



Madison Metropolitan School District Competency-Based Principal Screening and Selection Process

MMSD's vision is that every school is a thriving school that prepares every student to graduate ready for college, career and community. To make this vision a reality, we must ensure that every school has a highly effective leader at its helm.

The Principal Screening and Selection Process

The principal screening and selection process is a multi-phased approach during which candidates will demonstrate whether they have the skills, abilities and talents that Madison principals need to be successful. The competencies that MMSD will use to screen and select candidates are based on expectations articulated in the Wisconsin Department of Public Instruction's Framework for Principal Leadership, which are as follows:

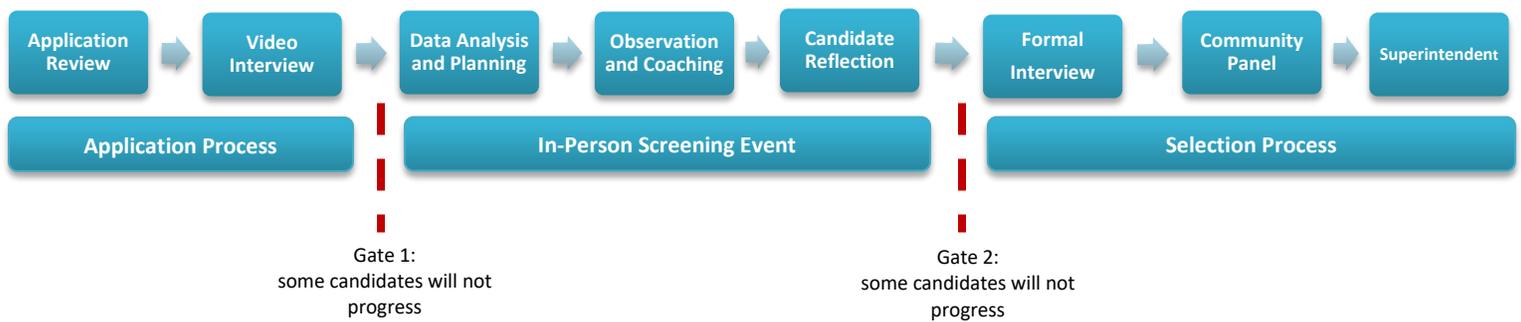
- **Equity Leadership** - Effective principals promote anti-racist teaching and create equitable and safe environments for staff, students and families. They build and lead through their equity vision and embed anti-racist work in all that they do. They understand and can articulate the systems that lead to inequitable outcomes for students, are committed to disrupting racist practices and creating an inclusive environment.
- **Human Resource Leadership** – Is able to recruit, select, develop and evaluate teaching staff with the competencies needed to carry out the school's instructional improvement strategies. Ability to develop and leverage teacher leadership talent and foster distributed leadership.
- **Instructional Leadership** – Is able to work with the school community to articulate a vision of improvement that is shared by all. Has the instructional knowledge and skill to conduct classroom observations and provide high quality feedback, create collaborative work opportunities, and work with staff to develop goals for student learning. Sets clear staff and student expectations, and facilitates the use of data to monitor student growth.
- **Personal Behavior** - Models professionalism by exhibiting ethical and respectful behavior that is displayed in interactions with stakeholders. Maximizes time focused on student learning, uses feedback to improve school performance and student achievement, and demonstrates initiative and persistence to achieve school goals and improve performance.
- **Intentional and Collaborative School Culture** - Establishes a climate of trust and collaboration among school stakeholders and ensures that the school is inclusive,

culturally responsive and conducive to student learning. Effectively communicates, manages conflicts and forges consensus for improvement.

- **School Management** - Manages school finances and works within policies to create an environment of school improvement and student achievement. Is active when policies should be changed to better reflect school, district and state goals.

By assessing candidates against these expectations, the district will be able to identify candidates with proven experience and aptitude in the skills that matter most for the principalship. The process begins with submission of an application and concludes with a final meeting with the Superintendent.

Process Map:



Each of the five Wisconsin competencies is measured multiple times throughout the process.

Process Detail:

1. **Superintendent Placement:** The Superintendent may identify schools with principal vacancies that would benefit from strategic placement of current principals who have demonstrated their competence in the areas outlined above, are a good match for the school and can provide particularly strong leadership to that school given its strengths and needs. The Superintendent’s recommended placement will go before a Community panel (see # 6) before a final decision on placement is made.
2. **Community Input Survey:** District leaders will administer a survey to each school community with a vacancy known, after the Superintendent’s placement process, to determine desired characteristics of the future principal. Survey results will then be used to develop a unique leader profile for each school.



- 3. Application Process:** All candidates who are not in-district, sitting principals are required to first submit a formal application. Candidates who meet minimum qualifications will be invited to participate in a phone interview with district leaders, where they will be asked a series of competency-aligned questions pertaining to their resume, letter of interest and general experience. Candidates will also be presented with a hypothetical scenario and asked to describe how they would approach the situation as a principal.
- 4. In-person Screening Event:** Select candidates will then be invited to participate in an in-person screening event. This event includes a series of performance exercises designed to measure the candidate's competencies. It will also include a debrief, which gives candidates an opportunity to consider their responses throughout the activities and provide other pertinent information.
- 5. Formal Interview:** Candidates who advance past the in-person screening event are considered to be part of a verified pool of principal candidates. An internal interview led by the Chief of Schools will use the leadership profiles to identify 2-3 candidates that have strong potential to meet the unique needs of each school.
- 6. Community Panel:** The Community Panel will be selected by the School-based Leadership Team and will comprise staff, parents, teachers, and community members who will provide the Superintendent with a summary of perceived strengths and areas of growth for each candidate. During these meetings, stakeholders will ask the candidates competency aligned questions to better understand their skills and experiences, especially in prioritized areas.
- 7. Superintendent Selection:** The Superintendent will make a final selection and forward her recommendations to the Board of Education for approval. The Superintendent will communicate the results of the selection process to the school community.