

EDMONTON PUBLIC SCHOOLS

December 13, 2005

TO: Board of Trustees
FROM: E. Schmidt, Acting Superintendent of Schools
SUBJECT: Leadership Selection Processes
ORIGINATOR: B. Holt, Executive Director
RESOURCE
STAFF: Veda Lastiwka, Sue Richard

INFORMATION

The purpose of this report is to provide trustees with information regarding the districts' efforts to build leadership capacity with specific reference to recruitment to the principalship, selection process for one-year term teacher leadership positions, and assignment of tenured assistant principals.

External Recruitment to Leadership Positions

An advertisement was placed in the *Edmonton Journal* on November 26, 2005, inviting applications from individuals outside our district to express interest in becoming a leader with Edmonton Public Schools. Applications were invited from individuals interested in the principalship as well as one-year term leadership positions such as assistant principal, curriculum coordinator, department head and consultant. It was a general posting without specific reference to particular schools or divisions.

An initial screen of the applications by Personnel Recruitment and Staffing will focus on instructional leadership; experience; credibility; and indicators of exemplary performance. To assist the superintendent in identifying outstanding leaders, committees of principals and central leadership staff will independently review the short-listed applications to provide input regarding the suitability of applicants. For applicants meeting our requirements, interviews for the principalship will be conducted by the superintendent's office and for other leadership positions, by a committee of district leaders. Reference checks will be completed.

Principalship

Successful external candidates for the principalship will be offered a continuing teacher contract with a two-year term probationary period as a district principal. The appointment of new principals requires approval by the Board of Trustees.

Each year, teachers with a continuing contract are provided an opportunity to express interest in the principalship. An information package regarding the application process was distributed to all principals and central services decision unit administrators on December 9,

and is available electronically on the *InfoZone*. A notice indicating the availability of this information was communicated in the *Superintendent's Memo*.

A principal committee will independently review the internal applications to assist the superintendent in identifying the readiness of district staff for the principalship. The screening of applications will consider experience; significant accomplishments and involvements; target areas of growth; professional development; and a writing assignment. Selected interviews will be conducted by the superintendent's office.

Successful candidates will be designated as principals to the district for a two-year period. The appointment of new principals requires approval by the Board of Trustees.

Each year, information is collected from principals for the purpose of making decisions regarding the re-assignment of principals and determining the possible match of an individual to a school. All first year principals are required to submit a profile that outlines education; experience; special skills; personal interests; and significant accomplishments and involvements. Continuing principals may provide updated information as they wish, however, all principals are required to submit career goals.

Based on the ages of current principals, as of June 30, 2006, 67% (143) of principals (213) are age 50 or more (Appendix I – Graph 1); most of these principals will retire in the next five years. Considerable activity with respect to principals has taken place this school year due to a number of retirements, new appointments, school closures, and movement of staff in general (Appendix I – Graph 2).

One-Year Term Teacher Leadership Positions

Each year, principals and central services decision unit administrators are required to indicate their plans to re-appoint staff to one-year term teacher leadership positions, or to identify vacant or new one-year term teacher leadership positions. The request will be made by Personnel Recruitment and Staffing and responses will be forwarded to the superintendent's office. Personnel Recruitment and Staffing will provide assistance by compiling information, preparing required follow-up documentation, and preparing *Career Opportunities Teacher Leadership* bulletins for posting on the *InfoZone*.

A committee of principals assisted with development of a role and responsibility statement for assistant principals. This committee also identified indicators of competency to assist both principals and staff in clarifying the role of an assistant principal and developing a plan to support growth. The districts' Leadership Experiences Indicators/Reflections Document is available on the *InfoZone* to all staff.

As part of the re-appointment process for leadership positions for 2006-2007, the superintendent of schools will require principals to complete a reflection/feedback document with assistant principals. In doing so, assistant principals will be provided the opportunity to reflect on their development as school leaders and identify areas for growth as related to the role and responsibilities document and the district's work to achieve *Superb Results from All Students*. Completed documents will be forwarded to the superintendent's office for review and submitted to the personnel file of each assistant principal.

To maintain consistency in the staff selection process employed by schools when recruiting for one-year term teacher leadership positions, training was provided to principals in April, 2004. In February and March, 2005, 125 staff participated in a half-day workshop on a best practice staff selection process. For the most part, the participants were those currently in one-year term teacher leadership positions. Additional training will be provided during the 2005-2006 school year.

Our district provides an opportunity for staff with a continuing contract to express interest in one-year term teacher leadership positions. An information package regarding the application process will be available electronically on the *InfoZone*. A notice indicating the availability of this information will be communicated in the *Superintendent's Memo*.

At the time of advertising, Personnel Recruitment and Staffing will send an e-mail to the principal or decision unit administrator outlining the district's expectations related to competition documentation. Applications for all competitions will be directed to Personnel Recruitment and Staffing.

The names of external applicants that have been identified as outstanding leaders suitable for one-year term leadership positions will be submitted by Personnel Recruitment and Staffing to appropriate one-year term teacher leadership competitions. Successful candidates will be offered a probationary contract.

Once a competition has concluded, the principal or decision unit administrator will e-mail the name of the successful candidate to Personnel Recruitment and Staffing. Principals and decision unit administrators will be required to submit all competition documentation including documented results of paper screening; interview committee composition; interview questions and results; questions and results of 1-1 interviews; and reference check notes to Personnel Recruitment and Staffing for retention under FOIP guidelines. Competition documentation will be retained by Personnel Recruitment and Staffing for a period of time that includes the school year in which the information is gathered and one full ensuing school year. At the end of this retention period, all information will be shredded in a secure manner under the guidance of Personnel Recruitment and Staffing.

Appendix II – Chart 1 provides an analysis of the age of assistant principals and their years in district leadership positions as of June 30, 2005. Of note is that 54 (31%) of assistant principals are age 51 or more; 9 of those age 51+ are tenured and 67 (38%) of assistant principals have 4 years or less of formal leadership experience. Chart 2 shows the results of examining the career histories of one-year term assistant principals. It is notable that 52 (31%) of the assistant principals (not including tenured assistant principals) are in their first formal leadership position and have only held that position in their current location. Further, 27 individuals in this group are assistant principals at the elementary school level. In general, assistant principals at the high school level would appear to have the broadest scope of experience in terms of the types of positions held, and number of locations where they served as leaders in a formal role.

When examining assistant principal competitions, as shown in Appendix III – Chart 3, it appears that, the percentage of successful “in house” candidates has decreased by 10% from the two previous school years.

For the 2005-2006 school year, there are currently 473 ten-month, one-year term teacher leadership positions, as shown in Appendix III – Chart 4.

Tenured Assistant Principals

The processes and procedures for the 2006-2007 assignment of tenured assistant principals will reflect the approach used in previous years. Currently, 11 staff members are tenured to the position of assistant principal.

Given the small size of this staff group, the requests for information and related steps will be coordinated by Personnel Recruitment and Staffing. An information package will be distributed by the superintendent in an individual e-mail to each tenured assistant principal with a copy to the principal.

Each year, information is collected from tenured assistant principals for the purpose of determining the possible match of an assistant principal to schools and is used for making decisions regarding possible re-assignment. All tenured assistant principals are required to submit career goals and may provide updated information regarding education; experience; special skills; personal interests; significant accomplishments and involvements; and areas for growth. If a performance evaluation was completed during the previous school year, a copy should be forwarded to the superintendent as well.

Tenured assistant principals who wish to be re-assigned from their present location are required to make their request in writing to the superintendent as part of their career profile update. Once profiles are submitted, a summary of information extracted from those career profiles will be provided to senior administration. It is anticipated that any decisions regarding the re-assignment of tenured assistant principals will be completed by early May.

Summary

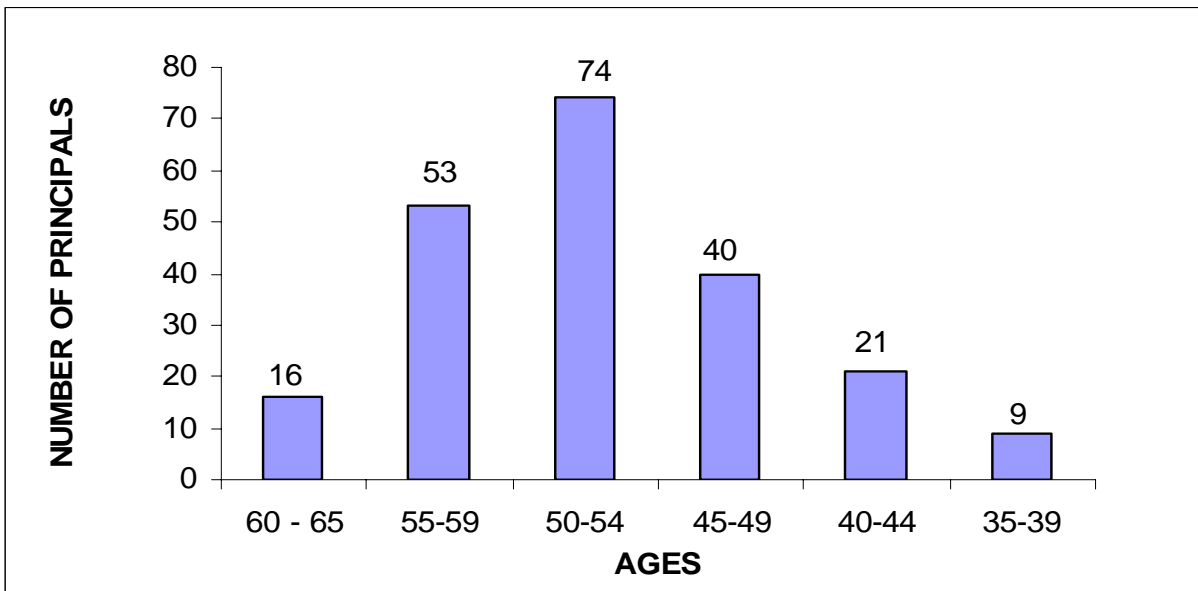
The *Staff Update*, which profiles new principals and lists changes to school and central leadership staffing for 2006-2007, will be made available electronically on the *InfoZone* in late June. Appointment letters will be prepared by Personnel Recruitment and Staffing prior to the end of the 2005-2006 school year.

VL:sr

APPENDIX I	Graph 1 - Principals by Age Graph 2 - Principals by Years in Current Assignment
APPENDIX II	Chart 1 - 2004-2005 Assistant Principals Chart 2 - 2004-2005 One-Year Term Assistant Principals
APPENDIX III	Chart 3 - Assistant Principal Positions Advertised and Filled Chart 4 - 2005-2006 Ten-Month, One-Year Term Teacher Leadership Positions

PRINCIPALS BY AGE
(including principals on leave or secondment)

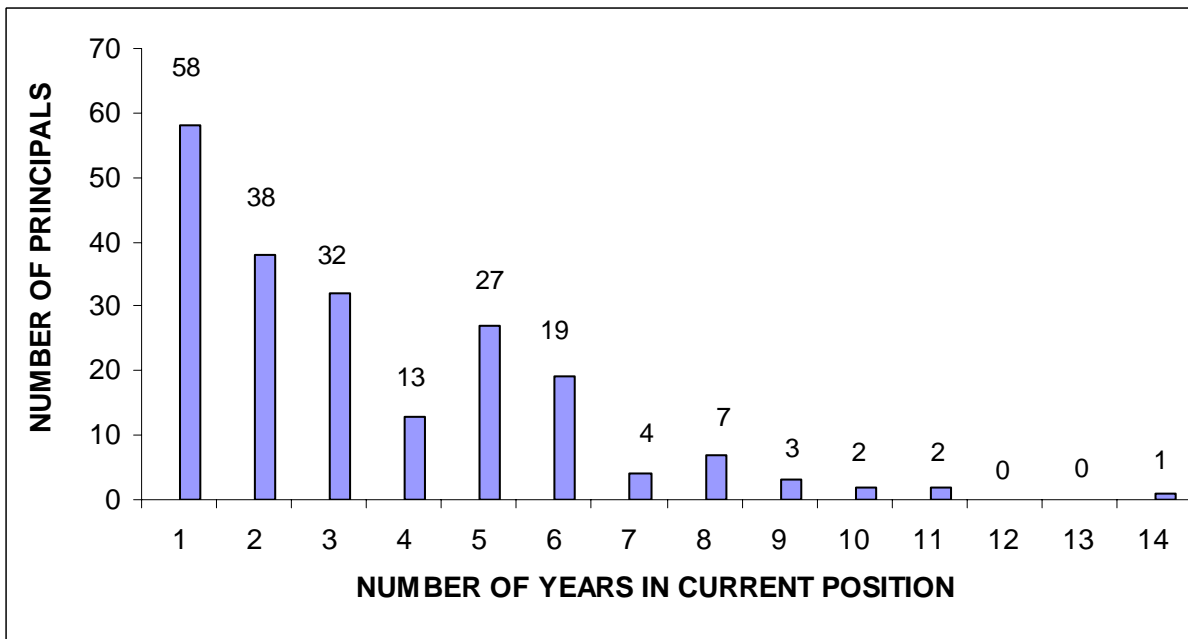
GRAPH 1



Ages of principals as of June 30, 2006
Total = 213 principals

PRINCIPALS BY YEARS IN CURRENT ASSIGNMENT
(not including principals on leave or secondment)

GRAPH 2



Years in current assignment as of June 30, 2006
Total = 206 principals

**2004-2005 ASSISTANT PRINCIPALS
Years in District Leadership Positions and Age as of June 30, 2005**

CHART 1

Years in District Leadership Positions								
AGE	1-2	3-4	5-6	7-8	9-10	11-12	13 +	TOTAL
Up to 30	-	1	1	-	-	-	-	2
31-35	2	5	7	3	-	-	-	17
36-40	8	14	7	5	5	-	1	40
41-45	5	10	10	8	2	-	1	36
46-50	-	10	6	5	1	2	3	27
51-55	-	7	2	5	4	-	12	30
56-60	3	2	4	2	-	2	9	22
60 +	-	-	-	-	1	-	1	2
TOTAL	18	49	37	28	13	4	27 (10T)	176

T = Number of tenured assistant principals

* Does not include 2 tenured assistant principals on long-term EDB

**2004-2005 ONE-YEAR TERM ASSISTANT PRINCIPALS
Scope of Experience**

CHART 2

Number of Positions (P) / Number of Locations (L)											
LEVEL	1P 1L	1P 2L	1P 3L	2P 1L	2P 2L	2P 3L	2P 4L	3P 1L	3P 2L	3P 3L	>
Elem.	27	3	-	7	7	2	1	-	2	-	1
Elem.-Jr.	6	5	-	6	6	2	-	-	-	-	1
Jr. High	9	3	1	8	7	1	1	-	-	-	-
Sr. High	2	2	1	5	6	4	3	1	1	2	2
K-12	6	-	1	4	3	-	-	1	2	1	-
Other	2	2	2	1	1	-	2	1	2	-	-
TOTAL	52	15	5	31	30	9	7	3	7	3	4

P = Positions such as assistant principal, curriculum coordinator, department head, consultant

L = Location

Total of 166 assistant principals (not including tenured assistant principals)

**NUMBER OF ASSISTANT PRINCIPAL POSITIONS
ADVERTISED AND FILLED**
CHART 3

PREVIOUS POSITION OF SUCCESSFUL CANDIDATE	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Assistant Principal	6	9	5	14	4	7	15
Curriculum Coordinator	6	9	1	7	13	5	5
Asst. Curriculum Coordinator	0	3	0	0	0	0	0
Department Head	9	6	4	7	5	5	2
Teacher	12 (34%)	15 (36%)	14 (58%)	24 (45%)	25 (52%)	17 (47%)	15 (38%)
Consultant	2	0	0	1	1	2	2
External	0	0	0	0	1	0	1
TOTAL	35	42	24	53	48	36	40
# of positions filled from within the school	14 (40%)	21 (50%)	12 (50%)	15 (28%)	16 (33%)	12 (33%)	6 (15%)

* Does not include approval of appointments outside of competition process

**2005-2006 TEN-MONTH, ONE-YEAR TERM LEADERSHIP POSITIONS
NUMBER OF POSITIONS**
CHART 4

POSITION	ELEMENTARY	ELEMENTARY / JUNIOR HIGH	JUNIOR HIGH	SENIOR HIGH	K-12	OTHER	CENTRAL SERVICES	TOTAL
Assistant Principal	52	23	29	31	17	8	4	164
Curriculum Coordinator	19	9	18	14	10	0	0	70
Asst. Curriculum Coordinator	1	0	6	3	1	0	0	11
Department Head	0	0	0	102	19	6	0	127
Asst. Department Head	0	0	0	11	1	0	0	12
Consultant	0	0	0	0	0	0	89	89
TOTAL	72	32	53	161	48	14	93	473

* Does not include tenured assistant principals or tenured consultants