



ST. CLAIR CATHOLIC
DISTRICT SCHOOL BOARD

Lighting the Way ~ Rejoicing in Our Journey

**CATHOLIC LEADERSHIP DISCERNMENT PROGRAM
2008-2009
APPLICATION FOR THE POSITION OF
VICE PRINCIPAL**

Procedures

One of the goals of the Catholic Leadership Discernment Program is to assess and identify potential leaders for the position of Vice Principal in the St. Clair Catholic District School Board.

The following procedures are required as part of the application process:

1. A completed expectations checklist as found in this document. It is not imperative that all expectations be attained, however candidates should be able to communicate their status towards the completion of these.
2. Each candidate is required to seek a recommendation from a Superintendent within the St. Clair Catholic District School Board. The purpose of this interchange is to provide the candidate with an opportunity to have his/her questions answered regarding the expectations held of leaders in the Board and for the superintendent to discuss experience, education and future goals of the candidate.
3. A pastoral recommendation from your parish priest.
4. Letters from two colleagues communicating your effectiveness in a school setting.
5. Your philosophy of Catholic education as outlined in Appendix 1.
6. A Principal's recommendation as outlined in Appendix 2. Note that this form is to be submitted by the principal in confidence, directly to Niki Ritchie at the Catholic Education Centre.
7. A resume with a covering letter. Your resume should include academic qualifications, range of teaching experiences and leadership initiatives. It should also include two letters of reference.

**Your application should be submitted to the attention of
Niki Ritchie, Administrative Assistant, at the Catholic Education Centre no later than:**

Tuesday, February 17, 2009



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Assessment Practices

The application process for the position of Vice Principal consists of three components. They will be used to generate information for senior administration in making decisions on who will be placed in the pool of eligible candidates for the position of Vice Principal.

Having done a personal analysis of their own desire and suitability for an administrative role with the St. Clair Catholic District School Board, the candidate will submit application documentation including a resume, philosophy of Catholic education and letters of recommendation. These materials are to be submitted by February 17, 2009.

The three components are:

1. A structured interview by a team of educational leaders from within the St. Clair Catholic District School Board. The interview will focus on knowledge, attitude and general readiness to assume the responsibilities of leadership in a school setting. Interviews are scheduled for **Thursday, March 5, 2009**.
2. On the day of the interview each candidate will also complete a case study that will require a written submission. The ability to problem solve, including determining relevant information, taking into account the needs of individuals and supporting decisions with evidence and rationale will be assessed.
3. A prepared written and oral presentation will be prepared by each candidate. A choice of topics or school based projects, will be provided to each candidate upon receipt of their application. A forty-five minute presentation, followed by questions from a panel of educational leaders from the St. Clair Catholic District school Board will take place on **Friday, March 6, 2009**.

Following the assessment components, the Director of Education will recommend candidates for the Vice Principal pool, to the Board of Trustees on **Tuesday, March 24, 2009**.



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Assessment Practices for the Position of VICE PRINCIPAL

A. Written and Oral Presentation:

*It is important that all pupils have a safe, caring and accepting school environment.
As a Catholic School Administrator, develop a plan to implement a
'Safe Schools' initiative within your school.*

or

*Principals must help teachers create focused instruction that transforms learning and ultimately
the performance levels of students.
Outline your plan to upgrade student writing at your school.*

B. Interview Questions:

1. Based on the positions you have held as indicated on your resume, tell us what you have learned from each of these opportunities.
2. Effective Catholic leaders visibly model their commitment to Catholic education. Give us specific ways you have demonstrated your commitment to Catholic education. As an administrator, what are the things that you will do to build a Catholic community in your school?
3. Administrators must be capable of planning with a team. Can you tell us about a recent experience you have had in leading a school base team?
4. Principal and vice principal 'walk throughs' have become common practice of instructional leaders. As an administrator, what purposes will your 'walk throughs' serve. What will you be looking for?
5. A staff member communicates negative body language, a lack of enthusiasm and little participation in the 'Professional Learning Community' you have planned for a specific division in your school. How will you approach this situation?

C. Written Submission – Case Study

Mr. McNab, a grade 7/8 teacher, has been declared surplus and has been placed for September at St. James Catholic School.

Within the first month of the school year, concerns were surfacing in Mr. McNab's new grade 5 classroom. Towards the end of the month, the Principal was called by a parent of a young girl in Mr. McNab's class. This parent also happened to be a teacher in the system. This mom, very apologetically, sought a move for her daughter into the other grade five classroom. She kept the conversation on a professional level, citing her concerns more around her own daughter's timidity and high anxieties. She felt her daughter was coming home absolutely scared stiff of her new teacher.

It didn't end there. Before the end of the month there were other signals of difficulties. There was even the observation by more than one staff member that "Mr. McNab really has a handful in there, doesn't he?" Excessive yelling and the removal of physical education time were two common occurrences in the classroom. More and more students were being sent to the office for minor infractions.

The Principal, recorded every concern, and shared them with Mr. McNab. He was very defensive and unconcerned about the increasing number of phone calls coming in from the parents. "Parents can't have it both ways. First they complain about EQAO results or lack of discipline in a kid's behaviour but when the school starts to do something they're in here trying to rescue them. It's never the kid, it's always someone else's fault!"

Often when the Principal was in the corridors she would hear Mr. McNab berating a student for some infraction. Mr. McNab usually stood in the front of the classroom delivering the lessons in a lecture style while many students were obviously distracted and engaged in other activities. The whole classroom atmosphere appeared pretty somber and there were few smiles.

First term report cards were submitted to the office. The marks were outstanding; however comments were brief, generic and lacked personal connections to the students.

What steps will you consider as an administrator, as you intervene in this situation?