

# Community Panel and Principal Selection Process SY2018-2019

Maury ES– May 2018



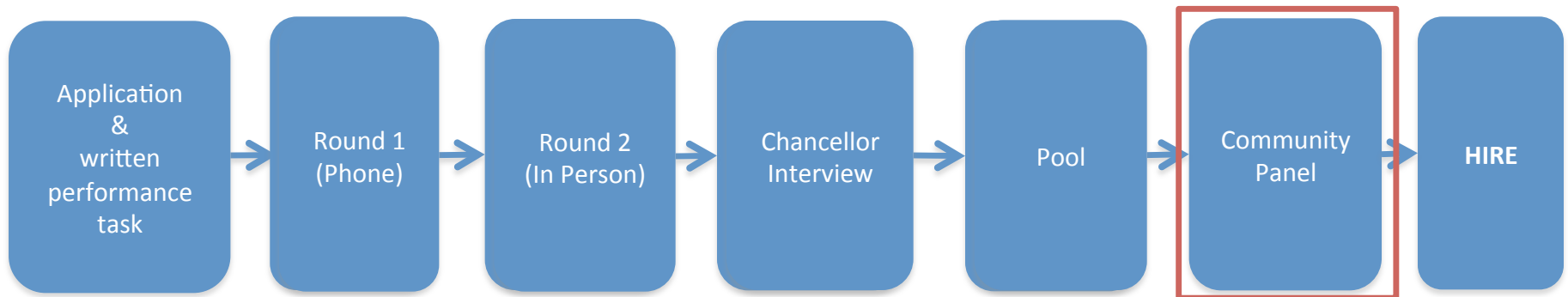
# Overview of Principal Selection Process

The School Panel & Principal Selection Process was developed based on Title 5 of the District of Columbia Municipal Regulations, Chapter 5, Sections 517-520.

## Background Process for Each Principal Candidate

Before the community panel interviews, a candidate:

- 1) submitted a resume, information on their education, experience licensure, and written submissions;
- 2) interviewed with current DCPS principals and multiple DCPS senior leaders (Rounds 1 & 2 below);
- 3) completed reference and background checks,
- 4) interviewed with the Chancellor;
- 5) was placed in a pool of eligible candidates; and,
- 6) was chosen from the pool to interview.



## First, where do we look

- DCPS Talent
- Posting on social media
- Collaborating with schools of education alumni associations
- Collaborating and advertising with associations (NASSP, NAESP, ASCD, School Leaders 2.0, TFA Alumni, Ed Week, etc.)
- Networking with experienced DCPS principals and leaders across the country



# What are we looking for?

## ***The foundation of assessment***

- The Leadership Framework (LF) is comprised of the criteria DCPS believes is essential to effective, school-based leadership.
- The LF drives the hiring, evaluation, and development of all principals and assistant principals at DCPS.
- Candidates are assessed on each section of the LF multiple times throughout the process.



## **Process assesses:**

- **Instruction:** Establishes a shared vision and goals for student achievement and uses a deep knowledge of curriculum, instruction, and assessment to achieve the school's vision and goals
- **Talent:** Ability to manage and inspire adults
- **Personal Leadership:** Can endure through challenges and always seeks to learn from missteps
- **Family & Community:** Ability to leverage meaningful engagements with families / communities to drive student success
- **Operations:** Can establish effective systems to ensure student learning is maximized
- **School Culture:** Strategy and vision to ensure that students from all backgrounds and at all achievement levels have the opportunity to thrive

# Panel Process

## Form Panel:

### Early April to Early May

- Parents
- Faculty
- Community members

### Panel Interviews: Mid May to Early June

- Facilitated by HR
- Results in feedback to Chancellor

### Panel Prep: Mid April to Mid May

- Gather input
- Create questions

### Decision & Communication: Early June

- Chancellor appointment decision
- Offer extended
- All appointments shared



New  
Principal  
Appointed

## Who is on the panel?

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The panel is comprised of **13-14 members** essential to the school community.

## Who is on the panel?

Member Category	Description
LSAT Chair/Representative	This is the LSAT Chair (for current school year) and he/she is automatically assigned to this panel. In the event that the school does not have an LSAT, then the voting constituents of the LSAT will vote for a person to be placed on the panel.
PTA / HSA President/ Representative	This is the PTA/HSA President (for current school year) and he/she is automatically assigned to this panel. In the event that the school does not have a PTA/HSA, then the voting constituents of the PTA/HSA will vote for a person to be placed on the panel.
Building Union Rep.	This person is automatically assigned to this panel. (In cases in which a new building representative has been elected for the coming school year, it is the building representative at the time of the vacancy who serves.)
Teachers (4)	The four(ET-15 or EG-09) teachers are elected by the other teachers and should be across a various grade levels.
Support Staff	If a support staff person is on the LSAT, then he/she is automatically on this panel. If a support staff member is not on the LSAT, then the support staff will elect one support staff member to the panel.
Parents (3)	Three parents are elected by other parents at that school and should represent a range of classrooms and represent the diversity of the campus. If there is no active PTA or group of parents at the meeting, the parents will be appointed using the following guidelines: <ul style="list-style-type: none"> <li>-The current principal will appoint one parent to the panel (<i>in resignation/retirement cases only; in other cases the instructional superintendent will appoint one parent</i>)</li> <li>-The LSAT will appoint one parent to the panel</li> <li>-The personnel committee (which selects teachers) will appoint one parent to the panel.</li> </ul>
Community Members (2)	One of the community members will be elected by the staff and the second community member will be elected by the parents.
Parents from Feeder Schools (2)	(Optional) If interested, the PTA/HAS at the feeder schools to the school with the principal vacancy may each elect one representative to participate on the panel.

**Please Note: School Assistant Principals cannot participate as panel members**

## How does the panel come together?

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### Parents select...

- Parent members
- Alternate \*
- Community member

### Staff select...

- Teacher and support staff members
- Alternate \*
- Community member

### Automatic appointees

- LSAT Chair
- PTA President
- Building Union Representative

*\* Alternates can be present for the interviews as non-voting members*



# Roster Submission

- A final roster of panel members will be submitted to HR so that they can send panel members all logistical information for their panel day.

*\*DCPS reserves the right to make adjustments as needed to ensure all panel materials represent the diversity of the campus.*

<b>School Name:</b>			
<b>Supt Name:</b>			
Role	Name (First and Last)/ Current Role	E-mail	Phone Number
LSAT Chair			
PTS/HSA President			
WTU Building Rep.			
Teacher			
Teacher			
Teacher			
Teacher			
Support Staff			
Parent			
Parent			
Parent			
Community Member			
Community Member			
Optional Secondary (Student/Feeder Parent)			

<b>Alternates</b>			
Role	Name (First and Last)	E-mail	Phone Number
Teacher			
Support Staff			
Parent			
Community Member			

Panel can be up to 14 people aligned to the specific roles specified above.

## Panel Selection Practices

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- The Campus Community Panel Point of Contact will be designated for the campus.
- This person along with the Superintendent will:
  - Help ensure that all groups (parents, teachers, staff, community members) receive necessary information,
  - Check-in to make sure panel members are being identified and compile a final roster of panel members,
  - Compile the final list of panel questions created by the campus, and
  - Communicate with the campus Instructional Superintendent and HR.

## Questions for the Principal Candidates

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DCPS Human Resources and Instructional Superintendents have standard questions that can be used for the actual principal interviews. Schools are also encouraged to design their own.

- Each panel interview will be approximately 1 hour (with 5 minutes for opening, 45 minutes for pre-determined questions and 10 minutes for follow-up questions). This time is consistent for all candidates.
- There should be 6-8 questions.
- The questions should cover the different topics upon which the candidates will be rated: **Instruction, Talent, Personal Leadership, Family & Community, Operations and School Culture.**

# Question Development

## Instruction:

- Special Education, Academically Talented, and ESOL students have different needs. Describe strategies you use for these learners to find success in school.
- How do you plan to improve instruction and elevate test scores?
- NCLB legislation requires that all student subgroups reach proficiency in reading and in math. Specifically how will you address this challenge as a principal for each subgroup?
- What strategies will you implement in your school to foster differentiated instruction?
- As a principal, how will you make certain that you have organized for instructional success? At what point will you determine any level of success? How will you make changes in your instructional plan?
- What educational trends/practices do you think are critical to your success in a school? What leads you to these particular practices?
- Your school has the option of using a pre-packaged curriculum that for the past two years has shown marked improvement in test scores and literacy rates amongst students in your district. The program requires faculty to use specific instructional methods and deviation from the program is strongly discouraged. How would you decide whether or not to use the program? What if the staff differs from your opinion?
- What strategies will you use to increase classroom effectiveness?

## Talent:

- How can you, as a new principal, develop strong interpersonal and communication skills?
- How do you plan to promote positive staff morale and cohesiveness and shared goals at this new school?
- Good communication with all segments of the community, being firm but fair, being accessible, and having no "favorites" in the work place are qualities of a professional school-based leader. Tell this panel why you are this kind of leader and how you would demonstrate these qualities as a principal.
- What communication systems have you found to be effective in previous positions? Tell about a time when poor communication derailed an otherwise solid plan/activity.

## School Culture:

- Diagnosing and meeting the needs of each student is critical to the success of any school. Specifically,

The campus point of contact will submit their final 6-8 questions to the School Leader Recruitment & Selection Team

Questions will be consistent across all candidates on the day of the panel

## Approaches to Panel Preparation

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- Survey school community
  - Send out a survey to hear from community their focus areas for a new leader.
  - Wilson SHS
- Meeting facilitated by superintendent
  - Panel can work to draft questions around 6 focus areas as a group.
  - Bunker Hill ES
- Offsite retreat
  - Panel can work offsite to draft questions and align themselves on what their needs are.
  - Janney ES

## What To Expect On The Panel Day

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## Arc Of The Conversation

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Community Panel Discussion <i>(60 minutes per candidate)</i>	
5 min	Campus Introduction (2.5 min) Candidate Introduction (2.5 min)
45 min	6-8 Pre-Determined Panel Questions
5 min	Panel Follow-Up Question
5 min	Candidate Follow-Up Question

# Arc Of The Conversation

Community Panel Discussion <i>(60 minutes per candidate)</i>	
5 min	Campus Introduction (2.5 min)
	Candidate Introduction (2.5 min)
45 min	6-8 Pre-Determined Panel Questions
5 min	Panel Follow-Up Question
5 min	Candidate Follow-Up Question

- Campus introductions are created prior to the beginning of the panel and are consistent across all candidates.
- They can be done in a video format, a testimonial about the campus, or include handouts. The format and content of the introduction is determined by the panel.



## Arc Of The Conversation

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- Each candidate will be asked the same questions on the day of the panel in order to ensure consistency.

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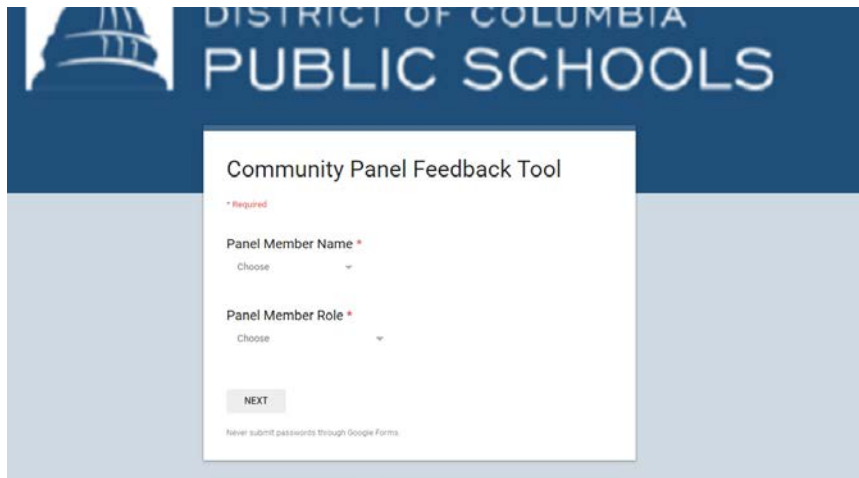
- The panel will have a few minutes to develop a follow-up question for each candidate. This question does not need to be consistent across candidates and can dig into areas where the panel felt like they wanted to know more.

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5 min	Candidate Follow-Up Question

- While the panel is developing their question, the candidate will also have time to develop a question for the campus. After the panel asks their follow-up question, the candidate will have an opportunity to ask the panel a question.

## Community Panel Feedback



The screenshot shows a web form titled "Community Panel Feedback Tool" set against a background with the DCPS logo and the text "DISTRICT OF COLUMBIA PUBLIC SCHOOLS". The form contains two required fields: "Panel Member Name" and "Panel Member Role", each with a "Choose" dropdown menu. A "NEXT" button is located at the bottom of the form. A small note at the bottom of the form reads "Never submit passwords through Google Forms".

Online Individual Feedback Tool



Group Verbal Debrief

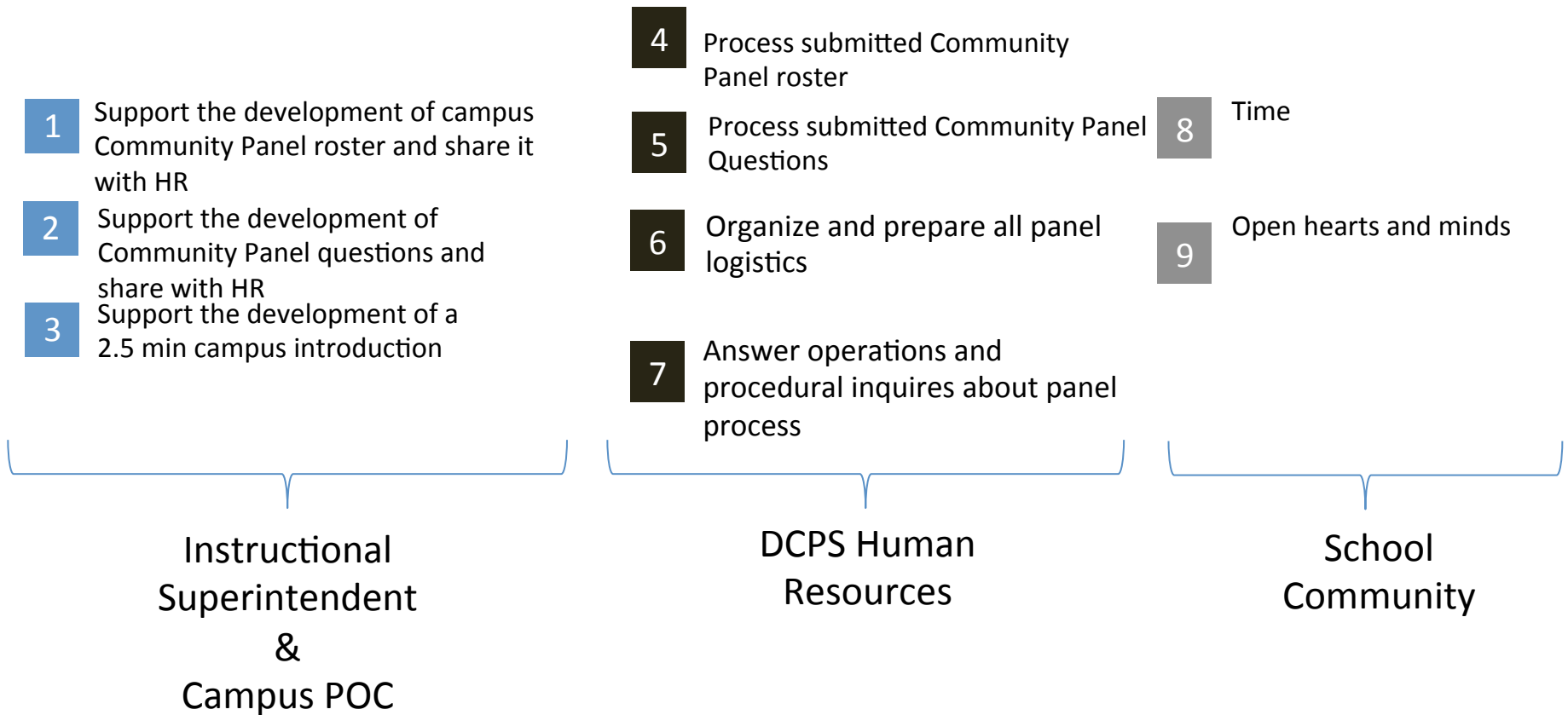
- A combination of private, individual feedback and group verbal feedback is used in order to ensure all panel voices are heard and represented.
  - Online feedback is collected through a survey after each candidate and the group verbal debrief occurs after all candidates have been interviewed.
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## Other things to know...

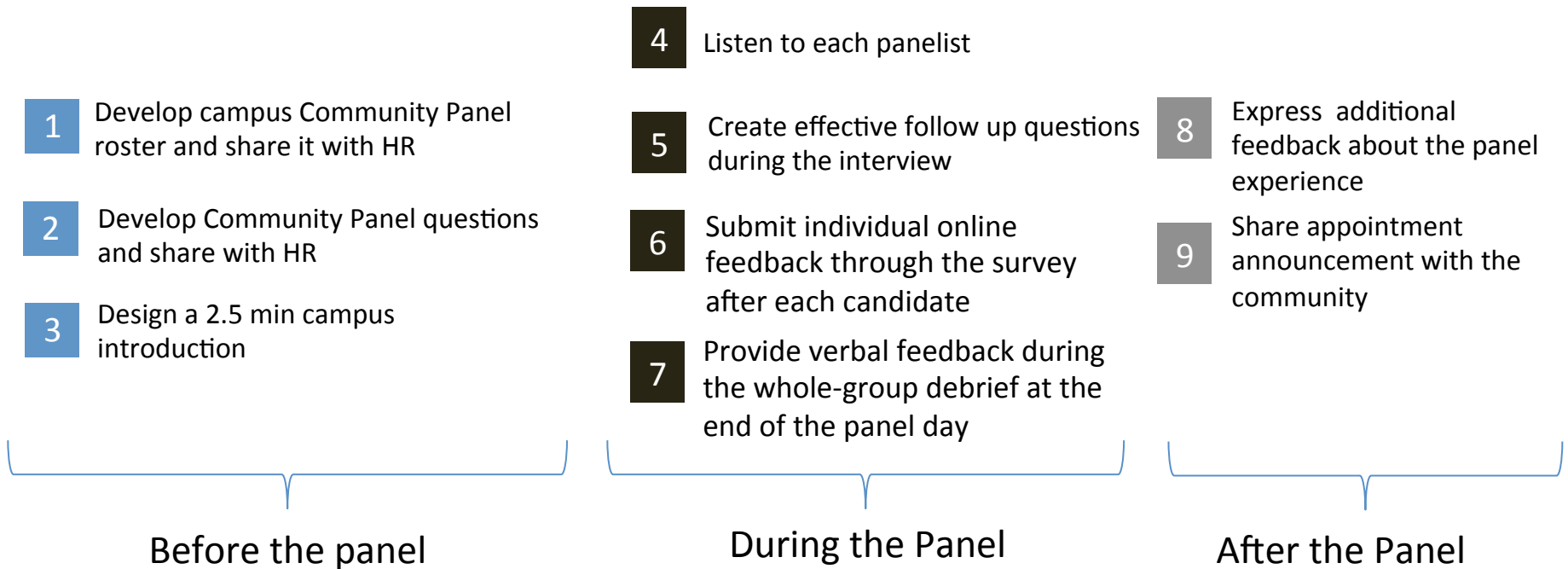
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- HR team will manage the flow of the day and ensure each candidate is given equal opportunity to address the panel's questions.
- On the morning of the interviews, panelists will receive the resume as well as print outs of the questions and the feedback sharing tool to capture feedback.
- On-time arrival the day of the panel is important to ensure that panelists are able to participate.
- A survey will be sent out to panelists in the days after the panel in order to collect feedback on the panel experience.

# Our Call to Action



# School Community Call to Action



## Looking Ahead: Maury Principal Panel Timeline

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<b>Community Info Session:</b>	<b>May 7<sup>th</sup></b>
Roster Due:	May 18 <sup>th</sup>
Panel Prep/Question Development	May 18 <sup>th</sup> – May 25 <sup>th</sup>
Questions Due:	May 25 <sup>th</sup>
Panel Date:	Week of May 28 <sup>th</sup>



## Contact information

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- Instructional Superintendent  
Janice Harris- [janice.harris2@dc.gov](mailto:janice.harris2@dc.gov)
- Campus POC  
Maury Assistant Principal- Taeneress Griffin  
[taeneress.griffin@dc.gov](mailto:taeneress.griffin@dc.gov)
- Human Resources, Director -SLRS  
Niamah Dolly - [niamah.dolly@dc.gov](mailto:niamah.dolly@dc.gov)