

Prior Learning Assessment and
Recognition for the Supervisory
Officer's Qualification Program



Ontario
College of
Teachers
SOQP PLAR
Application Guide

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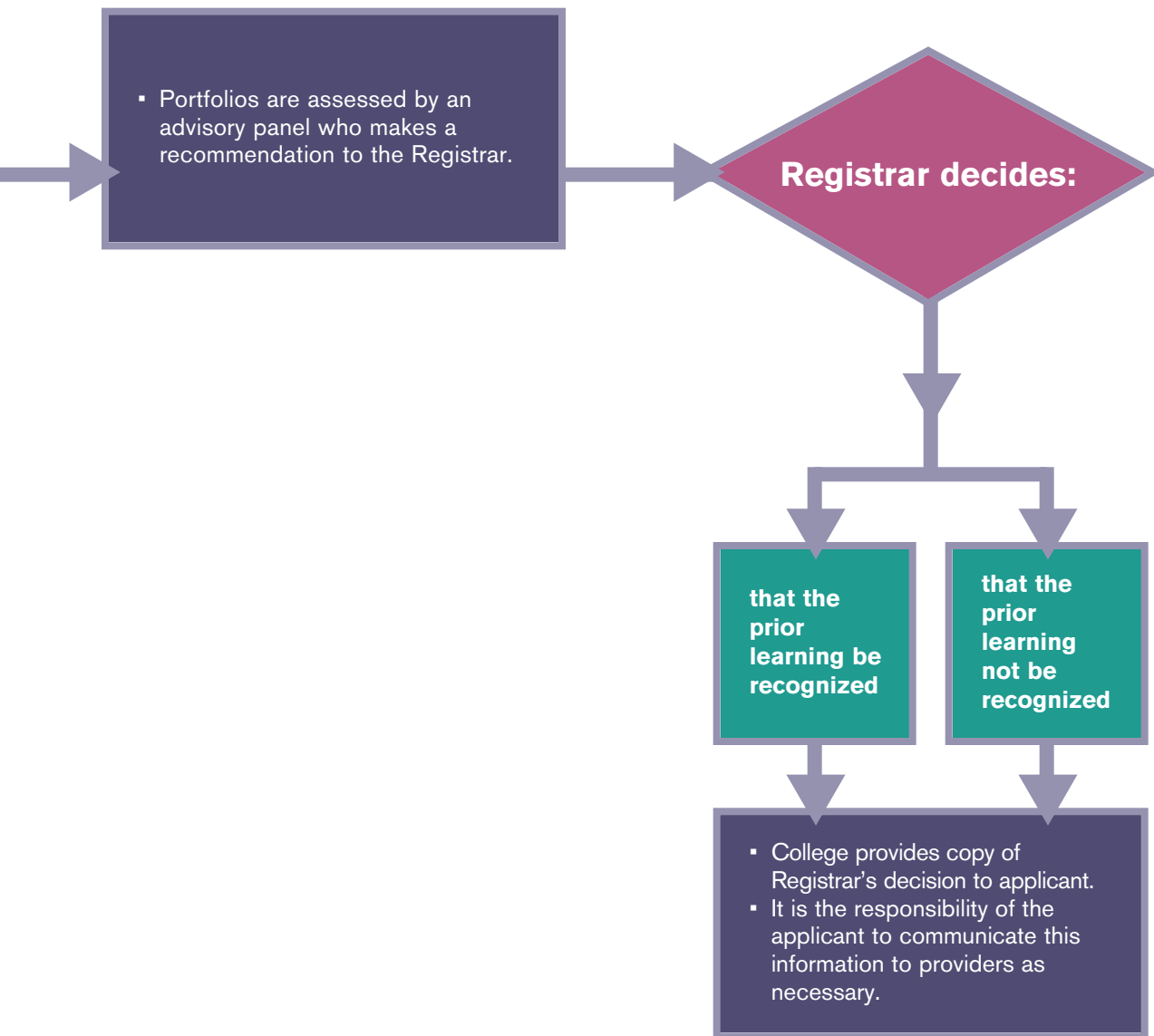
SOQP PLAR Process Model

SOQP PLAR applicants access information available on College web site at www.oct.ca and determine if they meet eligibility criteria for credentials and experience.

Applicants consult portfolio guide for one or more SOQP modules to verify if they possess the knowledge and skills required to support the learning expectations of the SOQP guideline.

Applicants submit to College:

- completed SOQP PLAR application form with fees
- portfolio for each SOQP module for which the PLAR process is requested
- required evidence of eligibility pertaining to work experience.



Application Process Guide

General information

Prior learning assessment and recognition (PLAR) is a process that allows applicants to demonstrate prior learning for all or parts of the Supervisory Officer's Qualification Program (SOQP).

When individuals believe that they have knowledge, skills and experiences that would demonstrate prior learning equivalent to one or all of the modules of the SOQP, they may apply for the SOQP PLAR process through the Ontario College of Teachers.

The College does not consider PLAR as a substitute for qualifications earned through accredited Supervisory Officer's Qualification Programs. PLAR is a systematic process that identifies, verifies and recognizes learning (knowledge, skills, and practices) outside of the traditional mechanisms of credential assessment.

Applications for SOQP PLAR will be evaluated by a panel three times a year – in February, June and November. The panel will make a recommendation to the Registrar who will decide whether the prior learning be recognized and inform the applicant of this decision. The panel includes professionals, all of whom hold supervisory officer qualifications: staff from the Ontario College of Teachers, representatives from Ontario SOQP accredited providers and representatives from Ontario director of education organizations.

The requirements for SOQP PLAR are based on the draft SOQP Guideline and may change without notice.

It is essential that the applicants provide evidence that reflects they have met the learning expectations outlined in the Supervisory Officer's Qualification Program Guideline as they relate specifically to particular modules. The expectations focus on the knowledge, attitudes, skills and learning experiences of the applicant.

The program is aligned with the Leadership Framework for Supervisory Officers, the Leadership Framework for Catholic Supervisory Officers, Cadre de leadership pour les agentes et agents de supervision des écoles de langue Française and Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue Française found within the Ontario Ministry of Education's "*Putting Ontario's Leadership Framework into Action: A Guide for School and System Leaders/Mise en application du Cadre de leadership de l'Ontario* (Institute for Education Leadership, 2008).

These leadership frameworks are available through the Ontario Institution for Education Leadership (www.education-leadership-ontario.ca/framework.shtml). The SOQP Program Guideline can be accessed from the College web site at www.oct.ca.

Application Process

Step 1: Academic and Experience Requirements

It is the responsibility of the applicant to ensure he or she meets the following eligibility requirements contained in the Teachers' Qualifications Regulation before commencing the SOQP PLAR process. Applicants must:

1. be a member in good standing with the College and hold a Certificate of Qualification and Registration
2. have completed five years of successful classroom teaching experience in a school providing elementary or secondary education
3. have completed an acceptable postsecondary degree or qualifications considered equivalent to an acceptable postsecondary degree
4. have completed an acceptable master's degree composed of at least 30 graduate postsecondary credits or their equivalent (in addition to credits used for initial certification) or a doctorate
5. hold qualifications (or qualifications considered equivalent) in intermediate division or technological education (Grades 9 and 10) and any two of:
 - primary division
 - junior division
 - either senior division or technological education (Grades 11 and 12)
6. In addition, applicants must also qualify by meeting at least **one** of the following requirements:
 - hold Ontario principal's qualifications
 - hold principal's qualifications from a jurisdiction outside of Ontario
 - have experience in a principal's position outside Ontario considered equivalent to a principal's position in Ontario (for which principal's qualifications are required under the *Education Act*)
 - hold specialist or honour specialist qualifications in at least one subject and at least two years of successful experience as a teacher appointed to supervise or co-ordinate a subject or program, or to act as a consultant of a subject or program (this experience is in addition to the five-year experience requirement)
 - hold specialist or honour specialist qualifications from a jurisdiction outside of Ontario and at least two years of successful experience in a position considered equivalent to the positions described above (this experience is in addition to the five-year experience requirement)
 - have at least two years of experience (this experience is in addition to the five-year experience requirement) as:
 - a) an education officer employed by the Ministry of Education or as an employee outside Ontario in an equivalent position
 - b) an employee outside Ontario in a position considered equivalent to that of an Ontario supervisory officer
 - c) a program consultant seconded to the Ministry of Education for French-language, English-language or Native-language programs
 - have at least two years of education-related leadership experience in an educational organization comparable to the positions described above (this experience is in addition to the five-year experience requirement).

Step 2: Self-Assessment

Applicants must consult the SOQP PLAR Portfolio Guide starting on page 6, which contains the expectations to be met and details the documentation that must be provided as part of their portfolio in support of the application for PLAR.

Through this review, applicants are responsible for identifying the module(s) for which they believe they have the necessary knowledge and skills. They must determine that they will be able to provide sufficient evidence and documentation as well as letters of attestation to support their claim.

Step 3: The Portfolio

Applicants provide evidence of their prior learning related to the SOQP in the form of a portfolio. The portfolio contents demonstrate how the expectations contained in the SOQP Guideline were met. All materials submitted will not be returned.

Applicants document and verify their prior learning for a particular SOQP module against the learning expectations contained in the SOQP Guideline. Portfolio contents enable the assessors to verify the applicant's professional knowledge, attitudes, skills and practices (for example, evidence of board or system experience).

The portfolio guide is included in this document (page 6) and contains the learning expectations as well as the practices, knowledge, skills, and attitudes that must be demonstrated in the portfolio for each SOQP module and the leadership practicum. The guide contains writing assignments that the applicant *must* complete and in some cases, accompany with documentation and attestations that verify the information.

Applicants must submit five hard copies of the portfolio. One copy of the portfolio must contain the requested original letters of attestation. Portfolios must contain:

1. contact information (name, College registration number, address, phone number and e-mail)
2. a recent curriculum vitae and a short biographical personal narrative
3. writing assignments and evidence organized by module
4. an appendix of tabbed support materials to document and verify the learning and experience that applies to individual modules of the Supervisory Officer's Qualification Program
5. original letters of attestation signed by the individual who was the applicant's immediate supervisor to support the evidence provided. Attestation letters must be completed on the board's official letterhead and signed by a supervisor who can verify the evidence presented. Please indicate which portfolio contains the original letters.

Your portfolio may reference electronic media for further evidence and demonstrations of knowledge, skills, attitudes and experiences (for example, a link to the board's strategic plan).

Step 4: Application Process

Applicants must:

1. verify the academic qualifications required for eligibility are listed on their Certificates of Qualification and Registration. If not listed, applicants must arrange to have transcripts verifying the completion of the required academic degrees forwarded directly to the College from the granting institutions.
2. complete and submit the SOQP PLAR application. Applicants must include:
 - a) original Statement of Successful Teaching experience confirming experience requirements for the SOQP (five years of successful classroom teaching experience and if applicable, any other additional work experience required) (page 37). The statement must be signed by the individual who was the applicant's immediate supervisor.
 - b) portfolio evidence for each SOQP module for which the PLAR process is requested
 - c) fees (see Fee Payment on page 34 for details)

Upon receipt of the application package, the College will conduct an initial review to ensure SOQP PLAR eligibility requirements have been satisfied. The College will notify applicants of any missing documentation required to complete the application.

The College will advise applicants of the assessment period during which the application will be reviewed by the assessment panel. Portfolios will be assessed three times a year – in February, June and November. Applications must be received no later than:

- December 1 (for the February assessment period)
- April 1 (for the June assessment period)
- September 1 (for the November assessment period)

Step 5: Assessment and Results

Portfolio evidence will be assessed to determine if the applicant's knowledge, skills and experiences meet the established criteria for recognition. The documentation will be reviewed against the learning expectations in the SOQP Guideline for each module.

The Registrar will inform the applicant if the prior learning has or has not been recognized.

The applicant will provide a copy of the Registrar's decision to the SOQP provider as evidence of the prior learning recognized so that a determination can be made concerning any remaining modules required to successfully complete the supervisory officer qualification.

Once a candidate has completed all requirements for the supervisory officer's qualification, including completion of the SOQP and/or the SOQP PLAR process, the College will grant the supervisory officer's qualification.

Portfolio Guide

Please read this guide carefully. It is your responsibility to determine if you are eligible for the SOQP PLAR process and that you can produce the required portfolio evidence.

Before beginning the process, please ensure that:

1. you have read the SOQP PLAR Application Process Guide (pages 2-5)
2. you are eligible for the SOQP PLAR process – refer to the detailed information on academic and experience requirements contained in the SOQP PLAR Application Process Guide or the SOQP Application Form (page 33)
3. you are able to respond to the detailed requirements for module assignments
4. you can describe and produce documented evidence of your prior learning, including letters of attestation from supervisors
5. you have read the Notes on the Assessment Rubric on this page
6. you have read the SOQP Guideline (page 2).

For each module you wish to have assessed using SOQP PLAR, you must meet all requirements and provide the necessary evidence.

Evidence for SOQP PLAR requirements

For each of the modules and the leadership practicum in the SOQP Guideline listed below, evaluate whether you can produce the evidence required to qualify for prior learning recognition. The rubric that will be used in the assessment is included to help you better understand the evaluation benchmarks for each module.

Notes on the Assessment Rubric

The following information on the assessment rubric is provided to help applicants understand how portfolio submissions will be assessed.

- The questions or prompts for each module are placed immediately before the response assessment rubric.
- The portfolio must contain documentation that demonstrates that you have the necessary knowledge, skills, attitudes, practices and abilities in order for your prior learning to be recognized.
- Numerical weights will be assigned to your documented and verified responses in each module. From left to right on the assessment rubric, text boxes show descriptions of the degree to which an applicant demonstrates appropriate learning required for the particular module topic.
- A score of 1 usually means a basic awareness or rudimentary knowledge. A score of 5 means outstanding or exemplary demonstrations of knowledge, skills, attitudes, practices and abilities.

- Applicants must score a total of at least 80 per cent on the questions or prompts in the module in order for the prior learning to be recognized. In other words, if there were four questions to be answered in the module, you must score at least 16 points out of 20 to meet the 80 per cent requirement. For example, a score of 3 on the first question, 4 on the second, 4 on the third, and 5 on the fourth (16 points) would represent a successful rate of response. On the other hand, a score of 4 on the first question, 3 on the second, 3 on the third, and 4 on the fourth (14 points) would not represent a successful rate of response.
- Applicants are invited to use the rubric to help construct responses that demonstrate clearly their expertise, knowledge and experience in a particular area.

Writing assignments for each question should be 1,000 – 2,000 words and may require documented evidence. Some questions will also require attestations from supervisors that verify the information.

The Personal Perspective Module

Expectations From the SOQP Guideline

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.

i) Personal and Professional Profile

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

- personal values, integrity and beliefs
- development and articulation of a vision
- personality type and personal leadership style
- emotional, social, collective and cultural intelligence
- lifelong learning, goals and career planning
- communication skills
- technological skills
- theories of personal learning styles
- role as an agent of change
- balance between professional responsibilities and personal needs
- reflective practitioner
- life work balance
- time management.

ii) Professional Skills and Knowledge

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

Problem Resolution Skills and Issue Management

- critical and systemic thinking
- conflict management, mediation and negotiation skills
- mentoring and coaching in issue management
- problem-solving and decision-making skills.

Political Skills

- understanding the roles, responsibilities, and relationships among trustees, school boards and supervisory officers
- networking skills
- negotiation skills to apply in situations at a system or provincial level
- influencing and shaping policy
- communication with stakeholders.

The Personal Perspective Module Assignments (4 parts)

Writing assignments for each question should be 1,000 – 2,000 words and may require documented evidence. Some questions will also require attestations from supervisors that verify the information.

1. Self-Awareness and Self-Understanding

Drawing on your experience, describe a variety of your learning experiences that illustrate the personal and professional skills and knowledge identified for supervisory officers as outlined in the Personal and Professional Profile (see page 7). In your descriptions, refer to professional readings that support your interpretation of the lessons learned, and documents that support your description. At least one letter of attestation should accompany this assignment.

0	1	2	3	4	5
Not demonstrated	Demonstrates acceptable level of knowledge related to personal and professional work balance.	Demonstrates some specialized knowledge of leadership theories related to personal and professional work balance.	Provides likely or authentic examples of situations where the supervisory officer's knowledge of personal and professional balance is exhibited.	Demonstrates broader knowledge of learning and leadership styles, and how the supervisory officer must analyze and interpret information to maintain a healthy work/personal balance. Documentary evidence substantiates the description.	Demonstrates sophisticated level of knowledge of personal and professional attributes and boundaries that permits critical assessment of the supervisory officer's ability to live and work in a healthy and productive way. Documentary evidence and attestations substantiate description.

2. Personal and Professional Profile

- a. Describe a situation where you have used your emotional intelligence to advantage. What was the situation? How did you handle it? What might you have done differently another time?
- b. Describe a situation where your knowledge of your own personality profile influenced how you handled an issue. What went well? What was problematic? What might you do differently another time? (a self-analysis profile may be, for example, Myers-Briggs or a 360° analysis)
- c. Make a final comment on what you and your emotional intelligence and personality type bring to the position of supervisory officer.

0	1	2	3	4	5
Not demonstrated	Demonstrates a basic awareness of learning styles and the implications for leadership.	Demonstrates a grasp of the tools and mechanisms needed to balance the relationship between the personal and professional self.	Analyzes personal situation with some consistency, and demonstrates understanding of the theories and practices related to professional responsibilities of the supervisory officer and of their individual needs.	Exhibits ability to recognize how personal learning styles impact professional responsibilities, and demonstrates ability to implement personal management tools to balance personal and professional responsibilities.	Demonstrates the ability to monitor and assess behaviours and changes based on knowledge of personal and professional identities and theoretical understanding of learning styles, management, and program delivery.

3. Professional Skills – Problem Resolution Skills and Issue Management

Describe your involvement and/or leadership of board-wide or province-wide negotiations for employee contracts (management or employee group), or your involvement in any other event that demonstrates your problem-solving skills (for example, busing issues, school boundary issues, controversial program implementation, censorship issues).

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic knowledge of system relationships and some background in problem-solving and negotiating skills.	Demonstrates ability to recognize issues that require sensitivity and application of problem-solving skills including alternate dispute resolution and conflict management.	Develops and/or implements effective procedures for dealing with contentious issues which demonstrate knowledge and application of theories of conflict management.	Facilitates project organization through knowledge of different leadership styles, and application of critical thinking, problem-solving and decision-making skills. Documentary evidence substantiates description.	Provides formal leadership for project plan that assumes responsibility for the issue's success, anticipates and trouble-shoots additional problems, and initiates the development of alternate plans. Documentary evidence and attestations substantiate description.

4. Professional Skills – Political Skills

Describe your involvement and/or leadership of a system-wide initiative that involved strategic planning, networking, and policy interpretation and application.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of implementation strategies for district-wide initiatives.	Demonstrates knowledge of theories of leadership that enable involvement in an initiative that aligns system-wide policies.	Demonstrates leadership in strategic planning and relationship building for the implementation of a district-wide initiative.	Takes leadership responsibility for launching and implementing a district-wide initiative drawing on abilities to align system-wide policies, network with key stakeholders, and understand relationships within the board. Documentary evidence substantiates description.	Leads an organizational and vision-related activity resulting in successful, system-wide change. Documentary evidence and attestations substantiate description.

NOTE: Applicants must accumulate at least 16 of a possible 20 points for the prior learning to be recognized for this SOQP module.

The Leadership and Management Perspective Module

Expectations From the SOQP Guideline

This module focuses on the integration of theory and practice as it relates to leadership, leading student achievement and management and organizational change.

i) Leadership

Candidates will explore and/or refine leadership skills and knowledge related to the following as they apply to the role of the supervisory officer:

- understanding leadership and management
- ethical decision-making
- mentoring and coaching
- team building and collaboration
- promotion and development of partnerships
- promotion of equity, diversity and inclusive education
- building capacity.

ii) Leading the Instructional Program and Student Achievement

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

- instructional leadership and accountability
- curriculum guidelines and other reference material pertaining to elementary and secondary education in Ontario
- special education and the provision of special education programs and services for exceptional students (legislation, regulations, policies, program planning, resources)
- curriculum management process: review, development and implementation
- supervision of instruction and assessment practices for the purpose of improving learning for all students
- supporting the ongoing professional learning of principals, teachers and support staff
- data literacy and use of data for improving student achievement
- visioning for the future of student learning
- provincial, national and international testing, including Education Quality and Accountability Office (EQAO)
- development of learning organizations and networks.

iii) Management and Organizational Change

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

- strategic planning
- fostering a culture of inquiry and research
- board improvement planning
- effective communication, public and media relations
- crisis prevention, intervention and management
- human resource management, including collective agreements, mediation and negotiation and labour relations issues
- supervision for growth and performance appraisal
- succession planning
- material resource management
- financial functions including advocacy and budgeting
- project management
- executive and board reports
- communicating with others and managing the use of information through technology
- discerning the appropriate use of technologies.

The Leadership and Management Perspective Module Assignments (4 parts)

Writing assignments for each question should be 1,000 – 2,000 words and may require documented evidence. Some questions will also require attestations from supervisors that verify the information.

1. Theory and Practice

Demonstrate your understanding of the interplay among (1) current educational research, (2) management and leadership theory, and (3) organizational change in education. Use articles that you have written, presentations that you have made (for example, PowerPoint slides and commentary), interviews that you have given or conducted, or other documents to illustrate your understanding. Include a bibliography of relevant research articles to which you have referred.

0	1	2	3	4	5
Not demonstrated	Demonstrates acceptable level of familiarity with relevant theories, principles and concepts of leadership and management.	Understands and can apply theories, research, and their applications in limited situations.	Demonstrates ability to apply theories and research in a variety of contexts that affect management and change in education.	Demonstrates an ability to select appropriate research data and management theories to initiate and implement effective change.	Monitors and assesses developments, behaviours and changes in education based on theoretical understanding, and develops new research and theory where appropriate.

2. Leadership

Describe an event or situation in your school board or educational setting where your leadership (personal, professional, inspirational) was the basis for an event's success.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event. Documents may include items such as plans, articles, programs, descriptions, evidence of community links, Ministry of Education documents, letters of appreciation, or memos on next steps.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of team building, strategic planning and goal-setting.	Demonstrates ability to integrate theories of staff development and student achievement with larger school improvement programs and policies.	Demonstrates leadership through programs that depend on team building, collaboration, partnerships and ongoing professional learning.	Demonstrates knowledge of theories and practices in nurturing and mentoring future leaders, understanding the difference between leadership and management, and sustaining momentum in a district system. Documentary evidence substantiates description.	Engages in organizational and visionary activities that support the standards, sustain learning communities, enhance learning programs, and promote equity and diversity. Documentary evidence and attestations substantiate description.

3. Leading the Instructional Program and Student Achievement

Describe your involvement in and/or leadership of a large-scale curriculum initiative that included planning, identification of funding, curriculum development, professional learning, implementation, monitoring for success, and program review.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates acceptable level of familiarity with curriculum guidelines, Ministry of Education direction, and curriculum review.	Describes and distinguishes between curriculum implementation and review theories.	Demonstrates ability to apply theories regarding curriculum change, management and organization.	Demonstrates knowledge and application of models of curriculum development, alignment with system-wide policies, resources for staff professional learning, and knowledge of the provincial funding grants to support curriculum implementation. Documentary evidence substantiates description.	Uses understanding and application of theories to take the lead in planning curriculum change, accessing professional learning, identifying funding sources, ensuring an effective implementation process, establishing monitoring structure, and conducting formal review. Documentary evidence and attestations substantiate description.

4. Management and Organizational Change

Describe your involvement in and/or leadership of a district, provincial or national initiative whose goal was to effect change in practice or belief (or both) in some area of education.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event. Documents may include items such as before and after surveys, student achievement data, attestations from participants, or media coverage.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of human relations and resource management including staff supervision.	Demonstrates knowledge of theories of management and organizational change including supervision for growth, building support networks, time management and communication.	Demonstrates ability to implement effective planning procedures that focus on system quality and accountability, facilitation of change, and response to Ministry policy direction.	Facilitates project implementation through knowledge of mediation, crisis prevention, use of support networks, staff supervision, effective communication, and strategic planning. Documentary evidence substantiates description.	Provides formal team leadership, facilitates vision-related activities, uses knowledge of change theories to strategically plan initiatives, works effectively with all members of the educational community, monitors achievements, and reviews results. Documentary evidence and attestations substantiate description.

NOTE: Applicants must accumulate at least 16 of a possible 20 points for the prior learning to be recognized for this SOQP module.

The Provincial Perspective Module

Expectations From the SOQP Guideline

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.

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

i) Ontario College of Teachers

- *Ontario College of Teachers Act*
- the objects, roles, responsibilities and organizational structure of the Ontario College of Teachers
- *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*
- College resources and support
- collaboration to support self-regulation of the teaching profession.

ii) Ministry of Education

- organizational structure
- roles and responsibilities
- policy development processes
- strategies for collaboration with the Ministry of Education
- operational review of district school boards.

iii) Legislation

- current and proposed provincial and federal legislation such as acts, regulations, and policies
- venues for accessing legislation
- legislation pertaining to teachers' qualifications
- education legislation as it applies to the hiring and assignment of teachers
- legislation pertaining to educational finance
- legislation pertaining to professional misconduct
- current and proposed legislation that may impact on the funding of education in Ontario
- issues that have an impact on educational law and educational finance
- current and proposed legislation that may impact on the human resources policies and procedures in boards of education
- special education legislation
- current, relevant, legal precedent setting decisions
- implications of the *Labour Relations Act* and the *Employment Standards Act*
- understanding human rights issues and the impact on education
- *Canadian Charter of Rights and Freedoms* including Section 23 – Minority Language Education Rights.

iv) School and Society

- social and political issues, and global trends that impact on education
- the historical context of the four publicly funded educational systems in Ontario
- statutes, regulation and government policies affecting education in Ontario
- collaborating with educational partners.

The Provincial Perspective Module Assignments (5 parts)

Writing assignments for each question should be 1,000 – 2,000 words and may require documented evidence. Some questions will also require attestations from supervisors that verify the information.

1. Background Experience

As an educational leader, describe an event or situation where you had to apply your understanding of and appreciation for the legal and institutional underpinnings of Ontario’s political structure as it influenced the situation.

0	1	2	3	4	5
Not demonstrated	Demonstrates acceptable level of knowledge related to statutes, legislation and regulations affecting education in Ontario.	Demonstrates some specialization in legislative knowledge with evidence of research and investigation beyond the basic level.	Demonstrates ability to apply understandings of the legislative framework to its influence on education in Ontario.	Demonstrates solid understanding of the legal and institutional framework, and can apply it to relevant situations and examples. Documentary evidence substantiates description.	Demonstrates sophisticated level of knowledge that permits a critical assessment of the institutions that support education in Ontario. Documentary evidence and attestations substantiate description.

2. Ontario College of Teachers

In your leadership role, describe the situations in which you have had to rely on your knowledge of the mandate and regulatory responsibility of the Ontario College of Teachers. In what areas and to what extent did knowledge of and interpretation of College regulations affect your work as an education leader?

0	1	2	3	4	5
Not demonstrated	Demonstrates basic knowledge of the structure of the College.	Demonstrates acceptable level of familiarity with the College, its structure, responsibilities and influence.	Relates knowledge of the College providing insights into its structure, its strengths, weaknesses, and opportunities as related to the role of supervisory officer.	Demonstrates thorough understanding of the College and its impact on the role of the supervisory officer, especially in terms of legal responsibilities and obligations, ethics, and human relations.	Demonstrates intimate knowledge of the College and analyzes the influence that its mandate, structure and legislation have on the role of the supervisory officer.

3. Ministry of Education

Describe your broad range of experience working for or with the Ministry of Education, and assess its impact on your effectiveness in your role as an education leader.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic knowledge of the structure of the Ministry of Education.	Demonstrates acceptable level of familiarity with the Ministry of Education, its structure, responsibilities and influence.	Relates personal experience working with or for the Ministry of Education providing insights into its structure, its strengths, weaknesses, and opportunities.	Demonstrates thorough understanding of the Ministry of Education and its impact on the role of the supervisory officer, especially in terms of legal responsibilities and obligations.	Demonstrates intimate knowledge of the Ministry of Education and analyzes the influence that its structure and legislation have on the role of the supervisory officer.

4. Legislation

Describe your involvement in and/or leadership of an initiative (local or provincial) that required intimate knowledge and application of legislation.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of provincial legislation affecting education, and in particular, one specific piece of legislation.	Demonstrates knowledge of legislation pertaining to several areas, for example, teachers' qualifications, finance, professional misconduct, human resources and special education, as it affects a particular initiative.	Demonstrates leadership in strategic planning to apply knowledge of legislation to the implementation of a particular initiative.	Takes leadership responsibility for launching and implementing an initiative where knowledge of the relevant legislation enabled successful implementation, for example, funding, precedents from other provinces or the impact on public education. Documentary evidence substantiates description.	Leads an organizational and vision-related initiative based on new or existing legislation resulting in successful implementation. Demonstrates intimate knowledge of the legislation and its impact that enabled the initiative to reach fruition. Documentary evidence and attestations substantiate description.

5. School and Society

Describe your involvement in and/or leadership related to a contentious issue in an educational setting (for example, pandemic planning, greening the environment, violence, equity, or censorship).

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of the impact of government policies, programs or initiatives on board management and decision-making.	Demonstrates knowledge of social and political trends that impact on education, and has strategically established partnerships in the community, for example, police services.	Demonstrates ability to implement effective planning procedures to connect local or global issues to education, and to manage the communication of decisions regarding them.	Facilitates project implementation through knowledge of strategies to respond to global issues and to promote proactive policy development that addresses the issues. Documentary evidence substantiates description.	Provides formal team leadership, facilitates vision-related activities, and uses knowledge of government policies, programs and initiatives to focus positively on the contentious issue. Documentary evidence and attestations substantiate description.

NOTE: Applicants must accumulate at least 20 of a possible 25 points for the prior learning to be recognized for this SOQP module.

The System Perspective Module

Expectations From the SOQP Guideline

This module focuses on opportunities for candidates to expand their knowledge of 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.

Candidates will explore and/or refine skills and knowledge related to the following as they apply to the role of the supervisory officer:

i) 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.

ii) Governance

- mandate of school boards related to student achievement, the *Student Achievement and School Board Governance Act, 2009*
- role of individual trustees, board chairs, directors of education and supervisory officers
- responsibilities, accountability and liability
- administrative structures and supports in place to ensure the smooth operation of school boards.

iii) Building Relationships

- family of schools and community
- building positive relationships with trustees
- motivation and empowerment of staff
- community networking and partnerships
- employee groups
- board liaison with community agencies and services
- communication protocols for a variety of purposes and audiences
- parent engagement and school councils
- student leadership and student involvement.

iv) Developing the Organization – Human Resource Development and Practices

- recruitment and retention practices
- leadership development
- succession planning
- attract and sustain diverse staff
- supports for newly appointed system leaders
- placement and transfer processes
- capacity building
- knowledge and recognition of all employee groups.

The System Perspective Module Assignments (4 parts)

Responses in this module may focus on one or more perspectives from the publicly funded school systems in Ontario.

Writing assignments for each question should be 1,000 – 2,000 words and may require documented evidence. Some questions will also require attestations from supervisors that verify the information.

1. Setting Direction – Vision

Describe your involvement in and/or leadership of the development, implementation and management of a change project in your school, board, or province.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of this event. Documents may include items such as proposals, process charts, presentations, memos, budgets, or final reports.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of strategic plan development and articulation of a shared vision.	Demonstrates knowledge of theories of management and organizational change including supervision for growth, building support networks, time management and communication.	Demonstrates ability to implement effective planning procedures that focus on system quality and accountability, facilitation of change, and understanding of the supervisory officer's role within school systems.	Facilitates project implementation through knowledge of support networks, staff supervision, effective communication, and strategic planning. Documentary evidence substantiates description.	Provides formal team leadership, facilitates vision-related activities, uses knowledge of change theories to strategically plan initiatives, works effectively with all members of the educational community, monitors achievements, and reviews results. Documentary evidence and attestations substantiate description.

2. Governance

Analyze a current issue or initiative in your educational setting. Evaluate the effectiveness of the organizational and administrative structures that have shaped the issue, the strategies that have been used to effect change, and possible (hoped for) outcomes that might ensue. Consider alternative plans or actions that might have yielded similar or improved results. Provide any relevant documents to support your analysis. Documents may include items such as press releases, board reports, communication directives, or budget statements.

0	1	2	3	4	5
Not demonstrated	Describes issue in sufficient detail and draws on local and legislative information to explain.	Demonstrates knowledge of legislation, statutes and regulations to analyze the need for the initiative, its implementation, and its possible result.	Highlights elements of leadership including personal and organizational integrity required to effectively develop, implement and operationalize an initiative.	Demonstrates thoughtful study into the methods to manage change, strategies to develop the strategic plan, and the professional judgments made in decision-making. Documents related to the initiative are available.	Demonstrates sophisticated grasp of the issue that enables an articulate and comprehensive exploration of the development of the initiative, its implementation, monitoring, review, and in hindsight, some possible alternative approaches. Documents related to the initiative are available.

3. Building Relationships

Analyze a current issue or initiative in your educational setting in which you have been involved. Evaluate the effectiveness of the organizational and administrative structures that have shaped the issue, the strategies that have been used to effect change, and possible (hoped for) outcomes that might ensue. Consider alternative plans or actions that might have yielded similar or improved results. Provide any relevant documents to support your analysis (for example, press releases, board reports, communications and budgets).

Frame your description on the 9 headings under “Building Relationships” on page 19. Provide any documents that support your description and an attestation that verifies your description of this event.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of human relations and human resource management including promotion and support of learning and innovation.	Demonstrates knowledge of theories of management and organizational change including development of leadership capacity, provision for ongoing professional learning, initiating and sustaining learning communities.	Demonstrates ability to implement effective planning procedures that focus on system quality and accountability, facilitation of change, and strategies related to problem resolution, decision-making and negotiation.	Facilitates project implementation through knowledge of how to: <ul style="list-style-type: none"> ▪ develop and sustain networks and partnerships ▪ monitor staff supervision ▪ support ongoing professional learning ▪ conduct effective communication ▪ describe and articulate a strategic plan. Documentary evidence substantiates description.	Provides formal team leadership, facilitates vision-related activities, uses knowledge of change theories to strategically plan initiatives, works effectively with all members of the educational community, monitors achievements, and reviews results. Documentary evidence and attestations substantiate all points in “Building Relationships” description.

4. Developing the Organization – Human Resource Development and Practices
Describe your involvement in and/or leadership of human resources responsibilities that focus on succession planning, recruitment and retention practices, leadership development, knowledge of employee groups or capacity building.

Frame your description using these four headings: Planning; Implementation; Monitoring; Review and Reflection. Provide any documents that support your description and an attestation that verifies your description of these activities. Documents may include items such as questions developed for interviews, orientation plans, handbooks or meeting guides, or Professional Learning Community descriptions.

0	1	2	3	4	5
Not demonstrated	Demonstrates basic understanding of human resource development.	Demonstrates knowledge of theories of recruitment and retention including development of leadership capacity and network and partnership building.	Demonstrates ability to implement effective planning and recruiting procedures that focus on system quality and accountability while establishing retention initiatives.	Facilitates project implementation through knowledge of how to plan and initiate a project, develop and sustain networks and partnerships, and how to monitor staff supervision. Documentary evidence substantiates description.	Provides formal team leadership, facilitates vision-related activities, uses knowledge of change theories to strategically plan initiatives, works effectively with all members of the educational community, monitors achievements, and reviews results. Documentary evidence and attestations substantiate description.

NOTE: Applicants must accumulate at least 16 of a possible 20 points for the prior learning to be recognized for this module.

The Leadership Practicum

Description From the SOQP Guideline

The leadership practicum is a required component of the Supervisory Officer’s Qualification Program (SOQP). The leadership practicum is an in-depth educational experience designed to allow candidates to demonstrate their ability to integrate and apply the content from the SOQP and their leadership competencies within a district school board or other educational setting of a similar nature.

The leadership practicum is a system leadership initiative that is guided by the Leadership Framework for Supervisory Officers, the Leadership Framework for Catholic Supervisory Officers, Cadre de leadership pour les agentes et agents de supervision des écoles de langue française, and Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue française, found in the Ontario Ministry of Education’s *Putting Ontario’s Leadership Framework into Action/Mise en application du Cadre de leadership de l’Ontario*. It is intended to provide candidates with an opportunity to experience the role and responsibilities of the supervisory officer.

Leadership Practicum Requirements

SOQP candidates will, in consultation with their SOQP provider and mentor, a qualified, experienced practising supervisory officer from a district school board or similar educational environment, identify a specific leadership initiative related to the role of supervisory officer. The focus of the leadership practicum must align with the expectations of the SOQP and the Leadership Framework for Supervisory Officers, the Leadership Framework for Catholic Supervisory Officers, Cadre de leadership pour agentes et agents de supervision des écoles de langue Française and Cadre de leadership pour les agentes et agents de supervision des écoles catholiques de langue Française, found in *Putting Ontario's Leadership Framework into Action/Mise en application du Cadre de leadership de l'Ontario*.

The leadership practicum may place the candidate in the role of supervisory officer acting as a member of a district school board administrative team or other similar educational leadership group. The candidate will assume responsibility for the leadership practicum: regular feedback from the SOQP instructor and mentor will be an integral component. The leadership practicum can only begin after it is approved by the provider.

The duration of the practicum will be a minimum of 50 hours. Candidates must complete all four modules and the leadership practicum within five years of beginning the SOQP (Teachers' Qualifications Regulation S.55 (1), 7). Candidates with extenuating circumstances may request a one-year extension to complete the program. Extensions must be requested in writing to the College Registrar prior to the five-year deadline.

The following suggestions for the leadership practicum are intended to serve as examples only:

- develop and implement a system initiative in collaboration with principals, supervisory officers and other appropriate staff.
- plan and lead, for the duration of the leadership practicum, a project mandated by the Ministry of Education.
- conduct a review of a district school board policy involving students, staff, school council representatives and supervisory officers for presentation to the trustees.
- develop and initiate the implementation of a system student success initiative based on provincial assessment results in collaboration with teachers, support staff, school council representatives and supervisory officers.
- assume responsibility for a system administrative task such as developing a school-year calendar, emergency response procedure, or an action plan for community outreach. This task must involve collaboration with appropriate school board staff, school council or community representatives and employee organizations.

Components of the SOQP PLAR Leadership Practicum

The SOQP PLAR leadership practicum assignments consist of:

1. a project outline,
2. a complete leadership practicum report,
3. a written reflection on the project,
4. an applicant's log documenting the process, and
5. a detailed attestation from a supervisor.

For the prior learning to be recognized, applicants must demonstrate that all components of the leadership practicum have been achieved.

The leadership practicum is usually a project that is completed within one school year. However, depending the size and scope of a project, it may take more than one year to complete.

Leadership Practicum Assignments (5 parts)

1. Project Outline

The description of the project must include all of the following criteria. Applicants are required to clearly demonstrate how each is met. (See rubric – next page.)

The project:

- relates to the role of the supervisory officer. In other words, the scope of the project means that a school system would normally assign this to someone with supervisory officer qualifications
- describes the anticipated benefits of the project (personal and system)
- reflects the appropriate legislation, related research, theoretical concepts and/or school board policies
- represents new learning for the applicant. Even though the project might be complementary to the normal course of the applicant's duties, it has significant aspects that are new or offer unique challenges from which the applicant can extract new meaning or practise newly acquired skills. The project description should indicate how the project provides opportunities to learn new skills and acquire new learning
- identifies the criteria to be used in assessment of the leadership project
- identifies members of the education community who are involved in the project
- identifies financial considerations related to the project (budgets)
- identifies the specific research and/or theoretical learning on which the project is predicated.

Practicum Project Outline Rubric

Criteria	Level 1 Identifies achievement that falls below expectations	Level 2 Identifies achievement that is minimally acceptable	Level 3 Achieves expectations	Level 4 Exceeds expectations
(a) describes how the project topic is related to the role of supervisory officer				
(b) describes the anticipated benefits of the project				
(c) cites appropriate legislation, research and theoretical concepts and/or board policies				
(d) demonstrates how the project integrates new learning for the applicant				
(e) identifies assessment criteria for the project				
(f) identifies members of the education community involved in the project				
(g) describes the budget for the project				
(h) describes specific research or theories on which the project rests				
(i) demonstrates how this is a system-level rather than school-level project				
(j) identifies which senior officials in the system are involved				
TOTAL:				

NOTE: Applicants must score at least 32 of a possible 40 points for their PLAR practicum project outline to be acceptable.

2. Leadership Practicum Report

The leadership practicum report addresses all areas of the project. This thorough report (2,000 – 3,000 words) will address all of the following areas:

- purpose of the practicum, connections to the Ministry and district school board initiatives
- specific references to legislation and school board policies and documents on which the project focused
- sources of data, their collection and analysis
- financial considerations and details
- a brief outline of the scope and timeline for the project
- project results and recommendations
- benefits of the project for students, parents, school staff, school board, system as a whole with reference to improvement in teaching and learning
- the role of the supervisory officer before, during and after the project
- demonstration of the application of theory and/or legislation into practice
- evidence of the leadership skills that were needed to conduct the project
- links to the standards of practice and ethical standards and one of the four leadership frameworks for supervisory officers found in *Putting Ontario's Leadership Framework Into Action/Mise en application du Cadre de leadership de l'Ontario*
- new learning gleaned through the project – about the topic itself and/or about running a large-scale project
- reflections on the practicum experience in terms of application of knowledge and theory.

Leadership Practicum Report Rubric

Criteria	Level 1 Identifies achievement that falls below expectations	Level 2 Identifies achievement that is minimally acceptable	Level 3 Achieves expectations	Level 4 Exceeds expectations
(a) describes the purpose of the practicum and the connections to the Ministry and district school board initiatives				
(b) makes specific references to legislation and school board policies and documents on which the project is focused				
(c) describes the sources of data, how they were collected and analyzed				
(d) provides financial considerations and details (budget)				
(e) provides a brief outline of the scope and timeline of the project				
(f) describes project results and recommendations				
(g) describes benefits of the project for students, parents, school staff, school board, system				
(h) describes the role of the supervisory officer before, during and after the project				
(i) provides evidence of the application of theory and/or of legislation into practice				
(j) describes in detail the leadership skills that were needed to conduct the project				
(k) links to the standards of practice and ethical standards and one of the four leadership frameworks for supervisory officers found in "Putting Ontario's Leadership Framework Into Action/Mise en application du Cadre de leadership de l'Ontario"				
(l) describes the new learning gleaned through the project in terms of learning about self and/or learning about conducting large-scale projects				
(m) reflects on the practicum project in terms of the applications of knowledge and theory in a real-world activity				
TOTAL:				

NOTE: Applicants must score at least 42 of a possible 52 points for their PLAR leadership practicum report to be acceptable.

3. Written Reflection

In 500 – 1,000 words, applicants will reflect on the leadership practicum project.

The purpose of the reflection is to consider what you thought you might learn from the project, what you actually learned, what you might do differently another time. The reflection provides an opportunity to articulate your evolving understanding of the role of a supervisory officer, and to adjust your personal philosophy of education in light of the practicum experience.

Topics that the reflection may address are:

- your personal leadership style
- your leadership strengths and opportunities for growth
- the challenges that could/could not have been anticipated and what you might do differently next time
- an appreciation for the role of the supervisory officer
- how this experience has affected your philosophy of education
- what you learned about the application in relation to the standards of practice and ethical standards.

Criteria	Level 1 Identifies achievement that falls below expectations	Level 2 Identifies achievement that is minimally acceptable	Level 3 Achieves expectations	Level 4 Exceeds expectations
(a) describes the topic, objectives and describes a personal leadership style				
(b) identifies personal leadership strengths and opportunities for growth				
(c) identifies problems that could or could not have been anticipated and speculates on what one might do differently another time				
(d) describes enhanced understanding of the role of supervisory officer in light of the practicum project				
(e) describes the applicant's philosophy of education in light of practicum project				
(f) describes the applicant's new learning about the application and effects of the standards				
TOTAL:				

NOTE: Applicants must score at least 19 of a possible 24 points for their written reflection to be acceptable.

4. Applicant Log

The applicant log chronicles the length of the project, important milestones, and documentary evidence. An accompanying narrative explains the significance of the documents.

The materials submitted might include calendars, meeting agendas and minutes, planning forms, data collection tools, notes of meetings with key players, communication notices (press releases, PowerPoint presentations, blogs, podcasts), related conferences or events, job shadowing reports, and other relevant documents. Electronic documents can be placed on a website or wiki for perusal. Organizational charts, implementation plans, photographs and other documentary evidence will create a picture of the project as it unfolded.

Applicants may want to organize the log chronologically so that the progress of the project is reflected in the materials.

Criteria	Level 1 Identifies achievement that falls below expectations	Level 2 Identifies achievement that is minimally acceptable	Level 3 Achieves expectations	Level 4 Exceeds expectations
(a) provides thorough documentation of dates and duration of events from initiation to completion				
(b) provides documentation to track the planning and implementation of the project				
(c) provides appropriate organizational documentation (agendas, minutes, plans, org charts, reports)				
(d) provides communication notices and information packages				
(e) includes professional learning activities (job shadowing reports, conferences, professional readings, notes from meetings)				
(f) writes a narrative that effectively links the documents				
TOTAL:				

NOTE: Applicants must score at least 19 of a possible 24 points for their applicant log to be acceptable.

5. Attestation

Applicants are required to provide a written letter of attestation from at least one supervisor at the time of the project. The description of the project, data and results described in the leadership practicum project will be verified by the attester.

Attesters must provide the following information:

- attester's name
- attester's school board
- attester's school board address
- telephone number – work
- e-mail address
- applicant's name
- project title
- brief description of the leadership project including starting date, duration and date of completion
- objectives of the project
- benefits of the project to the system
- relevancy of the project to the supervisory officer's role
- observations on the role of the applicant before, during and after the project
- leadership qualities displayed by the applicant.

Criteria	Met	Not Met
(a) project title		
(b) brief description of the leadership project including date and duration		
(c) objectives of the project		
(d) benefits of the project to the system		
(e) relevancy of the project to the supervisory officer's role		
(f) observations on the involvement and leadership of the applicant before, during and after the project		
(g) leadership qualities displayed by the applicant		

NOTE: All criteria must be met to be acceptable.



Application Form

Members in good standing with the Ontario College of Teachers may apply for prior learning assessment and recognition (PLAR) specific to the supervisory officer's qualification program.

Before applying, applicants should read thoroughly the SOQP Guideline available on the College web site at www.oct.ca and the SOQP Application Process Guide (page 2). Applicants should also consult the SOQP PLAR Portfolio Guide that begins on page 6 to determine whether they possess the knowledge and skills described in one or more of the modules, and have the experience to support these learning expectations.

To apply for PLAR:

1. complete this form
2. attach portfolio and supporting documents (please see Application Process on page 3) and applicable fees.

Note: While applicants may apply for SOQP PLAR at any time during the year, prior learning assessments will be processed yearly in February, June and November.

Personal Details

LAST NAME

FIRST AND MIDDLE NAMES

COLLEGE REGISTRATION NUMBER

E-MAIL ADDRESS

ADDRESS

CITY

PROVINCE

POSTAL CODE

COUNTRY

HOME TELEPHONE

BUSINESS TELEPHONE

MOBILE TELEPHONE

Application Process

Step 1: Verify Academic and Experience Requirements

Applicants must meet the requirements for supervisory officers as identified in the *Teachers' Qualifications Regulation*.

To qualify for the SOQP PLAR process, an applicant must:

- be a member in good standing with the College and hold a Certificate of Qualification and Registration
- have completed five years of successful classroom teaching experience in a school providing elementary or secondary education.
- have completed an acceptable postsecondary degree or qualifications considered equivalent to an acceptable postsecondary degree (if not listed on your Certificate of Qualification and Registration you must arrange to have transcripts forwarded to the College from the granting institution)
- have completed an acceptable master's degree composed of at least 30 graduate postsecondary credits or their equivalent (in addition to credits used for initial certification) or a doctorate (if not listed on your Certificate of Qualification and Registration you must arrange to have transcripts forwarded to the College from the granting institution)
- hold qualifications (or qualifications considered equivalent) in intermediate division or technological education (Grades 9 and 10) and any two of:
 - primary division
 - junior division
 - either senior division or technological education (Grades 11 and 12)
- In addition, applicants must also qualify by meeting at least **one** of the following requirements:
 - hold Ontario principal's qualifications
 - hold principal's qualifications from a jurisdiction outside of Ontario
 - have experience in a principal's position outside Ontario considered equivalent to a principal's position in Ontario (for which principal's qualifications are required under the *Education Act*)
 - hold specialist or honour specialist qualifications in at least one subject and at least two years of successful experience as a teacher appointed to supervise or co-ordinate a subject or program, or to act as a consultant of a subject or program (this experience is in addition to the five-year experience requirement)
 - hold specialist or honour specialist qualifications from a jurisdiction outside of Ontario and at least two years of successful experience in a position considered equivalent to the positions described above (this experience is in addition to the five-year experience requirement)
 - have at least two years of experience as (in addition to the five-year experience requirement) as:
 - a) an education officer employed by the Ministry of Education or as an employee outside Ontario in an equivalent position
 - b) an employee outside Ontario in a position considered equivalent to that of an Ontario supervisory officer
 - c) a program consultant seconded to the Ministry of Education for French-language, English-language or Native-language programs
 - have at least two years of education-related leadership experience in an educational organization comparable to positions described above (this experience is in addition to the five-year experience requirement).

Step 2: Self-Assessment

Applicants must review the portfolio guide to determine whether they possess the knowledge and skills described in one or more of the modules and have the experience to support these learning expectations. Applicants will need to provide all specified documentation as part of their portfolio and include as part of the application package.

Step 3: Application and Assessment Fees (please see page 34)

A) Application fee – \$ 220.

Please note this fee is not refundable.

B) Per Module/Leadership Practicum Assessment Fee – \$ 640.

Please note that the per Module/Leadership Practicum Assessment fee will not be refunded once the portfolio has been assessed. It will only be refunded if it is determined the application does not meet the initial eligibility for the SOQP PLAR process.

Step 4: Attach completed Statement of Successful Teaching Experience (page 37)

The statement must be signed by a supervisor who can verify the evidence presented.

- All applicants must submit an original document signed by the individual who was your immediate supervisor that verifies at least five years of successful classroom teaching experience in a school providing elementary or secondary education.
- If applicable, applicants must also attach original additional Statements of Successful Teaching Experience signed by the individuals who were their immediate supervisors to verify the following additional work experience requirements:
 - experience in a principal's position outside Ontario considered equivalent to a principal's position in Ontario (for which principal's qualifications are required under the *Education Act*)
 - specialist or honour specialist qualifications in at least one subject and at least two years of successful experience as a teacher appointed to supervise or co-ordinate a subject or program, or to act as a consultant of a subject or program
 - specialist or honour specialist qualifications from a jurisdiction outside of Ontario and at least two years of successful experience in a position considered equivalent to the positions described above
 - at least two years of experience as:
 - a) an education officer employed by the Ministry of Education or as an employee outside Ontario in an equivalent position
 - b) an employee outside Ontario in a position considered equivalent to that of an Ontario supervisory officer
 - c) a program consultant seconded to the Ministry of Education for French-language, English-language or Native-language programs
 - at least two years of education-related leadership experience in an educational organization comparable to positions described above.

Step 5: Notification

Upon receipt of the application package, the College will conduct an initial review to ensure that the applicant meets eligibility requirements for the SOQP PLAR process.

The College will advise applicants if they have met the eligibility requirements and confirm the assessment period during which the portfolio will be assessed.

SOQP PLAR assessments are processed three times each year – in February, June and November. Applications must be received no later than:

- December 1 (for the February assessment period)
- April 1 (for the June assessment period)
- September 1 (for the November assessment period)

Please mail your completed application form, required letters of attestation of working experience and non-refundable fees to:

Ontario College of Teachers
101 Bloor Street West, Toronto ON M5S 0A1

Fee Payment

Identify the module(s) and/or the Leadership Practicum for which you are requesting an assessment of prior learning:

- The Personal Perspective Module*
- The Leadership and Management Perspective Module*
- The Provincial Perspective Module*
- The System Perspective Module*
- The Leadership Practicum*

Number of modules / Leadership Practicum for which you are requesting PLAR: _____

x \$ 640 (fee per module/Leadership Practicum) \$ _____

+ Application Fee \$ 220.00

Total fee required: \$ _____

Fees must be included with application.

- Payment by Cheque. Post-dated cheques are not accepted.**
Please make cheques payable to: **Ontario College of Teachers**

For credit card payments, see next page.

APPLICANT'S SIGNATURE

DATE

Fee Payment continued

To protect the confidentiality of your credit card information, this section will be destroyed after your payment is processed.

Payment by Credit Card

If paying by credit card, please complete the information requested below:

MasterCard

Visa

AMEX

CARD NUMBER

EXPIRY DATE (MM / YY)

CARD HOLDER NAME

CARD HOLDER SIGNATURE



Statement of Successful Teaching Experience for SOQP PLAR

Incomplete forms will not be processed.

This form is completed by an academic supervisory officer or supervisory official on behalf of:

COLLEGE REGISTRATION NUMBER

LAST NAME

FIRST NAME

All successful classroom teaching experience must be:

- certified by your immediate supervisory officer or supervisory official. For a teacher employed by a district school board, the academic supervisory officer is a superintendent or assistant superintendent of the board. For a teacher employed by a private school or First Nations Education Authority in Ontario, the supervisory officer is the Ministry of Education, Mowat Block, 12th Floor, 900 Bay Street, Toronto ON M7A 1L2, telephone 416-325-1981. For individuals who completed teaching experience outside Ontario, it is their supervisor officer or supervisory official.

This is to certify that:

NAME OF TEACHER

accrued 5 years of successful classroom teaching experience in a school providing elementary and secondary education.

PRINT NAME OF SUPERVISORY OFFICER OR SUPERVISORY OFFICIAL

SIGNATURE OF SUPERVISORY OFFICER OR SUPERVISORY OFFICIAL

EDUCATIONAL ORGANIZATION

DATE (DD / MM / YYYY)

When an individual believes that they have knowledge, skills and experiences that would demonstrate prior learning equivalent to one or all of the modules of the SOQP, they may apply for the SOQP PLAR process through the Ontario College of Teachers.



Ontario
College of
Teachers

Ordre des
enseignantes et
des enseignants
de l'Ontario

For additional information:
Ontario College of Teachers
151 Bloor Street K Yst
Toronto ON M5G 1S5

Telephone: 416-961-8800
Toll-free in Ontario: 1-888-534-2222
Fax: 416-961-8822
E-mail: info@oct.ca
www.oct.ca