NORTHERN LIGHTS
SCHOOL DIVISION No. 113

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School-Based Administrator
Professional Practice Handbook

February 2017

The administrator is the school leader expected to fill a variety of roles from manager, communicator, instructional leader, planner, implementer, supporter, disciplinarian, advocator, budget analyst, community builder and community leader. Each of these roles plays a critical function to ensure that school improvement efforts are achieved.

The leadership of the administrator, collaboratively working with staff and school community councils, has the ability to influence school wide achievement and success. The effective administrator spends a great deal of time cultivating a culture of success. This success does not occur overnight but happens when the administrator is diligent year over year working with all stakeholders to strive for educational improvement. It is difficult to make progress in the school environment without the effective administrator creating effective teams with staff through collaboration and shared decision making.

The importance of the effective administrator cannot be over stated, with this in mind, the administrator handbook is intended to be a practical guide to becoming an effective educational leader. The administrator handbook can be used to guide the work of administrators to reinforce researched based approaches, define standards, and evaluate performance.

Purpose

The administrator performance evaluation is intended to effect teaching, learning and overall school improvement. The administrator performance evaluation is to support the administrator`s growth and development while at the same time hold him or her accountable for student success. Thus, the purpose of this evaluation tool is twofold – facilitate professional growth and ensure accountability – the emphasis of this document is a balance of the two.

Process

The administrator growth and evaluation process is a collaborative process between the administrator and the superintendent of education. The administrator and superintendent of education work together to ensure that the growth plan and evaluation process are fulfilled.

Domains of Leadership

The domains of leadership provide a framework to support administrator growth and ensure accountability through observation, discussion, documentation and personal reflection. The six domains are based on research and reflect the context of the school division. The six domains of leadership include:

1. Personal Leadership (First Nations and Métis Ways of Knowing: Following Their Voices)

2. Relational Leadership (Interpersonal Skills)

3. Organization Management (School building and budgets)

4. Strategic Leadership (Values, mission and vision)

5. Human Resources Leadership (Human Resources)

6. Instructional Leadership (Curriculum and Instruction)

Recommended Data Sources:

Self-evaluation

Informal observations and school site visits

Documentation log and portfolio

Climate surveys

Professional Growth Plan

Schedule:

Experience	Formative	Summative
New year 1 & 2	Professional growth plan September 30	Minimum 2 meetings to complete evaluation process Informal visits 1st Meeting before December 1 - Review data sources Final Report May 31
Experienced in new building or new position	Professional growth plan September 30	Minimum 2 meetings to complete evaluation process Informal visits 1st Meeting before December 1 - Review data sources Final Report May 31
Experienced	Professional growth plan September 30	Once every four years Informal visits 1st Meeting before December 1 Final Report May 31

Administrators will complete formal observation of vice and assistant principals for the 2016-2017 school year. The following timeline will be followed - Minimum 2 meetings to complete evaluation process -Informal visits- 1st Meeting before December 1 -Review data sources - Final Report May 31

The formal observation of the vice and assistant principals will include sections that may not always be applicable ie, budgets, and would be excluded or left blank in the observation report

1. Personal Leadership (FNM)

Administrators show a commitment to developing their own understanding of First Nations and Métis ways of knowing and the application of that knowledge in promoting First Nations and Métis Education. The administrator is a leader in strengthening First Nations and Métis Education within the school and strives to promote characteristics of First Nations and Métis Education grounded in First Nations and Métis ways of knowing and philosophy.

Dimension	Unsatisfactory /Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Commitment to First Nations and Métis Education and First Nations and Métis Ways of Knowing	No evidence exists of communicating or understanding First Nations and Métis Ways of Knowing through actions, verbal, or written communication	Assumes minor leadership roles pertaining to First Nations and Métis Education Minor related involvement to the school's First Nations and Métis goals and staff professional growth plans	Assumes major leadership roles in the development of First Nations and Métis Education and understanding First Nations and Métis ways of knowing	Creates leadership opportunities regarding First Nations and Métis Ways of Knowing and the promotion of values within the school, school community and school system
The leader demonstrates commitment through modeling, facilitation and mentorship	Does not participate in cultural and aboriginal language activities	Some support for cultural and Aboriginal language activities Promotes cooperation with Elders and First Nations and Métis Leaders	Volunteers to promote First Nations and Métis Ways of Knowing and assists with culture and aboriginal language activities Promotes a sense of pride in First Nations and Métis ways of knowing understanding	Advanced and sustained First Nations and Métis Education leadership in school and community

Dimension	Unsatisfactory /Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Nurtures First Nations and Métis Education and First Nations and Métis Ways of Knowing	Does not promote or assume leadership responsibility for the school community to participate in First Nations and Métis Ways of Knowing training, PD, activities, and events	Assumes minor leadership roles in providing opportunities for First Nations and Métis Education development and understanding of First Nations with students and staff	Builds personal leadership strength in providing opportunities for First Nations and Métis Education development for students and staff	Reviews the progress of the school community in modelling the teachings and learnings from First Nations and Métis Education and First Nations and Métis ways of Knowing
The leader is committed to the promotion of First Nations and Métis perspectives and First Nations and Métis Ways of Knowing throughout all areas of school life	Does not encourage or communicate First Nations and Métis ways of Knowing with the school community (interactions, relationships, and discipline) No evidence of promoting First Nations and Métis Education in school No evidence of culturally affirming school based environment	Engages others to develop and model ways to integrate First Nations and Métis Ways of knowing in daily interactions, activities, and teachings Involves Elders at the school level Develops a plan to carry out First Nations and Métis Education and encourages the understanding of the First Nations and Métis Ways of knowing	Challenges staff and students to model teachings and learnings from First Nations and Métis Education and First Nations and Métis ways of knowing Models a spirit of respect and gratitude Promotes values from teachings of First Nations and Métis Ways of Knowing in all areas of school programming Implements a plan to carry out First Nations and Métis Education and encourages the understanding of the First Nations and	Provides support/feedback for others Monitors the effectiveness of plans that promote First Nations and Métis Education perspectives and First Nations and Métis ways of Knowing and makes revisions as necessary

			Métis Ways of knowing	

2. Relational Leadership

Human relations are a key function of the role of administrator. It affects every aspect of the organization, including culture, community and community based agencies, and everyone who walks into our schools. Relationships are at the heart of what we do with others, it is important to connect with peoples` hearts as well as their minds, not doing this important work will make it difficult to move forward together. This connection is important to creating positive working relationship with colleagues, students and community members. The relational leader is able to bring people together and take them on a journey using persuasion and positive influence and seldom being direct.

Dimension	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Builds Trust	Seldom interacts with others and does not have the confidence of others	Understands the importance of honesty in interactions with others	Honest in interactions with others. Demonstrates respect for others. Create transparency in interactions with others. Rights wrongs and makes no attempt to justify or deny	Develops effective relationships with others and demonstrates concern for others
Interpersonal Skills	Rarely takes time to interact with others sincerely. Non-verbal gestures suggest distant	Occasionally takes time to interact with others sincerely. Non-verbal gestures suggest openness	Taking time to interact with others sincerely. Making Non-verbal gestures appropriate and respectful	Consistently open to taking time to interact with others sincerely. Non-verbal gestures are appropriate and respectful
Practice Empathy	Difficulty understanding points of view of others	Usually able to understand other points of view	Able to walk in other person`s moccasins	Understanding of others needs, viewpoints and needs from their point of view
Listening	Listens only to respond, communicating that	Sometimes hears what is being	Hears what is being communicated	Paraphrases and asks clarifying questions of speaker. Does not

				listen to respond but seeks to understand
	what others have to share not as important as the contribution of the speaker	communicated and listens to respond		

Dimension	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Relationships	Begins to value relationships with parents-guardians and seldom displays a servant attitude towards others	Values relationships of a select group of stakeholder in the educational community	Values relationships with parents/ guardians takes obligation to serve their children, our students, seriously. Understands the power of relationships to create synergy and establish true teams to offer outstanding staff performance	Always values relationships with all stakeholders in the educational community
Ethical Leadership	Self-serving in actions and deeds	Is aware of ethics and taking action and adhering to school division values Takes action which benefits the group	Ethics is about taking action and adhering to school division values Takes action which provides no personal benefit of helping people - aggressive or otherwise	Strives to authentically serve the needs of others
Emotional Intelligence	Difficulty managing relationships with others. Lacks self-control	Is developing an understanding of emotional intelligence	Understands and manages own emotions Recognizes and understands other people's emotions Manages relationships	Utilizes emotional intelligence to resolve conflict, has an ability to empathize and be respectful Understands how and why others think the way they do (metacognitive)

3. Organizational Management

The school leader fosters and supports all students by supporting, managing, and overseeing, the school`s organization, operation and use of resources.

Dimension	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Ministry of Education Regulations, Acts and Policies and Procedures	Limited understanding and knowledge of provincial regulations, statutes, and NLSD 113 administrative procedures and policies	Has some understanding and knowledge of provincial regulations, statutes, and NLSD 113 administrative procedures and policies	Demonstrate and communicates working knowledge and understanding of provincial regulations, statutes and NLSD 113 administrative procedures and policies	Participates actively in the development and/or review of procedures and policies Ministry of Education recognizes and appreciates the work of this person
Facility and Grounds	Includes no elements of establishing and enforcing secure, efficient and orderly facility and grounds	Somewhat establishes and enforces a safe, secure, efficient and orderly facility and grounds	Establishes and enforces a safe, secure, efficient and orderly facility and grounds	Always establishes and enforces a safe, secure, efficient and orderly facility and grounds Creates a dynamic learning environment putting facilities and grounds to the best use to serve the needs of students beyond expectation

Dimension	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
School Division Initiatives – Academic and Non-Academic	Lacks evidence of demonstrating implementation of school division initiatives	Implements a few school division initiatives as per recommended guidelines	Implements school division initiatives as per recommended guidelines	Consistently implements school division initiatives as per recommended guidelines Drives school division initiatives establishing programs, culture and infrastructure in innovative and sustainable ways
Budgets	Not aware of school based accounts. Not familiar with SRB and unable to determine appropriate codes. Lacks an understanding of school division accounting procedures	Somewhat familiar with SRB and sometimes able to determine appropriate codes. Gaining an understanding of school division accounting procedures	Reviews fiscal records regularly to ensure accountability for all funds. Reviews SRB transactions to ensure accurate expenditures and coded under the appropriate budgets	Has a solid understanding of NLSD accounting procedures and consistently reviews fiscal records to ensure compatibility of all funds. Always codes expenditures to the appropriate budget Understands how budgets create new and innovative possibility and opportunity for students

4. Strategic Leadership

System leadership is about making decisions through the lens of our values, mission and vision. The leader uses these set of guidelines to empower others and guide others in their decision-making process. Student centered, clear and consistent vision and mission, empowering and positive leadership, professional development focused, conscious attention to warm and caring climate, appropriately high expectations, collegial environment, enables appropriate feedback, encourages participatory decision-making, maintained and attractive physical plant, clearly defined roles and responsibilities.

Dimension	Unsatisfactory /Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Accountability	Cites circumstances in the community and the school for what happens in the school setting	Occasionally accepts what happens in the school setting	Accepts whatever takes place in the school setting. Open in sharing thoughts and feelings, motives and vulnerabilities with others	Accepts whatever takes place in the school setting at all times
Transparency	Closed to giving and receiving feedback. Words and actions incongruent	Occasionally willing to give and receive feedback. Shows some consistency with words and actions	A willingness to give and receive feedback. Shows consistency with words and actions	Always willing to give and receive feedback. Shows consistency with words and actions Strives to bring all aspects of the school operations to the public for feedback
Ownership	Characterized as passing the buck Avoids responsibility for actions and decisions (excuse making)	Sometimes takes ownership of the school leader role with respect to program, staff, parents, community members and SCC members	Takes ownership of the school leader role with respect to program, staff, parents, community members and SCC members	Consistently takes ownership of the school leader role with respect to program, staff, parents, community

| Vision, Mission and Values | Not able to develop, shape and communicate vision, mission and values as currently working on gaining a better understanding | Develops, shapes and communicates aspects of the vision, mission and values of the school with others | Develops, shapes and communicates the vision, mission and values of the school with others | members and SCC members

Strives to create a school environment driven by vision, mission and values |

5. Human Resources Management

Human resources are an important function of the administrator role which includes managing and general supervision of staff. Additional functions include soft skills, courage, judgment, influence, and effective communication.

Dimension	Unsatisfactory /Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
LINC and Terms & Conditions	Limited understanding and knowledge of NLSD 113 LINC Agreement and Terms and Conditions of Employment	Has some understanding and knowledge of NLSD 113 LINC Agreement and Terms and Conditions of Employment	Demonstrates and communicates working knowledge and understanding of NLSD 113 LINC Agreement and Terms and Conditions of Employment	Strives to use the LINC agreement and Terms & Conditions of Employment to establish and retain the best possible school environment
Staff Selection and Induction; Support and Evaluate Staff	Possesses an understanding of human resources leadership by assisting with selection, and induction, and by supporting and evaluating and retaining quality instructional and support personnel	Developing an understanding of good human resources leadership by assisting with selection, and induction, and by supporting and evaluating and retaining quality instructional and support personnel	Fosters effective human resources leadership by assisting with selection, and induction, and by supporting and evaluating and retaining quality instructional and support personnel	Consistently fosters effective human resources leadership by assisting with selection, and induction, and by supporting, evaluating and retaining quality instructional and support personnel Strives to attract and retain the best possible staff
Proper Implementation of Staff Evaluations	Possesses a limited understanding to implement staff evaluations,	Implements some staff evaluations, supports the role evaluation plays in	Properly implements staff evaluations, supports the role evaluation plays in	Strives to lead the evaluation process and create improvement in

	supports the role evaluation plays in staff development and evaluates performance of personnel using multiple sources	staff development and evaluates performance of personnel using multiple sources	staff development and evaluates performance of personnel using multiple sources	interactions school wide

6. Instructional Leader

The instructional leader is focused on the learning program of the organization. The learning program includes setting learning improvement goals, providing resources for staff, managing curriculum expectations, review and expect planning documents, create learning communities, analyze and react to student data. The instructional leader utilizes research based strategies to improve teaching and learning and emphasize the use of a variety of instructional approaches, in teams and individually.

Dimension	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
All Students Can Learn	Believes that most students cannot learn and no programming developed for these students	Believes that all students can learn and develop programs to help them succeed	Believes that all students can learn and effective programs are established demonstrating student success	Creates a culture captivating the hearts and minds of all staff where all students are genuinely supported to reach their fullest potential
Lead Learner	Lacks commitment to professional growth and no evidence of change	Willing to be a continuous learner to improve what he or she does	Continuous learner who learns in many contexts to improve what he or she does	Incorporates learning into daily practices. Encourages and supports professional learning of others
Curriculum, Instruction and Assessment	Unfamiliar with curriculum, instruction and assessment	Demonstrates understanding of curriculum, monitor use of instruction, and utilize a variety of assessment practices	Thoroughly and clearly supports curriculum, instruction and assessment throughout the school Ensures that planning is in place to address student learning needs	Strives to shape curriculum, support best instruction, and structures appropriate assessment to create the best teaching and learning environment
Professional Learning Community	No sense of shared leadership	Acknowledges the formal structure of the PLC	Regular and planned PLC meetings focused on the needs of students	

			and the culture of the school	Builds synergy on staff and exploits it to the best interest of students
Professional Development of All Staff	Unfamiliar and opportunities rarely provided for staff	Accepts the responsibility of staff	Coordinates the best use of PD	Strives to create a PD culture within staff to promote ongoing professional growth for the benefit of students

School-Based Administrator Form 420-1(p)

1.Personal Leadership (FNM)

Administrators show a commitment to developing their own understanding of First Nations and Métis ways of knowing and the application of that knowledge in promoting First Nations and Métis Education. The administrator is a leader in strengthening First Nations and Métis Education within the school and strives to promote characteristics of First Nations and Métis Education grounded in First Nations and Métis ways of knowing and philosophy.

Administrator Self-Evaluation:

Elements	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Commitment to First Nations and Métis Education and First Nations and Métis Ways of Knowing				
The leader demonstrates commitment through modeling, facilitation and mentorship				
Nurtures First Nations and Métis Education and First Nations and Métis Ways of Knowing				
The leader is committed to the promotion of First Nations and Métis perspectives and First Nations and Métis Ways of Knowing throughout all areas of school life				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/ Beginning	Satisfactory/ Progressing	Effective (Expected Level of Performance)	Highly Effective
Commitment to First Nations and Métis Education and First Nations and Métis Ways of Knowing				
The leader demonstrates commitment through modeling, facilitation and mentorship				

Nurtures First Nations and Métis Education and First Nations and Métis Ways of Knowing				
The leader is committed to the promotion of First Nations and Métis perspectives and First Nations and Métis Ways of Knowing throughout all areas of school life				

Comments:

2. Relational Leadership

Human relations are a key function of the role of administrator. It affects every aspect of the organization, including culture, community and community based agencies, and everyone who walks into our schools. Relationships are at the heart of what we do with others, it is important to connect with peoples` hearts as well as their minds, not doing this important work will make it difficult to move forward together. This connection is important to creating positive working relationship with colleagues, students and community members. The relational leader is able to bring people together and take them on a journey using persuasion and positive influence and seldom being direct.

Administrator Self-Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Builds Trust				
Interpersonal Skills				
Practice Empathy				
Listening				
Relationships				
Ethical Leadership				
Emotional Intelligence				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Builds Trust				
Interpersonal Skills				
Practice Empathy				
Listening				

Relationships				
Ethical Leadership				
Emotional Intelligence				

Comments:

3. Organizational Management

The school leader fosters and supports all students by supporting, managing, and overseeing, the school`s organization, operation and use of resources.

Administrator Self-Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Ministry of Education Regulations, Acts and NLSD # 113 Policies and Procedures				
Facility and Grounds				
School Division Initiatives – Academic and Non-Academic				
Budgets				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Ministry of Education Regulations, Acts and				

NLSD # 113 Policies and Procedures				
Facility and Grounds				
School Division Initiatives – Academic and Non-Academic				
Budgets				

Comments:

4. Strategic Leadership

System leadership is about making decisions through the lens of our values, mission and vision. The leader uses these set of guidelines to empower others and guide others in their decision-making process. Student centered, clear and consistent vision and mission, empowering and positive leadership, professional development focused, conscious attention to warm and caring climate, appropriately high expectations, collegial environment, enables appropriate feedback, encourages participatory decision-making, maintained and attractive physical plant, clearly defined roles and responsibilities.

Administrator Self-Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Accountability				
Transparency				
Ownership				
Vision, Mission and Values				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
Accountability				
Transparency				
Ownership				
Vision, Mission and Values				

Comments:

5. Human Resources Management

Human resources are an important function of the administrator role which includes managing and general supervision of staff. Additional functions include soft skills, courage, judgment, influence, and effective communication.

Administrator Self-Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
LINC & Terms and Conditions of Employment				
Staff Selection and Induction; Support and Evaluate Staff				
Proper Implementation of Staff Evaluations				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
LINC & Terms and Conditions of Employment				

Staff Selection and Induction; Support and Evaluate Staff				
Proper Implementation of Staff Evaluations				

Comments:

6. Instructional Leadership

The instructional leader is focused on the learning program of the organization. The learning program includes setting learning improvement goals, providing resources for staff, managing curriculum expectations, review and expect planning documents, create learning communities, analyze and react to student data. The instructional leader utilizes research based strategies to improve teaching and learning and emphasize the use of a variety of instructional approaches, in teams and individually.

Administrator Self-Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
All Students can Learn				
Lead Learner				
Curriculum, Instruction and Assessment				
Professional Learning Community				
Professional Development of all Staff				

Reflections:

Superintendent Evaluation:

Elements	Unsatisfactory/Beginning	Satisfactory/Progressing	Effective (Expected Level of Performance)	Highly Effective
All Students can Learn				

Lead Learner				
Curriculum, Instruction and Assessment				
Professional Learning Community				
Professional Development of all Staff				

Comments:

Administrator Evaluation Signature Page

_____   _____

Administrator Signature   Date

_____   _____

Superintendent Signature   Date

The school based administrator has been provided with a copy of this report and has been discussed by the administrator and superintendent.

Note: The administrator signature on this form represents neither acceptance nor approval of the Summative Evaluation Report. It does however, indicate that the administrator has reviewed the Summative Evaluation Report with the evaluator and may reply in writing with 10 days of receipt. Such written response/comments shall be attached to the original and shall constitute part of the official report. The signature of the evaluator verifies that the Summative Evaluation Report has been reviewed and that the process has been followed.

I have reviewed the contents of this report and directed it to be filled with appropriate attachments in the administrator's personnel file.

_____   _____

Director of Education   Date

Performance Improvement Plan Form 420-1 (q)

Administrator: _____   School: _____

Superintendent: _____   School Year: _____

Leadership Domain	Performance Deficiencies Within the Leadership Domain to be corrected	Resources assistance provided and activities to be completed by the administrator	Target dates

The administrator's signature denotes receipt of the form and acknowledgement that the evaluator has notified the employee of unacceptable performance.

Administrator's Name: _____

Administrator`s Signature: _____ Date initiated: _____

Superintendent`s Name: _____

Superintendent`s Signature: _____ Date initiated: _____

Results of Performance Improvement Plan Form 420-1(r)

Results of Performance Improvement Plan

(Note: These sections are to be completed collaboratively by the evaluator and the administrator. Pages may be added, if needed.)

Leadership Domain	Performance Deficiencies Within the Leadership Domain to be corrected	Resources assistance provided and activities to be completed by the employee	Target dates

Final Recommendation based on outcome of Performance Improvement Plan:

___ The performance deficiencies have been satisfactorily corrected: The administrator is no longer on a Performance Improvement Plan.

____The deficiencies were not corrected. The administrator is recommended for dismissal or removal of duties. The administrator is recommended for demotion.

Administrator`s name: _____

Administrator`s signature: _____
Date Reviewed: _____
        Signature denotes the review occurred, not necessarily agreement with the final recommendation.

Superintendent`s name: _____

Superintendent`s signature: _____   Date Reviewed: _____

Resources

Alberta Teachers' Association (2010). *Evaluating the School Administrator: A Professional Model for Enhancing the Leadership Practices of Alberta's School Administrators*. Edmonton, AB: ATA.

Covey, Stephen (2010). *Speed of Trust: The One Thing That Changes Everything*. New York, NY: FreePress.

McEwan, Elaine (2003). 10 straights of the Highly Effective Administrators. Thousand Oaks, CA. Corwin.

P. Robbins & H.B. Alvy (2014). *The Administrator`s Companion: Strategies to Lead Schools for Student and Teacher Success.* Thousand Oaks, CA: Corwin.

Reeves, Dwayne (2006). *The Learning Leader: How to Focus School Improvement for Better Results*. Alexandria, VA: ASCD.

Saskatchewan Teachers' Federation (2003). *A Significant Journey: A Saskatchewan Resource for the Principalship,* Saskatoon, SK: STF.

Stronge, James (2008). *Administrator Evaluation: Standards, Rubrics, and Tools for Effective Performance*. Alexandria, VA: ASCD.

Stronge. J, Richard. H, & Catano, N (2008). *Qualities of Effective Administrators*. Alexandria. VA: ASCD.

The Wallace Foundation (2014). *The School Administrator as Leader: Guiding Schools to Better Teaching and Learning.* http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-administrator-leadership/Documents/The-School-Administrator-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning-2nd-Ed.pdf

A review of other administrator evaluations was conducted and included: Northeast School Division, Prairie South School Division, and Light of Christ Catholic School Division.