U C L A
SMP
School Management Program

PALISADES CHARTER HIGH SCHOOL
FACULTY STAKEHOLDER MEETING

Agenda for Tuesday, March 23, 2010

8:00 a.m.   **Welcome, Purpose, Norms for the Day***

Reflection and Structured Conversation
What have been the obstacles preventing caring, thoughtful, people from selecting effectively for the long haul in previous leadership selection processes?

Telling Our Highpoint Leadership Stories

Break and Gallery Walk

Getting Specific
- *Self-organization*
- *Current Job Descriptions*
- *California Professional Standards for Educational Leaders*

Leadership Effectiveness Indicators

Next Steps

11:30 p.m.   **Three Minute Essay and Adjourn**

The purpose of today's meeting is to provide focused time and process for the faculty of Palisades Charter High School to develop and share their input toward:
- Defining what Palisades Charter High School needs from it's executive leaders;
- Aligning leadership roles with those needs; and,
- Developing an effective selection process to choose future leaders.

While input will be sought from classified staff, students, parents and community members, the governing board of Palisades Charter High School is aware that the voice of faculty must be clearly heard for the leadership selection process to yield a satisfying and effective result.

We will be absent from the meting this morning to encourage open dialogue.

Amy Dresser Held,
Executive Director

Marcia Haskin,
Interim Principal

PALISADES CHARTER HIGH SCHOOL

Recommended Meeting Norms

- Listen to understand

- Make space for all voices

- Presume positive intention, and suspend judgment

- Say it now

- Invite different perspectives

- Be open to new ideas

Self-Organization: The Irresistible Future of Organizing
Condensed from the article by Margaret J. Wheatley and Myron Kellner-Rogers

Meg Wheatley and Myron Kellner-Rogers are co-authors of A Simpler Way *(Berrett-Koehler, September 1996) and partners in the consulting firm of Kellner-Rogers & Wheatley, Inc. Together they also lead the work of The Berkana Institute, a non-profit educational and research foundation seeking new organizational forms. Meg is the author of the award-winning best-seller,* Leadership and the New Science.

It is time to change the way we think about organizations. Organizations are living systems. All living systems have the capacity to self-organize, to sustain themselves and move toward greater complexity and order as needed. . . . They organize themselves into adaptive patterns and structures without any externally imposed plan or direction.

A . . . description of self-organization is found in a new term that describes organizations as "communities of practice." These "communities" are webs of connections woven by people to get their work done. . . .the Worldwide Web is probably the most potent and visible example of a self-organizing network forming around interests, the availability of information, and unbounded access to one another.

Self-organization offers hope for a simpler and more effective way to accomplish work. It challenges the most fundamental assumptions about how organization happens and the role of leaders. . . . We have lived our entire lives in a self-organizing world. We watch self-organization on TV in the first hours after any disaster. People and resources organize without planning into coordinated, purposeful activity. Leaders emerge and recede based on who is available and who has information. . . .These self-organized efforts create effective responses long before official relief agencies can even make it to the scene.
. . . self-organization is not a new phenomenon. It has been difficult to observe because we weren't interested in observing it. But as we describe organizations as living systems rather than as machines, self-organization becomes a primary concept, easily visible.

Three Conditions of Self-Organizing Organizations: Organizations assume different forms, but they emerge from fundamentally similar conditions. A self gets organized. A world of shared meaning develops. Networks of relationships take form. Information is noticed, interpreted, transformed. . . . We have identified these essentials as three primary domains: identity, information, and relationships.

Identity—The sense-making capacity of the organization: . . . We all interpret events and data according to who we think we are. We never simply "know" the world; we create worlds based on the meaning we invest in the information we choose to notice. Thus, everything we know is determined by who we think we are.

As we create perceptions of the world, we primarily use information that is *already in us* to make sense of something new. Biologist Francisco Varela explains that more than 80 percent of the information we use to create visual perceptions of the world comes from information already *inside* the brain. Less than 20 percent of the information we use to create a perception is external to the brain. Information from the outside only perturbs a system; it never functions as objective instructions. Varela describes this in an important maxim: "You can never direct a living system. You can only disturb it.". . . A system will be disturbed by information based on what's going on inside the organization-how the

organization understands itself at that moment. This maxim also explains why organizations are never changed by assembling a new set of plans, by implementation directives or by organizational restructurings.

. . . The self the organization references includes its vision, mission and values. But there is more. An organization's identity includes current interpretations of its history, present decisions and activities, and its sense of its future. Identity is both what we want to believe is true and what our actions show to be true about ourselves.

Information—The medium of the organization: . . . People need access to information that no one could predict they would want to know. They themselves didn't know they needed it until that very moment. . . . When information is available everywhere, different people see different things. . . . it is information--unplanned, uncontrolled, abundant, superfluous--that creates the conditions for the emergence of fast, well-integrated, effective responses.

Relationships—The pathways of organization: Relationships are the pathways to the intelligence of the system. Through relationships, information is created and transformed, the organization's identity expands to include more stakeholders, and the enterprise becomes wiser. . . . People need opportunities to "bump up" against others in the system, making the unplanned connections that spawn new ventures or better integrated responses.

The Dynamics of Self-Organization: The domains of identity, information, and relationships operate in a dynamic cycle so intertwined that is becomes difficult to distinguish among the three elements. . . . It is our belief that most people, whatever their organization, are using information, relationships, and identity to get work done. They work with whatever information is available, but it is usually insufficient and of poor quality. If they need more, they create misinformation and rumors. But always they are organizing around information. People also work with whatever relationships the system allows, often going around the system to make critical connections. Most people know which relationships would bolster their effectiveness, although this awareness may be voiced only as complaints. And as they do their work and make decisions, employees reference the organizational identity that they see and feel--the organization's norms, unspoken expectations, the values that are rewarded.

When errors or problems occur, the real work is to look into the domains of self-organization and determine what's going on at this subterranean level. . . . The problems that we see in organizations are artifacts of much deeper dynamics occurring in the domains of information, relationships, or identity.

Leaders in Self-Organizing Organizations: If self-organization already exists in organizations--if people are naturally self-organizing--then the challenge for leaders is how to create the conditions that more effectively support this capacity. They do this by attending to what is available in the domains of information, relationships, and identity.

What do leaders do in self-organizing organizations? As their organizations move towards a mode of operating that seems to exclude most traditional activities of planning and control, is there a role for leaders? Absolutely. Leaders are an essential requirement for the move toward self-organization.

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. . . This is not laissez-faire management disguised as new biology. Given existing hierarchies, only leaders can commit their organizations to this path. . . . Therefore, leaders begin with a strong intention, not a set of action plans. . . . Leaders also must have confidence in the organization's intelligence. The future is unknown, but they believe the system is talented enough to organize in whatever ways the future requires. . . . While self-organization calls us to very different ideas and forms of organizing, how else can we create the resilient, intelligent, fast, and flexible organizations that we require?

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

STANDARD 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

* Facilitate the development of a shared vision for the achievement of all students based upon data from multiple measures of student learning and relevant qualitative indicators.
* Communicate the shared vision so the entire school community understands and acts on the school's mission to become a standards-based education system.
* Use the influence of diversity to improve teaching and learning.
* Identify and address any barriers to accomplishing the vision.
* Shape school programs, plans, and activities to ensure that they are integrated, articulated through the grades, and consistent with the vision.
* Leverage and marshal sufficient resources, including technology, to implement and attain the vision for all students and all subgroups of students.

STANDARD 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

* Shape a culture in which high expectations are the norm for each student as evident in rigorous academic work.
* Promote equity, fairness, and respect among all members of the school community.
* Facilitate the use of a variety of appropriate content-based learning materials and learning strategies that recognize students as active learners, value reflection and inquiry, emphasize the quality versus the amount of student application and performance, and utilize appropriate and effective technology.
* Guide and support the long-term professional development of all staff consistent with the ongoing effort to improve the learning of all students relative to the content standards.
* Provide opportunities for all members of the school community to develop and use skills in collaboration, distributed leadership, and shared responsibility.
* Create an accountability system grounded in standards-based teaching and learning.
* Utilize multiple assessments to evaluate student learning in an ongoing process focused on improving the academic performance of each student.

STANDARD 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

* Sustain a safe, efficient, clean, well-maintained, and productive school environment that nurtures student learning and supports the professional growth of teachers and support staff.
* Utilize effective and nurturing practices in establishing student behavior management systems.
* Establish school structures and processes that support student learning.
* Utilize effective systems management, organizational development, and problem-solving and decision-making techniques.
* Align fiscal, human, and material resources to support the learning of all subgroups of students.
* Monitor and evaluate the program and staff.
* Manage legal and contractual agreements and records in ways that foster a professional work environment and secure privacy and confidentiality for all students and staff.

CALIFORNIA PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS

Inherent in these standards is a strong commitment to cultural diversity and the use of technology as a powerful tool.

STANDARD 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

★ Recognize and respect the goals and aspirations of diverse family and community groups.

★ Treat diverse community stakeholder groups with fairness and respect.

★ Incorporate information about family and community expectations into school decision-making and activities.

★ Strengthen the school through the establishment of community, business, institutional, and civic partnerships.

★ Communicate information about the school on a regular and predictable basis through a variety of media.

★ Support the equitable success of all students and all subgroups of students by mobilizing and leveraging community support services.

STANDARD 5

A school administrator is an educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity.

★ Model personal and professional ethics, integrity, justice, and fairness, and expect the same behaviors from others.

★ Protect the rights and confidentiality of students and staff.

★ Use the influence of office to enhance the educational program, not personal gain.

★ Make and communicate decisions based upon relevant data and research about effective teaching and learning, leadership, management practices, and equity.

★ Demonstrate knowledge of the standards-based curriculum and the ability to integrate and articulate programs throughout the grades.

★ Demonstrate skills in decision-making, problem solving, change management, planning, conflict management, and evaluation.

★ Reflect on personal leadership practices and recognize their impact and influence on the performance of others.

★ Engage in professional and personal development.

★ Encourage and inspire others to higher levels of performance, commitment, and motivation.

★ Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

STANDARD 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

★ Work with the governing board and district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

★ Influence and support public policies that ensure the equitable distribution of resources and support for all subgroups of students.

★ Ensure that the school operates consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

★ Generate support for the school by two-way communication with key decision-makers in the school community.

★ Collect and report accurate records of school performance.

★ View oneself as a leader of a team and also as a member of a larger team.

★ Open the school to the public and welcome and facilitate constructive conversations about how to improve student learning and achievement.

UCLA SCHOOL MANAGEMENT PROGRAM

Three Minute Essay

What qualities would give you confidence in a selection <u>committee</u>?

What qualities would give you confidence in a selection <u>process</u>?

What would be a deal-breaker for you, in terms of <u>selection committee or process</u>?

What questions or comments do you have?

Name (optional) _____ **Date** _____

Reflection and Structured Conversation – Charted Comments

What have been the obstacles preventing caring, thoughtful, people from selecting effectively for the long haul in previous leadership selection processes?

- Factionalism among existing admins//interpersonal conflicts "leak out"//do not present a united front//leads to depts. taking on "my favorite admin…"
- Same people on the hiring committee//would be good to have input from all stakeholders
- Few candidates available with strong experience with both charter HS and comprehensive HS
- √√ We keep looking to hire from the outside; may need to look for loyalty and commitment long term – not a career stepping stone
- √ to get what we want, we need to know what we want
- Need a process to ensure we actually get what we want when we hire
- Demographics – expensive neighborhood – school with a bad reputation despite good results – we are a staff that essentially cannibalizes leaders
- We may need better applicants, or a longer hiring window… we should not pick one of two when we really don't want either
- Applicant pool tends to be rather transient, due to desire for higher career moves
- √√ lack of clear job descriptions for principal, executive director and director of Instruction – prerequisites are not clearly defined, especially for Exec Dir
- Exec. Dir. & Principal need to work as a team; perhaps build something into the hiring process to focus on teamwork
- We really don't have a focus or a vision for the school, so it's hard to choose a leader – to lead us where? We need to define that.
- Need a principal who can come to every class & offer valuable feedback, who understands that there must be allocation of resources for improvement
- Need someone who can inspire us to go further
- We support teaming OR merging principal & ED positions → an overall redefining of governance structures with clear goals, organization and systems
- Actively recruit → STEAL → highly effective leaders, people whom we trust and know to be effective
- We would like to hire from inside so we know what we're getting
- We need to eliminate the "circle of power" where some people's voices are heard & others' are not
- A lot of people here have admin credentials but don't WANT to be the leader here. We need to look within for why that is.
- As a collective, we have not learned to be compassionate and allow people to make mistakes without being so good at tearing them down. As a group, we need to examine our collective dysfunction and address that
- There's a lack of teamwork, a lot of blame, and "us" vs. "them" among stakeholders and the admin
- The inside/outside hiring question, and the lack of time, and the lack of clarity around jobs
- As a faculty, we have strong & differing opinions & can be stubborn
- We became a charter due to anger at the district, and we never got clear on a vision/direction for our school. No consensus on where we need to go/be in 5 years

- We use the same process to hire our leaders as we use to hire faculty and classified → need a different & clearer process
- We may need a structure with grade level teams and may need an Exec Dir with principal experience OR need the roles more clearly defined of Exec Dir, Princ, Dir of Instruction
- Lack of applicants possibly due to lack of clear separation of powers
- We have not identified the attributes of effective leaders
- Leaders have faced the obstacles of a fragmented teaching staff
- We have not selected a focused leader who can rise above the political conflicts that exist or arise
- People have completely lost faith in the process or in the likelihood of finding good leadership …"you can only have so many bad dates"
- We may be missing people who have leadership qualities but who lack credential
- We need to schedule meetings and set aside funding to hold meetings at times when people can actually be there
- As a conversion school, we have become our own district, so we've not defined exactly what administrators we need as an independent charter school. We handle things that a central district used to handle for us.
- Make sure we have experienced applicants
- Expecting full consensus may be too high an expectation. We are individualists who also are in a society that values collaboration and consensus. We need to define clearly what minimum levels of consensus we can reach.
- We have lacked time to allow for reflection and for hearing from the members of the group.
- Our collective behavior indicates that we really want to create the product, but sometimes we cut off the processing to deliver a product OR we get bogged down in processing and can't get to the product.

Leadership Indicators	• Motivational – sense of humor, charismatic, witty, energetic, passionate Results: teacher buy-in • People skills: win-win negotiator • Intelligent/Competent: knows her or his stuff • Has Vision/Direction: is innovative and has a clear plan for Pali • Integrity
Leadership Effectiveness Indicators	• Inspirational Presence • Innovative • Intelligent Communicator • Promotes Equity, Fairness and Respect • Conflict Management

Tangible Results of These Qualities	1. Open-door policy/Principal Chat/Open Forum/Morning Greetings
	   Visibility around campus, announcements
	2. <u>When speaking/writing</u> – concise and to the point
	3. <u>Supports the teacher</u> – maintains consensus decisions & school policy
	4. Implements appropriate and is consistent w/teachers, parents, students regarding punishments, protocol, rules etc.
	5. <u>Sense of humor</u> – jokes w/staff (ex→ Marsha singing at meeting)
	          (ex→ admin acted out skits)

Effective Leadership Indicators	1. Focused on Goals <u>Action</u> – Discuss goals w/staff and faculty <u>Behavior</u> – Clarify all questions & concerns <u>Results</u> – All understand and agree on the goals but may not agree on how to implement goals (objectives) 2. Supportive <u>Action</u> – Ask everyone their opinions or perspectives <u>Behavior</u> – Everyone will have input either verbally and/or written via a questionnaire <u>Results</u> – Total support 3. Clear Expectations <u>Action</u> – What do you expect from me (the principal) and what is expected of staff <u>Behavior</u> – What needs to be done to meet our goals <u>Results</u> – Active communications & active roles in school & community
	• Individuals on faculty & staff bring forth innovative changes confident in freedom to fail without recrimination • Principal "shows up" in our classrooms • Principal announces workable, successful teaching, programs, etc. while embracing breakdown as openings for improvement, growth & empowerment • The prevailing conversations are infused with a high Horschack factor (excitement, collaborative confidence & satisfaction) • Good listening & communicating skills • Has the cojones/brass ovaries to stand up to obstructionists & not pander to

	those engaging in personal attack, etc.
From CPSELs	**From Standard 1** • Identify and address any barriers to accomplishing the vision. **From Standard 2** • Promote equity, fairness, and respect among all members of the school community. • Create an accountability system grounded in standards-based teaching and learning. **From Standard 4** • Strengthen the school through the establishment of community, business, institutional, and civic partnerships. **From Standard 6** • View oneself as a leader of a team and also as a member of a larger team.
Feedback	Examples of standards – technology • [From CPSEL standard 1] Marshall sufficient resources (for technology) to implement the vision <u>for all students</u> is exemplified by showing which teacher conferences were paid for at previous school – and how the teachers used their new knowledge of technology in class. • [From CPSEL standard 2] To use multiple assessments will be demonstrated by the principal showing data from their previous school that shows school-wide improvement. • [From CPSEL standard 5] Balancing professional & personal responsibilities can be demonstrated by acknowledging dept.-wide collaboration (on an Earthquake exam creation) by providing a meeting-free afternoon so teachers can grade the dept.-wide exams they just assigned.
Indicators of Effective Leadership (actions, behaviors, results) <u>Evidence</u>	1. Set up systems (BiTSA, PAR, teacher eval √list, PLC √list) 2. Fire incompetent people 3. Ability to quickly see & solve problem (w/o edu-speak) 4. Makes me laugh 5. Std. #5 [a school administrator is and educational leader who promotes the success of all students by modeling a personal code of ethics and developing professional leadership capacity] Classroom visits w/written eval. Stay late StrengthFinder 2.0
Leadership Effectiveness Indicators	• Observes teachers and provides supportive comments and modeling • Clearly communicates a vision that is unique to our school and goes beyond simply meeting government guidelines • Listens to understand, invites different perspectives, and is open to new ideas • Promotes equity, fairness, and respect among all members of the school community • "Talk the talk, walk the walk."

Palisades Charter HS Faculty Meeting – March 23, 2010
<u>Three Minute Essay Responses</u>

What qualities would give you confidence in a selection <u>committee</u>?

- Knowledge they are looking for same qualities I want to see in leadership
- Knowledge they have same vision for school as me

- Cross-curricular people included
- Cross-campus people included(students, parents, community/Pali Alums, teachers, classified staff & administrators
- <u>Volunteers</u> if possible (people under duress don't always work for teamwork success)

- Make-up – can't be people perceived to have an agenda. Maybe nominate & vote for faculty members (or other stakeholder groups) <u>&</u> dominated by employees (parent participation on the committees has historically been problematic in my view

- Committee consists of people from <u>each</u> curriculum area – including sped and Temescal staff

- If the committee were thoughtfully assembled. I've been excluded for some committees and recruited for others for no clear reason.

- Innovation
- Ability to listen & process
- Being effective at one's own job & respected

- Individuals who are generally respected by the school community.
- People who know the qualifications defined by the stakeholders for an effective leader & can recognize them on a resume and in action
- People who know the school vision and share the goals of the stakeholders

- A cross section of the adult population at Pali, allowing for diverse representation and a mix of ideas

- Transparency. Teachers from each department within school. Marcia is part of the committee.

- Members from all stakeholder groups, including <u>Marcia Haskin</u>

- 2 members from each Department should be on committee. These committee members must decide in department who should be picked as the top 3 candidates. Candidates must be able to understand Cal. Standards for Educational Leaders

- all stakeholders included

- individuals that value respect, fairness, diversity & equity

- People that are good listeners
- People trained/focused on specific characteristics

- As <u>diverse</u> as possible in hiring ideology (in house or out)

- Communicate what they are doing
- Open to input from school stakeholders
- Actively searching for candidates
- Thorough check of outside candidates

- Coordinated by teachers with approval from board, community and parents
- Same composition of stakeholders as outlined for standing committees in our charter – 50% teachers
- Trained by our HR director, who is held accountable for the training process

- That the committee was actively involved in the selection and actively involved in monitoring the effectiveness of the selection. Accountability counts.

- That the members represent a cross section of stakeholder w/expertise in identifying qualities that indicate leadership qualities. I believe this should be members of the board, as they are one who can be held accountable for the selection.

- People who are <u>respected</u> by students, colleagues & administration. Combination of people who are leaders with those who are good followers. A variety → not just the same cast of characters

- A willingness to find administrators who will evaluate <u>every teacher</u> on a regular basis. The administrator chosen must not be afraid to get rid of teachers that do not teach. That will probably solve 90% of our problems.

- Diverse – representative of all stakeholders

- Having a "description" for the leadership position available to everyone. Having members from all stakeholder groups.

- Diversity (subjects taught, involvement, etc.)
- Guidelines spelled out as to what stakeholders want
- Able to see many viewpoints, not just personal agenda

- Knowing the committee was unified & agreeing with the overall concept (finding the right person for the position)

- Variety of members – classified/certificated

- Large enough to represent different depts.
- Minimize hidden agendas/conflicts of interest as much as possible   *selection committee – continued*

- Diversity – people from every level of the school
- Objectivity – putting aside personal opinions and thinking about what is best for the school

- People that hold all types of jobs on campus. Not just administration.
- Different levels of education
- Different views regarding leadership

- Impartiality

- Open minded, forward thinkers, not afraid of change

- Ensure school is completely represented, i.e. in selection of a principal, committee should include:
  - Current principal, at least an administrator (preferably executive director since they would work closely), 1 counselor, 1 teacher, 1 spec. ed teacher, 1 classified staff, at least (2) students

- Diverse group with shared vision – make sure we start on the same page

- A cross section of stakeholders, not the usual suspects
- Not selected by administrators or board of directors

- They represent all departments, and are of diverse (racial, gender, age, etc.) groups

- Competence/intelligence
- Willing to take in everyone's opinions & not be attached to what they may want. They represent the school's eyes, not their own eyes.
- Integrity

- The members would be a "fair" representative of the school family. Members of the committee would have training in how to do a fair job of choosing candidates.

- Male/Female
- All ≠ Ages
- Certified/Classified

- Demonstrated expertise, and past success

- Humility

- A diverse group of people with successful experiences in the classroom.

- Transparency, experience

- Have all the department chairs represented on the selection committee
- Non-partisan based – no agenda

- Members from each dept.

- A std procedure/process for selection

- Since factions seem inevitable, equal representation of all factions would help to instill confidence. Could members be nominated and elected?

- Experienced committee members
- Experience in selection (hiring candidates)
- Well-rounded group

1. Experience – not necessarily Pali experience
2. Members reflect different groups
3. People who are directly "under" that job are involved.

- All stakeholders can give input/feedback
- Teachers have the final say

- All stakeholders involved in process with teachers having final say

- Diverse committee members – we pick the same committee every time and expect a different result –

- All stakeholders involved BUT teachers (educators) should have the final say. Parents and/or community members are not here on a <u>daily</u> basis.

- All stakeholders represented <u>(teachers get final vote)</u>

- If I was able to hand select members with my <u>vision</u> for a leader, I want <u>change.</u> I want high personal standards and someone who expects excellence from all teachers. Not someone who is afraid of the Union and is willing to allow horrible teachers to keep costing us money while <u>Damaging</u> students. I want the Selection Committee to be <u>intelligent</u> and experienced and a <u>diverse</u> cross section – not just teachers. I want Marcia and Merle Price on the committee. Experienced leaders who can know the right questions to ask.

- A std. procedure/process for selection

What qualities would give you confidence in a selection <u>process</u>?

- Transparency – have some parts (or all) be open to public viewing

- Opportunity to see candidates "in action"
- Innovative ideas come through – I know they need to know our school before really planning a vision, but what excites them?
- Not rushed, not putting us in a position to settle on someone because selection <u>process</u> – continued
- Opportunity to ask "real" questions – beyond the scripted ones

- Minutes for all meetings
- Email reports

- Time to get enough meetings & enough resumes read that good applicants aren't skipped, left out
- Making sure the committee has all the above <u>participants</u> involved and invited
- Acknowledgement that stakeholders are involved in the committee

- Lots of candidates – resumes passed around for every staff member
- Headhunter used → Ed-Join; try to recruit from other states

- The committee should have the ability to question applicants without using a script.
- If a reasonable timeline were created. Far too often, we are trying to hire someone in May, June, or July, thus limiting our options.

- Colleagues I respect.
- Have clear goals & ideas BEFOREHAND
- Have a fair amount of time
- Listen to student input
- Communicate Before, During & After
- Survey stakeholders who they want specifically on the committee

- Longer process
- More openness – input from more than committee, more information shared & more people involved at different stages, not just at the end
- Clearly defined qualifications for the candidates

- Take more time, perhaps a longer window

- Long time frame.

- Training for the members of the selection team/committee by SMP.

- See above (retyped here) 2 members from each Department should be on committee. These committee members must decide in department who should be picked as the top 3 candidates. Candidates must be able to understand Cal. Standards for Educational Leaders

- Transparence
- Open to insiders at school and outsiders

- A process that demonstrates and communicates how the selected individuals hold or have the characteristics, values, behaviors that the faculty has deemed to be significant. An opportunity to provide input throughout the process.

- A process that gives information to stakeholders so we are all kept in the loop on what we do and what is the next step *selection process – continued*

- Each step taken to narrow process for selection includes a different set of criteria. For example:
  - step one – long term position/Dolphin for Life
  - Step two – exhibit personal code of conduct
  - Step three - …

- Timing – starting as early as possible – may not be possible for next year if hiring a principal?
- Clear communication about positions

- Our HR director has stated her expertise is in SEARCHES. Since we've hired her, it would be appropriate for her to lead this process and show us how her methodology differs from that used at Pali in the past.
- Board must be involved, since our charter states that the BOARD has the final selection. The Board cannot exist in a vacuum and be privy only to the voices of a view select stakeholders who show up at meetings.

- A clear set of visionary goals based on successful schools in our area. It should contain ways that the selection is self sustaining, creating a "farm team" of future administrators

- That the members have been trained in the process of identifying potential leadership. Also, that the process is well thought out & clearly communicated to all stakeholders

1. We must hire a _proven_ professional to guide us thought every step of the process.
2. Timeline from start to finish
3. Board is the ultimate body to narrow 3 candidates to one. This will ensure that people/committee will be held accountable.
4. Specific qualities/experience/knowledge that all stakeholders agree to as a min. bar for com. & board consideration.

- Open – (which it has been in the past – for the most part)
- _Qualified_ candidates

- Thorough
- Guidelines, pre-requisites, requirements clearly defined and provided and explained to all members of committee

- Provide information (email) as to what the process is and a timeline

- Enough time to look into process

- "Beware the xenophobic" – fear of outsiders – we are not <u>that unique</u> – we are an organization providing services – an excellent leader can transfer skills & learn new organization structure/paradigms, etc.

- getting opinions of everyone that this will affect
- thoughtful, real-life questions and expectations for the candidate   *selection <u>process</u> – continued*
- really looking for the best applicant

- Taking all suggestions given today and using it to develop questions and objectivity towards the applicants

- Transparency

- Finding someone who we won't bash from the beginning – Superman/Wonderwoman

- Each person is allowed to make (2) inquiries to the potential employee. Committee has the same goal & expectations

- Do search more than once. Be willing to choose no one until right person comes along

- The person leading the committee, its members, candidates be given a school problem, show how he/she can solve it. Candidates meet with staff in small groups
- Committee members should apply to be in committee. Write an essay explaining why they want to be in selection committee. Just because a person is a department chair or a coordinator doesn't mean automatically they are on committee.

- We see what qualities are <u>priorities</u> of the hiring committee, and that the candidates match these priorities

- Inclusiveness

- Each stakeholder group would be able to choose its members in a fair and equitable manner. People would not just be appointed to the selection committee

- Happy
- Smart
- Listener

- Lengthy and detailed examination of prospects, <u>shared</u>

- Slow and thorough

- An open, give and take forum that allows for the incorporation of new or different ideas

- As above, I would like the process to be transparent. I would favor a lengthy process that includes a chance for teachers to question the candidate/s at a reasonable hour, not on a school day after six at night.

- That it is an open process. Everyone gets to be in on the discussion.
- An ample timeline – don't be in a hurry to hire. Wait and get the right candidate.

- Share and get input all along the way

selection process – continued

- Observation @ old school
- Observation @ Pali (do a teacher eval)
- Viable candidates

- My tablemates today sensed that the exposure to candidates is so limited prior to selection that we cannot know if a given candidate truly embodies the desired personality characteristics.

- Thorough questions

- A timeline that is not rushed

- Interview w/anyone interested in attending

- No hidden agenda!!!

- A clear, well-defined 3-4 stage process (see/Google the process used to pick new Chief of Police)

- Open and transparent
- No hidden agendas

- XXX ZZZZ* (parent) should NOT be involved. She's anti-teacher and a bitter attacker with no tact. * = individual name recorded but not shared in these notes to maintain writer's anonymity
- Open /disclosure
- Phases/steps

- Recruiting Private School Headmasters – people seeking "super starts" from "at large" NOT us taking resumes. We need to "PLUCK" folks. We need to make relationships and court these great people. We need to shadow them. Visit them at their jobs and see who they are. Real resume checking. We also have to clearly define the policies we want implemented by the new leader → PAR etc.

- Observation at old school
- Observation at Pali (do a teacher eval?)
- Viable candidates
- Realistic/Pali Appropriate job description

What would be a <u>deal-breaker</u> for you, in terms of <u>selection committee or process</u>?

- Lack of faculty involvement
- Starting now for Fall 2010
- Committee chosen by one individual, especially if they were someone w/a perceived bias

- No communication

<u>Deal-breakers</u> – continued

- One man/one clique makes decision on one new administrator

- Not enough variety in selection committee

- I do not want the committee limited to department chairs.
- I do not want individuals "poisoning the process" by sharing comments made by others behind closed doors.

- Lack of communication & openness – Be clear from the get-go.
- Don't interview by script

- Rushed decision
- Not fully checking background
- Scripted interview process

- Ramrod through someone without consulting those who have spent a great deal of time at Pali.

- Lack of candidates interviewed.
- Hiring somebody on the basis of resume only – without knowing them as a person.

- If we were to muddle through, repeating the same process that has not worked in the past.

- Having the same committee members we've had in the past would surely lead to further tragic consequences. In fact, these individuals should be precluded from serving again. 3 strikes you're out.

- If there are more than <u>25%</u> of teachers who do not support a particular candidate

- Select people that are concerned in the well being of the children's education/school

- Weighted involvement of parents
- Violations of the Brown Act by select groups of people who have their own agendas

- It is done quickly and there is no one accountable for the decision @ the end.

- Failure to meet points 1 – 4.

- XXXXZZZZZ*   * = individual name recorded but not shared in these notes to maintain writer's anonymity
- Closed
- Undemocratic
- Poor candidates

- Having the selection committee be non-representative

- A process that says it is doing something & then midstream change   *Deal-breakers – continued*

- The selection committee be closed-minded
- The process becoming closed

- Personalities that like to dominate

- Anyone with opinions that obscure the real purpose

- Everyone being administration
- No status quo
- No diversity
- No objectivity

- Nepotism

- School not completely represented

- Someone who cannot commit to at least 5 years at Pali

- If it is top down

- Teachers have a vote on the top candidate(s)

- Non-inclusiveness of faculty & our ideas

- It would be a deal breaker if each group did not have a say in how its members were selected.

- A top-down management person

- A non-transparent committee or process that doesn't allow for input

- That is was not transparent
- That we did consider hiring within
- The candidate has to be willing to commit to the school for at least 3 years
- They should be willing to train someone – to mentor their successor

- No viable candidates

- We have had bad experiences in the past wherein the initial resumes were so winnowed by a small group prior to selection that the final selection seemed "guaranteed" or "slanted."

- I would like to see more people involved in the process with one or two people seeing it all the way through.

- Any history with Board members on any level unless we are talking about an already existing Pali employee

- Anyone who didn't get the majority of the teacher vote.   *Deal-breakers – continued*

- Teachers having the final say, as they are the ones that have to live with decision on a daily basis.

- No teacher input
- Application/committee members must disclose any relationships

- Parents taking over the process and trying to sway the Board to vote for or approve THEIR choice.

- No teacher involvement
- Community/parent over-taking

- If there are no good candidates we should not proceed w/the process. –Waste of time. Until we have the plan in place for governance & policies we want implemented this seems like a "moving target."

- No viable candidates (choice between the lesser of two+ "evils")

What questions or comments do you have?

- Thank you for starting us on this.
- I think many people are grappling with deciding on what we want w/our current structure rattling around in our heads.
- PLEASE don't let us get away w/quite so much talking & grading at our tables while you're talking ☺ I know I'm guilty of it, too, but it would help the process as a whole, I think if you gave us a little tough love re: our side conversations. ☺

- Problems
  - I kind of need to know what is the objective for each activity in a very explicit form & very short sentence.
    - Ex. "At the end you will produce a list of qualities of administrators."
    - "At the end of the morning, we will have gathered data on the qualities of leadership."

- o I really want to embrace this process, but I feel like I'm confused & not clear of where it is going.
- o Having a very <u>short</u> agenda posted would help
  - Ex. Intro speakers
  - Reflection & discussion story involving leadership
  - Sharing of leadership qualities
  - Evidence of these leadership qualities in behaviors
  - <u>GOAL:</u> List of leadership qualities & their expression in behaviors

- o | Overall Process |
  - Get input from all stakeholders by meeting with each group
  - UCLA will compile data for each group
  - Feedback info from all groups back to each group
  - Feedback is used to form a selection committee   *Comments/Questions – continued*

- I like the idea of hiring someone we know.

- Thank you for your help and guidance. The fact that we are finally included in a process towards educational excellence is celebratory.

- To what extent are the changes in leadership involved in meaningful changes in organizational structure?

- I've said it before. I'll say it again: get rid of the teachers who are not doing their job.

- Shorter process in getting to a resolution

- Get er Done

- How do we afford the kind of leader we need?

- None @ this time

- Don't reinvent the wheel. Use what has worked in the past.

- Simplify

- What models do other successful schools use? I'd like to be informed on what is cutting edge across the country (or world).

- A fundamental tension appears to exist in that job descriptions seem to focus on particular skills, whereas what we seem to want (judging by our posters) is someone with particular personality traits.

- None

- Let people submit questions to the interview committee.

- Will you DEFINE responsibilities BEFORE you start application process?

- When will we look at organizational structure?

- This was actually worthwhile. ☺

- I think this should have been done in counsel circles. Most of us are bored and again listening to the same few who always speak in public formats.