



# The Selection Process for Principal at University High School

Wednesday, June 24, 2015

5:00 p.m.

University High School

## Site Council Meeting

# AGENDA

- Introductions Dean Packard
  
- Secondary Leadership Abel Morado
  - ✓ Meeting Purpose
  - ✓ Goals – Superintendent Intent
  
- Human Resources Representative Janet Rico-Uhrig
  - ✓ Principal Selection Process
  
- Questions Abel Morado



*UHS Penguins*



Human Resources Department

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### Hiring Process for Principal positions

1. All applicants apply to the TUSD Principal position.
2. Applicants will need to apply for the Principal position in the TUSD AppliTrack system and complete an on-line application and attach a cover letter, resume and 3 letters of reference.
3. Applicants will be screened by a District Leadership committee, comprised of Directors of Schools. Selected applicants who pass through the initial screening are considered for further interview.
  - Directors and others review documentation and rate applicants
  - Phone screening

Candidates not moving forward in the process are informed that they are no longer being considered for further interview by an email notification.

4. HR will run a reference check on all candidates placed in the Principal position.
5. Candidates placed in the Principal position are sent an email notification informing them they are moving forward. Candidates will be interviewed by District Leadership (Deputy Supt., Assistant Supt. Sec. Ed., Assistant Supt. Elem. Ed., Assistant Supt. C & I, and a SLT member), *Human Resources Staff*.
6. District Leadership will select candidates to be interviewed by the School Leadership. Candidates not selected to move forward are informed that they are no longer being considered by an email notification.
7. School Site Committee will interview the candidates and provide feedback.
8. Based on the information provided by District Leadership and feedback from the School Leadership, a final name will be presented to the Superintendent for final interview and approval.
9. The Superintendent will make his recommendation to the Governing Board for approval.



CODE: 16050  
UNIT: ADM  
FLSA: Exempt

**CLASSIFICATION**  
PRINCIPAL

**SUMMARY**

Provides leadership and management of a school that is focused on student learning, achievement, relationships and communication, and efficient operations. Promotes the success of students by facilitating the development, articulation, implementation and stewardship of a 21<sup>st</sup> Century vision of learning that is shared and supported by the school community.

**MINIMUM REQUIREMENTS**

Master's Degree in Educational Administration, or closely related field

Arizona IVP fingerprint clearance card.

Arizona Principal Certificate with Structured English Immersion (SEI) endorsement (Arizona Department of Education (ADE) may allow one (1) year from date of certificate issuance for out-of-state applicants to complete their SEI requirements.)

Three years teaching experience

**PREFERRED QUALIFICATIONS**

Experience as a Principal/Assistant Principal

English/Spanish Bilingual

Demonstrated background/experience in school leadership including supervision/management and/or team work.

Experience using technology as an instructional tool and technology applications

Experience or knowledge of 21<sup>st</sup> Century Learning

Experience in public speaking

Experience developing and managing budgets

Experience developing student specific interventions, curriculum and instruction, special education and language acquisition programs.

Experience working in a diverse setting.

**ADDITIONAL REQUIREMENTS AFTER HIRE**

Proof of immunity to rubeola (measles) and rubella (German measles), or proof of MMR immunization

**ESSENTIAL FUNCTIONS**

**THE LIST OF ESSENTIAL FUNCTIONS IS NOT EXHAUSTIVE AND MAY BE SUPPLEMENTED**

The role of Instructional Leader includes:

Working within the TUSD, State of Arizona (AZ Learns) and No Child Left Behind accountability models and requires:

- Responsibility for student achievement
- Focused conversations with teachers
- Daily classroom visits
- Shares and models effective teaching strategies
- Confronts classroom mediocrity

Provides direction on curriculum and instruction



- Enforces grade level standards
- Provides opportunity for enrichment and intervention
- Encourages differentiated instruction for all learners and commitment to learner objectives
- Collaborates with the Exceptional Education Department
- Creates and supports learning communities
- Sets high expectations

Uses and promotes use of assessment data

- Frequently monitors student progress
- Conducts and uses quarterly and other assessment data to guide instruction
- Develops a pyramid of intervention for all students
- Uses academic support systems

Personally models and supports professional growth for all

- Develops personal growth plans for self and all staff
- Ensures quality staff development at school site
- Creates and supports learning communities
- Uses and models use of technology
- Models behaviors of a life long learner

As the chief school officer, responsibilities include:

Acts as a public advocate for school, district and public education

- Responsive to parents and community
- Creates a welcoming climate and culture
- Markets school programs

Communicates school accountability plan

- In partnership with school councils/leaders creates vision, values and goals
- Creates benchmarks, measures progress
- Communicates results
- Provides guidance and information to school councils

As the manager, a principal is responsible for smooth and orderly operations

- Hires, evaluates and leads staff in developing their professional growth plan
- Ensures school facilities are safe, secure and clean
- Supports and attends extracurricular activities
- Monitors transportation services provided to students
- Knowledge of campus budgets

### **MENTAL TASKS**

Communicates. Comprehends. Develops plans and evaluates school programs and curriculum. Collaborates with staff to coordinate school events. Determines student disciplinary action. Performs functions from written and oral instructions and from observing and listening to others. Utilizes problem-solving techniques.

### **PHYSICAL TASKS**

Work involves the performance of duties where physical exertion is required only to supplement normal sedentary work. Assistance is available in the event heavy physical exertion is required. Work may involve occasional lifting and carrying weights up to 25 pounds. Moderate walking, stooping, bending, reaching and sitting for extended periods may be required as a normal part of the job. Employees may be required to obtain a driver's license. Visual weakness must not prohibit the performance of assigned duties. Verbal communicative ability may be required of public contact positions.

### **EQUIPMENT, AIDS, TOOLS, MATERIALS**

Utilizes standard office equipment and computers as needed to increase effectiveness.

### **WORKING CONDITIONS**

Indoors. Office and classroom environment. Outdoor. Campus environment. Contact with employees, students, parents and the public. Exposure to all weather conditions/temperatures, noise.

### **CONTROL, SUPERVISION**

Supervision of school staff. Supervision of students during the school day and during extracurricular activities.