Principal Selection Process

Riverwood Governance Council
3/12/13
# Principal Selection Process - Overview

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>Post Job</td>
<td>Create School Profile</td>
</tr>
<tr>
<td>Screen Applicants</td>
<td>1st Round Interview “Principal Fit”</td>
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<tr>
<td>2nd Round Interviews “School Fit”</td>
<td>Final Interview “FCS Fit”</td>
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<tr>
<td>Board Approval</td>
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## WHAT
- Job posting
- Application submitted
- Survey about school
- Focus Groups at School
- Application
- AdminFIT Assessment
- Written essays
- Recommendation
- Phone interview
- Behavioral interview
- Performance assessment (presentations, modeling)
- Behavioral interview
- 90 day presentation based on school profile
- 2-3 candidates
- Interview final candidate
- Recommend candidate for hire
- Approve candidate

## WHO
- Human Resources
- Applicant
- Area Superintendent and School community
- Applitrack
- Human Resources
- Area Superintendent and staff
- Human Resources
- School (staff and student) and community representatives
- Area Superintendent
- Human Resources
- Superintendent
- Board
Charter requirements met

• 2 parents
• 2 teachers
• REQUEST that no direct appointment be made
Principal Competencies

- **Drives Value for the Customer**
  - Keeps abreast of all customers’ needs and important trends to ensure that all FCS’s activities drive services/solutions that meet customers’ (internal and external) perspectives and needs.

- **Encourages Innovation**
  - Fosters innovation and risk taking by modeling and championing new ideas and initiatives that deliver increased customer value.

- **Models Openness and Integrity**
  - Earns other’s trust by demonstrating open, candid, honest communication and behaving consistently with moral, ethical, and organizational guidelines.

- **Understands and Navigates Political Environment**
  - Actively learns how the organization and external environment works and can proactively navigate complex political situations to create more productive reactions and results.

- **Pursues and Passes on Learning**
  - Conveys and demonstrates a clear commitment to continuously learning and developing professionally.

- **Drives for Excellence**
  - Delivers what is best for all customers by setting high standards of accomplishment and commitment for self, team and FCS.

- **Establishes Strategic Direction**
  - Makes decisions and commits to strategic priorities that create sustainable benefits for FCS and support the mission and values.

- **Leads Through Vision and Values**
  - Delivers clear and meaningful communications about FCS’s vision and values to drive aligned decision making and actions.
A total of 176 participants completed the Riverwood HS Principal Survey. 72.7% of the participants were parents and 19.9% were teachers.
Participants identified **High Expectations** as the Number 1 quality the new leader must possess. These qualities link directly to our Leadership Essentials.

1. **High Expectations** links to **Drives for Excellence**
2. **Trustworthy** links to **Models Openness and Integrity**
3. **Strategic Planning** links to **Establishes Strategic Direction**
4. **Effective Communication** links to **Leads through Vision and Values**
2. The statements below are qualities of good leaders. Please rank these qualities in order of importance with 1 being the most important and 8 being the least important (each ranking can only be used once).

<table>
<thead>
<tr>
<th>Rank</th>
<th>Statement</th>
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<tbody>
<tr>
<td>1</td>
<td>Customer Service: ensures that all school activities, services and solutions meet student, parent, teacher and staff needs.</td>
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<tr>
<td>2</td>
<td>High Expectations: sets high expectations for self, teachers, staff and students.</td>
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<td>3</td>
<td>Creative: encourages creativity and new ideas to increase value for students, parents, teachers and staff.</td>
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<td>4</td>
<td>Trustworthy: earns trust by having open and honest conversations.</td>
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<td>5</td>
<td>Professional Development: demonstrates a clear commitment to ensuring all teachers have support to improve each year.</td>
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<td>6</td>
<td>Strategic Planning: develops a plan with a vision and goals to improve the school.</td>
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<td>7</td>
<td>Effective Communication: delivers clear and meaningful communication about the district's and the school's vision, values and plans.</td>
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<td>8</td>
<td>Political: understands how the district and community works and is able to get things done.</td>
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answered question: 174
skipped question: 2
Key themes a new principal should understand about Riverwood:

1. Diverse Student Population
2. Overcrowding Issues
3. Involved Parental Group
4. Faculty Support
5. High Academic Expectations
Riverwood has a diverse population and community...

“Cultural diversity awareness and how to work with diverse groups appropriately & accordingly”

“Depth of socio-economic-educational school diversity and associated parental expectation”

“RICS has a very diverse student population. It is one of the essential elements that make it a unique learning environment. We must continue to embrace and respect the diversity. Remember parents are not always bilingual. Make sure that information is accessible to parent stakeholders”

“The diversity of our student population and how to meet the needs of ALL students who go here”

“The community would like to see someone who embraces diversity, not just cultural and racial, but learning style diversity”

“This person needs to understanding and be able to lead the extreme diversity in students from academic to cultural to economic”
Overcrowding is an issue...

“Overcrowding and the need to build a plan for expansion that can be executed quickly”

“Future student growth, how to handle it and deal with current overpopulation issues”

“The extreme overcrowding issues facing our students and teachers- academics, hall safety, lunchroom”

“Overcrowded and need to address it in a thoughtful way to ensure an optimum learning environment”

“no one knows what the 2-5 yr plan is for overcrowding”
Riverwood has strong parental involvement who want good communication...

“Be an effective communicator with students, teachers, parents, and community”

“Parent community wants to be very involved and communicate directly with principal. Parents are frustrated with bureaucratic chain of command last hire put in place”

“Communicate honestly and effectively with students, teachers and parents alike, allowing open and honest exchange and input from appropriate sources”

“The parent based is very involved. Two way communication is a must”

“We are a community of supporter so communication is expected. We have been receiving lots of communication”
The need for Faculty Support was emphasized...

“Our Faculty and Staff need to know they are valued so they can begin to see themselves a part of a team once again”

“Teachers and staff deserve stability and encouragement from a principal”

“Get to know the faculty and staff. Be personable and get to know what makes them tick so you can best serve them on a school and district level. Be an advocate for their students and staff”

“Most of the faculty and staff are effective educators and superb at what they do. We deserve to be treated with respect”

“Be able to foster a feeling of community between the administration, the teachers & staff, the students, and the community”
Focus on IB program is important and High Academic Expectations are needed...

“Knowledge about & willingness to improve & grow the IB Diploma Program”

“IB is an exceptional program there. But that serves a small % of the population the rest of the kids need to be pushed as well”

“What sets Riverwood apart has been its diversity of students, its world view focus and the IB program. These initiatives need to continue”

“Need to understand how important and special the IB program is especially in light of it is the only program of its kind in Fulton County”

“High academic expectations with am emphasis on critical thinking”