

School Improvement Team Meeting – Principal Selection

6:01 – Meeting begins, facilitated by Alisa McLean

Two interim principals (Rick Weber and Rodney Nelson)

- ➔ How will that work? McLean meeting with them next week.
- ➔ Dr. Chisnall's last day is October 30th

SIT Team's Role in Principal Selection

- ➔ The SIT develops the selection committee
- ➔ Provide input on characteristics/traits important for the Job Description
- ➔ Focus on consistency and longevity
- ➔ SIT will be focused on selection of the faculty members of the committee and the community member
- ➔ Superintendent reserves right to place someone on the committee if diversity has not been accounted for in the election
- ➔ Last time, 20 applicants received; goal is 30-40
- ➔ Selection Committee Makeup
 - 4 certified staff (licensed) ➔ Can we move it up to 4? If we add 1 to certified, we might consider adding 1 to another category
 - 2 classroom enhancement personnel (licensed but not a classroom teacher)
 - 1 classified individual
 - 2 parents
 - 1 community member ➔ How will this person be selected? **Last time, SIT brainstormed members and asked them if they would be interested and SIT voted on them and appointed the winning member**
 - Would a staff member like to participate in outreach with PTSA?
 - Students may not sit on the interview committee but they can be involved in the creation of questions ➔ Survey?
- ➔ Should we add another certified member? ➔ What is the proportion of certified and classified staff? Important to have a good representation from different departments. Should we increase the certified staff AND the classroom enhancement personnel? How can we ensure that diversity is maintained, in terms of community and parent representatives? It is more important to open a pathway for communication, rather than worrying about the numbers for the committee.
- ➔ Selection Committee Makeup solidified by vote (see above)
- ➔ Principal selection interview process:
 - Everyone gets the same, scripted questions
 - ****Could we have them bring a reflection assignment with them to add more context to the interview?***
 - **Importance of situational questions (scenarios)**
 - How many applicants will be interviewed? ➔ Try to get the interviews done in one day (last time, it took two rounds)
 - Two names will be sent to Dr. L'Homme
 - Importance to not rush the process
- ➔ How should the number of years of experience be handled? We will not emphasize years of experience in the qualifications. Instead, we will emphasize those qualifications and more teaching experience after the applications have been received.
- ➔ Qualifications:
 - Must hold or be eligible to hold administrative licensure in North Carolina. Must have at least 3 years of experience as a school administrator that demonstrates the required knowledge, skills and abilities.
- ➔ Knowledge, Skills, and Abilities

- Changes:
 - Ability to serve as the strong instructional leader and lead the school in fully implementing college and career ready standards
 - Students, staff, community, and business partners
 - Ability to analyze, interpret, and utilize data for school improvement in collaboration with stakeholders
 - Remove: “able to make decisions and manage time well.”
 - Remove: “skilled in supporting, evaluating and improving teachers’ performance”
 - Ability to support the mentorship of beginning teachers
 - Ability to manage and monitor fiscal resources and ensure ethical budgetary practices
 - Ability to create and foster an atmosphere of trust and mutual respect
 - Ability to relate well to diverse groups of people
 - Ability to create a long-term vision with stakeholders to ensure that all students succeed

➔ Job Description

- Emphasis on investment and demonstrated commitment to the Durham community
- Emphasis on depth of investment vs. breadth of experience ➔ particularly in the high school setting

➔ Ms. Bailey to send an updated version of the job description to be collaborated upon by the SIT

➔ Job posting will be finalized next Monday, October 3rd.

8:10 ➔ Meeting adjourned.