School Leadership Development Plan

Trillium Lakelands
DISTRICT SCHOOL BOARD

Better Together

IN A SAFE AND CARING
LEARNING COMMUNITY

School Leadership Development Plan

Introduction and Table of Contents

Trillium Lakelands District School Board

SCHOOL LEADERSHIP DEVELOPMENT PLAN

*Great leaders move us. They ignite our passion and inspire
the best in us. When we try to explain why they are so effective,
we speak of strategy, vision, or powerful ideas.
But the reality is much more primal:
Great leadership works through emotions…
The challenge of mastering leadership is a skill like any other,
such as improving your golf game
or learning to play slide guitar.
Anyone who has the will and motivation can get better at leading,
once he/she understands the steps.*

Goleman 2002

*Principals and Vice-Principals are critical to the development
of excellent teaching, excellent schools and, ultimately,
enhanced student achievement.*

The Ontario Institute for Educational Leadership 2008

Introduction

INTRODUCTION

The Leadership Development Plan is a comprehensive document intended to foster the development of great school leaders. Leadership development by nature is a complex set of strategies, roles, responsibilities, budgets, goals, structures, and processes. At its centre, we are driven by a very clear image of what effective leadership looks like in our schools. Figure 1 identifies the elements of the TLDSB Plan.

Figure 1: **Elements of the School Leadership Development Plan**

This resource document should be of assistance to both our aspiring school leaders and our school administrators.

Section A

Defining the Image of a School Leader

Trillium Lakelands District School Board

Contents

DEFINING THE IMAGE OF A SCHOOL LEADER

What do we know about effective school leadership?

Leithwood et al. (2006), after a review of current literature, set out seven strong claims about successful school leadership:

1. School leadership is second only to classroom teaching as an influence on pupil learning;

2. Almost all successful leaders draw on the same repertoire of basic leadership practices;

3. The ways in which leaders apply these basic leadership practices – not the practices themselves – demonstrate responsiveness to, rather than dictation by, the contexts in which they work;

4. School leaders improve teaching and learning indirectly and most powerfully through their influence on staff motivation, commitment and working conditions;

5. School leadership has a greater influence on schools and student when it is widely distributed;

6. Some patterns of distribution are more effective than others; and

7. A small handful of personal traits explain a high proportion of the variation in leadership effectiveness.

These strong claims about successful school leadership, therefore, serve to guide the development of a School Leadership Development Program which is intended to develop and maintain a cadre of exemplary school leaders for today and tomorrow. The Ontario Institute for Educational Leadership (2006) posits this to be an imperative:

> *Research tells us that when boards offer effective support to their school leaders, they can have a positive influence on the self-efficacy of principals and vice-principals and, therefore, on the capacity of schools to improve. By supporting their principals and vice-principals, boards also strengthen the leadership capacity of their entire system.* "Leadership isn't and shouldn't be easy." (Hargreaves and Fink, 2006) The goal is clear!

Leadership is like beauty – it's hard to define,
but you know when you see it!
Warren Bennis

School leadership: a simple term which reflects a very complex and evolving concept. Marzano et al. (2005) provide a wonderful overview of the efforts to define school leadership over the past three decades, from transactional and transformational leadership of Burns (1978) to basic practices of successful leaders by Leithwood et al. (2004). It is Elmore (2003), however, who best describes where we stand in the great debate:

> *The … fetish for leadership leads to an overemphasis on the personal attributes of school leaders and a correspondingly weak focus on the technical, cognitive demands of instructional practice and the affective and behavioural responses of those demands Successful leaders have an explicit theory of what good instructional practice looks like. They model their own learning and theories of learning in their own work, work publicly on the improvement of their own practice, and engage others in powerful discourse about good instruction. These leaders understand that improving school performance requires transforming a fundamental weak instructional core, and the culture that surrounds it, into a strong, explicit body of knowledge about powerful teaching and learning that is accessible to those who are willing to learn it. (p.10)*

The leader, in this post-heroic, post-charismatic period, requires a concentration of different skills and knowledge than requisite in earlier times. In essence, the leader must be transformational in nature with a focus on the leadership imperatives set out by Leithwood et al. (2006). The first imperative, *Setting Directions*, needs to be the responsibility of all individuals within the organization; however, leaders must stimulate the collective view. This thrust, of course, must coincide with *Developing the Organization* in terms of the vision, culture and structures. The third imperative is *Building Relationships and Developing People* and, thereby, empowering all. In the end, the role of the leader shifts from one of decision maker to that of a catalyst, facilitator and coach.

Leading the Instructional Program stands as the fourth and perhaps the most pivotal imperative. This involves "staffing the teaching programme, providing teaching support, monitoring school activity and buffering against distractions from their work" (Leithwood et al., 2006). School leaders must demonstrate an understanding of the teaching and learning process while remaining current in terms of curriculum. In addition, school leaders must demonstrate knowledge of administrative theory and the capacity to expand their individual theories and concepts. And beyond other requirements, school leaders need to have knowledge of acts, regulations, procedures, policies and directive(s).

Securing Accountability is both a threshold competency and a leadership imperative. As Earl and Katz (2006) suggest, school leaders are awash with data: "… educators are trying to come to grips with the vast deluge of new and unfiltered information and to find ways to transform data into information, then into knowledge, and ultimately into constructive action" (p.2).

The leadership imperatives of *Setting Directions, Developing the Organization, Building Relationships and Developing People, Leading the Instructional Program, and Securing Accountability* require the highest levels of what Goleman (1998) defines as emotional intelligence. These core emotional competencies involve inter-personal and intra-personal skills. Inter-personal skills can be sub-divided into empathy and social skills; Intra-personal skills, on the other hand, refer to self-awareness, self-regulation and motivation. These skills, captured in the phrase Emotional Quotient (EQ), are threshold competencies for leadership. Simply put, EQ matters in terms of a leader:

> *Great leaders move us. They ignite our passion and inspire the best in us. When we try to explain why they are so effective, we speak of strategy, vision, or powerful ideas. But the reality is much more primal: Great leadership works through emotions. (Goleman, 2002, p.1)*

Figure 1 illustrates a relationship between the leadership imperatives and the threshold competencies. The depiction is intended to illustrate how the outer circles must be addressed before the inner circles can be achieved. Clearly, these elements are not mutually exclusive; however, delineating each assist in better understanding what constitutes an effective school leader.

Figure 1: Leadership Practices, Competencies and Imperatives

The Leadership Framework for Principals and Vice-Principals advanced by the Ontario Institute for Educational Leadership is presented in Appendix A . The framework defines in significant detail each of the five broad components described above. The image of effective school leadership is nicely clarified.

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Preamble to the Leadership Frameworks for Principals and Vice-Principals and for Supervisory Officers

Introduction
Leadership is second only to teaching in its impact on student outcomes[1]. Principals and vice-principals play an essential role as school leaders to achieve this impact. Supervisory officers, in turn, play a critical role by putting in place supportive system practices and procedures for school and system leaders. In the ministry discussion paper, *Leading Education: New Supports for Principals and Vice-principals in Ontario Publicly Funded Schools,* released in December 2005, a commitment was made to a number of initiatives intended to develop, support and sustain the highest quality leadership possible in schools and boards across the province. In keeping with this commitment, and in order to ensure a consistent and effective approach to implementing these initiatives, the Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers (the frameworks) were developed.

Purposes
The purposes of the frameworks are to:
- inspire a shared vision of leadership in schools and boards
- promote a common language that fosters an understanding of leadership and what it means to be a school and system leader
- identify the practices and competencies that describe effective leadership
- guide the design and implementation of professional learning and development for school and system leaders.

The frameworks are not intended as a job description for the leader, nor as a checklist against which to assess performance. Rather, they provide frameworks for growth, which are sufficiently detailed to describe good leadership, but broad enough to be applicable in the various contexts in which school and system leaders function throughout their career.

Structure of the Frameworks
The frameworks are made up of two parts:
- Part One – Leader Practices and Competencies
- Part Two – System Practices and Procedures

Part One – Leader Practices and Competencies
Leader practices are the actions, behaviours and functions found through research and professional experience to have a positive impact on student achievement. Leader competencies are the skills, knowledge and attitudes of effective school or system leaders.

Leader practices and competencies are organized into five domains, in no particular order: setting directions, building relationships and developing people, developing the organization, leading the instructional program, and securing accountability. Each domain is then described through the practices, skills, knowledge and attitudes relevant to the domain.

Part Two – System Practices and Procedures
System practices and procedures, which support successful school leadership, are organized into six domains, in no particular order: school and district improvement, fostering a culture of professionalism, leadership development, administrative structures, parent and community supports, and succession planning. Each domain is then described through indicators relevant to the domain. The Leadership Self-Review Tool [2] provides a set of materials leaders can use to assess the extent to which system practices and procedures provide the structures and supports principals and vice-principals need to be successful school leaders.

Background on the Development of the Frameworks
The Leadership Framework for Principals and Vice-Principals and the Leadership Framework for Supervisory Officers complement each other to the extent that successful leaders draw on the same fundamental repertoire of leadership practices. The Leadership Framework for Supervisory Officers is tailored to address the complexity of supervisory officer roles as reflected in legislation and in the wide-ranging academic and administrative settings within which they provide leadership.

Contextual factors that should be taken into account when reviewing the frameworks include the research foundations, the Ontario perspective, the evolving focus of school leaders, and the range in roles and responsibilities of supervisory officers in the Ontario context.

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[1] Leithwood, K., Seashore Louis, K., Anderson, S., & Wahlstrom, K. (2004, September). How leadership influences student learning. (Review of research). The *Wallace Foundation, Center for Applied Research and Educational Improvement and Ontario Institute for Studies in Education*, 87 pages.

[2] The Leadership Self-Review Tool is available on the ministry's website at www.ontario.ca/eduleadership.

<u>Research Foundations</u>
There is currently a large and evolving body of professional knowledge about effective leadership. The frameworks rely on this research to define leadership practice as a collection of patterned actions that draw on a set of competencies comprised of skills, knowledge and attitudes[3]. The core leadership practices delineated in the frameworks are those that have been found to have the greatest impact on student outcomes[4].

These broad categories of leadership practices are the basis for the articulation of more finely detailed practices, informed by professional experience, in four of the five domains of the frameworks: setting directions, building relationships and developing people, developing the organization, and leading the instructional program[5]. The fifth domain, securing accountability, was developed to specifically address the accountability function of school and system leaders in all the domains, as practised in the Ontario context.

<u>The Ontario Context</u>
Successful school and system leadership is responsive to the diverse nature of Ontario's communities. The practices and competencies in the frameworks describe leadership broadly in a way that is intended to be inclusive of the diversity found in schools and communities across the province. Their application will be shaped and informed by the community context. For example, in francophone schools and school boards, the application of the practices and competencies will take into consideration the implementation of the *Politique d'aménagement linguistique (PAL)* already underway in these boards. In another example, leadership in Catholic schools and boards will be carried out in the context of the board's articulation of Catholic faith perspectives.

The demographic and contextual diversity in Ontario schools together with the province's commitment to high levels of student achievement have heightened the importance of school and system leaders as instructional leaders [6] who support the diverse needs of all students through their commitment to equity in student outcome. As instructional leaders, principals and supervisory officers embed direct involvement in instruction in their daily work through team work with all staff focused on improved school and classroom practices. As leaders who are committed to equity of outcome, they help to ensure inclusive and instructionally effective learning environments that increase the likelihood that all students will be successful learners. School and system leaders carry out these specific aspects of their role using a growth-oriented and collaborative approach across all the domains of the frameworks.

The Leadership Framework for Supervisory Officers additionally takes into account the diverse functions and duties of system leaders: those with direct school accountability will apply leadership practices and competencies differently from those whose main focus is on district administration related to human resources or business.

Practices and competencies evolve as leaders move through various career stages, specialized assignments, and unique educational environments. School and system leaders expand and strengthen their repertoire of practices, skills, knowledge and attitudes over time, provided they have opportunities to grow and are supported by school boards that are committed to leadership development.

Note: The frameworks are working drafts which continue to evolve as a result of continued research in Ontario and international jurisdictions and through consultation with a cross section of stakeholders. Individual school and system leaders can provide feedback on the framework to the ministry or to the Institute for Education Leadership through their associations.

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[3] Elmore, R. (2006). Leadership as the practice of improvement. (Paper prepared for the International Conference on Perspectives on Leadership for Systemic Improvement). *OECD, London, UK.*

[4] Marzano, R. J., Waters, T. & McNulty, B.A. (2005). School leadership that works: From research to results. *Association for Supervision and Curriculum Development.*
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[5] Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Successful school leadership: What it is and how it influences pupil learning, *UK: National College of School Leadership Report to the Department for Education Skills.*

[6] Campbell, C., Fullan, M., & Glaze, A. (2006). Unlocking potential for learning. (Project report on effective district-wide strategies to raise student achievement in literacy and numeracy). *Ontario Ministry of Education.*

ONTARIO'S LEADERSHIP FRAMEWORK

Part 1: Leader Practices and Competencies

LEADERSHIP FRAMEWORK FOR PRINCIPALS AND VICE-PRINCIPALS

PART 1: PRACTICES AND COMPETENCIES

Understanding the framework

The leadership framework for principals and vice-principals consists of two parts:

- Part 1: Leader Practices and Competencies is displayed on this page
- Part 2: System Practices and Procedures is displayed on a separate page

The System Practices and Procedures portion of the framework is common to both the framework for principals and vice-principals and the framework for supervisory officers.

Assumptions about leadership

- There is an evolving body of professional knowledge about good leadership
- Leadership must be responsive to the diverse nature of Ontario's communities.
- Leadership is contextual and multi-dimensional.
- The practices and competencies of leaders will evolve as leaders move through a variety of career stages.
- Leadership practices and competencies are distributed members of a school and system profession of learning teams working together to accomplish goals.

SETTING DIRECTIONS

The principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

PRACTICES

The principal
- ensures the vision is clearly articulated, shared, understood and acted upon by all
- works when the school community to translate the vision into agreed objectives and operational plans which promote and sustain school improvement
- demonstrates the vision and values in everyday work and practice.
- motivates and works with others to create a shared culture and positive climate;
- ensures creativity, innovation and the use of appropriate technologies to achieve excellence.
- ensures that strategic planning takes account of the diversity, values, and experience of the school community
- provides ongoing and effective communications with the school community.

COMPETENCIES

Skills:

The principal is able to:
- think strategically and build and communicate a coherent vision in a range of compelling ways;
- inspire, challenge, motivate and empower others to carry the vision forward
- model the values and vision of the board
- actively engage the diverse community, through outreach, to build relationships and alliances.

Knowledge:

The principal has knowledge and understanding of:
- local, national and global trends;
- ways to build, communicate and implement a shared vision
- strategic planning processes;
- ways to communicate within and beyond the school;
- new technologies, their use and impact
- leading change, creativity and innovation.

Attitudes:

The principal demonstrates:
- commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable,
- a belief that all students can learn
- commitment to an inclusive, respectful, equitable school culture.

BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE

The principal strives 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

The principal
- treats people fairly, equitably and with dignity and respect to create and maintain a positive school culture.
- develops effective strategies for staff induction, professional learning and performance review
- engages staff in professional learning
- develops and implements effective strategies for leadership development.
- uses diverse strategies to provide opportunities for staff to self-actualize
- acknowledges and celebrates the achievements of individuals and teams;
- encourages colleagues to take intellectual risk;
- leads by example, modeling core values
- demonstrates transparent decision-making and directly;
- acts being to drive results, and
- maintains high visibility in the school and quality interactions with staff and students.

COMPETENCIES

Skills:

The principal is able to:
- foster an open, fair and equitable culture
- develop, empower and sustain individuals and teams;
- give and receive effective feedback
- challenge, influence and motivate others to attain high goals;
- communicate effectively with a diverse range of people, including the public and the media;
- listen sensitively and actively;
- foster anti-discriminatory principles and practices.

Knowledge:

The principal has knowledge and understanding of:
- the significance of interpersonal relationships, adult learning and models of continuing professional learning.
- strategies to promote individual and team development.
- the relationship between performance management and school improvement
- the impact of change on organizations and individuals.

Attitudes:

The principal demonstrates:
- commitment to effective working relationships;
- commitment to shared leadership for improvement;
- commitment to effective teamwork.
- confidence, optimism, hope, and resiliency;
- integrity.

DEVELOPING THE ORGANIZATION

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment

PRACTICES

The principal
- builds a collaborative learning culture within the school and actively engages with other schools to build effective learning communities.
- nurtures and empowers a diverse workforce;
- provides equity of access to opportunity and achievement.
- supervises staff effectively;
- uses performance appraisal to foster professional growth;
- challenges thinking and learning of staff to further develop professional practice.
- develops a school culture which promotes shared knowledge and shared responsibility for outcomes.

COMPETENCIES

Skills:

The principal is able to:
- create efficient administrative routines to minimize efforts in recurring and predictable activities;
- collaborate and network with others inside and outside the school;
- perceive the richness and diversity of school communities;
- foster a culture of change
- engage in dialogue which builds community partnerships.
- listen and act on community feedback.
- engage students and parents.

Knowledge:

The principal has knowledge and understanding of:
- building and sustaining a professional learning community;
- change management strategies;
- models of effective partnership.
- ministry policies and procedures.
- strategies to encourage parent involvement;
- models of behaviour and attitude/ nice management.

Attitudes:

The principal demonstrates:
- acceptance of responsibility for school climate and student outcomes.
- ethical behaviour.

LEADING THE INSTRUCTIONAL PROGRAM

The principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment. The principal manages the school effectively so that everyone can focus on teaching and learning.

PRACTICES

The principal
- ensures a consistent and continuous school-wide focus on student achievement, using systems and school data to monitor progress.
- ensures that learning is at the centre of planning and resource management.
- develops professional learning communities to support school improvement;
- participates in the recruitment, hiring and practice of staff with the interest and capacity to further the school's goals;
- provides resources in support of curriculum instruction and differentiated instruction.
- buffers staff from distractions that detract from student behaviour.
- implements strategies which secure high standards of student behaviour and attendance.
- fosters a commitment to equity of outcome and to closing the achievement gap.

COMPETENCIES

Skills:

The principal is able to:
- demonstrate the principles and practice of effective teaching and learning;
- access, analyze and interpret data;
- initiate and support an inquiry-based approach to improvement in teaching and learning;
- establish and sustain appropriate structures and systems for effective management of the school;
- make organizational decisions based on informed judgements;
- manage time effectively
- support student character development strategies.

Knowledge:

The principal has knowledge and understanding of:
- strategies for improving achievement;
- effective pedagogy and assessment;
- use of new and emerging technologies to support teaching and learning;
- models of behaviour and attendance management;
- strategies for ensuring inclusion, diversity and access;
- curriculum design and management;
- tools for data collection and analysis;
- school self-evaluation;
- strategies for developing effective teachers and leaders;
- project management for planning and implementing change;
- the importance of effective student character development
- legal issues.

Attitudes:

The principal demonstrates:
- commitment to raising standards for all students;
- commitment to equity of outcome and closing the achievement gap.
- belief in meeting the needs of all students to achieve ways;
- commitment to sustaining a safe, secure and healthy school environment.
- commitment to upholding human rights.

SECURING ACCOUNTABILITY

The principal is responsible for creating conditions for student success and is 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

The principal
- ensures individual staff accountabilities are clearly defined, understood, agreed to and subject to rigorous review and evaluation.
- measures and monitors teacher and leader effectiveness through student achievement.
- aligns school targets with board and provincial targets;
- supports the school council so it can participate actively and authentically in its advisory role.
- develops and presents a coherent, understandable, accurate and transparent account of the school's performance to a range of audiences (e.g., ministry, board, parents, community).
- reflects on personal contribution to school achievements and takes account of feedback from others.
- participates actively in personal or annual evaluation and makes adjustments to better meet expectations of students and goals.

COMPETENCIES

Skills:

The principal is able to:
- engage the school community in the systematic and rigorous evaluation of school effectiveness.
- collect and use a rich set of data to understand and assess the strengths and weaknesses of the school;
- combine the outcomes of regular school self-review with provincial and other external assessments for school improvement.

Knowledge:

The principal has knowledge and understanding of:
- accountability frameworks including self-evaluation;
- the contribution that education makes to developing, promoting and sustaining a fair and equitable society;
- the use of a range of evidence to support, monitor, evaluate and improve school performance;
- the principles and practice of performance management.

Attitudes:

The principal demonstrates:
- commitment to individual, team and whole-school accountability for student outcomes;
- commitment to the principles and practices of school self-evaluation.
- commitment to personal self-evaluation.

LEADERSHIP FRAMEWORK

PART 2: SYSTEM PRACTICES AND PROCEDURES

Understanding the framework

The leadership framework consists of two parts:

- Part 1: Leader Practices and Competencies, which have been developed for principals and vice-principals, and for supervisory officers, are displayed on separate pages.
- Part 2: System Practices and Procedures is displayed on this page, and is common to principals and vice-principals and supervisory officers.

The Leadership Self-Review Tool

The Leadership Self-Review Tool (LSRT) was developed by the Institute for Education Leadership to help school boards assess the support they offer their school leaders.

It is designed to enable boards to plan implementation of the LSRT in their own districts. It includes recommendations for effective use of the tool, a survey, and a gap analysis scoring sheet, as well as reviews of the research on leadership and student achievement and reports on the piloting of this LSRT in five school boards. Boards have the flexibility to determine how they will use the tool and can tailor aspects of the survey to their own context. You can learn more about the LSRT at www.education-leadership-ontario.ca

SCHOOL AND SCHOOL BOARD IMPROVEMENT

The commitment the board demonstrates to raising student achievement and closing student achievement gaps, to treating people ethically, and to empowering the whole board.

Indicators:

- The board provides support for building a common vision and mission for the school.
- All members of the school system (e.g., teachers, leaders, staff, school council members) work together to take responsibility for the learning of all students.
- The board recognizes the importance of professional learning communities and communities of practice as ways of supporting school improvement.
- The board supports school-based innovation as the route to improved student achievement.
- The board exhibits a culture that supports school-based innovation within the board's shared vision.
- The board provides financial resources to support school improvement planning.

FOSTERING A CULTURE OF PROFESSIONALISM

The procedures that the board uses to ensure that it has positive working relationships with the school leaders, so that principals feel that they are respected and that their leaders within the system and that their input is sought and considered.

Indicators:

- The board has policies and processes in place that enhance positive working relationships.
- The board supports the development of a positive and supportive school climate in its schools.
- The board recognizes excellence at all levels of the organization.
- Flexible structures at all levels of the system communicate a culture of respect.

LEADERSHIP DEVELOPMENT

The approaches and activities that the board has in place to provide the necessary training and opportunities for principals to build their capacity to be visionary instructional leaders and managers of a changing culture in their schools.

Indicators:

- The board's leadership development model is based on a definition and a shared understanding of effective leadership that is consistent with evidence of best practice.
- The leadership development model is consistent with evidence-based best practices, institutionalized, and communicated to all personnel.
- Leadership development processes reflect contemporary understandings of leadership and learning.
- The board's leadership plan is evaluated on an on-going basis.

ADMINISTRATIVE STRUCTURES

The procedures that the board follows and the administrative structures that it has in place to streamline and buffer internal and external requests (e.g., mail, e-mail, and requests for data) and to provide central office support, including technological resources, to reduce the administrative burden on principals.

Indicators:

- The board has a system for coordinating demands made on schools and for gate-keeping external requests.
- The board provides support for school leaders to implement board policies and procedures.
- The board provides technical support for technology applications in schools and data-driven decision making.
- The board has clear lines of communication to support a variety of school leader functions.
- The board provides human resources to support principals as instructional leaders.

PARENT AND COMMUNITY SUPPORTS

The procedures that the board has in place to assist and to support schools in making parents and community in the school.

Indicators:

- The board provides training for school council chairs.
- The board has developed protocols for schools' liaisons with community agencies and services (e.g., public health agencies, municipal services, community groups).
- The board provides communications practices for public communications (e.g., letters home, press releases) for events, communications related to emergencies).
- There are protocols for communication between board and school leaders about parental concerns and complaints.
- The board provides support for the use of school volunteers.

SUCCESSION PLANNING, INCLUDING RECRUITMENT, TO BUILD CAPACITY AND RETAIN AND SUSTAIN EFFECTIVE LEADERS

The procedures the board has in place to ensure that high-quality candidates are ready and willing to take on school leadership roles and that all aspects of the transition from one leader to the next have been carefully considered.

Indicators:

- The board has well-developed, well-communicated, and inclusive identification and recruitment practices.
- The board provides training and development for aspiring leaders.
- The board uses selection processes that are systematic, transparent and inclusive.
- Supports are in place for newly appointed administrators.
- The board's placement and transfer processes for school leaders include supports for success.

FRAMEWORK FOR TEACHERS ASPIRING TO ADMINISTRATIVE POSITIONS

Setting Direction	Building Relationships and Developing People	Developing the Organization	Leading the Instructional Program	Securing Accountability
PRACTICES The teacher: • demonstrates the school vision and values in everyday work • motivates and works with others to create a shared culture and positive climate • models the use of appropriate technologies • strategically plans their delivery of program -------------------------- **SKILLS** The teacher is able to: • inspire, motivate and challenge others to carry the vision forward • demonstrate the values and vision of the school -------------------------- **KNOWLEDGE** The teacher knows about: • school and board directions • strategic planning from a classroom perspective • new technologies,	**PRACTICES** The teacher: • treats people fairly, equitably and with dignity and respect • acknowledges achievement of others • encourages colleagues to take intellectual risks • leads by example in developing relationships • maintains a high profile in the school and builds quality relationships with a wide range of staff -------------------------- **SKILLS** The teacher is able to: • foster an open, fair and equitable classroom culture • give and receive effective feedback • communicate effectively in all forums • listen empathetically • foster anti-discrimination principles in their classroom • manage student behaviour	**PRACTICES** The teacher: • builds a collaborative learning environment within their classroom • supervises students effectively both within the classroom and on school grounds • volunteers to assist in school-level activities that foster a safe and caring environment -------------------------- **SKILLS** The teacher is able to: • collaborate and network with those in the school • foster and support change in the school • foster and engage in dialogue leading to improvement -------------------------- **KNOWLEDGE** The teacher knows about: • professional learning communities	**PRACTICES** The teacher: • focuses on student achievement with the use of data to guide instruction • plans with learning at the centre • actively participates in the PLC's • acquires resources in support of their program • buffers students from distractions • implements practices that provide for high standards of student behaviour and attendance • sets high expectations for all students • sets preferred and predicted targets • actively participates in the moderation of student work • utilizes early and focused interventions for struggling students • employs a variety of methods to monitor literacy and mathematics acquisition • provides differentiated instruction • promotes higher	**PRACTICES** The teacher: • ensures student accountability • engages parents • works with administration in reviewing the success of their students • reflects of personal success in the role • actively engages in their performance appraisal process • creates a classroom context that reflects the school's values • responds in a timely manner to administrative requests • performs all assigned duties effectively -------------------------- **SKILLS** The teacher: • engages in self evaluation • collects and uses a wide range of data to understand strengths and weaknesses • utilizes the data warehouse --------------------------

their use and impact • change and leading change -------------------------- **ATTITUDES** The teacher demonstrates: • commitment to setting and achieving ambitious goals • a belief that all children can learn • a commitment to inclusive, respectful and equitable classroom	effectively -------------------------- **KNOWLEDGE** The teacher knows about: • the significance of interpersonal relationships • strategies to leading and participating on committees • emotional intelligence and understands their strengths -------------------------- **ATTITUDES** The teacher demonstrates: • a commitment to effective working relationships • integrity, confidence, optimism and hope.	• strategies to encourage teachers to change practice • strategies to improve parent involvement -------------------------- **ATTITUDES** The teacher demonstrates: • acceptance of responsibility assisting in the development of a positive culture • ethical behaviour	order and critical thinking skills • effectively utilizes I.E.P.'s • embeds problem solving in the teaching of mathematics • utilizes the TLDSB curriculum documents in delivering program. -------------------------- **SKILLS** The teacher is able to: • demonstrate the principles and practice of effective teaching and learning. -------------------------- **KNOWLEDGE** The teacher: • has the knowledge to achieve the aforementioned. -------------------------- **ATTITUDE** The teacher is: • committed to teaching.	**KNOWLEDGE** The teacher knows about: • the use of a range of evidence to support, monitor, evaluate and improve student performance • the accountability framework -------------------------- **ATTITUDES** The teacher demonstrates: • a commitment to individual, team and school accountability • a commitment to self evaluation

Section B

Aspiring School Leaders Program

Trillium Lakelands District School Board

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PD TRACKS AND THE ASPIRING SCHOOL LEADERS' PROGRAM

What are the Professional Development Tracks?

The Professional Development Tracks are pathways for specific groups of individuals with established roles, responsibilities and program components. It is anticipated that individuals will move from one track to another over the course of their career.

The Aspiring School Leaders represents individuals within the first four tracks. A specific program is set out for these individuals.

> **Aspiring School Leaders**
>
> **Track 1:** Pre-Aspiring Teachers – includes teachers who have been identified as individuals with strong leadership characteristics;
>
> **Track 2:** Aspiring Teachers – includes teachers who have acknowledged an interest in school level leadership and have undertaken steps to become qualified;
>
> **Track 3:** Newly Appointed Vice-Principals – includes vice-principals in the first 2 years of practice;
>
> **Track 4:** Experienced Vice-Principals – includes vice-principals with more than two years of experience;

Track 5: Newly Appointed Principals – includes principals within the first 2 years of practice; and

Track 6: Experienced Principals – includes principals with more than two years of experience.

Tracks 1 and 2: Pre-aspiring and Aspiring Teachers	
Roles and Responsibilities	
Director	1. Be aware of those who are interested and meet these individuals during school tours.
Superintendent	1. Ensure principals identify teachers. 2. Meet with the teachers and encourage participation in the ASL Program. 3. Co-ordinate requests for 360° feedback.
Principal	1. Identify teachers, mentor and guide. 2. Provide school-wide leadership opportunities. 3. Ensure Leadership Development Officer is aware of the individual. 4. Mentor and assist in preparation for interviews.
Leadership Development Officer	1. Establish a list of all teachers on track. 2. Establish contact with all teachers on track. 3. Establish and Implement an Annual Program Offering. 4. Identify appropriate avenues for individuals to gain system level experience. 5. Assist in the development of a Performance Plan and a Growth Plan. 6. Provide guidance in the establishment of a portfolio. 7. Assess portfolio. 8. Assist in preparation for interviews. 9. Make available applications and qualification information. 10. Review the personal services contract and answer any questions. 11. Consult with the principal in terms of all of the above.

Program Components 1. Identification and Recognition at the district level; 2. Provision of leadership opportunities at the district level: 3. Support in application processes; 4. Mentoring relationship and with principal or vice-principal; 5. Meeting with the Superintendent 6. 7 Habits – 4 Roles of Leadership Training; 7. Time Management; 8. Book Study; 9. Attendance at Board, Principals', Vice-principals', Administrative Council Meetings; and 10. 360o Feedback Survey.

Track 3 and 4: Newly Appointed and Experienced Vice-Principals.	
Roles and Responsibilities	
Director	1. Identify mentors and provide the LDO with direction. 2. Request updates on progress from the Superintendent and/or the Leadership Development Officer. 3. Discuss plans, career paths and other issues as identified.
Superintendent	1. Within district portfolios, ensure appropriate professional development is being provided. 2. Review learning, performance and growth plans. 3. Assess portfolio. 4. Visit classroom. 5. Outline the role of the LDO. 6. Discuss involvement in the Aspiring School Leaders' Program. 7. Co-ordinate requests for 360o feedback. 8. Outline personal expectations and other, as determined by the superintendent. 9. Discuss role of mentor and status of relationship. 10. Evaluate as required.
Principals	1. Assist in the development of Learning, Performance and Growth Plans. 2. Evaluate as required. 3. Ensure broad leadership opportunities are available. 4. Ensure participation in the ASL Program.
Leadership Development Office	1. Establish a mentoring relationship and monitor the progress. 2. Provide 360o surveys, tabulation templates and assistance in the analysis, as requested. 3. Assist in the establishment of a Learning, Performance and Growth Plans, as requested.
Program Components	
specific resources designed for the newly appointed vice-principals; 2. A formal mentoring relationship: 3. 7 Habits – 4 Roles of Leadership Training; 4. Time Management; 5. Book Study; 6. Attendance at Board, Principals', Vice-principals', Administrative Council Meetings; and 7. 360o Feedback Survey.	

Track 5 and 6: Newly Appointed and Experienced Principals

Roles and Responsibilities

Director	1. Identify mentors and provide the LDO with direction. 2. Request updates on progress from the Superintendent and/or the Leadership Development Officer.
Superintendent	1. Within district portfolios, ensure appropriate professional development is being provided. 2. Review learning, performance and growth plans. 3. Assess portfolio. 4. Visit classrooms in school. 5. Outline the role of the LDO. 6. Discuss involvement in the Aspiring School Leaders' Program. 7. Co-ordinate requests for 360o feedback. 8. Outline personal expectations and other, as determined by the superintendent. 9. Discuss role of mentor and status of relationship. 10. Evaluate as required.
Leadership Development Office	1. Establish a mentoring relationship and monitor the progress. 2. Provide 360o surveys, tabulation templates and assistance in the analysis if requested. 3. Assist in the establishment of a Learning, Performance and Growth Plans, as requested.

Program Components

1. Specific resources designed for the newly appointed principal; 2. A formal mentoring relationship: 4. 360o Feedback Surveys; Specific and targeted professional development sessions.

Each year the LDO will prepare a comprehensive program offering for Aspiring School Leaders. The LDO will be responsible for the establishment and delivery of the program, as defined by candidate interests. What follows is the 2008-2009 ASL Program offering.

OPTION		Aspiring School Leaders Program Offering 2008-2009	Group 1 Vice Principals	Group 2 Qualified as of September 2008 (PQP 1 and 2)	Group 3 Qualifying (completing PQP 1 or 2)	Group 4 PQP Eligible Entry Requirements Acquired	Group 5 Seeking PQP Pre-requisites	Comments
1		Annual August Conference	P/VP	ASL (Aspiring School Leaders)	ASL	ASL	ASL	• During the last two weeks of August 2009
2	**Certified Programs** (All programs and workshops are dependent upon overall enrollment)	Experienced Principals Qualification Course	x					• Approved College of teachers course – 4 modules • Must have two years of experience at end of course • Board support to be determined
3		PQP 1		X	X			• Fall of 2008-09-10 • Potential spring 2009 session • Applicable tuition
4		PQP2		X				• Spring 2009 session • Applicable tuition
5		7 Habits	x	x				• Details to be developed
6	**Direct Superintendent Support**	SO Meeting	X			x	x	• One-on-one meeting to explore interests - informal
7		SO Classroom Visit	X	X	X			• Focus on instruction
8		SO Portfolio Review	X	X	X			• Information gathering and candidate feedback

OPTION		Aspiring School Leaders Program Offering 2008-2009	Group 1 Vice Principals	Group 2 Qualified as of September 2008 (PQP 1 and 2)	Group 3 Qualifying (completing PQP 1 or 2)	Group 4 PQP Eligible Entry Requirements Acquired	Group 5 Seeking PQP Pre-requisites	Comments
9	**Mentoring/ Coaching Support**	Ministry Mentoring/ Coaching Program	X					• For vice-principals in their first two years • Formal mentoring / coaching program
10		Vice-Principal as Mentor / Coach		X	X			• Current vice-principal will serve as a mentor • Program guidelines
11		Principal as Mentor / Coach				X	X	• A more formal and structured connection with the school principal
12	**District Experiences**	Attend a Board meeting	X					• Briefed and introduced by the superintendent
13		Attend an Exec Council Meeting	X					•
14		Attend a Principals meeting	X					•
15		Attend a Vice Principals meeting		X				•
16		Attend Vice Principals meetings	X					•
17		ASL Workshop Presenter	X					• Assigned and assisted by the LDO
18		District Experiences	X					• In consultation with SO's and LDO

OPTION		Aspiring School Leaders Program Offering 2008-2009	Group 1 Vice Principals	Group 2 Qualified as of September 2008 (PQP 1 and 2)	Group 3 Qualifying (completing PQP 1 or 2)	Group 4 PQP Eligible Entry Requirements Acquired	Group 5 Seeking PQP Pre-requisites	Comments
19	**Workshops** (one-hour workshops offered regionally in the late afternoon)	Defining Leadership				X	X	• Focus of the 2008 August conference • A theory and concept building workshop
20		Time Management	X	X	X			•
21		Understanding the Ministry Leadership Framework	X	X	X			• Focus on the skills, knowledge and attitudes of an effective leader
22		Emotional Intelligence and Leadership	X	X	X			• Designed to provide a conceptual understanding of the 360° EQ
23		Portfolio Presentation	X	X	X			
24		Interview Preparation	X	X	X			
25		Teacher-in-charge		X	X	X	X	• Designed to address the very specific knowledge requirements
26		Book study	X	X	X	X	X	• Participants will be provided with a selected book to support the activity

OPTION		Aspiring School Leaders Program Offering 2008-2009	Group 1 Vice Principals	Group 2 Qualified as of September 2008 (PQP 1 and 2)	Group 3 Qualifying (completing PQP 1 or 2)	Group 4 PQP Eligible Entry Requirements Acquired	Group 5 Seeking PQP Pre-requisites	Comments
27	**Performance and Growth Plan Development**	360° Feedback Survey	X	X	X			• An assessment managed by the individual • Use of a TLDSB designed questionnaire based on Ministry Leadership Framework
28		Portfolio Review	X	X	X	X	X	• The assessor will be dependent upon the stage of development
29		Leadership Performance and Growth Plans	X	X	X	X	X	• Pre-requisite is the Leadership Framework Workshop • Assistance will depend upon the stage of development
30	**Exploring the possibilities**	LD Officer Interview					X	
31		Review of PQP Regulations					X	
32		Guidance for seeking qualifications					X	
33		'To Be or Not to Be a Principal' Discussion					X	

Section C

Recruitment Package

Trillium Lakelands District School Board

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THINKING ABOUT BECOMING A PRINCIPAL

*"One of the greatest pleasures I have as an administrator is handing
a graduation diploma to a young adult who others said would never succeed."*

*"Principal takes great pride and gets great satisfaction knowing
that his school makes a difference in every child's life."*

*"As a principal your ideas and educational experiences
can set the tone for a great school.
Curriculum ideas that you know will work can be implemented.
You can put sound educational practices in place school-wide."*

Why might I be interested?

Rank order of the top five motivators to becoming an administrator:

The responses would indicate that the following motivators are high in priority for our teacher respondents:

- Opportunity for new professional challenges

- Opportunity to positively influence school effectiveness

- Personal growth

- Opportunity to help children/students

- Desire to make a difference

- Belief in your leadership qualities

Why might I not be interested?

Rank order of the top five inhibitors to becoming an administrator:

The responses would indicate that the following were the main inhibitors for becoming an administrator for our teacher respondents:

1. Quite happy within existing role/teacher career

2. Increased stress

3. Family responsibilities

4. Cost of becoming qualified

5. Increased time commitment (more meetings, longer days)

6. Discipline problems

How do I know I am ready?

Your principal is likely in the best position to judge your readiness and suitability for an administrative position. Appendix A is intended to guide your self analysis and a conversation with your principal.

What is the necessary qualification?

This Principal's Qualification Program is organized into 12 modules of equal length: six modules in Part I and six modules in Part II. These modules incorporate the 8 aspects of knowledge, abilities, skills and practice described in the PQP Guideline 2001. Some of the expectations are met through distance education and most are met through the interaction between the candidates and the instructors and presenters.

Part I

Module 1: What does it mean to be a principal?

Module 2: Interpersonal Skills and Decision Making

Module 3: Human Resources: Supervision of Staff

Module 4: Legal Issues Related to School Operations

Module 5: Students with Exceptionalities

Module 6: Legal Issues

Practicum

The practicum is a required component of the Principal's Qualification Program. Candidates must successfully complete the practicum prior to being admitted to Part II. The practicum is a structured leadership and educational experience where candidates integrate what they have learned from Part I of the PQP and apply this to a real-life situation. The practicum includes at least 60 hours of experiential learning for the candidate of which up to 20 hours may be spent job-shadowing a mentor or existing school administrator.

Part II

Module 7: Human Resources: Selection Processes, Staff Development & Leadership

Module 8: School Planning

Module 9: School Program

Module 10: Leadership

Module 11: Community

Module 12: Management of Resources

What qualifications do I need to be accepted into the PQP?

The qualifications for the PQP are Ministry-regulated, and are as follows:

S.44 Ontario College of Teachers Act, 1996 Regulations

44. An application for admission to the Principal's Qualification Program must,

(a) hold an acceptable university degree;

(b) hold a certificate of qualification or interim certificate of qualification;

(c) hold concentrations in three divisions, including the intermediate division, as indicated on the applicant's certificate of qualification;

(d) provide evidence of at least five years of successful teaching experience in a school providing elementary or secondary education, as certified by the appropriate supervisory officer or, in the case of experience outside Ontario, by the appropriate supervisory official; and

(e) hold or provide evidence of one of the following:

      a. A specialist or honour specialist qualification as indicated on the applicant's certificate of qualification and,

            i. Successful completion of at least half the number of courses required to qualify for a Master's degree that is an acceptable university degree, or

            ii. An additional specialist or honour specialist qualification as indicated on the applicant's certificate of qualification

      b. A Master's degree or Doctorate that is an acceptable university degree.

      c. Successful completion of such number of graduate university courses as is equivalent to the number of graduate university courses that are required to qualify for a Master's degree that is an acceptable university degree.

Otherwise stated, the pre-requisites for the PQP are:

- That you are registered with the Ontario College of Teachers;

- That you have a minimum of 5 years of successful teaching experience certified by the signature of a supervisory officer;

- You hold, or can provide evidence of holding, qualifications in the Intermediate division AND at least two of the remaining three (Primary, Junior, or Senior);

- You hold, or can provide evidence of holding, two specialist qualifications; OR one specialist qualification and ½ credits towards a Master's degree OR a Master's degree.

Additionally, Part II of the PQP requires that you hold Part I of the PQP, and that you can show evidence of successfully completing the Practicum

When and where are the PQP courses available?

A number of institutions offer the Principal Qualification Program. The Program is structured and supervised by the Ontario College of Teachers. Examples include:

- TLDSB in partnership with the Ontario Principals' Council

- Ontario Institute for Studies in Education (U. of T.)

- York University

- Other providers are posted on the College of Teachers website

What are the terms and conditions of employment as an administrator?

The Terms and Conditions Committee of the local Ontario Principals' Council meets with the Board to determine the contract. Although the contract is a personal services contract, the Terms and Conditions are set for the group.

Prospective administrators are often concerned about job security, seniority and placement. The contract with the Board and Provincial Regulations govern these issues. In essence, administrators are well protected.

Other specifics of the Terms and Conditions can be provided through contact with your principal or the Leadership Development Officer.

What professional development supports are available?

Administrators are allocated an annual discretionary allowance that may be use to support personal professional development costs. Many administrators claim part of the cost of the PQP2 during their first year in the role.

What are the next steps?

1. Have a focused discussion with your principal about the role and your suitability using Appendix A.

2. Establish the courses and completion timeframe.

3. Call the Leadership Development Officer for assistance.

Section D

TLDSB Principal / Vice Principal Mentoring Program

Trillium Lakelands District School Board

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TLDSB PRINCIPAL / VICE PRINCIPAL MENTORING PROGRAM

Handbook: Mentoring/Coaching Program for Newly Appointed School Administrators 2008 - 2009

"The Invisible Hand"

"Mentoring includes coaching and is one of the most powerful forms of professional learning. It takes place through a collaborative, ongoing, reciprocal learning relationship between an experienced school leader (mentor) and a newly appointed school leader (mentee). It is focused on essential aspects of the new leadership role."

Ontario Ministry of Education 2008

INTRODUCTION

In January of 2007, TLDSB senior management recognized a growing issue with its school administration group. At that time:

- About ¼ of the Board's elementary principals had less than one year's experience in the role;

- 56% of the Board's secondary principals were in their first year of the principalship;

- One-third of secondary vice-principals were in their first year as a school administrator.

New administrators were surveyed to establish the needs that arose from their inexperience, and the universal response was for the establishment of a mentoring program for administrators within the Board.

TLDSB is not alone in its concerns for support for new administrators; in fact this is an issue throughout the province. Along with others, the Board applied for, and received, funding from the Ministry of Education to establish a pilot program to run in 2007 and 2008

The Ministry of Education's review of the pilot projects resulted in the establishment of a provincial mentoring program: Mentoring for Newly Appointed School Leaders 2008. The Ministry has set out specific program requirements along with grants to support the program. This Handbook is intended to provide an overview of the TLDSB program.

The 2008 Handbook represents a 2nd edition of the document. The earlier edition which informed the pilot project has been modified and reviewed by the Steering Committee. It is intended to serve the needs of both the mentor and the mentee, as well as the administrator of the program. It is a document that will continue to evolve over the course of the year.

TLDSB has approximately 31 administrators who will benefit from the program over the course of the school year.

The Purpose Of The Program

Mentoring is a dynamic, mutually beneficial relationship in a work environment involving the pairing of a respected, experienced administrator with a mentee, aimed at promoting career development.

The overarching purpose of the TLDSB Mentoring/Coaching Program is to provide newly appointed school leaders with an effective, well-trained mentor to support their transition into the leadership role.

Mentoring provides benefits for both parties in the relationship.

Mentors gain a:

- satisfaction from helping a colleague;

- an opportunity to reflect on personal skills;

- validation for expertise attained over many years.

Mentees, on the other hand, enjoy:

- learning from someone who knows the system;

- an opportunity to take risks with a safety net;

- a vehicle to build confidence and competence;

- an opportunity for continual learning in leadership theory.

TLDSB also benefits from the Mentoring/Coaching Program in terms of achieving:

- an organized process for leadership succession planning;

- effective transfer of leadership skills;

- a mechanism for diffusing the Board's leadership vision throughout the system.

2007 – 2008 Mentoring/Coaching Pilot Project In Review

The review document was prepared to provide an overview of the pilot as well as identifying potential areas for modification.

- Mentoring/coaching is a dynamic, mutually beneficial relationship in a work environment involving the pairing of a respected, experienced administrator with a mentee, aimed at promoting career development.

- TLDSB utilizes a blended mentoring/coaching model. "As mentors we pass on sharing our wisdom, experience and expertise. As coaches, we are eliciting the strengths, wisdom and solutions from the client." A successful relationship is about meeting the needs of the client. The emphasis is on coaching in order to build capacity in our school administrators.

- Thirty one (31) school administrators, each within their first two years of a role, participated in the program. They did so for different time intervals, depending upon appointment date. Ten (10) recently retired administrators served as mentors/coaches.

- The use of retired administrators was partly by design and partly by necessity. The demographics of the administrative cadre provided few administrators who had more than five years of experience. On the design side, TLDSB has had and continues to have a very supportive culture and one where mentoring fellow administrators is an expectations. We did not want to destabilize this culture. Further, with the use of retired administrators, we were able to focus on the higher order function of coaching.

- Mentors received $1000 as an honorarium. Each mentor received training and activities were monitored by the program administrator.

- The Ministry of Education conducted a two-phase, two-day evaluation of the TLDSB project (one of 16 pilots in the province). Although the results have not been released, officials indicated that the TLDSB model was exemplary.

- A mid-project evaluation was conducted. School administrators reported overwhelming support for the program:

Average Response		Rate each of the following: 1 (low) to 5 (high), na or te (too early)
		Overall Effectiveness
4.4	a.	Beneficial to the mentee

4.4	b.	An important component of the mentee's professional development

- A few of the written comments:

  "My mentor has many insights that he is willing to share that are beneficial and I have learned from his mistakes and trials as an administrator."

  "…we are both committed to maintaining this relationship as I feel that it is vital for my professional growth and that the mentor will be helpful in many facets of my role."

- Asked if they wished to participate in the Mentoring/Coaching Program for a second year, over ninety percent of the mentees said YES. A few administrators who were approaching their third year did not feel the support was necessary.

- Anticipated modifications to the program for 2008 – 2009 include:

  o Further development of the TLDSB Mentoring/Coaching Handbook

  o Professional development for the Mentors

  o Meeting the requirements of the Ministry Mentoring Program. Specifically, we will include a process to dissolve unproductive relationships, a process to draw the program to closure for the mentor and mentee, and will provide a focus on the Ministry Leadership Framework and TLDSB's strategic directions.

A document prepared for Executive Council 2008

TLDSB Program Goals For 2008 – 2009

The specific goals for 2008 – 2009 arise from a review of the pilot, consideration of the Ministry requirements and the parameters of the Leadership Development Plan. Specifically, the 2008 – 2009 Mentoring/Coaching Program will:

- build on the successful pilot project;

- incorporate all Ministry directives;

- establish an anticipated 31 Mentor/Coach relationships, with offers extended to all newly appointed school leaders;

- establish a steering committee;

- set out a specific training program for mentors that anticipates continual intake;

- further develop the Handbook;

- require the development of a Learning Plan for all mentees;

- remain ' client focused' while addressing TLDSB strategic directions;

- require the use of the Leadership Framework in setting the Learning Plan and reflecting on conversations;

- assess and evaluate the relationships and the overall program at the middle and end points;

- utilize all available data to modify the program for 2009 – 2010.

Defining The Image Of A School Leader

The School Leadership Development Plan presents a comprehensive description of a school leader. Please refer to the document.

Mentoring And Coaching Within The Leadership Development Plan

The Mentoring/Coaching Program is an integral component of the Leadership Development Plan. As set out in the following chart, the Program is formalized for newly appointed school leaders. However, it is a significant element of the program offering for Aspiring School Leaders.

Program Expectations For Mentors, Mentees and TLDSB

The TLDSB Mentoring/Coaching program has specific suggested activities. In general, however, all three partners – the mentor, the mentee, and the Board - have responsibilities for the success of the program.

OUTCOMES	INDICATORS of SUCCESS
The MENTOR will:	
• Listen effectively, provide constructive feedback and provide moral support to the protégé.	• The mentee will indicate a high degree of satisfaction that the mentor has been an effective and collaborative partner.
• Reflect along with the protégé on shared readings and provide the protégé with other appropriate resources.	• The mentee will be able to demonstrate enthusiasm for continual professional learning.
• Model for the mentee behaviours and attitudes congruent with the Board's vision of school leadership.	• The mentee will be able to articulate and support the Board's vision of school leadership.

OUTCOMES	INDICATORS of SUCCESS
The Mentee will	
• Identify areas for professional growth.	• Mentee will have identified areas for growth through self-assessments and ongoing reflections of their personal competencies.

• Develop a growth and performance plan.	• Mentee will have produced growth and performance plans in accordance with Ministry and Board guidelines.
	• Mentee will have accepted suggestions for their plans from their mentor when necessary.
• Take risks, demonstrate sound knowledge and implement new skills.	• Mentees will show confidence as a result of having tried new strategies or having acted on the advice of their mentor.
	• Constructive feedback given by the mentor will have assisted mentee in making modifications to their actions.
	• Mentees will demonstrate new or refined skills in areas identified on growth plans.
• Gather evidence and examples of professional growth acquired as a result of the mentoring relationship	• Mentees will have a portfolio that documents their experience.

OUTCOMES	INDICATORS of SUCCESS
The BOARD will:	
• Support a process for succession planning.	• A comprehensive and effective mentoring program will have been implemented.
	• Senior administration will have visibly promoted and, where appropriate, participated in the mentoring program.
	• New mentees and mentors will be identified.
• Provide effective and ongoing	• Funding and resources will be

professional development opportunities for its leaders.	provided to support the mentoring program and other professional development activities.
	• An ongoing interest in leadership development and a desire to be involved in the mentorship program will be evident.
• Recognize improved student learning by developing effective leaders.	• Effective leadership from participants in the mentorship program will be demonstrated in schools. This will be evident in excellent teaching practices, improved student learning and positive school community morale.

Mentoring/Coaching Model

1. Mentoring/Coaching Focus:

Mentoring includes coaching and is one of the most powerful forms of professional learning. It takes place through a collaborative, ongoing, reciprocal learning relationship between an experienced school leader (mentor) and a newly appointed school leader (mentee). It is focused on essential aspects of the new leadership role. Mentoring is non-supervisory and is based on trust, respect and confidentiality. It includes job-embedded learning and enables mentors and mentees to connect in a planned and purposeful manner.

As mentors, we are passing on/sharing our wisdom, experience and expertise. As coaches, we are eliciting the strengths, wisdom and solutions from the client.

A successful relationship is about meeting the needs of the client.

2. Expectations for Interaction:

The expectation is for 25 contact hours over the period of one year.

3. Interaction Continuum:

Face-to-Face	Video Conferencing	Telephone	WEB Conferencing	E-Mail
Traditional Interaction	• Point-to-point	• Audio • Readily available • No designated time	• Audio and video • Interaction whiteboard • Document sharing	• Text • Voice File • Tracking
Travel	• V.C. equipment - One-to-one or large group • High speed connection	• VOIP • Cell • Desktop	• Breeze software • Web cam and headset	• E-mail service

Site designation			• Lower speed connection	• Connectivity
Extended contact				
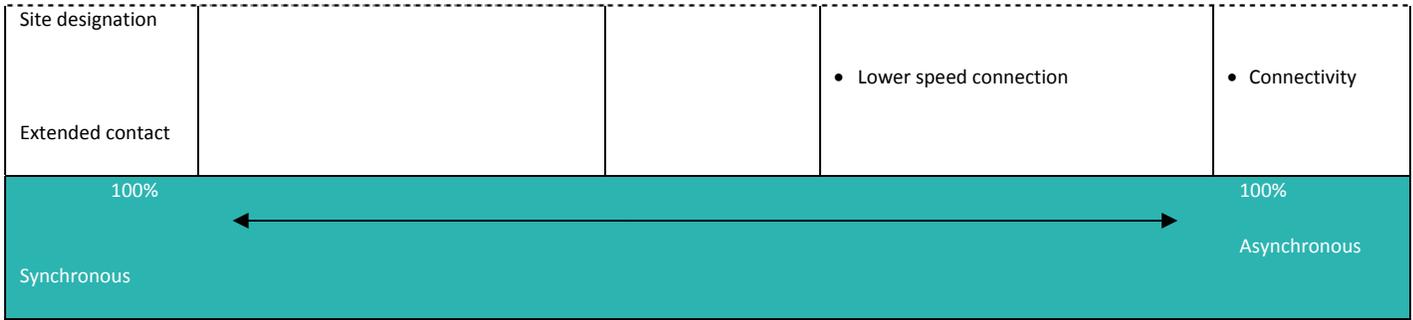
100%			100%
Synchronous	← →		Asynchronous

	Independence of Time	
< Decreases	Availability	**Increases >**
	Independent of Distance	
< Increases	Time Dependence	**Decreases >**
	Mentor Interaction	
	Costs	
	Length of Contact	
	Planning for Interaction	

4. Retired Administrators as Mentors:

Retired school administrators will serve as mentors in the program. The engagement of retired administrators is partly by design and partly by need. On the design side, retired administrators bring many years of informal mentoring and administrative experience to the table. Further, they are readily available and committed to the role. Therefore, we are able to focus on the development of the mentor with training, monitoring and multiple relationships. And finally, the retired cadre is removed from the day-to-day, devoid of personal interest and ambitions, and motivated by one factor: a willingness to assist the newly appointed administrator.

TLDSB has a strong group of current administrators who actively support their peers. In designing this program, we did not wish to disrupt these informal relationships by narrowing the focus of a current administrator to support one person. Indeed, we anticipate that regardless of the formal program, newly appointed administrators will seek assistance from their peers as they develop a network.

On the need side, TLDSB continues to experience a significant turnover in school administrators and, consequently, few current school principals have the necessary experience or time to actively engage in the formal program.

5. Interaction Groupings:

Although the emphasis is on one-to-one interactions, mentors and mentees may wish to establish the occasional group meeting.

6. Anticipated Stages in Mentoring/Coaching Process:

   a. Mentors attend training.

   b. Mentors make contact with assigned mentee.

   c. First meeting

   - Getting acquainted

   - Discussion of the program

   - Review logistics of the partnership, including electronic and face-to-face meetings

   - Review accountability requirements of the partnership

   - Assessment of Learning Needs

   - Preparation of Learning Plan

   d. Subsequent Meetings

   - Review Learning Plan – discuss

   - Review Mentee learning needs – modify plan

   - Client Driven Discussions

e. Following meetings and contacts

- Mentor-Mentor activities

- Mentor maintains activity log

- Mentor maintains reflective journal

- Learning Plan prepared

f. Conclusion

- Closure activities

Program Administration

Role of Steering Committee:

The Steering Committee will be made up of the Director, the Leadership Development Officer, a mentee and a mentor.

Role of Director and Executive Council:

The Director will be involved in all program related decisions and consulted on administrative issues. Executive Council will receive reports from the Director, adding advice or direction as may be the case.

Role of Leadership Development Officer:

The Leadership Development Officer shall be the program lead and administrator, responsible for all aspects of the program.

Mentee Eligibility:

Newly appointed school leaders are eligible for the program (within first two years of the   role). The program has continuous intake.

Mentee Orientation:

Mentees will receive a copy of the Handbook and will be provided with opportunities to clarify. The orientation is structured to reflect the continuous intake.

Mentor Selection Criteria:

Mentors must be retired school administrators. Nine clusters of criteria must be considered in determining suitability of the individual:

    a.   Administrative Skills: problem solving, judgment and organizational ability;

    b.   Communication Skills: oral and written communication; use of email and other technologies;

    c.   Interpersonal Skills: building trust, empathetic listening, skilled questioning;

    d.   Motivation: a keen interest and commitment to the role;

    e.   Mentoring Reputation: a history of guiding peers;

    f.   Leadership: strong conceptual understanding as well as demonstrated leadership;

    g.   Availability: few other commitments; willingness to drive;

    h.   Knowledge: A keen understanding of current educational issues and factors affecting the administrative role.

    i.   **Professional Reputation: The individual must have a strong professional reputation as a school administrator, as judged by the Director and Executive Council.**

Mentor Selection:

The selection of a mentor is a two step decision-making process. First, mentors must be approved by the Director, after consultation with Executive Council. Second, the mentee must accept/select the individual as their mentor.

Matching Process:

The Leadership Development Officer will lead the process. The LDO, in discussions with the Director, will review the available mentors and potential matches. A broad number of factors will be considered: availability, geographic location of the mentor, panel experience, current mentoring engagements, perceived strengths of mentors and perceived needs of the mentee.

Where possible, the LDO and Director will identify at least two potential mentors for the mentee's consideration (note: this is not always possible).

The LDO will offer the services of the identified mentors. A brief description of the mentor will be provided. The mentee will be encouraged to talk to their supervisor or peers in making the selection.

The mentee selects their mentor.

Mentor Honorarium:

Mentors will receive a $1,000 honorarium for each successfully completed one year relationship. Mentors may receive mid-year payment with the submission of the payment request. Time logs must be submitted at the close of the year to receive final payment.

Mentors will receive a small honorarium for attending training and operational meetings.

Mentors will have travel costs covered according to Board policy, with the submission of the appropriate form.

All forms must be approved by the Leadership Development Officer.

Mentor Records:

The mentor is required to complete the Mentoring Log (one per relationship).

The mentor is required to record all mileage.

Available Funds to Support Relationships:

Unallocated funds will be available to support the mentoring activity. Mentors may make a request to the LDO for funds such as books and supply coverage.

No Fault Exit:

It is understood, that either party may discontinue the relationship for any reason, without the expectation of disclosing reason.

The following protocol is expected:

    a. The initiating party communicates directly with the LDO;

    b. The LDO will discuss issue with the initiating party;

    c. The LDO will give notice to both parties that the relationship has been terminated;

    d. The LDO, where the initiating party is the mentee, will offer another mentor.

Confidentiality:

The existence of the relationship is not confidential. The content of discussions between the mentor and mentee is confidential.

The expectation of confidentiality exists for both parties.

That said, the parties may agree to certain discussions/issues being shared with others.

The Learning Plan, described in this Handbook, must be submitted to the Leadership Development Officer.

Mentor Training

TLDSB is committed to the ongoing training of mentors. Provincial level opportunities for mentors will be made available, as will other supporting materials. In addition, mentors will be required to attend regular meetings focused on advancing their skills and enhancing the experience of the mentees.

The **Basic Training Program** set out below is required of all mentors. The design reflects the need to provide for the continuous intake of mentors, the nature of adult learning and the highly motivated nature of the mentors.

Eight Key Lessons based upon <u>The Mentor's Guide Facilitating Effective Learning Relationships</u>, By Lois J. Zachary

- **Lesson 1:** The Nature of Adult Learning – Chapter 1
  How should the Learner-Centred Mentoring Paradigm impact on your mentoring relationship?
  In what ways does the adult learning theory impact on the mentoring role?

- **Lesson 2:** Mentor Strategies for Advancing Mentee Learning
  In conversations with mentees, what are five potentially powerful strategies to enhance their learning?
  Upon reflection, which strategies require further skill development on your part?

- **Lesson 3:** Mentoring Over Distance – Chapter 2
  What actions will you take to reduce the issue of distance in the relationship?

- **Lesson 4:** The Mentoring Phases – Chapter 3
  Compare the Phase Cycle of mentoring to your own experience.

- **Lesson 5:** Phase: Mentor Preparation – Chapter 4
  Complete the Mentoring Skills Inventory and establish a few mentor training goals.
  Read page 91. Evaluate this instrument based on your own experience.

- **Lesson 6:** Phase: Negotiating – Chapter 5
  Does the TLDSB Handbook say enough about confidentiality? Boundaries?
  Should TLDSB require a formal agreement between the mentee and mentor?

- **Lesson 7:** Phase: Enabling – Chapter 6
  Do the terms support, challenge, and vision cover it?
  How good are you at providing feedback? (page 135)

- **Lesson 8:** Phase: Drawing Closure
  What does closure look like for you? Will it vary from mentee to mentee?

Required Program Activities For Year One Of The Mentoring Program

(Year two to be developed with release of Ministry P/VP Evaluation Policy)

Required Outcome: Assessment of Mentee Learning Needs

Early into the relationship, the Mentor needs to assist the Mentee in assessing their learning needs in the context of the Mentoring program. The Ontario Leadership Framework must be used to assist in the analysis and discussion. One or two domains and related practices and competencies must be identified. The TLDSB strategic plan must also be considered.

Reference Documents:

- Ontario Leadership Framework

- Self-Assessment Tool: Ontario Leadership Framework

- TLDSB Strategic Directions 2008 - 2009

- 306o Feedback Report

Required Outcome: Development of a Learning Plan

Mentors and mentees are required to develop a Learning Plan specific to the mentoring relationship early into the program.

> *The plan will reflect the learning needs of the mentee, identified through the learning assessment (described above) and will guide the work of the mentor and mentee. The mentor and mentee will review the plan on a regular basis to determine progress and identify any change in learning needs and interests of the mentee. (Ministry of Education)*

The Learning Plan becomes the core of the relationship; however, emerging mentee needs will drive a large portion of the conversations.

Appendix A presents the template to be used in the preparation of the plan.

All Learning Plans (with names removed) are to be submitted to the Leadership Development Officer.

Text: Daresh, J.C. (2006). <u>Beginning the Principalship</u>. Corwin: California.

These activities must involve a combination of face-to-face and electronic meetings or conversations. The mentee must gain experience in responding in a variety of modes: direct conversation, email, and responses among others.

1. **A Personal Leadership Checklist**

   Exercise:

   The mentor and mentee will complete together and discuss the Personal Leadership Checklist found in Daresh pg 21 – 29   OR   <u>complete the Self Assessment Tool: Ontario Leadership Framework.</u>

   The purpose of this exercise is to

   - Give the mentor and mentee common ground for commencing the relationship.

   - Allow the mentee to begin the process of reflection that is crucial to the mentoring exercise.

   - Allow the mentor to tailor further exercises to the areas that the mentee identifies as worth attention.

   Discussion:

   The mentor should probe the mentee's thinking by asking the mentee for evidence and examples of the identified behaviours.

2. **Seeing Your Invisible Heroes**

   Exercise:

   The mentor and protégé will read and discuss Daresh pg 83 - 92.

   The purpose of this exercise is to

   - Allow the mentee to explore school culture in ways that may not be part of their background.

   - Socialize the mentee into a wider leadership arena.

   - Allow the mentee to pay direct attention to the wider school community.

Discussion:

Most mentees have extensive teaching backgrounds and have been socialized as teachers. The mentor should encourage the mentor to think about the new sphere of influence that includes a wider school community. Decisions must be made in this arena – they are not always in the interest of teachers first and foremost.

3. **Learning About Your School's Culture**

Exercise:

The mentor and mentee will read and discuss Daresh pg 117 – 124

The purpose of this exercise is to

- Give the mentee tools to intelligently observe their school.

- Show the mentee that jumping into action without learning about the potential consequences is a dangerous act.

- Allow the mentee to become immersed in the history and character of the school in order to place needs and supports into an appropriate context.

Discussion:

The mentee should be able to identify the driving forces in the life of the school. These might be athletics or the arts, or they might be people on the staff of the school or parental expectations for the school. When administrators act in ignorance of these factors they risk their efforts being unexpectedly unwelcome or, perhaps worse, irrelevant.

4. **Reviewing Personal Values**

Exercise:

The mentor and mentee will read and discuss Daresh pg 129 - 137

The purpose of this exercise is to

- Allow the mentee to clarify personal values and beliefs about school leadership.

- Allow the mentee to compare their own goals and ideas with those of the wider community that were clarified in earlier exercises.

- Allows the mentor to present a variety of optional visions for the school drawn from more extensive experience.

Discussion:

Often the mentee will have a strong set of beliefs, but just as often those ideas are imprecise or hidden in cliché. The mentor should be prepared to show the protégé that personal beliefs must work together with Board goals and school culture so that student achievement may be improved. Schools whose leaders have uncertain or non-existent educational values will likely appear rudderless, while those whose leaders have values in overt contradiction to the school culture will often become embroiled in rancor and experience uncooperative behaviours.

5. **Building a Support System**

Exercise:

The mentor and mentee will read and discuss Daresh pg 157 – 167

The purpose of this exercise is to

- Generate a support system of peers for the mentee.

- Move the mentoring relationship into a wider context so that the mentee will begin to become socialized as a system administrator.

- Help the mentee to overcome the isolation inherent in their work.

Discussion:

From a system perspective it is important that the mentee begin to feel a greater sense of affinity with other administrators than they do with their previous colleagues. The mentor should offer direct contacts and discussions with other administrators as part of this exercise. A group meeting or discussion of common problems, issues or interests is a good way to achieve this. In addition, this allows new administrators to discuss "nuts and bolts" items that are often uppermost in their minds.

Note on Activity 5:

The mentor has a responsibility, during this activity, in educating the mentee in the area of managing the stakeholders in their own world. In particular, mentee must learn about their responsibilities to the Board and to its senior administration. On account of the diversity of their work, administrators are responsible to a number of senior administrators. Mentee must be educated in the nuances of these relationships.

6. **The Professional Portfolio**

This is an ongoing activity. At the outset the mentor will review the mentee's portfolio or, if none exists, outline how such a portfolio is built and maintained. The portfolio will be reviewed at face-to-face meetings and at the end of the process. The resulting product must be a sophisticated, professional object.

The purpose of this exercise is to

- Formalize mentee thinking by insisting that it become organized, coherent and presentable to others.

- Ensure that the mentee understands the Board's model for leadership development.

- Allows the mentee to arrange their own strengths in ways that make them compatible with Board beliefs thus allowing the protégé to visualize their own career trajectories in the context of Board requirements.

Discussion:

The Portfolio should be constructed and maintained with the Board's leadership model in mind. The model is outlined in the next pages.

7. **The Growth (Learning) Plan**

The mentee, with the assistance of the mentor will produce a Learning Plan by the conclusion of the process. The growth plan will be in accordance with Ministry and Board guidelines.

The purpose of this exercise is to

- Familiarize the mentee with new Ministry requirements for administrators.

- Allows the mentee to construct plans that are compatible with Board requirements and appropriate for potential career advancement.

- Ensure that the mentee understands the planning process and the importance of making all plans in the context of the system, school or personal requirements.

- The Learning Plan (Appendix) and the process described in this Handbook must be followed.

Program Assessment, Evaluation And Modification

The program will be assessed and evaluated over the course of the year, with a mid-year and end-of-year collection of data. The instrument is as follows:

Mentoring/Coaching Relationship Assessment

Answers	1.	Background Information
	a.	Mentor or Mentee
	b.	Number of meetings to date
	c.	Number of face-to-face contact hours
	d.	Approximate number of e-mails
	e.	Approximate number of telephone calls

Answers		Rate each of the following: 1 (low) to 5 (high), na or te (too early)
	2.	Mentee Role
	a.	Clear understanding of the roles
	b.	Reflects on personal needs
	c.	Prepares necessary documents

	d.	Initiates contact

Answers		Rate each of the following: 1 (low) to 5 (high), na or te (too early)
	3.	**Mentor/Coach Role**
	a.	Clear understanding of the roles
	b.	Focuses on the mentee's needs
	c.	Instils confidence
	d.	Refrains from telling
	e.	Strives to improve personal mentor/coaching skills
	f.	Initiates contact

Answers		Rate each of the following: 1 (low) to 5 (high), na or te (too early)
	4.	**Mentoring Relationship**
	a.	Focus on learning
	b.	A plan provides focus (i.e. growth, performance, school improvement)

	c.	Adequate time and frequency of interactions
	d.	Evidence of reflection (ie. Portfolio, journal)
	e.	Overall performance of the mentor
	f.	Overall performance of the mentee
	g.	Level of trust
	h.	Level of confidentiality
	i.	Mentor's commitment
	j.	Mentee's commitment
	k.	Clear purpose and direction
	l.	Effective communication

Answer		Rate each of the following: 1 (low) to 5 (high), na or te (too early)
	5.	**Overall Effectiveness**
	a.	Beneficial to the mentee

	b.	An important component of the mentee's professional development

Written comments:

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Appendix A – The Learning Plan Template

TLDSB Mentoring/Coaching Program

Administrator Learning Plan

Administrator Name _____   Date _____

Goal

```
Leadership Framework:  Domain



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```
Leadership Framework:   Practices and Competencies



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<u>Goal Statement</u>			

	Strategies	**Evidence Collection**	**Anticipated Completion Date**

Appendix B – Mentoring Log

TLDSB MENTORING LOG				
Mentor's Name:		Mentee's Name:		
Date	Activity		Location	Hours
Mentor's Signature:				

Trillium Lakelands DSB

Mentoring\Coaching Program

Invoice for Mentoring Services

Please submit to Andy Scott upon completion of each stage or at the conclusion of the program. Mail a signed copy to Andy Scott in care of Linda Evans at the Lindsay Education Centre.

Name _____

Address _____

_____

Mentoring Relationship #1 Mentee's Name	Total Honorarium	Claim
Stage 1: Mid program: 12.5 hrs.	$500.00	
Stage 2: End of program: 25 hrs, end of school year.	$500.00	
Sub Total:	$1000.00	a.

Mentoring Relationship #1 Mentee's Name	Total Honorarium	Claim

Stage 1: Mid program: 12.5 hrs.	$500.00	
Stage 2: End of program: 25 hrs, end of school year.	$500.00	
Sub Total:	$1000.00	b.

Mentoring Relationship #1 Mentee's Name	Total Honorarium	Claim
Stage 1: Mid program: 12.5 hrs.	$500.00	
Stage 2: End of program: 25 hrs, end of school year.	$500.00	
Sub Total:	$1000.00	c.

	Total Claim	a+b+c
Coach/Mentor Signature	Approval Signature: Andy Scott Date:	

Section E

Portfolio Development

Trillium Lakelands District School Board

Contents

THE PROFESSIONAL PORTFOLIO FOR SCHOOL ADMINISTRATORS

"To know thyself!"

Thousand of years ago the Greeks carved above their temples that phrase 'Know thyself," two simple words that imply a lifetime of investigation. Throughout the ages philosophers and scholars emphasized the importance of self-knowledge as an outcome of learning.

Brown 2002

Introduction

The development of a professional portfolio, without question, is a time consuming exercise which requires at one level the collection of artifacts and at another level deep reflection on the part of the practitioner. Brown (2002), in an extensive study of adult learning, draws three key findings associated with the development of portfolios:

> *(a) a marked increase in the participants' self-knowledge….(b) a greater recognition of the value of learning from work….(c) improved communication and organizational skills, and greater appreciation of the role of reflection in recognizing learning. (p. 242)*

What is a portfolio?

A portfolio is a collection and showcase of artifacts documenting your work – but it is much more. The professional portfolio is 'a self assessment of attributes, skills and goals resulting from personal reflection and professional dialogue. It uses authentic evidence to communicate a portrait of leadership and a plan for growth" (Green, 2004, p.2).

What goes into a portfolio?

A few examples follow:

- Your career goals or mission statement

- Your educational philosophy

- A copy of your resume

- Letters of reference

- Transcripts

- Academic and other awards

- Documents you have authored

- Photographs

- Published/Unpublished articles

- Research conducted

- Evaluation reports

- 360^{o} reports

- Instructional units: Lesson plans

- Student work

- Reflective commentary

How do I organize the portfolio?

The process of portfolio development commences with *reflection.* The individual must reflect upon the meaning of effective school leadership and consider what might be evidence of that effective leadership. The gap between the image and the actual evidence represents the basis for professional development.

The image is nicely captured in the Ontario Leadership Framework. Five domains are described as well as practices, skills and competencies, and attitudes. The Framework should guide the selection, organization and analysis of the artifacts.

Although the organization of the material may vary, the key sections are as follows:

The Professional Portfolio

1. Table of Contents

2. Resume

3. Philosophy of Education

4. Artifacts – Leadership Framework

5. Growth Plan

6. Performance Plan

7. Supporting Documents

8. References

The organization of the artifact section of the portfolio needs special consideration. There are many acceptable approaches to organizing the artifacts and, ultimately, the material must be beneficial to the individual; however, *in order to achieve the highest levels of reflection, the organization must be structured by **The Ontario Leadership Framework.***

What is the difference between the Professional Portfolio and The Interview Portfolio?

The Professional Portfolio is a document that contains many of the original artifacts and extends over a considerable period of time. It is likely a rather massive document.

The Interview Portfolio is designed specifically for a promotion interview. The following sets out the required contents:

Covering Page

Section 1: **Philosophy of Education (**1 page summary**)**

Section 2: **Related documents:**

- Resume
- OCT/PQP Qualifications
- Other

Section 3: **Emotional Intelligence Survey Data:**

- Survey results
- Candidates reflection and next steps based on survey results

Section 4: **Leadership Framework Practices and Competencies:**

- 3 examples/artifacts of leadership from each of the 5 domains
- Reflection of learning from the experience/example
- Reflection on how this learning applies to the role of principal or vice-principal

Section 5: **Candidate's Learning Plan, Growth Plan or Performance Plan depending upon current position.**

Section 6: **Recent Performance Appraisal or a letter from their principal where a PA does not exist.**

Section 7: **Other Related Evidence**

Section 8: **3 Letters of Reference:**

- Immediate supervisor(s) (principal and/or vice-principal)
- Others to act as character reference (e.g. colleague)

What do I present during an interview?

In making a presentation, always keep your audience's key question in mind: Is this person ready for the key leadership role? Beyond the specific direction provided by the selection committee, the candidate must identify the items from the Interview Portfolio that will be presented. In particular, candidates need to describe specific leadership activities with clear evidence to support the initial selection of the initiative, the development of the plan, the analysis of the outcomes, and the assessment of their leadership.

References

Brown, Judith. (2003) Know Thyself: The Impact of Portfolio Development on Adult Learning.

Adult Education Quarterly, 52(3),228-246. Professional Development Collection.

Section F

Promotion Process

Trillium Lakelands District School Board

Contents

PROMOTION PROCESS

TLDSB Promotion Process for School Administration

TLDSB Promotion Process for School Administration

An Interest in Administration

Recommendation of the Principal

Enrolment in the
Aspiring School Leaders Program
Preparation of Interview Portfolio

Expression of Interest (and readiness)

Growth and/or Performance Plan

Promotion Readiness Interview

Promotion Readiness List

Invitation to Apply to the Hiring Pool

Hiring Pool Interview

Hiring Pool Appointment

Placement in Role

TLDSB Hiring Procedure HR-4026

(please refer to the full TLDSB Hiring Procedure HR-4026 for further information)

The Hiring Of All Principals And Vice Principals

a) Before candidates are considered for appointment to the Hiring Pool, each candidate must have completed the Developmental Promotion Process (See Appendix "C")

b) After consultation with Trustees, Principals and Vice-Principals will be appointed to a Hiring Pool with the approval of the Board of Trustees for a maximum of ten (10) months.

c) After consideration of school needs, including the Principal Profile, and consultation with Director's Council and Trustees, the Director will administratively place Vice-Principals from the Vice-Principal Hiring Pool and Principals from the Principal Hiring Pool. These administrative placements will be received for information by Trustees.

d) Transfers from one Vice-Principal position to another Vice-Principal position and from one Principal position to another Principal position will be taken to the Board of Trustees for information by Trustees.

e) In the unusual circumstance of an acting position, the Director will make the appointment. This appointment will be received for information by Trustees.

The Hiring Of Superintendents

a) The Director and, at a minimum, the Chair's Council, will interview short-listed candidates.

b) The interview team will recommend to the Board the successful candidate(s) for Superintendent positions.

c) The Board will approve new appointments to Superintendent positions.

Developmental Promotion Process for School Administrative Positions

Initial Identification and Recruitment

- Superintendents, Principals, Vice-Principals actively identify potential school leaders;

- Leadership Development Officer (LDO) meets individuals and provides advice, direction and resource materials.

Aspiring School Leader's Designation

- Program offerings;

- Monitoring of leadership development by the principal, area SO and LDO;

- Candidate's expression of readiness for an administrative position in response to an internal posting (NOTE: There will be internal and external postings at least twice annually which invite expressions of interest. However, individuals may express their interest to their superintendent at any point in the year.)

Promotion Assessment and Preparation Program for Teachers and Vice-Principals

- **Director's Council will establish a Promotion Readiness Committee: Two Superintendents, one Trustee and may include one Principal;**

- **Area Superintendent will recommend to Director's Council that a candidate be presented to Promotion Readiness Committee (both teachers and vice-principals);**

- **Committee will:**

    o Review the portfolio guidelines and promotion process

    o Assess the individual's portfolio

    o Seek input from the candidate's references

    o Require the collection of EQ360° feedback and analyze the same

    o Identify a superintendent to conduct a site visit which may include interviewing of some staff members

- o Meet with the candidate and review all information

- o Assess the individual's overall readiness within the Ministry Leadership framework;

- Committee will make a recommendation to Director's Council for placement on the Promotion Readiness List of candidates deemed ready to apply to the hiring pool.

  - o Candidates may continue to participate in Aspiring Leaders Program

  - o Principals will support continued leadership development

  - o Principal and Superintendent will monitor Growth and Performance Plans

  - o Director's Council and LDO will endeavour to provide system level leadership opportunities where available and appropriate.

Hiring Pools (Principal and Vice-Principal)

- Where openings are known, the Director will consult with the Promotion Readiness Committee and will invite selected individuals from the list to apply;

- The Director and the Promotion Readiness Committee will interview and recommend appointment of selected candidates to the Hiring Pool by the TLDSB Board of Trustees;

- Upon approval of the Board, individuals will be placed in the Hiring Pool for a maximum term of ten months.

Hiring and Appointment

A. Director, in consultation with Director' Council, will decide placement of individuals from the Hiring Pool into administrative positions. An Administrative Report to Board regarding these placements will be received by trustees for information.

Principal/Vice-Principal Interview Formats

Notionally, and in most circumstances, the process will involve two separate interviews: The Promotion Readiness Committee Interview and The Hiring Pool Interview. In other circumstances, however, where time is an issue, only one interview will take place.

The Promotion Readiness Committee Interview

The PRC Interview is a formal interview, with an established agenda requiring the full review of all pertinent documents as outlined in Appendix C of the Hiring Guideline procedure. What follows is the central question being addressed by the Committee: **Is this candidate ready to assume a Principalship (or Vice-Principalship)?** The suggested Committee Agenda is:

A. Committee Preparation

- Committee Process Reviewed

- Questions Identified and Assigned

B. Candidate Presentation (50 minutes – 20 minutes for candidate's presentation)

- Introductions

- Overview of Interview by the Chair

- Presentation of Interview Portfolio – (20 minutes – timed)

- Panel Questions Emerging from Portfolio

- Panel Questions – Common to All Candidates

- Candidate Closing Comments – (3 minutes)

- Closing Comment by Chair

C. Committee Deliberations

If the Committee *supports* the placement of the candidate on the Promotion Readiness List, direction will be given to assist in the further development of the individual's Growth and Performance Plan, as appropriate. In addition, the individual will be asked to prepare a potential Entry Plan for the new role. Finally, the appropriate Superintendent will initiate the establishment of a mentor.

If, on the other hand, the Committee *does not support* the placement of the candidate on the Promotion Readiness List, direction will be given to assist in the further development of the individual's Growth and

Performance Plan. The Committee will make every effort to be clear about what needs to change and what evidence must be presented for reconsideration.

The Hiring Pool Interview

The HP Interview is a formal interview; however, the focus is much narrower than the former. Specifically, the central question driving Committee deliberations is: Given the specific needs of the system and the particular strengths of the candidates judged to be ready, who is the most appropriate choice at this time?

A. Committee Preparation

- Committee Process Reviewed

- Committee Members Review Candidate's Application Package and recommendations from the fist interview.

- Committee Members Review Candidate's Growth, Performance and Entry Plan

- Questions Identified and Assigned

B. Candidate Presentation (50 minutes – presentation 20 minutes)

- Introductions

- Overview of Process by the Chair

- Presentation – A Focus on Changes to the Plans (10 minutes) and the Entry Plan (10 minutes)

- Panel Questions

- Candidate Closing Comments – (3 minutes)

- Closing Comment by Chair

If the Committee *supports* the placement of the candidate in the Hiring Pool, a recommendation will be taken to the Board. In addition, the Committee will provide specific feedback to the candidate.

If the Committee *does not support* the placement, the candidate will remain on the Promotion Readiness List and will receive specific feedback.

External Applicants Process

1. An ad will be posted on applytoeducation.com in September and January of each year seeking qualified Principal/Vice-Principal candidates who have an interest in Leadership positions within Trillium Lakelands District School Board. The Board's website will also direct interested candidates to applytoeducation.com.

2. Human Resources will forward applications to the Superintendent of Elementary or Secondary Operations.

3. The Superintendent of Operations will review external applications, and if in support of exploring the application further, will forward the application to the Leadership Development Officer (LDO) for further action.

4. Acknowledgement of receipt of application by LDO to applicants to be considered for Leadership Readiness List.

5. The LDO will review the application information, contact the individual, review the Aspiring Leaders Program requirements and processes with the candidate, and ascertain commitment to the process.

6. The LDO will work with the candidate to satisfy the Aspiring Leader requirements, and upon completion refer the candidate back to the Superintendent of Operations for further consideration.

7. The Superintendent of Operations may bring forward the candidate to Director's Council.

8. Where the candidate is deemed to be ready, the Director will initiate a site visit prior to referral to the Promotion Readiness Committee.

9. Where the candidate is deemed not to be ready, the Superintendent of Operations will contact the candidate indicating that the application will not be considered further.

10. Following a successful site visit the candidate will be interviewed by the Promotion Readiness Committee.

11. Following an unsuccessful site visit the Director will contact the candidate indicating that the application will not be considered further.

12. Following a successful interview by the Promotion Readiness Committee the candidate will be placed on the Leadership Readiness List and assigned a mentor from the Aspiring Leaders Program by the LDO.

13. Unsuccessful interview candidates will be contacted by the Committee indicating that the application will not be considered further.

14. Successful external applicants will be recommended by the Director for consideration in the Hiring Pool.

15. From the Hiring Pool external candidates may be appointed to vacant Principal or Vice-Principal positions.

Section G

360 Degree Feedback

Trillium Lakelands District School Board

Contents

360º Performance Feedback Services for School Administrators and Candidates

Introduction

The collection of performance data is a critical element in the assessment process, whether for evaluation, improvement or selection. A 360º performance feedback survey is a particularly effective method of collecting information if the instrument and the process are clearly articulated and founded on sound principles. In this regard, TLDSB makes available to administrators a number of 360º surveys to select from depending upon the specific purposes. The three surveys are the commercial **BarOn EI 360º, the TLDSB EI Inventory Survey and the TLDSB Leadership 360º Survey**. The surveys will be used to support the promotion/selection process, the evaluation process and the growth process.

A Quick Overview

360º Feedback for Promotion: The commercial BarOn EI 360º will be used to support the promotion/selection. The board will engage a certified BarOn EI 360º agent to facilitate the distribution, collection and analysis of the results. The individual will also provide a debriefing to support the administrator/teacher. The results of the survey are the property of the individual; however, the results must be part of the application package and individuals are encouraged to share the results with supervisors in the process of establishing the Growth Plan.

360º Feedback for Performance Appraisal: The supervisor will select and initiate one of the following for the purposes of evaluation: (1) where a recent BarOn exists, the TLDSB Leadership 360º may be used; (2) where a recent BarOn EI 360º does not exist, the commercial BarOn EI 360º may be used or the TLDSB Leadership 360º survey. The surveys must be initiated by the superintendent. The results will be the property of the individual; however, the results must be shared in the performance appraisal process.

360º Feedback for Growth and Performance Plans: Individual administrators may make a request to the superintendent for a 360º survey: the BarOn, the TLDSB Leadership 360º or the TLDSB EI 360º.   The results will be distributed to the individual who may decide to share the information with the supervisor.

The BarOn 360º EI Survey

Background of Instrument: The EQ-360º is a multi-rater assessment which probes further by having those who work closely with the individual to provide information about them as well. The objective of the EQ-360 is to combine external impressions of a client's emotional functioning with the client's self-report for a complete picture.

The Multi-rater Feedback Report highlights key employee strengths and impediments to high performance, along with areas that could be further developed for optimum functioning. The BarOn EQ-360º assessment can also be used to follow up and measure progress where formal coaching has been employed as a development strategy

Initiation: A superintendent must initiate the use of the instrument by sending an email to the Leadership Development Officer who will co-ordinate the process with the administrator and the outside agent representing BarOn.

Outside Agent: The outside agent will send the administrator with an email outlining the selection process, sample size, web access, timelines, and instructions for respondents.

Survey Parameters: The administrator/ will randomly select a specified number of individuals to complete the survey, as directed by the outside agent.

Self Assessment: The administrator/teacher will complete the survey.

Confidentiality: The results are confidential to the administrator/teacher; however, the results must be shared with those involved in the selection/promotion/evaluation processes.

Anonymity: Respondents have full anonymity by using the web site and password.

Receipt of Report and Debriefing: The Outside Agent will forward the report to the individual and arrange for a debriefing session. No other copies will be produced or distributed.

The TLDSB EI 360º Survey

Background: *The TLDSB EI 360º Inventory for School Administrators* is a 360º survey tool designed to seek the views of others in an effort to improve performance. Emotional intelligence is viewed as a core set of competencies for school administrators. The Ontario Leadership Framework sets out many of the competencies, although the organization of the elements is within a leadership concept and not an EI framework.

The concept of emotional intelligence utilized in this inventory reflects the work of Daniel Goleman (2001); however, the actual descriptors have been derived from a variety of sources. The instrument is a TLDSB tool.

The survey requires respondents to respond to 30 descriptors by indicating one of the following: Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree, Strongly Disagree, Don't Know. For analysis purposes, these were converted to a six point scale (6 Strongly Agree, 5 Agree, etc.). Averages are calculated using the scale. Don't know responses are left blank on the spreadsheet.

Initiation: The survey must be initiated by a superintendent. Without disclosing the name of the individual, the superintendent will ask the Leadership Development Officer to establish a survey. The

LDO will create the survey web link and code the collection for identification purposes. The LDO will send an email to the superintendent setting out the instructions for the administrator/teacher and the respondents. The email will be designed to allow the superintendent to forward and for the administrator/teacher to forward without modification.

Survey Parameters: The email request to respondents will be distributed to 25 staff members (or 75% of the staff where the staff is smaller). The individuals will be randomly selected and cover all employee categories.

Self Assessment: The individual will complete a survey.

Confidentiality: Confidentiality is achieved by a number of conditions. First, the LDO is not aware of the individual's name. The superintendent is the intermediate. The LDO, therefore, only knows the data collection by a reference number. All correspondence with the administrator/teacher is through the superintendent. Second, the report on the results is prepared by the LDO and sent to the superintendent, who will forward the item to the individual.

The survey and data will be located on a TLDSB server and only the LDO will have access to the server/software/data. At the end of the timeframe for collection, the LDO will close the access. The data are collected in an Excel sheet.

The LDO will prepare a report for the collected data. The report will reflect the individual's response, the responses of the staff members, and district generated comparisons. The LDO will also set out a number of 'points of analysis.' The completed report with the identification number will be sent to the appropriate superintendent.

Anonymity: Anonymity for the respondents is provided for by the nature of the software used for the collection. Simply, the software does not capture any information that might be used to identify the individual (name or email address), although the IP addresses of the computers will be available.

Receipt of Report and Debriefing: The superintendent will forward the report to the individual and offer a debriefing session. All administrators/candidates will be offered the services of the LDO which will require the individual to disclose their identification number.

The TLDSB Leadership 360º

The TLDSB Leadership 360º was developed to probe performance from the perspective of the Ontario Leadership Framework. The instrument includes 32 descriptors from the Framework and reflects all five domains, with practices, skills and knowledge and attitudes. The items were selected by TLDSB principals as being the most significant descriptors within the Framework.

The survey requires respondents to respond to 32 descriptors by indicating one of the following: Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree, Strongly Disagree, Don't Know. For analysis

purposes, these were converted to a six point scale (6 Strongly Agree, 5 Agree, etc.). Averages are calculated using the scale. Don't know responses are left blank on the spreadsheet.

Initiation: The survey must be initiated by a superintendent. Without disclosing the name of the individual, the superintendent will ask the Leadership Development Officer to establish a survey. The LDO will create the survey web link and code the collection for identification purposes. The LDO will send an email to the superintendent setting out the instructions for the administrator/teacher and the respondents. The email will be designed to allow the superintendent to forward and for the administrator/teacher to forward without modification.

Survey Parameters: The email request to respondents will be distributed to 25 staff members (or 75% of the staff where the staff is smaller). The individuals will be randomly selected and cover all employee categories.

Self Assessment: The individual will complete a survey.

Confidentiality: Confidentiality is achieved by a number of conditions. First, the LDO is not aware of the individual's name. The superintendent is the intermediate. The LDO, therefore, only knows the data collection by a reference number. All correspondence with the administrator/teacher is through the superintendent. Second, the report on the results is prepared by the LDO and sent to the superintendent, who will forward the item to the individual.

The survey and data will be located on a TLDSB server and only the LDO will have access to the server/software/data. At the end of the timeframe for collection, the LDO will close the access. The data are collected in an Excel sheet.

The LDO will prepare a report for the collected data. The report will reflect the individual's response, the responses of the staff members, and district generated comparisons. The LDO will also set out a number of 'points of analysis.' The completed report with the identification number will be sent to the appropriate superintendent.

Anonymity: Anonymity for the respondents is provided for by the nature of the software used for the collection. Simply, the software does not capture any information that might be used to identify the individual (name or email address), although the IP addresses of the computers will be available.

Receipt of Report and Debriefing: The superintendent will forward the report to the individual and offer a debriefing session. All administrators/candidates will be offered the services of the LDO which will require the individual to disclose their identification number.

Section H

Learning, Growth, and Performance Plans

Trillium Lakelands District School Board

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LEARNING, GROWTH, AND PERFORMANCE PLANS

Continuum of Leadership Improvement Planning for Principals and Vice-Principals

Timeframe	0 – 6 Months	6 Months – 12 Months	Beyond 12 Months
Required Plans	**Learning Plan**	**Growth Plan**	**Growth Plan** **Performance Plan**
Template	Appendix A	Appendix B	Appendix C
Primary Support	Mentor	Supervisor	Supervisor
Secondary Support	Supervisor	Mentor	Mentor (for 24 months)
Focus	-Role Transition -Personal Knowledge/Skills for Transition	-Knowledge/Skills to Support Performance Plan Development -measurable outcomes	Improvement: Focus on Staff, Student, and Safe & Caring -measurable outcomes
Resources	-Ontario Leadership Framework -*Beginning the Principalship* by Daresh -BarOn EI Survey -Interview Debriefing -SO Briefing	-Ontario Leadership Framework School Improvement Plan -TLDSB Strategic Directions/Plan -TLDSB Leadership 360o Survey -SO Briefing	-Ontario Leadership Framework -School Improvement Plan -TLDSB Strategic Directions/Plan -BarOn EI Survey -TLDSB EI 360 -TLDSB Leadership 366o -SO Briefing
Processes	-Personal Needs Assessment -Reflection with Mentor -activities within the reference book	-Personal Needs Assessment -Reflection with Mentor -Discussion with SO -Collection of performance data -Analysis of Data/information	-Personal Needs Assessment -Reflection with Mentor -Discussion with SO -Collection of performance data -Analysis of Data/information
Key Indicators of Success	-establishment of the Growth Plan -comfort and confidence of administrator -strength of mentor relationship -completion of activities	-measurable and specified in document	-measurable and specified in document

Appendix A: The Learning Plan – Role Transition

Goals	Leader Practices & Competencies (Ontario Leadership Framework)	Strategies/Timelines	Monitoring Mechanism	Key Indicators of Success	Key Results
Goal 1	Practice: Competencies:				
Goal 2	Practice: Competencies:				
Goal 3	Practice: Competencies:				

Appendix B: The Growth Plan

Measurable Goals …in the 5 domains of the Leadership framework	Leader Practices & Competencies (Ontario Leadership Framework)	Strategies/Timelines	Monitoring Mechanism	Key Indicators of Success	Key Results
Goal 1:*Setting Directions*	Practice: Competencies:				
Goal 2: *Building Relationships and Developing People*	Practice: Competencies:				
Goal 3: *Developing the Organization*	Practice: Competencies:				
Goal 4: *Leading the Instructional Program*					
Goal 5: *Securing Accountability*					

Appendix C: The Performance Plan

Measurable Goals	Leader Practices & Competencies (Ontario Leadership Framework)	Strategies/Timelines	Monitoring Mechanism	Key Indicators of Success	Key Results
Staff Learning:	Practice: Competencies:				
Student Learning:	Practice: Competencies:				
Safe & Caring:	Practice: Competencies:				

Section I

Principal and Vice-Principal Performance Appraisal

Trillium Lakelands District School Board

Contents

PRINCIPAL / VICE PRINCIPAL PERFORMANCE APPRAISAL

TLDSB Principal And Vice Principal Performance Appraisal

Principal/Vice-Principal Evaluation HR-4510

Refer to TLDSB Principal/Vice-Principal Evaluation HR-4510

Ministry of Education Principal / Vice-Principal Performance Appraisal

Guideline for Board Implementation

Section J

Terms and Conditions of Employment

Trillium Lakelands District School Board

Contents

PRINCIPAL AND VICE-PRINCIPAL TERMS AND CONDITIONS OF EMPLOYMENT

The P VP Personal Services Contract is available from the TLDSB HR Department. That said, what follows are a number of points that will be of interest to candidates for administration:

1. The Board enters into discussions with the local Ontario Principals' Council to establish the specific terms and conditions.

2. The Board believes it offers excellent working conditions and compensation to its administrative cadre.

3. Discretionary professional development money is provided within the contract.

4. The contract addresses the many issues normally found in teacher collective agreements.

Section K

Succession Planning and Management

Trillium Lakelands District School Board

Contents

SUCCESSION PLANNING AND MANAGEMENT

The Director is responsible for succession planning and management; however, Director's Council and the Board of Trustees play important roles.

The Aspiring School Leaders' Program is intended to ensure a cadre of qualified individuals are available for the school leadership roles. The Program identifies individuals and supports their individual pursuit of leadership opportunities.

Director's Council constantly monitors and plans for changes to school administration. Many factors affect the number of changes and the timing of the changes. Predicting the changes is part of the process, although the complexity of the situation makes it a very dynamic and ever changing context.

The Director and Superintendents seek to understand and consider the interests of current administrators in terms of career path, size of school, and geographic considerations.

Processes, roles and responsibilities are set out in Board policy and procedure.