



Principal/Vice Principal Selection Process

Board Received: January 30, 2017 Review Date: February 2021

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. 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 as- needed. 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. Readiness for Interview Process

Once a principal/supervisor has determined that a candidate is suitable to participate in the selection process, the Readiness for Interview Process will begin. The purpose of the Readiness for Interview Process is to provide information to the Superintendent on the candidate's leadership plan and leadership competencies within their current role. The Process will entail:

- a) A Leadership Plan (Appendix A) that the candidate will prepare in collaboration with the principal;
- b) When deemed appropriate by the principal/principal leader, the Superintendent of Education who has responsibility over the candidate, will meet with the principal and candidate to finalize the leadership plan;
- c) The FOS Superintendent will observe the candidate in their role in order to collect data to complete the School Administrators Readiness for Interview Assessment (Appendix B);
- d) The FOS Superintendent will recommend successful candidates to Executive Council to proceed to the interview process, commencing with the next posting for Principal/Vice- Principal;
- e) If the candidate is external, and distance makes it prohibitive to meet, the process may be conducted electronically by the Superintendent of Education (Human Resources).

4. Application Process

All applicants shall submit the following information with their application:

- a) Cover Letter
- b) Current Resume
- c) Copy of Ontario College of Teachers' Certificate of Qualification
- d) Impact Statement
- e) School Administrator Readiness for Interview Assessment (including Candidate Leadership Plan)

The interview package will be assessed by Executive Council using the "Interview Application Package Assessment Tool" (Appendix C). If the candidate is recommended for an interview, they will be contacted with an interview date and information regarding how to complete their employee assessment.

5. The Interview

Interview Team

The Interview Team shall include:

- a) 2 Supervisory Officers
- b) 2 Principals
- c) 1 Trustee
- d) 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 the interview team with interview packages five days prior to the interview.

Interview Process

Minimum of four interview questions shall be asked by the interview team. One will be provided to the candidate up to one hour prior to their scheduled interview. Questions should focus on the Board-approved Multi-Year Plan and Values and address topics which include relationship building and school management issues.

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

Interview Assessment

The Candidate's responses in the interview need to align with the criteria outlined in the Response Expectations. The Interview Team will assess the candidate's interview using the "Candidate Interview Assessment Tool" (Appendix D). Validation of positive experiences through at least two reference checks (Appendix E) for each candidate are to be completed by the Superintendent responsible for the interview process.

Final Selection

The Superintendent responsible for the interview process shall recommend the selected candidate(s) to Executive Council. Executive Council shall review the recommended selections and make a final recommendation to the Board for approval.

The final selection of all candidates will be determined by Executive Council by a review of the following:

- a) Readiness for Interview Assessment
- b) Interview Package and Profile
- c) Interview
- d) References

- e) Employee Assessment

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

6. **Placement**

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

7. **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.
- d. *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.



SCHOOL ADMINISTRATOR CANDIDATE LEADERSHIP PLAN

Candidate: _____ Principal: _____ Date: _____

Superintendent signature _____

Previous Leadership Experiences	Leadership Plan			
	Leadership Goals	Strategies/Actions	Practices/Competencies	Indicators/results



GRAND ERIE DISTRICT SCHOOL BOARD

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT

CANDIDATE’S NAME: _____

POSITION APPLIED FOR _____

PRINCIPAL SIGNATURE: _____

SUPERINTENDENT SIGNATURE: _____

DATE: _____

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT	
Candidate: _____ Principal: _____ Date: _____	
<p>Setting Direction - Contributes to the development of a shared vision and models and communicates high performance expectations.</p>	<p>Building Relationships and Developing People - Fosters genuine relationships with all educational stakeholders, guided by mutual respect.</p>
<p>Leadership Practices/Indicators:</p> <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 - Ensures equity of opportunity for all students - Models commitment to the GEDSB vision - Uses relevant data to create team goals to align with school improvement planning - Facilitates team effectiveness by serving on school teams and committees and valuing all members and ensuring collaboration - Effectively communicates, demonstrates and promotes the GEDSB vision to the greater community <p>Evidence/Reflection/Impact:</p>	<p>Leadership Practices/Indicators:</p> <ul style="list-style-type: none"> - creates a positive, inclusive and professional learning environment that treats each person with dignity and respect - engages in positive interactions and collaborates with all members of the school community which develops trustful working relationships - provides effective management practices and applies rules in a fair, consistent and equitable manner - Acknowledges and recognizes the efforts and contributions of others - resolves conflicts and approaches challenges in an appropriate manner - engages in constructive problem solving and empowers others - advocates for the GEDSB with the broader community <p>Evidence/Reflection/Impact:</p>
<p>LEVEL 1 2 3 4</p>	<p>LEVEL 1 2 3 4</p>

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT									
Candidate: _____			Principal: _____			Date: _____			
Developing the Organization - Builds a collaborative culture which connects to the broader community.				Improving the Instructional Program - Sets high expectations for learning outcomes and evaluates the effectiveness of					
Leadership Practices/Indicators: - facilitates the development of a collaborative classroom culture - models respectful behaviour, continuous improvement and lifelong learning with all members of the school community - actively participates in a meaningful way in professional learning communities - communicates and engages with the home and community in a regular, informative and invitational manner - engages in system professional development and shares best practice - facilitates the maintenance of a healthy and safe learning environment				Leadership Practices/Indicators: - uses data to establish student/class/school learning profiles - promotes evidence-based and differentiated instructional strategies to meet student needs and abilities - promotes assessment <i>for, as</i> and <i>of</i> learning - advocates for at-risk learners - models team work and reflective practice to sustain continuous improvement - engages school council and the community in a meaningful role to support student achievement					
Evidence/Reflection/Impact:				Evidence/Reflection/Impact:					
LEVEL	1	2	3	4	LEVEL	1	2	3	4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT									
Candidate: _____			Principal: _____			Date: _____			
Securing Accountability - Is accountable to all members of the school community and to the Board to ensure that all students benefit from a high quality education.				Personal Leadership Resources - Is able to draw upon personal leadership resources in order to effectively enact leadership practices.					
Leadership Practices/Indicators: - creates conditions which allows for student success and well being - maximizes student engagement by promoting effective classroom management - models effective supervision practices - understands and implements legislation and all Board policy and procedures - accepts constructive feedback from system reviews and implements and incorporates suggestions in plans - ensures all members of the school community understand the full range of pathways, programs and supports Evidence/Reflection/Impact:				Personal leadership Resources - Cognitive Resources - Problem solving expertise - Knowledge of effective practice which affect student learning - Systems Thinking - Social resources - Perceiving and managing emotions - Acting in emotionally appropriate ways - Psychological Resources - Optimism, Self-efficacy, Resilience. Proactivity Evidence/Reflection/Impact:					
LEVEL	1	2	3	4	LEVEL	1	2	3	4

SCHOOL ADMINISTRATOR READINESS FOR INTERVIEW ASSESSMENT					
Candidate: _____		Principal: _____		Date: _____	
FINAL ASSESSMENT					
SETTING DIRECTION	LEVEL	1	2	3	4
BUILDING RELATIONSHIPS AND DEVELOPING PEOPLE	LEVEL	1	2	3	4
DEVELOPING THE ORGANIZATION	LEVEL	1	2	3	4
IMPROVING THE INSTRUCTIONAL PROGRAM	LEVEL	1	2	3	4
SECURING ACCOUNTABILITY	LEVEL	1	2	3	4
PERSONAL LEADERSHIP RESOURCES	LEVEL	1	2	3	4
FINAL ASSESSMENT	LEVEL	1	2	3	4
NOT READY - Identify next steps, areas of growth and experiences that would benefit the candidate					
READY -					

INTERVIEW APPLICATION PACKAGE ASSESSMENT TOOL

Interview Package	Level 1	Level 2	Level 3	Level 4
<p>Resume/Cover Letter/Impact Statement</p>	<p>The interview package was incomplete and poorly organized. Information was presented with many errors and typos.</p>	<p>The interview package was nearly complete and all components were included and prepared with a degree of accuracy. The package was adequately organized. Information was presented with errors and typos.</p>	<p>The interview package was complete and all components were included and prepared with a significant degree of accuracy. The package was well organized and presented in a clear and coherent manner. Information was presented in a well written and professional manner with few errors or typos.</p>	<p>The interview package was complete and all components were included and prepared with an exceptional degree of accuracy. The package was extremely well organized and presented in a clear and coherent manner. Information was presented in an extremely well written and professional manner free of any errors or typos.</p>

School Administration Readiness for Interview Assessment	Level 1	Level 2	Level 3	Level 4
Setting Directions	Limited evidence of working within a group to build and communicate a shared vision; limited evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture	Some measurable evidence of working within a group to build and communicate a shared vision; some evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Significant measurable evidence of working within a group to build and communicate a shared vision; significant evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture.	Exemplary Level of measurable evidence in working within a group to build and communicate a shared vision; exemplary evidence of demonstrated commitment to setting goals, school operations and a belief that all students can learn and a commitment to an inclusive, respectful, equitable school culture. Evidence of impact beyond school level.
Building Relationships and Developing People	Limited evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork	Some measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Significant measurable evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.	Exemplary level of evidence of a commitment to the following: effective working relationships, shared leadership for improvement and effective teamwork.
Developing the Organization	Limited evidence of responsibility for school climate, and limited evidence of work within school effectiveness	Some evidence of responsibility for school climate, and some evidence of work within school effectiveness	Significant evidence of responsibility for school climate, and significant evidence of work within school effectiveness	Exemplary evidence of responsibility for school climate, and exemplary evidence of work within school effectiveness
Improving the Instructional Program	Limited evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap	Some evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap	Significant evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap	Exemplary evidence of a commitment to raising standards for all students: equity of outcomes, special education and closing the achievement gap
Securing Accountability	Limited evidence of a proven commitment to accountability for school improvement.	Some evidence of a proven commitment to commitment for accountability to school improvement.	Significant evidence of a proven commitment to commitment to accountability for school improvement.	Exemplary evidence of a proven commitment to commitment to accountability for school improvement.

CANDIDATE INTERVIEW ASSESSMENT TOOL

	Level 1	Level 2	Level 3	Level 4
Pre-Question	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #1	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #2	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Question #3	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.
Questions #4	Answer addressed a limited number of the “Look Fors” expected. Candidate did not present the answer in a professional manner and was poorly organized. Candidate was not engaging and displayed a limited command of language.	Answer addressed some of the “Look Fors” expected. Candidate presented the answer in a professional manner but was not clear and strayed off topic. Candidate was somewhat engaging and displayed some command of language.	Answer addressed a majority of the “Look Fors” expected. Candidate presented the answer in a very professional manner in a clear and coherent fashion without getting off topic. Candidate was engaging and articulate, with a command of language.	Answer addressed a significant number of the “Look Fors” expected. Candidate presented the answer in an extremely professional manner in a well-organized, clear and coherent fashion. Candidate was extremely engaging and very articulate with an excellent command of language.



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) Setting Directions:

b) Building Relationships and Developing People:

c) Developing the Organization:

d) Improving the Instruction Program:

e) Integrity:

f) Respect:

g) Responsibility:

h) Cooperation:

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

5. Have you completed a performance appraisal 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
