EASTERN ONTARIO STAFF DEVELOPMENT NETWORK

SUPERVISORY OFFICER'S QUALIFICATION PROGRAM

THE SOQP CANDIDATE

HANDBOOK

January 2015

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Welcome

Welcome to the Supervisory Officer's Qualification Program (SOQP) delivered by the Eastern Ontario Staff Development Network.   The Network has a long and successful history of providing a high quality program delivered by practicing Supervisory Officers in their authentic work environments. Past candidates now work as Directors of Education, as Superintendents, and in senior management positions in District School Boards and the Ministry of Education.

This Handbook is provided to candidates who have met the requirements for entrance into the program. It serves the following purposes:
- To provide general information about the SOQP
- To provide tools for assessment and reflection that will be used by candidates and instructors and will form part of the candidate portfolio

Upon acceptance into the program you received a letter referring to forms that are contained in this document and suggesting that you begin to complete Reflection Form A as you begin the program. You have been encouraged to approach a practicing supervisory officer to act as your mentor and there is a section in this initial reflection for his or her comments as well. Your mentor will be an important support to you throughout the program.

EOSDN will be in regular contact with you via email to provide logistical information and to confirm your progress through the modules.   As you enroll in each module, the instructors will connect with you directly regarding readings and assignments. At any time, do contact EOSDN should you have any questions. As you progress through the modules, you will begin to consider the Leadership Practicum. At that time, you will access the EOSDN Handbook that is specific to that requirement and connect with the EOSDN Practicum coordinator.

The Supervisory Officer Qualification Program is demanding as would be expected. All those associated with program delivery are committed to ensuring that your experience in the EOSDN program provides authentic, high quality professional learning which prepares you for the responsibilities of senior leadership.

Overview

The EOSDN program reflects the vision, expectations, and content of the Ontario College of Teachers Supervisory Officer Qualification Program Guideline of June 2011. The expectations are listed below. The program is designed to enhance professional knowledge, skills and attitudes from a system perspective and is aligned with the Ontario Leadership Framework for Supervisory Officers and the Leadership Framework for Catholic Supervisory Officers.   The

program reflects the political, economic and diverse social realities of Ontario society that impact on schools and considers how supervisory officers put into place supportive system practices so that system and school staff can support the education of all students. The underlying vision of professionalism for supervisory officers is expressed in the Ethical Standards and the Standards of Practice for the Teaching Profession, included below.

According to the Ontario *Education Act,* supervisory officers employed by school boards have two prime responsibilities: they are responsible to the Minister of Education for ensuring that ministry policies are carried out by school boards, and to school boards for carrying out the duties assigned to them. Therefore, the program examines the impact of the legislative and policy framework of the province on the work of supervisory officers and provides instruction in the following:
  i.   statutes, regulations and government policies affecting education in Ontario
  ii.   curriculum guidelines and other reference material pertaining to elementary and secondary education in Ontario
  iii.   theories and practices of supervision, administration and business organization.

The Eastern Ontario Staff Development Network delivers the four instructional modules to groups typically ranging from eight to fifteen candidates. Each module, of no fewer than fifty hours, is facilitated by two experienced supervisory officers, from different systems, who honour the principles of adult learning, utilizing candidates' prior learning and experience and responding to individual growth needs. The modules are located in district school board administrative offices allowing for simulations of supervisory activities such as attendance at board meetings, participation in executive council meetings, presentations to stakeholders, staff supervision, responding to issues, and so on.

To address different learning styles and provide a range of growth experiences, instructional and assessment activities are varied and include readings, discussion, case studies, simulations, reflective journals, presentations, and interactions with stakeholders. The fifty hour instructional contact time requirement is met through face-to-face sessions with some online interaction among instructors and peers. Candidates use technology within the modules to access legislation and other resources. Additionally, candidates use technology to connect with instructors between sessions and with one other to work on assignments.

Throughout the SOQP, the integration of theory and practice is a significant component, and for candidates this culminates in the Leadership Practicum, which is supported by the local mentor and the EOSDN Practicum Coordinator.

Expectations of the Supervisory Officer's Qualification Program

The SOQP focuses on the integration of knowledge, attitudes, skills and practices throughout all the modules to enable candidates to understand the importance of:

1. integrating the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* within professional practice
2. developing and sustaining learning communities that support equitable and inclusive education, promote quality and accountability, partnerships and innovation
3. demonstrating accountability for the achievement of all students
4. promoting student success and lifelong learning in partnership with trustees, staff, school councils, parents/guardians, students and communities
5. committing to cultures of ongoing personal and professional growth
6. ensuring the provision of ongoing professional learning opportunities for principals, teachers, and school board personnel
7. improving student achievement through the development, alignment, and monitoring of system wide policies, programs, structures, processes, resources and staff
8. planning for and advocating the appropriate human, material, capital, fiscal and technological resources and deploying these resources for efficient and effective management of school systems
9. managing and leading with attention to human relationships, due process and legislative and school board requirements
10. anticipating, initiating, facilitating and managing change
11. operating successfully in a dynamic environment that is characterized by increasing complexity and challenge
12. analyzing, explaining and applying legislation, statutes, regulations, government and board policies affecting education in Ontario
13. envisioning, collaborating and building partnerships with educational stakeholders concerning all aspects of provincial and school board issues and initiatives
14. modeling a strong commitment to the purpose, mission, goals and objectives of publicly funded education within a democratic society
15. affirming, supporting and promoting leadership qualities in others
16. anticipating and responding to political environments with respect to local, provincial, national and global trends and issues in education
17. communicating effectively as a system leader
18. developing strategic plans for school systems collaboratively and ensure that structures exist for effective implementation
19. examining the effectiveness of organizational structures in fulfilling the core priorities of Ontario's education system
20. integrating the leadership domains of the *Leadership Framework for Supervisory Officers* and of the *Leadership Framework for Catholic Supervisory Officers* within professional practice.

Components of the EOSDN Supervisory Officer's Qualification Program

Entrance Interview

Each candidate participates in an entrance interview with the Program Coordinator, the purpose of which is to gauge current readiness to engage with the nature and content of the program. The entrance interview assists the candidate and provider in determining timelines and supports to enhance success in the program.

Professional Portfolio

Each candidate is expected to maintain a professional portfolio throughout the SOQP. The portfolio serves as a repository for module assignments and materials and a record of demonstrated achievement of content and program expectations. It is a useful reference when preparing for the exit exercise.

The portfolio includes:
- Reflection Form A which is to be completed prior to the completion of the first module;
- Exemplars of assignments, logs, journals, individual reflections and notes, self-assessment records, from each of the instructional modules
- Completed Module Assessment Charts from each module
- Completed Module Reflection Tool
- Reflection Form B which is to be completed at least two weeks before the Exit Exercise

All forms are contained within this Candidate Handbook and can be accessed electronically from the EOSDN website.

Instructional Modules and Leadership Practicum

The Supervisory Officer's Qualification Program comprises four instructional modules and a leadership practicum, each of which is a minimum of fifty hours. The SOQP integrates theory and practice and reflects the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession throughout all five modules.

Module A: The Personal Perspective
This module focuses on opportunities to increase self-awareness and self-understanding. Understanding the interaction of the personal with the professional self is essential for the ongoing learning and personal development of the supervisory officer.
Offered by EOSDN in August

Module B: Leadership and Management Perspective
This module focuses on the integration of theory and practice as it relates to: leading the instructional program and student achievement and, management and organizational change.
Offered by EOSDN in November

Module C: Provincial Perspective
This module focuses on opportunities for candidates to expand and apply their knowledge of statutes, regulations, legislation, policy development, finances, educational structures and related issues affecting education in Ontario.
Offered by EOSDN in January/February

Module D: System Perspective
This module focuses on opportunities for candidates to expand their knowledge through the development of a shared vision, governance, building relationships, human resource development and practices that supervisory officers must possess in order to perform effectively in their varied and evolving roles as system leaders in complex educational environments.
Offered by EOSDN in April/May

Module E: The Leadership Practicum
The leadership practicum is an in-depth educational experience designed to allow candidates to demonstrate their ability to integrate and apply content from the SOQP and their leadership competencies within a district school board or other similar educational setting.
Initiated by Candidate and supported by EOSDN after completion of two modules

Exit Exercise Celebration

Each candidate participates in an Exit Exercise after completing all five modules for the following purposes:
- To present the practicum project
- To consolidate and present learning from the program
- To receive summative feedback
- To celebrate successful completion of the SOQP

Format:
- The Candidate presents an overview of the practicum and provides evidence of learning and growth resulting from the program
- The Mentor provides perspective on practicum and candidate journey through the program
- The Panel poses questions throughout and provides feedback at the end.
  Preparation:
- The candidate receives the format and questions for the exit exercise celebration in advance
- The candidate reviews program expectations, Form A and Form B reflections, module notes, practicum reports, etc. and prepares the presentation
- The Panel members review the practicum report

The Panel:
- SOQP Co-ordinator and Practicum Facilitator
- A minimum of three supervisory officers who have recently served as module instructors

Success Criteria:

Candidates are expected to:
- Articulate a system perspective (district and provincial)
- Provide evidence of having integrated knowledge, theory and practice through the practicum project (including the Ethical Standards and the Standards of Practice for the Teaching Profession)
- Give examples of how the learning from the modules and practicum has been incorporated into their current leadership practice.

Timeline:

There will be two opportunities during the year for candidates to participate in the exit exercise and celebration, one in the spring and one in the fall.

Certification

Following successful completion of all components including the Exit Exercise, EOSDN forwards documentation and its recommendation that a candidate be certified as a Supervisory Officer to the appropriate organization: the College of Teachers (Academic Candidates) or the Ministry of Education (Business Candidates).

Relevant Legislation and Resources

The following legislation impacts education in Ontario and may be referenced in module content and case studies. As legislation evolves, changes will be incorporated into the program to ensure that candidates are working from the current legal framework. Unless otherwise indicated all legislation can be found at www.e-**laws**.gov.on.ca

- *Education Act, and regulations made under it*
- *Ontario College of Teachers Act and regulations made under it*
- *Education Quality and Accountability Office Act*
- *Teaching Profession Act*
- *Child and Family Services Act*
- *Children's Law Reform Act*
- *Day Nurseries Act*
- *Child Care Modernization Act*
- *Early Childhood Educators Act*
- *Employment Standards Act*
- *Family Law Act*
- *Municipal Freedom of Information and Protection of Privacy Act*
- *Human Rights Code*
- *Immunization of School Pupils Act*
- *Labour Relations Act*
- *School Boards Collective Bargaining Act*
- *Occupational Health and Safety Act*
- *Health Care Consent Act*
- *Health Protection and Promotion Act*
- *Safe Drinking Water Act*
- *Occupier's Liability Act*
- *Ontario Fire Protection and Prevention Act*
- *Sabrina's Law* and *Ryan's Law*
- *Trespass to Property Act*
- *Statutory Powers and Procedure Act*
- *Constitution Act* www.laws.justice.gc.ca
- *Youth Criminal Justice Act* www.laws.justice.gc.ca
- *Indian Act* www.laws.justice.gc.ca
- *Divorce Act* www.laws.justice.gc.ca

During the program, candidates will also be using current policy and support documents available from the Ministry of Education website (www.edu.gov.on.ca), the College of Teachers website (www.oct.ca) and the Education Quality and Accountability website (www.eqao.com) when doing assignments.

Examples of such resources include:

- *Achieving Excellence: A Renewed Vision for Education in Ontario*
- *Ontario Curriculum Policy Documents , Kindergarten, Elementary, Secondary*
- *Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*
- *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*
- *Ontario Leadership Framework, and Ideas into Action*
- *School Effectiveness Framework*
- *Realizing the Promise of Diversity; Ontario Equity and Inclusive Education Strategy*
- *First Nation, Métis and Inuit Education Policy Framework*
- *Supporting Minds: An Educator's Guide to Promoting Students' Mental Health and Well-being*
- *OCT Professional Learning Framework and Standards Resources*
- *EQAO Research Papers*

Assessment and Evaluation of Candidates

The Eastern Ontario Staff Development Network uses the following criteria when planning activities from which assessment data will be collected and when determining how to provide ongoing and summative feedback to candidates:

- Evaluation success criteria for modules, practicum and program are clear and are based upon the Program Expectations contained in the SOQP Guideline
- Program expectations and specific criteria for success in each module/practicum are provided to candidates at the beginning of that part of the program
- There is a variety of assessment tasks – performance, written and oral; individual and group
- Assessment tasks are authentic – providing opportunity for ongoing development for the role of Supervisory Officer
- Assessments provide opportunity to apply the Ethical Standards and the Standards of Practice for the Teaching Profession
- Assessments provide opportunity to apply the appropriate Leadership Framework for Supervisory Officers
- Assessments provide opportunity to demonstrate the ability to perform key aspects of the Supervisory Officer's role, and specifically those related to module/practicum content
- Assessments provide opportunity to provide evidence of knowledge, skills and attitude required for the role of Supervisory Officer
- Assessments provide opportunities for self and peer assessment
- The summative evaluation for each module and the practicum includes direct feedback from the Instructor or Coordinator to the candidate
- The summative evaluation for the program is based upon the evaluations from each module and the practicum, and the candidate presentation at the exit exercise.

Each instructional module has activities and assignments from which assessment and evaluation data are collected. Successful completion of a module requires that candidates demonstrate growth in meeting the overall program expectations and provide evidence through activities and assignments of having learned and applied the module content listed in the Ontario College of Teacher's Supervisory Officers Qualification Program Guideline of June 2011 and contained in the EOSDN Module Assessment Charts.

Candidates are provided with verbal and written feedback regarding evidence of meeting module content and program expectations at the end of each module using the Module Assessment Charts. The Module Reflection Tool provides an ongoing mechanism for reflection and feedback on growth towards meeting the overall program expectations as candidates move through the modules.

In keeping with adult learning principles, candidate reflection and self-assessment is encouraged, feedback from peers and instructors is ongoing, and assessment and evaluation is based on a growth-

mindset perspective.   The Assessment and Reflection Charts that are used by candidates and instructors to gauge progress and success are included below.   The completed charts form part of the Candidate Portfolio, which is maintained by the candidate and brought to the Exit Exercise.

Module instructors report successful completion of the module to the Candidate and to the Program Coordinator.   Should a candidate need more time to be successful, the Review Process is initiated and a course of action and support is determined. Candidates are expected to complete each module before enrolling in another module.

Eastern Ontario Staff Development Network
SOQP – Review and Appeal Process

Review Process

The Eastern Ontario Staff Development Network is committed to delivering a quality Supervisory Officer Qualification Program with challenging yet attainable standards for program completion.

Failure to complete any component of a module or failure to participate for the total instructional contact hours will result in a review of the candidate's performance by the Module Instructors and the EOSDN Executive Director (Program Coordinator). The review will include a meeting with the candidate.

Following the review, the candidate will receive written correspondence from the Program Coordinator, containing the expectations for successful completion of the module, a description of the assistance that will be available from the module facilitators, and the date for completion of the expectations (typically within six months). Depending upon the circumstances, the Program Coordinator may determine that the module be repeated or that alternative assignments be completed for successful module completion.

During the review period, no subsequent instructional module may be undertaken by the candidate. A candidate registered in the Practicum may continue to pursue the Practicum.

Candidates will not be recommended for certification without successfully fulfilling the requirements of all modules within five (5) years of admission to the Program.   Candidates who are experiencing significant difficulty with Program completion may request the support of the Program Coordinator in seeking an extension from the Registrar of the Ontario College of Teachers.

Under the Freedom of Information and Right to Privacy Act, all data collected and used for evaluation purposes will be available to the candidate upon written request. This information will not be shared beyond those persons currently contracted or engaged in the delivery and administration of the Eastern Ontario Staff Development Network's Supervisory Officer's Qualification Program.

Appeal Process

The candidate may appeal the decision of the Program Coordinator by submitting a written request to the Program Coordinator that the decision be appealed.   The Program Coordinator shall contact EOSDN Chair

within three (3) weekdays of receipt of the written notice.

The EOSDN Chair shall establish an appeal committee within seven (7) weekday of receiving notice from the Program Coordinator.   The Appeal Committee shall include:

> *1. A Chair, who is a member of the EOSDN Board of Directors and a practicing Supervisory Officer*
> *2. A Supervisory Officer nominated by the candidate*
> *3. A third Supervisory Officer acceptable to both parties.*

Within three (3) weekdays from the date of confirmation of the members of the Appeal Committee, the Chair of said committee shall set a date of appeal and notify the parties involved.

The Chair of the committee shall require of the candidate and of the Program Coordinator, written submissions to the committee seven (7) weekdays prior to the scheduled date of appeal. The Chair of the committee shall reserve the right to call upon either party for verbal submissions.

The Appeal Committee shall render a decision with three (3) weekdays following the date of the appeal meeting and notify all parties in writing of its decision.   All decisions of the Appeal Committee shall be final.

**EASTERN ONTARIO STAFF DEVELOPMENT NETWORK
SUPERVISORY OFFICER'S QUALIFICATION PROGRAM**

THE SOQP CANDIDATE HANDBOOK – CHARTS and FORMS

1.   MODULE A ASSESSMENT CHART

2.   MODULE B ASSESSMENT CHART

3.   MODULE C ASSESSMENT CHART

4.   MODULE D ASSESSMENT CHART

5.   MODULE REFLECTION (OVERALL PROGRAM EXPECTATIONS)

6.   STANDARDS OF PRACTICE/ETHICAL STANDARDS

7.   REFLECTION FORM A

8.   REFLECTION FORM B

EOSDN – Supervisory Officer's Qualification Program
Module A: The Personal Perspective Assessment Chart

Essential Component	Key Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
Personal and Professional Profile	▪ Personal values, integrity and beliefs ▪ Development and articulation of a vision ▪ Theories of personal learning styles ▪ Understanding own leadership preferences ▪ Role as an agent of change ▪ Emotional social collective and cultural intelligence ▪ Lifelong learning, goals and career planning ▪ Life work balance – professional responsibilities and personal needs ▪ Communication skills ▪ Technological skills ▪ Time management		
Professional Skills and Knowledge - Problem Resolution and Issue Management	▪ Critical and systemic thinking ▪ Conflict management, mediation and negotiating skills ▪ Mentoring and coaching in issues management ▪ Problem-solving and decision-making skills		
Professional Skills and Knowledge - Political Skills	▪ Roles, responsibilities and relationships among board, board members, director, and supervisory officers ▪ Influencing and shaping policy ▪ Networking skills; communication with stakeholders		

	▪ Negotiation skills applied in situations at a system or provincial level		
Ethical Standards and Standards of Practice	▪ Care Trust Respect Integrity ▪ Commitment to Students and Student Learning, Leadership in Learning Communities, Ongoing Professional Learning, Professional Knowledge, and Professional Practice		

Comments

Signature of Instructor:_____   **Date:**_____

EOSDN – Supervisory Officer's Qualification Program
Module B: The Leadership and Management Perspective Assessment Chart

Essential Component	Key Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
Leadership	▪ Understanding Leadership and Management ▪ Ethical decision-making ▪ Mentoring and coaching; Building capacity ▪ Team building and collaboration; Promotion and development of partnerships ▪ Promotion of equity, diversity, and inclusive education		
Leading the Instructional Program and Student Achievement	▪ Instructional leadership and accountability ▪ Curriculum guidelines and reference materials pertaining to elementary/secondary education ▪ Special education programs and services for exceptional students – legislation, regulations, policies, program planning, resources ▪ Supervision of instruction and assessment practices for purpose of improving learning for all students ▪ Supporting ongoing professional learning of principals teachers and support staff ▪ Data literacy and use of data for improving student achievement ▪ EQAO – provincial , national and international testing ▪ Developing learning organizations and networks ▪ Visioning for the future of student learning		

Management and Organizational Change	▪ Strategic planning ▪ Board improvement planning ▪ Fostering a culture of inquiry and research ▪ Project management – materials, resources ▪ Financial functions – advocacy and budgeting ▪ Executive and board reports ▪ Effective communication, public and media relations, use of information technology ▪ Crisis prevention, intervention and management ▪ Human resource management – collective agreements, mediation, negotiation, labour relations issues ▪ Supervision for growth and performance appraisal; Succession planning ▪ Discerning appropriate use of technologies		
Ethical Standards and Standards of Practice	▪ Care Trust Respect Integrity ▪ Commitment to Students and Student Learning, Leadership in Learning Communities, Ongoing Professional Learning, Professional Knowledge, and Professional Practice		

Comments

Signature of Instructor:_____   Date:_____

EOSDN – Supervisory Officer's Qualification Program
Module C: The Provincial Perspective Module Assessment Chart

Essential Component	Key Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
Ontario College of Teachers	▪ Ontario College of Teachers Act ▪ Ethical Standards and Standards of Practice for the Teaching Profession ▪ Objects, roles, responsibilities and organizational structure of the College ▪ College resources and supports ▪ Collaboration to support self-regulation of the teaching profession		
Ministry of Education	▪ Organizational structure, roles and responsibilities ▪ Policy and Resource Development processes ▪ Strategies for collaboration with the Ministry ▪ Operational reviews of DSBs		
Legislation	▪ Current and proposed provincial and federal legislation impacting education, specifically: ▪ Legislation pertaining to teacher qualifications, hiring and assignment of teachers, professional misconduct ▪ Legislation pertaining to education finance, educational law, human resources policies and procedures, special education ▪ Implications for education of the Labour Relations Act, Employment Standards Act, Ontario Human Rights Code, Occupational Health and Safety Act, Canadian Charter of Rights and Freedoms		

	▪ Current relevant legal precedent setting decisions		
School and Society	▪ Social and political issues; global trends ▪ Issues having impact on education law and finance ▪ Historical context of the four publicly funded education systems in Ontario ▪ Education Act, Ontario Statues, regulations and policies affecting education ▪ Collaborating with education partners		
Ethical Standards and Standards of Practice	▪ Care Trust Respect Integrity ▪ Commitment to Students and Student Learning, Leadership in Learning Communities, Ongoing Professional Learning, Professional Knowledge, and Professional Practice		

Comments

Signature of Instructor:_____   Date:_____

EOSDN – Supervisory Officer's Qualification Program
Module D: The System Perspective Assessment Chart

Essential Component	Key Content	Evidence of Knowledge and Understanding of Theory, Legislation, Policy, Research	Evidence of Skills/Capacity for Systems Thinking and Application to Practice
Setting Direction Vision	▪ Development, articulation and stewardship of a shared vision involving all stakeholders ▪ Commitment to and focus on success for all students ▪ Anticipation and management of change ▪ Building and sustaining inclusive cultures in school boards		
Governance	▪ DSB Mandate for student achievement ▪ Roles and responsibilities of board members, director of education and supervisory officers ▪ Accountability and liability ▪ Administrative structures and supports for smooth operation of school boards		
Building Relationships	▪ Communication protocols for a variety of purposes and audiences ▪ Community networking, partnerships, agencies and services ▪ Parent engagement and school councils ▪ Student leadership and involvement ▪ Staff motivation and empowerment; employee groups ▪ Family of Schools; Trustees		
Developing the Organization –	▪ Recruitment and retention practices ▪ Induction supports and capacity building		

Human Resource Development and Practices	▪ Placement and transfer processes ▪ Leadership development and succession planning ▪ Recognition of all employee groups ▪ Practices respecting diversity		
Ethical Standards and Standards of Practice	▪ Care Trust Respect Integrity ▪ Commitment to Students and Student Learning, Leadership in Learning Communities, Ongoing Professional Learning, Professional Knowledge, and Professional Practice		

Comments

Signature of Instructor:_____   **Date:**_____

EOSDN Supervisory Officer's Qualification Program
Module Reflection

The SOQP focuses on the integration of knowledge, attitudes, skills and practices that are embedded in the work of Supervisory Officers.   Candidates are expected to reflect regularly on their growth in relation to the twenty program expectations listed in the SOQP Guideline, June 2011. This Module Reflection is completed by candidates and discussed with instructors during each instructional module.

Supervisory Officer Qualification Program Expectations	Candidate Reflections
1. integrating the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession within professional practice 2. developing and sustaining learning communities that support equitable and inclusive education, promote quality and accountability, partnerships and innovation 3. demonstrating accountability for the achievement of all students 4. promoting student success and lifelong learning in partnership with trustees, staff, school councils, parents/guardians, students and communities 5. committing to cultures of ongoing personal and professional growth 6. ensuring the provision of ongoing professional learning opportunities for principals, teachers, and school board personnel 7. improving student achievement through the development, alignment, and monitoring of system wide policies, programs, structures, processes, resources and staff	

Supervisory Officer Qualification Program Expectations	Candidate Reflections
8. planning for and advocating the appropriate human, material, capital, fiscal and technological resources and deploying these resources for efficient and effective management of school systems	
9. managing and leading with attention to human relationships, due process and legislative and school board requirements	
10. anticipating, initiating, facilitating and managing change	
11. operating successfully in a dynamic environment that is characterized by increasing complexity and challenge	
12. analyzing, explaining and applying legislation, statutes, regulations, government and board policies affecting education in Ontario	
13. envisioning, collaborating and building partnerships with educational stakeholders concerning all aspects of provincial and school board issues and initiatives	
14. modeling a strong commitment to the purpose, mission, goals and objectives of publicly funded education within a democratic society	
15. affirming, supporting and promoting leadership qualities in others	
16. anticipating and responding to political environments with respect to local, provincial, national and global trends and issues in education	
17. communicating effectively as a system leader	

Supervisory Officer Qualification Program Expectations	Candidate Reflections
18. developing strategic plans for school systems collaboratively and ensure that structures exist for effective implementation 19. examining the effectiveness of organizational structures in fulfilling the core priorities of Ontario's education system 20. integrating the leadership domains of the Leadership Framework for Supervisory Officers and of the Leadership Framework for Catholic Supervisory Officers within professional practice	

Instructor Response

Signature of Instructor:_____   Date:_____

The Ethical Standards for the Teaching Profession

The *Ethical Standards for the Teaching Profession* represent a vision of professional practice. At the heart of a strong and effective teaching profession is a commitment to students and their learning. Members of the Ontario College of Teachers, in their position of trust, demonstrate responsibility in their relationships with students, parents, guardians, colleagues, educational partners, other professionals, the environment and the public.

The Purposes of the Ethical Standards for the Teaching Profession are:

- to inspire members to reflect and uphold the honour and dignity of the teaching profession
- to identify the ethical responsibilities and commitments in the teaching profession
- to guide ethical decisions and actions in the teaching profession
- to promote public trust and confidence in the teaching profession.

The Ethical Standards for the Teaching Profession are:

Care
The ethical standard of *Care* includes compassion, acceptance, interest and insight for developing students' potential. Members express their commitment to students' well-being and learning through positive influence, professional judgment and empathy in practice.

Trust
The ethical standard of *Trust* embodies fairness, openness and honesty. Members' professional relationships with students, colleagues, parents, guardians and the public are based on trust.

Respect
Intrinsic to the ethical standard of *Respect* are trust and fair-mindedness. Members honour human dignity, emotional wellness and cognitive development. In their professional practice, they model respect for spiritual and cultural values, social justice, confidentiality, freedom, democracy and the environment.

Integrity
Honesty, reliability and moral action are embodied in the ethical standard of *Integrity*. Continual reflection assists members in exercising integrity in their professional commitments and responsibilities.

The Standards of Practice for the Teaching Profession

The *Standards of Practice for the Teaching Profession* provide a framework of principles that describes the knowledge, skills and values inherent in Ontario's teaching profession. These standards articulate the goals and aspirations of the profession. These standards convey a collective vision of professionalism that guides the daily practice of members of the Ontario College of Teachers.

The Purposes of the Standards of Practice for the Teaching Profession are:

- to inspire a shared vision for the teaching profession
- to identify the values, knowledge and skills that are distinctive to the teaching profession
- to guide the professional judgment and actions of the teaching profession
- to promote a common language that fosters an understanding of what it means to be a member of the teaching profession.

The Standards of Practice for the Teaching Profession are:

Commitment to Students and Student Learning
Members are dedicated in their care and commitment to students. They treat students equitably and with respect and are sensitive to factors that influence individual student learning. Members facilitate the development of students as contributing citizens of Canadian society.

Leadership in Learning Communities
Members promote and participate in the creation of collaborative, safe and supportive learning communities. They recognize their shared responsibilities and leadership roles in facilitating student success. Members maintain and uphold the principles of the ethical standards in these learning communities.

Ongoing Professional Learning
Members recognize that a commitment to ongoing professional learning is integral to effective practice and to student learning. Professional practice and self-directed learning are informed by experience, research, collaboration and knowledge.

Professional Knowledge
Members strive to be current in their professional knowledge and recognize its relationship to practice. They understand and reflect on student development, learning theory, pedagogy, curriculum, ethics, educational research and related policies and legislation to inform professional judgment in practice.

Professional Practice
Members apply professional knowledge and experience to promote student learning. They use appropriate pedagogy, assessment and evaluation, resources and technology in planning for and responding to the needs of individual students and learning communities. Members refine their professional practice through ongoing inquiry, dialogue and reflection.

Ontario College of Teachers

The Eastern Ontario Staff Development Network

Supervisory Officer's Qualifications Program

PROFESSIONAL PORTFOLIO

REFLECTION FORM   A

Candidate Name: _____

Address: _____

Employer: _____

Please complete and forward **two** copies of **FORM A** to EOSDN prior to completion of first module.

Eastern Ontario Staff Development Network
Room B137, Duncan McArthur Hall, Faculty of Education
Queen's University, 99 Union Street, Kingston, ON K7M 5R7
613-533-6223   Fax: 613-533-2816
Email: pennelld@queensu.ca
E-mail: eosdn@eosdn.on.ca

I.   <u>Leadership</u>

1.   (a) What leadership/management positions and/or experiences have you had or held in the past decade?

_____

_____

_____

_____

_____

(b) Which personal leadership resources do you draw upon most frequently in your current work? (Refer to Ontario Leadership Framework, page 22)

_____

_____

_____

_____

_____

_____

2.   Describe a situation involving conflict or confrontation among adults where you modeled the Ethical Standards for the Teaching Profession in seeking resolution.

_____

_____

_____

_____

_____

3.   What do you consider has been your greatest professional achievement to date?

_____

_____

_____

_____

_____

II. **The System**

4. What experience have you had with boards, agencies and groups?

_____

_____

_____

_____

_____

_____

5. What do School Boards (trustees) expect from effective Supervisory Officers?

_____

_____

_____

_____

_____

_____

6. What are the most important challenges facing publicly funded education in the next decade?

_____

_____

_____

_____

_____

_____

_____

III.   **Philosophy**

7.   What do you believe are the most important features of an effective school?

8.   What are the most important features of an educational system in which you would like to work as a Supervisory Officer?

9.   What do you predict will be the greatest challenge to public education in the next decade?

10.   (a) Which areas of system operation do you hope to influence as a system leader? (Refer to the Ontario Leadership Framework, System-Level Leadership, pages 16-21)

(b) How will your influence benefit students?

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11.   Which two publications/books have most impacted your capacity to address educational issues effectively?

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IV.   **<u>Growth</u>**

12.   What four strengths (qualities or competencies) do others attribute to you?

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13.   What personal and professional growth are you hoping to achieve from this qualification program? (Refer to the Standards of Practice for the Teaching Profession)

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14.   What is your preferred learning style?

V. <u>**Mentor Perspective**</u>

15.   What perspective has your mentor offered regarding your readiness to assume system responsibilities in a Supervisory Officer position?

EOSDN

EASTERN ONTARIO STAFF DEVELOPMENT NETWORK

The Eastern Ontario Staff Development Network

Supervisory Officer's Qualifications Program

PROFESSIONAL PORTFOLIO

REFLECTION FORM   B

Candidate Name: _____

Address: _____

Employer: _____

Please complete and forward **two** copies of **FORM B** to EOSDN **two weeks prior** to your exit interview.

Eastern Ontario Staff Development Network
Room B137, Duncan McArthur Hall, Faculty of Education
Queen's University, 99 Union Street, Kingston, ON K7M 5R7
613-533-6223   Fax: 613-533-2816
Email: pennelld@queensu.ca
E-mail: eosdn@eosdn.on.ca

I. **Leadership**

1. Which personal leadership resources do effective Supervisory Officers use most frequently? (Refer to the Ontario Leadership Framework, page 22)

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2. What are the most important responsibilities of Supervisory Officers? (Refer to the Ontario Leadership Framework, pages 18-21 and the Learning Expectations of the SOQP)

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3. What knowledge and skills enable effective Supervisory Officers to lead within the educational and political milieu?

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II. **The System**

4. What have you learned from your Practicum about how effective District School Boards operate? (Refer to the Ontario Leadership Framework, pages 16-17)

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5. How do effective Supervisory Officers assist School Boards (trustees) to operate effectively and meet their statutory obligations?

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6. What are the biggest issues facing School Boards that can be assisted by effective Supervisory Officers?

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III   Philosophy

7.   As a Supervisory Officer, how will you approach the challenge of improving outcomes for students?

8.   As a Supervisory Officer, how will you approach the challenge of developing relationships with staff, students, parents, employee groups, community partners, trustees, Ministry)?

9.   As a Supervisory Officer how will the Ethical Standards and the Standards of Practice for the Teaching Profession guide your decision-making?

10.   As you complete the SOQP, what is your vision of an effective system?

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IV   <u>Growth</u>

11.   What four strengths (qualities or competencies) have you developed during the program?

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12.   (a)   Considering the 20 learning expectations for the SOQP, which three have you identified as a focus for further growth?

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(b) What is your plan to continue your development in these areas?

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13. What has been the most positive aspect of the SOQP for you?

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14. What recommendations do you have for the next Supervisory Officer Course designers and instructors which would ensure that candidates receive a high quality and authentic preparation program?

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V. Mentor/Colleagues/Instructors Perspectives

15.   What perspectives have your mentor, colleagues and instructors offered regarding your readiness to assume system responsibilities in a Supervisory Officer position?

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