

Attachment # 2



Office of Secondary School Leadership

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June 3, 2013

To: UHS Site Council

From: Abel Morado, Assistant Superintendent 

Re: Principal Selection Process

The following represents a timeline leading up to the selection of the UHS Principal candidate by our Governing Board on June 25, 2013. This timeline was presented at this past Friday's Site Council meeting. I have made an edit to one of the steps to the process.

June 9 UHS Principal Advertisement Closes  
June 11 Candidate Application Packets are screened to assure that each candidate has the appropriate credentials and meets the minimum requirement of being a principal. Interview application packets are sent to my office to begin the interview process.

June 14 Screening Interviews in office of Assistant Superintendent. My office will commit to a preliminary check on references for the candidates forwarded to the site committee.

June 17 Site Interview with a committee of UHS stakeholders. Committee forwards one or two candidates to the next interview session. My office will complete reference checks on the candidates forwarded from the site interview committee.

June 19 Finalist Interview with the Superintendent. Final reference checks confirmed on the finalist candidate.

June 20 Human Resources will prepare the packet with the selected candidate for the Governing Board.

June 25 Candidate recommended by the Superintendent and voted on by the Governing Board during the Governing Board meeting.

Early July UHS Principal presented to staff and Site Council and begins their tenure as principal.

Thank you,

Abel Morado

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Attachment 3

Characteristics Sought in a UHS Principal: drafted by UHS School Council - May/June 2013

Character & Attributes

- **Strong Advocate for UHS:** The UHS principal should maintain UHS' strengths while working towards tangible improvements to UHS that will make UHS a better school.
  - have tenacity & a willingness to stand up for UHS' interests
  - invest in the UHS Vision of an independent campus with a middle school
- **Strong Academic Focus:** The UHS principal should embrace and embody the intellectual culture that defines UHS.
  - be a critical & creative thinker (out-of-the-box problem solving)
  - eager to evaluate UHS data empirically
- **Passion for Educating Gifted Students:** The UHS principal should be excited about working with UHS students.
  - understand that "gifted" is not just "very intelligent"; it is a different way of thinking
- **Strong Communication Skills:** The UHS principal should be a clear and consistent communicator who works to understand the UHS environment.
  - have & use strong communication skills with students, faculty, parents, community, & TUSD
  - work closely with students to foster an environment of inclusivity
- **Leadership & Personality:** The UHS principal should be a decisive leader with a personable nature.
  - work collaboratively with students, faculty, parents, community, & TUSD
  - be ethical, trustworthy, mindful of students' best interests
  - be articulate, well-presented, have a good sense of humor

Understanding of UHS

- **School Functioning/History:** The UHS principal should have an understanding of the way that UHS operates, and should strive to maintain the faculty-driven academic environment of the school.
  - distinction between UHS Mission & UHS Vision
    - UHS Mission: provide quality education to gifted students
    - UHS Vision: independent UHS campus with middle school (Governing Board resolution)
  - understand the role of College Board and the central importance of Advanced Placement courses at UHS
    - experience participating in an AP program
  - allow faculty independence in the classroom (distributed leadership, not micromanaging)
  - understand the UHS admissions policy
  - understand the School Council's role as primary decision-making body for UHS
  - foster student culture and maintains UHS traditions
  - understand the Unitary Status Plan's mandates for UHS
- **The Complete Student:** The UHS principal should understand that UHS students' successes extend beyond the classroom. Extracurricular activities, athletics, and clubs are a critical component of the UHS experience, and should be actively promoted by the principal.
  - individual student accommodations are sometimes necessary (e.g. 504 plans, students who are stressed out by the UHS experience, etc.)