



DISTRICT SCHOOL BOARD OF NIAGARA

December 15, 2015

SECONDARY VICE-PRINCIPAL

VALID: Tuesday, December 15, 2015 – Friday, January 22, 2016

The District School Board of Niagara invites qualified and capable persons to apply for the above position. This posting is open to internal and external candidates.

Application packages will be received by Jim Morgan, Superintendent of Human Resources, **up to 4:00pm, Friday, January 22, 2016.**

The application package should consist of:

- (a) A cover letter indicating the position that the candidate is applying for.
- (b) A current résumé (2-3 pages).
- (c) A copy of your most recent Ontario College of Teachers Certificate of Qualifications.
- (d) A copy of your most recent performance appraisal.
- (e) References: List your three (3) most recent supervisors (including your current Supervisor and Superintendent). Include contact numbers, email addresses and mailing addresses for each.
- (f) If not qualified (see Professional Qualifications below), the courses (the location and dates of commencement and completion) required to become qualified.
- (g) Leadership Readiness Document (please see www.dsbni.org click on Careers, Administrator Opportunities for the appropriate fillable PDF version of the Leadership Readiness Document).

Please submit 10 copies of the application package.

PROFESSIONAL QUALIFICATIONS:

The applicant holds, or will hold by September 2016, a Certificate of Qualification indicating Part I and Part II - Principals' Qualifications. If not qualified, see (f) above.

EXPERIENCE QUALIFICATIONS:

- (a) The applicant will have completed by June 2015, at least five (5) successful years as a teacher.
- (b) The applicant will have demonstrated leadership experiences (outlined in résumé).
- (c) The applicant will have teaching experience in two (2) divisions (Intermediate, Senior).
- (d) In particular, applicants must demonstrate:
 - Superior interpersonal and communication skills
 - Effective organization and management skills
 - Outstanding instructional leadership skills (Literacy, Numeracy, Assessment and Evaluation, Education for All).

For those applicants proceeding to an interview, the selection process consists of three (3) components:

- Immediate Supervisor, and former Supervisor if applicable, input
- Senior Administration input
- Interview

Selected applicants will be advised of the date and time of their interview.

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DISTRICT SCHOOL BOARD OF NIAGARA

**LEADERSHIP SELECTION
2015 - 2016**

LEADERSHIP SELECTION PROCESS 2015 - 2016

The fundamental components of the process are:

1. **Application:**

- In response to posting.
- Requires cover letter, résumé and the names and contact information of three professional references, one of which must be your current supervisor and superintendent.
- Proof of required qualifications (Ontario College of Teachers Certificate of Qualifications).
- A copy of your most recent performance appraisal.
- Leadership Readiness Document (LRD).
- Submit 10 copies of the application package.

2. **Leadership Readiness Document (LRD) Preparation (see LRD Principal/Vice-Principal Guide attached):**

- This is a candidate generated document that outlines examples of leadership.
- A PDF format is part of the Leadership Selection Package.
- The LRD is posted as a fillable PDF document, which is to be completed and submitted as part of the application package.

3. **Confidential Supervisor's Summary:**

- Candidate's immediate supervisor/and former supervisor if applicable and superintendent will complete a Confidential Supervisor's Summary and submit separately from the candidate's application package.

4. **Superintendent (SO) Input:**

- Director and SO Input Session draws on the LRD, cover letter, résumé, SO knowledge of, and experience with the candidate and the Confidential Supervisor's Summary.
- Candidates moving forward to a formal interview are selected.
- Candidates will be informed of the outcome of the SO Input Session (interview or no interview) in a timely fashion.

5. **Interview:**

- Leadership Interview Committees may consist of Director or designate, Trustee, SO Chair of Selection Committee, SO Representative, Principal Representative, Parent Representative.
- Approximate length of interview is 30 minutes (4-6 questions).
- Writing materials will be available.
- A written copy of the questions will be available to candidates for reference during the interview.
- Handshakes are not required upon entering or leaving the interview.
- Candidates will be given the opportunity for a brief summary statement/wrap-up at the conclusion of the interview.
- Candidates will be notified by phone in a timely fashion (usually the day of or the day after their interview) of the selection process results.

6. **Pool Creation:**

- The successful candidates designated by the Senior Administrative Team Review Committee will be placed in the appropriate leadership “pool” of candidates deemed to be ready for positions as they become available.
- Candidates will remain in the “pool” for two application cycles, without the need to reapply.

7. **Feedback:**

- Post-interview feedback will be offered to all candidates, successful or not, in a timely fashion, normally within 1 - 2 weeks. Honesty, frankness and areas for growth will be stressed.

8. **Selection/Appointment:**

- Candidates may be drawn from the “pool” for open positions after consultation with Senior Administration.
- Consultation with the Director, Area SO, Trustee, Principal and candidate will take place before recommendation to the Board for a leadership appointment.
- The SO(s) responsible for leadership selection will submit information about the appointments/placements of Principals and Vice-Principals to the Board.

Leadership Readiness Document (LRD) Principal/Vice-Principal Guide

The purpose of the LRD for applicants to the Principal/Vice-Principal pool is to enable the applicants to highlight their practice with reference to the **Ontario Leadership Framework**. The LRD provides an opportunity for applicants to cite evidence, demonstrate skill/knowledge/attitudes and outline impact. Applicants should keep in mind the three (3) provincial educational priorities of: high levels of student achievement; reduced gaps in student achievement; and increased public confidence in publicly funded education.

The LRD should provide examples that:

- Highlight leadership experience;
- Provide quality evidence that is related to the practices and **some** of the indicators;
- Show **skills, knowledge and attitudes** outlined in the **Ontario Leadership Framework**;
- Be results oriented i.e.: state impact.

The LRD is:

- The applicant's work;
- An applicant's self-assessment to demonstrate readiness;
(it is acceptable that the applicant work with a "critical friend" to review the document)
- Not signed off by an immediate supervisor or Superintendent;
- To be ABCLR – Accurate, Brief, Clear, Logical and Relevant;
- Not required to be in any particular format (paragraph/point form) – it is the applicant's choice – note that there is defined space for each item.

Tips:

- Acronyms that may assist in focusing the development of responses are:
 - STAR – Situation, Task, Action, Results
 - SARS – Situation, Action, Results, Summary
 - PAR – Problem, Action, Results
- Relate to the **Ontario Leadership Framework** (August 2008).



Leadership Readiness Document (LRD) Vice-Principal

NAME: _____

Setting Direction

Leaders contribute to the development of a shared vision, foster the acceptance of group goals and model and communicate high performance expectations.

Classroom Leadership Practices/Indicators	School Leadership Practices/Indicators	System/Community Leadership Practices/Indicators
<ul style="list-style-type: none"> ▪ Establishes expectations for a safe, trusting, respectful learning environment. ▪ Models the belief that students can learn to their full potential. ▪ Articulates learning goals for students. ▪ Ensures equity of opportunity for all students. ▪ Demonstrates that learning is an ongoing and collaborative effort between families, teachers and students. 	<ul style="list-style-type: none"> ▪ Models commitment to the school's vision. ▪ Uses relevant data to create divisional/department team goals aligned with initiatives in the school improvement plan. ▪ Serves on school teams and committees to: <ul style="list-style-type: none"> ✓ Establish school improvement goals; and ✓ Foster continuous improvement. ▪ Facilitates team effectiveness by valuing all members and ensuring meaningful collaboration. 	<ul style="list-style-type: none"> ▪ Collaborates with colleagues from associate schools and boards. ▪ Establishes community partnerships and utilizes their expertise for staff professional development (e.g. health, service agencies) ▪ Gains experience at the system level – e.g. system committees, curriculum writing teams, union leadership opportunities. ▪ Communicates effectively with the greater community. ▪ Promotes and demonstrates system/board vision to the greater community.
Evidence/Reflection / Impact	Evidence/Reflection / Impact	Evidence/Reflection / Impact

Building Relationships and Developing People

Leaders strive to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. Leaders affirm and empower others to work in the best interests of all students.

Classroom Leadership Practices/Indicators	School Leadership Practices/Indicators	System/Community Leadership Practices/Indicators
<ul style="list-style-type: none"> ▪ Respects students by providing differentiated, evidence-based instruction to meet varied needs and learning styles. ▪ Creates a positive, supportive and professional environment that treats each person with dignity and respect: <ul style="list-style-type: none"> ✓ Communicates effectively with students; ✓ Encourages risk-taking; ✓ Provides opportunities for student input and decision-making in a collaborative manner; and ✓ Resolves conflict and utilizes restorative practices with the goal of reconciliation. ▪ Provides effective classroom management practices and applies rules in a fair, consistent and equitable manner. ▪ Initiates meaningful contact with parents to communicate successes and areas for improvement. 	<ul style="list-style-type: none"> ▪ Develops a positive and inclusive school climate: <ul style="list-style-type: none"> ✓ Engages in positive interactions with all school staff; and ✓ Values and respects effective working relationships; ▪ Approaches challenges with respect, listens to understand and engages in constructive problem-solving. ▪ Creates and sustains a professional learning community: <ul style="list-style-type: none"> ✓ Collaborates with all staff; ✓ Demonstrates flexibility and openness to new ideas; ✓ Supports staff to develop trusting working relationships that foster change; and ✓ Celebrates and recognizes success. ▪ Supports school events and facilitates extra-curricular activities. ▪ Acknowledges and recognizes the efforts and contributions of others. 	<ul style="list-style-type: none"> ▪ Supports school council initiatives. ▪ Collaborates with community partners to enhance learning opportunities for students. ▪ Advocates for the school with the community at large. ▪ Engages and welcomes parents and community members as respected, valued partners. ▪ Collaborates with cross-panel personnel to provide elementary students and their families with a positive, seamless transition to secondary school.
Evidence/Reflection / Impact	Evidence/Reflection / Impact	Evidence/Reflection / Impact

Developing the Organization

Leaders build collaborative cultures, structure the organization for success, and connect the school to its wider environment.

Classroom Leadership Practices/Indicators	School Leadership Practices/Indicators	System/Community Leadership Practices/Indicators
<ul style="list-style-type: none"> ▪ Facilitates the development of a collaborate classroom culture: <ul style="list-style-type: none"> ✓ Utilizes a variety of groupings to build student engagement; ✓ Engages students in decision-making and problem-solving; ✓ Establishes peer mentoring programs; ✓ Demonstrates perseverance and flexibility; and ✓ Models respectful behaviour, continuous improvement and life-long learning. ▪ Scaffolds instruction to build on students' knowledge and skills. 	<ul style="list-style-type: none"> ▪ Actively participates in a professional learning community: <ul style="list-style-type: none"> ✓ Engages in collaborative inquiry to identify and implement evidence-based instructional and assessment strategies; ✓ Shares resources to support student achievement and success; ✓ Encourages the sharing of best practice through classroom and school visits; and ✓ Provides differentiated support and professional development to meet team members' needs. ▪ Mentors new teachers and pre-service candidates. ▪ Participates in learning networks with other professional learning teams in the school. 	<ul style="list-style-type: none"> ▪ Communicates and engages with the home and community in a regular, reflective, informative and invitational manner – e.g. inviting feedback, reporting progress, soliciting involvement, and encouraging school council to be active partners. ▪ Engages in system professional development and shares best practice. ▪ Participates in learning networks with other schools in the system and shares appropriately with colleagues. ▪ Creates and sustains mentoring relationships with system leaders.
Evidence/Reflection / Impact	Evidence/Reflection / Impact	Evidence/Reflection / Impact

Leading the Instructional Program

Leaders set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.

Classroom Leadership Practices/Indicators	School Leadership Practices/Indicators	System/Community Leadership Practices/Indicators
<ul style="list-style-type: none"> ▪ Uses data to establish student and class learning profiles: <ul style="list-style-type: none"> ✓ Assesses skills, knowledge, learning styles and interests; and ✓ Understands socio-economic and cultural factors that may impact learning. ▪ Utilizes evidence-based and differentiated instructional strategies to meet student needs and abilities. ▪ Engages students in meaningful and relevant learning activities. ▪ Utilizes a variety of assessment strategies: <ul style="list-style-type: none"> ✓ Assessment <i>for</i> learning; ✓ Assessment <i>as</i> learning; and ✓ Assessment <i>of</i> learning. ▪ Provides additional resources to help students achieve success. ▪ Incorporates 21st century content, global perspectives, learning skills, resources and technologies. 	<ul style="list-style-type: none"> ▪ Advocates for at-risk learners: <ul style="list-style-type: none"> ✓ Utilizes in-school resource personnel to support student learning; and ✓ Plans tiered interventions – i.e. programs that are individualized, precise and guided by evidence-based practice ▪ Engages in inquiry-based professional learning to inform instructional practices and to contribute to a culture of learning. ▪ Builds capacity by sharing and encouraging others to take on leadership roles. ▪ Creates a fiscally-responsible budget that supports the school improvement plan. ▪ Models team-work and reflective practice to sustain continuous improvement. 	<ul style="list-style-type: none"> ▪ Utilizes system and community support personnel to plan tiered interventions for at-risk learners. ▪ Engages school council in meaningful role supporting learning and achievement for students. ▪ Participates in learning networks to share and implement best practice and to support student achievement. ▪ Attends system professional development programs, encourages other to attend, and shares learnings with school staff. ▪ Supports community learning opportunities (e.g. field trips, cultural events).
Evidence/Reflection / Impact	Evidence/Reflection / Impact	Evidence/Reflection / Impact

Securing Accountability

Leaders are responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education.

Classroom Leadership Practices/Indicators	School Leadership Practices/Indicators	System/Community Leadership Practices/Indicators
<ul style="list-style-type: none"> ▪ Ensure a positive, safe learning environment. ▪ Maximizes student engagement by establishing effective classroom management practices and by protecting instructional time. ▪ Utilizes relevant data to: <ul style="list-style-type: none"> ✓ Inform instructional and assessment practices; ✓ Improve student achievement; and ✓ Close achievement gaps. ▪ Uses diagnostic, formative and summative assessment practices to accurately evaluate students. ▪ Identifies and provides support for at-risk learners. ▪ Develops annual learning plans based on: <ul style="list-style-type: none"> ✓ Reflective practice; and ✓ Sustaining continuous improvement aligned with divisional / department and school improvement plans. ▪ Engages in ongoing communication with parents in regards to student progress. 	<ul style="list-style-type: none"> ▪ Utilizes data to measure and report results of divisional, department and school improvement plans. ▪ Responds to individual learning needs by planning and monitoring timely and tiered interventions in collaboration with school support personnel. ▪ Models effective supervision practices and reporting responsibilities. ▪ Understands and implements all school and organizational policies and procedures. 	<ul style="list-style-type: none"> ▪ Accepts constructive feedback from system reviews and incorporates suggestions in divisional / department and school improvement plans. ▪ Consistently communicates with parents to: <ul style="list-style-type: none"> ✓ Report student progress; and ✓ Solve problems and celebrate successes. ▪ Promotes the school to strengthen relationships between the school, home and the community. ▪ Ensures students and parents understand the full range of pathways, programs and supports that are available.
Evidence/Reflection / Impact	Evidence/Reflection / Impact	Evidence/Reflection / Impact

SECONDARY
LEADERSHIP SELECTION TIMELINES
2015 - 2016

DATE	TIMELINE ITEM
September 2015 Area 5	SO review of timelines/process at Area meetings
November 3, 2015	Principal/Vice-Principal/School Support Services Placement Request due to Area SO
December 15, 2015	Posting for applications
January 22, 2016	Application Due: letter of application, qualifications, résumé, references, LRD, most recent performance appraisal
February 1 - 9, 2016	Confidential Supervisor's Summary Letters requested and returned
February 16, 2016	HR prepares packages and distributes to Area SO
February 22, 2016 1:00 pm - 4:00 pm SLP Meeting - Grimsby Lincoln Room	SO input meeting SO selection of candidates for interviews HR - prepares summary Area SO - notifies candidates
March 2, 2016 Grimsby Lincoln Room	Secondary Vice Principal interviews
March 3, 2016 West Lincoln Room	Secondary Principal interviews