interviews with Superintendency team

Program structure (length of program, location, time commitment):

Year one – 6 days

Year two – 10 days

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): In addition to the sessions in year two, participants will be provided with up to four practicum days to gain exposure to school leadership opportunities. These days will include exposure to different aspects of school leadership, both inside and outside of the participants' schools.

Program content/topics:

Year one:

- Fostering Effective Relationships
- Leading a Learning Community
- Instructional Leadership
- Supervision, Evaluation & Professional Growth
- Managing Resources/Operations – part 1

Year two:

- Practicum Days (4)
- Managing Resources/Operations – part 2
- Five Dysfunctions of a Team
- Providing Visionary Leadership
- Crucial Accountability
- Beyond Aspiring Leaders

Who delivers the program: Ray Hoppins in conjunction with other CASS Zone 4 central office leaders and guest facilitators on Zone 4 cohort days

How program success is measured: number of participants who transition into formal leadership roles as well as participant feedback

Chinook's Edge School Division – Innisfail – Zone 4

Program: Developing Leaders

For more information:

Ray Hoppins, Associate Superintendent

rhoppins@cesd73.ca

403-227-7071

Who program is intended for: year one and year two vice-principals and principals

How participants are identified/selected: new leaders in formal positions are automatically enrolled in the program

Program structure (length of program, location, time commitment):

Year one – 6 sessions, August 12:00 – 3:00, September – March, 2:30 – 5:00

Year two – 6 sessions, August 12:00 – 3:00, September – March, 2:30 – 5:00

Program elements: Developing Leaders is a two-year cohort –based program for year one and year two vice-principals, principals and self-managed team members in CESD. The program provides participants with opportunities to: reflect on key aspects of their role; connect with colleagues; develop knowledge and skills that have proven useful in CESD. The program is facilitated through six separate three-hour sessions from August to March. Each session contains reflective conversations, scenario discussions, readings and guest facilitators.

Program content/topics:

Year one:

- Launching the Year
- Instructional Leadership
- Dealing with Difficult People
- Quality Learning Environment, Response to Intervention, Learning Support Team, and Literacy
- Wrap-up & Planning Ahead

Year two:

- Launching the Year
- Competence/Conduct Concerns
- Digging into Data Deeply
- Communications and Crisis
- Hiring the Very Best
- Wrap-up & Planning Ahead

Who delivers the program: Ray Hoppins with guest presenters and support from the Superintendency team

How program success is measured: Qualitative feedback from both participants and Superintendency team

Red Deer Catholic Regional Division – Zone 4

School Authority Contact Information

Montfort Centre
5210 – 61 Street

Red Deer, AB T4N 6N8
Phone: 403-343-1055
Web page: <https://rdcrs.ca>

Program: Aspiring Leaders Program

For more information:

Ryan Ledene, Associate Superintendent, Faith and Division Support
ryan.ledene@rdcrs.ca
403-343-1055

This is a Zone 4 collaborative program so where you see 'joint' it is with the entire Zone 4 cohort and 'local' indicates a session for our own division participants.

1st year

- Five Dysfunctions of Team (joint)
- Crucial Accountability (joint)
- Dynamics of Catholic Education (local)
- The Influencer (joint)
- School Operations - HR, Budget, Parent Issues (local)

2nd Year

- Local Instructional Leadership - Inclusive Education, Assessment, Technology (local)
- Instructional Leadership Styles (joint)
- ATA Evaluation, Growth, and Supervision(joint)
- Managing School Operations and Resources - Legislation, Regulations, Administrative Procedures, Board Policies (local)
- Issues in Catholic Education (local)

Red Deer Catholic Regional Division – Zone 4

Program: Mentorship Program

For more information:

Kathleen Finnigan, Associate Superintendent, Personnel
kathleen.finnigan@rdcrs.ca
403-392-8351

Ryan Ledene, Associate Superintendent, Faith and Division Support
ryan.ledene@rdcrs.ca
403-392-8351

Who program is intended for: Assistant Principals, Vice Principals mentoring beginning teachers as well as developing their leadership skills

How participants are identified/selected: Assistant Principals, Vice Principals in our school division. This is their leadership responsibility.

Program structure (length of program, location, time commitment):

Expectation for each school:

Expectation of meeting with beginning teachers once a week for at least 30 minutes. Program Commitment for administrators: 5 times per year; 4 half day PD meetings from and one full day session at Montfort Centre.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Mentors matched within program to support one another throughout the year. Time is given during each PD session for mentors to connect on a hot topic or issue.
- Creation of a school-based mentorship program is a key element along with leadership learning, for example, understanding essential outcomes, budget, timetabling, etc.

Program content/topics:

Year One (2015-2016)	Year Two (2016-2017)	Year Three (2017-2018)
5 sessions	5 sessions	5 sessions
Protege/Mentor	Protege/Mentor	Protege/Mentor
Build knowledge, skills and materials for a program at the school through presentations/materials	Build knowledge, skills and materials for a program at the school through presentations/materials	Build knowledge, skills and materials for a program at the school through presentations/materials
Encourage teacher mentors in the school	Big Rock #1 - Formal Program of teacher mentors at each school	Formal teaching of teacher mentors at school
Know Your Learner - Year One vs Year Two teachers...use data from past evaluations to dig deeper For example, Critical Conversations as part of this when discussing Form 18	Know Your Learner - Year One vs Year Two teachers...use data from past evaluations to dig deeper What are the trends that are emerging? How do you approach mentorship for 2nd Year & expectations?	Know Your Learner - Year One vs Year Two teachers...use data from past evaluations to dig deeper
Build in work time	Challenges for support in the schools - share best practices	Challenges for support in the schools - share best practices

Mentor Partnerships	Support learning from Ed. Plan goals - catch up for new teachers regarding LIFT	Support learning from Ed. Plan goals - catch up for new teachers regarding LIFT
Leadership Sessions	Build in work time	Build in work time
	Mentorship Partnerships	Mentorship Partnerships
	Big Rock #2 - Leadership Sessions -Strong walkthrough practices & Crucial Conversations	Leadership Sessions

Expectation for each school: Expectation of meeting with beginning teachers once a week for at least 30 minutes.

Who creates and delivers the program:

- Kathleen Finnigan, Associate Superintendent, Personnel
- Michelle Wright, Division Principal
- Ryan Sawula, Principal
- Jeff Tuchscherer, Principal
- Mandy Reed, Vice Principal

How program success is measured:

- Feedback surveys
- Sr. Admin Reviews - specific questions on Mentorship Program
- Retaining beginning teachers to teach within RDCRS

Other:

Administrators Professional Development

Every month during administrators’ meetings, the afternoon is dedicated to professional development with focus in the areas of faith and instructional leadership.

The March session was focused on the Tuning Protocol from the Project Based Learning structure. Administrators learned this protocol in order to gather input from others to refine focus areas before implementation occurs, either large or small scale.

April’s PD session focused on Dossier, a component of PowerSchool, and a new student data management system to support the Division’s continual focus on “Know the Learner.” Administrators learned how to access student information, create class and school profiles as well as individual student plans (ISP’s) using this program.

May’s administrator PD focused on sharing the beauty and joy of our Catholic faith with a focus on individual faith journeys; each a testament to our relationship with Christ. Administrators learned how to align their experiences with the 6 Task of Catechesis, the backbone of our new Religious Education Program.

During Sr. Admin reviews, administrators were asked to inform us of the support they need to enhance their professional practice, specifically instructional techniques. A list of professional development ideas was generated and will help create the focus for Admin PD within the next two years. Administrator feedback was very valuable to support this focus.

Wetaskiwin Regional Public Schools – Zone 4

School Authority Contact Information

5515 – 47A Avenue
Wetaskiwin, AB T9A 3S3

Phone: 780-352-6018
Toll Free: 1-877-352-8078

Web page: <https://www.wrps.ab.ca>

Program: School Leader Program

For more information:

Rick Hayes, Associate Superintendent, Personnel
rick.hayes@wrps11.ca
780-387-8712

The School Leader Program is a program of support to principals and vice principals who are new to their assignment. While district leaders provide ongoing support for school leaders, the individual coaching is provided by an experienced leader to whom the school leaders do not report. The communication and conversation between the school leaders and the mentor are confidential.

The core of the program is to present a conceptual framework for the school leaders and support the development of individual entry plans that take into account leadership values and the context of the school community. The plans have specific goals and measures. Between individual learning sessions, the school leaders implement their commitments and the coach provides ongoing support.

Program outline:

May: Initial contact with participants

June: Full day workshop to introduce program (Leadership Practice Inventory, Innovator's Mindset: application to Entry Plan, Principal Quality Practice Guidelines, Building a Learning Community with Relationships and Focus, Developing of Entry Plan)

June: Coaching: Conversation 1 (to support development of Entry Plan and Leadership Practice Inventory)

September: Coaching Support: Conversation 2 (emphasis on instructional leadership strategies and relationship building)

October: Workshop – half day (evaluate entry plan, prioritize Principal Quality Practice Guidelines, modify plan to connect to existing school plans)

December: Coaching Support: Conversation 3 (focusing on prioritized Principal Quality Practice guidelines as it relates to implementation of school plans and emergent issues) – onsite activity

February: Coaching Support: Conversation 4 (focusing on prioritized Principal Quality Practice Guidelines as it relates to implementation of school plans and emergent issues) – online activity

April: Coaching Support: Conversation 5 (focusing on Principal Quality Practice Guidelines as it relates to implementation of school plans and emergent issues) – onsite activity

May: Program evaluation completed by participants

Wolf Creek Public Schools – Ponoka - Zone 4

School Authority Contact Information

6000 Highway 2A

Ponoka, AB T4J 1P6

Phone: 403-783-5441

Web page: <https://www.wolfcreek.ab.ca>

Program: Administrator PLCs

For more information:

Corrine Thorsteinson, Assistant Superintendent, People Services

corrine.thorsteinson@wolfcreek.ab.ca

403-783-5441 ext. 1237

Alda Lovell, Director, People Services

alda.lovell@wolfcreek.ab.ca

403-783-5441 ext.1234

Who program is intended for: all principals and assistant principals

How participants are identified/selected: attendance is mandatory

Program structure (length of program, location, time commitment): embedded time built into monthly Administrators' Association Meetings for PLCs to meet; approximately 8 PLC sessions per year

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Administrators select topics for PLCs that align with the WCPS Three Year Plan
- Administrators self-select PLC groups
- Administrators often include these activities in their Administrator Professional Growth Plans
- PLCs report progress to Administrators' Association on a monthly basis
- Content and activities vary from PLC to PLC
- Collaboration with Division Office Support Team
- Submission of a plan with membership, facilitation, resources, and activities

Program content/topics: various topics, book studies, questions and activities

Who delivers the program: facilitated by administrators, supervised by division office support team

How program success is measured:

- Exit surveys capture level of support experienced by participants
- Qualitative data as observed through supervision
- Quantitative data as reported in school annual education plans

Wolf Creek Public Schools – Ponoka - Zone 4

Program: The Leadership Practices Inventory & The Leadership Challenge

For more information:

Corrine Thorsteinson, Assistant Superintendent, People Services

corrine.thorsteinson@wolfcreek.ab.ca

403-783-5441 ext. 1237

Alda Lovell, Director, People Services

alda.lovell@wolfcreek.ab.ca

403-783-5441 ext.1234

Who the program is intended for: All principals and assistant principals

How participants are identified/selected: Participation is mandatory

Program structure (length of program, location, time commitment):

- Embedded time built into monthly Administrators' Association Meetings and Administrators' Retreat for facilitation of The Leadership Challenge in 2015-16
- All administrators administered the Leadership Practices Inventory in Spring of 2016
- Evidence of LPI data in Admin Professional Growth Plans in 2016-17
- Review The Leadership Challenge in 2017-18
- All administrators administer the Leadership Practices Inventory in Spring of 2018

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Session facilitation by People Services Department
- Workshop model-opportunities for reflection and collaboration on the Five Practices of Exemplary Leadership
- Five Practices linked to competencies from Principal Quality Practice Guideline

Program content/topics include:

- Clarifying values by finding your voice and affirming shared values
- Set the example of aligning actions with shared values
- Envision the future by imagining exciting and ennobling possibilities
- Enlist others in a common vision by appealing to shared aspirations
- Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve
- Experiment and take risks by constantly generating small wins and learning from experience
- Foster collaboration by building trust and facilitation relationships
- Strengthen others by increasing self-determination and developing competence
- Recognize contributions by showing appreciation for individual excellence
- Celebrate the values and victories by creating a spirit of community

Who delivers the program: Facilitated by Corrine Thorsteinson, Assistant Superintendent and Alda Lovell, Director

How program success is measured:

- Exit surveys capture perception of leadership development by participants
- Qualitative data & quantitative data as observed through supervision of PGPS
- Quantitative data as reported in school annual education plans

Program: University of Alberta Leadership Development Series

For more information:

Corrine Thorsteinson, Assistant Superintendent, People Services

corrine.thorsteinson@wolfcreek.ab.ca

403-783-5441 ext. 1237

Alda Lovell, Director, People Services

alda.lovell@wolfcreek.ab.ca

403-783-5441 ext.1234

Who the program is intended for: All Directors, Coordinators, Managers and Superintendents

How participants are identified/selected: Participation is mandatory for participants selected by their supervisors

Program structure (length of program, location, time commitment):

- 2017-18 School Year
- Four full-day sessions
- Facilitated by U of A Facilitators at WCPS
- Wolf Creek Public School recognizes that approximately 10-15 leaders within their organization are seeking leadership development training and skills refinement to set them up for success in their roles within a holistic framework.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Workshop model with follow-up reflection and expectation of engagement
- Small groups will work together and collaborate on follow-up activities together
- Opportunities for coaching / mentorship within school division and by U of A facilitators during and after program

Program content/topics:

Module 1 – Leading From Self: leadership; EQ; personality profiles; and managing energy and stress.

Module 2 – Leading Others: coach approach to leading; different coaching styles; creating a high performing team; and creating accountability.

Module 3 – Leading Within the Organization: situational coaching; leadership styles to inspire culture; 7 essentials of leadership; cultural diagnosis of organization & team. Leading Through Conflict: sources of conflict; personal values, motivators & beliefs with conflict; avoiding conflict; and EQ and conflict.

Who delivers the program: Facilitated by University of Alberta – Executive Education
- Laurie Hillis, MA, Professional Certified Coach - instructor at the University of Alberta, Executive Education

How program success is measured:

- Exit surveys capture perception of leadership development by participants
- Culture of leadership is developed
- Qualitative data & quantitative data as observed through supervision of PGPS for all participants

Wolf Creek Public Schools – Ponoka - Zone 4

Program: New Principal Cohort and New Assistant Principal Cohort

For more information:

Corrine Thorsteinson, Assistant Superintendent, People Services
corrine.thorsteinson@wolfcreek.ab.ca
403-783-5441 ext. 1237

Alda Lovell, Director, People Services
alda.lovell@wolfcreek.ab.ca
403-783-5441 ext.1234

Who the program is intended for: Principals and Assistant Principals in their first three years

How participants are identified/selected: upon point of hire; attendance is mandatory

Program structure (length of program, location, time commitment):

- *three school years*
- *4 – 6 half-day sessions per school year*

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- formal mentorship with experienced school administration
- collaboration with division office support team (*i.e. Coordinators & Directors*)
- electronic portfolio evidence from Principal Quality Practice Standard completion by end of third year

Program content/topics:

Theoretical Components including:

- Five Dysfunctions of Team

- The Ideal Team Player
- Principal Quality Practice

Practical Components including:

- Leading Literacy (context: WCPS Three Year Plan & Literacy Framework)
- Leading Learning (context: WCPS Collaborative Response Model, WCPS Intervention Teams, WCPS Impact Assessment for Inclusive Learning allocations)
- Mentorship / Coaching from Division Office Support Team (Coordinators, Directors, Superintendents)

Who delivers the program: Alda Lovell, Director

How program success is measured:

- Exit surveys capture level of support experience by participants
- Number of new administrators who successfully move to continuing administrator contracts at end of third year
- Qualitative data as observed through supervision
- Quantitative data as reported in school annual education plans

Wolf Creek Public Schools – Ponoka - Zone 4

Program: Aspiring Leaders Program

For more information:

Corrine Thorsteinson, Assistant Superintendent, People Services

corrine.thorsteinson@wolfcreek.ab.ca

403-783-5441 ext. 1237

Alda Lovell, Director, People Services

alda.lovell@wolfcreek.ab.ca

403-783-5441 ext.1234

- Two-year cohort for teacher leaders aspiring to more formal leadership opportunities in our school division
- We are currently commencing our third two-year cohort (2013-2015, 2015-2017, 2017-2019)
- Wolf Creek Cohort participation has been between 9-13 participants per cohort
- An evidence-based application and interview process is used in Wolf Creek to recruit participants in the program
- Combination of Local Sessions and Group Sessions with Aspiring Leaders Participants from participating Zone 4 School Divisions (Chinook's Edge, Red

Deer Catholic, Battle River, Wetaskiwin, and Wild Rose). There are upwards of 70 participants between these school divisions for the Zone 4 Sessions

- Focus of local sessions has been on Principal Quality Practice Standard in the context of our school division
- Focus of Zone 4 Group sessions has been on “skill-building” to provide these aspiring leaders the tools they will need in a school-based administration position. These include: Leadership Essentials (facilitated by Del Litke from CASS), ATA Teacher Growth, Supervision & Evaluation Workshop (facilitated by ATA Member Services), Crucial Accountability (facilitated by trained facilitators from Wolf Creek), The Five Dysfunctions of Team (facilitated by CESD Superintendent)
- To-date, many of our Aspiring Leaders participants have gone on to assistant principal positions, department head positions, Alberta Education / CARC secondments and other teacher leadership positions in our division.

Leadership Development Programs for Zone 5

[Map of CASS Zones](#)

[List of School Authorities by Zone](#)

Calgary Board of Education – Zone 5

School Authority Contact Information

Education Centre
1221 – 8 Street SW
Calgary, AB T2R 0L4
Phone: 403-817-4000
Web page: <https://www.cbe.ab.ca>

For more information:

Lori Pamplin, Director, Leadership and Learning
lpamplin@cbe.ab.ca
403-817-7977

Program Overview – for Aspiring and Current School-Based Leaders

Four years ago, the Leadership and Learning Department was established in the CBE. Since that time, CBE has developed a systemic, coordinated leadership development strategy intentionally connected to the district’s Three Year Education Plan (Personalization of Learning and Building Professional Capital) and in alignment with the Teaching Quality Standard and the Principal Quality Standard.

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The Alberta School Leadership Framework (2010) calls for school authorities to have workforce succession plans that are effective in identifying, nurturing and recruiting future leaders. Current CBE employee demographics, yearly increasing student enrolment, and the opening of 18 new schools in the last four years has required a reframing of succession planning to include a coherent action plan for the identification, recruitment, preparation, placement, induction, and ongoing learning of leaders at all levels of the organization.

The following theory of action guides our system leadership development:

If the district supports a clearly defined leadership development program that ensures all employees have a consistent understanding of our core focus on learning and best practice relative to their roles, then leaders will demonstrate the competencies to build system coherence, affect school improvement, and increase student success.

Components of the project include:

The district places emphasis on a learning model that is data informed, an evolving leadership development strategy that is job-embedded, and enhancing cohesion within the organization through enhancing collaborative action. The district is committed to supporting the interactions, networking and information exchange among leaders and support leadership groups of various memberships.

The Office of the Chief Superintendent supports leadership development for principals and senior leaders and assistant principals and managers through monthly half day meetings that are carefully designed within a collaborative cohesive process with Leadership and Learning, Area Directors and other educational directors. The focus of these meetings furthers the actions in the CBE Three-Year Education Plan. These sessions take place at WinSport, Canada Olympic Park and serve approximately 300 principals and senior leaders in the morning and 300 assistant principals and managers in the afternoon.

Calgary Board of Education – Zone 5

Aspiring Assistant Principal Cohort

Currently has 70 members. The group meets monthly for 3 to 4 hours of professional learning. Sessions are designed based on system and participant needs and interests.

To become an assistant principal in the CBE, individuals must be accepted into the Aspiring Assistant Principal Cohort. If interested in becoming an assistant principal, you will be required to:

- meet the basic criteria for the role
- collect evidence of your leadership impact on teacher practice and student learning in relation to the Principal Leadership Quality Standard (Alberta)

Education, Draft, July 2016) using the Self-Assessment and Collaborative Conversation Process documents

- let your supervisor know you would like to apply to the Aspiring AP Cohort and pursue a formal leadership role.
- use the Self-Assessment / Collaborative Conversation Process Document as a guide in sharing the evidence of your leadership impact on teacher practice and student learning with your supervisor. This document is not part of the submission when applying to the cohort.

If shortlisted you will be contacted by email with dates and times to participate in:

- the HUMANeX Leadership interview.
- the written case study in which you will demonstrate evidence of your leadership in relation to a practical case. You will be provided specific feedback from the case study.

If you are shortlisted again you will be contacted by email with dates and times to participate in:

- a system interview. You will be provided specific feedback from the system interview.

If you are accepted into the cohort you will:

- participate in professional learning opportunities organized by Leadership and Learning.
- be considered for an interview when an Assistant Principal vacancy exists that has not been filled by an existing Assistant Principal. Entrance into the cohort does not guarantee a position.

Calgary Board of Education – Zone 5

Aspiring Principal Cohort

Currently has 41 members. The group meets monthly for 3 to 4 hours of professional learning. Sessions are designed based on system and participant needs and interests.

To become a principal in the CBE, you must be accepted into the Aspiring Principal Cohort. If you are interested in becoming a Principal, you will be required to:

- meet the basic criteria for the role
- collect evidence of your leadership impact on teacher and student learning from your practice in relation to the Principal Leadership Quality Standard (Alberta Education, Draft, July 2016).
- let your supervisor know you would like to apply to the Aspiring Principal Cohort and pursue a principal leadership role.

- use the Self-Assessment / Collaborative Conversation Process Document (All Competencies) and have collaborative conversations with your supervisor to discuss the evidence of your leadership impact on teacher practice and student success. This document is not part of the submission when applying to the cohort.

When posted, apply to the Aspiring Principal Cohort with the following information in a single document:

- An Aspiring Principal Cohort Application Form, which includes obtaining your supervisor's recommendation and writing a 250-word statement on the application. The director's signature indicating support of the individual applying to the Aspiring Principal Cohort is also required on the application form.
- A completed and signed Supervisor Recommendation Form | Aspiring Principal Cohort

You will need to plan and present a:

- short presentation not exceeding 12 minutes. There will be an additional 3 minutes for questions from the panel. You will be contacted by email regarding your presentation date and time. Specific feedback from the presentation will be provided.

If you are shortlisted you will be contacted by email with dates and times to participate in:

- the HUMANeX Leadership interview.
- a system interview. You will be provided specific feedback from this interview.

If you are accepted into the cohort you will:

- participate in professional learning opportunities organized by Leadership and Learning.
- be considered for an interview when a principal vacancy exists that has not been filled by an existing Principal. Entrance into the cohort does not guarantee a position.

Calgary Board of Education – Zone 5

New Assistant Principals

Each month we work with our 99 new assistant principals who are in their first or second year in the role. Each session builds on the last using system goals and participants' feedback.

New Principals

Each month we work with our 67 new principals who are in their first or second year in the role. Each session builds on the last using system goals and participants' feedback.

The sessions above occur at the CBE Education Centre or the Career and Technology Center. Sessions are designed in collaboration with each CBE Service Unit (Communications, Facilities, Finance, HR, Learning, Legal / Risk Management) to meet both system and participant needs. New principals are invited at all times to send topics, etc. to be discussed.

How Program Success is Measured:

Leadership and Learning measures the success of their programs in a variety of ways. First, perception data / satisfaction data is gathered at all meetings. Principals, assistant principals, and session participants are surveyed at least yearly.

As our leadership program is developed with a focus on levelled leadership and leadership teams, we gather evidence whenever possible on leadership impact. We are interested in how design-based professional learning improves leadership practice, enhances employee engagement, improves organizational coherence, and increases student success.

Currently, success is determined in a number of ways. Data is gathered from school-based leaders to demonstrate the ways in which leadership learning is being transferred to and impacting teacher practice. This is being done through interviews and video stories. Last year, Leadership and Learning hired a researcher from the University of Calgary to study the effects of the Learning Leader Series on Teacher Practice. Results were both qualitative and quantitative and demonstrated growth and improvement of teacher practice (available upon request). This year, the study is continuing with the researcher going into selected schools to look at ways in which improved teacher practice is impacting student learning.

A key part of our work involves ensuring that leaders at all levels are able to consider their leadership actions and impact on an ongoing basis. To support this process, a Self-Assessment and Collaborative Conversation Document has been created which leaders use in an ongoing manner to support their work. Part of the Aspiring Leader Cohort process involves supervisors and aspiring leaders assessing their leadership practice in relation to the Principal Leadership Standard at the time of application.

The vision for CBE leadership development is broader than described above but is limited due to budget. We have vast numbers of leaders in each group which also challenges us in terms of finding suitable venues for large group professional learning opportunities that allow for large and small group learning experiences. We have lite sites for each group and some experiences are digital in nature. However, because we

are focussed on the contingent nature of leadership, and the ways we lead and influence people, our success has come predominantly from networked, face-to-face learning for leaders.

Calgary Catholic School District – Zone 5

School Authority Contact Information

Catholic School Centre
1000 – 5 Avenue SW
Calgary, AB T2P 4T9

Phone: 403-500-2000

Web page: <https://www.cssd.ab.ca>

For more information:

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
403-540-5426

Or other lead contacts as listed in the information that follows

Overview

Calgary Catholic utilizes an array of formal structures and programs to support professional competency development related to their Leadership Quality Standards across all levels of leadership. The target groups for these structures and programs include:

- staff interested in entering leadership positions for the first time;
- vice and assistant principals aspiring to a principal position;
- new principals appointed to their position; and
- experienced principals who continue to be committed to lifelong learning and aspire to potential advancement in other leadership positions.

These structures and programs provide opportunities for certificated staff to develop a comprehensive, integrated view of leadership competencies from the novice to the expert level. They intentionally support building capacity in relation to all areas of leadership including:

- administration;
- legal mandates;
- curriculum and educational pedagogy;
- effective management of change;

- development of school plans;
- district priorities;
- student achievement; and
- emergent needs during the school year.

Administration council, the leadership group that provides supervision, direction and evaluation for district leaders, draws upon in-house expertise as well as on external experts to support professional development for leaders in priority areas identified by both the leaders themselves and Administration council.

In this context, Administration Council uses a master meeting matrix planning tool to:

- intentionally coordinate topics across all meetings and events;
- undertake strategic planning related to formal points of contact with all levels of leadership throughout the entire year;
- ensure direct linkages to district priorities; and
- support development of specific leadership competencies identified as a need for all levels of leadership.

Calgary Catholic School District – Zone 5

Program: Administrative Leadership Network (ALN)

For more information:

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
 403-540-5426

Who the program is intended for: All district principals

How participants are identified/selected: Required for all district principals

Program structure (length of program, location, time commitment):

Three formal meetings per year for a half day in the morning, at a local hotel facility from 8:30 a.m. to noon.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

This program involves a workshop format with a variety of presentation/facilitation approaches that may include, but are not limited to, panel discussions, real life scenarios and formal presentations by district staff in areas of interest. During the sessions, opportunities for leadership coaching, raising of questions by participants and sharing of experience is provided. Participants are surveyed prior to the session for specific questions or concerns related to the topic(s).

Program content/topics: Based on the Instructional Learning Network model, the

Administrative Learning Network sessions are intended to support school-based administrators through the sharing of in-house expertise related to key leadership topics and administrative topics that require an opportunity for deeper exploration than afforded by other administrative points of contact. The time frame is between one and three hours, depending on the topic.

Who delivers the program: Draws on in-house district expertise including Central Office leads in areas such as Human Resources, Legal Services, area superintendents and Support Services. Also draws on the expertise, experiences and learning of current principals in relation to best practices, current challenges and strategies to address emergent needs requiring increased capacity.

How program success is measured: Participants complete a post-session survey related to the goals of the network session and seeking input for other future topics. Depending on the topic, area superintendents follow up with principals during subsequent school visits.

Calgary Catholic School District – Zone 5

Program: Regular Council Meetings for three different levels of administration

For more information:

Michael Ross, Superintendent, Educational Services, Area A
michael.ross@cssd.ab.ca
403-669-3710

Luba Diduch, Superintendent, Educational Services, Area B
luba.diduch@cssd.ab.ca
403-852-5303

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
403-540-5426

Who the program is intended for: current district administrators at the three levels identified below.

How participants are identified/selected:

- Joint Principals Council (Elementary, Junior High, High School)
- Senior High School Principal Council
- Vice Principal Council
- Assistant Principal Council

Program structure (length of program, location, time commitment): Five meetings per year, four morning half days (three and one-half hours each) and one full day professional seminar (8:30 a.m. - 4:00 p.m.)

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): District experts provide information, coaching and mentoring, real life scenarios, exploration of district administrative procedures, opportunity in each meeting for the chief superintendent to share key messages related to emergent topics, district priorities and current leadership challenges. Purposes of the Councils include, to:

- bring together principals and senior administration to actively engage in dialogue and provide pertinent information regarding all aspects of district and school based operations.
- offer the opportunity to participate in professional learning for principals and other leaders.
- Inform, Engage and Celebrate (IEC) our district through collaborative professional development opportunities, dialogue and networking.
- celebrate and share best practice in order to support student success and engage in district wide capacity building while enhancing our faith.
- create an environment where learning is ongoing and the free flow of communication enables us to be an innovative and creative community of leaders.

Program content/topics: Sharing of information related to district priorities and directions, leadership expectations and development of leadership lens.

Who delivers the program: District experts in areas identified as important for the administrative day-to-day work by the members of each Council, as well as, members of the Council executive or the Council itself.

How program success is measured: Feedback from participants, guidance from the Council executive on the basis of points of contact with the wider administrative groups.

Calgary Catholic School District – Zone 5

Program: District Leadership Council (DLC)

For more information:

Luba Diduch, Superintendent, Educational Services, Area B

luba.diduch@cssd.ab.ca

403-853-5303

Who the program is intended for: All key district leaders (managers, directors, leads) including, but not limited to, principals. (e.g. Legal Services, Human Resources,

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Supports Services, Construction and Maintenance, Planning, Caretaking, Business Services, Accounting, Information Technology, etc.).

How participants are identified/selected: required attendance for members of groups named above

Program structure (length of program, location, time commitment): 10 sessions per year, for a full morning, 8:30 a.m. - noon, approximately once per month

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Opportunity, on a regular basis, to bring all district leaders together to address district priorities, build capacity and address the leadership work.

Program content/topics: Rollout of key initiatives, sharing of messaging, information and strategies related to district priorities, leadership capacities and competencies, exploration of operational matters and best practices related to them, opportunity for all district leaders to hear the chief superintendent and develop an understanding of important directions, expectations, initiatives, problem solving and district directions in order to support principals in their role of mentor/coach of the members of their school-based admin team members.

Who delivers the program: Various leads of key departments and principals as determined by Administration Council in response to emerging needs.

How program success is measured: Follow-up feedback surveys, subsequent observations of Administration Council leaders as they interact with principals and their teams on a day-to-day basis, including application of directives, capacities and skill sets explored at DLC.

Calgary Catholic School District – Zone 5

Program: Family of Schools

For more information:

Michael Ross, Superintendent, Educational Services, Area A
michael.ross@cssd.ab.ca
403-669-3710

Luba Diduch, Superintendent, Educational Services, Area B
luba.diduch@cssd.ab.ca
403-852-5303

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
403-540-5426

Who the program is intended for: Principals meet geographically near schools in small groups of approximately 30.

How participants are identified/selected: Principals

Program structure (length of program, location, time commitment): District schools are divided into groups to attend four A.M. meetings per year, from 8:30 a.m. - noon, at either a district Professional Development centre or at one of the schools in the group.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Meetings involve facilitated conversations related to both operational, administrative and teaching/learning topics with the goal of building principal competency, alignment related to best practices and strategies for problem solving or addressing emergent issues and needs.

Program content/topics: The focus is on administrative topics across a broad spectrum that are identified by Administration Council, area superintendents who supervise principals and the principals themselves. Instructional Services supports through the sharing of information about key resources, instructional pedagogy, curriculum development, assessment, services/supports/resources and meeting diverse and complex needs.

Who delivers the program: District leads responsible for the specific topics, principals, area superintendents, Instructional Services supervisors.

How program success is measured: Input from participants, input on relevant topics from all district department leads.

Calgary Catholic School District – Zone 5

Program: Fierce Conversations Five-Module Series

For more information:

Judy MacKay, Superintendent, Educational Services, Area C

judy.mackay@cssd.ab.ca

403-540-5426

Who the program is intended for: all district leaders and staff with an emphasis of leaders as the target group.

How participants are identified/selected: self-selected to enhance communication competency.

Program structure (length of program, location, time commitment): A series of five modules following the Fierce Conversations program.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Multiple sessions are provided to support flexible scheduling for interested staff.

Program content/topics: Key areas of consideration are the Foundations of Effective Communications, Team Building, Delegation, Conflict, Coaching.

Who delivers the program: Teams of district facilitators with certification to deliver the program.

How program success is measured: Participant feedback during the session and informally to the lead coordinator and facilitators. The district Diverse Learning teachers, supervised by Instructional Services also provide feedback to their direct supervisor.

Calgary Catholic School District – Zone 5

Program: Instructional Leadership Network (ILN)

For more information:

Andrea Holowka, Superintendent, Instructional Services
andrea.holowka@cssid.ab.ca
403-500-2424

Who program is intended for: District principals

How participants are identified/selected: As above

Program structure (length of program, location, time commitment): Full morning sessions from 8:30 - 11:30 a.m. in local hotel conference rooms, organized and supported by the district's Instructional Services Department.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): The Instructional Leadership Network (ILN) is designed for principals to enhance their knowledge, skills and leadership practice. These sessions are intended to guide principals in the implementation of the district priorities within their schools.

Program content/topics: Topics related to all aspects of students' success both related to teaching and learning (curricular) and diverse, complex needs (students). Strong intentional linkages to the district's priorities are made by the network sessions that are scheduled four times a year.

Who delivers the program: Supervisors and consultants from Instructional Services as well as appropriate guest speakers identified by Instructional Services.

How program success is measured: Follow up surveys, input from leaders in Instructional Services.

Calgary Catholic School District – Zone 5

Program: Leadership Academy (Series I and Series II)

For more information:

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
403-540-5426

Deana Helton, Director, Educational Services, Area C
deana.helton@cssd.ab.ca
403-500-2605

Who program is intended for:

Series I- certificated staff interested in entering district leadership positions.
Series II- certificated staff in their first or second year of a district leadership position.

How participants are identified/selected: Self-selected, open to certificated staff with three years teaching experience

Program structure (length of program, location, time commitment):

Series I: Nine modules delivered annually at district Professional Development centres from 4:15 - 6:15 p.m.

Series II: Nine modules delivered annually at district PD centres from 4:15 - 6:15 p.m.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Each module involves pre-session work for participants. There is a focus on identifying topics important to administrative action and developing a leadership lens aligned with district priorities, vision and mission.

Program content/topics: The focus is on facilitating conversations and interactions between participants and facilitating leaders in relation to how the district's Leadership Quality Standards are brought to life by leaders on a day to day basis and how they are applied in terms of a philosophy of education and specific areas of competency including:

- Catholicity
- Fostering Effective Relationships
- Instructional Leadership
- Managing Operations and Facilities
- Visionary Leadership

Who delivers the program: Each module has a design team made up of current leaders who collaborate to create, facilitate and revise the various modules.

How program success is measured: follow-up surveys following each module

Calgary Catholic School District – Zone 5

Program: Principal Mentorship Program (Year 1 Cohort and Year 2 Cohort)

For more information:

Judy MacKay, Superintendent, Educational Services, Area C
judy.mackay@cssd.ab.ca
403-540-5426

Who program is intended for: Principals recently appointed to the principal role, experienced principals returning to the school-based role from the position of supervisor in Instructional Services

How participants are identified/selected: When appointed to a school as above.

Program structure (length of program, location, time commitment): This is a two-year program with a Year 1 Cohort and a Year 2 Cohort that meet separately for six formal mentorship sessions from April when most appointments are made through to the following year. Sessions are a half-day, some a.m. and some p.m. and generally run for between three and three and one-half hours.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Each principal in each cohort is assigned an experienced mentor/coach who attends the meetings with the protégé. In addition, the protégé and mentor visit each other's schools, have frequent phone and email points of contact and maintain close contact throughout the program to problem solve, explore issues, identify resources and share insights related to the principal role.

Program content/topics: Year one includes sessions from key departments including Instructional Services Teaching and Learning, Instructional Services Diverse Learning, Human Resources, Business Services and area superintendents. Other relevant topics identified by participants or the area superintendents are explored with significant opportunity provided for sharing of information and challenges, discussion of solutions, options and resources and clarification of district expectations, processes, structures and supports.

Year two moves to a scenario-based perspective, as well as, the sharing of leadership expectations, resources and processes related to the work of administration.

Who delivers the program: Leaders from the various departments, mentors and protégés in the program and area superintendents

How program success is measured: Follow-up surveys and ongoing visits by area superintendents

Christ The Redeemer Catholic Schools – Okotoks – Zone 5

School Authority Contact Information

Box 1318 #1 McRae Street
Okotoks, AB T1S 1B3

Phone: 403-938-2659

Toll Free: 1-800-737-9383

Web page: <http://www.redeemer.ab.ca>

Program: Aspiring Leaders Program

For more information:

Scott Morrison, Superintendent

smorrison@redeemer.ab.ca

403-938-8069

Over the past decade Christ The Redeemer (CTR) Catholic has run five Aspiring Leader cohorts. These cohorts have met three to five times a year, over the course of one year, to learn about leadership.

The cohorts have ranged in size from 20 to 40. Teachers volunteer for participation and few have been turned away. The criteria is that the teacher is on a continuous contract and has self-identified as an aspiring leader. At times, principals have encouraged certain teachers to attend. The program usually takes place during evening sessions, but one or two sessions per year are offered during instructional hours.

Some of the topics include:

- Faith leadership
- Leadership styles: transactional, transformational, service, cultural, educational/instructional
- Establishing mission and vision
- Leading a learning community
- Relationships and dealing with difficult people
- Instructional leadership

- Managing change
- Creating safe and caring schools and school management
- Case studies of typical leadership challenges
- Open ended Q and A's with leadership panels of practicing administrators

There is no credentialing component, nor does one require participation in an Aspiring Leaders cohort to be considered for administration. With that said, virtually all our new administrators over the past 10 years have participated.

The program is run by the superintendents, and principals and vice-principals are frequently enlisted to facilitate sessions.

We have measured success with ad hoc satisfaction surveys, yet we have not tracked success over time. Most, if not all, new administrators have participated in Aspiring Leaders.

We plan to run an August cohort next year and run a two to three day Aspiring Leaders institute. This will be funded by our CIF funds. We plan to structure the institute around the areas of the Principal Quality Practice Guideline.

Conseil scolaire FrancoSud (FrancoSud School Board) - Calgary – Zone 5

School Authority Contact Information

Suite 230 – 6940 Fisher Road SE

Calgary, AB T2H 0W3

Phone: 403-686-6998

Toll Free: 1-877-245-7686

Web page: <https://www.francosud.ca>

Program: Building Capacity

For more information:

Christian Roux, Assistant Superintendent, Educational Services

christian.roux@francosud.ca

403-692-2032

Who program is intended for: all principals and assistant principals

How participants are identified/selected: Principals and Assistant Principals are asked to select one of the school board initiatives (see “topics” for initiatives list)

Program structure (length of program, location, time commitment): For all the committees mentioned above, participants collaborate together in order to meet the objectives. Research takes place in order to base our decision on data. The committee presents a proposal to the other leaders and discussion takes place to implement the new tools created and shared within the school communities.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): The main objective of this program is to involve school leaders in our decision making process. The participation on a school board committee provides opportunities to principals and assistant principals to develop their understanding and to be part of the solution to improve procedures, services, etc. Building capacity among our school leaders is an important objective for the FrancoSud.

Program content/topics:

Initiatives to select from:

- How to communicate student achievements better to our parents and students (redesign of a new report card and best practices)
- Creation of a new comment bank for report cards in order to standardize expectations and practices
- Interactive document linked to our Educational Ends for our students
- School Board strategic plan – priorities and implementation of strategies
- Creation of our school board survey linked to the new strategic plan
- Retention of our students in High School
- Collaborative Response Model
- Creation of an Educational Plan for the school board

Who delivers the program: The assistant superintendent leads all the committees in general and guides the discussions. The meetings are working sessions and everyone contributes to the project.

How program success is measured: All projects are presented to other leaders first and modifications are made when required. Teachers are also consulted and are given opportunities to provide feedback. Surveys are sent to parents, teachers and students.

Golden Hills Schools Division – Strathmore – Zone 5

School Authority Contact Information

435A Highway #1
Strathmore, AB T1P 1J4
Phone: 403-934-5121
Toll Free: 1-800-320-3739

Web page: <http://ghsd75.ca>

Program: Leaders for Learning

For more information:

Bevan Daverne, Superintendent of Schools

Bevan.daverne@ghsd75.ca

403-934-5121 ext. 2013

Who program is intended for: Superintendents, Directors, Coordinators, System Instructional Coaches, Principals, Associate Principals, School Level Coaches/Leader Teachers

How participants are identified/selected: All system leaders and school administrators. The school principals choose which teacher leaders and school level instructional coaches to include.

Program structure (length of program, location, time commitment): Three full day sessions a year with an 'expert' in a large conference space. One or two school expert visits a year, collaborative follow-up at school level and administrative level at regular administrator meetings. Superintendents and Directors meet at schools to support follow-up work and leadership development and growth.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): All administrators new to a position have mentoring, coaching and sometimes job shadowing. Project work is part of the follow-up of all leaders and learning, but it fits naturally within work of leaders.

Program content/topics:

- Leaders Develop and Share a Vision to Set Clear Goals and Directions
- Leaders Nurture Collaborative and Purposeful Environments
- Leaders Ensure a Thinking Culture
- Leaders Support the Core Work of Learning
- Leaders Foster a Growth Mindset
- Leaders to Use Evidence to Inform Practice

Who delivers the program: Experts vary. Most recently we have had Ainsley Rose of Thistle Education Development and Garfield Gini-Newman from OISE/TC 2 The Critical Thinking Consortium.

How program success is measured:

1. Survey and discussion feedback from participants' review of what comes out of the work. Most recently this would be the collaborative review, adjustment/reinvigoration of vision/mission/motto with school communities.

2. Through regular school visits system leadership evaluate the impact of the leading learning initiatives on school culture and student achievement.

Prairie Land Regional Division – Hanna – Zone 5

School Authority Contact Information

101 Palliser Trail
Box 670
Hanna, AB T0J 1P0
Phone: 403-854-4481
Toll Free: 1-800-601-3898
Web page: <http://www.plrd.ab.ca>

Program: Leadership Program

For more information:

Cam McKeage, Superintendent
cam.mckeage@plrd.ab.ca
403-854-4481

Overview

A two-year program of Prairie Land Regional Division designed to develop a distributed leadership model from within our teaching ranks.

Within the framework of the Prairie Land Regional Division learning community, the Leadership Program provides an opportunity for growth and improvement. Specifically, the goals of the Leadership Program are to:

- Provide opportunities for the career growth of staff.
- Build leadership capacity.
- Build and maintain staff morale.
- Address shortages of qualified candidates for administrative postings in PLRD # 25.
- Enable staff to gain knowledge and experience in a position of educational leadership within their school and possibly the Division.

The Leadership Program experience affords teachers the opportunity to explore the realm of educational leadership and with the administrative internship component, put theory into practice. Although similar in scope to previous divisional leadership experiences, this Leadership Program will include new dimensions that are intended to enhance the learning experience of participants, and can be used in part of their Professional Growth Plan.

Rationale

As many schools within Alberta struggle to maintain and attract school leaders, it becomes necessary for us to develop our own group of interested, qualified and trained individuals to assume the administrative vacancies that occur in Prairie Land Regional Division and/or engage in various leadership roles within their school or the jurisdiction.

By having a two-year training program and involving motivated individuals, we will be able to develop quality leaders who are ready to step in and have an immediate impact in our schools within a variety of roles and capacities.

The Program

The program is two years in length with the first year focusing on a foundations component and the second on a practical component. Although the majority of the second year will see the participant in the 'field', there will still be classroom sessions designed to reinforce theory and practice, and to build upon prior knowledge of the previous year.

Year 1 - Foundations

- Meet a total of five times during the year at Division Office (10:00 a.m.-3:00 p.m) to discuss the following topics:

Meeting 1 (October 18, 2016)

Leadership – The Crucial Elements (possible topics of discussion)

- Leader vs. Manager
- Leadership Style
- Building Trust and Decision Making

Meeting 2 (December 6, 2016)

Literature Review I - A selected book on Leadership will be reviewed, discussed and critiqued.

Leadership – The Crucial Elements (possible topics of discussion)

- Education Act
- Policy and Admin Practices
- Guide to Education

Principal's Meeting (January 11, 2017)

Meeting 3 (March 7, 2017)

Effective School Based Administrators - What the research says.

Leadership - The Crucial Elements (possible topics of discussion)

- Conflict Resolution
- Budgets and their Development

- Teacher Growth and Effective Teaching Practices

Meeting 4 (May 9, 2017)

Case Study I

- e.g. - Conflict and Complaints
 - Budget Difficulty
 - Creating a new school "culture"

Leadership - The Crucial Elements (possible topics of discussion)

- Rights and Responsibilities

Year Two – Theory and Practice

- Meet a total of five times during the year at Division Office (10:00 a.m.-3:00 p.m.) to discuss the following topics (in addition to the practical component):

Meeting 1 - Leadership – The Crucial Elements (possible topics of discussion)

- Effective Leadership (Provincial Dimensions)
- Instructional Leadership

Meeting 2 - Literature Review II - A selected book on Leadership will be reviewed, discussed and critiqued.

-Leadership – The Crucial Elements (possible topics of discussion)

- Education within a Legal Context

Meeting 3 - Effective School Based Administrators - What the research says.

-Leadership - The Crucial Elements (possible topics of discussion)

- School Governance
- Teacher Supervision/Evaluation/Progressive Intervention

Meeting 4 - Case Study II

- e.g. - Conflict and Complaints
 - Budget Difficulty
 - Creating a new school "culture"

- Leadership - The Crucial Elements (possible topics of discussion)

- Timetabling

Meeting 5 - Generative Governance

-Leadership - The Crucial Elements (possible topics of discussion)

- Community and Staff Involvement in School Governance
- Human Resources (Terms of References; Collective Agreements)
- Effective Leadership (Coaching vs. Expecting)

- Attendance at:

- Two PLRD Admin meetings
- One PLRD Board meeting
- At least one School Council meeting
- One ATA Local Council Meeting

- Recommended attendance at one of the following:
 - WCEAC
 - Instructional Leadership Professional Development Workshop

- It is recommended that participants engage in three or more activities that are found within the Alberta Leadership Competencies for School Leaders and Leadership (which may include any of the following):
 - timetabling or scheduling
 - working with the school's annual planning process
 - development or organization of staff PD activity
 - chairing of staff meetings
 - active participation in school council meetings, etc.
 - bring forward a proposed resolution to an issue raised by parents
 - conduct a PD activity for parents

Program participants are encouraged to keep a journal of the activity. The activity type will be determined by the respective school leaders in consultation with the program participants.

Roles and Responsibilities

Leadership Participants

- Actively engage in learning about and becoming an educational leader.
- Commit to the rigor and discipline of the Leadership Program.
- Actively participate in all scheduled sessions throughout the Leadership Program.
- Complete all required components and deliverables.

School Administrators

- Encourage and support Leadership Program participants in their learning and experience as educational leaders.
- Model effective educational leadership.
- Attend sessions which may be of particular interest and benefit to their growth.
- Participate on a voluntary basis or when requested to do so, in presenting their (school's) perspective and experience as part of scheduled session and to engage in professional dialogue with Leadership Program participants in the topics under discussion.

Division Office Administrators

- Encourage and support Leadership Program participants in their leadership journey.
- Model effective educational leadership.
- Organize and present topics scheduled through the leadership Program.

- Ensure that the integrity of the scope and sequence as set out is adhered to.

Leadership Program Application

Teachers currently teaching in PLRD who meet the criteria below are invited to make application to the Leadership Program which is a 2 year commitment that will commence October, 2016 and end June, 2018. Specifics of the program will have the ability to evolve throughout the two-year timeline in an effort of keeping relevant to the participants.

Participation Criteria

Teachers applying must meet the following criteria:

- Hold a continuing teaching contract with PLRD #25.
- Will have completed a minimum 3 years of teaching experience.

Application Requirements

Written application must include:

- Upon reflection of the *Overview*, how does this relate to your personal statement of purpose and educational leadership philosophy?

Leadership Development Programs for Zone 6

[Map of CASS Zones](#)

[List of School Authorities by Zone](#)

**Centre for Academic Personal Excellence Institute (CAPE) Public
Charter School - Medicine Hat – Zone 6**

School Authority Contact Information

830A Balmoral Street SE
Medicine Hat, AB T1A 0W9

Phone: 403-528-2983

Web page: <http://www.capeisgreat.org>

Program: Mentorship Program – Leadership

For more information:

Teresa Di Ninno, Superintendent

tdininno@capeisgreat.org

403-528-2983

Who program is intended for: all certificated staff

How participants are identified/selected: administration identifies potential participants through supervision and evaluation

Program structure (length of program, location, time commitment): The length of the program is undefined; depends on the interests/time availability/other commitments of mentor and mentee/etc. It tends to continue even after the individual is in the position as long-term support. The location is usually the school but can and has included TAAPCS PD sessions as well as CASS summer programs, PD initiatives within and outside of the school, and any other that becomes available and is deemed of use to the mentee.

The time commitment varies with each mentee's time availability. Therefore, at times the commitment is significant while for others not much time is required. The time commitment is also dependent on the current teaching assignments of the mentee and mentor as well as the time of year. September to November and again June are very busy months. Therefore, time commitments during these months is scaled down.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Mentor, peer support, job shadowing, research projects, projects such as team teaching and cross grade teaching, consultants, other school visits, PD are the most often used elements.

Program content/topics: The topics have been determined by the mentee's area of interest and the mentee's area of strength as identified by the mentor and mentee. Past topics have included discipline, technology, supervision, evaluation, research, interpersonal relationships and communication, building community relationships, parental involvement, IPP development as part of personalized education, teaching and learning in an integrated setting.

Who delivers the program: The mentor is the main person but the skills and knowledge of others within and outside of the school are also crucial elements of the program.

How program success is measured: Feedback from mentee re comfort level, skills acquisition, etc., as well as mentor assessment of progress through formal supervision and evaluation. Feedback from peers is also utilized.

Additional information:

We are a jurisdiction with only one school. We are a small charter school established in September of 1995, one of the first in Alberta. Our enrollment sits at about 195 students K-9. Our teaching staff is at about 15, large for the enrollment. This is because of the personalized integrated program we offer to 'at risk' students.

Therefore, our program also includes lead teachers, specialists, etc.

Our superintendent, principal, vice-principal and Director of Student Services have all moved through this program and are now serving as mentors themselves.

Grasslands Public Schools – Brooks – Zone 6

School Authority Contact Information

745 – 2nd Avenue East

Brooks, AB T1R 1L2

Phone: 403-362-8225

Web page: <http://www.grasslands.ab.ca>

Program: Grasslands Leadership Administrative Development Program (GLAD)

For more information:

Scott Brandt, Superintendent

scott.brandt@grasslands.ab.ca

403-793-6700

Who program is intended for: any certificated staff with a continuing contract

How participants are identified/selected: an invitation is sent out to all certificated staff

Program structure (length of program, location, time commitment): annual, 3 – 5 sessions throughout the school year; 5:00 – 8:00 p.m.; different locations

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): lead by a guiding coalition of administrators; Google classroom; book study; discussion of each others' posted comments; guest speakers

Program content/topics: Content changes from year to year; PQPS aligned; last year – “Leadership Beyond School Leadership”; This year - “Leading a Learning Community and Creating Collaborative Cultures”.

Who delivers the program: Superintendent; assistant superintendents; principals; vice-principals; central office staff; participants also help with planning and presenting; GLAD Planning Committee

How program success is measured: qualitative measures such as – number of participants; verbal feedback; level of interest

Other

Grasslands has implemented (this year) in conjunction with the District Leadership Development Program (GLAD) an initiative to help prepare certificated staff that are asked to assume acting principal roles during principal absences.

- builds leadership capacity for those who are asked to “fill in”

- each school is asked to create a cohort of acting administrators who meet regularly with their school principals and vice principals to formalize the acting principal role and to increase their exposure to a variety of school leadership experiences. E.g. budgeting, supervision schedules, emergency procedures, discipline, information and experience on lockdowns, evacuation drills, conducting staff meetings, etc.
- very well received by district staff as many are now also participating in GLAD

This year we have created a special leadership session called ‘Women in Leadership’. It is targeted to specifically address and support women moving into leadership positions. The intended audience is both current and prospective female and male professional staff. We are excited to offer this for the very first time

Holy Spirit Roman Catholic Separate Regional Division - Lethbridge – Zone 6

School Authority Contact Information

620 – 12th Street “B” North
Lethbridge, AB T1H 2L7

Phone: 403-327-9555

Web page: <https://www.holyspirit.ab.ca>

Program: Catholic Leadership Program

For more information:

Chris Smeaton, Superintendent of schools
smeatonc@holyspirit.ab.ca
403-327-9555

Who program is intended for: Aspiring administrators, new administrators or others interested in leadership both formal and informal

How participants are identified/selected: Offered to any certificated teacher in the system who has a continuous contract and has taught for 5+ years.

Program structure (length of program, location, time commitment): Program is offered from October to May. Sessions are held once a month from 5:00 - 8:00 p.m.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): Offered at a monthly workshop

Program content/topics: Based on the Principal Quality Leadership Guidelines. Each month we review a dimension.

Who delivers the program: Superintendent of Schools and other senior staff

How program success is measured: No formal success criteria other than the success of those taking the program and achieving a continuous administrator designation.

Medicine Hat Public School Division – Zone 6

School Authority Contact Information

601 – 1st Avenue SW
Medicine Hat, AB T1A 4Y7
Phone: 403-528-6700
Web page: <http://sd76.ab.ca>

Program: Leadership Pipeline

For more information:

Mark Davidson, Superintendent of Schools
mark.davidson@sd76.ab.ca
403-528-6700

Who program is intended for: Open to all staff interested in deepening their understanding and application of leadership principles in either formal or informal leadership roles.

How participants are identified/selected: We did not deny any interested people as it gives us the opportunity to meet and get to know a wide range of people who were expressing interest in leadership.

Program structure (length of program, location, time commitment): One session per month (April - November); half days. We started the program before the end of the school year and continued into the next; providing space through the summer for participants to consider the initial work and plan for application of program components through a project beginning in the fall.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): In addition to the program, new administrators are assigned mentors who are in the system or who recently retired from leadership roles within the system. Projects form part of the second half of this program. The projects are focused on the school from which the participant comes and are co-created by them and their colleagues at the school.

Program content/topics: Designed around the competencies contained in the School Leaders' Standard.

- Understanding Leadership and Leadership Principles
- Building and Maintaining Effective Relationships
- Visionary Leadership
- Instructional Leadership & Leading a Learning Community
- Supporting Staff Development
- Inclusive Mindset in Leadership
- Leading a Learning Community
- Wellness and Leadership

Who delivers the program: The first three sessions by retired principals and then shifting to facilitation by current administrators.

How program success is measured: Discussions have focused on the numbers or percentages of leaders who decide to seek or remain in formal leadership roles. Survey regarding efficacy.

Palliser Regional School Division – Lethbridge – Zone 6

School Authority Contact Information

#101, 3305 – 18 Avenue North
Lethbridge, AB T1H 5S1

Phone: 403-328-4111

Toll Free: 1-877-667-1234

Web page: <https://www.pallisersd.ab.ca>

Program: Administrator Induction and Mentorship Program (AIM)

For more information:

Michael Nightingale, Director of Human Resources

mike.nightingale@pallisersd.ab.ca

403-308-4492

Who program is intended for: Beginning principals and vice principals; administrators new to the division

How participants are identified/selected: Beginning administrators and administrators new to the division are part of the AIM program.

Program structure (length of program, location, time commitment): four meetings over the course of the school year. Meetings are full-day meetings and typically happen in August, November, January and March.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.):

- Beginning Principals are provided with a mentor
- The group completes a book study together
- The focus of the program is on the 7 competencies for school leaders

Program content/topics:

- Book study – *The Principal* by Michael Fullan
- Effective instructional leadership practices
- Using admin procedures
- Preparing for administrator evaluation
- Teacher evaluation process
- Addressing difficult situations
- Question and answer sessions
- Demystifying budgeting
- Managing all the tasks associated with the Principalship
- VTRA process
- Support staff allocation process

Who delivers the program: Central office personnel

How program success is measured: Participants are surveyed after every session and provide feedback on the strengths and weakness of the program.

Palliser Regional School Division – Lethbridge – Zone 6

Program: Palliser Leadership Cohort

For more information:

Mark Davidson, Superintendent of Schools
mark.davidson@sd76.ab.ca
403-528-6700

Who program is intended for: aspiring educational leaders

How participants are identified/selected: application process

Program structure (length of program, location, time commitment): 1.5 school years, roughly 7 meetings, the majority of which happen on Division PD days.

Program elements (mentors, leadership coaching, job shadowing, project work, etc.): The University of Lethbridge assists with delivering the program. A professor from the University assists Palliser personnel with delivering the program.

Program content/topics: The content of the program is based around the 7 competencies for school leaders and also exposes participants to a variety of leadership literature and theory.

Who delivers the program: central office personnel and a professor from the University of Lethbridge

How program success is measured: Participants are surveyed after every session and provide feedback on the strengths and weakness of the program.

Map of CASS Zones

