



Principal/Vice Principal Selection Process

Board Received: June 22, 2009

Review Date: September 2012

Policy Statement:

It is the policy of the Grand Erie District School Board to select and appoint Principals and Vice-Principals to ensure the highest quality of leadership exists in each of its schools.

Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Sufficient numbers of qualified applicants apply for all positions.
– Sufficient numbers of qualified applicants are selected for appointments.
– All schools have appropriate levels of administrative staff support.

Procedures:

1. **Posting Process**
A posting for Principal and Vice-Principal positions (Elementary and Secondary) shall be issued on an as needed basis. The posting will be communicated internally as well as externally.
2. **Applicant Information Meeting**
The Superintendent of Human Resources, or designate, shall hold a meeting to outline the process and procedures involved in the selection process. The intent of the meeting would be to ensure that all potential applicants are aware of the process. The Application Information Meeting shall occur early in the posting process.
3. **Application Process**
All applicants shall submit the following information with their application:
 - Cover Letter
 - Current Resume
 - Candidate Profile based upon Strategic Plan elements
 - Copy of Ontario College of Teachers' Certificate of Qualification
 - Impact Statement
4. **Candidate Profile**
The Candidate Profile shall include the following sections:
 - Evidence of Student Excellence: Literacy/Numeracy or Student Success
 - Evidence of Student Excellence: Special Education
 - Evidence of Staff Excellence
 - Evidence of System Excellence
 - Evidence of Effective Conflict Resolution/Problem Solving

5. Pre-Screening Process

Applications shall be pre-screened by Executive Council, using the Principal/Vice-Principal Selection Rubric (Appendix 1).

Selected applicants who meet the standard will be invited to participate in the interview portion of the selection process.

Standard: Using the Rubric, the Candidate must achieve:

Vice-Principal Standard:

- A majority of Candidate Profile (Appendix 2) components shall be at Level 3
- Current supervisor indication of “ready now” or “ready soon”

Principal Standard:

- Minimum Level 3 in all components
- Current supervisor indication of “ready now” or “ready soon”

Interview Team:

The Interview Team shall include:

- 2 Supervisory Officers
- 2 Principals
- 1 Trustee
- 1 School Council Representative, if available
- 1 Human Resources Manager or Coordinator

Interview Preparation:

The Superintendent responsible for the interview process will prepare the questions and response expectations to be provided to Executive Council for review. Every reasonable effort will be made to provide committee members with interview packages five days prior to the interview.

Interview Process:

Stage 1 - One interview question provided one week in advance of interview. Candidate provides 10 minute summary answer to the question. This question addresses recent leadership in promoting student, staff and/or system excellence.

Stage 2 Minimum of four interview questions shall be asked by the interview team. One of questions may be provided to the candidate up to one hour prior to their scheduled interview. Four of the interview questions should focus on the Board-approved Strategic Plan and Values.

Stage 3 Candidates will be given an opportunity to make a concluding statement.

Final Selection:

Standard: Using the Administrator response expectations, the Candidate’s responses in the interview must meet the criteria. Positive validation of experiences through at least two reference checks (Appendix 3) for each candidate recommended by the team, are to be completed by the Superintendent responsible for the interview process.

Applicants will be recommended by the Interview Team for placement in ‘Administrative Pools’. The Superintendent responsible for the interview process will recommend the selected applicants for placement into the Pool to Executive Council for approval. The recommendation of Executive Council shall be presented to the Board for approval.

Selected candidates shall be placed in the pool for a three-year term and will be involved in leadership training.

Placement:

As required, Executive Council shall determine placement and transfer of administrative staff. The Board shall be notified prior any placement(s) or transfer(s).

Communication:

- a) *Interviews:* Human Resources staff shall notify all applicants selected for interviews. The Superintendent responsible for the interview process shall notify any candidates who were not selected for an interview.
- b) *Post Interview:* The Superintendent responsible for the interview process shall call all applicants for the Administrative Pool to indicate the results of the final selection process.
- c) *Placement:* The Superintendent of Education who will be supervising the selected/appointed administrator shall provide notification of the Board's action.

Debriefing: Opportunities for debriefing will be offered at the completion of the interview process by the Superintendent responsible for the interview process. Strengths and needs of each candidate as compiled at the completion of each interview will be used as a focus during the debriefing.

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Appendix 1

Principal/Vice-Principal Selection Rubrics

	Level 1	Level 2	Level 3	Level 4
Student Excellence	Limited impact at class/school level.	Some measurable impact at class/school level.	Significant measurable impact at class/school level.	Significant measurable impact beyond school level.
Staff Excellence	Limited impact at class/school level.	Some measurable impact at class/school level.	Significant measurable impact at class/school level.	Significant measurable impact beyond school level.
System Excellence	Limited impact at class/school level.	Some measurable impact at class/school level.	Significant measurable impact at class/school level.	Significant measurable impact beyond school level.
Conflict Resolution	Seldom demonstrates skills in problem-solving and conflict resolution.	Sometimes demonstrates skills in problem-solving and conflict resolution.	Consistently demonstrates skills in problem-solving and conflict resolution.	Promotes, supports and encourages problem-solving and conflict resolution skills within the school/system.
Values/Behaviours	<p>Seldom demonstrates Integrity.</p> <ul style="list-style-type: none"> • Builds trust • Be transparent • Words and actions align • Model civility 	<p>Sometimes demonstrates Integrity.</p> <ul style="list-style-type: none"> • Builds trust • Be transparent • Words and actions align • Model civility 	<p>Consistently demonstrates Integrity.</p> <ul style="list-style-type: none"> • Builds trust • Be transparent • Words and actions align • Model civility 	<p>Promotes, supports and encourages the integration of Integrity within the school/system.</p> <ul style="list-style-type: none"> • Builds trust • Be transparent • Words and actions align • Model civility
	<p>Seldom demonstrates Respect.</p> <ul style="list-style-type: none"> • Value input • Acting in caring manner • Acknowledge dignity and worth of individuals • Recognize others 	<p>Sometimes demonstrates Respect.</p> <ul style="list-style-type: none"> • Value input • Acting in caring manner • Acknowledge dignity and worth of individuals • Recognize others 	<p>Consistently demonstrates Respect.</p> <ul style="list-style-type: none"> • Value input • Acting in caring manner • Acknowledge dignity and worth of individuals • Recognize others 	<p>Promotes, supports and encourages the integration of Respect within the school/system.</p> <ul style="list-style-type: none"> • Value input • Acting in caring manner • Acknowledge dignity and worth of individuals • Recognize others

	Level 1	Level 2	Level 3	Level 4
	<p>Seldom demonstrates Responsibility.</p> <ul style="list-style-type: none"> Optimize learning for students Use resources effectively Measure and report results Make and deliver on commitments Communicate effectively Engage others in problem-solving 	<p>Sometimes demonstrates Responsibility.</p> <ul style="list-style-type: none"> Optimize learning for students Use resources effectively Measure and report results Make and deliver on commitments Communicate effectively Engage others in problem-solving 	<p>Consistently demonstrates Responsibility.</p> <ul style="list-style-type: none"> Optimize learning for students Use resources effectively Measure and report results Make and deliver on commitments Communicate effectively Engage others in problem-solving 	<p>Promotes, supports and encourages the integration of Responsibility within the school/system.</p> <ul style="list-style-type: none"> Optimize learning for students Use resources effectively Measure and report results Make and deliver on commitments Communicate effectively Engage others in problem-solving
	<p>Seldom demonstrates Relationships.</p> <ul style="list-style-type: none"> Encourage partnerships Value the skills of staff Demonstrate care and commitment Recognize and reward excellence, innovation and effort 	<p>Sometimes demonstrates Relationships.</p> <ul style="list-style-type: none"> Encourage partnerships Value the skills of staff Demonstrate care and commitment Recognize and reward excellence, innovation and effort 	<p>Consistently demonstrates Relationships.</p> <ul style="list-style-type: none"> Encourage partnerships Value the skills of staff Demonstrate care and commitment Recognize and reward excellence, innovation and effort 	<p>Promotes, supports and encourages the integration of Relationships within the school/system.</p> <ul style="list-style-type: none"> Encourage partnerships Value the skills of staff Demonstrate care and commitment Recognize and reward excellence, innovation and effort

Appendix 2

Grand Erie District School Board

Principal/Vice Principal Candidate Profile

Name

Current Assignment

Contact Numbers

Work

Home

Cell

Candidate's Cover Letter

Candidate's Resume

Copy of Ontario College of Teachers' Certificate of Qualification

Impact Statement

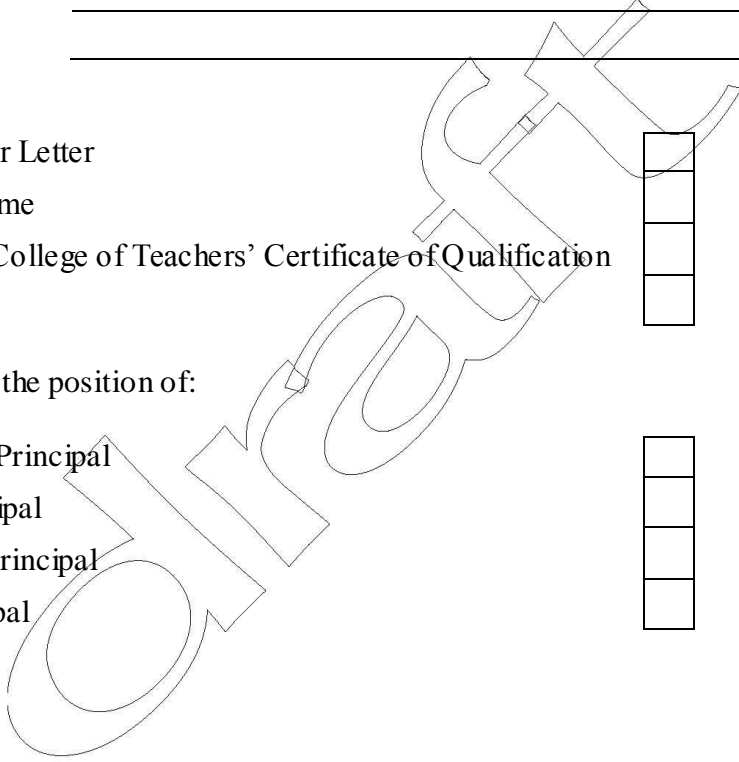
I am applying for the position of:

Elementary Vice Principal

Elementary Principal

Secondary Vice Principal

Secondary Principal



Please use the space provided to outline experiences which demonstrate your readiness to assume a school leadership (Principal/Vice Principal) role. Do not expand the text box. Use 10 point font. Ensure that you reflect on the approved Strategic Plan and Values. In formulating your profile ensure that you outline your role(s) in the examples.

1. Please outline an example which demonstrates your leadership in the area of Student Excellence – Literacy/Numeracy or Student Success.

Supervisor’s Signature Validating Evidence

2. Please outline an example which demonstrates your leadership in the area of Student Excellence - Special Education.

Supervisor’s Signature Validating Evidence

3. Please outline an example which demonstrates your leadership in the area of Staff Excellence.

Supervisor's Signature Validating Evidence _____

4. Please outline an example which demonstrates your leadership in the area of System Excellence.

Supervisor's Signature Validating Evidence _____

5. Please outline an example which demonstrates your leadership in the area of conflict resolution/problem solving.

Supervisor's Signature Validating Evidence _____

The candidate is applying for _____ Pool.

I believe that he/she is:

ready now
ready soon
not ready

Supervisor's Signature _____

Date _____



GRAND ERIE DISTRICT SCHOOL BOARD

Reference Check Form – Principals/Vice-Principals

NOTE: Only contact reference(s) who know the applicant in a supervisory capacity, i.e. a current or most recent superintendent or principal. Do not contact personal references, peers or teaching staff.

Name of Applicant _____

Interviewed for the Position of _____

Name of Referee _____ Position _____

Organization _____ Telephone _____

Date _____ Time _____ Interviewer _____

1. Your name has been authorized by _____ as a reference for the position of _____ with the Grand Erie District School Board.

Are you willing to be a reference? Yes No

2. How long have you known the applicant and in what capacity?

3. Please provide information and/or an example when the candidate has demonstrated his/her understanding of the importance of the following:

(a) Student Excellence:

(b) Staff Excellence:

(c) System Excellence:

(d) Conflict Resolution:

(e) Integrity (as it relates to the Strategic Plan):

(f) Respect (as it relates to the Strategic Plan):

(g) Responsibility (as it relates to the Strategic Plan):

(h) Relationships (as it relates to the Strategic Plan):

4. What are some areas of concern or areas of improvement that you are aware of?

5. Have you completed a performance evaluation on this applicant?

Yes No If so, when:

Results:

6. Would you recommend this individual for a position of principal/vice principal?

Yes No

7. Would you hire/rehire this individual for a principal/vice principal position in your Board?

Yes No

8. Do you know of any reason why this individual should not be employed in a position that requires the individual to work with, or be in contact with, children?

Yes No

9. Is there anything else you feel may be pertinent that I should be aware of?

Signature of Interviewer _____

Date _____