

SSBL Newsletter

Volume 10 • March 2013

President's Message



The role of the administrator continues to expand, with the ever-changing response to improving education in our province. But we are a hardy species, as time and time

again, members of our community are recognized and appreciated by their schools, parents and colleagues. This year we celebrate and acknowledge two recipients of the 2013 Canadian Outstanding Principals' Awards through the Learning Partnership. Congratulations to Starla Grebinski from Sacred Heart Community School in Regina, and Jeff St. Onge from McNaughton High School in Moosomin. We would also like to acknowledge Yves Bousquet from Fairhaven Elementary School in

Saskatoon as the recipient of the SSBL Distinguished Principal Award. These colleagues are recognized for their leadership, creative and innovative style of working in their school environments, as well as passion in being an educator.

At this time I would like to cordially invite all school-based administrators to our upcoming AGM on May 3, at the Eamer Auditorium in the STF building in Saskatoon. The meeting will begin at 7 p.m., with fellowship to follow. At the AGM, we will be sharing information about the accomplishments of the SSBL during this past year, as well as celebrate our SSBL Distinguished Principal Award winner, Mr. Yves Bousquet and to acknowledge the Canadian Association of Principals

Student Leadership Award 2013 winner to be announced by the end of March.

Please remember that you can find more information about our special subject council on the SSBL website at www.ssbl.sk.ca. We ask that you consider being an SSBL member, and support the work of this council as it strives to promote awareness of school-based administrators in our province. As we enter another period of bargaining, the school-administrator voice needs to be heard. Our council is a conduit for that voice. We also aim to support professional development through newsletters, highlighting educational and leadership-based articles, and as well as upcoming leadership conferences.

Carol Sarich



Mr. Yves Bousquet
Principal
Fairhaven School
Saskatoon, SK

Saskatchewan School Based Leaders (SSBL) Distinguished Principal Award 2013

SSBL congratulates Mr. Yves Bousquet, 2013 Distinguished Principal Award recipient. He has demonstrated characteristics of an outstanding principal; commitment to building partnerships with parents and community; dedication to life-long learning that has contributed to successful change and innovation resulting in improved learning outcomes for all students. SSBL will present Mr. Bousquet with his award at their Annual General Meeting on Friday, May 3, 2013 at the STF Eamer Auditorium.

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*Effective leadership in every school –
a driving force in education*



SASKATCHEWAN
SCHOOL BASED
LEADERS

Implementing Evidence-Based Violence Prevention Programming in Schools

The Role of the School Administrator

By Claire Crooks, Suzanne Zwarych and Katie Brooks

Implementing evidence-based violence prevention programming in schools has not typically been part of a Saskatchewan school-based administrator's role, yet, the influence and support of the school leader throughout the process may be the necessary ingredient to ensure success. The effective implementation of any violence prevention school program depends upon the involvement of school-based administrators (Reimer, 2009). As programs, such as the Fourth R, can be seen as an add-on to regular school programming, determining factors which will influence the success and sustainability is paramount. The degree to which the violence-prevention program is seen as part of an over-arching culture at the school and whether or not it is reinforced through language and behaviours practiced by students and school staff depends heavily upon the attitudes demonstrated by the school

administrator. The purpose of this article is to describe administrator involvement and perspective on the implementation of the Fourth R Grade 8 Healthy Relationships program, an evidence-based violence prevention program that teaches healthy relationship skills through role plays.

The 21-lesson, Fourth R Grade 8 Healthy Relationships program was implemented in 64 classrooms in 57 schools across eight school divisions in Saskatchewan to validate the effectiveness of the lessons on students' knowledge, behaviours, and attitudes toward violence. In the first year of the project, the 2011-12 school year, half of the schools which will be referred to as the intervention schools, received the program. The teachers from the intervention schools also received a one-day training about the Fourth R program, an overview of the

healthy relationship skills taught, and the teaching strategies such as fold the line, graffiti, and most importantly, role plays. The other half of the schools, the control schools, did not receive the program or the training until the 2012-13 school year. Dividing the schools into two groups, gave the researchers the opportunity to compare results between students and schools who used the program against the schools who did not use the program. At the end of the first year of implementation, school administrators and teachers in the intervention schools were asked to complete an online survey. The survey was completed by 27 school administrators from the 29 intervention schools. Several themes emerged as reasons for support and potential future challenges that need to be addressed for sustainability to be achieved and momentum maintained in the Fourth R program implementation.

Themes Arising from Administrator Surveys

Several clear themes emerged as relevant and poignant to the role and capacity of administrator support in the implementation of the Fourth R Healthy Relationships program. The attitudes and views of the administrators provide a clear insight into the factors which inform their support and potential challenges to continued support for the Grade 8 Fourth R program.

Theme 1: Overall, implementation was a positive experience for teachers and students

Administrators shared a very positive impression of the Fourth R Healthy Relationships program and overwhelmingly expressed that the implementation of the Fourth R at their school was a positive experience for the teachers (97%). Furthermore, 68% of administrators reported they felt that the Fourth R aligned well with their division's priorities and objectives, making the curriculum a good fit for not only their school, but the broader school division as well. The following are quotes taken directly from administrator responses regarding benefit of the program for their students:

"... I have noticed a real shift in the students' attitudes towards themselves, one another, staff and property"

"I have found students are talking about the ideas presented in the Fourth R program amongst themselves, using the language in their own everyday conversations"

Studies have shown that from the teacher's perspective, the perceived need for the program and the perceived capability of the program in meeting these needs are predictors of implementation quality (Durlack & DuPre, 2008). Thus, administrator support and their opinions of perceived benefit and alignment with division's current priorities are encouraging findings with respect to ongoing implementation and sustainability.

Theme 2: Administrators provided support for their teachers

The willingness and degree of assistance, reminders and follow-up provided by administrators to their teachers in relation to the implementation of the Fourth R Healthy Relationships program is a critical factor in the quality and sustainability of the implementation. In a study of approximately 200 teachers from across the country, perceived support and accountability from administrators and division leaders can be the single biggest predictor of ongoing high quality implementation (Crooks, Chiodo, Zwarych, Hughes & Wolfe, 2010). The majority of the administrators surveyed (90%) reported that they met informally with the teacher at their school who was delivering the Fourth R. In addition to meeting with teachers, principals mentioned a variety of other ways they supported their staff including regular meetings, opportunity to share at a staff meeting and observation of the lessons:

"I observed a 'graffiti' lesson where students moved around the room in groups writing ideas down about 'gangs'. They wrote ideas down on sheets placed around the room on various topics including gang involvement, consequences, and how young people may get swayed into joining gangs."

The time and investment spent by administrators with their teachers when implementing a new program is extremely beneficial. Not only do the teachers feel that what they are doing is relevant and positive, but the students get this sense as well. Teachers are also aware that administrators are available if the teachers are having any implementation concerns or difficulties.

Theme 3: Administrators are aware of program implementation challenges

Due to the informal meetings with teachers and the administrators' additional years of experience, administrators were found to have an acute awareness of issues and concerns which may interfere with program implementation and sustainability. Although 72% of administrators identified they felt there was nothing about the Fourth R that made it difficult for teachers to implement, some feedback was provided as to challenges discussed or perceived. The most common challenge that was identified by administrators was with respect to time:

"time allocation for each lesson was difficult to meet ... teachers report that they needed more time"

"often it was hard to find the time because of all the other requirements and outside classroom activities"

Identification of the major barriers and challenges to sustainable implementation is the key to overcoming these obstacles. Whether at the school level, the division level, or at the program development level, such challenges need to be addressed and strategies put in place to minimize the perceived challenge. Once well managed, the program is more likely to be implemented in its entirety.

Theme 4: Training is the key to sustainability

Just as administrators have a keen awareness of challenges to program implementation, they boast opinions based on experience with regards to program sustainability. To assess administrator opinions on sustainability of the Fourth R Healthy Relationship program, they were asked not only which additional components would increase sustainability, but also questioned on what could get in the way of program sustainability. Overwhelmingly, as the most popular answer for both questions (90% and 83% respectively) administrators identified the need to train new teachers to use the program. Booster training for teachers who had already been trained in previous years, and up-to-date technological versions of resources and handouts were also identified as components to increase sustainability. The overarching message becomes one of currency –keeping current with school staff changes, training and resources.

Conclusions

Administrators play a large part in the implementation and resulting success of evidence-based violence prevention programs, even when these programs are integrated within existing provincially mandated curriculum standards. With so many competing priorities for both teachers and administrators, it becomes apparent that when an administrator is supportive, engaged and sees benefits of the program for their students, the teachers are much more likely to implement the program with fidelity.

Administrators are also a key factor in the identification of program barriers and challenges, and provide support as part of a team to ensure the proper training and information is being delivered to guarantee success.

References

- Durlack, J.A. & DuPre, E.P. (2008). Implementation matters: A review of research on the influence of implementation on program outcomes and the factors affecting implementation. *American Journal of Community Psychology*, 41, 327-50.
- Crooks C.V., Chiodo D., Zwarych, S., Hughes, R. & Wolfe D.A. (2012). Predicting implementation success of an evidence-based program to promote healthy relationships among students two to eight years after teacher training. *Canadian Journal of Community Mental Health*, 32(1).
- Reimer, K. (2009). Teachers, administrators and gatekeepers of change: A case study of the implementation of restorative justice in one Ontario public school. *Unpublished dissertation*.

The Learning Partnership Canadian Outstanding Principals' Award

Saskatchewan Winners 2013

In the Canada's Outstanding Principals Program, principals are nominated by their peers, school staff and community members. Candidates are chosen using the following criteria: characteristics of outstanding principals; evidence of partnerships with parents and community; a personal story illustrating successful change and innovation that resulted in improved student achievement; and letters of support.

Congratulations to the following Saskatchewan Principals who have been awarded.

COP Award Winners 2013



Starla Grebinski
Sacred Heart Community School
Regina Catholic School Division #81
Regina, Saskatchewan
Moosomin, Saskatchewan



Jeff St. Onge
McNaughton High School
South East Cornerstone
Public School Division #209

The Right to Remain Anonymous

By Jerome Chomos

In the fall of 2012, the Supreme Court of Canada made a ruling that could have a significant impact on internet use and cyberbullying, at least in cases involving Canadian internet providers and Canadian media.

The case began when a fifteen year old girl in Nova Scotia found that someone had posted a fake Facebook profile using her picture, a slightly modified version of her name and other identifying particulars. Her picture was accompanied by unflattering commentary about the girl's appearance along with sexually explicit references. Through her father as guardian, the girl applied for a court order requiring that the Internet provider disclose the identity of the person(s) who used the IP address to post the fake profile. Her objective in doing so was to identify potential defendants for a possible suit in defamation. As part of her application, she asked that she remain anonymous in seeking the identity of the creator of the Facebook profile. To avoid even further harm, the girl asked for a publication ban on the content of the profile.

While the internet company, Eastlink, agreed to provide the IP address in question, two media groups, Global Television and the Halifax Chronicle Herald, opposed both the request for anonymity and the publication ban. The Supreme Court of Nova Scotia denied the girl's request that she remain anonymous. It also ruled against the request for a publication ban stating that there was insufficient evidence of harm to the girl if her name was revealed during court proceedings and in the media. The court ruled that the girl pay the legal costs of the media outlets, an amount in thousands of dollars. The girl had two choices; to go ahead with her



application to force disclosure and reveal her name in doing so, or to appeal to the Supreme Court of Canada. She chose the latter.

The Supreme Court of Canada not only agreed to hear her appeal, it ruled in her favour, allowing her to proceed to obtain the IP address in question and to remain anonymous. It did rule, however, that the media could publish information in the case as long as it did not identify her. In its ruling the Supreme Court of Canada stated that "the critical importance of the open court and a free press has been tenaciously imbedded in jurisprudence. In this case, however, there are interests that are sufficiently compelling to justify restricting such access: privacy and the protection of children from cyberbullying." In the ruling, the Court recognised the "inherent vulnerability of children" and noted that cyberbullying was a serious threat to young people. The Court justified the girl's position by stating that allowing her to remain anonymous represented only "minimal harm" to freedom of the press, a harm that was outweighed by the need to protect young victims.

The implications of the Supreme Court of Canada's ruling are not yet fully clear, but the judgement should give perpetrators of cyberbullying real reason to consider the possibility that they might no longer be able to hide behind a cloak of anonymity. As for

the victims of cyberbullying, they should be made aware that legal action against perpetrators is now easier to pursue, particularly if they do not wish to have their names revealed. Victims may now be more apt to pursue legal means to stop bullying. Making students aware of this case and its implications is one way in which educators can assist in dealing with cyberbullying.

In a broader sense, this case might well initiate discussion on a number of issues related to young people. One obvious area is continued discussion and awareness of potential benefits and problems associated with the internet, particularly with the proliferation of social media websites. Are young people aware of the real motivations behind some of these sites? Do they understand the importance of their privacy and how to protect it?

How much responsibility does, or should, the social media assume for the abuses that have had a negative impact on some users? And where is the accountability when tragic events such as suicide of young people who have been bullied through the internet? How far should the "freedom of the press" extend, especially when reporting on young people in vulnerable situations? Where and when does media "reporting" cross over the line and become mere sensationalism?

Times are Changing: From Teacher to Manager to Instructional Leader

By: Jane P. Preston

Often accompanying the inception of any New Year is reflection – an opportunity which allows an individual to reconsider past events and decipher what was learned from previous experiences. With the start of 2013 now in swing, I would like to take this early-year occasion to reminisce about the history of school leadership. More specifically, the purpose of this article is to discuss how, throughout the past 100 years, the principal's role has been transformed from teacher to manager to student-centred instructional leader.

Way back during the early part of the 1900s, the principal was the recognized expert on teaching and learning. As the head teacher, the principal was responsible for teaching large classes and for training one or more junior teachers. Progressing into the 1950s and 1960s, school enrolments became much larger and the managerial function of principals became increasingly intense and important. This departure from teacher to manager was further reinforced by the genesis of teacher certification and the rise of teacher unions. Thus, by the late 1960s, the principal was recognized as a male school manager who ensured rules were followed, class schedules ran smoothly, and educational and building supplies were ordered and acquired on time. The principal made

the decisions and provided answers to any problems that arose. During this time, the overarching belief was that leaders were born, not made. That is, leadership skills were innate, and an individual could not be taught how to be an effective leader.

During the 1970s, the masculine, gender-influenced conception of school management began to change. At this time, some school leaders were called upon to participate in professional development sessions offered by leadership training organizations. Principals were urged to learn generic leadership skills, which were emerging from business management models. New theories asserted that leadership was no longer just about possessing the right hereditary make-up. Effective leadership incorporated specific knowledge and set of distinguishable skills, and abilities, all of which could be mastered through the quality educational experiences. Although philosophical changes about leadership began to unfold, throughout the 1970s and 1980s, in a practical sense, school leaders still directed a culturally-homogenous workforce, maintained an omnipotent influence through decision-making power, and sustained authority over the isolated teaching pods of the school.

It was not until the turn of the 1990s that characteristics of effective school

leaders began to undergo radical transformations. During the mid-1990s, concepts and policies around free trade thrived, and national and global economies entered a period of intense competition. On the educational front, curriculum standards were becoming standardized and operational duties were increasingly devolved to school sites. During this time, obtaining a leadership diploma, degree, or some other type of credential became a fashionable asset for individuals who aspired to become school principals. School principals now faced burgeoning pressures emitted by increasing interconnected global markets, the introduction of computers, digital technology, increased parental involvement, and a higher focus on student achievement and professional development. With a dynamic and transformed job portfolio, school leaders were charged with implementing a spate of educational reforms. Schools now needed leaders who could think critically, plan strategically, and adapt to change. As a result, school leaders became known as change agents, visionaries, problem-solvers, and educators of newly-implemented policies particularly pertaining to curriculum, assessment, parental involvement, and technology in school.

The opening years of 21st century were marked with global terrorism, political backlash, national protectionism, the awakening of environmental issues, and the utter collapse of many international economies. By the turn of the century, systematic accountability, educational transparency, and data-based decision-making were cultural norms for educational environments. Both inside and outside classrooms, students' lives had become intricately linked to media tools, cell phones, iPods, and laptops, all of which were having a marked influence on students' academic experiences. Innovative instructional methods stressed the value of project-based learning, service-learning, and the holistic

delivery of curricular concepts. Twenty-first century research in Kindergarten to Grade 12 assessment tactics suggested the need for improvement in the accuracy, consistency, transparency, and meaningfulness of how teachers assess and evaluate student performance. Moreover, most school leaders were now working with a restricted budget but were still expected to address all of the new realities of the classroom. Predictably, under such weighted, completely modernized responsibilities, school leaders began to struggle.

In order to function effectively and efficiently under these intense pressures, school leaders needed to call on the skills, talents, and leadership potential of all staff. Consequently, during the turn of the century and until present day, leaders are funnelling focus toward instructional leadership tactics. Instructional leadership is an umbrella term meant to integrate the popular collaborative leadership phrases that have emerged over the past three decades. These leadership terms include, for example, *distributed leadership*, *participatory leadership*, *servant leadership*, *shared leadership*, *sustainable leadership*, and *transformative leadership*. However, instructional leadership is more than a trendy term given to a collaborative style of leadership. As an instructional leader, a principal creates the school vision and motivates staff and student to achieve high levels of educational success. In the critical role as an instructional leader, principals collectively work alongside teachers, students, and parent to develop and attain school goals and to use student data to inform school planning and improvement. As an instructional leader, the principal unites with individual and groups of teachers to monitor teaching effectiveness and to improve student learning. As a part of this monitoring, the instructional leader is responsible for implementing quality professional development for all staff and for providing constructive feedback to all staff. Common

adjectives describing the modern-day principal include: collaborative, ambitious, skillful, knowledgeable, social, and nimble.

Complementing these productive characteristics, today's modern principal needs one additional and essential trait – an unwavering commitment to student achievement and wellbeing. In fact, the effectiveness of a school principal is now recognized through the educational achievement of the students in his/her school. The school principal is the forerunner of heightened student learning and is guided by the statement: "All students can and will succeed in school." Every act and decision that a principal makes must be connected to fostering high educational standards and to nurturing the overall wellbeing of students. Being the principal of a school is no longer a solo performance; rather it is a colourful act of collective

leadership, which is interwoven with a constructive attitude toward improving the educational experiences of all students.

Present-day school leadership is about embracing creativity, flexibility, complexity, diversity, accountability, ingenuity, and uncertainty. Moreover, an essential part of modern school leadership is that it is no longer just about the principal. Within the educational sector, a school leader is any individual who influences others. With this broader term in place, each one of us is a leader in our school community. For the benefit of our students and our future, each one of us is being called to guide, inspire, mentor, and motivate one another. With this holistic approach to leadership in place, it is with excitement and faith that I look toward an eventful and learned 2013.

Education Quotes

Intelligence plus character – that is the goal of true education.

Martin Luther King

Education is more than a luxury; it is a responsibility that society owes to itself.

Robin Cook

A leader takes people where they want to go. A great leader takes people where they don't necessarily want to go but ought to be.

Rosalynn Carter

The only safe ship in a storm is leadership.

Faye Wattleton

The very essence of leadership is that you have to have a vision.

Theodore Hesburgh

Leadership for Learning Part 3

This is the third in a series of three articles by the Saskatchewan Instructional Development and Research Unit, University of Regina. The articles describe current research on school leadership and strategies for improving student achievement.

“Instructional leadership” or “leadership for learning” is now widely-accepted by policy makers and practitioners as an essential element of leadership practice in schools. Recent reviews largely confirm that effective leaders do have a significant impact on the student learning. Findings in the last ten years are fairly consistent: leadership can elevate student outcomes by as much as five to seven percent (which is large, given that between 50% of achievement is linked to students’ innate ability).

Generally speaking, there are three overall orientations to school leadership for learning. Each orientation is based in a different body of findings, within a different research tradition. Each makes different assumptions about the school leader’s role. Previous newsletters summarized the First Among Equals and Transformational perspectives.

The third and more recent outlook on “leadership for learning” has been called the **Large-scale Reform** perspective. It derives from studies of large-scale reform, and the power of information within large systems to inform judgement and to focus people’s attention on the core purpose of schools – student achievement. Its central preoccupation involves answering the question, “How do we effect improvements in student achievement by altering our systems which tend to become hidebound?” Systemic change is the priority.

The educational leader should strategically frame problems with data,



and as encourage teachers to use data to inform their professional judgement over the long haul. The principal focuses on the instructional program as central to schools, rather than on professional development, or on changes to school culture.

Those adopting the Large-scale Reform perspective see assessment as integral to reform efforts. They foresee leaders as helping various audiences interpret and act on a combination of internally-generated classroom data and externally-generated information, through feedback loops. Information in cycles will shape, induce and guide the school and community to focus on improvement.

Evaluative data spur and speak to moral purpose. Data provide snapshots which render both professional judgement and administrative efforts progressively more attuned to student learning. The effective leader seeks

to improve working conditions for professionals as they focus on student learning and achievement, but always seek to hook feedback cycles wherein information is provided about student learning back into teaching. Report card marks are not something to be processed, but rather contemplated recurrently by a staff.

For those in this orientation, educational changes must be carried out across the sector, not just within schools and communities. Effective school leaders are important to large-scale, sustainable education reform by focusing on literacy and mathematics improvements. But they go further: school leaders actively encourage problem solving and thinking skills development. Highly-motivated and -engaged learners means that principals must mobilize the energy and capacities of teachers. Leaders transform not only school culture but the teaching profession itself.

Systemic improvement requires improvement in all schools in a district, and principals should be nearly as concerned about success in other schools as their own. The leader’s role is to bring coherence and identity to the total system, to feed the system with information and ensure that it is fluid and open. Focused leadership by results has for maxims: simplicity, clarity, and priority. Courageous conversations may be required to spur action. The context does not predetermine, nor is it a lever that is adjusted. Rather, it is goal that the leader tries to change.

The goal is not who innovates the most, but rather innovating as a group with deliberation and coherence. Large-scale reformers foresee data as the source of evidence-based discussion and problem-solving toward a coherent end. Those who are concerned with whole system reform see assessment as

the source of warranting evidence in appraisals by, not of professionals. They acknowledge that data can be used for accountability purposes and for surveillance, but believe a better prepared professional who recognizes the differences between assessment for, as, and of learning will make wiser decisions, both in the classroom and at the school level. The teachers' own classroom assessments can be enhanced and used for diagnoses, and for making substantial improvements in student learning. Those researchers in this line of thought tend to

under-estimate the accountability and statistical anxieties in schools.

Large-scale Reformers speak of sustained change through leadership over a long haul of five to seven years. Large-scale Reformers are concerned about closing the gap between high-performing and low-performing schools, about raising the achievement of students, and closing the gap between high and low-performing students. They foresee the principal as supervising student learning, not teaching, nor schools.

Suggested Reading:

Earl, L., & Katz, S. (2006). *Leading schools in a data-rich world: Harnessing data for school improvement*. Thousand Oaks, CA: Corwin.

Reeves, D. (2006). *The learning leader: How to focus school improvement for better results*. Alexandria, VA: Association for Supervision and Curriculum Development.

Schmoker, M. (2011). *Focus: Elevating the essentials to radically improve student learning*. Alexandria, VA: ASCD.

Is the Principalship for You?



Facilitated by
Dr. Patrick Renihan
Department of Educational Administration

Saturday, April 13, 2013
9:30 a.m.-3:30 p.m.

Room 1251, College of Education
University of Saskatchewan

This seminar will provide teachers with the opportunity to gain an insight into the role of the principal and will lead them through activities designed to help them decide if the principalship is for them.

Participants will:

- hear from school and system leaders about what their job is really like;
- complete a self-audit to assist in determining compatibility with the role of principal;
- be provided with information about what employers look for in hiring principals; and,
- explore the preparation and experiences that will assist them in making an effective transition to in-school administration.

Time will be provided throughout the seminar for meaningful discussion of pertinent current issues related to the principalship.

Fee: \$125 plus GST (lunch provided)

Registration form available @ www.usask.ca/education/selu

or contact the Saskatchewan Educational Leadership Unit

Phone: 306-966-7634

Email: selu.info@usask.ca



Simplifying RTI Institute

September 11-13, 2013 • TCU Place, Saskatoon



Mike Mattos



Austin Buffum



Laurie Robinson



Chris Weber

What does successful response to intervention (RTI) look like when all the pieces come together?

We envision these learning outcomes for participants:

- Build a highly effective core program grounded in essential skills students need.
- Link universal screening to the identification of essential learning targets.
- Connect behavior support with academic support.
- Design, analyze, and respond to common assessments.
- Target interventions to meet individual student needs.
- Understand the critical components and implementation of a behavioral RTI system.
- Learn multiple ways to create weekly collaboration time.
- Design master schedules that provide both intervention and elective options for students at risk.
- Place students at risk in the most appropriate reading program.

To Register: www.usask.ca/education/selu
Saskatchewan Educational Leadership Unit (SELU)
College of Education, University of Saskatchewan
Phone: 306-966-7634
Email: selu.info@usask.ca





Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed-Ability Classes

April 29 & 30, 2013

Hilton Garden Inn, Downtown Saskatoon

Presenter

DAMIAN COOPER

Independent Education Consultant

Audience

Directors of Education, Superintendents, Assistant and Associate Superintendents, Directors of Curriculum and Professional Learning, School Administrators, Teacher Leaders and all other system change leaders involved in planning and guiding full scale assessment for learning initiatives.

• Teams of people from the same district are encouraged to attend, if possible.

Overview

Differentiation is a necessary response to the changing demography of schools, to our deepening understanding of how students learn, and to the changing demands of society and the world at large. But the greatest obstacles to differentiation are outdated beliefs about "fairness". As long as fairness is equated with sameness, educators, students and parents will perceive variations in teaching and assessment as being unfair.

In this session, Damian invites educators to examine the need to redefine "fairness" and "excellence" in 21st century schools. He then describes how teachers must

plan, assess, and grade in ways that demand excellence from all students. And if a commitment to excellence is the mission of today's schools, teachers must be highly skilled in adapting curriculum assessment, and instruction on the basis of students' differing strengths, needs and interests.

Damian will invite school and system leaders to consider these challenges, to examine what the new mission of schools really means, and to reflect upon their roles in leading improvement.

Learning Outcomes for Participants:

- Curriculum must be meaningful, coherent and relevant
- Instruction must be responsive to students' needs
- Assessment must be informative
- Grading must blend consistency with professional judgement
- Communication about learning must be truthful and transparent





Damian Cooper

Damian Cooper is an independent education consultant who specializes in helping schools and school districts improve their instructional and assessment skills. In his varied career, Damian has been a secondary English, Special Education, and Drama teacher, a department head, a librarian, a school consultant and a curriculum developer. He has specialized in student assessment for more than twenty years. Damian served as assessment consultant to the School Division of Nelson Education where he worked on the development of assessment principles and strategies for a wide variety of K-12 resources. Prior to that appointment, he was Co-ordinator of Assessment and Evaluation for the Halton District School Board in Burlington, Ontario.

Damian's recent resources, "Talk About Assessment: Strategies and Tools to Improve Learning" (2007) and "Talk About Assessment: High School Strategies and Tools" (2010) have both become bestsellers. His latest book, "Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed Ability Classrooms" is published by Solution Tree.

Redefining Fair: How to Plan, Assess and Grade for Excellence in Mixed-Ability Classes

April 29 & 30, 2013 • Hilton Garden Inn, Downtown Saskatoon

Agenda

April 29, 2013

Registration & Coffee.....7:45 - 8:45 am
 Introductions and
 Opening Remarks.....8:45 - 9:00 am
 Sessions.....9:00 am - 4:00 pm

April 30, 2013

Hot Breakfast.....7:45 - 8:45 am
 Sessions.....8:45 am - 3:30 pm

Lunch Included Both Days

Fees include one breakfast and two lunches, plus key resource and handouts.

Registration Costs

EARLY BIRD (before March 1, 2013)

_____ Individual	\$375.00 + \$14.75 GST = \$393.75
_____ Group of 5+	\$365.00 + \$18.25 GST = \$383.25
_____ Group of 15+	\$350.00 + \$17.50 GST = \$367.50

AFTER MARCH 1, 2013

_____ Individual	\$395.00 + \$19.75 GST = \$414.75
_____ Group of 5+	\$385.00 + \$19.25 GST = \$404.25

_____ AMOUNT DUE **Contact SELU for large group (30+) special rates - 966-7629**

A block of rooms is being held at the hotel. Indicate *SELU* to receive the special rate.

Name: _____

Address: _____

Prov.: _____ PC: _____

School: School Div.: _____

Position: _____

Daytime Phone: _____ Home Phone: _____

Fax: _____ Email: _____

Please send invoice to: _____

Please make cheques payable to SELU (credit cards not accepted).

Mail registration to:

SELU
 College of Education
 28 Campus Drive
 University of Saskatchewan
 Saskatoon SK S7N 0X1

or fax to 306-966-7916

For more information
 contact SELU
 Phone: 306-966-7634 or
 Email: selu.info@usask.ca

Saskatchewan School Based Leaders



Special Subject Council
2012-13
Membership Application Form

This membership form is for the use of current in-school leaders. It can be used for new Applications for SSBL and for membership renewals. The SSBL membership is \$35.00.

Personal Information *(This information is required in order to process your membership application.)*

Name: Last _____ First _____

Administrative Position _____ Years as an Administrator _____

Teaching Certificate Number (Used to verify STF Membership) _____

School Information Data *(This information is required for mailing and contact purposes.)*

School Name _____

School Address _____

City/Town _____ Province _____ Postal Code _____

School Phone _____ School Fax _____

Work E-mail Address _____

School Division Name _____

Home Information *(This information is optional and is for secondary mailing and contact purposes.)*

Home Address _____

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Consent for the Use of Personal Information

By applying for membership in the Saskatchewan School Based Leaders (SSBL) special subject council, I consent to the use of my personal information for the following purposes:

1. to make contact with members for the purpose of membership renewals and membership drives;
2. to send to members the journals, newsletters and other correspondence associated with SSBL;
3. to forward to members information about SSBL conferences and other professional development opportunities;
4. to seek members who would be willing to represent SSBL at educational meetings or on educational committees; and,
5. to register each SSBL member as a member of the Canadian Association of Principals (C.A.P.) so he/she may receive the *C.A.P. Journal* and other professional information related to C.A.P.

Signature: _____ Date {dd/mm/yy}: _____

Please return this form and a cheque for the \$35.00 membership fee to Dean Lucyk, SSBL Treasurer and Membership Co-ordinator at 44 Cardinal Crescent, Regina, SK S4S 4Y5 or online at www.ssbl.ca.

A Guide to Saskatchewan School Law: Second Edition is now available

A Guide to Saskatchewan School Law has been significantly revised and updated and is now available. Major changes include revisions to:

- General Student Safety
- Harassment and Bullying
- Technology-Mediated Issues in Schools, and Cyberbullying
- The Saskatchewan Teachers' Federation and Discipline
- Legal Status of Volunteers in Schools
- School Closures
- School Community Councils and Conseils d'Ecoles
- The League of Educational Administrators, Directors and Superintendents
- Tri-Council Policy and Academic Research in Saskatchewan Schools
- Separate School Divisions

This edition of the Guide has been significantly reformatted for ease of use. An index has been added, and terminology and policy statements from educational stakeholder organizations have been updated.

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College of Education, University of Saskatchewan
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The **Saskatchewan School Based Leaders** is a special subject council of the Saskatchewan Teachers' Federation. The SSBA was formed in 1986 when the high school administrators and elementary administrators groups joined. It is an organization manned by volunteer administrators in this province. The SSBA is also an affiliate of the Canadian Association of Principals.

Our objectives are:

- To promote awareness of the role of school based administrators.
- To promote professional development of school based administrators.
- To provide a forum for effective communication.
- To provide a forum for examining issues and directions in education.
- To cooperate with other organizations having similar objectives.
- To create additional avenues of support for the welfare of in-school administrators.

www.ssbl.ca

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