**Currently Under Review**

**Updated – March 2018**



**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. Specifically, it explicitly articulates Equity and Anti-Oppression as core leadership competencies. Competencies through which student achievement and well-being will derive. As such, it is critical that these competencies are intentionally demonstrated by any candidate moving forward in the TDSB. 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 foci.  Evidence should further demonstrate knowledge of and contributions to school and Learning Centre/s 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. It should have been demonstrated through an equity-focused leadership stance and through their ability to manage the complex dynamics that include, but not limited to, inspiring people to follow their vision, build and strengthen relationships, has the ability to hold courageous conversations that address privilege, power and barriers and centres the needs of our most marginalized learners while maintaining high standards of excellence for all.

**For Principal Candidates:** The principal should consider the quality of evidence from the candidate's school, Learning Centre/s and system leadership experiences that demonstrate alignment with the school foci 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, Learning Centres 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 and should demonstrate an awareness of leadership within TDSB's context and have evidence of their own competency in Equity and Anti-Oppression.

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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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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:**   * + - has demonstrated the ability to inspire, challenge and motivate leaders to   move towards the achievement of system goals/priorities focused on reducing barriers and improving student achievement and well being   * + - 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 and includes explicitly a plan to address the needs of the most marginalized students   * + - build understanding of the specific implications of the school’s vision for its   programs, policies 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   * + - create and operationalize norms that includes the voices of students, staff   and community   * + - help staff and diverse stakeholders understand the relationship between   the school’s vision and Board and provincial policy initiatives and priorities   * + - ensure that the school environment is invitational and welcoming for all     - establishes and/or utilizes the Environment of the school as the third   teacher to message the value of our learners, communities and the process of learning  **Identifying specific, shared short-term goals**  **School leaders:**   * + - facilitate stakeholder engagement in processes for identifying specific   school foci   * + - build consensus among students, staff, and diverse stakeholders about the   school’s foci; including a process that engages the most marginalized voices   * + - ensure the goals are clearly communicated to all stakeholders     - regularly encourage staff to evaluate their progress toward achieving the   school’s foci, using the impact of school actions on students most marginalized by systemic barriers as key indicators   * + - 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 foci   * + - refer frequently to the school’s goals when engaged in decision making   about school programs and directions   * + - work successfully with staff to build and create equity goals that centre   staff learning needs based on student needs | **TDSB indicators for Setting Directions also include:**   * + - develop collaboratively the vision within the school   community (class, school, community, Learning Centre and system) that draws on all six threads of Inclusive Design   * + - 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   and that ALL students can be successful with the right supports.   * + - ***ensure that the TDSB Equity Foundation Statement and***   ***key areas identified in the Integrated Equity Framework is reflected in the school vision***   * + - use data, identify and advocate for students who are not   teaching 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); identify the most marginalized/underserved students and develop a plan to interrupt this and change outcomes.   * + - develop creative/innovative approaches to meeting the needs   of underserved populations of students | **Building a shared vision**  **Identifying specific, shared short-term goals**  Has shown the ability to identify earning strengths and needs/disparities based on school and system data trends to identify school and staff learning 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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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     - inspire and 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, actions and through their use of technology     - actively monitor and measure impacts of identified strategies to support students who have not been successful in school     - specifically work with community and families in shaping, creating and achieving goals     - understand and utilize demographic data effectively (in particular utilizes a deep understanding of demographic data and social identities to shape responses)     - utilize culture as an asset to support engagement and success for all students     - identify systemic barriers faced by students, families and communities and more specifically able to identify which students are being least well-served in order to establish a plan of action   **Communicating the vision and goals**  **School leaders:**   * + - use many different formal and informal opportunities, including through the use of technology and/or social media, to explain to all 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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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:**   * + - demonstrate explicitly, the ability to lead from an open-minded, learning stance and to challenge their own thinking, biases and that of others     - recognize and celebrate 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 assets to engage them in the achievement of school goals.     - treat individuals and groups among staff equitably and is aware of the dynamics of power and privilege that can be operating amongst staff     - inspire staff members to step out of their comfort zones and grow based on potential     - is aware of how to support Indigenous staff and learners and the distinction between rights of Indigenous peoples and equity seeking groups   **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; ensuring it is culturally responsive and reflective     - engage staff to think about the identities of students in classrooms and school and support learning necessary to ensure that instruction is Culturally responsive and relevant     - lead discussions about the relative merits of current and alternative practices especially in supporting most marginalized learners     - challenge staff to continually re-examine the extent to which their practices support the learning of all their students and to distinguish between intent and impact     - 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     - demonstrate an awareness of issues connected to the various forms of oppression (e.g. racism, classism, homophobia, ableism, anti-Semitism, islamophobia...) and corresponding micro-aggressions that may marginalize students, staff, families and community members     - engage in targeted/precise work to build deep relationships with marginalized, underserved and/or under-represented students, staff and families     - arrive at solutions that are context specific and reflect the needs of the local community, creating strong neighborhood schools | **TDSB indicators for Building Relationships and Developing People also include:**   * + - foster learning environments where students feel valued, reflected, 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 based on principles of equity and anti-oppression     - 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     - ***participate in and develop 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     - through collaborative work with staff, increases awareness of the impact of (various forms of oppression) on staff and students mental health and well being     - ***align professional learning to school improvement goals, 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 Learning Centre 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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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:**   * + - encourage, receive, and use critical feedback to inform next steps     - are highly visible in their schools     - are easily accessible to staff, parents and students, and seek out the voices that are absent (silenced or silent)     - have frequent, meaningful interactions with teachers, students and parents in order to further the school foci     - 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     - lead through an equity and Anti-Oppressive leadership stance     - understand and unpack the role that power and privilege can play in situations where collaborative professionalism and inquiry is required   **Building trusting relationships with and among staff, students and Parents**  **School leaders:**   * + - develop, maintain and strengthen relationships while having necessary courageous conversations to address the needs of the most marginalized students     - model responsibility, integrity, transparency and accountability and thoroughness in carrying out tasks     - act in ways that consistently reflect the school board’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 consider their value as critical partners in improving student achievement and well-being     - 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     - develop an invitational culture to the school where parents and students see themselves reflected and valued as part of the school environment     - actively engage parents as partners by finding multiple ways to engage families (including and beyond School Council) to meet the needs of marginalized students | * + - Understand and can articulate clearly the difference between intent and impact     - Is able to have challenging conversations while holding people in relationship     - Unpack how systems and/or structures are creating unintended barriers/consequences for students/staff/community being served in order to address and better support students/staff/community | **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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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 foci 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 trusting relationships with students, families, staff, and communities**   * + - include students, families, staff, and communities in decision making processes     - create opportunities for community sources/funds of knowledge to be affirmed and mobilized for school and community goals |  | **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.** | | | | | |
| **Practices**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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 collaborative cultures and distributing leadership**  **School leaders:**   * + - utilize an Inclusive Design approach to changing, creating, shared culture and leadership     - 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 with a focus on ensuring power, privilege, biases and barriers are addressed effectively     - help develop clarity about goals and roles related to collaborative work     - encourage a willingness to compromise among collaborators while ensuring positive group dynamics     - 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     - develop the feedback loop to ensure that monitoring is connected to instructional practices in the classroom     - identify and remove physical and social barriers to access   **Structuring the organization to facilitate collaboration**  **School leaders:**   * + - understand and demonstrate the competencies necessary to work with Indigenous communities AND assist the system in fulfilling Calls to Action as outlined in the Truth and Reconciliation Recommendations     - create timetables for teaching that maximize time on task for students     - provide regular opportunities and structures that support teachers in working together on culturally relevant and responsive 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     - build the collective capacity and leadership of students, staff and community as articulated through Inclusive Design     - engage teachers in making decisions that affect their instructional work     - demonstrate an ability to hold courageous conversations about identity and marginalization while maintaining relationships | **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     - 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 while maintaining an ability to challenge     - ***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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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, attentive, transparent and accountable     - help develop staff commitment to engaging parents in the school     - work with staff and directly with families of Indigenous, racialized and marginalized communities 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. Centers voices of the most marginalized.     - 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     - actively engage partners and system supports in a transparent manner to ensure that the needs of marginalized students are being met     - honour the voices and lived realities of parents, families and community members in local and global contexts by ensuring that families have input into decisions and directions   **Connecting the school to the wider environment**  **School leaders:**   * + - understand and demonstrate the competencies necessary to work with Indigenous communities AND assist the system in fulfilling Calls to Action as outlined in the Truth and Reconciliation Recommendations     - demonstrate an understanding of social identities and power dynamics that may influence issues arising between the school and the community     - develop and maintain connections with other expert school and district leaders, policy experts, outreach groups, organizations and members of the educational research community     - utilize research from researchers who reflect the social identities of community members |  | **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.** | | | | | |
| **Practices**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **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:**   * + - align budget and resources with a focus on addressing marginalization and underserved students and communities     - manage efficient budgetary processes     - distribute resources in ways that are closely aligned with the school’s improvement foci     - ensure that sustained funding is directed to the school’s improvement foci     - 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.** | | | | | |
| **Practices**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **Indicators**  **(Vice-Principal candidates may NOT have had opportunities to demonstrate the specific indicators expressed in bold/italics)** | **Evidence** | **No Evidence** | **Not Prepared** | **Prepared** |
| **Staffing the instructional program**  **School leaders:**   * + - recruit and select teachers who have the interest and capacity to further the school’s vision and goals and reflect the needs and lived experiences of students     - 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:**   * + - demonstrate knowledge to support system transformation based on a current variety of pedagogies including Inclusive Design     - actively plan and co-learn within the instructional program and ensures its reflective of lived experiences of students     - 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 that empowers them 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     - have a strong knowledge of educational pedagogies with nuanced thinking about the instructional program     - understand what culturally sustaining/relevant pedagogy is in the context of curriculum     - know and understand how to use data (quantitative, qualitative, perceptual, etc.) to engage school administrators in data driven CI to inform practice     - ensure that the diversity of students and community is reflected in the learning happening in classes and within the school environment     - ensure that programming is authentic and reflects the lived experiences and abilities of students     - draw on the voices and realities of students to make responsive programming decisions     - ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction     - support student engagement opportunities and ensures that students see diversity and equity represented widely     - adhere to the TDSB Homework Policy and ensure all staff adhere. | **TDSB indicators for Improving the Instructional Program also include:**   * + - is aware of the various identities of students in classrooms/school with regards to ensuring instruction is culturally reflective and relevant     - ***analyze the implications of various factors (e.g. 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 foci***     - collect, analyze, manage and utilize data in setting direction and informing decision-making for improved student achievement (based on, e.g. Strategic Directions, Vision for Learning, School Improvement Foci, 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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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:**   * + - understand how to identify, interrupt and address bias, barriers, privilege and power to address excellence for all students     - identify and intentionally address biases and systemic barriers while recognizing and addressing one’s own emotional responses     - assist staff in understanding the importance of student assessment for, of, and as learning     - assist staff in understanding the importance of employing a variety of assessment strategies as well as instruments to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being     - collaborate with staff, students and community 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 foci     - provide conditions for teachers to use data effectively (time, support, partnerships with experts, a culture in which the use of data is valued)     - align budget and resources, including staffing, with priorities of supporting the most marginalized/underserved learners and using strategies/supports to support Excellence for ALL students.     - connect the school improvement planning process with monitoring of our underserved students within the school     - understand and support professional learning development in inquiry-based learning and higher order thinking skills, with opportunities to embed social justice that enables students to challenge unjust practices, and to build positive and healthy human relationships among their fellow students, and among all members of society     - build staff capacity to ensure that curriculum is culturally responsive and relevant and/or utilizes social justice as a way to approach authentic learning tasks and inquiry based     - ensure students have input into decisions about programing   **Buffering staff from distractions to their work**  **School leaders:**   * + - create and enforce school-wide discipline policies that are holistic and takes into consideration the lived experiences of students     - 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     - work to create the right learning opportunities reflective of students’ lived experiences   help staff to build relevant schema necessary to support school experiences and success in learning at school |  | **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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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:**   * + - understand and utilize demographic data effectively (in particular utilize a deep understanding of demographic data and social identities to shape responses)     - utilize research and pedagogy that reflects the social identities of community members and in particular the most marginalized learners     - continue to probe and ask the question, "Who is missing from the conversation? Who needs to be at the table? How do we learn to know what we don't know?"     - regularly engage staff in analyzing data on the learning progress of all students: How well do we know our students and how they are experiencing school? Can we identify patterns of success? Which students and are they being underserved? What questions are we not asking? How do we ensure that we have included all our students in our data?     - 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 foci 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     - 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     - develop a network of critical friends/supports to help analyze issues as they arise     - ensure students acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive and healthy human relationships among their peers, and among all members of society | **TDSB indicators for Securing Accountability also include:**   * + - utilize classroom, school, Board and Ministry data resources, including demographic, identity based data, 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**  **(based on the Ontario Leadership Framework and the TDSB Integrated Equity Framework and Leadership Capacity Plan)** | **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     - Understands the significance that identity, power and privilege plays in how students experience all aspects of school life     - Systems Thinking |  | |  |  |  |