Principal’s Qualification Program

PART I

2016

LEADERSHIP INQUIRY PRACTICUM HANDBOOK
IMPORTANT INFORMATION

1. During Part I, the candidate's practicum proposal must be approved by the Part I instructor.
2. This proposal, once approved, cannot be changed without the express written approval of the Part I instructor.
3. Successful completion of the practicum, as evaluated by the Part I instructor, is needed before credit can be awarded for Part II.
4. Candidates who have not completed their practicum within 3 years of completion of Part I are required to contact OPC for further direction.

The Leadership Inquiry Practicum (LIP) is a required component of the Principal’s Qualification Program. The LIP is a collaborative inquiry guided by the Ontario Leadership Framework for Principals and Vice-Principals. The LIP is intended to provide an opportunity for candidates to facilitate a collaborative inquiry based on a problem of practice.

The LIP must apply to a school setting and be mentored by a practising qualified principal or vice-principal. It is expected that the duration of the LIP will be a minimum of 60 hours. Candidates identify a specific Collaborative Inquiry informed by the Ontario Leadership Framework for Principals and Vice-Principals and a problem of practice in school setting. The candidate will be required to submit a summary of the practicum, a reflective journal and a time log. A sample assessment checklist is attached.

Candidates must develop a LIP proposal before being recommended for Part I and successfully complete the LIP experience before being recommended for Part II.

Candidates are urged to read the attached LIP Handbook during Module 1 of the course.

PQP Masters dimension candidates should also refer to the Masters Dimension Handbook.
1. **PURPOSE**

The LIP is a required component of the Principal’s Qualification Program. Candidates must successfully complete the LIP prior to receiving credit for Part II. The inquiry is a leadership experience where candidates integrate what they have learned from Part I and possibly Part II of the PQP and apply this to an authentic situation. Candidates identify a specific collaborative inquiry/problem of practice with their mentor. The inquiry must reference the Ontario Leadership Framework for principals and vice-principals.

The LIP must apply to a school setting and be mentored by a practising school principal or vice-principal. The inquiry will place the candidate in the role of a principal or vice-principal, facilitating the collaborative inquiry. Please refer to the following resource to guide your practicum.

*Resource:*
*Collaborative Inquiry by Dr. Jenni Donohoo*

Candidates will have the opportunity to demonstrate knowledge and skills as well as personal attributes such as professional ethics, judgement, and integrity. The candidate will demonstrate interpersonal skills as well as skills in various oral and written communications, planning, organization, team-building, problem-solving, conflict management and leadership.

2. **FOCUS**

The LIP focus is the application of theory into practice. The candidate will:

a. Identify a specific collaborative inquiry/problem of practice in a school setting
b. Facilitate the collaborative inquiry with a group of teachers
c. Reference the Ontario Leadership Framework
d. Reference applicable legislation and board policies, board and ministry initiatives.
e. Connect the research and theoretical learning that is applicable

3. **DURATION**

The LIP will include at least 60 hours of learning. It is recommended that the LIP not be completed in fewer than 10 weeks.
4. **PROGRAM LEAD – (THE ONTARIO PRINCIPALS' COUNCIL)**

The Ontario Principals’ Council is responsible for the co-ordination of the LIP. This responsibility includes:

- Coordinating and directing the LIP program
- Developing the LIP handbook
- Developing assessment criteria for evaluation of the LIP experience
- Establishing criteria for LIP proposals and ensuring instructors adhere to criteria
- Signing off to indicate successful completion
- Hearing and deciding appeals of unsatisfactory evaluation results
- Maintaining records
- Reporting the successful completion to the Ontario College of Teachers

5. **PQP INSTRUCTOR**

The Part I instructor for the Principal’s Qualification Program

- Reviews the LIP Handbook with the candidates
- Ensures all candidates and mentors understand the requirements and responsibilities in the process
- Assists the candidate with the development of the proposal, including the outline, schedule of activities, learning goals, assessment processes and evaluation criteria
- Approves the LIP proposal
- Completes summative evaluation of the candidate’s learning and makes a recommendation of completion/non-completion of the LIP to the Program Coordinator.

6. **MENTOR (the candidate’s principal or vice-principal)**

The mentor will be a fully qualified, practising principal or vice principal. The mentor is responsible for:

- Developing, with the candidate, the proposal, schedule of activities and learning goals
- Mentoring, guiding and reflecting with the candidate throughout the experience
- Providing formative assessment for the candidate
- Providing summative assessment information for the advisor in the evaluation of the candidate’s learning.

Please note: A principal's willingness to be a "mentor" and to allow a candidate to do their LIP in his or her school is voluntary and is the principal's decision.

Candidates are encouraged to discuss possible inquiries with their principal to gain support and approval.
7. Candidate

The candidate is responsible for:

- Requesting and engaging the support of a suitable mentor
- Developing, with the mentor, the proposal (collaborative inquiry) to include an outline, schedule of activities (including the starting and expected completion date), learning goals, success criteria, assessment processes and specific evaluation criteria
- Ensuring with the mentor that the outline of the proposed LIP clearly states the goals and expectations of both the candidate and the mentor
- Presenting to the instructor during Part I a proposal for his/her approval
- Meeting regularly with the mentor
- Maintaining a log (see Assessment Checklist for LIP Log)
- Keeping a reflective journal (see Assessment Checklist for Reflective Journal)
- Meeting with and reporting to the mentor as requested (should take place at the beginning and end of the inquiry as well as at least once during the inquiry)
- Preparing a summative report
- Participating with the mentor in the evaluation of the LIP learning

8. Leadership Practicum Inquiry Overview

During Part I of the PQP, the instructor will explain the requirements and expectations of the LIP. The outline for the LIP is contained in this Leadership Inquiry Practicum Handbook, which is designed to serve as a resource guide for PQP candidates and instructors. It will also be a useful resource for mentors. In addition, the Leadership Inquiry Practicum Handbook is a checklist, to ensure that all required elements are considered.

The Leadership Inquiry Practicum Handbook will be sent electronically to candidates. Throughout all six modules of Part I, candidates will be assisted with the development of their LIP proposals.

PQP Masters dimension candidates will receive an electronic copy of the PQP Masters Dimension Handbook which includes detailed information to guide them in the process.
9. LEADERSHIP INQUIRY PRACTICUM PROPOSAL

Candidates will prepare an outline of their proposed LIP. They should review carefully the assessment rubric to ensure that all components are included.

The proposal should include:

- Title page with the collaborative inquiry/problem of practice (question), candidate name and email, mentor name, position and email, Part I instructor name and email and date of proposal
- The learning goals of the collaborative inquiry.
- The personal learning goals of the candidate with reference to the Ontario Leadership Framework for Principals and Vice-Principals
- The starting and expected completion dates,
- A schedule of activities,
- An application of the theory and research from Part I, and other research and resources.
- Applicable legislation and policies,
- Links to the Standard of Practice for the Teaching Profession, The Ethical Standards for the Teaching Profession.
- Specific formative and summative success criteria.
- Tools to receive summative peer assessments.

The above bulleted items should be used as headings in the Leadership Inquiry Practicum Proposal.

The instructor must approve the proposal before the inquiry begins. The approval of the proposal is also required before the final recommendation of PQP I to the OCT for inclusion on the candidate's Certificate of Qualification.

10. LIP LOG

The candidate will keep a record describing and documenting the implementation of the LIP including the dates and duration of all related activities. Documentation may include meeting agendas, minutes, samples of work, etc.

The log will also include professional learning activities such as:

- Conferences, workshops, research, professional reading related to
- The LIP, as well as meetings with the mentor, and instructor.

The time log will provide verification that a minimum of 60 hours of authentic learning has been fulfilled.

11. REFLECTIVE JOURNAL

The candidate will keep a journal that will detail his or her reflections on professional learning and professional growth throughout the LIP. The Standards of Practice for the Teaching Profession, The Ethical Standards for the Teaching Profession, and the Ontario
Leadership Framework provide the basis for reflective practice. The journal should include reflections on difficulties experienced during the LIP, as well as successes.

12. **Regular Reporting**

The candidate will meet regularly with the mentor to discuss on-going learning. Meetings with the instructor will occur during preparation of the proposal during Part I. Additional communication throughout the LIP is encouraged.

13. **Summative Report**

The candidate will prepare a substantive written summary report on the LIP learning experience. The report will include information on the following:

- A title page etc., from the LIP Proposal
- Clearly articulated statement of the collaborative inquiry/problem of practice
- Research conducted on the related legislation and school board policies, and related literature and information
- Statement on sources and collection of data
- Clearly articulated results/recommendations
- Relationship to the Ontario Leadership Framework
- Benefits to teaching and learning
- Connections to school plans and district initiatives
- Benefits to one's own professional learning
- Demonstration of the application of theory to practice
- Links to improving teaching and learning
- Identification of the links to and the application of the standards of practice and the ethical standards
- Evidence of candidate effective leadership

The above bulleted items should be used as headings in the Summative Report.

14. **Assessment and Evaluation**

In this handbook you will find the assessment instruments for:

- The LIP proposal
- The summative evaluation of the candidates' learning and performance during the LIP.
- The reflective journal
- The log
The summative evaluation of the candidate's LIP learning will be conducted as a consultation process to include the candidate, the instructor and the mentor. The process will include an examination of:

1) The log,
2) The reflective journal, and
3) The summative report.

A LIP Confirmation form will be signed by the candidate and mentor indicating successful completion of the project. The Part I instructor will then sign the form indicating the fulfillment of all of the requirements, and will forward it to OPC who will then add it to the candidate’s file.

*Please see the Masters Dimension Handbook for requirements and instructions on the assessment and evaluation of the LIP for Masters credit candidates.*
# Rubric for the Leadership Inquiry Practicum Proposal

**Practicum Topic:**

**Candidate:**

**Date:**

**Instructor:**

<table>
<thead>
<tr>
<th></th>
<th>Level 1: Does not meet the basic requirement</th>
<th>Level 2: Achievement approaches the standard</th>
<th>Level 3: Often</th>
<th>Level 4: Consistently</th>
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<tbody>
<tr>
<td>Collaborative Inquiry</td>
<td>Demonstrates a clear understanding of the collaborative inquiry process</td>
<td>Demonstrates a clear understanding of the collaborative inquiry process</td>
<td>Demonstrates a clear understanding of the collaborative inquiry process</td>
<td>Demonstrates a clear understanding of the collaborative inquiry process</td>
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<tr>
<td>Problem of practice and theory of action</td>
<td>Clearly identifies an authentic problem of practice and theory or action</td>
<td>Clearly identifies an authentic problem of practice and theory or action</td>
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<tr>
<td>Learning Goals and Success Criteria for the practicum</td>
<td>Articulates purposeful learning goals and criteria for success</td>
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<tr>
<td>Ontario Leadership Framework and OCT standards</td>
<td>Makes clear connections to the OLF and OCT standards</td>
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<tr>
<td>Application of Theory to Practice during the practicum</td>
<td>Uses multiple sources of research, including digital sources to inform practice and enhance learning</td>
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</tr>
<tr>
<td>Formative and Summative Feedback for the practicum</td>
<td>Provides clear, and meaningful formative and summative tools for feedback</td>
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<td>Demonstrates professional writing</td>
<td>Articulates ideas with clarity</td>
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**Descriptive Feedback:**
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<td>Achievement approaches the standard.</td>
<td>Achievement meets the standard.</td>
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**Design of Collaborative Inquiry**
- Demonstrates a clear understanding of the CI process
- Demonstrates collaborative thinking, planning and implementing

**Statement on sources and collection of data**
- Originates in problem of practice
- Purposeful to move the inquiry forward

**Research conducted on the related legislation and school board policies, and related literature and information and OCT standards**
- Clearly identifies legislation, board policies and ministry initiatives that impact the inquiry
- Meaningful research found to support learning
- Links to OCT standards

**Results/recommendations**
- Original, creative and/or logical thinking
- Based on sounds analysis and synthesis

**Benefits to one's own professional learning**
- Evidence of candidate effective leadership
- Critically reflects on leadership strengths and areas for growth
- Meaningful links to OLF

**Demonstration of the application of theory to practice and links to improving teaching and learning**
- Shows a capacity to synthesize theories and practice and its impact on improving teaching and learning

**Communication**
- Clear, coherent and concise
- Generally error free in language conventions
- Effective use of ideas, voice, sentence fluency & word choice

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**Descriptive Feedback:**

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**CANDIDATE:** _______________________________ **DATE:** ____________________________

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**Ontario Principals’ Council – Principal’s Qualification Program Part I**

**Leadership Inquiry Practicum Handbook**
**LEADERSHIP PRACTICUM INQUIRY:**

**CANDIDATE:** ___________________________ **DATE:** ___________________________

**INSTRUCTOR:** ___________________________

**CHECKLIST FOR THE LIP LOG**

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- Thorough documentation of dates and duration of activities
- Documentation of implementation process
  - Collaborative Inquiry
  - Theory of Action
  - Data & Interpretation
  - Communication
- Inclusion of appropriate documentation (agendas, minutes, etc.)
- Related learning activities (conferences, workshops, job shadowing, professional readings, etc.)
- Meetings with mentor, supervisor and advisor

**CHECKLIST FOR THE LIP REFLECTIVE JOURNAL**

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- Writing conventions
- Clarity of thought
- Reflection on personal leadership style
- Understanding of the effects and needs of personal leadership style
- Reflection on strengths and areas for growth
- Reflection on difficulties experienced
- Reflections on connections to the Ontario Leadership Framework
  - Setting directions
  - Building relationships & developing people
  - Developing the organization
  - Leading the instructional program
  - Securing accountability
- Reflections assisting in the evolution of a personal philosophy of education
- Reflections are linked to the Standards of Practice for the Teaching Profession and the Ethical Standards for the Teaching Profession
LEADERSHIP INQUIRY PRACTICUM CONFIRMATION
FOR CANDIDATES WHO HAVE TAKEN PART I THROUGH OPC
(For completion of PQP Part II)

NAME OF CANDIDATE: ______________________________________________________________

ONTARIO COLLEGE OF TEACHERS NUMBER: _________________

PQP PART I COURSE LOCATION: ______________________________________________________

PQP PART I COURSE DATE: ________________________________

TOPIC OF LEADERSHIP INQUIRY PRACTICUM (Please include a two to three sentence description):

_________________________________________________________________________________

_________________________________________________________________________________

_________________________________________________________________________________

NAME, POSITION AND LOCATION OF MENTOR:

_________________________________________________________________________________

SIGNATURE OF MENTOR: ______________________________________________________________

NOTE: Required only for Masters Dimension through Charles Sturt University

PQP PART I ACADEMIC ADVISOR NAME:

□ EMAIL RECEIVED FROM ADVISOR CONFIRMING SUCCESSFUL COMPLETION OF THE PRACTICUM

PQP PART I INSTRUCTOR NAME: _______________________________________________________

SIGNATURE: ____________________________________________ DATE: _______________________

(Confirming Successful completion of Leadership Inquiry Practicum)

PQP COORDINATOR FOR OPC: _______________________________________________________

SIGNATURE: ____________________________________________ DATE: _______________________

FOR OPC OFFICE USE ONLY

Received by OPC Office on: ______________

Received and Recorded by: ________________