Arizona School for the Arts
Succession Plan for Instructional Leadership

ASA's success is rooted in a shared leadership philosophy. Working closely with the Head of School, the Principal is the Instructional Leader for the school. Each level of school leadership prepares prospective leaders for the next level. Because capacity has been developed throughout the faculty, experienced ASA teacher leaders will be ready to receive advanced training and move into school leadership and administrative roles as positions become available. This ensures continuity of quality and philosophy in years to come.

Currently, ASA recruits teachers nationally through our own website, a variety of list serves and periodicals, and locally through the Teach for America Alumni Organization and the Arizona Department of Education. ASA employs faculty who all share a commitment to education and life-long learning. ASA actively recruits content area experts with strong academic records who are aligned with ASA's educational philosophy and student-centered learning environment. All faculty are required to have a minimum of a baccalaureate degree in their respective area or areas of specialty.

A core value and key success factor for ASA is the Professional Learning Community and on-going professional development. Faculty who express interest and aptitude for leadership are trained for increasingly important leadership roles and become teacher leaders within the school community. Leadership roles carry with them various stipends correlated with the level of leadership.

The table below describes the leadership pipeline currently in place.

LEADERSHIP TRAINING

Activity	**Description**
Principal Internship	ASA periodically selects principals from within the existing Team Leader cadre through an application and interview process. Principal candidates participate in a one-year part-time teaching/principal internship. When an opening occurs, the intern is prepared to step into the Vice Principal role. The Vice Principal is in line for the role of Principal should the principal retire or resign.
Team Leader	Team Leaders are selected through an application and interview process from Lead and Mentor Teachers from both academic and arts faculty to lead grade

	level or department teams. They attend bi-monthly training meetings and receive hands-on experience.
Lead & Mentor Teachers	Veteran ASA teachers are selected based upon expertise with curriculum development and instruction. Training includes monthly mentor and leadership training conducted by the Principal.
New Teacher Training	Beginning teachers meet for training one week prior to Summer Orientation for all teachers to receive instruction in ASA Educational Philosophy and School Culture. During their first year, they meet monthly with the principal to receive training in various aspects of curriculum and instruction and weekly with a Mentor Teacher to apply their learning.
Academic Grade-Level Teams	Grade level teams collaborate weekly to discuss curriculum, instructional strategies, assessment and student progress
Academic and Arts Departments	Department Team Leaders meet monthly to plan or evaluate program improvements, collaborate on curriculum alignment and best practices.

Head of School: The Head of School position requires expertise in education, arts, and corporate leadership. The succession plan for this position includes on-site training, ideally working with the current Head of School. The plan includes the following process:

1. A Board of Directors Search Committee will be established 18 to 24 months prior to the leave of the current HOS.
2. In the case an internal candidate is selected, training in all aspects of the position would begin 12 to 18 months prior to the end of contract for the current HOS.
3. In the absence of an internal candidate, the Search Committee and current HOS would work with a professional recruiting agency. Candidates would be recruited locally and nationally from within the charter school industry. The committee will actively recruit through pipelines within charter school support organizations such as the Arizona Charter Schools Association and the National Alliance of Public Charter Schools. Charter Leadership Organizations such as The Mind Trust, and New Leaders for New Schools would also provide connections to a high quality leadership pool.

4. A 12 month training program with the current Head of School

Attached:
Job Descriptions for the Principal and Head of School.

ARIZONA SCHOOL FOR THE ARTS

Board of Directors Manual

ARIZONA SCHOOL FOR THE ARTS
Board Development Procedures

The following procedures will be used during the board recruitment, identification, election and orientation process:

1. Candidates for the Board of Directors may be submitted to the board development committee at any time. The committee is responsible for maintaining a roster of potential members to fill vacancies as they arise or for the normal election cycle.

2. The board development committee will establish and define the criteria for the current selection cycle of board membership. Current board member skills and expertise are evaluated and a roster of potential board candidates that strengthen and diversify board leadership is developed. The committee prioritizes board candidates and assigns recruiting teams for each nominee.

3. The recruiting teams schedule personal visits to meet with candidates to brief them on the work of the school, the board responsibilities and to gauge their level of interest in being nominated for election to the board. If possible, this is combined with a tour of the campus and with lunch.

4. Candidate names that have agreed to board service are presented to the full board of directors for election to the board.

5. Each newly elected member is asked to complete a board member biographical profile and if possible, submit a photo.

6. Each newly elected member will be scheduled to attend the board orientation.

7. Following orientation, the Head of School will meet with each new member individually to complete and sign a board service commitment form.

ARIZONA SCHOOL FOR THE ARTS

New Board Member Enlistment Meeting

After the Board Recruitment Committee identifies, evaluates and prioritizes board candidates it will assign recruiting teams for each nominee. Care in structuring the recruiting meeting will generally be rewarded with an acceptance if the following are followed:

1. The ideal team is the Head of School and a board member who knows the candidate. It is harder to turn down two people than one. One person can be sizing up the candidate's reaction while the other is talking and add clarification when needed.

2. The board member should set up the appointment with a personal telephone call. Let the person know that you would like to have one-half to three-quarters of an hour of their time to tell them about the important work being done by Arizona School for the Arts and to discuss how they may be of assistance.

3. Set the meeting at a time and place that is convenient for your candidate. If possible, combine with a tour of the campus and lunch, but if the person has a very tight schedule, meet at his or her office.

4. The recruiting team should agree ahead of time what the agenda will include. Realize that your candidate will have his or her own agenda and you need to be flexible.

The agenda should include the following:

1. Time to relax and get acquainted. Find out something about the candidate's, business, family or hobbies – look for clues in the person's office if the meeting is there.

2. The board member should tell the candidate something about Arizona School for the Arts and why he or she believes so strongly in its importance.

3 Let them know again why you are there – to invite him or her to join the board.

4. Tell the candidate why he or she was selected and how Arizona School for the Arts can benefit from their help. Let them know how they will benefit from the association.

5. Review *Board Member Position Description* after handing the candidate a copy. Be truthful about the demands of the job. Review how much time is involved and be sure to describe the financial expectation.

6. Tell the candidate what resources will be available for guidance and support. Describe the orientation meeting and the board packet or notebook.

7. Make it clear that willingness to be nominated does not automatically assure election. Describe the process and timing.

8. If necessary, give the individual time to think it over. Most people resent being high-pressured. Arrange a definite time to call back for a decision and be sure to follow up.

Be prepared to deal with diversions, deferrals and refusals. You will occasionally get them. With a clear sense of what you want and where you are going, even a refusal can have a positive outcome for your efforts. If they say no, and mean it, consider trying the following:

1. Accepting a rain check for next year or a future time if present commitments don't permit.

2. Seeking help in recruiting someone else in the firm or organization. Let the person know that the suggestion will be taken back to the board recruitment committee for consideration.

3. Asking for his or her help with a specific project or program. This commitment is for a much shorter time period than service on the board. Ask for the opportunity to come back to discuss the opportunity at the appropriate time.

ARIZONA SCHOOL FOR THE ARTS

Board Member Position Description

Basic Responsibilities: The board is vested with the responsibility for executing the mission of Arizona School for the Arts and overseeing the management and direction of the organization. It is responsible for planning and policy decisions, for financial stability and development, and for the ongoing evaluation and monitoring of the work of the organization.

Term: Election for a two-year term (except when filling an unexpired term), subject to re-election to two additional consecutive terms.

Meeting Attendance:

Regular – Board meetings (attend at least ten of 12 per year)

Annual board retreat

Standing committee meetings (usually held monthly, each director serves on at least one committee)

Ad hoc committee meetings (as needed)

Occasional – Special events (as announced)

Represent Arizona School for the Arts at community activities and meetings.

Criteria:

- Willing to accept and promote the mission, goals and objectives of Arizona School for the Arts.
- Possesses professional expertise and influence needed by Arizona School for the Arts and/or represents one or more constituencies needed to provide balance to the board's membership.
- Has demonstrated significant leadership capability in the community and is willing to provide that expertise to the operation of the board and its committees.

- Willing to make a personal financial contribution at a level that demonstrates commitment and sets a standard for others, and is willing to ask others to give.

- Able and willing to serve effectively as a public representative of the organization and involve others in the work of Arizona School for the Arts.

Specific Tasks:

- Regularly attend board meetings, committee meetings as assigned, orientation sessions and special meetings as appropriate and select school programs and events.

- Serve on at least one standing committee and accept special assignments.

- Make decisions on issues, policies, priorities, goals and objectives based on careful consideration of the facts and all relevant data supporting board decisions regardless of personal opinion.

- Formulate/update and approve long-range strategies and objectives, as well as annual operating objectives.

- Nominate and elect members and officers of the board and contribute to the development and maintenance of the board manual.

- Monitor the operating budget.

- Select, employ and periodically evaluate the performance of professional staff.

- Monitor and evaluate the effectiveness of Arizona School for the Arts's programs and the progress toward achieving stated objectives.

- Make a generous, annual personal and/or business contribution to Arizona School for the Arts as well as solicit funds from others in the community.

- Promote the philosophy, mission, goals and objectives of Arizona School for the Arts.

- Uphold a code of ethics and standards in alignment with school philosophy.