

# Assistant Principal Selection Process

Office of Human Resources

January 2016

# Strategic Goals

**ATLANTA PUBLIC SCHOOLS**  
Making A Difference

## Strategic Plan 2015-2020

**Goal 2: Talent Management**

### STRATEGIC OBJECTIVES

- Recruit and retain the best talent at APS
- Continually develop, recognize and compensate staff

### KEY PERFORMANCE MEASURES

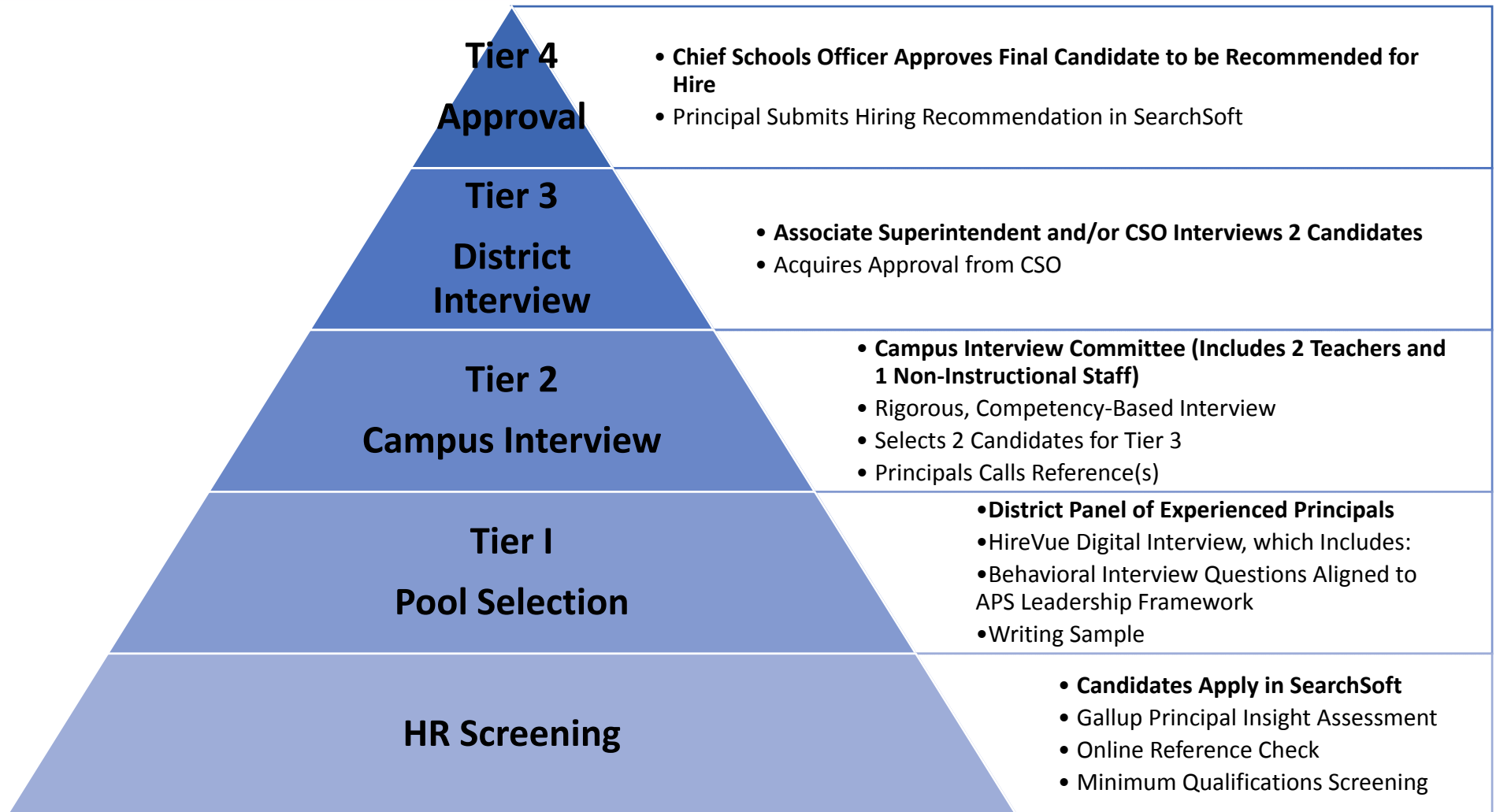
- Teacher and Leader Effectiveness
- Teacher and Leader Retention
- Teacher, Principal, Executive Fill Rate
- Professional Learning



- School leadership often has been overlooked as an **education improvement strategy**, yet there is strong evidence that leadership influences student achievement.
- Based on 10 years of research, the Wallace Foundation identified four key parts of a "**principal pipeline**" that can ensure the success of a sufficient number of principals to meet district needs:
  - rigorous job requirements,
  - high-quality training,
  - **selective hiring**, and
  - on-the-job evaluation and support.
- The role of the assistant principal is transitioning to become more well-rounded and understand instruction well enough to foster **better results in the classroom**.

The assistant principal selection process in APS has been revised to foster an internal principal pipeline, as well as improve results in our schools every day.

# Assistant Principal Selection Process



# Selection Model

- Schools that use a selection model with multiple measures to assess candidates typically hire better quality because they see a more comprehensive picture of candidate ability.
- When selecting an assistant principal, principals should:

1.

- Use the **APS leadership framework** (APS fit) and add competencies and traits unique to their school (school fit).

2.

- Create rigorous, behavioral **interview questions** that assess for the identified competencies and trait.

3.

- In addition to an interview, candidates will perform a **hiring exercise**, such as a case study or role play, to enable principals to see them in multiple contexts performing the skills they will need to demonstrate on the job.

# Competency Based Selection Model

Principals use the guiding questions in the example below to make sure that interview questions & hiring exercises are rigorous and measure what is important to the role and their school.

What are we looking for?

## Assistant Principal Selection Model

Identified criteria are called “**competencies**” or “**principles.**”  
*Example of one competency: Curriculum & Instructional Practice*

What does it look like?

Each competency has examples of specific behaviors called “**indicators.**”  
*Example indicators of Curriculum & Instructional Practice:*

- *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.*

How are we going to see it?

Interview questions and selection components are aligned with one or more competencies and/or core principles.

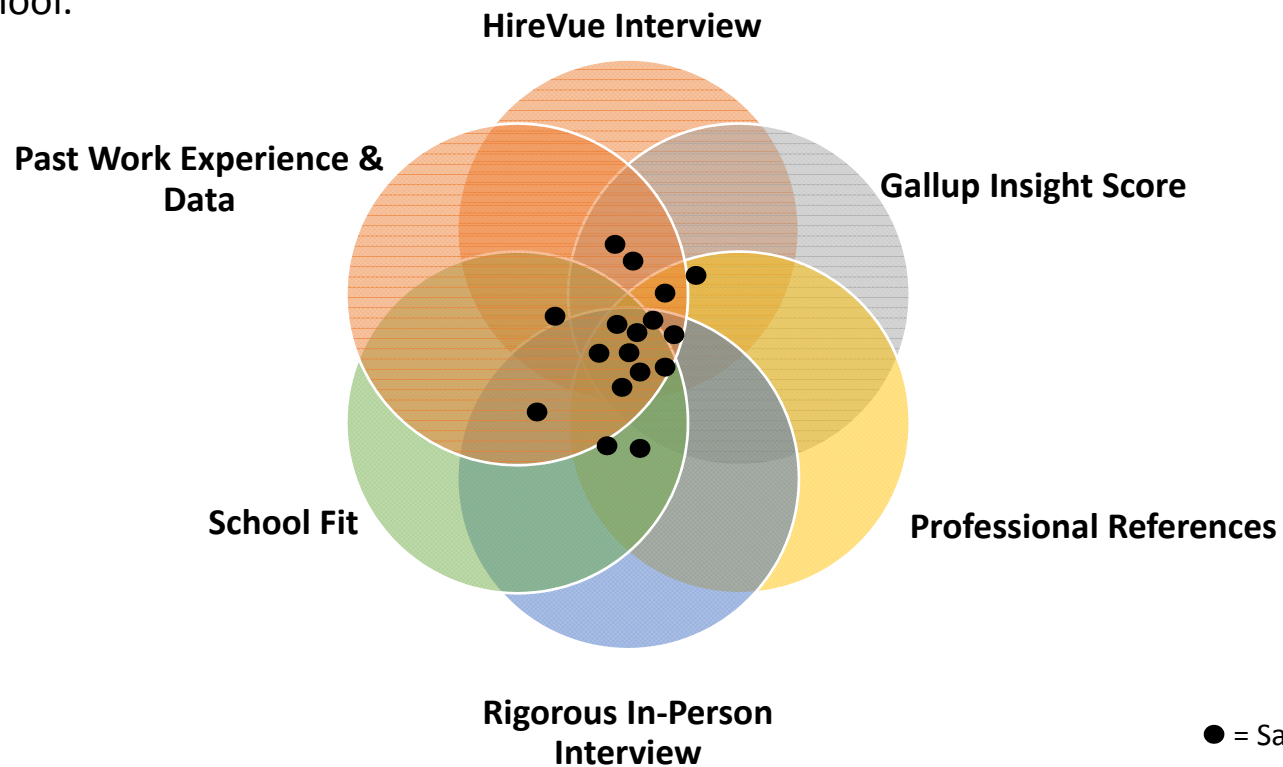
How will we evaluate it?

Candidates are evaluated based on a score or rubric. For example:  
*Candidates conduct classroom walkthroughs and present their analysis to the interview committee, which is graded using a rubric.*

*Adapted from TNTP Teacher Talent Toolbox*

# Screening Tools

Remember, 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 assistant 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.



# Final Selection

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- The principal makes the request to hire the final candidate in SearchSoft to initiate the job offer process. This request includes an attestation that a verbal reference has been checked.
- HR will verify the following prior to making the offer:
  - Approval from the Chief Schools Officer,
  - Eligibility for rehire (if former employee),
  - Online reference forms,
  - Meets minimum qualifications (i.e. experience, degree, certification),
  - Disclosures on application (criminal history, non-renewals, investigations, etc.), and
  - Funding source and account number (position budget).
- The Office of Human Resources makes all offers of employment for Atlanta Public Schools and includes a written offer letter. Conversations with hiring managers do not constitute a job offer.

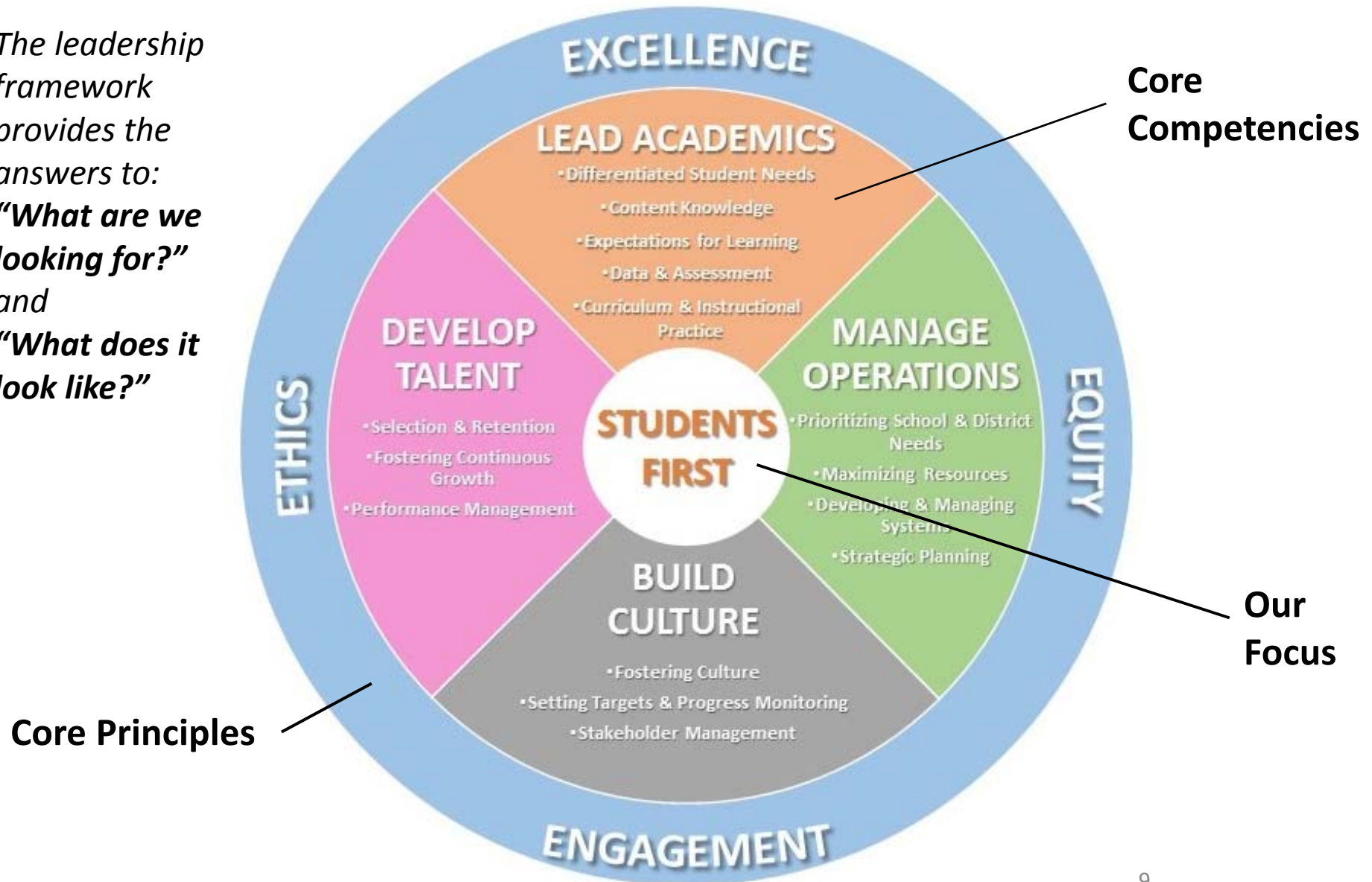
# Appendix

I.	APS Leadership Framework.....	9
II.	“Lead Academics” Competencies.....	10
III.	“Manage Operations” Competencies.....	11
IV.	“Build Culture” Competencies.....	12
V.	“Develop Talent” Competencies.....	13
VI.	Core Principles (4 E’s).....	14



# APS Leadership Framework

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



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	<u>Continuous Learning</u> : 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
		<u>Builds a Comprehensive Team</u> : Proactively recruits a team with a wide and comprehensive range of experience, knowledge and skills.	
	Expectations for Learning	<u>Sets Expectations for Effective Learning</u> : Creates learning expectations for all students based on state and college career readiness standards.	PS1: Instructional Leadership
		<u>Monitors Expectations for Effective Learning</u> : Develops and implements systems to monitor the consistency and effectiveness of learning expectations within the school. <u>Adjusts Expectations for Effective Learning</u> : Adjusts learning expectations based on data gathered in order to maximize achievement within the school.	
	Curriculum and Instructional Practice	<u>Develops Curriculum</u> : 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
		<u>Sets Expectations for Effective Planning</u> : Creates expectations for effective planning within the school on a yearly, unit and weekly basis. Creates expectations for vertical alignment of planning.	
		<u>Sets Expectations for Effective Teaching</u> : Creates expectations for the use of effective teaching practices and defining excellence within the classroom.	
		<u>Builds Instructional Capacity</u> : Provides professional development, support and coaching to develop the capacity of staff to drive student achievement.	
		<u>Monitors Teaching and Learning</u> : Develops and implements systems to monitor the consistency and effectiveness of planning and teaching within the school.	
		<u>Adjusts Teaching and Learning</u> : Adjusts support and focus on planning/teaching practices based on data gathered in order to maximize achievement within the school.	
	Data and Assessment	<u>Fosters a Data Driven Culture</u> : 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
		<u>Develops and Implements Assessment Systems</u> : Develops and implements a balanced assessment system that enables consistent and regular tracking of student growth. <u>Builds Staff Capacity</u> : Provides development for staff to effectively use multiple sources of data to drive instruction.	
<u>Monitors Data</u> : Consistently and effectively uses data to set goals, track progress, identify academic gaps and drive actionable changes.			
Differentiated Student Needs	<u>Identifies Student Needs</u> : 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	
	<u>Implements a Tiered Intervention System</u> : 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.		
	<u>Adjusts Instruction</u> : Adjusts instruction and provides enrichment, modifications and/or accommodations based on the differentiated needs of students.		

# Manage Operations

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 knowledgeable 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.	
	Developing and Managing Systems	<u>Recruits and retains students</u> : Develops and implements a plan to recruit, enroll, and retain students.	
		<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.			
Strategic Planning	<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.		
	<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	<u>Designs and Implements Selection Process:</u> Designs and/or actively participates in the selection process to recruit and secure highly effective staff.	PS5: Human Resources Management
		<u>Selects Effective Staff:</u> Identifies multiple pipelines for and fills vacancies early; ensures diverse skill sets and expertise among the staff.	
	Fostering Continuous Growth	<u>Encourages growth:</u> Provides timely formal and informal feedback, provides support, secures resources and develops staff.	PS6: Teacher/Staff Evaluation
		<u>Professional Development:</u> Encourages growth and provides a wide range of professional learning opportunities; differentiates support according to teachers' needs and/or professional goals.	
<u>Retains Effective Staff:</u> Identifies high performing staff and develops a intentional plan to retain top talent.			
Performance Management	<u>Develops Leadership Pipeline:</u> 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.		
	<u>Evaluates Performance:</u> Develops and implements a consistent teacher and staff performance management and accountability system.	PS6: Teacher/Staff Evaluation	
		<u>Exits Ineffective Staff:</u> 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
Ethics	•Championing Difficult Decisions
	•Integrity
	•Consistency and transparency
	•Confidentiality
•Professionalism	