Toronto District School Board

Title: **Selection, Promotion and Placement Process for School Principals and Vice-principals**

Adopted: December 17, 2013
Revised: **February 6, 2015**
Reviewed:
Authorization: Executive Council

1.0 OBJECTIVE

To provide procedures for the Selection, Promotion and Placement Process for School Principals and Vice-principals

2.0 RESPONSIBILITY

Director of Education

3.0 DEFINITION

N/A

4.0 PROCEDURES

1.0 General Process Information

1.1 Process Outline and Timelines

1.1.1 The Selection, Promotion and Placement Process for School Principals and Vice-principals is comprised of numerous stages:

    a) notice of intent to apply;
    b) application submission;
    c) resume and reference screening;
    d) interviews; and
    e) the promotion lists.

1.1.2 The complete Selection, Promotion and Placement Process for School Principals and Vice-principals Timelines document for the coming school year are released annually prior to September of that school year. They are posted on the internal and external websites.

1.1.3   The decision regarding which positions are posted is made by the Executive Superintendent of Employee Services based on system need for each position. Only positions with a need will be posted.

1.1.4   The selection process is usually scheduled to be conducted twice per year as determined above:

1.1.4.1   Fall Process:
a)   Notice of Intent is usually posted in May;
b)   Application packages due in early September;
c)   Resume and reference screening is conducted mid-September; and
d)   Interviews are usually scheduled at the end of October/beginning of November.

1.1.4.2   Spring Process:
a)   Notice of Intent usually posted in November/December;
b)   Application packages due in early January;
c)   Resume and reference screening is conducted mid-January; and
d)   Interviews are usually scheduled at the end of February/beginning of March.

1.2   Process Information Sharing and Professional Development

1.2.1   A **Process Information Session** is held shortly following the deadline for notice of intent submissions. All individuals who have submitted a Notice of Intent to Apply are invited to attend. General information about the process and timelines will be shared along with a question and answer period. Additionally, the Professional Learning, Training and Leadership Development Unit shares information about the roles and responsibilities of principals and vice-principals.

1.2.2   A **Resume Resource Package for Applicants** is available on both the internal and external websites.

1.2.3   An **Interview Preparation Workshop** is scheduled shortly prior to the interview dates and is open to all candidates who are proceeding to the interview stage.

1.2.4   A **Promotion Information Session** is scheduled immediately after the outcome of the interview process is known and is open to all candidates on the Promotion List, both newly placed and existing.

1.3   Training for Principal Volunteers

1.3.1   A **Resume Validation Training** workshop is scheduled at the beginning of each resume screening process. All principals participating in a resume validation team must attend training prior to resume screening.

1.3.2   An **Interview Training** workshop is scheduled once per year. It is open to all principals who have submitted the Principal Interview Volunteer Form to the Employee Services Administrator. This training is also available for Superintendents.

1.4   Training for Parent Volunteers

1.4.1   An **Interview Training** workshop is scheduled annually. It is open to parent representatives identified through the Parental Involvement Advisory Committee (PIAC) who have volunteered to participate in vice-principal interviews. Parent volunteers must attend a training session in order to participate on an interview team.

2.0   The Leadership Practices Tool

2.1   The Ontario Leadership Framework, School Level Leadership (Appendix A) forms the basis of the TDSB Leadership Practices Tool (LPT).

2.2   The Leadership Practices Tool (Appendix B) is used for each phase in the assessment process for both principal and vice-principal applicants:

a) Resume Assessment
b) Reference Assessment
c) Interview Assessment

2.3   For vice-principal candidates, the principal should consider the quality of evidence from the candidate's classroom and division/department leadership experiences that align with the School Improvement Plan (SIP). Evidence should further demonstrate knowledge of and contributions to school and FOS initiatives/priorities, as well as the impact of the candidate's leadership on student achievement and well-being, staff and school community with whom they have worked.

2.4   For principal candidates, the principal should consider the quality of evidence from the candidate's school experiences, FOS and system leadership experiences that demonstrate alignment with the SIP and the Board's directions. Evidence should further elaborate on the impact of the candidate's leadership on student achievement and well-being, staff, school community, Family of Schools and system.

2.5   For External candidates, the assessor should consider the quality of evidence from the local and broader context of the candidate's work in their school board/organization as defined in 2.3 and 2.4 above. Evidence should further elaborate on the impact of the candidate's leadership on the stakeholders of their organization. Candidates should be familiar with the TDSB's strategic directions.

2.6   Candidates applying for the position of vice-principal may not have had opportunities to demonstrate some of the indicators on The Leadership Practices Tool. They are noted in bolded italics.

3.0 The Application Process

3.1 Qualifications for Applicants for School Vice-principal and Principal Positions

3.1.1 Applicants for vice-principal must:

a) be members in good standing of the Ontario College of Teachers; and

b) have successfully completed both parts of the Principals' Qualifications Program; or at a minimum, be enrolled in a Part 1 course that will commence within 30 calendar days of the deadline for applications.

3.1.2 Applicants for principal positions must:

a) be members in good standing of the Ontario College of Teachers;

b) have completed both parts of the Principals' Qualifications; and

c) have successfully completed two years' experience as a vice-principal by the deadline for applications.

3.1.3 The qualifications required in order to be accepted into the Principals' Qualifications course are outlined in Regulation 184/97. Interested teachers should check the Regulation to be sure that they have the most current information on admission requirements.

3.1.4 At the time of the publication of this document, the requirements noted in 3.1.3 were as follows:

a) An acceptable university degree;
b) A certificate of qualification from the Ontario College of Teachers;
c) Concentration in three divisions, including the intermediate division, as indicated on the certificate of qualification;
d) Evidence of at least 5 years of successful teaching experience providing elementary or secondary education, as certified by a supervisory officer;
e) Hold or provide evidence of one of the following:
- A Specialist or Honours Specialist qualification and EITHER successful completion of one-half of the courses required to qualify for a masters' degree OR an additional Specialist or Honours Specialist qualification
- A master's degree or a doctorate.

3.2 Notice of Intent to Apply

3.2.1 Prior to finalizing their decision to apply for a vice-principal or principal position, potential applicants are required to complete a Notice of Intent to Apply (Appendix C-1).

3.2.2   Potential applicants may submit a Notice of Intent to Apply for multiple positions (e.g., elementary and secondary vice-principal). In this circumstance, a Notice of Intent must be submitted individually for each position.

3.2.3   The Notice of Intent to Apply is posted on the internal and external websites.

3.2.4   The purpose of the form is for the potential applicants to alert their current principal and superintendent of their interest in applying and thus to allow time for a discussion with the candidate about their readiness. The applicant's current superintendent must sign the Notice of Intent to Apply to confirm this discussion has taken place.

3.2.5   The superintendent establishes a meeting with potential applicants in their Family of Schools as an opportunity to meet and review the Leadership Practices Tool (Appendix B). Centrally assigned applicants will work with their central superintendent/supervisor.

3.3   Notice of Intent to Apply from Applicants External to TDSB

3.3.1   External applicants will:

a)   have the Notice of Intent to Apply form signed by their current supervisory officer/principal. If there is no current supervisory officer/principal, support from a previous superintendent/principal will be accepted. This individual must have sufficient knowledge of the depth and breadth of the applicant's work in order to determine their readiness. The signed form will confirm that a discussion has taken place with the applicant. The signing individual will also be named as a reference on the application when submitted (see 3.5); and

b)   be assigned to a TDSB Superintendent who will represent them through the process.

3.3.2   Applicants currently employed by TDSB in a capacity other than as a permanent teacher or vice-principal (for example, occasional teachers) must make their application as an external applicant.

3.4   Candidate Exemption from Resume Validation and Reference Screening

3.4.1. In situations where a candidate expects to be exempt from the Resume Validation and Reference Check process (see 5.1.2 for more detailed information), the candidate would submit the Candidate Exemption Form (Appendix C-2) along with their Notice of Intent to Apply. Exemption status will be confirmed by Employee Services.

3.5   The Application Package

3.5.1   The application package must be submitted electronically and consists of four components:

a)   the Application Form (Appendix D-1) which provides general information about the candidate and the position being applied for (one page).

b) a standardized Resume template (Appendix D-2) where applicants highlight their skills and experience in five key areas (up to three pages).

c) A standardized Referee Form (Appendix D-3) where applicants identify their principal/immediate supervisor and superintendent referees (one page). In cases where the applicant has worked with the current principal/immediate supervisor for less than one school year, the previous principal/immediate supervisor may be identified as an additional referee.

d) Ontario College of Teachers' Certificate of Qualification: a one page "screen snapshot" of the applicants' certificate from the OCT website.

3.5.2 Additionally, applicants may voluntarily elect to complete an Equity Survey (Appendix D-4) which is included with the application package.

3.5.3 In circumstances where an applicant has submitted Notice of Intent to Apply for multiple positions (e.g., elementary and secondary vice-principal), separate application packages must be submitted for each position.

3.6   Withdrawal from the Selection Process

3.6.1 Applicants may withdraw from the selection process at any time by sending an email to their supporting superintendent and the employee services administrator.

4.0   The Resume Validation and Reference Check Process

4.1   Resume Validation Teams

4.1.1 The Resume Validation Teams are usually composed of a cross panel team of four experienced Family of Schools' principals.

4.1.2 Principals apply to the superintendents of education to participate on the Resume Validation Teams. Superintendents of education select from principal volunteers if there are more than required. Principal volunteers may be chosen from other Family of Schools if necessary.

4.1.3 Principals who apply agree to participate on the Resume Screening Teams for two school years, if possible and if required.

4.2   Resume Validation and Assessment Process

4.2.1 Each resume is assessed by the Resume Validation Team for their Family of Schools. The applicant's current principal will also be present for the resume assessment discussion.

4.2.2 If the applicant's current principal is a member of the Resume Validation Team, he/she will be replaced during the assessment of the applicant's resume in order to represent the candidate as outlined in 4.2.1 above.

4.2.3   For external applicants, the representing superintendent of education will attend the resume assessment discussion to represent the candidate as outlined in 4.2.1 above.

4.2.4   Applicants with a central assignment will have their resume validation completed by a team of principals established by their central superintendent/supervisor. Alternatively, the central superintendent may assign the resume validation to an existing Family of Schools team.

4.2.5   Each resume is evaluated as either "ready" or "not ready". The Resume Summative Report (Appendix E) is submitted by the superintendent to the Employee Services Administrator by the published deadline date for each process cycle.

4.3   Reference Check Team and Assessment Process

4.3.1   The referee team is comprised of the principal/immediate supervisor named on the applicant's Referees Form and the applicant's current superintendent.

4.3.2   The applicant presents, in person, his/her resume to the referee team.

4.3.3   In cases where the applicant has named additional referees (as outlined in 3.5.1 c) the referees will work together to make a recommendation.

4.3.4   Prior to the Reference Check Assessment, principals will normally pre-meet with the applicant providing the applicant with an opportunity to review their experience related to what they have done to meet each of the competencies.

4.3.5   For external applicants, the representing TDSB superintendent will have had a conversation with the reference named on the applicant's Notice of Intent to Apply.

4.3.6   The principal will assess each of the practices in the Leadership Practices Tool (Appendix B) and the TDSB indicators, where applicable. After assessing each of the practices and indicators, the principal will assess the level at which the applicant consistently performs and give the rating appropriate for that level**.**

4.3.7   The superintendent completes the "Superintendent's Reference Notes for Vice-principal and Principal Applicants" (Appendix F). This form is the vehicle for their note-taking on the following:

       a)   Any contributions made by the applicant at the Family of Schools level, the system level or beyond;
       b)   Demonstrations of leadership of which the superintendent has direct knowledge/ evidence; and
       c)   Comments from the superintendent on the quality of the contributions and demonstrations noted above.

4.3.8   The principal(s)/immediate supervisor(s) and the superintendent(s) named as the referees determine whether the applicant is "ready" or is "not ready" for the position for which application has been made. The superintendent submits the Principal/Supervisory Officer Reference

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Joint Recommendation (Appendix G) to the employee services administrator by the indicated deadline.

4.4   Determining Which Applicants Proceed to the Interview Process

4.4.1   If an applicant is assessed as "ready" on both the resume and on the principal/superintendent reference, the candidate **automatically goes forward** to the interview.

4.4.2   If the applicant is assessed as "not ready" on the resume and the principal/superintendent reference, the candidate **cannot** proceed to the interview.

4.4.3   If the applicant is assessed as "not ready" on either the resume or reference, the superintendent will review all available applicant information and, in consultation with the assessment team, determine the applicant's readiness to proceed.

4.5   Notification of Applicants

4.5.1   Superintendents will submit the results of the resume validation and reference check process for their applicants to the employee services administrator by the defined deadline.

4.5.2   The employee services administrator will review the results and validate those applicants proceeding to the interview.

4.5.3   On the specified date, superintendents will contact their applicants with the results of the Resume Validation and Reference Check Process.

4.6   Feedback for Unsuccessful Applicants

4.6.1   Feedback on the results of the Resume Validation and Reference Check Process will be given to unsuccessful applicants by the applicant's superintendent.

4.6.2   This feedback on the Resume Validation and Reference Check Process will be given at the request of the applicant, through his/her superintendent, and will be provided within eight weeks of the results of the Resume Validation and Reference Check Process being known, if possible and practical.

5.0   The Interview Process

5.1   Eligibility for the Interview Process

5.1.1   In order to participate in the Interview Process, applicants must have successfully completed both the Resume Validation and Reference Check processes.

5.1.2   Applicants who have successfully completed both the Resume Validation and Reference Check process, but were unsuccessful in the Interview Process during their last application cycle (within the current or the previous school year only), can be exempted from the resume and reference screening process and proceed directly to the interview process. These applicants would have submitted a Candidate Exemption Confirmation (Appendix C-2) along

with their Notice of Intent to Apply at which time their Exemption status would have been confirmed by Employee Services (see 3.4.1).

5.1.3   Applicants who were unsuccessful in two consecutive interviews must repeat the entire process.

5.1.4   A candidate may be removed from the process if there are serious, documented concerns with the candidate's performance of his/her current job. This decision will be made in consultation with the appropriate superintendent and with the Executive Superintendent of Employee Services.

5.2   Interview Scheduling

5.2.1   Candidates are telephoned a week prior to their Interview and informed of the time and location of their interview. The names of the planned interview team are also shared. Despite best efforts to maintain the planned interview team, changing of interview team members may be required on the day of interview.

5.2.2   Interview details are also forwarded in writing to the candidate via email within two days.

5.2.3   It is the responsibility of the applicants, if they do not receive the phone call one week prior to the published interview day, to contact the employee services administrator.

5.2.4   The interviews will be scheduled so that all candidates for a specific position are interviewed on the same day (e.g., all candidates for elementary principal will be interviewed on the same day). There are no exceptions to this rule.

5.3   The Interview Team Members

5.3.1   For principal candidates, the interview team is composed of two superintendents and one principal.

5.3.2   For vice-principal candidates, the interview team is composed of one superintendent, two principals and one parent representative.

5.3.3   An email is sent to all principals requesting interview volunteers prior to the start of the promotion process. Principals are eligible to volunteer if they have been a principal for a minimum of two years at the time of their volunteering.

5.3.4   Principal volunteers are invited to an interview training workshop (see 1.3.2). Those who attend, or have previously attended, are eligible to be scheduled to participate in the upcoming interviews. Training will also be made available for superintendents.

5.3.5   Principals who volunteer will be asked to commit to participating for at least two school years. In order to maintain diversity on the interview teams, principal volunteers will not likely be scheduled to participate in more than two interview sessions during this time.

5.3.6   The employee services administrator maintains a roster of available, trained principal volunteers. Scheduling of principal volunteers participation is based on system needs.

5.4   The Interview Process

5.4.1   **General Information**

5.4.1.1   Each interview will be up to 40 minutes in length and consists of four parts:

   a) an opening statement (five minutes), with a related probing question;
   b) a response to a scenario question with a follow-up question;
   c) two behaviour-based questions, each with a follow-up question; and
   d) a closing statement (one minute)

5.4.1.2   Candidates arrive 30 minutes prior to their scheduled interview time. They are escorted to a work room where they receive a copy of the scenario and two behaviour-based questions. The 30 minutes are used to work independently on their responses to these questions. Candidates are permitted to make notes and bring their notes on these three items into their interview.

5.4.1.3   Candidates are not permitted to bring any materials into the work room other than their personal notes for the opening and closing statements.

5.4.2   **The Opening Statement**

5.4.2.1   Candidates will be asked to take five minutes to make an opening statement. Personal notes may be used for the opening statement but portfolios are not part of this process.

5.4.2.2   The intent of the opening statement is to provide the candidate with the opportunity to highlight experiences that bring their resume to life and that illustrate their readiness for the position.

5.4.2.3   Candidates should focus on the following in composing their opening statements:

   a) Personal and specific in-school experiences that illustrate that they possess the required qualities for the position they are applying for;
   b) Personal and specific out-of-school experiences that illustrate that they possess the required qualities for the position they are applying for;
   c) Personal and specific experiences that illustrate what they have actually done in a leadership role and that demonstrate Personal Leadership Resources as described in Appendix A;
   d) The examples of the experiences candidates select for the above should also illustrate their commitment to students, parents, communities and staff.

5.4.2.4   At the end of the opening statement, candidates will be asked a follow-up question directly related to their opening. This follow-up question will likely be different for each candidate, depending on the skills and experiences they highlight.

5.4.2.5   The assessment of the opening statement will be based on the four areas listed in 5.4.2.3 above, with the direction that:

a) The experiences mentioned should reflect the breadth, depth and variety of experiences appropriate for the position for which application is being made;
b) The presentation and selection of experiences reflect the candidate's ability to articulate clearly, with poise, confidence and good judgment.
c) The interview team will consider the practices and indicators described in the Ontario Leadership Framework (Appendix A) and the TDSB Leadership Practices Tool (Appendix B)

5.4.3   **The Interview Questions**

5.4.3.1   After the candidate has presented each response, the Chair of the Interview Team will ask a follow-up question.

5.4.3.2   The planned questions and their follow-ups are the only questions that can be asked in the interview setting. Other questions cannot be asked since this would create inconsistency across the teams.

5.4.3.3   The interview team will have key response notes to assist in the evaluation of the candidates' answers as well as copies of the Leadership Practices Tool (Appendix B). These key response notes are guides only; it is not necessary for candidates to include every point in order to be successful, and in many instances, candidates might add excellent key points not included in the list of key response points.

5.4.3.4   At the end of the interview, all of the candidate's notes will be collected. They will not be assessed; they will be disposed of, in order to honour the integrity and confidentiality of the process.

5.4.4   **The Closing Statement**

5.4.4.1   Candidates have one minute at the end of the interview to make a very brief closing statement. This statement will not be formally assessed; its purpose is to allow a more natural ending to the interview.

5.5   **Evaluation of the Candidates**

5.5.1   The interview team will make the decision as to whether or not a candidate is placed on the Promotion List, in accordance with the guidelines, the key response notes and the Leadership Practices Tool, for the opening statement, the scenario, behaviour-based and follow-up questions. Each candidate will be evaluated using only these criteria.

5.5.2   The interview team will have copies of the candidate's Resume and may refer to them in their discussion of the candidate. The team will not be given the assessment of those highlights from the Resume Validation and Reference Check Process.

5.5.3   The interview team cannot contact referees to help them decide on the outcome of the interview.

5.5.4   The interview team will complete a Feedback Summary Sheet (Appendix H) for each unsuccessful candidate that will include specific feedback from the interview team and suggested areas for further professional development.

5.6   Notification of the Candidates

5.6.1   The results of the interviews will be given directly to the employee services administrator each interview day, through the interview team chair, and will be kept confidential until the designated date.

5.6.2   Superintendents will contact all of their candidates on the designated date to inform them of the results of the interview process and provide some general information about the candidate's interview.

5.7   Feedback for Unsuccessful Candidates

5.1.1   Unsuccessful candidates may request formal feedback on their interviews, through their superintendent.

5.1.2   Feedback will be given by the Chair of the Interview Team. Other interview team members may also attend. The candidate's superintendent will also attend the feedback meeting.

5.1.3   Feedback meetings will be scheduled within six weeks after the interview date.

5.1.4   At the feedback meeting, candidates will be given a copy of the Feedback Summary Sheet (Appendix H). That summary will be the focus of the discussion.

6.0   The Promotion Lists

6.1   General Information

6.1.1   Candidates who are deemed ready through the interview process will be immediately placed on the Promotion List for the position for which application was made. A letter confirming their placement on the list is sent by the Executive Superintendent of Employee Services, along with a list of the applicable Promotion List to which their name has been added.

6.1.2   Candidates are listed in alphabetical order on the Promotion Lists; candidates are not ranked.

6.1.3   In cases where a candidate is placed on the Promotion List without having first attained Principal's Qualification Program, Part 2, the expectation is that the qualification will be attained within one year of placement on the promotion list.

6.1.4   All vice-principal candidates must have completed the Principal's Qualification Program, both Parts 1 and 2 prior to beginning in the position.

6.2   Time Limits on the Lists

6.2.1   Candidates remain on the applicable Promotion List for a minimum of two **full** school years. The two year count commences in the September immediately following the school year when the candidate is placed on the Promotion List

6.2.2   Time on the list is counted while the candidate is:

a) actively at work in the workplace; or
b) on an approved secondment with an external organization; or
c) on a leave of absence.

Pregnancy/Parental leaves do not count as time on the list.

6.2.3   Candidates can be considered for placement at any time up to August 31st in the year that their two-year period ends, for vacancies that start in the upcoming fall.

6.2.4   If not promoted by the end of the two year period, candidates are removed from the Promotion List and may apply for school administrative positions at a later date.

6.2.5   Candidates whose names are scheduled to be removed from the list in the coming August will be notified in writing during the preceding April, prior to the next deadline for submission of the Notice of Intent to Apply.

6.3   While on the Promotion List

6.3.1   Candidates will be requested, twice per year, to submit a promotion package. This is required to ensure that current candidate information is available in order to determine their suitability for upcoming placements.

6.3.2   The promotion package must be submitted electronically and consists of:

a) a Placement Preference Form (Appendix I)
b) an up-to-date resume (Appendix D-2);
c) a current OCT certificate of qualification; and
d) a Deferral Form (Appendix J).

6.3.3   Candidates may elect to defer placement at any time. To initiate this, they must submit the Deferral Form (Appendix J) to their representing superintendent and the employee services administrator by the application submission due date. The remainder of the promotion package does not need to be submitted.

6.3.4   If a candidate does not submit their promotion package by the defined deadline, they will be automatically considered deferred.

6.3.5   Deferring placement does not extend a candidates time on the promotion list.

7.0   Transfer, Placement and Promotion Process

7.1   General

7.1.1   The school council representative(s) will complete the parent section of the School Statement of Needs (SSON, Appendix K) and submit annually to the Superintendent of Education (SOE). The SSON will identify the specific leadership needs and the specific priorities identified by the school council. A Parent User Guide has been developed to assist parent representatives in the SSON process (Appendix L).

7.1.2   Referencing the SSON, Superintendents of Education will work collaboratively in meetings chaired by the Executive Superintendent of Employee Services (or designate) to:
   (i)   place principals who must be placed because they have a right to a position, e.g. returning from a leave of absence;
   (ii)   transfer a principal(s) where there is no existing vacancy; and
   (iii) transfer, place and promote vice-principals.

7.2   Remaining Principal Vacancies

7.2.1   When it becomes known that a principal vacancy will exist at the school, the SOE will complete the superintendent section of the SSON and discuss both the superintendent and parent sections with the parent representative and trustee;

7.2.2   Based upon the needs outlined in the SSON, the superintendent will work in meetings chaired by the Executive Superintendent of Employee Services (or designate) to identify a recommended candidate;

7.2.3   The Superintendent will meet with the recommended candidate to discuss the proposed placement.

7.2.4   The superintendent will advise the parent representative and trustee regarding the profile of the recommended candidate they are going to place and how that candidate is a match for the SSON prior to approval.

7.2.5   It is possible that following this discussion, the superintendent will go back to further meetings with other superintendents and the Executive Superintendent of Employee Services to consider other potential candidate profiles.

7.2.6   The entire slate of principal and vice-principal placements will be presented to the Board for approval.

7.2.7   Following approval, the superintendent will facilitate a transition meeting with the parent representative, the trustee (where available) and the newly appointed principal prior to the effective date of the appointment. The purpose of the meeting will be to discuss the ways in which they will support each other and address the needs and priorities outlined in the SSON.

8.0   APPENDICES

Appendix A: Ontario Leadership Framework
Appendix B: Leadership Practices Tool and Principal's Reference Notes
Appendix C: Notice of Intent to Apply, Exemption Form
Appendix D: Application Package, Application Form, Resume Template
Appendix E: Resume Summative Report
Appendix F: Superintendent's Reference Notes
Appendix G: Principal/Superintendent Reference-Joint Recommendation
Appendix H: Interview Process: Candidate Feedback Summary Notes
Appendix I: Principal/Vice Principal Promotion Placement Form
Appendix J: Notification of Deferral from Promotion Consideration
Appendix K: School Statement of Needs Template
Appendix L: School Statement of Needs Parent User Guide

9.0   REFERENCE DOCUMENTS

Policy PO52

Ontario Leadership Framework
(from www.education-leadership-ontario.ca)

SCHOOL-LEVEL LEADERSHIP

Leadership is the exercise of influence on organizational members and diverse stakeholders toward the identification and achievement of the organization's vision and goals.

Setting Directions	Building Relationships and Developing People	Developing the Organization to Support Desired Practices	Improving the Instructional Program	Securing Accountability

Setting Directions

Building a shared vision

School leaders:
- establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed
- build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction
- encourage the development of organizational norms that support openness to change in the direction of the school's vision
- help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities

Identifying specific, shared short-term goals

School leaders:
- facilitate stakeholder engagement in processes for identifying specific school goals
- build consensus among students, staff, and diverse stakeholders about the school's goals
- ensure the goals are clearly communicated to all stakeholders
- regularly encourage staff to evaluate their progress toward achieving the school's goals
- encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals
- refer frequently to the school's goals when engaged in decision making about school programs and directions

Creating high expectations

School leaders:
- have high expectations for teachers, students and themselves
- devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school
- encourage staff to be innovative in helping students meet those expectations
- encourage staff to assume responsibility for achieving the school's vision and goals for all students
- make their expectations known through words and actions

Communicating the vision and goals

School leaders:
- use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school
- demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making
- regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals

Building Relationships and Developing People

Providing support and demonstrating consideration for individual staff members

School leaders:
- recognize the accomplishments of individual staff members
- consider staff members' opinions when initiating actions that affect their work
- build upon and respond to individual staff members' unique needs and expertise
- treat individuals and groups among staff equitably

Stimulating growth in the professional capacities of staff

School leaders:
- encourage staff to reflect on what they are trying to achieve with students and how they are doing it
- lead discussions about the relative merits of current and alternative practices
- challenge staff to continually re-examine the extent to which their practices support the learning of all their students
- facilitate opportunities for staff to learn from each other
- suggest new ideas for staff learning
- encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities
- encourage staff to try new practices that are consistent with both their interests and school goals

Modelling the school's values and practices

School leaders:
- are highly visible in their schools
- are easily accessible to staff, parents and students
- have frequent, meaningful interactions with teachers, students and parents in order to further the school goals
- demonstrate the importance of continuous learning through visible engagement in their own professional learning
- exemplify, through their actions, the school's core values and its desired practices

Building trusting relationships with and among staff, students and parents

School leaders:
- model responsibility, integrity and thoroughness in carrying out tasks
- act in ways that consistently reflect the school's core values and priorities in order to establish trust
- demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value
- encourage staff, students and parents to listen to one another's ideas and genuinely consider their value
- establish norms in the school that demonstrate appreciation for constructive debate about best practices
- demonstrate respect, care and personal regard for students, staff and parents
- encourage staff, students and parents to demonstrate respect, care and personal regard for one another

Establishing productive working relationships with teacher federation representatives

School leaders:
- include federation representatives in processes for establishing goals for school improvement
- encourage federation representatives to keep their members well informed about their work with school leaders
- encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work

Developing the Organization to Support Desired Practices

Building collaborative cultures and distributing leadership

School leaders:
- model collaboration in their own work
- foster mutual respect and trust among those involved in collaboration
- encourage the collaborative development of group processes and outcomes
- help develop clarity about goals and roles related to collaborative work
- encourage a willingness to compromise among collaborators
- foster open and fluent communication toward building and sustaining professional learning communities
- provide adequate and consistently available resources to support collaborative work
- involve staff in the design and implementation of important school decisions and policies
- provide staff with leadership opportunities and support them as they take on these opportunities

Structuring the organization to facilitate collaboration

School leaders:
- create timetables for teaching that maximize time on task for students
- provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work
- establish a structure of teams and groups that work together on problem solving
- distribute leadership on selected tasks
- engage teachers in making decisions that affect their instructional work

Building productive relationships with families and the community

School leaders:
- create a school environment in which parents are welcomed, respected and valued as partners in their children's learning
- demonstrate the type of leadership that parents can trust – confident, systematic and attentive
- help develop staff commitment to engaging parents in the school
- work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school
- encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included
- encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved
- help connect families to the wider network of social services as needed

Connecting the school to the wider environment

School leaders:
- develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community

Maintaining a safe and healthy environment

School leaders:
- take measures to secure the school's physical facilities against intruders
- ensure that the physical facility is maintained in a safe, healthy and attractive condition
- communicate standards for non-violent behaviour and uphold those standards in an equitable manner
- empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour
- implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school
- develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively
- provide opportunities for staff and students to learn about effective conflict resolution strategies

Allocating resources in support of the school's vision and goals

School leaders:
- manage efficient budgetary processes
- distribute resources in ways that are closely aligned with the school's improvement priorities
- ensure that sustained funding is directed to the school's improvement priorities
- secure resources as needed to support the instructional work of the school
- revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change
- ensure effective oversight and accountability of resources to support priorities

Improving the Instructional Program

Staffing the instructional program

School leaders:
- recruit and select teachers who have the interest and capacity to further the school's vision and goals
- retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships

Providing instructional support

School leaders:
- actively oversee the instructional program
- coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals
- observe classroom instruction and provide constructive feedback to teachers
- provide adequate preparation time for teachers
- provide advice to teachers about how to solve classroom problems
- provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools
- participate with staff in their instructional improvement work

Monitoring progress in student learning and school improvement

School leaders:
- assist staff in understanding the importance of student assessment for, and as learning
- collaborate with staff during the process of data interpretation
- use multiple sources of evidence when analysing student progress
- give priority to identifying those students most in need of additional support
- incorporate the explicit use of data when making decisions that relate to student learning and school improvement
- examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning
- collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts
- provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)

Buffering staff from distractions to their work

School leaders:
- create and enforce consistent, school-wide discipline policies
- minimize daily disruptions to classroom instructional time
- implement a systematic procedure for deciding how best to respond to initiatives from outside the school
- develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities
- regularly assess the contribution of all out-of-classroom activities to the learning priorities of students

Securing Accountability

Building staff members' sense of internal accountability

School leaders:
- regularly engage staff in analyzing data on the learning progress of all students
- insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation
- promote collective responsibility and accountability for student achievement and well-being
- help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts
- assess their own contributions to school achievements and take into account feedback from others on their own performance
- participate actively in their own performance appraisal and make adjustments to better meet expectations and goals

Meeting the demands for external accountability

School leaders:
- clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated
- measure and monitor teacher and leader effectiveness using data about changes in student achievement
- align school targets with board and provincial targets
- provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community)
- create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements

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PERSONAL LEADERSHIP RESOURCES
Leaders draw upon the personal leadership resources to effectively enact leadership practices

Cognitive Resources	Social Resources	Psychological Resources
• Problem-solving expertise • Knowledge of effective school and classroom practices that directly affect student learning • Systems Thinking* *Especially important for system leaders	• Perceiving emotions • Managing emotions • Acting in emotionally appropriate ways	• Optimism • Self-efficacy • Resilience • Proactivity* *Especially important for system leaders

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Leadership Practices Tool and Principal's Reference Notes

Applicant Name: _____   Principal/Supervisor: _____

Position Applied For: _____   Date: _____

The purpose of this document is to provide a framework for candidates to reflect upon, categorize and present the evidence of their leadership experiences. As such, it is grounded in the Ontario Leadership Framework (OLF), and makes explicit reference to the practices identified within the five Core Leadership Capacities and the Personal Leadership Resources. Additionally, this document articulates indicators that the TDSB values in its leaders. The document is organized into sections by Core Leadership Capacity and Personal Leadership Resources. Each section is structured in columns, with the left column identifying Practices from the OLF, the middle column identifying indicators valued by the TDSB, and the right column providing expandable space for the supervisor/assessor to describe the evidence provided by the candidate and observations made by the assessor and shared with the candidate. Practices/Indicators are guides. Candidates may also identify additional evidence to support their preparedness.

For Vice-principal Candidates: The principal should consider the quality of evidence from the candidate's classroom and division/department leadership experiences that align with the School Improvement Plan. Evidence should further demonstrate knowledge of and contributions to school and FOS initiatives/priorities, as well as the impact of the candidate's leadership on the student achievement and well-being, staff and school community with whom they have worked.

For Principal Candidates: The principal should consider the quality of evidence from the candidate's school, FOS and system leadership experiences that demonstrate alignment with the SIP and the Board's directions. Evidence should further elaborate on the impact of the candidate's leadership on student achievement and well-being, staff, school community, Family of Schools and system.

For External Candidates: The assessor should consider the quality of evidence from the local and broader context of the candidate's work in their school board/organization in relation to the descriptions above for principals and vice-principals. Evidence should further elaborate on the impact of the candidate's leadership on the stakeholders of their organization. Candidates should be familiar with the TDSB's strategic directions.

Setting Directions
TDSB principals build a shared vision, foster the acceptance of group goals and set and communicate high performance expectations.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Building a shared vision *School Leaders:* ▪ establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed ▪ build understanding of the specific implications of the school's vision for its programs and the nature of classroom instruction ▪ encourage the development of organizational norms that support openness to change in the direction of the school's vision ▪ help staff and diverse stakeholders understand the relationship between the school's vision and board and provincial policy initiatives and priorities **Identifying specific, shared short-term goals** *School leaders:* ▪ facilitate stakeholder engagement in processes for identifying specific school goals ▪ build consensus among students, staff, and diverse stakeholders about the school's goals ▪ ensure the goals are clearly communicated to all stakeholders ▪ regularly encourage staff to evaluate their progress toward achieving the school's goals ▪ encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school's goals ▪ refer frequently to the school's goals when engaged in decision making about school programs and directions	TDSB indicators for <u>Setting Directions</u> also include: ▪ *develop awareness and understanding of the vision within the school community (class, school, community, FOS and system)* ▪ *communicate the strategic plan, goals and vision of the board to staff, students and the community* ▪ model the belief that students can learn to their full potential ▪ ensure that the TDSB Equity Foundation Statement is reflected in the school vision ▪ using data, identify and advocate for students who are not reaching their potential (e.g., utilize in-school resource personnel to support student learning, plan tiered interventions utilize the vision to guide, resource and sustain school improvement efforts) ▪ develop creative approaches to meeting the needs of underserved populations of students	Building a shared vision Identifying specific, shared short-term goals			

Setting Directions (cont'd)
TDSB principals build a shared vision, foster the acceptance of group goals and set and communicate high performance expectations.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Creating high expectations *School leaders:* ▪ have high expectations for teachers, students and themselves ▪ devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school ▪ encourage staff to be innovative in helping students meet those expectations ▪ encourage staff to assume responsibility for achieving the school's vision and goals for all students ▪ make their expectations known through words and actions **Communicating the vision and goals** *School leaders:* ▪ use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school ▪ demonstrate to all stakeholders the use of the school's vision and goals in day-to-day actions and decision making ▪ regularly invite different stakeholder groups to discuss how their work furthers the school's vision and goals		Creating high expectations Communicating the vision and goals			

Building Relationships and Developing People TDSB principals strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal affirms and empowers others to work in the best interests of all students.					
Practices (excerpt from the Ontario Leadership Framework)	**Indicators** (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	**Evidence**	No Evidence	Not Prepared	Prepared
Providing support and demonstrating consideration for individual staff members *School leaders:* ▪ recognize the accomplishments of individual staff members ▪ consider staff members' opinions when initiating actions that affect their work ▪ build upon and respond to individual staff members' unique needs and expertise ▪ treat individuals and groups among staff equitably **Stimulating growth in the professional capacities of staff** *School leaders:* ▪ encourage staff to reflect on what they are trying to achieve with students and how they are doing it ▪ lead discussions about the relative merits of current and alternative practices ▪ challenge staff to continually re-examine the extent to which their practices support the learning of all their students ▪ facilitate opportunities for staff to learn from each other ▪ suggest new ideas for staff learning ▪ encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities ▪ encourage staff to try new practices that are consistent with both their interests and school goals	TDSB indicators for <u>Building Relationships and Developing People</u> also include: ▪ foster learning environments where students feel connected to and actively supported by caring adults within the school community ▪ ensure that individual differences are respected and that diverse styles, personalities and opinions are represented and valued ▪ encourage, challenge, influence, motivate and support others in their professional growth and capacity building ▪ *provide honest, specific and balanced feedback as a tool for positive change for students and staff, for the purpose of improved learning and adapting instruction* ▪ *participates in and develops partnerships in accordance with Board guidelines to improve outcomes for students* ▪ collaborate with colleagues to facilitate professional learning opportunities between and among staff at area schools ▪ *align professional learning to school improvement goals, FOS priorities and system initiatives* ▪ mentor/coach colleagues to support the overall development of the staff in the board ▪ maintain confidentiality in accordance with Ministry and Board policies and legislation ▪ demonstrate transparency in decision making whenever appropriate ▪ *Engages in current professional learning at the district or Family of Schools levels to support student achievement and well-being*	Providing support and demonstrating consideration for individual staff members Stimulating growth in the professional capacities of staff			

Building Relationships and Developing People (cont'd)
TDSB principals strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect.
The principal affirms and empowers others to work in the best interests of all students.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Modeling the school's values and practices *School leaders:* ▪ are highly visible in their schools ▪ are easily accessible to staff, parents and students ▪ have frequent, meaningful interactions with teachers, students and parents in order to further the school goals ▪ demonstrate the importance of continuous learning through visible engagement in their own professional learning ▪ exemplify, through their actions, the school's core values and its desired practices		Modeling the school's values and practices			
Building trusting relationships with and among staff, students and Parents *School leaders:* ▪ model responsibility, integrity and thoroughness in carrying out tasks ▪ act in ways that consistently reflect the school's core values and priorities in order to establish trust ▪ demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value ▪ encourage staff, students and parents to listen to one another's ideas and genuinely consider their value ▪ establish norms in the school that demonstrate appreciation for constructive debate about best practices ▪ demonstrate respect, care and personal regard for students, staff and parents ▪ encourage staff, students and parents to demonstrate respect, care and personal regard for one another		Building trusting relationships with and among staff, students and parents			

Building Relationships and Developing People (cont'd)
TDSB principals strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect.
The principal affirms and empowers others to work in the best interests of all students.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Establishing productive working relationships with teacher federation representatives *School leaders:* ▪ include federation representatives in processes for establishing goals for school improvement ▪ encourage federation representatives to keep their members well informed about their work with school leaders ▪ encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work		Establishing productive working relationships with teacher federation representatives			

Developing the Organization to Support Desired Practices
TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Building collaborative cultures and distributing leadership *School leaders:* ▪ model collaboration in their own work ▪ foster mutual respect and trust among those involved in collaboration ▪ encourage the collaborative development of group processes and outcomes ▪ help develop clarity about goals and roles related to collaborative work ▪ encourage a willingness to compromise among collaborators ▪ foster open and fluent communication toward building and sustaining professional learning communities ▪ provide adequate and consistently available resources to support collaborative work ▪ involve staff in the design and implementation of important school decisions and policies ▪ provide staff with leadership opportunities and support them as they take on these opportunities **Structuring the organization to facilitate collaboration** *School leaders:* ▪ create timetables for teaching that maximize time on task for students ▪ provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work ▪ establish a structure of teams and groups that work together on problem solving ▪ distribute leadership on selected tasks ▪ engage teachers in making decisions that affect their instructional work	*TDSB indicators for Developing the Organization to Support Desired Practices also include:* ▪ make decisions which focus on the achievement of school/department and Board goals and objectives ▪ lead and participate in PLC's that are effective and lead to improvement ▪ *facilitate and support cross-functional teams to enhance staff commitment and capacity* ▪ demonstrate that learning is an ongoing and collaborative effort among families, staff, and students ▪ network and engage with partners within and beyond the school community ▪ approach resistance with respect by listening, understanding and engaging in constructive problem solving ▪ *effectively acquire, allocate and manage human, material and financial resources* ▪ model and encourage the effective use of technology to support teaching, learning and community development ▪ recognize that all efforts are guided by Ministry and TDSB policies and procedures, and communicate their role as being accountable for implementation ▪ *ensure that controls and practices are in place to effectively manage human and financial resources in accordance with Ministry and Board policies and procedures*	Building collaborative cultures and distributing leadership Structuring the organization to facilitate collaboration			

Developing the Organization to Support Desired Practices (cont'd)
TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Building productive relationships with families and the community *School leaders:* ▪ create a school environment in which parents are welcomed, respected and valued as partners in their children's learning ▪ demonstrate the type of leadership that parents can trust – confident, systematic and attentive ▪ help develop staff commitment to engaging parents in the school ▪ work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school ▪ encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included ▪ encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved ▪ help connect families to the wider network of social services as needed **Connecting the school to the wider environment** *School leaders:* ▪ develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community		Building productive relationships with families and the community Connecting the school to the wider environment			

Developing the Organization to Support Desired Practices (cont'd)
TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Maintaining a safe and healthy environment *School leaders:* ▪ take measures to secure the school's physical facilities against intruders ▪ ensure that the physical facility is maintained in a safe, healthy and attractive condition ▪ communicate standards for non-violent behaviour and uphold those standards in an equitable manner ▪ empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour ▪ implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school ▪ develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively ▪ provide opportunities for staff and students to learn about effective conflict resolution strategies **Allocating resources in support of the school's vision and goals** *School leaders:* ▪ manage efficient budgetary processes ▪ distribute resources in ways that are closely aligned with the school's improvement priorities ▪ ensure that sustained funding is directed to the school's improvement priorities ▪ secure resources as needed to support the instructional work of the school ▪ revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change ▪ ensure effective oversight and accountability of resources to support priorities		Maintaining a safe and healthy environment Allocating resources in support of the school's vision and goals			

Improving the Instructional Program
TDSB principals set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.
The principal manages the school effectively so that everyone can focus on teaching and learning.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Staffing the instructional program *School leaders:* ▪ recruit and select teachers who have the interest and capacity to further the school's vision and goals ▪ retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships **Providing instructional support** *School leaders:* ▪ actively oversee the instructional program ▪ coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals ▪ observe classroom instruction and provide constructive feedback to teachers ▪ provide adequate preparation time for teachers ▪ provide advice to teachers about how to solve classroom problems ▪ provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools ▪ participate with staff in their instructional improvement work	TDSB indicators for <u>Improving the Instructional Program</u> also include: ▪ *analyze the implications of various factors (eg staffing patterns, school organization structures, student behaviour) on teaching and learning* ▪ *engage all stakeholders in the development, implementation, monitoring and review of the school improvement plan* ▪ collect, analyze, manage and utilize data in setting direction and informing decision-making for improved student achievement (based on, eg: District Reviews, Board Improvement Plans, School Improvement Plan, Performance Appraisal) ▪ lead and monitor implementation of appropriate curriculum, assessment and instructional practices to maximize student learning to meet the needs of diverse learners ▪ support and monitor appropriate interventions in collaboration with school and TDSB staff ▪ *organize school to ensure appropriate compliance within the regulatory framework*	Staffing the instructional program Providing instructional support			

Improving the Instructional Program (cont'd)
TDSB principals set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.
The principal manages the school effectively so that everyone can focus on teaching and learning.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Monitoring progress in student learning and school improvement *School leaders:* ▪ assist staff in understanding the importance of student assessment for, of, and as learning ▪ collaborate with staff during the process of data interpretation ▪ use multiple sources of evidence when analysing student progress ▪ give priority to identifying those students most in need of additional support ▪ incorporate the explicit use of data when making decisions that relate to student learning and school improvement ▪ examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning ▪ collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts ▪ provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)		Monitoring progress in student learning and school improvement			
Buffering staff from distractions to their work *School leaders:* ▪ create and enforce consistent, school-wide discipline policies ▪ minimize daily disruptions to classroom instructional time ▪ implement a systematic procedure for deciding how best to respond to initiatives from outside the school ▪ develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities ▪ regularly assess the contribution of all out-of-classroom activities to the learning priorities of students		Buffering staff from distractions to their work			

Securing Accountability
TDSB principals are responsible for creating conditions for student success and are accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education. The principal is specifically accountable for the goals set out in the school improvement plan.

Practices (excerpt from the Ontario Leadership Framework)	Indicators (Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)	Evidence	No Evidence	Not Prepared	Prepared
Building staff members' sense of internal accountability *School leaders:* ▪ regularly engage staff in analyzing data on the learning progress of all students ▪ insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation ▪ promote collective responsibility and accountability for student achievement and well-being ▪ help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts ▪ assess their own contributions to school achievements and take into account feedback from others on their performance ▪ participate actively in their own performance appraisal and make adjustments to better meet expectations and goals **Meeting the demands for external accountability** *School leaders:* ▪ clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated ▪ measure and monitor teacher and leader effectiveness using data about changes in student achievement ▪ align school targets with board and provincial targets ▪ provide an accurate and transparent account of the school's performance to all school stakeholders (e.g., ministry, board, parents, community) ▪ create an organizational structure that reflects the school's values and enables management systems, structures and processes to work effectively within legal requirements	TDSB indicators for <u>Securing Accountability</u> also include: ▪ utilize classroom, school, Board and Ministry data resources for to inform practice and guide school improvement ▪ respond to learning needs of identifiable groups by planning and monitoring appropriate interventions in collaboration with school and TDSB personnel ▪ understand and implement policies and procedures related to financial governance, including reporting protocols ▪ *demonstrate and apply knowledge of collective agreements, Board procedures and policies* ▪ *understand and implement TDSB policies and procedures related to student and staff safety including Health & Safety*	Building staff members' sense of internal accountability Meeting the demands for external accountability			

Personal Leadership Resources				
Resources (excerpt from the Ontario Leadership Framework)	**Evidence Provided By the Candidate and the Supervisor/Assessor**	No Evi-dence	Not Pre-pared	Prepared
Social ▪ Perceiving emotions ▪ Managing emotions ▪ Acting in emotionally appropriate ways				
Psychological ▪ Optimism ▪ Self-Efficacy ▪ Resilience ▪ Proactivity*				
Cognitive ▪ Problem-Solving expertise ▪ Knowledge of effective school and classroom practic-es that affect student learning ▪ *Systems Thinking**				

Notice of Intent to Apply

Submission of this form is required in order to proceed in the process.

The purpose of the form is to give advance notice to your principal and your superintendent of your potential interest in a school administrative position. Superintendents will invite potential applicants from their Family of Schools or central department to a meeting to review the Leadership Practices Tool. External applicants will be assigned a TDSB superintendent to represent them through the process.

☐   **Please tick this box if you are an external applicant**

Name: _____   TDSB Employee #: _____

Email Address: _____

Business Phone: _____   Alternate Phone: _____

Position Being Applied For:
☐ Elementary Principal   ☐ Secondary Principal
☐ Elementary Vice-Principal   ☐ Secondary Vice-Principal

Internal Applicants – please complete the following in accordance with 3.2 of this process:

Current School/Department: _____

Current Superintendent: _____

I have consulted with my current Superintendent: _____
                                                                                    Signature of Superintendent

External Applicants – please complete the following in accordance with 3.3 of this process:

Current School/Employer: _____
Current Superintendent: _____

I have consulted with my current Superintendent: _____
                                                                                    Signature of Superintendent

Please send the completed form signed by your Superintendent to:
- Your principal/immediate supervisor
- Your superintendent
- (name), Employee Services:
    by fax (number) OR
    hard copy to 5050 Yonge Street, 2nd Floor.

This form must be received by all of the above by 12 Noon, (date).
Confirmation of receipt of the Notice of Intent to Apply will be sent electronically from Employee Services.

An electronic copy of this form can be accessed through TDSB websites:
    tdsbweb → Employee Services → Job Postings → Principal/Vice Principal
    www.tdsb.on.ca → Employment → Principal/Vice Principal Position

Request for Resume/Reference Screening Exemption Form

Applicant Name: _____

Position Being Applied For:

☐ Elementary Principal ☐ Secondary Principal

☐ Elementary Vice-Principal ☐ Secondary Vice-Principal

☐ **Please tick this box if you are an external applicant**

Current School/Department: _____

Current Superintendent: _____

Current Family of Schools/Department (e.g., WR03): _____

In accordance with 3.4.1 and 5.1.2, this form will confirm:

a) I last participated in the P/VP Selection and Promotion Process in _____ (year)
   during the _____ (spring or fall cycle) for:

☐ Elementary Principal ☐ Secondary Principal

☐ Elementary Vice-Principal ☐ Secondary Vice-Principal

b) I was successful through that Resume and Reference Screening process.

c) I was not successful through that Interview Process, or I elected to withdraw prior to the in-
   terview.

d) I am submitting my Notice of Intent to Apply for the coming cycle and will submit my full
   application package.

Exemption is approved: ☐ YES ☐ NO

Your confirmed exemption status will be sent to you via email.

Application Form

Applicant Name: _____

☐   **Please tick this box if you are an external applicant**

TDSB Employee Number: _____   **OCT Registration Number:** _____

Address: _____

City/Province/Country: _____   **Postal Code:** _____

Home Phone No. (   ) _____   **E-mail Address:** _____

School/Department: _____   **Phone No:** _____

Current Principal: _____

Current Superintendent: _____

Current Family of Schools/Department (e.g., WR03): _____

Position Being Applied For:

☐ Elementary Principal   ☐ Secondary Principal
☐ Elementary Vice-Principal   ☐ Secondary Vice-Principal

If you have not yet completed Part 1 or Part 2 of the Principals' Qualifications, please indicate the expected completion date:

Part 1: _____   **Part 2:** _____

Do you require a physical accommodation during this process?   ☐ Yes   ☐ No

If you respond Yes, please contact your Superintendent or Employee Services.

The application package consists of the following items:

- Application Form
- Résumé Template
- Copy of your College of Teachers' Certificate of Qualifications
- Referee Form
- Equity Survey (optional)

The complete application package must be sent electronically to (email address) with a copy to your Superintendent of Education and Principal.

This application package must be received by all of the above by 12 Noon, (date).

_____

Resume Template

Directions for completion of the Resume Template:

- Please provide highlights in point form using the headings listed below.
- Focus on the most recent five years.
- Do not exceed three pages.
- Do not adjust the font.

A. Personal Data:

                    Name: (insert information here)

School/Department: (insert information here)

Position being applied for: (insert information here)

Panel: (insert information here)

C. Teaching Experience (schools/grades/subjects/years):
- (insert information here)

C. Administrative Experience (positions/locations/years), e.g., Day School/Central Office/Continuing Education/Summer School:
- (insert information here)

D. Using the Leadership Framework headings (Setting Directions, Building Relationships and Developing People, Developing the Organization to Support Desired Practices, Improving the Instructional Program and Securing Accountability) please provide the experiences of leadership that you will bring to the role:
- (insert information here)

E. Please provide evidence of the Personal Leadership Resources that you possess:
- (insert information here)

F. Recent Personal/Professional Development:
- (insert information here)

Referee Form for Principal and Vice-Principal Applicants

Please complete this form and include as part of your application package.
Applicant Name: _____

☐　**Please tick this box if you are an external applicant**

School/Location: _____

Position Being Applied For:

☐ Elementary Principal　　　　　　☐ Secondary Principal

☐ Elementary Vice-Principal　　　　☐ Secondary Vice-Principal

<u>Referees</u>

1. a) Current principal/immediate supervisor:

   Name: _____

   Telephone Number: _____

   b) Applicants may also list a recent principal/immediate supervisor as an additional referee **only if the applicant has worked with the current principal/immediate supervisor for less than one school year.** In such cases, the referees will work together to make a recommendation.

   Name: _____

   Telephone Number: _____

   Last year you worked with this referee: _____

2. a) Current supervisory officer:

   Name: _____

   Telephone Number: _____

   b) Applicants may also list a recent supervisory officer as an additional **referee only if the applicant has worked with the current supervisory officer for less than one school year.** In such cases the referees will work together to make a recommendation.

   Name: _____

   Telephone Number: _____

   Last year you worked with this referee: _____

Equity Survey

The TDSB is committed to ensuring that our hiring practices are bias free and promote equitable representation of our diversity at all levels of the school system. As a measure of ensuring equitable representation in the hiring process, your response to the following questions would be of assistance. Your participation in responding to these questions is voluntary and is not required for completion of this application. If you do not wish to provide this information please select the "Decline to answer" option.

Please indicate the areas in which you are comfortable in identifying.

Do you identify yourself as:

Gender: ☐ Male ☐ Female

Person with a Disability: ☐ Yes ☐ No

Ethnicity:
☐ Aboriginal/First Nations person ☐ Metis
☐ Inuk (Inuit) ☐ South East Asian
☐ South Asian ☐ East Asian
☐ Hispanic/Latin American ☐ Indo-Caribbean
☐ Black/African/Canadian Heritage ☐ Middle Eastern
☐ White/European/Canadian Heritage ☐ Other

Sexual Orientation:
☐ Bisexual ☐ Gay
☐ Heterosexual ☐ Lesbian
☐ Transgender ☐ Transsexual
☐ Two-Spirited

☐ Decline to answer

Resume Summative Report

Applicant Name: _____

Position Being Applied For:

☐ Elementary Principal   ☐ Secondary Principal

☐ Elementary Vice-Principal   ☐ Secondary Vice-Principal

Applicant's Current School/Department: _____

Applicant's Current Principal/Supervisor: _____

Principal Evaluators: _____

_____

Leadership Capacities and Practices	No Evidence	Not Prepared	Prepared
PERSONAL LEADERSHIP RESOURCES			
Cognitive			
Personal			
Social			
SETTING DIRECTIONS			
Building a shared practice			
Identifying specific, shared short-term goals			
Creating high expectations			
Communicating the vision and goals			
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE			
Providing support and demonstrating consideration for individual staff members			
Stimulating growth in the professional capacities of staff			
Modeling the school's values and practices			
Building trusting relationships with and among staff, student and parents			
Establishing productive work relationships with teacher federation representatives			
DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES			
Building collaborative cultures and distributing leadership			
Structuring the organization to facilitate collaboration			
Building productive relationships with families and the community			
Connecting the school to the wider environment			
Maintaining a safe and healthy environment			
Allocating resources in support of the schools vision and goals.			
IMPROVING THE INSTRUCTIONAL PROGRAM			
Staffing the instructional program			
Providing instructional support			
Monitoring progress in student learning and school improvement			
Buffering staff from distractions in their work			
SECURING ACCOUNTABILITY			
Building staff members' sense of internal accountability			
Meeting the demands for external accountability			

OUTCOME -- Readiness for Position: ☐ **Not Ready**   ☐ **Ready**

Resume Summative Report

Comments for debriefing:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please return this form to Superintendent's office who will submit to the Employee Services Administrator.

Superintendent's Reference Notes

Applicant Name: _____

Position Being Applied For:

☐ Elementary Principal ☐ Secondary Principal

☐ Elementary Vice-Principal ☐ Secondary Vice-Principal

School/Location: _____

Superintendent: _____

Current Family of Schools/Education Office (e.g., WR03): _____

_____ Date: _____

Based on the Leadership Practices Tool:
1. List any contributions made by the applicant at the Family of Schools level, the system level or beyond;
2. Describe the leadership that the applicant demonstrates of which you have direct knowledge/evidence;
3. Comment on the quality of the contributions and demonstrations cited.

Leadership Capacities and Practices	Comments
Personal Leadership Resources	
Setting Directions	
Building Relationships and Developing People	
Developing the Organization to Support Desired Practices	
Improving the Instructional Program	
Securing Accountability	

Take these notes to the meeting with the principal/immediate supervisor where the determination of the joint reference will be made.

Principal/Superintendent Reference – Joint Recommendation

Applicant Name: _____

Position Being Applied For:

☐ Elementary Principal   ☐ Secondary Principal

☐ Elementary Vice-Principal   ☐ Secondary Vice-Principal

School/Department: _____

Current Family of Schools/Education Office (e.g., WR03): _____

Principal/Supervisor Referee: _____

Superintendent Referee: _____

Leadership Capacities and Practices	No Evidence	Not Prepared	Prepared
PERSONAL LEADERSHIP RESOURCES			
Cognitive			
Psychological			
Social			
SETTING DIRECTIONS			
Building a shared practice			
Identifying specific, shared short-term goals			
Creating high expectations			
Communicating the vision and goals			
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE			
Providing support and demonstrating consideration for individual staff members.			
Stimulating growth in the professional capacities of staff			
Modeling the school's values and practices			
Building trusting relationships with and among staff, student and parents			
Establishing productive work relationships with teacher federation representatives			
DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES			
Building collaborative cultures and distributing leadership			
Structuring the organization to facilitate collaboration			
Building productive relationships with families and the community			
Connecting the school to the wider environment			
Maintaining a safe and healthy environment			
Allocating resources in support of the schools vision and goals			
IMPROVING THE INSTRUCTIONAL PROGRAM			
Staffing the instructional program			
Providing instructional support			
Monitoring progress in student learning and school improvement			
Buffering staff from distractions in their work			
SECURING ACCOUNTABILITY			
Building staff members' sense of internal accountability			
Meeting the demands for external accountability			

OUTCOME -- Readiness for Position:　　　□ **Not Ready**　　□ **Ready**

Principal/Superintendent Reference – Joint Recommendation

Comments (Optional):

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Please return this form to Superintendent's office who will submit to the Employee Services Administrator.

Interview Process: Candidate Feedback Summary Notes

Candidate Name: _____

Position Interviewed for: _____

Team Number: _____ **Team Chair:** _____

Interview Date: _____

Please provide interview team comments about the candidate's response to each question. Feedback should include positive comments/strengths that were evidenced in the interview. Include specific suggestions for the candidate's professional growth. Please attach additional notes if required.

Feedback on Opening Statement: _____

_____

_____

_____

_____

Feedback on Question 1: _____

_____

_____

_____

_____

Feedback on Question 2: _____

_____

_____

_____

_____

Feedback on Question 3: _____

_____

_____

Principal/Vice-Principal Transfer Placement Form

A. Personal Information

Name: _____ Employee Number: _____

Current Position/Location: _____

FOS/Superintendent: _____ Home Phone: _____

Email Address: _____ Bus Phone: _____

If you have not yet completed PQP Part 2, please indicate expected completion date: _____

B. Placement Preferences (Family of Schools Map attached as reference)

- FOS placement preferences: **Minimum of 10 FOS must be selected. Please prioritize your FOS selections with either a 01 (your highest priorities) or a 02 (your next highest priorities).**

- - - WR01 - - - WR02 - - - WR03 - - - WR04 - - - WR05 - - - WR06 - - - WR07 - - - WR08 - - - WR09 - - - WR10

- - - ER11 - - - ER12 - - - ER13 - - - ER14 - - - ER15 - - - ER16 - - - ER17 - - - ER18 - - - ER19 - - - ER20

2. Identify a community with particular characteristics (state clearly the particular type of school you are seeking):

3. Other considerations (conflicts of interest, geographical considerations, wish to remain in current FOS, etc.):

4. Please indicate if any physical accommodations are required:

C. Professional Information

1. Administrative experience (school/position/type of school/Education Office/years):

2. Growth plan highlights:

D. Consultation with Superintendent of Education *

_____   _____   _____
Signature of Candidate   Signature of Superintendent   Date of Consultation Meeting

Notes:
1. Submission deadline is (date)
2. Please forward this form electronically along with your resume and OCT to PVP_Process@tdsb.on.ca
3. This form cannot exceed one page
4. * Signatures not required on electronic submission – keep a hard copy for your records

Notification of Deferral from Promotion Consideration

Candidate Name: _____

TDSB Employee Number: _____

Current School/Department: _____

Current Superintendent: _____

Current Family of Schools/Department (e.g., WR03): _____

1. I am currently on the promotion list for:

   ☐ Elementary Principal   ☐ Secondary Principal

   ☐ Elementary Vice-Principal   ☐ Secondary Vice-Principal

2. I am electing to defer being considered for promotion opportunities for the following placement rounds:

   ☐ Spring _____   ☐ Fall _____
               (year)   (year)

3. Please tick this box if you are deferring due to being on a Pregnancy/Parental Leave of Absence.

   ☐

4. I understand that this deferral does not extend my time on the promotion list (see note below).

_____   _____
          Candidate's Signature   Date

Note: Internal candidates who defer placement while on a Pregnancy/Parental leave of absence from TDSB will be extended on the promotion list.

A copy of this form must be sent electronically to PVP_Process@tdsb.on.ca along with a copy to your Superintendent.

School Statement of Needs Template

School Statement of Needs – Section 1

School Statement of Needs – Section 1

Name of School _____

Family of Schools _____

Superintendent _____

Trustee _____

School Council Chair/Parent Representative _____

The parent section of the School Statement of Needs document is to be developed annually in the fall by the parent representative in consultation with the school community and the trustee (when available). The superintendent will complete his/her section when it becomes known that there may be a principal vacancy. The School Statement of Needs document shall reflect needs that are specific to the school and community. Please see the attached SSON Parent User Guide which is also found at www.torontopiac.com .

To be completed by Parent Rep(s)

School & Community Needs (placed in rank order)	Comments

Appendix K

School Statement of Needs Template

SCHOOL STATEMENT OF NEEDS – SECTION 2

To be completed by the Superintendent of Education

Academic needs, based on school data and the Boards' Strategic Directions	Comments

Verification that School Statement of Needs is developed according to agreed process

Parent Representative (Please Print)	Parent Representative (Signature)	Date
Superintendent (Please Print)	Superintendent (Signature)	Date

School Statement of Needs Parent User Guide

What is the School Statement of Needs (SSON)?

- This is the form completed by the school council/parent representative of every school each fall.
- It outlines the parent/community priorities for the school that the superintendent will use to identify a principal if one needs to be appointed. It is a record of the main priorities of the parent community and the school board for that specific school.

What is it used for?

- It is this form that will be used by the superintendent if a different principal needs to be appointed. This form replaced the previous "Principal Profile" that school councils completed annually, as per the Ministry of Education's "*School Councils – A Guide for Members" document*.

Who completes the SSON?

- Any parent/guardian who has a child in the school and who has been chosen by the school council/parent community can complete the SSON after consulting with the parent community.

When is it completed?

- Every school in the TDSB should complete the SSON and give it to their superintendent by November of each school year.

Where do we find the form?

- Your current principal and/or superintendent will have a copy of the form.
- You can also find the form on the PIAC website at www.torontopiac.com.

What happens if my school community receives a principal new to the school?

- If a principal returning from a leave, or as a result of a central transfer, is appointed to your school (your superintendent will know this), your superintendent will contact the school council chair to confidentially confirm the name of the incoming principal.
- If your school has a principal vacancy, and will be receiving a principal through transfer or vice principal promotion (your superintendent will know this), you will need to select 1 – 2 parents to represent the views of the school community.

How do we choose the parent representatives?

- They must be a parent/guardian of a child in the school. Remember, they are not choosing the incoming principal. They are representing the school community's priorities.

What do the parent representatives have to do?

- Review the SSON and when a vacancy exists, the parent representative(s) and trustees will meet with the superintendent to ensure the SSON reflects the school community priorities.

- Be available for a follow-up discussion with the superintendent regarding the profile of the recommended candidate. The superintendent will speak to the profile of the recommended candidate and describe how s/he meets the school priorities in the SSON.

How do we decide what to put on the form?

The form is just a record of the school community's priorities. Each school has its own culture in addition to the common goals of improving student achievement and well-being, as well as parent and community involvement. Consultation with the parent community can take place at a school council meeting or a meeting specifically designed for this reason. Consider the following suggestions:

Consult as widely in your community as possible.
- Publicize this item on your school council agenda so parents will know when and where it will be discussed. A fall meeting is recommended.
- Translate this information so non-English speaking members will be aware.
- Consider holding a separate meeting for this task either at the school or in the community.
- Consider inviting your superintendent and trustee to a meeting to discuss your school's priorities.
- Consider including feedback from students and teachers.

What are some examples of school and community needs/priorities that could be listed on this form?

- true parental involvement including innovative ways to promote a diverse School Council
- support for the highly valued range of unique programs (eg. Arts, health and wellness, student leadership, equity, special education, etc.)
- community partnerships
- communication of School Improvement Plans, school budget, school safety plan and school staffing proposals (elementary) to parents, the School Council and the school community.
- visible administrator who actively interacts with students and school community.
- support and positive change for special needs students within the school including support for implementing IEP's

Do the parent representatives get the final say?

- While parents have input into the SSON, they must remember that they have an advisory role only. This means they can suggest they have concerns that the candidate profile presented by the superintendent may not meet the needs outlined in the SSON. The superintendent must report back to them on how their suggestions have been taken into consideration, but it is the superintendent who makes the final recommendation.

How much time does it take to be the parent representative?

- The time can vary somewhat but will likely require about 4 – 6 hours over a number of days.

Do I need to be available during the day?

- While daytime availability can be helpful, it is NOT mandatory.

What happens if a principal returning from leave or centrally transferred is appointed to my school? Is there a meeting with the principal?

- Yes. As part of the incoming principal's entry plan, there will be a meeting to discuss the school priorities.

How else are parents involved this procedure?

- Interested parents can volunteer to be on interview teams for teachers applying to become vice-principals. This is NOT for VP for your own school but for the TDSB in general.

How much time does it take to be involved in vice-principal interviews?

- You must be available for one full day from 8:00 until 4:00 (this will usually be in November or February).
- You must attend one training session (once/year, usually in January or February) that will be in the evening for approximately 2 hours.

Why are parents involved in vice-principal interviews?

- Parent involvement in education increases student performance. How VP's and P's include parents in the school is very important.
- Parents do not evaluate a candidate's educational training and experience.
- Parents give feedback to the team about the candidate's inclusion of parent and community involvement.
- Parents do not ask their own questions in the interview. They comment on how the candidate includes parents and community in their answers.

How do I volunteer for vice-principal interviews?

- Email the Parent and Community Involvement Coordinator at info@torontopiac.com

Who should I ask if I have other questions?

You can ask your principal, superintendent or your PIAC ward representative. You can also email PIAC at info@torontopiac.com .

Once your school has completed the entire process, please have the parent(s) most involved complete the PIAC survey found on our website at www.torontopiac.com. PIAC will use this information to help advocate for improved parent involvement at the TDSB.