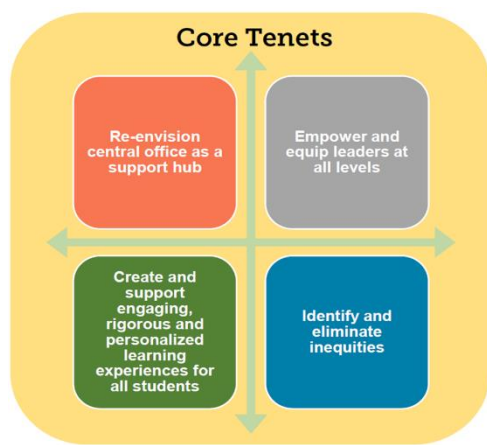


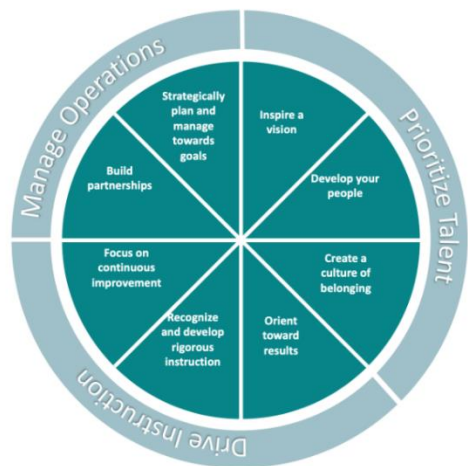
MNPS PRINCIPAL SELECTION PROCESS



MNPS is committed to selecting leaders who embody our core tenets and can embed them within their leadership in the schools. Our recruitment and selection practices ensure that we are hiring leaders who share these core tenets and have the capacity to support learning communities where every student is known. When every student is known, literacy, numeracy, social emotional, and transitional outcomes for every student will improve.

The goal of the Principal Selection Process is to create a robust, efficient process that uses collaboration and stakeholder support to ensure that each school receives a high quality, professional and visionary leader.

Research shows that an effective principal is essential in building a strong school culture, and must be able to empower teacher leaders, communicate a shared vision and build a sense of collaboration within the school.



The principal selection process is grounded in the [MNPS Leadership Framework](#). This framework focuses on three essential domains that all leaders must leverage: Prioritize Talent, Manage Operations, Drive Instruction

Core Leadership Beliefs & Values:

- Collaboratively create a clear, compelling vision centered on equity, diversity, and high academic achievement and growth for all students
- Develop structures that ensure that student, staff, parent, and community voices are heard, amplified, and acted on in key decisions
- Leaders should drive instruction by focusing on continuous improvement, recognizing and developing rigorous instruction, and orienting toward results.
- Create classroom and school-wide systems that promote urgency, high expectations, and continued growth.

The MNPS principal selection process encompasses three phases that are designed to ENGAGE the community and stakeholders, ANALYZE applicants using a variety of assessment tools and INTERVIEW the highest quality applicants for hire. The minimum standards for employment as executive principal are listed below;

- Master’s Degree
- ILL-B or ILL-P TN Administrative License (current w/ the completion of the Praxis); External candidates with administrator licensure will be reviewed for eligibility.
- Six full years of certificated experience, including two years as Assistant Principal or comparable experience leading adults (central office & other leadership considered).



ENGAGE



ANALYZE



INTERVIEW

PHASE I: ENGAGE STAKEHOLDERS

Department of Schools

- Meet with school staff to share vacancy and seek input on qualities needed for principal.
- Meet with school community to solicit feedback on school needs.
- Provide survey to all stakeholders. This will include, but not be limited to, teachers, staff, parents, students, community partners.
- Survey cluster principals to assess school level needs and receive feedback on cluster goals and values.

Human Resources Division

- Post vacancy and communicate opening to various recruiting sites.
- Gather relevant school data for use during the interview process.
- Provide clear standards for employment, including both minimum and preferred characteristics.

PHASE II: ANALYZE CANDIDATES

Principal Interview Core Team

- The core interview team is a collaboration between several different key departments including HR, Finance, Academics and Schools.
- Candidate applications will be screened for minimum qualifications. Experience in grade level tiers and experience with economically disadvantaged, English Learner and Exceptional Education populations may be considered in this analysis.
- A Comprehensive Candidate Score will be generated based on application analysis, principal recommendation and prior evaluations.
- Standardized rubrics will be used to provide each applicant with a qualification score that will determine who advances to the next phase.

PHASE III: INTERVIEW QUALIFIED APPLICANTS

Collaborative Principal Interview Core Team/School Based Interview Team

- No more than 5 candidates will be advanced to the interview phase for any position.
- There is a possibility that specific schools and situations may warrant a single candidate interview. If this occurs, the candidate will immediately advance to Phase III.
- Candidates will review school level data and present a 90 Day Entry Plan based on the schools needs and the individual's leadership style. (15-minute presentation, with five minutes for questions)
- Candidates will respond to interview questions aligned to core competencies from MNPS Leadership Framework. (30 minutes)
- Candidates will participate in a role play scenario to assess competencies in the MNPS Leadership Framework. (10 minutes)
- Interview teams will use a rubric to score the candidate to determine who advances to a final interview phase.

Cabinet Interview Core Team

- The final phase of the principal selection process is conducted by the Director of Schools, Chief of Academics and Schools or Chief of Innovation, the supervising Executive Director, Chief of Student Services and the Chief of HR.
- The final interviews will open with the candidates sharing their analysis of school level data and present a plan to address focus areas and will proceed through a round of questions based on the feedback from the interview team.



TEAM MEMBERS

Principal Interview Core Team

The school's supervising Executive Director

Leadership from the Schools Team: Elisa Norris, James Witty, Chae Snorten, Felicia Everson-Tuggle, or Karen DeSouza Gallman

Leadership from the Academics Team: Molly Hegwood or Debra McAdams

Leadership from the Operations Team: Josh Adcock or Doug Renfro or Ken Stark

Leadership from the Human Resources Team: Lisa Spencer

The school's supervising Hiring Manager

School Based Interview Team

In collaboration with the principal, the ED will select from among the various stakeholders to build a collaborative team. The size of the school-based interview team will be no more than 7 members of the school. School interview teams should contain one or more of the following in each school interview: parents, certificated teacher, support staff, and/or a community stakeholder. High School vacancies should include a student on the panel.