Business Plan – Succession Plan:

Submit a succession plan for the corporate board, describing a plan for replacing corporate board principals in the event of retirement, resignation, or other circumstances.

Submit a succession plan of the school's instructional leadership team, which may include the development of a clear career course at the school (e.g., teacher to master teacher to assistant principal, etc.), creation or refinement of incentive plans (e.g., merit pay, flex hours, et.), ongoing professional development, high standards for hiring qualified personnel, and appropriate resources to bring in new personnel.

1. **Board Succession**. The TPA history of service by Board members demonstrates its ability to establish high standards of Board leadership and performance. By policy, Board replacements are to have demonstrated a strong commitment to TPA through service to TPA and its community of at least six months of significant volunteer activity. Further, by policy preference, the Board seeks to maintain a diversity of talents that provides the Board with a breadth of policy expertise.

Accordingly, Board members are selected on the basis of their knowledge and involvement in TPA *and* in the areas of expertise, for example employment law, finance, public administration, liberal arts education and other policy needs for school administration (such as public finance and public governance) and needs particular to TPA (such as academic focus). More fully stated, TPA's Board succession is composed of four basic elements: (1) Understanding the Needs of the School; (2) Selection of Qualified Candidates; (3) Transition of Board Members; and (4) Development of Board Members.

Understanding the Needs of the School. Prior to launching a search for a new Board member, a list of the current expertise and "missing" skills of the Board is considered. From that discussion, desired qualifications are described and the Board announces its solicitation for qualified candidates. The Board seeks to maintain strong expertise of members in combination of the following areas: academic and curricular strength, financial and business acumen, legal and employment background, governance and leadership experience. These areas may be, and often are, combined in a single Board member.

Selection of Qualified Candidates. When considering appropriate candidates, knowledge and expertise are not the only basis for selection. A qualified candidate must also possess a spirit of learning and appreciation of the processes involved in both learning and teaching in a Socratic environment. A candidate who embraces the Community of Learners ideology is more valuable in assuring the continuation of the traditions that have taken TPA to the levels of success it has been able to achieve. Further, demonstrated voluntary service commitment to TPA of at least six months is prerequisite. Selection then is based on the candidate's area of expertise, but also on candidate's viability as a "fit" to TPA's academic philosophy and ability to both benefit from, as well as contribute to, the environment created by this leadership.

Transition of Board Members. Upon notice of a Board member's intention to retire or resign a position on the Board, the departing member is invited to share any wisdom or experience that

would be helpful to document for TPA's permanent records. As a part of the process of welcoming a new Board member, a package of information is compiled by the Business Office and Headmaster containing all current critical issues as well as the basic information pertaining to serving on the Board. This material also is tailored to match the incoming Board member's area of expertise. Typically, the materials include the most recent financial budgets, most recent audits and process evaluations, governance rules including a copy of the current Open Meeting Laws, Bylaws, Articles of Incorporation, Board-adopted policies, among other information. The TPA administrative staff then meets with the incoming member in formal and informal meetings to assist in the member's review and understanding of the orientation materials and to answer any questions and develop any further information sought by the incoming Board member.

Development of Board Members. Board members carry on a tradition of mentoring each other in any areas of expertise that they possess. Through mentoring, Board members obtain broader knowledge of TPA's history, basis for philosophy, policies and practices and allow each Board member to participate in TPA's continual process of self-improvement in all of these areas. At least annually, the Board engages in a "summit" to discuss the larger issues that are worthy of consideration, including long-range financial and capital planning, reviewing school philosophy and policies and otherwise expanding the understanding of TPA's mission and values. These Board summits then allow newer members of the Board to discuss with longer-serving members the foundations of TPA, and provide long-term members the opportunity to renew their enthusiasm and commitment to TPA.

The annual summit typically consumes at least one, and often two, full days and evenings of discussion. The Board composes its agenda based on useful topics of discussion that will educate the Board and unite them in their appointed purpose. The Faculty is invited to participate in the annual summit. As planned for the 2010-2011 school year, the annual summit will take place in August, 2010 and include all Board, Faculty members and staff in broad discussion of TPA's vision, mission and values and how those foundational elements are carried through TPA's day-to-day operations.

So for example, in examining the Board's talents on the recent resignation of a now former Board member, the Board identified the desire to enhance its financial and accounting expertise. (The then resigning Board member had served as the lead for detailed review of TPA's monthly financial statements, and Board oversight of TPA's accounting functions and budget processes.) Following its established protocols, the Board publicly announced and communicated to the greater community its interest in recruiting a Board member who could serve and provide the desired area of expertise. The communication of the recruiting effort included announcement on TPA's website, emails transmitted to the TPA community and inclusion in the Headmaster's quarterly report. On the basis of resumes submitted by interested applicants, further application materials were requested. Candidate interviews were scheduled and conducted and the Board's decision made. The thoroughness and timing of process consumed slightly more than four months and resulted in four semifinalists being selected and interviewed.

The commitment to maintain diversity and balance on the Board, membership of between five and seven members and a process to assure orderly replacement with appropriately talented Board members assures continuation of TPA's mission and values.

2. **Instructional Leadership Team Succession**. TPA's succession within its teaching and administrative staff depends first on retaining the most qualified members of the Faculty and staff, and on developing the skills and abilities of those Faculty members and staff to their highest quality. TPA knows from is long experience that the most important factor for retention and development of the Faculty members and staff is the healthy, professional relationships among teachers and staff.

The chart below indicates how teachers and staff at TPA envision their relationships over the course of their career.

	New Teacher	**Experienced Teacher**	**Department Chair**	**Headmaster**
Collegiality	**Expectation:** Helping Others	**Expectation:** Perceives when self and others need help	**Expectation:** Leads other faculty in creating collegiality	**Expectation:** Creates a culture of collegiality
	Example: Pitches in to help colleagues in moments of crisis or when there is a peak workload	**Example:** Creates informal opportunities to assist others and self in accomplishing a task	**Example:** Takes a leadership role on faculty teams and keeps colleagues moving forward despite obstacles and/or personal disagreements	**Example:** Clarifies school mission and establishes a model of faculty collegiality to accomplish it; recognizes and rewards faculty for their contributions

Within this framework, TPA builds the quality of its Faculty and staff to assure continuity in teaching and administrative quality and character. The following further describes career development of the Faculty members.

Department Chair (Master Teachers). The Headmaster ultimately is responsible for supervising the TPA curriculum and serving teachers in their development in the profession. According to the traditional structure of a preparatory school, however, the Headmaster is a teacher too and thus depends on like-minded colleagues to assist in supervising the curriculum and mentoring others. Department Chairs, who manage each academic department but also are viewed as "Master Teachers," serve as models of professionalism, collegiality, and service among the community of learners.

A Department Chair and master teacher is acknowledged in such a position of academic leadership by the Headmaster. A faculty member may be appointed in his or her third year at

TPA. Department Chairs must be reappointed each year. In most cases, a Department Chair is still obligated to teach a full course load of four classes (twenty hours) per week. Department Chairs are provided additional compensation for their duties and also are eligible for achievement and performance bonuses.

Department Chairs are required to adhere, and lead others to adhere, to TPA's Faculty Job Description, Faculty Handbook, and Family Handbook, and to assist the teachers in their Department area in meeting the general goals for Faculty members. Department Chairs, with the Headmaster, conduct classroom visits and observations of each Faculty member and then complete written Faculty Observations/Evaluations that are used by the Headmaster in determining performance-based compensation and retention decisions. With the Headmaster, Department Chairs work to map and maintain TPA's curriculum to assure that it continues to meet State requirements and maintain TPA's standard for rigor and focus.

Faculty Observations/Evaluations. One element of TPA's succession plan that assures TPA maintains the quality of its Faculty members and commitment to TPA's curriculum design is the annual observation and evaluation of each Faculty member. (For Faculty members in their first two years of teaching at TPA, the observations and evaluations are conducted twice a year.) In this process, the opportunity for Faculty members from all ranks within the community exists to observe and evaluate others who are viewed as particularly skilled in the craft of teaching, and specifically in the conduct of TPA's "Socratic" seminars.

Accordingly, not only do Department Chairs observe and evaluate members within their Department, but other teachers are encouraged to visit Department Chair/Master Teachers' classrooms to observe and evaluate those Master Teachers. Through these reciprocal visits, teachers have an opportunity to improve their teaching skills. The formal evaluation process includes follow-up meetings and discussions between the evaluator and the evaluated Faculty member. Typically the Department Chair, Headmaster and evaluated teacher will then set measurable classroom goals for each evaluated teacher. Goals may range from improving the presentation of a specific curricular matter to methods of questioning students using the Socratic Method. Please note that even veteran teachers find it valuable to set classroom goals. Teaching is such a profession that continual growth and self-reflection are essential.

3. Hiring Practices and Procedures. Because TPA maintains a strong adherence to its use of the Socratic Method as the means by which teachers conduct their class discussions and convey subject matter, TPA's hiring process relies to some degree on recruiting through TPA's current Faculty members and their relationships with the colleges and universities that excel in TPA's approach to teaching. That said, in seeking the most qualified candidates and enrich TPA's community of learners, TPA also uses the internet as the means to attract technically savvy and newer, talented teachers. Accordingly and as an example, as TPA sought to recruit a new Faculty member for a possible opening in its Humanities Department (for middle school history and high school "Humane Letters" seminar courses) TPA asked all Faculty members to contact potential candidates known to them who likely would qualify to teach within the high standards and Socratic system practiced at TPA. Further, the job opening was posted on TPA's website and a job posting was placed with Monster.com. Finally, colleges and university placement offices of institutions with a philosophical approach that appreciates TPA's teaching approach

were contacted and provided information regarding the position. These efforts yielded a significant number of highly qualified, experienced and exceptional candidates from which TPA could choose. In short, the academic success of TPA's students and TPA's reputation for rigor, high standards for its students and Faculty members, and professional environment provide significant opportunity for TPA to maintain its academic standards, approach and quality of its Faculty and instructional leadership.