Bowen Elementary

Special SBDM Meeting Agenda

5/26/2016 2:00 p.m. Library

1. Seek approval of the agenda.
2. Review minutes of the last meeting.
3. Principal Selection Training.
4. Adjourn.

Kentucky Educational Development Corporation
606-928-0205 – Ashland 859-255-6411 – Lexington
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Principal Start Up List

General	Assigned	Completed
• Department Head or Grade Leads Meeting Scheduled		
• Master Schedule Complete / Lunch Schedule		
• Bell Schedules Set and Published		
• Fire Maps and Emergency Kits Updated		
• Emergency Contact Lists (Update)		
• New Teacher Room Signs		
• Check on new hires. Touch base with them before August		
• Establish Mentors for the New Staff		
• Check Summer Work Order List for completion.		
• Update Room Assignments and Campus Map.		
• Room Checklist. All furniture and equipment are in place.		
• Update Websites (New Pictures/New People)		
*Schedule and announce to district and community about Open House, schedule distribution and orientations for parents and students		
Calendar	Assigned	Completed
*Set and announce SBDM Council Meetings		
• Set Student/Class Meeting Schedule to go over the Handbook and School Policy		
• Set Instructional Meetings with Department Heads		
• Set Dates for Campus Activities. Align with the district calendar		
• Parent Meetings for Special Education / IEP's		
• Website Update. New Photos and Schedules		
• Date for Evaluation Policy and Tools (1st 30 days)		
• Schedule all facets of TPGES.		
Update CIITS		
Assignments	Assigned	Completed
• Teacher Duty Schedule with Campus Map		
• Assistant Principal Duty Assignments		
• Committee Assignments Such as Discipline, Attendance, Culture, Curriculum, Assessment.		
• Set up Infinite Campus		
• Counselor Duty Assignments		
*Assign clubs, ballgames, dances, student activities to teachers and staff		
*Assign clerical responsibilities		
Procedures	Assigned	Completed

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• All copiers, computers, telephones, bells and FAX work		
• New Student Registration Plan. Check Credentials		
• Back to School Night/Meet the Teacher		
• Textbook Distribution		
• ID's Distribution		
• Collection of Opening Day Forms		
• Parking Permit Distribution		
• Late Work Policy		
• Lunch Room Procedures		
• Create Emergency Lists		
• Crisis Plan		
*Report and dismissal times for staff		
Staff Development	Assigned	Completed
• Staff Development should be focused on school goals		
*Contact district PD coordinator to determine state mandated PD (Restraint/Seclusion; Blood-Borne Pathogens, Suicide, Confidentiality, etc.)		
*Prepare agendas, sign-in sheets and evaluations for all sessions		
*Be able to explain the TPGES and PPGES		
• Plan for the First Day with All Staff.		
• Plan for Staff Development throughout the year.		
• Meet with all Special Education Personnel to go over rules and regulations.		
*Have a clear focus on what the "Non-Negotiables" are for this school year and how they "fit" in the PGP and PGES.		
*Explain how the school will focus on College and Career Readiness		
• Create a plan for staff on Sexual Harassment, Bullying, Proper Student / Teacher Relationships. All should be addressed in the Faculty Hand Book.		
• Incorporate technology		
Key Correspondence to start the year	Assigned	Completed
• Parent Letter and a Student Letter address key issues for the School Year. List Communication		
Paths for the parents. (Website, Skyward)		
• Faculty Welcome Back Letter Mailed by August. Outline key goals for the year as well as changes and new decisions		
*Classified staff letter to welcome a new year.		
*Update the superintendent.		

Adapted from Several Sources

Sample Special Meeting Notice

(Called by a majority of the council members – reflected in May 30 minutes)

May ____, 2016

A special meeting of the _____ School Council is called for May ____ at _____ p.m. in room _____. The agenda for meeting will include:

1. Minutes of the May 30th meeting
2. Discussion and final revision of the draft principal selection criteria
3. Approval of the final draft of the criteria for principal selection
4. Setting of meeting date to approve interview questions
5. Discussion and selection of possible interview dates for applicants
6. Adjournment

Signed,

_____

Sample Script for Going into Closed Session

Chair: Now we need to go into closed session to discuss the applications we have received for our principal vacancy.

Member 1: I move that we go into closed session to have that discussion of individual applicants, which is allowed by KRS 61.810 (1)(f) – <u>REFLECT THIS IN MINUTES</u>

Member 2: I second that motion

Chair: Are we in consensus to do that?

Members 3, 4, & 5: Yes

Chair: Then let the minutes show that we went into closed session at _____ p.m. We're going to move into _____ for this discussion, and the audience is welcome to wait here.

****

Chair: Let the minutes show that the council returned to open session at ____ p.m. We have discussed the applications and we have chosen to interview the top ___ applicants on _____ at_____. (*interviews are conducted in closed session)*

Member 3: I move that we adjourn

Member 4: I second that motion

Members 1, 2, & 5: Yes

Chair: Let the minutes show that we adjourned by consensus at _____ p.m.

Sample Motion to Select the Principal

"Based on the criteria established by the council, with significant input from stakeholders and following our identified process, we have found the most qualified applicant to serve as our principal. I move that we select _____ as our new principal."

REMINDER:

Any time a council or committee quorum gets together to <u>discuss business,</u> it is a regular meeting, special meeting or a meeting that is violating Kentucky Law.

School-based Decision Making

Selecting a Principal

Kentucky Department of Education
2016

These training materials were developed by the Kentucky Department of Education as a guide during the process of selecting a principal. Principal selection training cannot substitute for the annual required professional learning for all SBDM members as cited in KRS 160.345(6).

Foreword

This training represents best practices for the principal selection process. These suggested steps and ideas are written with the expectations that all involved parties are following the spirit and the letter of the statute and are committed to doing what is in the best interest of the students.

Principal selection is a decision authorized to school councils. The statue implies that even though the superintendent (or designee) is the chair of the school council during the process of principal selection, all voices are to participate equally. No one voice is greater than the next. The superintendent's (or designee's) voice is not greater than the teachers'; the teachers' voice is not greater than the parents, and vice-versa.

Principal selection training must comprise of recruitment and interviewing techniques [KRS 160.345(2)(h)2], which is legally all that the training session must include. However, depending on the needs of the school council, other topics may be covered as part of the training curriculum. With that, the statute does not require the training to be a specific time frame. That again is up to the needs of the school council. Some school councils may have great experience with principal selection and may need only a refresher on recruitment and interviewing techniques; other school councils that have no experience with principal selection may need a more step-by-step assistance approach. The choice of the trainer is crucial. The trainer will need to set the pace and the content for the training session.

As you begin this adventure of principal selection, we wish you good luck! Please contact us if you have questions.

Sincerely,

The KDE SBDM Team

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Principal Selection FAQs

1. **What is the role of the school council in selecting a principal?**

   The SBDM statute sets specific requirements for the school council:

   - The outgoing principal cannot serve on the school council during the principal selection process. The superintendent, or designee, serves as the chairperson of the school council during the principal selection process and has full voting rights. The school council must receive specific principal selection training prior to beginning the principal selection process.
   - The school council must have access to all qualified applicants for the principal position.
   - If the principal has been removed from any position in the district, that person cannot be considered a candidate. If the principal vacancy is in a school deemed low-performing and a scholastic audit has found the school council and the principal ineffective, as determined by KRS 158.6455, the superintendent appoints the principal after consultation with the school council.

2. **What if a school council member (either a teacher or parent representative) applies for the principal vacancy?**

   If a teacher or parent representative from a school council applies for a position of the principal within their school, it is best practice that they resign from the school council; however, it is not required. If the school council representative resigns, the appropriate constituency (i.e. teachers or parents) will have the opportunity to hold elections. If the school council member decides to remain on the school council, he/she must recuse him/herself from the entire principal selection process.

3. **Our school council members begin their term on July 1. Who selects the principal if the process crosses both the outgoing school council and the new school council?**

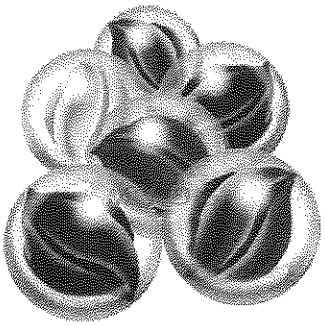
   If the posting ends prior to June 30, the outgoing school council will need to complete the selection process before their term ending June 30. If the posting or the process continues past July 1, the new school council will complete the selection process and select the new principal.

4. **Can the superintendent, who is serving as the chair of the school council during the principal selection process, conduct the required principal selection training?**

   No, as a member of the school council for the purpose of principal selection, the superintendent must participate in the required training. Therefore, the school council, including the superintendent, must select another trainer. This trainer can be someone else in the district or a contracted service from an organization or individual.

Principal Selection Team Building Activity

Everyone has natural abilities and strengths. Think about the unique personal experiences you bring with you today. Consider your best qualities, skills, and life experiences. Perhaps you have survived an adversity, are a skilled negotiator, a trained caregiver, or an experienced camper. Maybe you have raised a garden, started a business, or created a work of art. Or, you may have a high level of wellness and physical energy. Write as many of your unique qualities as you can think. Don't be modest; claim all of your strengths!



Legal Requirements for Principal Selection

Principal selection can be one of the most difficult tasks for any school council. The SBDM statute set specific requirements for the school council during the principal selection process.

KRS 160.345(2)(h)

Personnel decisions at the school level shall be as follows:

1. From a list of qualified applicants submitted by the local superintendent, the principal at the participating school shall select personnel to fill vacancies, after consultation with the school council, consistent with paragraph (i)11 of this subsection. The superintendent shall provide additional applicants to the principal upon request when qualified applicants are available. The superintendent may forward to the school council the names of qualified applicants who have pending certification from the Education Professional Standards Board based on recent completion of preparation requirements, out-of-state preparation, or alternative routes to certification pursuant to KRS 161.028 and 161.048. Requests for transfer shall conform to any employer-employee bargained contract which is in effect;
2. If the vacancy to be filled is the position of principal, the outgoing principal shall not serve on the council during the principal selection process. The superintendent or the superintendent's designee shall serve as the chair of the council for the purpose of the hiring process and shall have voting rights during the selection process. The council shall have access to the applications of all persons certified for the position. The principal shall be elected on a majority vote of the membership of the council. No principal who has been previously removed from a position in the district for cause may be considered for appointment as principal. The school council shall receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal. The council shall select the trainer to deliver the training;
3. Personnel decisions made at the school level under the authority of subparagraphs 1, 2, and 4 of this paragraph shall be binding on the superintendent who completes the hiring process;
4. If the vacancy for the position of principal occurs in a school that has an index score that places it in the lowest one-third (1/3) of all schools below the assistance line and the school has completed a scholastic audit under KRS 158.6455 that includes findings of lack of effectiveness of the principal and school council, the superintendent shall appoint the principal after consulting with the school council;
5. Applicants subsequently employed shall provide evidence that they are certified prior to assuming the duties of a position in accordance with KRS 161.020;

What does the statute say?

1. May the outgoing principal serve on the school council during the principal selection process?

2. Who serves as the chairperson of the school council during the principal selection process?

3. Does the superintendent (or designee) have voting rights during the principal selection process?

4. How many of the principal candidate applications does the school council have access?

5. Can a principal who has been removed with cause in the district apply and be selected for a principal?

Meeting Requirements

Kentucky's Open Meetings laws protect the rights of the general public to know the actions and decision of its public agencies. School councils and their committees are public agencies and therefore are required to comply with all aspects of the Open Meetings laws. All meetings where a quorum of the membership is present, where public business is being discussed, or at which time actions or decisions are made are open meetings to the public.

As principal selection is a required decision that a school council makes, all meetings scheduled as part of the principal selection process must follow the Open Meetings statutes. This includes meetings for training and planning, to review applications and other supporting documentation, and to interview candidates. The chart on the next two pages is a summary of the Open Meetings statutes.

OPEN MEETINGS STATUTE APPLIES WHENEVER:
1. A majority of the school council or committee is present. 2. Business is discussed even if no action is taken.
REGULAR MEETINGS
1. The school council and each of its committees set their own regular meeting schedules. 2. Regular meetings must be held at a specifically scheduled time and place convenient to the public. The school council must provide a schedule of these meetings to the public. 3. The schedule must list the date, time and place for each regular meeting. 4. The schedule must be available to all stakeholders and to any media agency that requests it. The district SBDM coordinator should have a copy of all regular meeting schedules at the district office.
SPECIAL MEETINGS
1. The chairperson or a majority of the school council members can call a special meeting outside the regular meeting schedule. 2. Written notice must be provided to all members of the school council or the committee either by faxes, regular mail, email or hand delivery 24 hours in advance of the meeting. 3. The notice must include the date, time, place and agenda of the meeting. 4. A special meeting agenda cannot be amended.

5. A copy of the special meeting notice should be sent to the district SBDM coordinator and any media agencies that request it.

OPEN and CLOSED SESSIONS

1. All regular and special meetings are open to the public.
2. A record of all decisions made during a meeting must be recorded in minutes.
3. School council and committee minutes set forth an exact record of votes and actions taken. Minutes must be approved and made available to the public by the end of the next meeting. All minutes must be made available to the public.
4. Unless a quorum of members is present, business cannot be discussed nor decisions made.
5. Closed session can only be called for three reasons:
   a. To discuss actual or potential litigation.
   b. To discuss potential candidates for employment.
   c. To discuss items where state or federal law specifically requires privacy

Time to Make This Decision.....

The majority of the principal selection meetings will be special called meetings. Who will be in charge of setting the agenda and notifying council members? Who will be keeping the minutes?

Recruitment Requirements

KRS 160.380(2)(d) requires the superintendent to conduct a search to locate minorities to be considered for each certified position, including the principal.

The school's instructional leaders and its school council must foster an environment that values and affirms diversity among both staff and students. Support for diversity must be evident in both the processes and the outcomes of the school council's work.

Effective support for diversity should include:

- A representational component (i.e., the actual representation of diverse faculty, staff, and school council members at different levels of the school environment).

- An interactional component (i.e., members of different groups working well together).
- An organizational culture component (i.e., a well-established organizational value supporting diverse peoples).

As a school council involved in the principal selection process, make it a priority to comply with KRS 160.380(2)(d) that states:

> *When a vacancy occurs in a local district, the superintendent shall conduct a search to locate minority teachers to be considered for the position. The superintendent shall, pursuant to administrative regulations of the Kentucky Board of Education, report annually the district's recruitment process and the activities used to increase the percentage of minority teachers in the district.*

While the language directs the superintendent to conduct the search for minority candidates, as the school council of a school, you too have a responsibility to ensure that all students are exposed to a growing demographic diversity. The school council should keep a record of the numbers of minorities interviewed and hired for vacancies, particularly administrative positions such as the principal.

Discussion.....

What is the district's plan for recruitment of a diverse candidate pool?

Interviewing Techniques

In-person interviews provide valuable information on each candidate, information beyond the basic answer to the asked questions. An in-person interview may show:

- The ability to connect with strangers (how easy is the candidate able to make connections with themselves to the school and the school council members)
- Presence/self-confidence (how the candidate present themselves by making eye contact and using appropriate gestures)
- Credibility (how the candidate provides additional evidence to support items in a resume or an application)

- Interpersonal communication skills (the candidate uses complete sentences with correct grammar; the candidate answers the question completely)
- Ability to think under pressure (how the candidate forms answers to the questions in a logical, concise format; the candidate does not puff themselves up or appear to be self-important)
- How candidate thinks about issues (how the candidate addresses issues relating to teaching and learning)

Interviewing Do's and Don'ts

As you begin thinking about questions, the following chart provides some guidance on questions that can be asked of candidates and some questions that cannot be asked of candidates. Many of these topics are on an application; however, be careful of asking follow-up or clarifying questions.

SUBJECT	ACCEPTABLE	UNACCEPTABLE
NAME	"Is any additional information relative to change of name, use of an assumed name, or nickname necessary to enable a check on your work and education record? If yes, please explain."	"What is your maiden name?"
RESIDENCE	"What is your place of residence?"	"Do you own or rent your home?"
AGE	*Questions relating to an applicant's age are not appropriate.*	"How old are you?"
BIRTHPLACE CITIZENSHIP	"Can you, after employment, submit verification of work or a legal right to work in the United States?" Or, a statement that such proof may be required after employment.	Birthplace of applicant's parents, spouse, or other relatives. "Are you a US citizen?" Or, citizenship of applicant, applicant's parents, spouse, or other relative.
NATIONAL ORIGIN	"What language(s) can you read, speak and write proficiently?"	Questions as to nationality, lineage, ancestry, national origin or descent, or parentage of applicant, applicant's parents, or spouse. "What is your mother tongue?" Or, "Language commonly used by applicant." How applicant acquired ability to read, write, or speak a foreign language.
GENDER	*Questions relating to an applicant's gender are not appropriate*	"Do you consider yourself male or female?"

SUBJECT	ACCEPTABLE	UNACCEPTABLE
MARITAL STATUS	*Questions relating to an applicant's marital status are not appropriate*	Name or address of relative, spouse, children or adult applicant. "With whom do you reside?" Or, "Do you live with your parents?"
FAMILY	A statement of company policy regarding work assignment of employees who are related.	Number and/or ages of children or dependents. Provisions for child care. "Are you pregnant or plan to get pregnant soon?"
RACE/COLOR	*Questions relating to an applicant's race/color are not appropriate*	Questions regarding applicant's complexion or color of skin, eyes, hair.
PHYSICAL DESCRIPTION PHOTOGRAPH	A statement that a photograph may be required after employment.	Questions as to applicant's height and weight. Requiring a photograph after interview but before employment.
PHYSICAL CONDITION HANDICAP	A statement by employer that offers may be made contingent on applicant's passing a job-related physical examination. "Do you have any physical condition or handicap that may limit your ability to perform the job applied for? If yes, what can be done to accommodate your limitation?"	Questions regarding applicant's general medical condition state of health. Questions regarding receipt of Worker's Compensation. "Do you have any physical disabilities or handicaps?"
RELIGION	A statement by employer of regular days, hours, or shifts to be worked.	Questions regarding applicant's religion or religious days observed.
ARREST CRIMINAL RECORD	"Have you ever been convicted of a felony, or (specified time period) a misdemeanor which resulted in imprisonment?" (A statement that a conviction will not necessarily disqualify applicant from the job applied for must accompany such a question.)	Arrest records, or "Have you ever been arrested?"
MILITARY SERVICE	Questions regarding relevant skills acquired during applicant's US military service.	General questions regarding military service, such as dates and types of discharge. Questions regarding service in a foreign military.
ECONOMIC STATUS	*Questions relating to applicant's economic status are not appropriate*	Questions regarding applicant's current or past assets, liabilities, or credit rating including bankruptcy or garnishment. Questions regarding transportation.

SUBJECT	ACCEPTABLE	UNACCEPTABLE
ORGANIZATION ACTIVITIES	"List job-related organizations, clubs, professional societies, or other associations to which you belong."	"List all organizations, clubs, societies, and lodges to which you belong."
REFERENCES	"By whom were you referred for a position here?"	Questions which illicit information specifying the applicant's race, color, name, creed, national origin, ancestry, physical handicap, medical condition, marital status, age, or gender.
NOTIFICATION IN CASE OF EMERGENCY	Name and address of person to be notified in case of accident or emergency.	Name and address of relative to be notified in case of accident or emergency.

What 3 questions do you think right now should be asked of every candidate?

1.

2.

3.

Steps for Principal Selection

The following suggested steps may assist school councils during the principal selection process. However, these steps are suggestions and are not required by statute. The SBDM statute only requires that school councils receive training in recruitment and interviewing techniques prior to carrying out the process of selecting a principal [KRS 160.345(2)(h)2]. Also, although the SBDM statute does not require it, having a principal selection policy or procedure is a best practice.

1. Declare and post principal vacancy

The superintendent declares a principal vacancy at a school as a result of a principal retirement, resignation, termination or other reason. Once the declaration is made, the superintendent can post the vacancy according to KRS 160.380(2)(b). This posting requires a 30-day posting notice prior to filling a position. The position must be posted at the local central office for public viewing and also listed in the statewide registry maintained by the Kentucky Department of Education (KDE). According to KRS 160.380(2)(c), the superintendent may ask for a waiver from KDE to fill the vacancy in less than 30-days to prevent the disruption of necessary instructional services.

2. Superintendent (or designee) meets with the school council

The superintendent (or designee) must meet with the school council in an open meeting to discuss the principal vacancy. At that meeting, the superintendent should discuss the following:

- The desire to work collaboratively and cooperatively with the school council to select a principal who meets the unique needs of the school based on specific criteria.
- Human resource procedures as it relates to application and information gathering processes.
- Choosing a principal selection trainer to review recruitment and interviewing techniques.
- Establish a tentative timeline for the principal selection process. It is best to start with the end in mind; note when you want the principal to begin and work backwards.

3. Principal selection training

Principal selection training is required by KRS 160.345(2)(h). The school council, as a whole, selects a trainer.

4. Establish principal candidate criteria and information gathering process

In an open meeting, review the attributes and needs of the school. Remember to gather information from all stakeholders. The superintendent (or designee) should assist in this

process to provide information from a district perspective, standards of performance, and job description.

Once criterion has been developed, the school council should determine how they will gather information on each principal candidate. Items to consider may include:

- How the school council will review applications, resumes, portfolios and other relevant materials.
- How the school council will search for additional information using electronic sources (e.g., Facebook, blogs).
- How the school council will develop questions for the face-to-face interview.
- Who will conduct reference checks and how will this information be shared.

5. Review the list of applicants and determine whom to interview

The superintendent (or designee) should screen all applicants. However, the superintendent should present all of the applications to the school council as well as those they deem the most qualified. From the applications, the school council should review all of the information and determine whom they wish to interview. These that are interviewed should be the candidates that most meet the identified criterion. It is best practice that one person make all of the contacts with the candidates. Most often this is the superintendent or school council vice chair.

6. Conduct interviews, evaluate candidates and make a selection

Conduct and interview all selected candidates. Ask each candidate all of the agreed upon questions in the same order. Ask any follow-up questions, if needed. At the end of the interview, provide the candidate time to ask questions and any other relevant information. Inform the candidate of the timeframe for selection and by whom or how they will be contacted.

Once all candidates have been interviewed, evaluate each candidate using the agreed upon process and criteria. Selection must be made by vote and in open session of a school council meeting.

Reflection....

With what you understand now, what will be the most challenging part of the principal selection process?

Establishing the Timeline

Setting the timeframe in which to complete the principal selection process will keep the school council focused. The dates that are put into your timeline will depend on the time of year that the principal selection process begins. Below is a list of sample events and activities to consider as you begin developing this timeline. Begin with the end in mind: When should this process be concluded?

1. Spring Break/Holiday(s)
2. Last Day of classes
3. Stakeholder surveys
4. Reference checks
5. State assessment window
6. First day of the new school year
7. Complete interviews
8. Develop criteria for an ideal candidate
9. Review candidate information
10. Other....

Our Tentative Timeline

Event or Activity	Anticipated Dates
Principal Selection Training	
Principal Selected	
Staff, family, community and media notification	

Developing Sound Principal Candidate Criteria

Developing a solid criterion to use to evaluate each principal candidate will assist the school council as they trim down the applications and supporting materials and selecting the candidates to interview. Beginning on the next page is an examples of criterion that a school council could use as they develop a guide during the principal selection process.

Sample

A good principal for our school:

- Believes all children can learn at high levels.
- Is committed to closing achievement gaps and ensuring proficiency for all students.
- Has an educational philosophy consistent with our school mission and Kentucky's education system.
- Believes in and understands developmentally appropriate instruction and continuous progress for all students.
- Understands the connection of school culture to student achievement.
- Believes in and will support adjusting instructional practices to meet various student-learning environments and also promote student empowerment, self-control, and self-discipline.
- Understands school-based decision making and will support the SBDM process.
- Welcomes input and will be a model of good communication among all the stakeholders of the school community: parents and families, students, teachers, administrators, and the community at large.
- Manages time effectively and efficiently, while keeping students and learning as the top priority.
- Handles all people with respect and dignity.

Education Professional Standards Board

The Education Professional Standards Board (EPSB) was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. EPSB is the standards and accreditation agency for Kentucky teachers and administrators and for programs of education at Kentucky colleges and universities.

EPSB is charged with several tasks including establishing standards of performance both for teachers and administrators. On the next page is a summary of the Dispositions, Dimensions, and Functions for School Leaders (based on the Kentucky Cohesive Leadership System Continuum for Principal Preparation and Development by the Educational Professional Standards Board, May 2008). The complete continuum is can be located on the EPSB Website (www.epsb.ky.gov).

Dispositions

The administrator believes in, values, and is committed to:

1. The educability of and life-long learning for everyone;
2. Student learning as the fundamental purpose of schooling;
3. Making management decisions to enhance learning and teaching;
4. Schools operating as an integral part of the larger community;
5. Bringing ethical principles to the decision making process for the common good of the community;
6. The importance of continual engagement with families, community stakeholders, and other decision makers;
7. Education as key to opportunity and social mobility;
8. Being an advocate for the protection of student rights and the improvement of student opportunities.

Dimensions and Functions for School Leaders

Dimension 1. Leading Teaching and Learning

Function: 1.1 Curriculum

Function: 1.2 Instruction and Learning Interventions

Dimension 2. Assessing the Instructional Program and Monitoring Student Performance

Function: 2.1 Assessment

Function: 2.2 Data Driven Decision-Making, Monitoring Student Learning and Ensuring Accountability

Dimension 3. Securing and Developing Staff

Function: 3.1 Staff Selection

Function: 3.2 Personnel Evaluation

Function: 3.3 Work Conditions and Environment

Function: 3.4 Professional Development (PD)

Dimension 4. Building Culture and Community

Function: 4.1 School Culture

Function: 4.2 Learning Communities for Students and Staff

Function 4.3 Professional Ethics

Dimension 5. Creating Organizational Structures and Operations

- Function: 5.1 Operational Vision and Mission
- Function: 5.2 School Improvement Planning and Implementation
- Function: 5.3 Functions and Procedures and Structures
- Function: 5.4 Legal Framework

Dimension 6. Leveraging Community Systems and Resources

- Function: 6.1 Family and Community
- Function 6.2 District
- Function 6.3 Policy Environment

As you begin developing your ideal principal criteria, start with your school's mission, vision and/or belief statements. How can these statements be incorporated into questions for principal candidates?

Our school's mission statement:
Our school's vision statement:
Our school's belief statement(s):

Possible question(s) for principal candidates:

Another driving force to consider when developing criteria is the school's academic classification and the information from the improvement plan's Needs Assessment. Review the most recent assessment data noted on your school's School Report Card. Complete the chart. What is the school's largest achievement gap? What is the school's priority need?

Overall Score	Percentile in KY	Classification	Rewards/Assistance Category

	Delivery Target	Actual Target	Target Met?
Combined Reading/Math Target			
College/Career Readiness (CCR)			
Graduation Rate			
Program Reviews			
Kindergarten Screener			

Which subgroups have large gaps (between delivery target and actual target)?

Based on the data reviewed, answer the following questions.....

What is the greatest need based on this data?
Looking at all our data, what is our school's largest achievement gap?
Possible question(s) for principal candidates:

Time to make a decision:

What questions do we need to ask each principal candidate? Have a volunteer write these down. *Sample questions are included in the appendix.* Who will be responsible for typing the questions and creating interview packets?

Gathering Information and Determining Whom to Interview

Once the school council has determined the criteria for a qualified and effective principal candidate and developed questions around that criteria, it is time to determine other information that will be gathered to provide additional information on the candidates. Types of information are noted on the table below:

METHOD	NOTES
In-Person Interviews	<u>What we can learn from in-person interviews</u> • Ability to connect with strangers • Presence/self-confidence • Credibility • Interpersonal communication skills • Ability to think under pressure • How candidate thinks about issues <u>Characteristics of good interview questions:</u> • The questions are worded as clearly and simply as they can be, given the subject about which you want to know. • All the criteria should be covered by the interview questions. • Questions do not "telegraph" the answer(s) you want. • The questions should include both forward-looking scenarios and those based on past experiences. • The questions are open-ended and require more than a "yes/no" answer. • A good "first" question is: "Tell us why you are interested in this position?" A good "last" question is: "What questions do you have for us?" • Questions are agreed upon in advance and are asked of all applicants in the same order and by the same person (when possible). • If you intend to ask "specialized" questions of any applicants, they should be agreed upon in advance and asked by the chairperson. "Specialized" questions generally involve something specific to that applicant (e.g., why they left a particular position after a short period of time, unusual experiences listed in resume). • If you intend to ask follow-up questions, hold them until the planned questions have been asked and limit them to questions to clarify previous answers. • Interview questions must be approved in open session.

METHOD	NOTES

Applications and Resumes	<u>What we can learn from applications and resumes</u>
	• Educational background
	• Writing ability
	• Potential problems to investigate
	  ○ Gaps in employment
	  ○ Positions held for a short time
	• Length of time in various jobs
	• Leadership roles in/out of jobs
	• Involvement in professional organizations

References	References offer valuable insight into candidates' past work experiences and offer information about strengths and limitations from a variety of perspectives.
Written Interviews	A written interview gives the school council the opportunity to see how well the applicant communicates in writing, including another opportunity to learn about their philosophy. This interview may be completed before the in-person interview.
Portfolios if have one	Many, if not most, applicants will have or will bring a portfolio with them to the interview. The school council will need to make a decision ahead of time about how the school council wants to handle portfolios.
Performance Events	Performance events may offer another view of the candidate's personality or philosophy. Ask each candidate to complete a performance event constructed to address a specific issue. A reasonable time frame is thirty (30) to sixty (60) minutes. Inform the applicant ahead of time that following the interview they may have a performance event to complete. Be sure to arrange access to a computer and any other tools needed, and be sure to specify to whom the applicant should give the results.

Time to make a decision:

What will we include as part of each candidates interview? Why?

Once the school council determines what to include as part of the interview of each principal candidate, the exact questions for the face-to-face interview need to be completed.

Time to make a decision:

Who will prepare the interview packets for the school council? (Interview packets include the application and other supporting documents, the interview questions, note taking materials, and other items as needed.)

When the school council is ready to discuss which applicant to interview, you may want to start prioritizing the applicants on how well they meet the criteria. Don't make this into a mathematical formula; however, a Plus/Minus format is a way for each school council member to explain the strengths and limitations they perceive.

Determining which candidates the school council will interview is the goal of the discussion. Using consensus decision-making to come to an agreement on which applicants to interview will build strong support for the final decision.

Time to make a decision....

Who would we like to interview?

Notes for the Chairperson (Preparing for the Interviews)

In preparing for the interviews, ensure that each principal candidate knows where to come (e.g., the school's front office, the board of education office). Reserve a private space where each member of the school council can be seated in reasonable comfort. Make sure someone is on hand at the door to greet each candidate.

School council members should arrive at least 15 minutes before the interview to review who will handle introductions, who will ask the questions, how to handle follow-up questions, and what (if any) questions should be specifically be directed to an candidate.

As a reminder, interviews are to be conducted in closed session of a school council meeting. School councils should announce the interview period as a special meeting of the school council, convene as usually, and then go into closed session to hold the actual interview.

Conduct and interview all selected candidates in closed session. Ask each candidate all of the agreed upon questions in the same order. Ask any follow-up questions, if needed. At the end of the interview, provide the candidate time to ask questions and provide any other relevant information. Inform the candidate of the timeframe for selection and by whom or how they will be contacted.

Immediately after each candidate interview, the school council should remain in closed session to discuss the candidate. This is an important time to consider the principal criteria and how the application measured up with the criterion. This is another time to add to the Plus/Minus.

Once all candidates have been interviewed, evaluate the candidates using the agreed upon process and criteria in closed session. Discuss each candidate's strengths and limitations.

The school council statute requires that candidates be selected by vote. The school council must return to open session to cast its vote for the new principal. This vote must be recorded in the school council minutes.

Once a selection has been made, the superintendent should call the candidate and offer the position. If the chosen candidate does not accept the position the school council will need to either review the remaining candidates and select another or begin the principal selection process again.

It is best practice to contact all interviewed candidates once a selection has been made and accepted. Notify all applicants not chosen for an interview by letter that a selection has been made and thank them for their interest in the district.

FAQs on Requesting an Interim Principal

1. **When would a school want an interim principal?**

   Interim principals can be helpful when there is a vacancy at an awkward point during a school year such as in the following three common situations:

   - When a principal leaves suddenly during the school year.
   - When the principal leaves suddenly at the end of the school year and key summer tasks need to be completed before a new principal is named (e.g., consultation on vacancies, budget and purchasing).
   - When the principal announces a resignation or retirement late in the fall or after Christmas holiday to where a strong candidate may not be available and the school council prefers to wait until the spring to seek a permanent principal.

2. **Who selects the interim principal?**

   The district's central office can select anyone with the appropriate certification to serve as interim principal.

3. **Can the interim principal be a candidate for the principal vacancy?**

   Yes, they can; however, it may provide an unfair advantage to other candidates.

4. **Can the interim principal take part in the selection of the new principal?**

   No, the superintendent or his/her designee holds the role of chair of the school council during the principal selection process.

Appendix A: Sample Interview Questions

Below are sample questions that can be asked of principal candidates. These questions are not exemplars, but a place to begin. A best practice is to have 8-10 questions that reflect the criteria developed for the school.

KENTUCKY GOALS

1. How would you explain the phrase "All kids can learn at high levels?"
2. What is the most important thing for a school to do to reach proficiency?
3. Describe your experience in closing achievement gaps.
4. What does it mean for a student to be college or career ready?

MISSION AND VISION

1. As an administrator, what do you see as your primary mission?
2. Upon what basis do you believe school priorities should be established?
3. What would be your first priority in this position?
4. What are the most important characteristics of an effective school?
5. What are the three most important goals you would want to reach in our school? Why?

CONFLICT RESOLUTION

1. Give two or three examples of strategies you have for dealing with conflict resolution.
2. How do you resolve conflict between staff members? Between students and staff?
3. How would you go about trying to resolve a dispute between opposing factions within a school?
4. If your views on curriculum differed from those of the rest of the school council, how would you resolve those differences?
5. How do you resolve parental complaints when you know the teacher is in error?
6. Tell us how you would handle the following situation: An irate parent barges into your office and yells at you about the school council's extra-curricular policy.

LEADERSHIP

1. What do you see as the major role of the principal?
2. What do you consider to be your major strengths as an administrator?
3. What do you see as the first step in initiating successful change?
4. How would you encourage a teacher who is discouraged? A student? A parent?
5. How will you motivate teachers so they will want to try new ideas?
6. What role do you see for the principal in school-based decision making?
7. What skills as a chairperson/facilitator do you bring to the school council?
8. How will you maintain staff morale when "the pressure is on" in a high-stakes accountability environment?

TEAMWORK

1. Give your definition of collaboration.
2. How would you develop the team concept with your staff? With the community?
3. How will you work with the school counselor (or assistant principal) to improve student and staff relationships?
4. What specific steps would you take to build rapport with staff?
5. What is the principal's role in assisting teachers in team planning and teaching?

PROFESSIONAL DEVELOPMENT

1. Share a model professional development experience that you have had and explain why it is a "model."
2. If you want to bring about change in a school, how would you use professional development to help the change process?
3. What professional qualities would you particularly encourage in your staff?
4. How have you encouraged professional development in staffs you have worked with in the past?
5. How would you help an inexperienced teacher become more effective in the classroom?

JUDGMENT

1. Upon what criteria would you base your assessment of a teacher?
2. On what basis do you judge your success as a principal?
3. How do you ensure that you make fair decisions?

CURRICULUM AND INSTRUCTION

1. What do you consider to be examples of appropriate instructional practices?
2. What instructional strategies would you want new teachers to be sure to employ? How would you ensure this?
3. Describe an effective classroom.
4. How have you demonstrated your belief that all students can learn at high levels?
5. Explain your philosophy on educating students.
6. Give one example of how you have carried out your education philosophy in your role as principal (if applicable).
7. What evidence would you expect to see if a teacher is utilizing developmentally appropriate instruction?
8. What teaching techniques have you found to be most effective in helping all students learn at high levels?

DISCIPLINE

1. What is your philosophy of discipline?
2. What connection do you see between the school safety plan and the school's discipline policy?
3. How would you explain the connection between safe and orderly schools and student achievement?
4. What discipline plan or procedures have you used effectively in previous positions?
5. What student outcomes do you expect from a school's discipline plan?
6. Share your method of dealing with a student who is continually disruptive in class?
7. Tell us how you would handle the following situation: A student is sent to your office because ~~she has forgotten her homework for the fifth day in a row.~~

SCHOOL-BASED DECISION MAKING

1. Describe your personal decision making process.
2. How do you see your role in working with the SBDM council?
3. What provisions will you make to ensure staff and parent involvement with the SBDM council?
4. What method of communication do you feel is most effective in keeping the staff/community informed of school council decisions?
5. What do you see as the main focus of any SBDM council?
6. How do you help keep the school council focused on doing what is best for improving student achievement?

CULTURE

1. Explain why you think a positive school culture is important.
2. As the principal, how could you create a culture of academic excellence in a school? How have you done that in previous jobs?
3. In what ways would you encourage students who are not working up to their potentials? - already asked
4. What role do you see the Family Resource/Youth Services Center playing for students in this school? - might get cut
5. How do you, as a principal, promote good race relationships?
6. Describe how you would go about establishing positive relations with the school community?
7. How would you involve parents more in students' education?

Tell us why you want this job!

Appendix B: Sample Writing and/or Performance Events

Performance events or writing samples can provide insight into the thoughts and experiences of a principal candidate. Below are some examples of performance events/writing samples that could be used to evaluate candidates; however, if the school is going through a particular issue, this also can be formed into a question to illicit responses from the candidates.

1. This is a copy of our current school improvement plan (CSIP). Identify three (3) challenges that our school will face in implementing this plan. For each challenge, share some ways you could help us succeed.
2. Two African-American parents make an appointment to discuss concerns about the school. They feel that teachers do not expect as much of minority students, and that this is a prime reason that African-American students are not doing as well as white students in the school. Proficiency scores are in fact lower for minority students at the school; however, causes are not known. The parents tell you that they hope that you, as the new principal, will turn the situation around. List steps you will take to address this issue.
3. School culture is a vital part of a successful school. What three (3) elements of school culture do you think are most important and how would you promote and strengthen those elements in our school?
4. Research states the importance of instructional leadership. What does instructional leadership mean to you? Share an experience that demonstrates your instructional leadership ability. How would you help develop teacher, family, and student leaders who also are focused on student achievement?
5. Give examples of how you have used student assessment data and analysis of student work to improve instruction. How would you help our staff use data to improve instruction on a regular basis?

Give interviewee a packet with notepad pen & questions

Their folder needs to be a different color.

Appendix C: Plus/Minus Chart

Candidate: _____

