

**Leadership Practices Tool and Principal’s Reference Notes**

Applicant Name: Principal/Supervisor:

Position Applied For: Date:

The purpose of this document is to provide a framework for candidates to reflect upon, categorize and present the evidence of their leadership experiences. As such, it is grounded in the Ontario Leadership Framework (OLF), and makes explicit reference to the practices identified within the five Core Leadership Capacities and the Personal Leadership Resources. Additionally, this document articulates indicators that the TDSB values in its leaders. The document is organized into sections by Core Leadership Capacity and Personal Leadership Resources. Each section is structured in columns, with the left column identifying Practices from the OLF, the middle column identifying indicators valued by the TDSB, and the right column providing expandable space for the supervisor/assessor to describe the evidence provided by the candidate and observations made by the assessor and shared with the candidate. Practices/Indicators are guides. Candidates may also identify additional evidence to support their preparedness.

**For Vice-Principal Candidates:** The principal should consider the quality of evidence from the candidate’s classroom and division/department leadership experiences that align with the School Improvement Plan.  Evidence should further demonstrate knowledge of and contributions to school and FOS initiatives/priorities, as well as the impact of the candidate’s leadership on the student achievement and well-being, staff and school community with whom they have worked.

**For Principal Candidates:** The principal should consider the quality of evidence from the candidate's school, FOS and system leadership experiences that demonstrate alignment with the SIP and the Board’s directions.  Evidence should further elaborate on the impact of the candidate’s leadership on student achievement and well-being, staff, school community, Family of Schools and system.

**For External Candidates:** The assessor should consider the quality of evidence from the local and broader context of the candidate’s work in their school board/organization in relation to the descriptions above for principals and vice-principals.  Evidence should further elaborate on the impact of the candidate’s leadership on the stakeholders of their organization.  Candidates should be familiar with the TDSB’s strategic directions.

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| **Setting Directions**  **TDSB principals build a shared vision, foster the acceptance of group goals and set and communicate high performance expectations.** | | | | | | |
| **Practices**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Building a shared vision**  ***School Leaders:***   * + - establish, in collaboration with staff, students, and other stakeholders, an overall sense of purpose or vision for work in their schools to which they are all strongly committed     - build understanding of the specific implications of the school’s vision for its programs and the nature of classroom instruction     - encourage the development of organizational norms that support openness to change in the direction of the school’s vision     - help staff and diverse stakeholders understand the relationship between the school’s vision and board and provincial policy initiatives and priorities   **Identifying specific, shared short-term goals**  ***School leaders:***   * + - facilitate stakeholder engagement in processes for identifying specific school goals     - build consensus among students, staff, and diverse stakeholders about the school’s goals     - ensure the goals are clearly communicated to all stakeholders     - regularly encourage staff to evaluate their progress toward achieving the school’s goals     - encourage staff to develop and periodically review individual goals for professional growth, as well as the relationship between their individual goals and the school’s goals     - refer frequently to the school’s goals when engaged in decision making about school programs and directions | | **TDSB indicators for Setting Directions also include:**   * + - ***develop awareness and understanding of the vision within the school community (class, school, community, FOS and system)***     - ***communicate the strategic plan, goals and vision of the board to staff, students and the community***     - model the belief that students can learn to their full potential     - ensure that the TDSB Equity Foundation Statement is reflected in the school vision     - using data, identify and advocate for students who are not reaching their potential (e.g., utilize in-school resource personnel to support student learning, plan tiered interventions utilize the vision to guide, resource and sustain school improvement efforts)     - develop creative approaches to meeting the needs of underserved populations of students | **Building a shared vision**  **Identifying specific, shared short-term goals** |  |  |  |
| **Setting Directions (cont’d)**  **TDSB principals build a shared vision, foster the acceptance of group goals and set and communicate high performance expectations.** | | | | | | |
| **Practices**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Creating high expectations**  ***School leaders:***   * + - have high expectations for teachers, students and themselves     - devote additional effort to creating high expectations among staff for the achievement of students who have traditionally struggled to be successful at school     - encourage staff to be innovative in helping students meet those expectations     - encourage staff to assume responsibility for achieving the school’s vision and goals for all students     - make their expectations known through words and actions   **Communicating the vision and goals**  ***School leaders:***   * + - use many different formal and informal opportunities to explain to stakeholders the overall vision and goals established for the school     - demonstrate to all stakeholders the use of the school’s vision and goals in day-to-day actions and decision making     - regularly invite different stakeholder groups to discuss how their work furthers the school’s vision and goals | |  | **Creating high expectations**  **Communicating the vision and goals** |  |  |  |
| **Building Relationships and Developing People**  **TDSB principals strive 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**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Providing support and demonstrating consideration for individual staff members**  ***School leaders:***   * + - recognize the accomplishments of individual staff members     - consider staff members’ opinions when initiating actions that affect their work     - build upon and respond to individual staff members’ unique needs and expertise     - treat individuals and groups among staff equitably   **Stimulating growth in the professional capacities of staff**  ***School leaders:***   * + - encourage staff to reflect on what they are trying to achieve with students and how they are doing it     - lead discussions about the relative merits of current and alternative practices     - challenge staff to continually re-examine the extent to which their practices support the learning of all their students     - facilitate opportunities for staff to learn from each other     - suggest new ideas for staff learning     - encourage staff to develop and review their own goals for professional growth and the relationship of those goals to school goals and priorities     - encourage staff to try new practices that are consistent with both their interests and school goals | | **TDSB indicators for Building Relationships and Developing People also include:**   * + - foster learning environments where students feel connected to and actively supported by caring adults within the school community     - ensure that individual differences are respected and that diverse styles, personalities and opinions are represented and valued     - encourage, challenge, influence, motivate and support others in their professional growth and capacity building     - ***provide honest, specific and balanced feedback as a tool for positive change for students and staff, for the purpose of improved learning and adapting instruction***     - ***participates in and develops partnerships in accordance with Board guidelines to improve outcomes for students***     - collaborate with colleagues to facilitate professional learning opportunities between and among staff at area schools     - ***align professional learning to school improvement goals, FOS priorities and system initiatives***     - mentor/coach colleagues to support the overall development of the staff in the board     - maintain confidentiality in accordance with Ministry and Board policies and legislation     - demonstrate transparency in decision making whenever appropriate     - ***Engages in current professional learning at the district or Family of Schools levels to support student achievement and well-being*** | **Providing support and demonstrating consideration for individual staff members**  **Stimulating growth in the professional capacities of staff** |  |  |  |
| **Building Relationships and Developing People (cont’d)**  **TDSB principals strive 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**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Modeling the school’s values and practices**  ***School leaders:***   * + - are highly visible in their schools     - are easily accessible to staff, parents and students     - have frequent, meaningful interactions with teachers, students and parents in order to further the school goals     - demonstrate the importance of continuous learning through visible engagement in their own professional learning     - exemplify, through their actions, the school’s core values and its desired practices   **Building trusting relationships with and among staff, students and parents**  ***School leaders:***   * + - model responsibility, integrity and thoroughness in carrying out tasks     - act in ways that consistently reflect the school’s core values and priorities in order to establish trust     - demonstrate respect for staff, students and parents by listening to their ideas, being open to those ideas, and genuinely considering their value     - encourage staff, students and parents to listen to one another’s ideas and genuinely consider their value     - establish norms in the school that demonstrate appreciation for constructive debate about best practices     - demonstrate respect, care and personal regard for students, staff and parents     - encourage staff, students and parents to demonstrate respect, care and personal regard for one another | |  | **Modeling the school’s values and practices**  **Building trusting relationships with and among staff, students and parents** |  |  |  |
| **Building Relationships and Developing People (cont’d)**  **TDSB principals strive 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**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Establishing productive working relationships with teacher federation representatives**  ***School leaders:***   * + - include federation representatives in processes for establishing goals for school improvement     - encourage federation representatives to keep their members well informed about their work with school leaders     - encourage federation representatives to collaborate in determining how to implement labour contract provisions in ways that support school improvement work | |  | **Establishing productive working relationships with teacher federation representatives** |  |  |  |
| **Developing the Organization to Support Desired Practices**  **TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.** | | | | | | |
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| **Building collaborative cultures and distributing leadership**  ***School leaders:***   * + - model collaboration in their own work     - foster mutual respect and trust among those involved in collaboration     - encourage the collaborative development of group processes and outcomes     - help develop clarity about goals and roles related to collaborative work     - encourage a willingness to compromise among collaborators     - foster open and fluent communication toward building and sustaining professional learning communities     - provide adequate and consistently available resources to support collaborative work     - involve staff in the design and implementation of important school decisions and policies     - provide staff with leadership opportunities and support them as they take on these opportunities   **Structuring the organization to facilitate collaboration**  ***School leaders:***   * + - create timetables for teaching that maximize time on task for students     - provide regular opportunities and structures that support teachers in working together on instructional improvement, and establish a system for monitoring their collaborative work     - establish a structure of teams and groups that work together on problem solving     - distribute leadership on selected tasks     - engage teachers in making decisions that affect their instructional work | | ***TDSB indicators for Developing the Organization to Support Desired Practices also include:***   * + - *make decisions which focus on the achievement of school/department and Board goals and objectives*     - *lead and participate in PLC’s that are effective and lead to improvement*     - ***facilitate and support cross-functional teams to enhance staff commitment and capacity***     - *demonstrate that learning is an ongoing and collaborative effort among families, staff, and students*     - *network and engage with partners within and beyond the school community*     - *approach resistance with respect by listening, understanding and engaging in constructive problem solving*     - ***effectively acquire, allocate and manage human, material and financial resources***     - *model and encourage the effective use of technology to support teaching, learning and community development*     - *recognize that all efforts are guided by Ministry and TDSB policies and procedures, and communicate their role as being accountable for implementation*     - ***ensure that controls and practices are in place to effectively manage human and financial resources in accordance with Ministry and Board policies and procedures*** | **Building collaborative cultures and distributing leadership**  **Structuring the organization to facilitate collaboration** |  |  |  |
| **Developing the Organization to Support Desired Practices (cont’d)**  **TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.** | | | | | | |
| **Practices**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Building productive relationships with families and the community**  ***School leaders:***   * + - create a school environment in which parents are welcomed, respected and valued as partners in their children’s learning     - demonstrate the type of leadership that parents can trust – confident, systematic and attentive     - help develop staff commitment to engaging parents in the school     - work, with staff, directly with families of diverse backgrounds to help them provide their children with support in the home that will contribute to their success at school     - encourage staff to reach out to students with diverse viewpoints and experiences to enrich the classroom experience and help all students feel included     - encourage staff to adopt a broad view of parental engagement and encourage more parents to be involved     - help connect families to the wider network of social services as needed   **Connecting the school to the wider environment**  ***School leaders:***   * + - develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community | |  | **Building productive relationships with families and the community**  **Connecting the school to the wider environment** |  |  |  |
| **Developing the Organization to Support Desired Practices (cont’d)**  **TDSB principals build collaborative cultures, structure the organization for success, and connect the school to its wider environment.** | | | | | | |
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| **Maintaining a safe and healthy environment**  ***School leaders:***   * + - take measures to secure the school’s physical facilities against intruders     - ensure that the physical facility is maintained in a safe, healthy and attractive condition     - communicate standards for non-violent behaviour and uphold those standards in an equitable manner     - empower staff in the school to play a leadership role in promoting a positive school climate and modelling appropriate behaviour     - implement and monitor the use of appropriate disciplinary practices in classrooms and throughout the school     - develop, with the input of staff and students, processes to identify and resolve conflicts quickly and effectively     - provide opportunities for staff and students to learn about effective conflict resolution strategies   **Allocating resources in support of the school’s vision and goals**  ***School leaders:***   * + - manage efficient budgetary processes     - distribute resources in ways that are closely aligned with the school’s improvement priorities     - ensure that sustained funding is directed to the school’s improvement priorities     - secure resources as needed to support the instructional work of the school     - revisit and adjust as needed the nature, amount and alignment of resources as priorities for school improvement change     - ensure effective oversight and accountability of resources to support priorities | |  | **Maintaining a safe and healthy environment**  **Allocating resources in support of the school’s vision and goals** |  |  |  |
| **Improving the Instructional Program**  **TDSB principals set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.**  **The principal manages the school effectively so that everyone can focus on teaching and learning.** | | | | | | |
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| **Staffing the instructional program**  ***School leaders:***   * + - recruit and select teachers who have the interest and capacity to further the school’s vision and goals     - retain skilled teachers by providing support and time for collaboration, sharing leadership, creating a shared vision and building trusting relationships   **Providing instructional support**  ***School leaders:***   * + - actively oversee the instructional program     - coordinate what is taught across subjects and grades to avoid unnecessary overlap while providing needed reinforcement and extension of learning goals     - observe classroom instruction and provide constructive feedback to teachers     - provide adequate preparation time for teachers     - provide advice to teachers about how to solve classroom problems     - provide teachers with the opportunity to observe effective instructional practices among colleagues in their own school as well as in other schools     - participate with staff in their instructional improvement work | | **TDSB indicators for Improving the Instructional Program also include:**   * + - ***analyze the implications of various factors (eg staffing patterns, school organization structures, student behaviour) on teaching and learning***     - ***engage all stakeholders in the development, implementation, monitoring and review of the school improvement plan***     - collect, analyze, manage and utilize data in setting direction and informing decision-making for improved student achievement (based on, eg: District Reviews, Board Improvement Plans, School Improvement Plan, Performance Appraisal)     - lead and monitor implementation of appropriate curriculum, assessment and instructional practices to maximize student learning to meet the needs of diverse learners     - support and monitor appropriate interventions in collaboration with school and TDSB staff     - ***organize school to ensure appropriate compliance within the regulatory framework*** | **Staffing the instructional program**  **Providing instructional support** |  |  |  |
| **Improving the Instructional Program (cont’d)**  **TDSB principals set high expectations for learning outcomes and monitor and evaluate the effectiveness of instruction.**  **The principal manages the school effectively so that everyone can focus on teaching and learning.** | | | | | | |
| **Practices**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Monitoring progress in student learning and school improvement**  ***School leaders:***   * + - assist staff in understanding the importance of student assessment for, of, and as learning     - collaborate with staff during the process of data interpretation     - use multiple sources of evidence when analysing student progress     - give priority to identifying those students most in need of additional support     - incorporate the explicit use of data when making decisions that relate to student learning and school improvement     - examine trends in student achievement over time (one or more years), rather than just at one point in time, when analysing student learning     - collect and use data about the status of those classroom and school conditions that are the focus of the school improvement efforts     - provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)   **Buffering staff from distractions to their work**  ***School leaders:***   * + - create and enforce consistent, school-wide discipline policies     - minimize daily disruptions to classroom instructional time     - implement a systematic procedure for deciding how best to respond to initiatives from outside the school     - develop, with staff, guidelines to govern the amount of time teachers spend on non-instructional and out-of-school activities     - regularly assess the contribution of all out-of-classroom activities to the learning priorities of students | |  | **Monitoring progress in student learning and school improvement**  **Buffering staff from distractions to their work** |  |  |  |
| **Securing Accountability**  **TDSB principals are responsible for creating conditions for student success and are 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**  **(excerpt from the Ontario Leadership Framework)** | | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Building staff members’ sense of internal accountability**  ***School leaders:***   * + - regularly engage staff in analyzing data on the learning progress of all students     - insist on the use of data that is of high quality (reliable, valid, collected using systematic collection processes, available in its original form, and has been subjected to collaborative interpretation     - promote collective responsibility and accountability for student achievement and well-being     - help staff make connections between school goals and ministry goals in order to strengthen commitment to school improvement efforts     - assess their own contributions to school achievements and take into account feedback from others on their performance     - participate actively in their own performance appraisal and make adjustments to better meet expectations and goals   **Meeting the demands for external accountability**  ***School leaders:***   * + - clearly define accountability for individual staff in terms that are mutually understood and agreed to and that can be rigorously reviewed and evaluated     - measure and monitor teacher and leader effectiveness using data about changes in student achievement     - align school targets with board and provincial targets     - provide an accurate and transparent account of the school’s performance to all school stakeholders (e.g., ministry, board, parents, community)     - create an organizational structure that reflects the school’s values and enables management systems, structures and processes to work effectively within legal requirements | | **TDSB indicators for Securing Accountability also include:**   * + - utilize classroom, school, Board and Ministry data resources for to inform practice and guide school improvement     - respond to learning needs of identifiable groups by planning and monitoring appropriate interventions in collaboration with school and TDSB personnel     - understand and implement policies and procedures related to financial governance, including reporting protocols     - ***demonstrate and apply knowledge of collective agreements, Board procedures and policies***     - ***understand and implement TDSB policies and procedures related to student and staff safety including Health & Safety*** | **Building staff members’ sense of internal accountability**  **Meeting the demands for external accountability** |  |  |  |
| **Personal Leadership Resources** | | | | | | |
| **Resources**  **(excerpt from the Ontario Leadership Framework)** | **Evidence Provided By the Candidate and the Supervisor/Assessor** | | | **No Evidence** | **Not Prepared** | **Prepared** |
| **Social**   * + - Perceiving emotions     - Managing emotions     - Acting in emotionally appropriate ways |  | | |  |  |  |
| **Psychological**   * + - Optimism     - Self-Efficacy     - Resilience     - ***Proactivity\**** |  | | |  |  |  |
| **Cognitive**   * + - Problem-Solving expertise     - Knowledge of effective school and classroom practices that affect student learning     - ***Systems Thinking\**** |  | | |  |  |  |