



A CALIFORNIA DISTINGUISHED SCHOOL

**SPECIAL MEETING AGENDA
BOARD OF DIRECTORS
Tuesday, May 11, 2010
5:00 PM
LIBRARY**

I. PRELIMINARY

- A. Call to order
- B. Roll call

II. PUBLIC COMMENTS:

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Use of names of individuals should be avoided when referring to accusations or wrongdoing (names should be presented to the Executive Director for follow-up action). Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

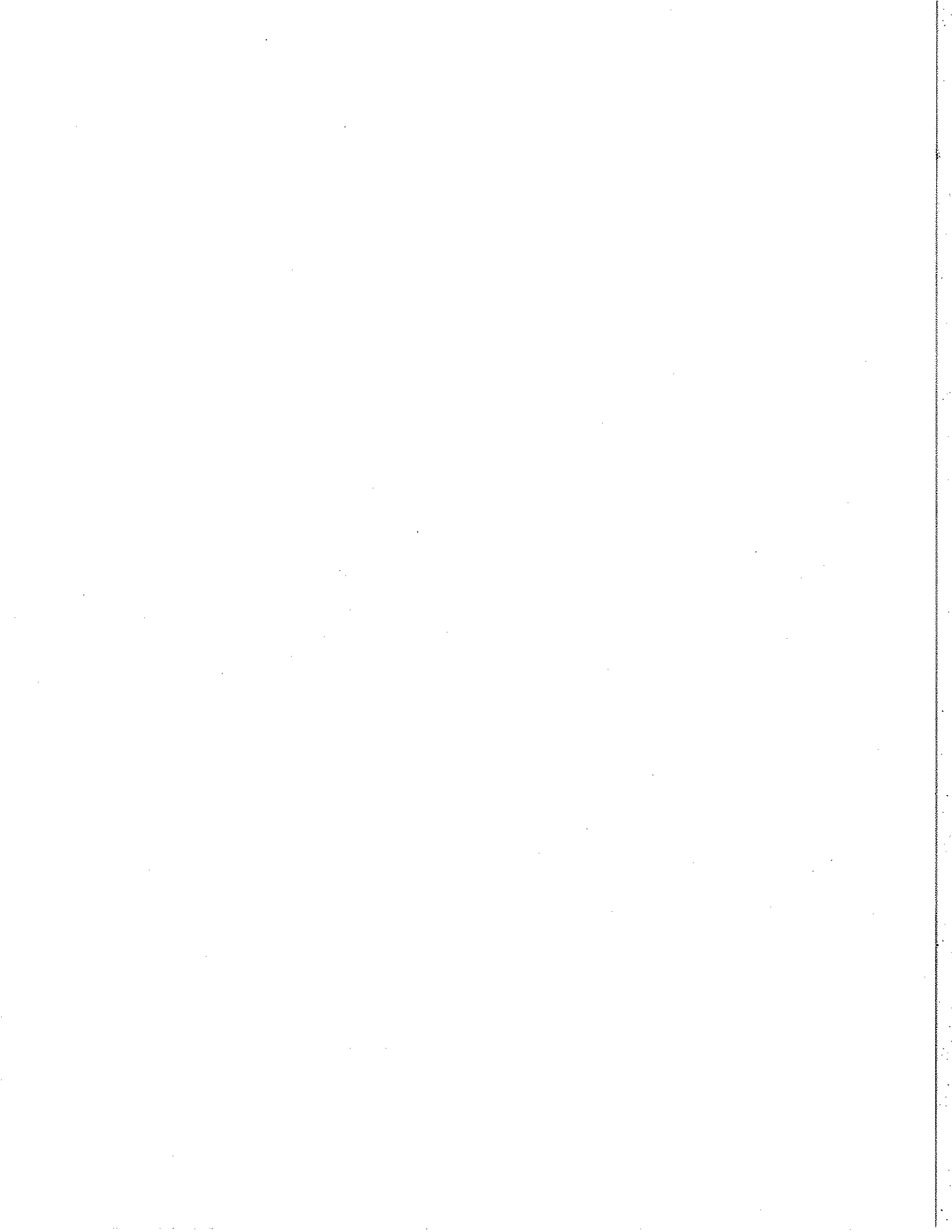
III. DISCUSSION and/or ACTION ITEMS

- A. Interim Executive Director

- B. UCLA School of Management (SMP) presentation and analysis of stakeholder input regarding management structure and positions.

IV. NEW BUSINESS

V. ADJOURNMENT





PALISADES CHARTER HIGH SCHOOL
GOVERNING BOARD MEETING

Agenda for Tuesday, May 11, 2010

5:00 p.m. **Introductions, Purpose, Norms for the Day***

Review of Leadership Role Selection Process to Date

Reflection and Structured Conversation

Prompt: After reading the feedback of all stakeholder groups, what do you now understand about the community's thinking around:

- obstacles
- leadership characteristics and skills
- selection committee membership and process?

Determining the Board's Next Work

To what, if anything, does consideration of stakeholder input obligate the Governing Board?

- Due diligence
- Capacity building
- Leader selection and evaluation
- Selection process development

Establishing Governing Board Interests in the Leadership Structure
Issues and Interests Consensus Activity

Next Steps

8:30 p.m. **Reflection, Check-out, Adjourn**

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



Pali HS All Stakeholders' Consolidated Written Reflections on Roles, Responsibilities and Structure

What do you most want out of the roles and responsibilities of the principal job description?

- Principal w/great leadership skills
- Good communicator
- Clear on goals of school
- Knows CHARTER schools
- Principal available to all staff almost daily, and not have power sucked out by other administrators
- Principal runs school/instruction & ED runs business
- Structure less important than the people in positions
- Clear definition of roles so we know who to go to for what reasons
- Board deals w/ED, ED deals w/overall school & Principal deals with everything academic
- Principal must be paid a good salary to attract best candidates
- Be open to idea of combining ED & principal roles into one person, then delegate underneath that one person
- Leader must have specific long-term goals for Pali, explain them & motivate staff to implement them

What do you most want out of the roles and responsibilities of the principal job description?

- Ability to communicate to every stakeholder, build consensus w/staff
- Be involved leader
- Ensure fed. & state compliance, understand SPED laws
- Experienced, innovative, compassionate, HONEST

- Something I can summarize in 3 minutes that is not a to do list; vision & inspiration. Someone who can create community and harmony, coordinates groups & committees with in school and can assure we are in compliance with regulations (state, Federal) and our school goals. Someone who is visible on & off campus in representing our school. Someone who can mentor both teachers & teacher administrator, to develop a stronger community and community leaders. First and foremost—a principal who really loves students and parents!

- An instructional leader who supports the needs of all students at Pali; Who provides support, goals and feedback to teachers and support staff.

- Consensus building (a challenge with this “thoughtful” staff)
- Instructional leadership (vision)
- Powerful, effective communication
- Compliance oversight
- People skills
- Intelligent decision-making
- Strong communication and people skills
- Independent instructional leader with a solid background & educational experience
- Charismatic, creative, consensus-builder

- To align all “committee” agendas, so that our school is “led” somewhere, then to be the vocal/visual and deciding factor in all committees to bring back to all stakeholders a uniform, unified focus
- The principal’s role is global and responsible for the organization*
- Be an involved leader—Maintain a high level of visibility—oversee assessment of current academic programs.
- The principal should have a clear vision for the school which is articulated to all stakeholders. There needs to be a constant reminder & continual “focus” on who we are & what are our goals. Every decision needs to have the direction toward the school goals/vision. That focus should have a plan for academic achievement
- Act as the academic direction —————> Direct and delegate as necessary
- Steer and establish school vision
- Be an involved leader
- Develop and implement plans
- Supervise teachers—Performance reviews, budget supplies, make decisions for teaching programs
- Manage Budgets
- Develop & Implement Strat. Plan
- Assess academic programs————> Classroom visits, committee participation, written communication, be at public forums
- Monthly CA Distinguished School & WASC levels of success
- People person
- Provide guidance and leadership in promoting high quality instruction based on best practices
- Have a presence in classrooms
- Address inadequate instruction as needed
- Develop and implement short and long-term goals
- Be an involved leader, maintain a high level of visibility
- Principal experience & classroom experience
- People skills/strong communication skills
- Supportive Cheerleader – Pali is priority # 1—married to school
- Committed to participating in school activities
- Social Justice leader—no fear of confrontation & advocacy for all students
- Can’t be bullied
- Communicating and building consensus among instructional staff members
- With the exception of the complex coordination, fundraising, Booster Club liaison, and Principal Newsletter lines, which I find somewhat less important, I find all the listed elements of the job description highly & equally important. I also added (since I didn’t attend on March 23), “Help research, design, & implement innovative curricula, teaching, instructional strategies, and organizational systems to more and more effectively education students.”
- XXXXXXXX** should be our principal. The principal’s focus should be about teachers, students, staff well-being and should focus on the academic side.

- Pleasant, positive, smiling
- Relating well to teachers/parents like Marcia
- Could also direct Dir. Of Human Resources
- Should be the very top of the school
- Other people can do # 1-8 & 10
- Interface with parents and teachers
- A person who is a good leader but also listens to ideas of other staff & faculty. All responsibilities listed on the job description seem important
- Instructional leader who is enthusiastic and consistent about unifying school vision
- Must be able to build consensus among staff & maintain a respectful & professional line of communication
- Inspire a culture of integrity among all stakeholders
- No Principal
- Education background—experience running a high school—“Education Leader”
- Oversee assessment of current academic program
- Sets academic goals and a clear plan for academic improvement. Holds instructional staff accountable for progress and participation in the plan. Provides time and support for PLCs. Reviews and provides feedback to teachers & PLCs & academic programs
- ONE VOICE
- I think it is most important that administrators fulfill their responsibilities than creating a list of duties
- An involved leader of the instructional staff. Maintain a high visibility to instructional staff
- Publicly share vision of school to outside and inside (students, teachers etc.)
- Monitor relationship between admins and teachers they are responsible for; intervene with unbiased 3rd party when problems arise
- Managing other admins
- Overseeing HR
- High level visibility
- True academic leader
- Participating in labor negotiations
- Collaborating with other charter schools
- The role & responsibility of the principal that I most want to see is an educator this is on the cutting edge. An educator that will set high goals/standards & that will bring out the best in the teachers around them.
- Strong leadership, fair & compassionate leader
- Open communication
- Involved in all aspects of school functioning
- High level of visibility

- Strong interpersonal skills
- In a principal, I want someone with the people skills to lead this fractious staff and a multi-faceted community, using knowledge and experience to determine, achieve and improve on instructional goals.
- I personally would like us to find a person with confidence to do what's fair; a great communicator is essential for teacher support especially between student & teacher. An ideal principal would not allow bullying from teachers, admin. or parents. They would lead, build, participate, communicate and maintain visibility and transparency.
- The principal should be the primary instructional leader. They should be the "expert" teacher that ensures effective instructional practices are prevalent in every classroom. In other words they should share effective pedagogy with teachers. The principal together with the assistant principals should make key decisions regarding academic programs. The strategic planning committee should be responsible for developing and implementing the strategic plan.
- Most valued:
 1. Interface with "structures" on instructional issues (Board of Directors, Dept. Chairs, external)
 2. Develop and implement "visionary" plans
 3. "know" the stakeholders of PCHS – open communication
- Leadership – communication w/all stakeholders – great sense of humor.
- Training/mentoring of substandard teachers
- One major focus of any principal or executive director should be that of fostering the education of students. From this follows programs, assessments, instructional standards to continue with improved performance of students. Both positions require an individual that's highly assertive, knowledgeable & experienced.
- This question assumes that there should be 2 different positions. I believe there should be one leader that coordinates all the workers. We don't need a principal that reports to the ED.
- To lead the creation and implementation of the school vision and the plan to get there.
- Green-minded visionary
- Ecological knowledge + pioneer
- Sustainable school
- Leader of instructional staff to encourage/ensure buy-in
- Oversee (coordinate) job responsibilities of academic directors
- Become familiar w/academic programs by visiting classrooms regularly, if only for a few minutes. Should delegate some (not all) visitations to academic Directors.
- Participate in labor negotiations, oversee the assessment of current academic program, work closely with the Executive Director
- Academic programs
- Develop and implement short & long-term strategic plans
- Lead & communicate w/instructional staff to advocate & ensure buy-in for school vision
- HIGH level of visibility

- Setting positive tone – affirming success
- Squashing negativity, hostility, incompetence
- Intimate involvement w/faculty & kids
- Modeling positive communication & problem-solving
- Research-based academic innovator
- Principal should be the instructional leader – oversees and implements PLC work. The school needs to create a PAR system – the principal should make sure all teachers are reviewed & held accountable to teach to the same high standard. The focus should be on education, on student achievement. Someone sharp, focused, & experienced who can lead us out of the old “public school” paycheck model & get us all excited about teaching in innovative ways.
- Academic goal setting
- Academic supervision
- Academic evaluation/assessment
- Building consensus
- Advocate & buy-in of school vision
- I want someone to be an adult. This person must have the ability to make difficult decisions, destroy the culture of entitlement, and redirect/reshape the instructional program.
- Please see the documentary, “Road to Nowhere”
- I personally would like an intelligent, subversive leader who is skeptical of the Federal & State gov.’s program to deliver a one size fits all education (incl. testing and college prep for all). I also want a person who strongly supports The Arts. I would want a person with insight and experience.
- The Principal should be the academic leader of the school. They are also the school’s liaison with the community. They should be involved with not only the teachers, but with the students. It should be someone who is respected and who is a visionary.
- To have FOUR of them as grade level principals where they coordinate and oversee PLC’s for their grade level. ED gives them much latitude & authority.
- Instructional Leader: communicate/ensure buy-in w/academic programs & personnel; high level visibility(!) esp. in classroom; actively involved in Ed Prog & PD & Dept Chairs; WASC & SSP compliance; manage & assess instructional staff
- Visionary: WASC Goals; short & long-term strategic plans
- Liaison: Communicate program goals/vision to academic personnel, Board, community, parents; active participant in PCHS Board; effectively work w/employee unions
- An educator, a manager, & a visionary.
- Help those who are struggling to fulfill their responsibilities w/integrity.
- I think we should combine the jobs of Principal and Executive Director.
- I think we should eliminate the position of Director of Instruction.
- Work WITH, not for, executive director.
- In charge & oversees all academics (anything related to academics – teachers/staff, programs, PLC/SLC, goals, assessments, support/obs., vision, budget & communication w/all stakeholders/Board about academics).

- TEAM w/ED
- No Director of Instruction (that is the Principal's role)
- PAR system of Granada!!
- Awesome accountability

What do you most want out of the roles and responsibilities of the executive director job description?

- Ability to communicate to every stakeholder
- Able to "play politics" well
- Master plan
- Assist w/school-wide goals
- Understand finance & school finance
- Someone to develop Pali as a community player & seeing Pali as a resource and community asset to Pacific Palisades; Someone who can engender LOYALTY to Pali from the community
- To feel confident that the school is being managed in a fiscally prudent and responsible way; that Pali complies with accreditation requirements; That our facility is safe and meets the needs of students.
- Fund Raising! (Assistants are fine if they are "producing more than they are consuming.")
- Financial oversight
- Union compatibility
- Stakeholder relations
- Financial wizard
- Operational genius
- Communication worker
- To ensure all financial and legal matters pertaining to school are meeting budget & charter contracts
- The ED's role is global and responsible for the organization*
- Oversee financial function of the school
- Oversee operations and support student needs
- Promote a culture of respect
- The executive director needs to oversee the entire school, facilities, fund raising, all budget issues
- Maintain the financial & administrative running of the school
- Supervise the principal
- Oversee financial functions
- Interface w/legal issues
- Work w/unions/contract negotiations
- Develop facilities Master Plan
- Coordinate the management team
- Business person
- Adopt and promote the vision of PCHS
- Coordinate management positions to move the school forward
- Implement a master plan that supports instruction

- Recruit, retain best qualified staff
- Direct activities related to charter maintenance and renewal
- Financial background
- Supervise and direct senior management positions
- These also seem equally and highly important to me. I would also include something about being well versed in charter law, district policy, the Ed. Code, & federal & state mandates
- The executive director's role should be to oversee the handling of money BUT NOT HANDLE THE MONEY FOLLOWING HER/HIS WHIMS
- Pleasant, positive, smiling
- Ready, willing and able to answer any questions like Amy
- # 9 & #10
- Visionary, fundraiser, negotiation of contracts
- Effective management of money and staff
- Will oversee all legal matters, fundraising, public relations for the school
- #2 Supervise Principal—no principal
- Business background—“Business/District side”
- Work effectively w/unions, LAUSD
- Direct non-instructional personnel
- Is a business leader—sets goals for financial health of school. Establishes plan for facilities and fiscal improvement
- Coordinates academic and financial needs
- Negotiates (liaison) w/in PCH and LAUSD
- Coordinate leadership tea
- ONE LEADER
- I think it is more important that administrators fulfill their responsibilities than creating a list of duties.
- Accountability
- Oversee the financial functions of the school. Be familiar with structure of contracts
- Scrutinize long range vision for feasibility and progress
- Notify principal when something is not going smoothly.
- Manage people such as grant writers for effectiveness and make sure they are worth the money spent on them.
- It's what I want left out:
 - Not in charge of anyone except the CBO
 - Not involved in academic leadership

- Not involved in HR
- What I want:
 - Oversee financial functions
 - Charter maintenance/legal issues
 - Community liaison – chief fundraiser
 - Applying for categorical grants
- For the ED to be a fundraiser. To be a business minded individual. To be an individual that thinks out of the box; a leader that will bring our school to the forefront.
- Efficiently run school
- Comprehensive leadership
- Dynamic, charismatic visionary
- Safe well-run high school
- Institutional spokesperson who is well-informed, intellectual
- Collaborative culture created and maintained
- Not afraid to take bold creative action
- In an E.D., I want someone with broad understanding of state charter law and relevant Ed. Code sections, as well as understanding and/or experience with LAUSD. The individual must be skilled at directing staff & stakeholders, recruiting staff, and communication, to keep PCHS a healthy, growing institution.
- An ideal E.D. would maintain honest transparency for all stakeholders. They would also have an authentic desire to support student needs and therefore stay abreast of the school's fiscal discipline and efficiency.
- The executive director should be responsible for the legal, financial, personnel functions in the school. They should also be responsible for the facilities master plan, fundraising, and contract negotiations.
- Most valued:
 1. Provide effective leadership with financial side of PCHS
 2. Develop long-range strategies to increase PCHS "fiscal discipline."
- Fundraise and network to raise money
- To lead and coordinate all aspects of PCHS.
- To oversee the financial areas of the school and specifically raise X amount of dollars every year. (based on financial climate)
- Green-minded visionary
- Ecological knowledge + pioneer
- Sustainable school
- Develop fundraising plan, oversee it.
- Oversee school operations
- Liaison between school and other entities, including governmental, etc.
- Charter maintenance, contract negotiations, legal issues
- Direct activities related to charter maintenance and renewal, contract negotiations, and all legal issues

- **Fundraising –
- *Oversee financial functions to ensure fiscal \$ discipline & efficiency
- Work with the Board rather than direct it.

- Manage non-academic corporation
- Interface w/government & district
- Business, legal savvy
- Fundraise
- Communicating school wide issues w/staff, parents. Big picture

- Business savvy – legal knowledge
- Fiscal responsibility
- Ability to see big picture and plan ahead
- Organize large-scale effective fundraising
 - Expand grant writing, alumni

- Financial management
- Master plan/school-wide goals
- Public relations
- Fundraising (but we need to hire a development officer/grant writer)

- Oversee operations to ensure fiscal health.
- Make sure we are meeting legal obligations

- Perhaps my desire for an intelligent, subversive leader for the principal job actually reflects my feelings about the executive director's job. I want a leader who is aware of cutting edge ideas and not bogus research financed by "researchers" with conflicts of interest, ties to the billion-dollar textbook publishing and College Testing conglomerates. I want a leader willing to buck the trend of Corporate Education. I want a leader who will be a non-conformist and someone who will inspire others to challenge the prevailing culture of achievement which is having negative effects on our students & teachers.

- The E.D. should only deal with the business, operations, and charter maintenance. This would include employee contract negotiations, and fiscal management. The E.D. should not be the overall leader of the school

- Someone w/ an Education background. They are the instructional leader of the school, i.e. superintendent, in charge of overseeing the business and legal aspects of the school.

- Fundraiser: develop & implement fundraising master plan; write grants & establish corporate liaisons; establish fundraising programs & delegate logistics; work w/Booster Club to coordinate Annual Giving & funding PCHS's "extras."
- Operational Leader: #3, 4 5 supervise & assess CBO, HR, Operations
- Liaison: LAUSD; Labor Negotiations; Community; Board
- Visionary: Master plan; est. goals w/ Board & principal

- \$ - raising it, managing it
- Navigation of bureaucratic pitfalls

- To combine this position with the Principal's position. We need to downsize administrative positions, not create more. Our school is currently in a deep financial crisis.
- Granada model of ED is awesome! (ED + Principal as one!!)
- Work with, not in charge of, principal.
- Oversee facility, budget, school oper., charter
- Master plan development
- Partnership w/Board (not primary leader)
- Develop fundraising + grants – their salary should be paid for by their fundraising.

What is important to you about how principal and executive director roles and responsibilities are carried out?

- They need to be able to work together to give a supportive front (like mom & dad). However, roles clearly delineated w/no overlaps, but some checks & balances
- Both the principal and E.D. need to communicate with stakeholders in a clear and constructive way. They will need to collaborate and coordinate to meet day-to-day responsibilities
- A clear division of responsibilities must exist so the principal feels empowered to implement plans without impediment. In my view we should return to our original conception of principal and ED as partners (not one “over” the other).
- Completely separate—ED does not know the inside of education, whereas the principal does and should be focused on student (teacher, parent). ED should focus on business side of school.
- They are a single position with divisions created at lower levels
- That the people in both positions communicate with the stakeholder groups and listen to the needs and desires of the school community
- Both should have good communication skills & keep in touch w/ faculty, etc. all stakeholders
- Communication, high expectations, decision-making, accountability
- principal = teachers + students + parents
- Executive director = staff + “Pali”
- Respecting all stakeholders—enthusiastically embracing the special-ness of Pali & promoting it!
- Respect
- Enthusiasm
- Organized (or works with one who is organized)
- Involvement
- Principal and director need to be approachable and responsible to constructive criticism
- Fair and active
- Open Communication
- Receptive to new ideas

- A work environment that is fair
- That they be carried out with ethical integrity, commitment to learning on the part of all stakeholders, and transparency. I think both enthusiasm, communication skills and seasoning are important.
- HONESTY and COMPETENCY
- They should work closely together (like Marcia/Amy) and have weekly lunch meetings with teachers (like Marcia/Amy)
- With integrity
- Transparency at all times
- They work together
- Very important for responsibilities to be done effectively & in a timely manner
- No and just one leader
- One person that reports to the board
- Include input from stakeholders but ultimately **MAKES A DECISION**. Does not rely on consensus but willing to make decisions in the best interest of students, education, faculty/staff & financial well-being
- I think we should have one Ex. Director management and teaching background. Preferably, this person should come from within
- That the principal be autonomous in her area of responsibility
- Green-minded visionary
- Ecological knowledge + pioneer
- Sustainable school
- To combine this position with the Principal's position. We need to downsize administrative positions, not create more. Our school is currently in a deep financial crisis.
- They must work well together. Collaboratively. Both should appreciate the value of "counsel" and being able to carry out.
- Principal should be held accountable to the Board, not the ED
- The Principal should be the "CEO" of the school while the E.D. responsibilities should be the "CEO" of the business side of the school.
- Fair & equitable
- Leaders who will strive for excellence for all stakeholders, who are not afraid of making decisions that are tough & sometimes unpopular but in the best interest of the school community as a whole.
- The two must work well together, share a vision, and present a united front, so all stakeholders have confidence that Pali has strong, smart, stable leadership.

- It is important that they work well together and let go of any power struggles/egos.
- It is important to me that they first receive input from the stakeholders and find commonalities, or a half-way point between differing views.
- Board and principal and executive director are mutually accountable to each other.
- That they manage the school in a congenial ...
- I'd like to see one person who's able to do both roles – using their communication skills, organizational skills, interpersonal skills & leadership skills w/leadership skills being the most critical. A leader with a vision and end picture of where they'd like to move the school _____ progress. With these basic skills any administrator can use the available tools to move Pali forward. Again the major focus should be leading & fostering an environment for students to excel & for all teachers (_____ & not) also to excel.
- Communicate and execute w/ integrity and collaboration.
- That there is complete clarity to each's roles and that they are done honestly and professionally.
- Professional
- Good, frequent, clear communication
- Develop strategies to integrate various "sides" in staff
- Take care of legally mandated responsibilities.
- It's very important for principal and executive director to deliver responsibilities
- Like Granada Charter H.S., combine ED & Principal position. ?
- Principal should have equal power w/ED
- ED needs to be well connected in community, LAUSD, State – ability to maintain Pali's level of resources & prestige
- The folks need to be hard-working, intelligent, honest people w/ the "needs of students" as their first priority. They need to be responsible and the type of person who can listen, synthesize info, & act quickly. Not waste time or make bad decisions that are not in the best interest of students.
- Maybe principal should be primary leader & the other position be CBO-type
- The two people need to communicate and share the same vision
- Carry them out, like Marcia Haskin does currently, with good will, integrity, and a sense of humor. I would also add that a strong leader would have a strong sense of justice.
- The principal should be the overall leader of the school (since this is an educational institution). The E.D. should report to the principal regarding the business aspects of the school.
- ED gives principals essentially the authority to make all educational decisions.
- Transparent
- Intelligent

- Honest
- Kind
- W/sense of humor
- Fair, but that's not always positive
- Accountability – hold others accountable for doing their jobs.
- TEAM WORK

<u>ED</u>	<u>PRINC.</u>
Facilities	All
Oper. Budget	Academics

What questions or comments do you have?

- I believe effective people have far more impact than restructuring. Restructuring is “cosmetic” (superficial) whereas people are “organic” (whole, dynamic). No “structure” will work without good people, but good people can succeed in almost any reasonable structure. Thus, no need to spend time (a precious commodity) on one more “redesign.”
- What does the DI do? If principal's job is to do what I read today . . .? Why do we have both principal and DI?
- The ED/Principal position or any most senior position must be one that is respected, and therefore, regardless of the particular responsibilities, faculty need to know that the senior position leader has an administrative credential with many years of experience, has once been a H.S. teacher, and has an advanced degree.
- Were all stakeholders spoken to? Students, Traveling parents?
- This is very important & the decision/results will matter to us!
- Some schools have a fund-raiser, only. Should principal be a fund raiser?
- School hires a grant-writer. Why should principal be a grant writer?
- I would like Ms. XXXXXXXX** as executive director.
- Get someone from Pali who knows the school and who will not take 6 months to know the school like XXXXXXXX**
- Principal could be a different person elected & hired from the faculty for one year, with a guarantee to restart old teacher job afterwards. Rotation; both job profit from insights; one-year gaps to be filled, trying out new teachers with one-year contracts
- Backwards—we need to look at all 11 roles and functions outside the classroom—zero-based structure building
- All roles & job descriptions recreated
- Restructuring is the next step! I want a “headmaster” position
- DO NOT combine these positions
- ONE VISIONARY MBA—PH.D., ED
- Teaching experience
- Can we have an overhead projector for these PDs? I think it would help make things clearer.

- Please no dictators. Ours is bottom to top governing process.
- Sugar free desserts at Mercer meetings – now that’s a priority!
- I’d like to explore the structure of one E.D. over four grade level teams, each with one administrator. CBO and HR can report to ED.
- May the principal be an equal level as the executive director and report directly to the board?
- There must be a change to the structure!
- I hope that we have a large, open discussion about restructuring our organization.
- I like the idea of grade level principals
- Today seems like a repeat of last time – or steps backwards. Help. Grrr.
- We don’t need the position of “director of instruction” – that is the job of the principal.
- Our structure needs to be re-evaluated
- PAR system needs to be put in place this year to be implemented by whomever we hire next yr.
- Does such a candidate exist as we weather The Great Recession and a govt. – both federal and state – which pays lip service to Education while the gap between the rich and poor remains great! As Stephen Krashen repeats over and over again – Poverty is a leading cause of ill-educated people.
- The Director of Instruction position could be amalgamated with the Principal.
- When will we discuss structure? Seems like we are going down the path of keeping the same structure.
- Maybe we’d do well w/a big picture of the steps in the process?
- It’s so hard to answer these questions when I have so little (no?) experience w/seeing any of this in action. It’s like describing a mythological creature.
- Faculty members need to have a vote in the selection process. That is why we are all here now at this meeting.
- We need to talk about the school’s structure + administration first!!
- WE NEED ONE (ED + PRINCIPAL AS ONE)
- All in all – I really believe we need one person

* See additional sheet for illustration

* * Name not included in compilation

What do you most want out of the roles and responsibilities of the principal job description?

- . Clear, accurate reflection of the position.

- Someone who is experienced (years as well as variety of experiences) in the duties and requirements of the principal's job with the ability to lead Pali in its academic vision (whatever that is defined to be). Also to be able to work with an E.D. to lead the school to accomplish its school wide vision.
- This job description should fully capture the essence of what a principal does: serves as the Instructional Leader of the school community. The duties/responsibilities of the principal should clearly stand apart from that of the Executive Director and the Director of Instruction. It should be completely clear that the principal is the "voice" of the school community, the leader, and the final authority when dealing with the daily operations of the school on a daily basis.

What do you most want out of the roles and responsibilities of the executive director job description?

- Clear, accurate reflection of the position.
- Someone who is willing to work with the stakeholders to achieve the school wide defined vision. Must be knowledgeable and experienced in their areas of responsibilities.
- The job description of the Executive Director should state clearly and fully what this position calls for in terms of responsibilities/duties. The E.D. should be named as the primary fundraiser at the school, the facilities manager, the liaison between the school and the LAUSD, and the conduit between the CFO and the Board.
- The E.D. should operate separately and apart from the principal on a daily basis; however, any overlap should be clearly stated in the job description.
- The E.D. should NOT be the final authority in the running of the school.

What is important to you about how principal and executive director roles and responsibilities are carried out?

- I want an experienced leader(s) who is able to see the big picture, is knowledgeable of applicable laws, fair minded, objective, and works as a team facilitator. If the positions are not combined, need both to approach with commitment to collaboration.
- The roles must be two separate roles with each being fully responsible for their defined jobs -- academic for the principal and business, facilities, etc. for the E.D. They should be able to work together to achieve the goals that would result in Pali being an outstanding educational institution.

The most critical point in carrying out both the principal and E.D.'s roles is that each is clearly/definitively defined.

- The principal should have total and final purvue over the school's daily operations and academic issues, without having to seek the permission or authority of the E.D.
- Both the E.D. and the principal should report equally to the Board.
- The E.D. should concentrate on the business, district and facilities end of the school's operations while the principal, housed in the A-Building, should run the school on a daily basis. Ideally, the two positions should not be housed close together.

- The principal should be viewed as the real leader of the school community when it comes to all stakeholders: parents, faculty, classified and students.

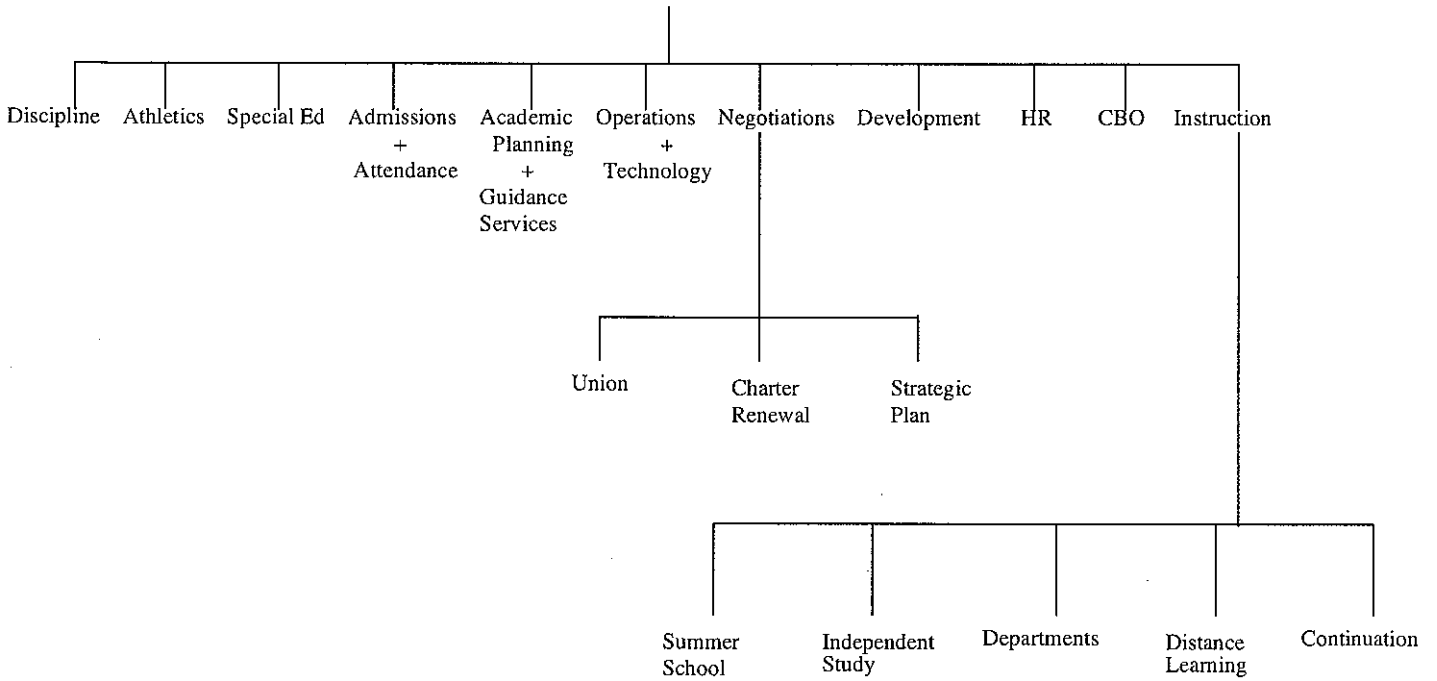
What questions or comments do you have?

- No questions, but both 3 minute essays were more than three minutes (smile).

CHARTED IDEAS – STRUCTURE

- Principal w/great leadership skills
- Good communicator
- Clear on goals of school
- Knows CHARTER schools
- Principal available to all staff almost daily, and not have power sucked out by other administrators
- Principal runs school/instruction & ED runs business
- Structure less important than the people in positions
- Clear definition of roles so we know who to go to for what reasons
- Board deals w/ED, ED deals w/overall school & Principal deals with everything academic
- Principal must be paid a good salary to attract best candidates
- Be open to idea of combining ED & principal roles into one person, then delegate underneath that one person
- Leader must have specific long-term goals for Pali, explain them & motivate staff to implement them

Principal/ED

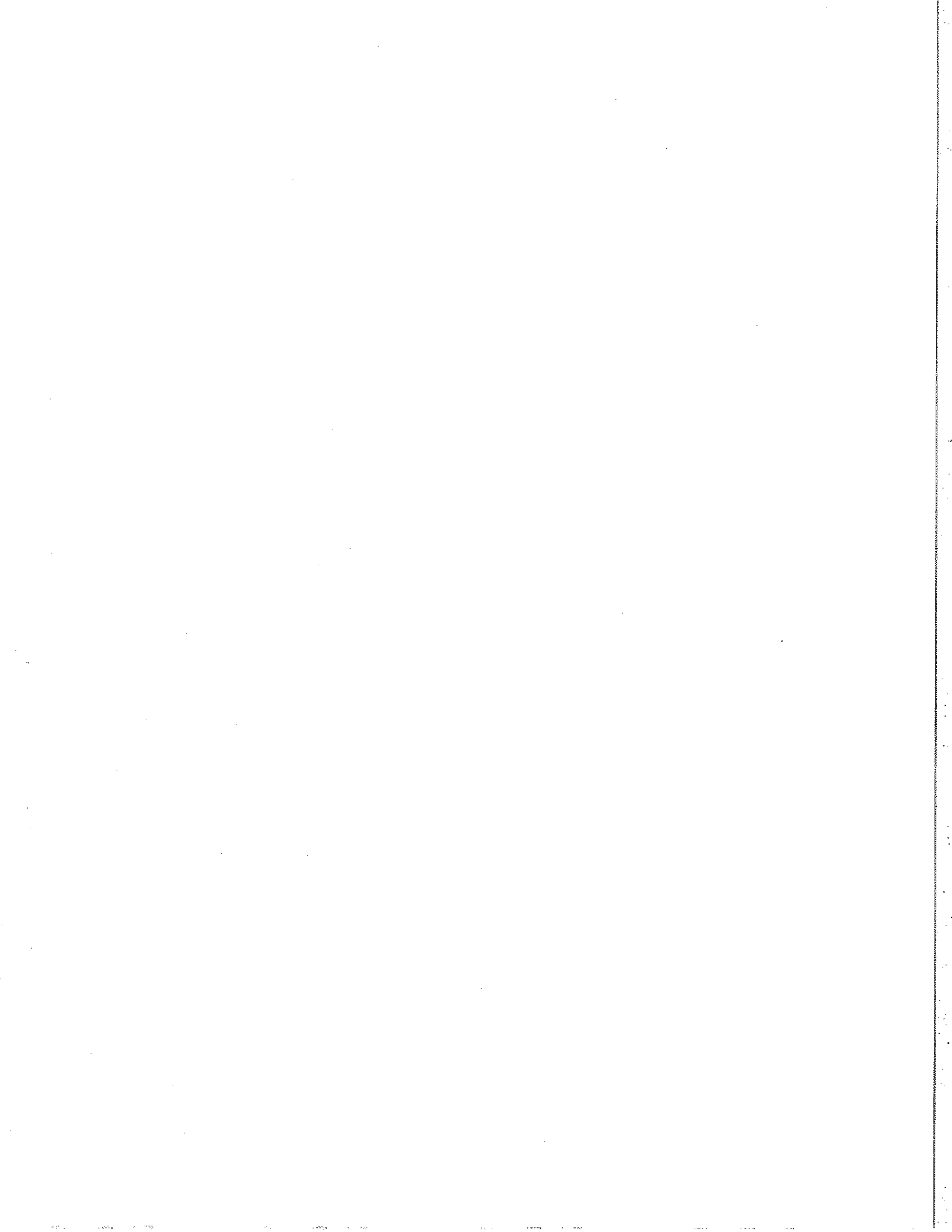


Bullet Points –

- **EXPERIENCE**
 - Teaching -- HS
 - Administrative -- HS
 - Education -- Degrees
 - Business Management
 - Fundraising
- Letters of Recommendation
- Communication skills & interpersonal
 - Community
 - Parents
 - Students
 - Staff

Important –

You cannot have accountability without this structure





Pali HS All Stakeholders' Consolidated Reflections on Leadership Characteristics and Skills

Leadership Characteristics

- Self-confidence
- Communications/instill trust
- Visionary/Approachable
- Proactive/Solution Oriented
 - Take initiative
- Organize & motivate others
- Include all – including ‘naysayers’
- Instill confidence in others
- Delegate & follow through
- Build capacity
- Casting (roles & responsibilities)
- Flexible
- Provide guidance/instructor (mentor)
- Holds self & others accountable
- Consistent/fair/equitable

- Principal w/great leadership skills
- Good communicator
- Clear on goals of school
- Knows CHARTER schools
- Principal available to all staff almost daily, and not have power sucked out by other administrators
- Leader must have specific long-term goals for Pali, explain them & motivate staff to implement them

Characteristics we would like to see in next principal

- Someone who is very involved, visible on a regular basis, involved in students’ lives
- We want to know that they’re always there
- Always available – we should know what the person looks like; that has not been the case with some in the past
- Passionate
- Really cares about the students
 - Asks questions, wants to know what we are thinking
- Principals often seem like “higher figure” – but should be approachable; we can talk to them without worrying about being rejected
- We can go to them at any time

- Great communications skills; at Pali, there's a habit where some things just don't get said; we need to all communicate a lot more; principal needs to make clear 'this is what I'm doing, this is what needs to be done'
- Should try to be a part of everything that goes on around the school, has a presence there, is familiar with us and we are with her
- Really inspired, dedicated leader
- Open mind – can hear new ideas; doesn't just go by 'these are the rules, this is my job'
- Optimistic, not just running things by the book – this is not just the average school
- Someone who is committed and will stick with the school and administration through thick and thin and won't run away when something bad occurs
- Should be really organized
- Should make concrete decisions and carry them out, follow through, and not give up midway through

Next principal should be really good at ...

- Public speaking – should be able to clearly voice concerns
- Knowing how to talk with students, parents, everyone
- Compromise
- Working well with groups
- Parents and students want to be able to keep up on information – what's going on in school; need to be able to get clear information out
 - When it has worked out: we had a lot of scheduling issues, and lots of admin like to play ping pong with you till you give up. Ms. Haskins was able to take on the issue, and talk with my mom for a few minutes to make us know that someone cared
- Multi-tasking – can't shut people out because they're working on something
- Should be selfless – always thinking about what the students need
- Easily accessible; shouldn't have to go through layers of people to get to the principal
- Open-minded, not just solving problems but helping us to figure things out

What else we'd like you to know...

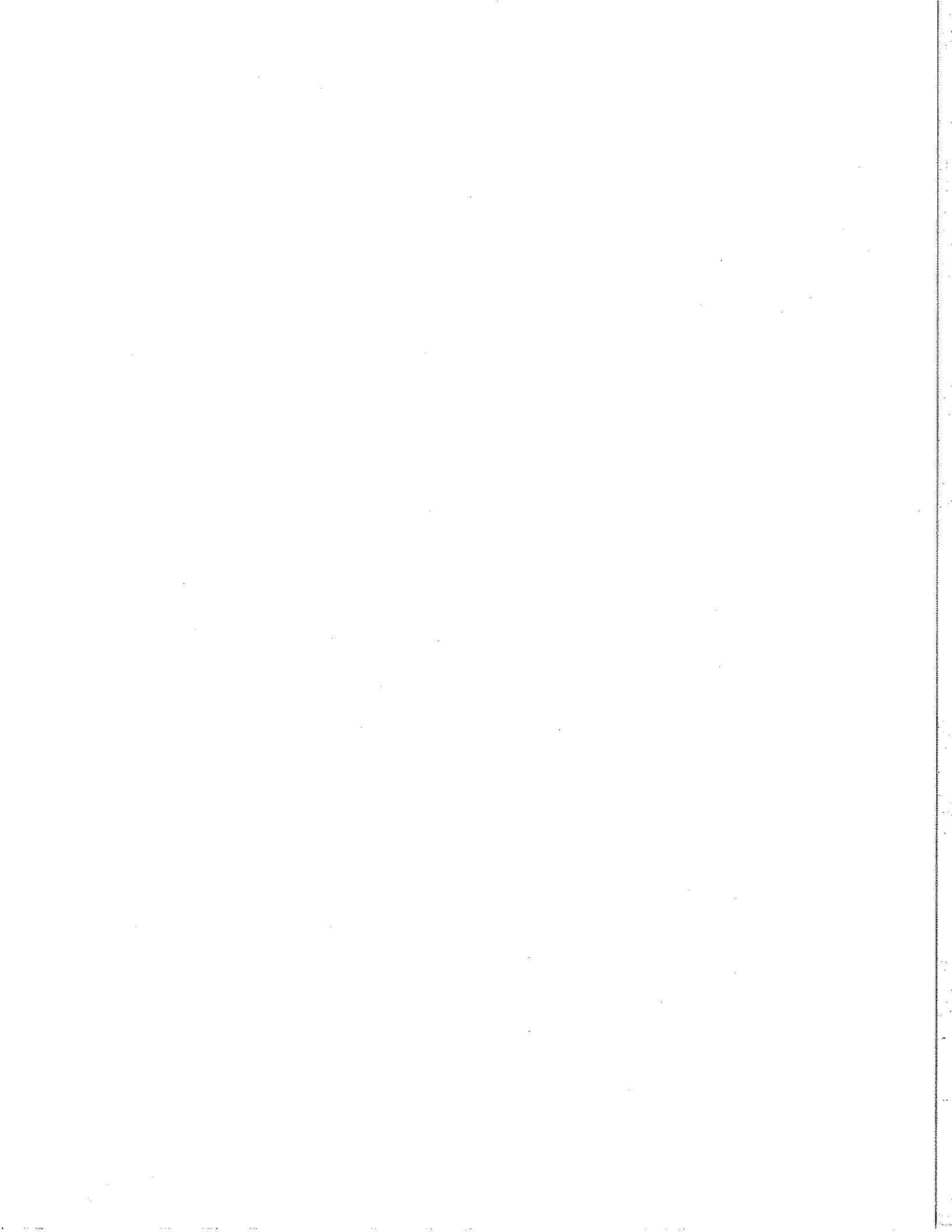
- Students can tell if the principal really wants to be here or not; if the principal wants to gain the respect of the students, he has to really believe in the students and convey caring and interest through accessibility and involvement
- In our busing issue, we didn't really hear our principal talking about anything, it was mostly the counselors – we actually wanted to hear from the principal, we expected her to be the face of the school
- We have so many people, we don't know who to go to; we don't see the principal as the head authority, because we have too many people
- A lot of people don't really know what the principal does. Students need to see a clear job description that students understand
- A way to understand what a principal can do is to ask him:
 - What 3 things he could bring to Pali? What does he have to offer?
 - What do they understand about what sets Pali apart?

- Principal should be able to respect individuality of students as well as conformity within the school
- Diversity is one of the things that make Pali Pali. A principal needs to understand and value that.
- To be able to understand our diversity, principal needs to be physically among the students, in classrooms, at lunch, during nutrition
- Be present at leadership events; great way to get to know the student body
- Be open to new things, like with diversity, we're always hit in the face every day with something new.
- Come to events not only as an administrator or watchdog, but come as a participant
- One of the new admins last year came into ASB class, introduced herself, explained her position, what she was hired to do, let us know how we can work together, asked about us and what we did. I knew that if I ever needed to talk to her, she would be available. You weren't confused about whether they would help you or not, because we know they would.
- At my elementary school, the principal had a sit-down with the parents, and he was very social. Parents got to know him during that, and got a sense of the school.
- Our school doesn't have a central figure, and that should be the principal at the top. Students don't currently know who is the head of the school. It would bring structure and efficiency to the school.
- The ED role has to be clear. Is it equal? Does one work for the other? What is the structure? Right now it's kind of in limbo, especially with both leaving. Chain of command? Separate? We need clarity and transparency.
- We heard about Ms. Haskins doing teacher evaluations. So that's an important role.

Leadership Indicators	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Inspirational Presence • Innovative • Intelligent Communicator • Promotes Equity, Fairness and Respect • Conflict Management
Tangible Results of These Qualities	<ol style="list-style-type: none"> 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)

<p>Effective Leadership Indicators</p>	<ol style="list-style-type: none"> 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
	<ul style="list-style-type: none"> • 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 cajones/brass ovaries to stand up to obstructionists & not pander to those engaging in personal attack, etc.
<p>From CPSELs</p>	<p>From Standard 1</p> <ul style="list-style-type: none"> • Identify and address any barriers to accomplishing the vision. <p>From Standard 2</p> <ul style="list-style-type: none"> • Promote equity, fairness, and respect among all members of the school community. • Create an accountability system grounded in standards-based teaching and learning. <p>From Standard 4</p> <ul style="list-style-type: none"> • Strengthen the school through the establishment of community, business, institutional, and civic partnerships. <p>From Standard 6</p> <ul style="list-style-type: none"> • View oneself as a leader of a team and also as a member of a larger team.
<p>Feedback</p>	<p>Examples of standards – technology</p> <ul style="list-style-type: none"> • [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.

	<ul style="list-style-type: none"> • [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.
<p>Indicators of Effective Leadership (actions, behaviors, results) <u>Evidence</u></p>	<ol style="list-style-type: none"> 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] <p>Classroom visits w/written eval. Stay late StrengthFinder 2.0</p>
<p>Leadership Effectiveness Indicators</p>	<ul style="list-style-type: none"> • 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.”





Pali HS All Stakeholders' Consolidated Written Reflections on Obstacles

- Lack of trust among stakeholders
 - Inequality among all stakeholders
 - Lack of respect of administration & BOARD
 - Power struggles between BOARD & faculty
 - Lack of respect for Classified Staff – last one to give opinions
-
- Put an end to culture of harassment and backstabbing – expose and hold accountable those who undermine Pali.
 - Let administrators do their jobs – no micromanaging.
 - Employees need to be honest about their resistance to change – job descriptions are not set in stone – people need to develop new skills – you can't get paid more and more every year for doing the same job.
 - Structure is less of an issue that who is in the job!
 - No clear path of accountability – CBO? Finance? HR? Payroll?
 - People are allowed to “behave badly.”
 - Turf-protecting
 - Undermining selection process.
-
- Contentious divisive faculty with too many “single minded” people on the fringe preventing majority agreement.
 - Most teachers have a very limited ability to think of running a school independently from the “district.” They have limited experience in the “real” world.
 - 2 positions – I think the principal should be in charge of the teachers
 - The executive director – a separate individual to run the business end.
 - Neither one ans. to the other – to the Board
 - Parents need to give input but can't possibly “run” a school.
 - Too much “politics” among the “old guard”
 - “Lack of respect” is a teacher issue
 - Educ. Leadership cannot be dictatorial. Ex. (past failures) revolving door
-
1. Principal's authority has been overpowered by the Executive Director.
 2. Executive Director should have administrative credential.
-
1. Not enough time to do a good job. Because they post the job too late.
 2. More people need to meet the person applying for the job & give their feedback.
 3. Need to really do a background check on the person we hire & talk to all of their ex-employees to hear what they think.

Obstacles:

1. Narrow mindedness
2. Not understanding the difference between an ED and principal and their roles.
3. Taking active roles in making Pali all it can be and not just sit back and complain.

4. The length of the contract of Principal should be at least two years. One for understanding and getting to know the stakeholders and what they need. The next year to implement any improvements they see needed.

5. Communication between all stakeholders

Most important in structure:

There needs to be 2 separate positions. An ED is always busy with out of office stuff. A principal needs to be present at all times on campus.

Obstacles to selecting

1. Lack of clearly defined job descriptions
2. Too much change in what has been wanted: Principal + ED, just single head of school & back again
3. Starting selection process – beginning with job posting too late in the school year.
4. Limited posting of job openings
5. Limited training of selection committee
6. Abrupt change-over of personnel (if a decision has been made to not renew contract – do it early in year so job search can begin immediately)
7. No time for new person to shadow old person.

1. Lack of trust among stakeholders
2. Lack of respect for administration and board
3. Inequality
4. Lack of respect for classified – always last to give opinion
5. Power struggle between Board & faculty

- Lack of trust among stakeholders
- Checking background – needs to be more thorough
- Not understanding difference between ED & principal roles
- Unclear at Board level
- Never enough time to do thorough search
- Classified input should be taken equally as important, since we spend great amount of time with the leaders
- Contract length should be longer (currently only one year)
- Inequalities
- Disconnect between Board & employees
- Structure of Leadership
- Posting too late in the year
- Lack of respect for classified staff

- √ Lack of evidence gathering re: candidate
- √√ Time (rushing) and Timing (when)
- √ Job security (1, 2, 3 year contracts) Mutual commitment – more than one year needed
- PR – what people hear about Pali
- Lack of delegated authority & accountability for hiring
- √ Untrained selection committee
- √√√ Selection committee w/o consensus on qualities and shared values
- Too much living in the past (lack common vision)
- Fractured staff & stakeholder groups

- “Clean” description of qualities & qualifications & job description (and beyond)
 - Stable structure that we can stick with is missing
 - Popularity not competence decides fate – lack of school-wide understanding of roles/responsibilities
 - Fear of strong leaders
 - Distrust of leaders who lead
 - Lack of unifying vision (we are on hold waiting for the vision)
 - It is unclear who makes decisions
 - Lack of common sense – sits w/vision
 - Communicating the process
 - What does the admin team do to support the new leader?
 - Person has to fit this community
-
- 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.
-
- Fear of trailblazing in search
 - Fear of assertive leader/change
 - ✓ Clearly defined job requirements (lack of)
 - Lack of committee selection training
 - ✓ Personal agendas of committee members
 - Beginning search process too late in year – most experienced have already been hired
 - ✓ Misunderstanding of leadership needs in a Charter School
 - Inflexible interview process
 - Lack of agreement of management structure
 - ✓✓✓ Limited search for leadership – go nationwide
-
1. ✓ Ineffective recruitment
 2. ✓ Lack of clear job description
 3. ✓ Lack of common vision
 4. ✓ Lack of confidence in Board
 5. ✓ Ill-defined leadership roles

6. √√√ Fear of change
7. Lack of emphasis on academics

- √ Hostile work environment
 - A charter isn't about money \$\$
 - √ Personal agendas
 - Lack of communications
- √ Lack of Common Vision
 - Where are we going?
 - Fear of change
- √ Clear job description
- √ Inclusive process
 - from parents
 - more detailed information
 - Lack of accountability!
- Overhaul Board
 - Non-interested parties
 - No parents (current)
 - No current teachers
 - Outside community members
 - Executives, former parents, teachers
- √ Teachers should not run school
- √ Lack of understanding of what it means to be an Independent Charter
 - Revamp
 - Bylaws
 - Charter

We do not agree that thoughtful, caring people have not been involved –
We believe:

1. √ Agreed organizational structure was poorly understood (ED vs. Principal)
 2. √ Conflict re: job description spec. ED/Principal
 3. Constant selection due to constant turnover
 4. √ Conflict due to conversion charter
traditionalists vs. progressive model
 5. √ Restraining forces re: structure
Parent Board
1. √√√√√ Lack of accountability – to whom is everyone reporting?
 2. √ Need same teacher and parent reps on Board
 3. √√√√ Wars between teachers & admin. (fear factor)
 4. √ Everyone wants “control”
 5. √ Confusion between Principal & Exec. Director clash
 6. √ Cliques all around
 7. √ Poor comm. from Board & Admin & Counseling Staff to parents
 8. Management – Supervision of teachers
– Accountability

9. Parents need to be able to talk at board meetings & be involved in selection of meeting times and agendas

1. √ Personal agendas
2. √ Lack of participation especially by parents
3. √ Lack of consensus at Board level (common vision)
4. √ ??? How is hiring committee formed
5. Parents' lack of appreciation for the importance of the decision

1. Power Struggles
2. √√√ Lack of communication: inadequate/incomplete
3. √ Lack of mission statement/vision
4. Lack of defined needs
5. √ Lack of defined authority between ED and Principal
6. Lack of consensus among and between constituencies
7. Lack of support for administration
8. √ Personal agendas

1. √√√√√ Staff does not understand what it means to be an independent charter school
2. Staff doesn't understand (accept) structure (concept) of single point of accountability at school
3. Small & vocal staff subgroup hijacking the decision-making processes using harassment
4. Some Board members attempting to act as administrators instead of Board members
5. Rushing hiring process
6. √ Parents need to be more involved

1. Hiring committee necessary:
To be comprised of a reasonable representation, with
√ no personal agenda

→ teachers
HR with → admin
→ parents

2. √ The reach of the search – How large is the candidate pool?
3. Allow stakeholders to give input to hiring committee, i.e. questions to ask; concerns
4. √√ Clearly define the job description (and include the school vision)
Do we have one? Is lack of this an obstacle?

• Improved Communications



Pali HS All Stakeholders' Consolidated Written Reflections on Selection Committee & Process

What qualities would give you confidence in a selection committee?

- Selection of people who don't have personal agendas & who aren't afraid to endorse someone the school leaders may not want
- Open mind; fair; no "hidden agendas"
- Must be open – have community input
- Open opportunity for parents to participate
- Bring outside referee to assure no personal agendas
- Amy Held should be included
- A few parents who have been very involved should be involved – Eileen Savage, Leslie Woolley would be good choices.
- Equal representation by all stakeholders
- Prior experience
- Equal composition of the stakeholders – parent/student/faculty
- "Agenda-less" well-trained committee members
- Experience
 - in business
 - in having a child at school
 - working at a school
- Clear understanding of objectives and qualities, with a mission in mind
- People w/ prior experience
- Open communication
- Flexible
- Willing to be trained
- Moral, decisive, intelligence, clear priorities ...
- Lots of experiences
- Equal representation of stakeholders following adequate publicity re: committee formation and/or opportunity to participate.
- Choose parents & teachers that do not have set agendas

- Committee administered by a third party (i.e. UCLA School Mgmt Program staff)
- Must have
 - Parents ← those chosen by other parents
 - Teachers
 - Administrators
 - & outside members
- New faces – not the same old people who have done it in the past or are currently on the Board
- Broad representation
- Flexibility to look broadly
- Equal representation from all stakeholder groups
- Experience in prior processes
- Success demonstrated in past leadership selections
- Independence of members
- Qualified people who are looking out for the students' best interest as opposed to unions (UTLA) and job security.
- An equal amount from the different groups, parents, teachers, administrators and students
- Experience in school hiring
- Knowledge of charters & their potential
- Ability to think outside the box
- No personal agendas
- Open to input from stakeholder (a la town meeting?)
- Someone willing to listen to parents and take our concerns into consideration.
- All stakeholder groups represented equally, elected by their respective stakeholder members. Elections should be transparent.
- Representation from all stake-holder groups – teachers, parents, administration, students. If possible, have each group elect their representatives.
- Professionals who have demonstrated experience in interviewing and hiring
- Kept away from and not influenced by politics
- Independent members with no agenda other than best interest of students
- Experience in HR on level of job described like ED need to be selected by a different committee than principal
- Mix of parents, teachers – including “equal” mix
- Students as well – publicize so all interested can speak out

- Fair-minded stakeholders (non-venomous interaction)
- Agree with school vision and future of an independent charter (if you don't think we should be a charter you should not be on the committee.)
- Transparent – equally weighted – teachers, parents
- HR – Proper, thoughtful educating of participants
- Perhaps folks should all be nominated by their stakeholder groups & not self-selected.
- Reps of all stakeholder groups involved
- Intelligent
- Made up of parents, teachers & admin who have experience and understand the goals of an independent charter
- Balanced among stakeholder groups
- Experienced
- People experienced with Pali
- Headed by an HR director
- All stakeholders looking for agreed upon attributes & qualifications
- Final decision by supervisor
- Committee “recommends” candidates
- Experience
- Knowledge of what a charter school is
- Flexibility for inclusion
- Wide variety of members
- Thoughtful listeners
- Composition to include ALL stakeholders, well trained, ability to recruit widely, clear parameters for hiring, ability to reconvene if hire doesn't work out.
- Experience & recommendations
- People who have volunteered and worked in charter schools – who have prior experience in hiring principals
- 1. A fair representation of all stakeholders
- 2. An educated selection committee
- 3. A wide reaching and timely search
 - Training before they start this selection (even if experienced in other searches)
 - Someone on the committee who does not have a direct stake in the outcome i.e., not a current teacher, parent OR staff or Bd. Member
- Agreement (no doubts) on what is needed. Without this, the selection won't matter.

1. Objective viewpoint but with administrative background
2. Educational background
3. Knowledge of “independent charter” within Pali’s specific demographics
 - Willing to work thoroughly & methodically
 - Good leadership
 - Put personal agendas aside
 - Possess a clear list of qualifications & desirable characteristics
 - Ability to listen

What qualities would give you confidence in a selection process?

- Focus on good & the institution rather than self-interest driven
- Thoroughness
- Should be open to community to attend meetings (not necessarily speak) but it must be open process. Community should be given opportunity to meet with board and give input.
- Open to all “qualified” individuals
- Select (3) top candidates and have a question/answer session w/current group
- Open process
- Put the job description out to many people. Parents also know people in education and can help find candidates.
- Transparency
- Extra-thorough search
- Well-trained committee members
- Think of the Future!
- Think of the Students!
- Ask tough questions.
- Look around – not just locally!
- Wide range of candidates who are enthusiastic and full of ideas & plans for task, with firm time table and goal for decision
- Openness
- Professional search outside of LAUSD
- A designated leader, not a teacher but an experienced head hunter
- Same as above [Moral, decisive, intelligence, clear priorities ...] and get the ball running ASAP!
- Listen to everyone’s opinions and choose the best people

- Again, adequate publicity and opportunity to contribute and/or veto ideas.
- That UCLA interview applicants
- They cannot be appointed by Exec. Director or Amy
- Equal representation:
 - Staff
 - Parents (current)
 - Parents (past)
- Convincing Amy to stay at Pali!
- Making Ms. XXXXZZZZZZ Principal
- FAST – (we are very late starting this)
- Two way communication
- Committee's ability to act & make decisions. If we have the right people we need to trust them.
- On site visits by top candidates w/ Q & A sessions
- Transparency (communication) in process
- Clearly defined milestones/goals & timeline
- 1 point of accountability at board for meeting timeline/goals
- Equal representation of all stakeholders
- As much time as needed and make sure it's done at the right time of year to get the best candidates
- Many people to choose from
- In depth info on them (vision, not just bios, and qualities)
- Do more of what was done tonight. Help us see the process & be able to assist.
- Collaborative process
- Stakeholder groups approve of representatives selected
- Members selected submit a bio as to why the... *[not completed]*
- Transparency – regular updates from committee
- Members who are honest and genuine in their concern for Pali High
- Small, dedicated, independent committee
- Broad, open, pro-active search
- Focus on charter school leaders
- All stakeholders included but check for experience in HR. Training in process and selection
- Clearly defined goals for candidate
- Clearly defined yet flexible interview process (ability to [ask] follow-up questions)
- Thorough national search

- Job description of ideal participants to help weed out people who might not be as objective as possible
 - Begin EARLY
 - WIDE recruitment
 - Opportunity to meet final candidates
 - Open mindedness
 - A broad search for candidates
 - Open to stakeholders
 - Knowing the complete process Before it starts
 - Outside consultants with experience to be headhunters, conduct interviews, and hire the best candidate, or make strong recommendations to the board
 - Needs to include sufficient # of prospective leaders
 - Collaborative process
 - Feedback from committee regarding quality of applicants & ability to re-launch search if necessary
 - Schoolwide (parents, admin., teacher) as well as community participation
 - That an outside source such as UCLA set it up to make sure there were no personal agendas
 - Members of a hiring committee w/ no personal agendas
 - Parents, teachers & staff/admin all equally represented
 - Having experienced hiring/educational professional conduct the hiring. Don't involve too many people because it will stalemate process. There must be an impartial arm to facilitate process.
1. Focus groups
 2. Nationwide search
 3. Narrow down to 4 candidates & go through a more intensive process
- Clear objectives from each stakeholder group integrated into qualifications & characteristics

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

- All Board
- All Teachers
- No meaningful parent input
- Must have equal # of parents/students on committee to admin.

- Same old process/closed door mentality
- There are a few teachers who bullied Amy Held out of her job. They should not be involved.
- If it was led by a specific group of stakeholders alone.
- If they simply selected someone ahead of time.
- Fairness and transparency
- Someone who has no experience with the unique situation of Pali High!
- Someone who is only LAUSD based
- Not a teacher leading committee
- Making sure that the job is not given to the best of the worst. No settling
- Closed to any stakeholder group / lack of publicity and/or opportunity to be involved and apprised of committee work.
- Nobody should be paid
- Principal/Exec Director should not be able to vote – this influences that process
- Do not have any current or past board members – need clean new slate
- Disproportionate (too many) teacher representatives
- Not having several parents on the committee (they cannot be teachers and employees of Pali)
- Deciding we need only 1 person – we really need an ED & Principal
- Not looking for both ED & Principal. The roles are so different – we need BOTH.
- Too many teachers on committee.
- We need parents to be involved.
- No parent participation
- If parents are marginalized and process is pushed through without input. Or just a “show” of getting our input.
- Dictator-style process
- No parent involvement
- No charter experience candidates
- Bowing down to whomever hired you. Tell them & us how it is and not be a “yes man”.
- Poor applicant pool – don’t want to “settle” once again.

- Too large and stacked with inexperienced members with lack of knowledge
- Merely posting a recruiting ad w/o conducting a pro-active search
- Ms. Haskin involved w/search & selection

- One-sided selection

- Person/people on committee should/must be “invested” in Pali. Have children here. Simply living in the community is not enough.
- Must be committed to being an independent charter
- Unfairly weighted toward one stakeholder group
- No parent involvement
- If the committee is made up predominantly of one interest group, such as faculty
- If all proceedings were closed

- Marcia selected

- If it is comprised of teachers

- Lack of transparency

- That none of the items discussed in this meeting make it to the selection committee and that those who have been identified w/ personal agendas are included on committee

- If there is no agreement on the different roles of ED and principal. This is a must for me. Organizational structure must have buy-in from staff, teachers, parents.

- Rushing just to fulfill position for Sept.

- Not including objectives from each stakeholder group

What questions or comments do you have?

- We need to get rid of Ms. XXXXXXXX. She does not have student interest in mind and is obstructive to servicing students -- intimidating staff and rude to parents. Instruction is key to the school; need the right person in that position.
- Thank you for helping us find strong leaders for our school.
- I do not think it would be a fair process. Not transparent. Frustrating!
- What a great process this was! I hope we can build on it.
- Great job

- If school can change the environment.
- Thank you!
- Please keep everyone in the loop.
- Dare I say I'm hopeful that Pali High can be turned around?
- Thank you for having this session.
- Who should parents contact if they wish to be involved on the Selection Committee?
- Board members who are not committed to being a charter and being collaborative instead of combative should be sanctioned or removed. Pre-requisite for Board
- The organization structure existing now is good. ED should be in charge & Principal should be #2 but in charge of all relative to instructional issues
- Need to address the actual issues that are creating problems and inability to make decisions – such as conflict w/ principal & ED w/ Board, conflict over the pool
- Would like to have written meeting notes distributed to all parents.
- Thank you.

What qualities would give you confidence in a selection committee?

- Non-school members
- Committee needs to be trained (3)
- All stakeholders on committee (1)
- All stakeholders need to be involved
- I don't have nor will I have any confidence in any selection committee—Our board of directors is meddling and incompetent. Their enormous egos prevent any objective processes of any kind in the governance of this institution at any level. Staff members who win "board" seats use the opportunity to trample on their co-workers to advance their own questionable agendas. There will be no effective or truly legitimate process (even if sought by the board) in governance at PCHS as long as the "board" is who and what it is
- This is dumb—other staff, teachers and administrator had days & hours to do what you are asking us to do in 20 minutes. Thanks a bunch guys!
- Needs more people involved in studying the background & qualifications of each candidate. This is to avoid overlooking. We are not hiring someone based on "Friendship." It should be strictly based on their qualifications

What qualities would give you confidence in a selection process?

- Screen applicants thoroughly (2)
- Committee members need training
- Screen all applicants to leadership positions (not looking for one person as head of school)
- Know what the school is looking for

- The new principal needs more than just the right resume—has to be a natural leader—i.e. OBAMA is a natural leader—knows how to reach consensus—“knows when to hold-knows when to fold em” Pragmatic
- Natural leader temperament like Marsha—visible-generates confidence in our purpose
- Require references from different sources of information.

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

- Same people always on the committee: 3 teachers, 2 classified, 1 parent, 1 student, 1 admin (3)
- Equal representation from each group including teachers and classified in forming a committee, not just administration

What questions or comments do you have?

- It would have been more beneficial if we could have met longer and perhaps with all the faculty at the same time
- Please do not settle on recommending that the school be run by an ED/Principal—that person will be too spread out and then the directors (APs) would have the actual say-so in running the school
- I truly believe in the “Charter School” process and keeping the ED and principal roles separate.
- It would have been nice to meet longer
- School Structure: *Executive Director/Principal does curriculum duties too—dumb to split it up—Pat the “new principal” a competitive salary (160 K or more) so we can do a comprehensive search to get more qualified candidates
- Principal should be in charge of academic area. The executive director should not overpower the principal. Exec. Director should have an administrative credential.

What qualities would give you confidence in a selection committee?

- 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
- Volunteers 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) & dominated by employees (parent participation on the committees has historically been problematic in my view
- Committee consists of people from each 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 Marcia Haskin
- 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 diverse 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 respected 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 every teacher 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
- 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 daily basis.

- All stakeholders represented (teachers get final vote)

- If I was able to hand select members with my vision for a leader, I want change. 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 Damaging students. I want the Selection Committee to be intelligent and experienced and a

diverse 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 process?

- 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 a deadline is approaching
- 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 participants 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
 - Transparency
 - 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
 - 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 through 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 that unique – 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
- 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 priorities 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, shared
- 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
- 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 deal-breaker for you, in terms of selection committee or process?

- 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
- 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 25% 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 dates or process

- 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.
- 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.”
 - I really want to embrace this process, but I feel like I’m confused & not clear of where it is going.
 - Having a very short agenda posted would help
 - Ex. Intro speakers
 - Reflection & discussion story involving leadership
 - Sharing of leadership qualities

- Evidence of these leadership qualities in behaviors
- GOAL: List of leadership qualities & their expression in behaviors
- 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
- 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.

What qualities would give you confidence in a selection committee?

- 1) Stakeholder representation-all stakeholders
 - 2) A structured protocol that is strictly followed
 - 3) Members of the selection committee are chosen through a fair and impartial process
 - 4) The committee sends out communiqués to keep the community informed on the progress of the process
 - 5) Willingness to commit to both the process and the candidates
 - 6) Committee represents the best of the school.
- Unbiased, objective, representative (proportionately) of the Pali community (certificated, classified, parent, student, administrator, HR), knowledgeable about paper screening & interview process.
 - Knowledge of the job duties for the position and a clear understanding of the job
 - Members of the committee must be people who I believe will be fair and honest in their decision making.
 - The ability of the members of the committee to be open and not have a hidden agenda i.e. forward their
 - candidate
 - The ability of the committee to work together to find a person that will be qualified and knowledgeable
 - of the position
 - Clear understanding of Pali: its needs, vision, infrastructure
 - No personal/political agendas
 - Has been active participant in the UCLA process with Pali
 - Ability to see global picture/flexibility
1. Integrity
 2. knowledge of what is needed
 3. open mind

What qualities would give you confidence in a selection process?

1. The process is vetted through representative stakeholder groups.
2. The process is promulgated to stakeholder groups.
3. The committee would be able to clearly articulate why they chose a candidate.
4. The charter (which include school mission, vision and goals) is used !!
5. Current leadership research is used
6. School culture is taken into account
7. Greater community goals are taken into account
8. State standards are used

- Open and clearly identified selection process (not the usual suspects); clear expectations of committee behaviors to include a confidential weighting of those interviewed after each interview. Committee to discuss strengths / concerns of candidates after weighting has been turned in to person directing process.
 - Transparency (openness) in the process
 - Open selection of the members of the committee or an explanation of how/why the committee members
 - are selected
 - Members are trained in the 'how to' of the process and understand the process
 - The majority of stakeholders understand the process and accepts the process and its outcome
 - Not rushed nor protracted
 - Members are well-trained around common goal/vision/evidence-gathering
 - Process is evidence-oriented; takes at least two days of varied activities
 - Members are able to come to consensus about finalists based on training rather than on personal biases.
1. Clarity of goal and what is needed
 2. Be patient and find the right candidate

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

1. Committee members on the committee with a known political stance or "agenda"
 2. Process takes place over the summer
 3. Faculty is given a popularity "survey" to determine which candidate is most likeable
 4. The union gives out a survey
 5. The candidates are asked to give speeches to the faculty and staff
- I am not sure of this question. Hopefully you will be able to explain it at our next meeting.
- A. Battle between Board member(s) and selection committee members
 - B. Too much emphasis placed on interview itself
 - C. Committee's decision is based on non-members' input or influence
- If the above was not followed

What questions or comments do you have?

- See above
- The job needs to have strong appeal, \$\$\$ you get what you pay for