Principal Selection Process

Office of Human Resources

October 2016

Strategic Goals

Atlanta Public Schools **Strategic Plan 2015-2020**

Every Student: College and Career Ready

Mission
With a caring culture of trust and collaboration, every student will graduate ready for college and career.

Vision
A high-performing school district where students love to learn, educators inspire, families engage and the community trusts the system.

Goal 2: Talent Management

STRATEGIC OBJECTIVES

Recruit and retain the best talent at APS

Continually develop, recognize and compensate staff

KEY PERFORMANCE MEASURES

- Teacher and Leader Effectiveness
- Teacher and Leader Retention
- Teacher, Principal, Executive Fill Rate
- Professional Learning

"Leadership transitions provide opportunities for organizational growth and development.

In the field of education, choosing an effective school principal is one of the most significant decisions that a superintendent or school board can make, as new leadership can propel a district forward in meeting its goals."

- American Institutes for Research *Hiring Quality School Leaders*

Principal Selection Process Overview

Tier 4
- Candidate Prepares Entry Plan
- Superintendent, Deputy Superintendent, Chief Schools Officer & Associate Superintendent Conduct In-Person Interviews
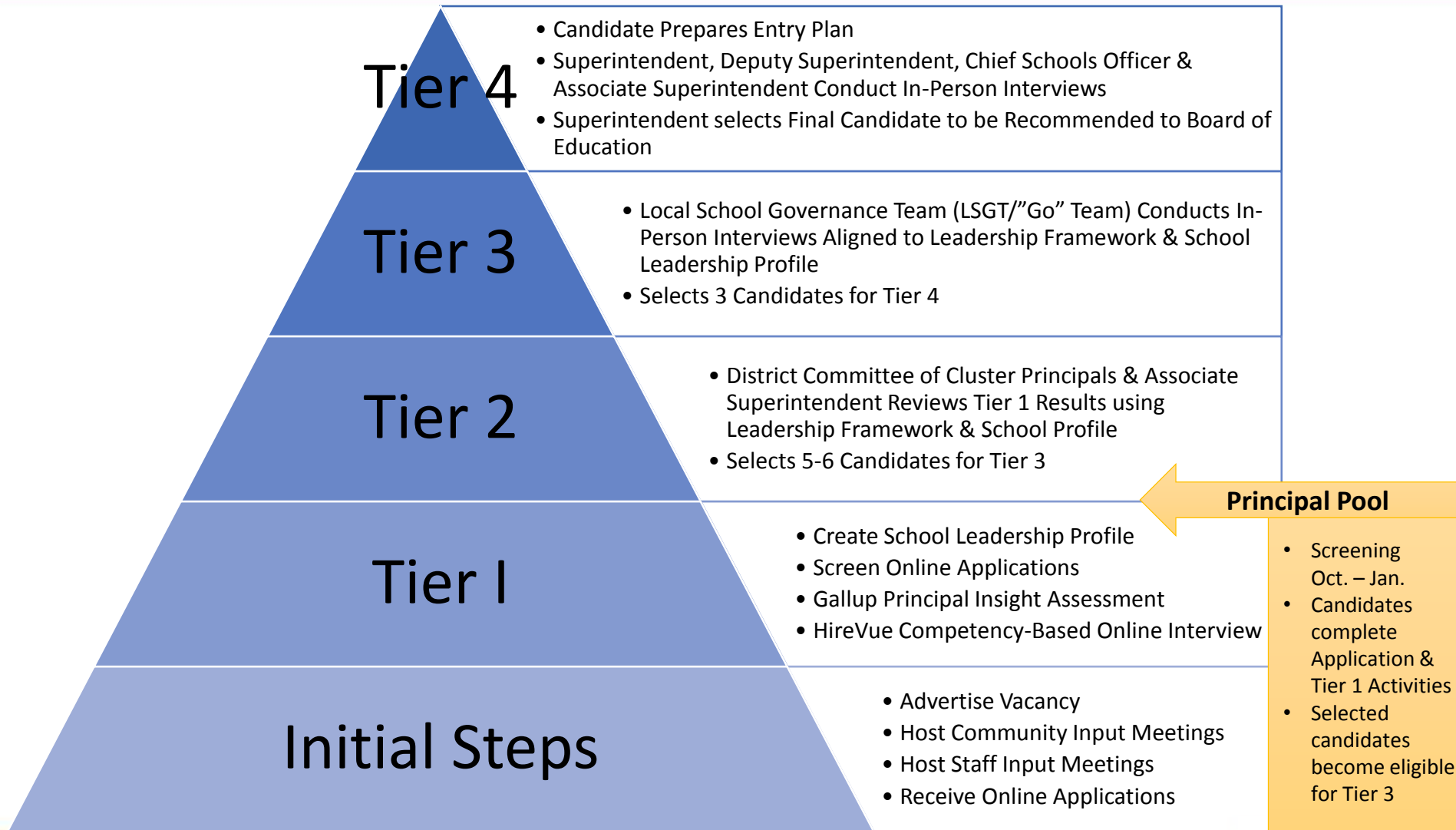- Superintendent selects Final Candidate to be Recommended to Board of Education

Tier 3
- Local School Governance Team (LSGT/"Go" Team) Conducts In-Person Interviews Aligned to Leadership Framework & School Leadership Profile
- Selects 3 Candidates for Tier 4

Tier 2
- District Committee of Cluster Principals & Associate Superintendent Reviews Tier 1 Results using Leadership Framework & School Profile
- Selects 5-6 Candidates for Tier 3

Tier I
- Create School Leadership Profile
- Screen Online Applications
- Gallup Principal Insight Assessment
- HireVue Competency-Based Online Interview

Initial Steps
- Advertise Vacancy
- Host Community Input Meetings
- Host Staff Input Meetings
- Receive Online Applications

Principal Pool
- Screening Oct. – Jan.
- Candidates complete Application & Tier 1 Activities
- Selected candidates become eligible for Tier 3

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Competency Based Selection Model

District administrators use the guiding questions in the example below to make sure that interview questions & hiring exercises are rigorous and measure quality & fit.

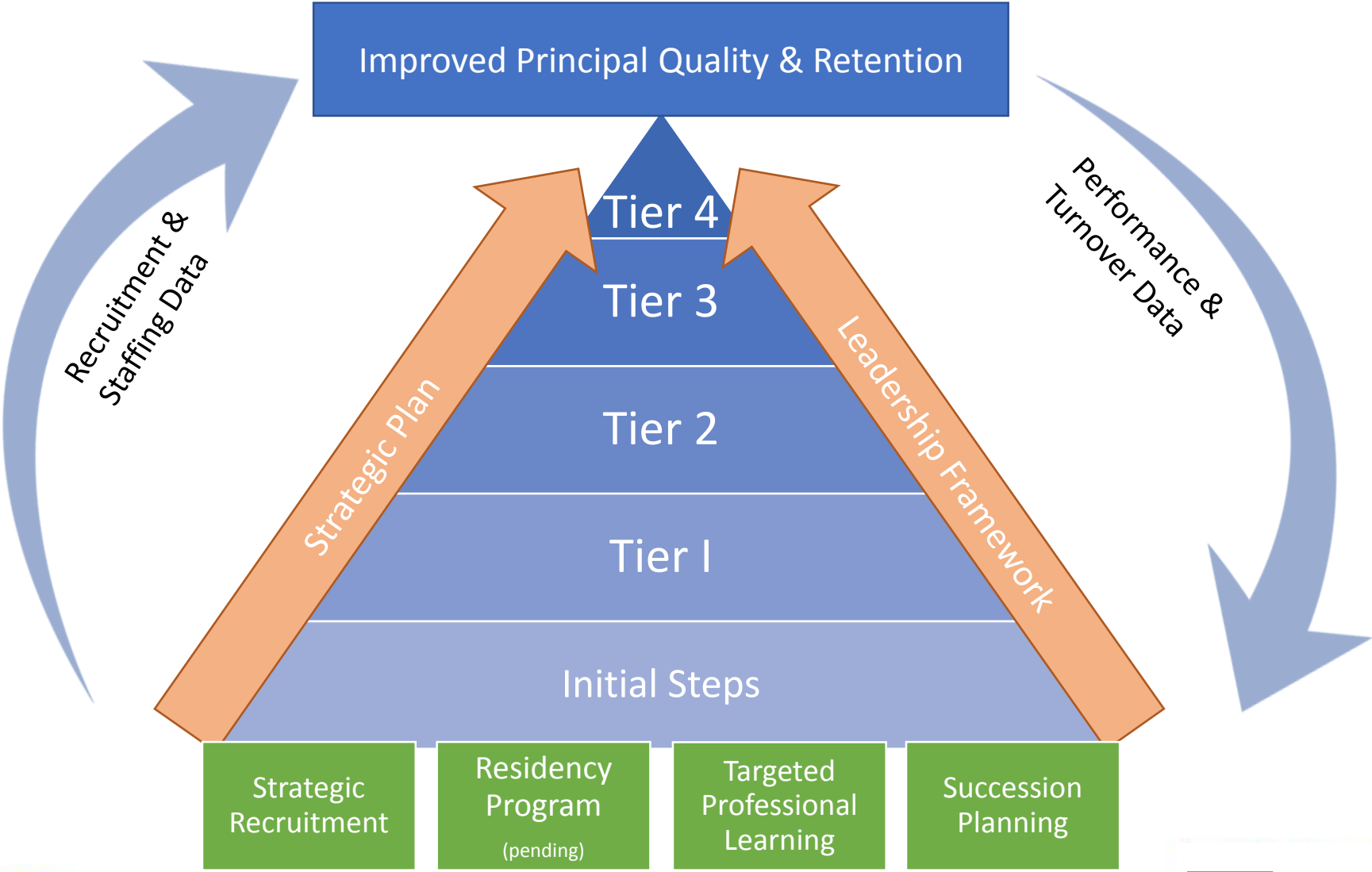| Principal Selection Model |
|---|
| Identified criteria are called **"competencies" or "principles."** *Example of one competency: Fostering Continuous Growth* |
| Each competency has examples of specific behaviors called **"indicators."** *Example indicators of Fostering Continuous Growth:*
• *Provides timely formal and informal feedback, provides support, secures resources and develops staff.*
• *Identifies high performing staff and develops an intentional plan to retain top talent.* |
| Interview questions and selection components are aligned with one or more competencies and/or core principles at each Tier. |
| Candidates are evaluated based on a score, rubric or interview feedback form. *Example evaluation of Fostering Continuous Growth: Gallup Principal Insight Score from 1-100* |

What are we looking for?

What does it look like?

How are we going to see it?

How will we evaluate it?

Adapted from TNTP Teacher Talent Toolbox

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Principal Selection Competency Alignment

- The interview questions and selection components of the principal selection process answer the questions *"How are we going to see it?"* and *"How will we evaluate it?"*
- Selection tools include a mixture of online assessments, data analysis, case studies, and in-person interviews. They are designed to be rigorous and assess knowledge, skills and abilities of principal candidates.
- Every key selection component listed below is aligned to indicators in all four competencies and to the core principles (4E's). All selection tools are grounded in our focus on student achievement.

Selection Component	Lead Academics	Manage Operations	Build Culture	Develop Talent	Core Principles	Our Focus
Gallup Principal Insight	X	X	X	X	X	X
HireVue Digital Interview	X	X	X	X	X	X
Online Reference Checks	X	X	X	X	X	X
Tier 3 LSGT "GO" Team Interview	X	X	X	X	X	X
Tier 4 Superintendent Interview	X	X	X	X	X	X

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Comprehensive Principal Selection Process

Improved Principal Quality & Retention

Recruitment & Staffing Data

Performance & Turnover Data

Strategic Plan

Leadership Framework

Tier 4

Tier 3

Tier 2

Tier I

Initial Steps

Strategic Recruitment

Residency Program (pending)

Targeted Professional Learning

Succession Planning

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Final Selection

No one selection tool produces the best candidate – it takes consideration of all measures to make a hiring selection. The best candidate is not always high performing on every measure either. Some candidates will perform better in one scenario than another. The principal selection process provides several measures of knowledge, skills and abilities so that candidates may be considered from multiple perspectives in relation to the best fit for an individual school.
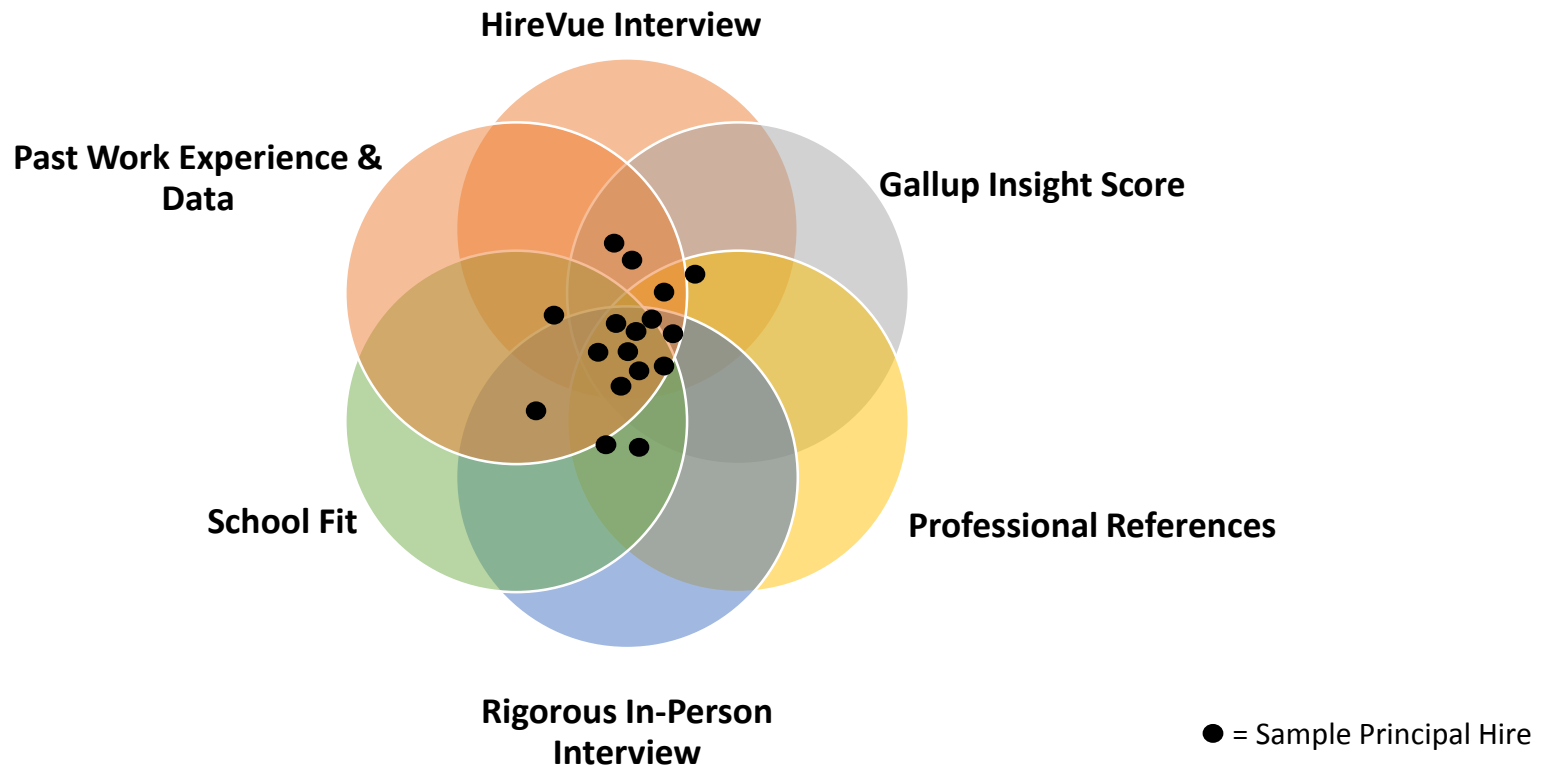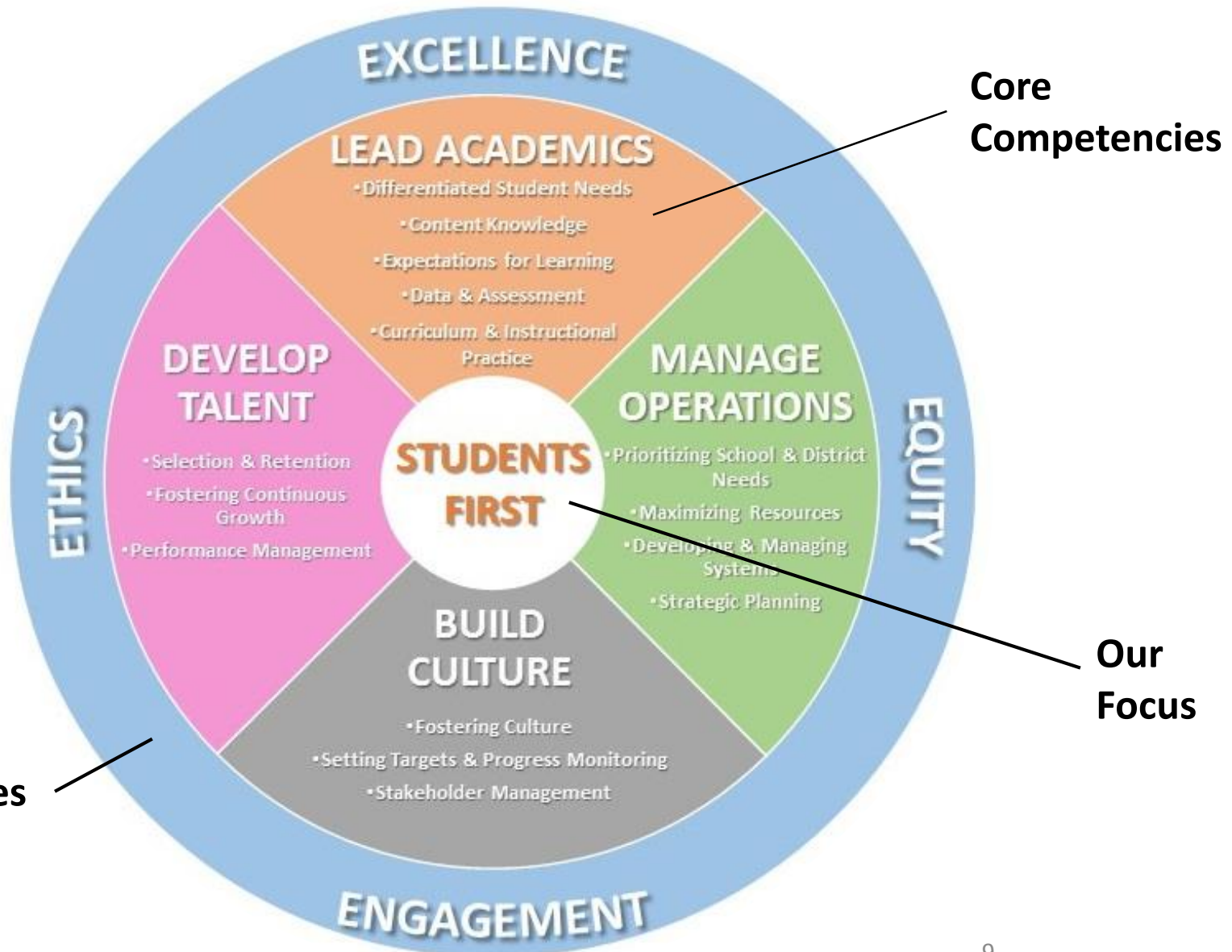

● = Sample Principal Hire

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Appendix

APS Leadership Framework

The leadership framework provides the answers to:
"What are we looking for?"
and
"What does it look like?"

Core Competencies

Our Focus

Core Principles

EXCELLENCE

LEAD ACADEMICS
- Differentiated Student Needs
- Content Knowledge
- Expectations for Learning
- Data & Assessment
- Curriculum & Instructional Practice

DEVELOP TALENT
- Selection & Retention
- Fostering Continuous Growth
- Performance Management

MANAGE OPERATIONS
- Prioritizing School & District Needs
- Maximizing Resources
- Developing & Managing Systems
- Strategic Planning

BUILD CULTURE
- Fostering Culture
- Setting Targets & Progress Monitoring
- Stakeholder Management

STUDENTS FIRST

ETHICS

EQUITY

ENGAGEMENT

Core competencies are grouped by domain, defined by key indicators, and aligned to the Georgia Leader Keys (LKES) standards.

Domain	Core Competencies	Key Indicators	LKES Crosswalk
Lead Academics	Content Knowledge	Continuous Learning: Actively develops self and is aware of the most current research, methodology, and best practices to inform decisions made in the school.	PS1: Instructional Leadership
		Builds a Comprehensive Team: Proactively recruits a team with a wide and comprehensive range of experience, knowledge and skills.	
	Expectations for Learning	Sets Expectations for Effective Learning: Creates learning expectations for all students based on state and college career readiness standards.	PS1: Instructional Leadership
		Monitors Expectations for Effective Learning: Develops and implements systems to monitor the consistency and effectiveness of learning expectations within the school.	
		Adjusts Expectations for Effective Learning: Adjusts learning expectations based on data gathered in order to maximize achievement within the school.	
	Curriculum and Instructional Practice	Develops Curriculum: Establishes a process for designing, selecting, implementing, evaluating and adjusting a school-wide curriculum that identifies what students will know and be able to do across a vertically aligned continuum.	PS1: Instructional Leadership
		Sets Expectations for Effective Planning: Creates expectations for effective planning within the school on a yearly, unit and weekly basis. Creates expectations for vertical alignment of planning.	
		Sets Expectations for Effective Teaching: Creates expectations for the use of effective teaching practices and defining excellence within the classroom.	
		Builds Instructional Capacity: Provides professional development, support and coaching to develop the capacity of staff to drive student achievement.	
		Monitors Teaching and Learning: Develops and implements systems to monitor the consistency and effectiveness of planning and teaching within the school.	
		Adjusts Teaching and Learning: Adjusts support and focus on planning/teaching practices based on data gathered in order to maximize achievement within the school.	
	Data and Assessment	Fosters a Data Driven Culture: Establishes a clear vision for data use across the school and develops school-wide structures and systems aligned to the vision.	PS3: Planning and Assessment
		Develops and Implements Assessment Systems: Develops and implements a balanced assessment system that enables consistent and regular tracking of student growth.	
		Builds Staff Capacity: Provides development for staff to effectively use multiple sources of data to drive instruction.	
		Monitors Data: Consistently and effectively uses data to set goals, track progress, identify academic gaps and drive actionable changes.	
	Differentiated Student Needs	Identifies Student Needs: Develops process to identify and clarify student needs and barriers to learning including, but not limited to: ELL, gifted and talented, SPED	PS3: Planning and Assessment
		Implements a Tiered Intervention System: Implements and tiered intervention system that is designed to identify and track student growth and needs and to provide appropriate services to those who need it.	
		Adjusts Instruction: Adjusts instruction and provides enrichment, modifications and/or accomodations based on the differentiated needs of students.	

Domain	Core Competencies	Key Indicators	LKES Crosswalk
Manage Operations	Prioritizing School and District Needs	<u>Time Management:</u> Manages time and resources effectively, prioritizing efforts according to school and district goals	PS4: Organizational Management
		<u>Follows District, State, and Federal Laws and Regulations:</u> Is knowledgable of and holds school accountable to district, state, and federal rules, regulations and laws.	
	Maximizing Resources	<u>Allocating Resources:</u> Identifies and acquires the necessary financial, human, and material resources to support the school's mission and goals.	PS4: Organizational Management
		<u>Manages Finances:</u> Maintains appropriate financial systems to ensure that the school operates legally and sustainably; creates a short and long term budget that reflects the school mission and goals.	
		<u>Manages Facilities:</u> Ensures that the school building and support systems operate safely and efficiently.	
		<u>Manages and Maintains Vendor Relationships:</u> Selects, manages and maintains strong relationships with all vendors and ensures that a consistent quality of service is provided.	
		<u>Maintains an effective (board/council?):</u> Develops a committed board/council that is knowledgeable about governance vs. management, makes significant contributions to the school, and possesses a diverse skill-set.	
		<u>Recruits and retains students:</u> Develops and implements a plan to recruit, enroll, and retain students.	
	Developing and Managing Systems	<u>Structures Management:</u> Establish a management structure including leadership roles, responsibilities, expectations, and support structures for school leadership and school mission.	PS4: Organizational Management
		<u>Designs a school schedule and calendar:</u> Creates a calendar and schedule that maximizes instruction and opportunities to meet the goals and vision of the school.	
		<u>Develops and implements a safety and risk management plan:</u> Develops and implements a safety and risk management plan that responds to crisis situations in an effective, safe and timely manner; trains staff and practices consistently.	
		<u>Maintains School Records:</u> Secures and stores school records and protects the privacy and confidentiality of students and staff.	
		<u>Develops and implements an operational monitoring system:</u> Develops systems to monitor organizational efficiency; identifies gaps in operations and/or resources; adjusts and responds in an effective and timely manner.	
	Strategic Planning	<u>Develops a Strategic Plan:</u> Develops a school strategic improvement plan with clearly articulated short and long term goals, milestones, strategies, and actions aligned to clearly articulated needs	PS4: Organizational Management
		<u>Implements Strategic Plan:</u> Communicates expectations and milestones to all stakeholders, identifies and removes barriers, builds capacity, and provides resources to effectively implement the strategic plan.	
		<u>Monitors Progress:</u> Develops systems and consistently monitors progress towards milestones and goals set forth in the strategic plan.	
		<u>Adjusts and Responds to Strategic Plan:</u> Analyzes data and other leading indicators to track progress and empowers staff to adjust where needed and take corrective action to ensure that goals and milestones are met.	

Domain	Core Competencies	Key Indicators	LKES Crosswalk
Build Culture	Fostering Culture	<u>Creates and Implements a Vision:</u> Creates and implements a shared vision for school culture centered around rigorous academics, effective instruction, and a supportive and empowering school culture.	PS2: School Climate
		<u>Designs and Implements Routines, Systems and Traditions:</u> Clearly communicates and consistently implements school-wide routines, systems and traditions that foster and are aligned to the school vision.	
		<u>Builds Capacity:</u> Provides professional development, support and coaching to develop the capacity of staff to maintain expectations and to support and enhance the social and emotional development of students.	
		<u>Models Equity:</u> Models belief in the potential of every student to achieve; creates regular opportunities for discussion and development of staff that emphasizes diversity, culture, and supporting the diverse needs of students; identifies student, parent, and community assets and corrects biased statements and actions.	
		<u>Implements values and character education systems:</u> Creates and implements school-wide values and/or character expectations and systems that define the culture of the school.	
		<u>Implements Code of Conduct Systems:</u> Designs, clearly communicates, and consistently/fairly implements a code of conduct aligned to the school vision.	
		<u>Celebrates Achievements:</u> Consistently recognizes and celebrates student, staff and stakeholder contributions and accomplishments.	
	Setting Targets and Progress Monitoring	<u>Assesses School Culture:</u> Designs and implements systems to assess school culture and discipline on a regular basis.	PS2: School Climate
		<u>Adjusts School Culture:</u> Regularly gathers and analyzes data around school climate and culture and makes timely adjustments to systems, implementation, and/or development of staff based on the data.	
	Stakeholder Management	<u>Stakeholder Input:</u> Plans for and solicits staff, parent, and stakeholder input to promote, advocate for, and gain support towards achieving the mission of the school.	PS8: Communication and Community Relations
		<u>Respects Community and Honors Heritage:</u> Builds the school's collective awareness, knowledge and respect for the community served; honors and includes the heritage of the students and community served.	
		<u>Welcomes Family and Community:</u> Creates a school-wide culture in which all families and community members are welcomed into the school.	
		<u>Establishes Partnerships and Maximizes Community:</u> Establishes strong partnerships with organizations and individuals within and outside the community to support the vision of the school.	
		<u>Develops and Implements Communication Systems:</u> Develops and implements effective and consistent systems to tailor messages and to communicate regularly with all stakeholders.	
		<u>Develops Self and Staff:</u> Provides and takes part in development opportunities to build awareness, cultural competence, and to establish strong relationships with all stakeholders.	

Domain	Core Competencies	Key Indicators	LKES Crosswalk
Develop Talent	Selection and Retention	Designs and Implements Selection Process: Designs and/or actively participates in the selection process to recruit and secure highly effective staff.	PS5: Human Resources Management
		Selects Effective Staff: Identifies multiple pipelines for and fills vacancies early; ensures diverse skill sets and expertise among the staff.	
	Fostering Continuous Growth	Encourages growth: Provides timely formal and informal feedback, provides support, secures resources and develops staff.	PS6: Teacher/Staff Evaluation
		Professional Development: Encourages growth and provides a wide range of professional learning opportunities; differentiates support according to teachers' needs and/or professional goals.	
		Retains Effective Staff: Identifies high performing staff and develops a intentional plan to retain top talent.	
		Develops Leadership Pipeline: Establishes and leads an effective leadership team with a wide range of skills/strengths; provides leadership opportunities for emerging leaders; communicates a clear leadership trajectory in order to build the talent pipeline within the school.	
	Performance Management	Evaluates Performance: Develops and implements a consistent teacher and staff performance management and accountability system.	PS6: Teacher/Staff Evaluation
		Exits Ineffective Staff: Identifies ineffective staff and provides appropriate support and development; exit staff that are unresponsive to support and development.	

APS Leadership Framework
Core Principles

Equity
- Valuing Diversity
- Cultural Competence
- Models Equity

Engagement
- Change Management
- Communication
- Building respect and trust
- Conflict Management/ Resolution
- Collaboration
- Impact and Influence
- Adapting style
- Passion

Excellence
- High Expectations
- Self-Awareness
- Mission Alignment
- Resilience and Perseverance
- Initiative and Follow-Through
- Critical Thinking and Problem Solving
- Championing Difficult Decisions

Ethics
- Integrity
- Consistency and transparency
- Confidentiality
- Professionalism

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Plus, District Administrators' Participation in:
• American Association of School Personnel Administrators (AASPA)
• KIPP Leadership Design Fellowship (KLDF)
• Urban Schools Human Capital Academy (USHCA)