Professional Development System

Professional Development Department

Ben Wortham, Superintendent of Schools
Diane Kornegay, Director of School Improvement,
Professional Development and Assessment
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Vision Statement

The School District of Clay County exists to prepare life-long learners for success in a global and competitive workplace and in acquiring applicable life skills.

Mission

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

Beliefs

1. We believe all students can learn and that it is the responsibility of the school district and all stakeholders to ensure that each child meets and/or exceeds his/her potential.

2. We believe that it is the responsibility of the school district to ensure all students graduate from high school with the academic and/or work force readiness skills that will provide each student the opportunity for admission into postsecondary education or to enter the job market equipped for personal and professional success.

3. We believe we must ensure equal access and opportunities for all children to utilize the latest in technology to enhance the learning environment and equip students with the technological skills that they will need to compete for jobs in a global world marketplace.

4. We believe all students and school personnel deserve a safe working and learning environment and we must develop and enforce high standards for behavior.

5. We believe in the on-going professional development of our teachers, support personnel and administrators and will provide relevant and engaging opportunities for professional growth.

I.   Introduction and Purpose

Organization and Structure – The professional development system for the School district of Clay County is developed by the Instructional Division in collaboration with the Division of Human Resources. The Human Resources Division is responsible for overseeing the annual evaluations for all personnel in the district. The Director of Instructional Personnel is responsible for staff development activities of first-year teachers, alternative certification teachers, school support personnel and those seeking admission to the district's Administrative Leadership Program. The Instructional Division, which is departmentalized, is responsible for initiating staff development for personnel as it relates to state and local initiatives, school and district improvement, and teacher needs based upon certification requirements, student performance data, and educator annual performance data. Specialized training is facilitated by the district department that manages that particular specialized group of employees. The Director of Professional Development oversees the planning, delivery, follow-up and evaluation of all professional development throughout the district.

Each school Principal is responsible for providing staff development specific to identified needs as determined by student and school data collected as part of the school improvement planning process. School-based professional development is funded through ~~teacher training dollars and~~ inservice funds provided annually by the district.

Within the governing body of our coordinated professional development system is the Professional Development Advisory Council (PDAC). The purpose for this council is to assist the Office of Professional Development in the planning, coordinating and evaluating of district and school professional development. The membership of this council includes professionals from the following categories: elementary teachers, junior high/middle school teachers, senior high teachers, career and techn~~ology~~ical education teachers, exceptional student education ~~teachers~~ representative, elementary administrator, junior high or middle school administrator, senior high administrator, district level administrator, health and social services personnel, citizen representative, and non-instructional support employees.

Purpose and Benefits to the District - The purpose of the district's professional development system is to increase student performance and improve instructional strategies in the classroom to promote rigor and relevance in the curriculum. The professional development system exists to ensure that administrators, teachers and support personnel obtain and retain the skills necessary to prepare our students for continuing education and the workforce experience. One of the greatest benefits of an effective professional development system is having teachers trained in ~~the~~ current research-based teaching strategies. Another benefit is the positive impact on student achievement as a result of a teacher's participation in effective and meaningful training that transcends into changes in their approach to instruction.

Alignment to State and NSDC (National Staff Development Council) standards – The quality of delivered professional development is of the utmost importance. The system of professional development established in Clay County is aligned to the standards

adopted by the state and supports the framework for standards adopted by the National Staff Development Council. All in-district professional development trainers/facilitators have been trained in the National Staff Development Council standards and are required to incorporate these standards into their training programs. Additionally, we provide a copy of the NSDC standards to out-of-district trainers/facilitators and require that they ensure that the professional development delivered is within these guidelines.

NSDC Standards – Attachment 1

The School Community - Individual schools and district administrative divisions and departments are challenged to incorporate quality principles, research-based instructional strategies and school improvement strategies into their planning and implementation processes. As a result of site-based planning and decision making that includes internal and external stakeholder input, professional development must address specific school needs, division and department needs, and community needs and expectations. Data collection and analysis is required to identify common trends and needs while evaluation and follow-up are essential to providing quality professional development experiences. Data is collected from students, parents, all district employees, business partners, and student health and social services providers through the school climate surveys and the professional development needs assessment surveys.

The school community is very supportive and active in the professional development program established in the School District of Clay County.

Focus of Collaboratively Developed School Improvement Plans – The School District of Clay County's Board requires that each school's faculty and staff, in collaboration with the elected School Advisory Council, develop a plan for improvement each year. The plans focus on the following areas: differentiated instructional strategies, opportunities for teacher/student relationships, and opportunities for professional collaboration through participation in professional learning communities and lesson studies.   The responsibility for school improvement and professional development falls under the same directorship, Director of School Improvement, Professional Development and Assessment. This allows the Professional Development Department to support the training needs identified in the School Improvement Plan and District Improvement Plan.

One goal of the professional development system is to provide and/or support training that is based on teacher and leader performance evaluations, state and local educational standards, goals, and initiatives. Common goals and/or initiatives seen throughout the School Improvement Plans are addressed at the district level. Training opportunities include differentiated instructional strategies and content that is incorporated into a thorough and appropriate curriculum.

Creating meaningful relationships between teachers and students is another goal of the professional development system.   The need for students to feel comfortable and supported by their teacher is paramount for students to succeed in the classroom.

Training opportunities are offered for teachers, administrators, as well as support employees to enhance the culture and relationships of those within a school site.

The professional development system supports and engages collaboration with teachers, guidance counselors, administrators, postsecondary educators involved in the training of pre-service teachers, and the community. Collaboration opportunities are ongoing through the district departments, local schools and pre-service and alternative certification program.

Professional Development System's Assistance - One of the most important aspects of a professional development system is to ensure that the training opportunities provided are stimulating and that the strategies presented will motivate students to want to learn. The district's system is also challenged to make certain that all training is based on scientific-based research. If these things are in place, students will achieve, be active learners, and be prepared for higher learning or the workforce. The district system provides support for school communities to provide quality, evidenced-based training by requesting documentation from trainers that the strategies to be taught have shown that students will learn more as a result of implementation in the classroom.

Professional Development System's Continuous Support – Continuous support by local and district staff is crucial to the success of instructional personnel. The system provides support in many ways: coaching and mentoring, classroom observations, model lessons, differentiated professional development, mentors to beginning teachers, alternative certification teachers, administrators and providing instructional coaches at each school site. The system also provides intervention opportunities for those struggling with work related issues such as classroom management, communication skills, content knowledge, etc.

II. Development Process

Individual schools and District Administration divisions and departments are challenged to incorporate quality principles, research-based instructional strategies and School Improvement concepts into their planning and implementation processes. As a result of site-based planning and decision making, and the participation of internal and external stakeholders, professional development must address specific school needs, division and department needs, and community needs and expectations. Data collection becomes a necessary tool to identify common priorities while evaluation and follow up are essential to providing quality professional development experiences.

When developing our professional development system, the district solicits input from many different stakeholders. Stakeholders want to see students being successful in their education, and they know that professional development for those in the educational setting is very important in improving student performance. Continuous collaboration in defining and redefining our professional development system is pertinent to a quality system. Among the contributors are the Clay County Professional Development Advisory Council, Schultz Center for Training and Leadership, Northeast

Florida Educational Consortium, <u>Panhandle Area Educational Consortium,</u> University of North Florida, University of Florida, and the Clay County Education Foundation.

III. **Major Components of the System (Planning, Delivery, Follow-up, Evaluation, Master Plan for Inservice Activities, Individual Professional Development Plans, Inservice Activities for School Administrative personnel, Systemic Consultation, and Funding)**

Planning - The most significant aspect of a district-wide professional development system is planning. Professional development must include scientifically research-based opportunities that align with disaggregated student achievement data, student and instructional personnel needs, School Improvement Plans, annual performance appraisal data for teachers and administrators, annual school reports, and district strategic planning. <u>The only professional learning programs conducted in the district are research and/or evidence based programs. To determine if a training program is research or evidenced based, the district professional development team, along with Curriculum Specialist, meet to determine if the strategies to be taught are based in current research.</u>

Within the planning process, the areas of needs assessment, developing a plan, addressing content learning and ensuring that trainers are highly skilled are imperative for success. The primary focus for training falls in one or more of the following categories: Next Generation Sunshine State Standards, subject content, teaching methods, technology, <u>on-going</u> assessment and data analysis, classroom management, school safety, ~~and~~ family involvement, <u>and federal, state, and district initiatives</u>.

<u>Professional learning is used extensively throughout the district to bring about educational practices that positively impact student performance. The district's professional learning program is designed to guarantee the skills needed to implement school, district, state, and federal initiatives and to meet improvement goals identified in individual professional development plans. Professional learning opportunities are provided, modeled, and monitored to ensure teacher success.</u>

<u>Clay County realizes the impact that support employees have on student performance and has always included them in the district's training program. Support employees follow the same procedures as certified employees for participating in and documenting the completion of professional learning activities. The automated system used in recording both required and professional growth training is used by all employees.</u>

To determine and plan for professional development, the academic progress of our students must be evaluated <u>in conjunction with any identified federal, state, or district training initiatives. The Department of Education has identified "Next Generation Sunshine State Standards (Common Core) as the 2010-11 state professional learning initiative. This initiative is to be taught and supported through multiple avenues, such as differentiated instruction, lesson study, Florida's Continuous Improvement Model,</u>

Response to Intervention, instructional coaching, instructional leadership, and English for Speakers of Other Languages.

Needs Assessment - A formal needs assessment survey is presented (annually) to all faculty members. The needs assessment process is composed of six steps.

- Identify data sources
- Identify data collection methods
- Educate participants to the purpose of the process
- Collect data
- Analyze data and establish priorities
- Consider implications of the data

A description of each follows:

A. **Identify Data Sources** - Multiple data sources are used to assess the professional development needs of faculty members:

1. Classroom disaggregated student achievement data by content area and skills
2. School discipline data
3. Teacher performance evaluations
4. Administrator performance evaluation
5. District assessments
6. State assessments
7. School Improvement Plans
8. School climate surveys (students, faculty, parents)
9. Annual performance appraisal data for teachers and administrators
10. Annual school reports
11. District plans for professional development
12. District strategic plans
13. Feedback from teachers, administrators, support personnel, and training facilitators
14. Advisory Council members, and curriculum specialists
15. Professional Development Department staff regarding requests for service from schools and departments/divisions
16. K-12 Reading Plan
17. Title I Plan
18. Clay County Education Association (CCEA)
19. Clay Educational Staff Professional Association (CESPA)

B. **Identify Data Collection Methods**

1. Review student achievement data
2. Individual Professional Development Plans
3. Personal interviews
4. Professional Development needs assessment survey completed

and returned to the Professional Development Department*

5. Review of teacher and administrator performance appraisals and school reports

*Attachment 2 – Needs Assessment Survey

C. **Educate Participants to Purpose of the Process**

Participants are oriented to the needs assessment process. They are given instructions for completing the needs assessments survey, and they are given instructions in the methods that should be used to identify their professional development needs.

D. **Collect Data**

Data collection methods are as follows:

1. Review Student Achievement Data
Faculty members are asked to review classroom disaggregated student achievement data in conjunction with district assessments, state assessments, school reports and School Improvement Plans to identify professional development needs for increased student performance.

2. Individual Professional Development Plan
The prior and current year Individual Professional Development Plans are reviewed for unmet professional development needs.

3. Personal Interviews
Professional development needs are identified by collegial conversations between teachers, administrators and the Professional Development Department.

4. Professional Development Needs Assessment Survey
A needs assessment survey is sent to all employees on an annual basis to determine teacher, administrator and support employees professional development needs.

5. Teacher and Administrator Performance Appraisals
Performance appraisals for teachers and administrators are reviewed in the process for determining the district wide professional development needs for improving student performance.

E. **Analyze Data and Establish Priorities**
The Professional Development Department along with all other departments in the Instructional Division analyzes the data collected and establishes the training priorities for the district.

F. **Consider Implications**
The Professional Development Advisory Council, Professional Development Department and Instructional Division consider the implications and establish the priority order of identified needs.

Delivery - The delivery of professional development opportunities will focus on rigorous and relevant learning strategies, enhancement of subject content, <u>collaborative learning group opportunities, district coaching/support,</u> sustained training, the use of technology, classroom management, parent involvement, school safety, time resources, funding resources, coordinated records, leadership and growing the organization. To ensure relevance of professional development, evaluations completed by participants will be reviewed for similarity between identified needs and delivery.

<u>Collaborative learning groups are used extensively throughout the system. Research has shown that collaborative learning is the most beneficial method for teaching teachers how to teach and what to teach. These groups examine both the content and teaching methods being used in the classroom. Collaborative learning opportunities are conducted in the following ways: professional learning communities, lesson study/design groups, whole school data analysis meetings, grade level data analysis meetings, and district learning communities.</u>

The most effective means for enforcing newly learned strategies are modeling, practice and feedback. All instructors/trainers are required to model the techniques that are being presented in the same manner as would be used in the classroom. The opportunity for practicing a new skill is provided. Trainers are also required to allow opportunities for feedback once participants have implemented the new strategy into their classroom.

Sustained training is the best tool for reinforcing new skills and knowledge. Multiple sessions over an extended period of time along with coaching and mentoring allows for implementation and feedback, and gives participants the opportunity for collegial conversations to discuss the effectiveness of the training.

Many different forms of technology are used to provide training. They include, but are not limited to, presentation software programs, LCD projectors, DVD's, pen pad, Elmo projector and educational software programs. On-line courses through Blackboard allow for flexible participation and has become the most popular means of course delivery.

One of the most significant elements in providing professional development is having the time available for delivery of training. Professional development is provided before, during and after the school day, on the weekends, and during pre- and post-planning.

Funding for professional development is provided to each school through an allocation based on the schools' FTE. Other funding may be provided through grants and state and federal funds allocated for teacher training.

Easy access to coordinated records on received professional development is provided by an automated staff development management system. All ~~certificated~~ personnel are able to view their professional development portfolio to determine their progress toward certificate renewal or professional growth goals. School administrators can also view the portfolios of their faculty members to ensure certificated personnel are on track with their certificate renewal and Independent Professional Development Training Plan. Support staff training is also documented in the automated staff development management system.

A commitment to professional development is a primary focus when implementing district-wide, state, or federal initiatives to improve student performance. Change is always linked to improved student performance. Professional development is the best tool to use in dealing with change. A quality professional development system is the key in promoting change and in mentoring those who aspire to become leaders.

Follow-up - Effective professional development cannot happen without the transfer of newly learned skills/knowledge into the classroom. If professional development is to have a positive impact on student performance, it must be implemented. For this reason, all inservice opportunities will have some form of follow-up activity. Follow-up activities will be coordinated between the facilitator and the presenter. Inservice points will not be awarded until follow-up has been successfully completed.

For teachers to be successful in the implementation of new strategies, it is important for coaching and mentoring to take place. Administrators, trainers, and professional development facilitators are required to be available for consultation and feedback after training takes place. The coaching, mentoring, and feedback continues until the newly learned skills, knowledge, or instructional approach is used with ease and effectiveness. ~~They~~ Administrators, trainers, and professional development facilitators are also required to provide web-based resources, including e-mail correspondence, for additional information and assistance. If training is initiated at the school level, the Inservice Coordinator at that school is responsible for ensuring follow-up takes place. If training is initiated at the district level, the facilitator of the training will coordinate the follow-up activity(ies) and ensure consistency throughout the district.

Evaluation - Another important aspect of an effective professional development system is evaluation. The only way to determine if a professional development activity has been implemented and if it is effective or ineffective is to conduct an evaluation to determine if there has been transfer into the classroom. If transfer into the classroom has taken place, it should be documented by tracking student progress and changes in the educator's practice. Tracking student progress can be accomplished by formative, summative and progress monitoring assessments such as FCAT, SAT-10, district achievement tests, teacher-constructed tests, action research, performance checklists, and student portfolios. Tracking changes in educator practice is documented in one or more of the following methods: reflection logs, student assessments, results as documented in collaborative learning activities examining educator practice and work samples, peer visits, and/or professional portfolios.

Major professional learning initiatives at both the school level and district level will be documented using the Professional Development Evaluation form.   This form is completed by the professional learning facilitator and submitted to the Professional Development Department along with data verifying transfer into the classroom, how monitoring was conducted, and the frequency of monitoring. The facilitator is asked to summarize the planning, implementation, follow-up, and evaluation of the training. They are also asked to provide input into how the evaluation of this training can be used in future professional learning initiatives. This document is submitted to the district professional learning management team at the end of each academic year for use in planning future professional learning opportunities. This information is also use to fine-tune or discontinue ineffective training.

~~The results of professional development evaluations are used in planning for the subsequent years training activities. They are also used to eliminate ineffective training that does not have a positive impact on student performance.~~

The legislature requires ~~all~~ districts to document expenditures for professional development resources including substitutes, consultants, travel expenses, and professional books/resources. The funding sources shall include general revenue, Title I, Title II, and grant funds. ~~in the following categories: Next Generation Sunshine State Standards, subject content, teaching methods, technology, assessment and data analysis, classroom management, school safety, and family involvement.~~

Master Inservice Plan for Inservice Activities - The Florida legislature recognizes the importance of planning for developing human potential, and requires each district to create a comprehensive master inservice training plan for all employees from all fund sources. The vision of the School District of Clay County along with the mission and beliefs of the Professional Development Advisory Council are united in a constancy of purpose driven by a commitment to quality principles and school improvement in order to improve student performance.

Separate Document: Master Inservice Plan

Individual Professional Development Plans - Instructional personnel in the district are required to complete an Individual Professional Development Plan to guide them in the professional development that will be needed to increase the performance of the students assigned to their classroom. Elements of the plan are as follows:

- **Inservice needs clearly related to specific student performance data for students to whom teacher is assigned** - In the planning process for their Individual Professional Development Plans, teachers (in conjunction with administrative staff) review disaggregated data specific to the students in their classroom and consider the school's focus identified in the School Improvement Plan and the district's professional development focus for the current academic year.   In this needs assessment process, many different data sources are reviewed. Following is a list (not inclusive) of available sources.
  - FCAT
  - Discovery Education Assessment

- FLKRS reports
- CELLA test results
- District Math Benchmark Assessments
- Teacher-made tests and observations
- Florida Assessment in Reading (FAIR)

- **Clearly defined training objectives** – Teachers must indicate, using measurable objectives, how they are going to determine if the training they are going to receive will be effective. It is the responsibility of the Principal to ensure that needed training activities are provided and that the content is relative to a teacher's needs. Training opportunities may be provided by the school, district, or workshops conducted by educational organizations outside of the district. The time and date(s) for each professional development activity is recorded in the IPDP.

- **Specific measurable improvements in student performance resulting from training activity** – To determine if the training a teacher receives is effective, it must be implemented in the classroom and student performance must be monitored. Changes in student performance must be documented and the percentage of gain measured. Documentation of student performance can take many forms: classroom pre/post test scores, checklist of student behavior/performance, classroom observations, student portfolios, teacher products, statewide assessment results, district assessment results, etc. Teachers use the disaggregation of this data to calculate student gains and/or loses and to make changes to their IPDP.

- **Evaluation component that determines effectiveness of plan** – At the conclusion of the academic year, the Principal meets with each teacher to evaluate the IPDP. The purpose of this meeting is to ensure that the teacher received the training reflected in the plan, and to determine if the new knowledge and/or skills were used in the classroom. Principals determine implementation by requiring copies of lesson plans, observations of teachers using new knowledge and skills in the classroom, and evidence (student data) that new knowledge and skills were implemented.   Principals also review data (charts and graphs of student scores, student work samples, etc.) to ensure that student change actually took place.

- **How the IPDP is used** - Each principal is responsible for establishing and maintaining an Individual Professional Development Plan (IPDP) for each classroom teacher assigned to the school. At the beginning of each academic year, the principal schedules a formal meeting with each teacher to develop that teacher's training plan for the current academic year. The principal also schedules, at minimum, one more meeting prior to December 31 to review each plan with the teacher and to provide any needed guidance and/or assistance to ensure success. At the end of the academic year, the principal schedules a formal meeting with each teacher for the final review and evaluation of the

plan. In the event the teacher has not made sufficient progress as measured by student achievement data, the area identified must be addressed in the plan for the next academic year. Should the lack of effectiveness in a specific area determine the teacher's performance as unsatisfactory at any point during the year, the principal ensures that the plan is adjusted to reflect additional training strategies. The principal will use the collective data of all the teachers on the staff to determine total student performance gains for the school and to determine the School Improvement Plan priority strategies for the coming year.

The Individual Professional Development Plans are established, maintained, and reviewed online. At any time, a school administrator and the individual teacher can access the plan. This allows the teachers to review their plans from home or school, and they can easily make changes as the need arises.

The Director of the Professional Development Department has access to all IPDP's and reviews them on an annual basis. Information gained from the review is used as part of the data to determine district-wide training needs.

Attachment 4 – Independent Professional Development Plan

Inservice Activities for School Administrative personnel – The

professional Development system's Master Inservice Plan (2010-2015) includes inservice activities for administrative personnel that address updated skills for effective school management and instructional leadership. We have two 120-hour leadership training components. One component addresses the development of administrators and the other component focuses on instructional leadership. This district has an approved leadership training program on file with the Department of Education.

Attachment 4 – District Leadership Development Program

Systemic Consultation - Incorporated in the professional development system is

the philosophy of collaboration. The Professional Development Department seeks technical assistance and training from regional and state personnel who can provide guidance regarding the implementation of a quality district-wide professional development program. Ongoing professional development collaboration is conducted with the following regional organizations.

> Schultz Center for Training and Leadership
> Northeast Florida Educational Consortium
> Panhandle Area Educational Consortium
> University of North Florida
> University of Florida
> University of South Florida
> St. Johns River Community College
> Florida Humanities Council

Funding – The district is committed to providing a quality professional development system for all employees from all fund sources. It is understood that the training of teachers is our greatest resource in continued improvement of student performance and in enhancing rigor and relevance in the classroom curriculum. The Assistant Superintendent of Business Affairs Division directs funds to each school and department that are specifically designated for professional development. These funds are placed in their budgets and are used based upon the professional development plans submitted prior to the beginning of the academic year.

~~Schools are provided additional teacher and administrative training funds through the Teacher Training grant funds provided by the state. These funds are used based upon each schools professional development plan.~~ If approved by the School Advisory Council, a portion of School Advisory Council funds may be utilized for professional development. These funds must also be allocated in the professional development plan.

Attachments

National Staff Development Council Standards

Needs Assessment Survey

Independent Professional Development Plan

District Leadership Development Program

Attachment 1 – NSDC (National Staff Development Council) Standards

NSDC's Standards for Staff Development
(Revised, 2001)

Context Standards
Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership)
- Requires resources to support adult learning and collaboration. (Resources)

Process Standards
Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation)
- Prepares educators to apply research to decision making. (Research-Based)
- Uses learning strategies appropriate to the intended goal. (Design)
- Applies knowledge about human learning and change. (Learning)
- Provides educators with the knowledge and skills to collaborate. (Collaboration)

Content Standards
Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

Attachment 2 – Needs Assessment Survey

2009 ADMINISTRATIVE PROFESSIONAL DEVELOPMENT SURVEY RESULTS

1. TECHNOLOGY - I would benefit from professional development/training in the following areas:				
Answer Options	**Yes**	**No**	**Responses**	**% of Yes**
BlackBoard	76	21	97	78%
C.L.I.P. Learning Village	48	46	94	51%
Enhanced Classroom Intro	44	50	94	47%
Microsoft Excel 2007	43	49	92	47%
Data Star	39	50	89	44%
TERMS	38	54	92	41%
Discovery Education Assessment	36	53	89	40%
Microsoft Access 2007	36	56	92	39%
Microsoft PowerPoint 2007	36	56	92	39%
Microsoft Publisher 2007	34	56	90	38%
Penpad & Software for enhanced classrooms	34	59	93	37%
Microsoft Outlook 2007	33	59	92	36%
Parent Involvement Tech Resources	32	59	91	35%
Microsoft Word 2007	29	59	88	33%
Destiny Textbook Manager	30	62	92	33%
Adobe CS3 Master Collection	29	60	89	33%
IPDP - Individual Professional Development Plan	29	61	90	32%
IEP Star	27	62	89	30%
Adobe Acrobat	28	65	93	30%
iSafe - Internet Safety	26	66	92	28%
Photoshop	26	67	93	28%
Apple iLife 06 or 08	25	65	90	28%
Digital Camera Techniques	25	67	92	27%
My-Points.org	24	66	90	27%
Smart Web	22	66	88	25%
MacMillan Instructional Resources	20	69	89	22%
Accelerated Reader	20	71	91	22%
Google & Google Resources	20	73	93	22%
Orchard	19	70	89	21%
A.P.P.L.E. Model for Relevance & Research	19	71	90	21%
Adobe Premier Elements	18	70	88	20%
Discovery Streaming Resources	18	71	89	20%
New Century	18	71	89	20%
Apple iMovie 06 or 08	15	74	89	17%
Online Research databases	15	74	89	17%
Plato	14	74	88	16%
Wimba	12	76	88	14%
Destiny Library Catalog	12	78	90	13%
Inspiration/Kidspiration	10	79	89	11%
Video Production	9	82	91	10%
Videography	8	81	89	9%
Delicious	8	82	90	9%
SOLO Training	7	82	89	8%
Teachingbooks.net	7	82	89	8%
Waterford	7	83	90	8%
Grolier Online	6	81	87	7%
Garage Band	6	84	90	7%
Web 2.0	5	83	88	6%
Other (please specify)			4	
		answered question	101	

2009 ELEMENTARY INSTRUCTIONAL PD SURVEY RESULTS and Comments

1. TECHNOLOGY - I would benefit from professional development/training in the following areas:				
Answer Options	**Yes**	**No**	**Response**	**% of Yes**
C.L.I.P. Learning Village	610	419	1029	59%
BlackBoard	587	442	1029	57%
Digital Camera Techniques	430	576	1006	43%
Inspiration/Kidspiration	411	587	998	41%
Photoshop	390	609	999	39%
Discovery Streaming Resources	385	611	996	39%
Microsoft PowerPoint 2007	373	622	995	37%
Microsoft Excel 2007	373	632	1005	37%
Enhanced Classroom Intro	371	630	1001	37%
Penpad & Software for enhanced classrooms	350	634	984	36%
Accelerated Reader	370	674	1044	35%
Orchard	348	645	993	35%
MacMillan Instructional Resources	324	668	992	33%
Data Star	320	673	993	32%
Discovery Education Assessment	316	673	989	32%
Adobe CS3 Master Collection	315	680	995	32%
Microsoft Publisher 2007	298	684	982	30%
Apple iLife 06 or 08	282	708	990	28%
TERMS	280	717	997	28%
Parent Involvement Tech Resources	254	724	978	26%
Destiny Library Catalog	257	733	990	26%
Adobe Acrobat	240	750	990	24%
Smart Web	233	744	977	24%
Teachingbooks.net	229	747	976	23%
IPDP - Individual Professional Development Plan	231	762	993	23%
Microsoft Access 2007	221	755	976	23%
Adobe Premier Elements	223	769	992	22%
New Century	211	765	976	22%
Microsoft Word 2007	208	771	979	21%
Google & Google Resources	209	781	990	21%
IEP Star	204	772	976	21%
Microsoft Outlook 2007	204	774	978	21%
Delicious	203	773	976	21%
My-Points.org	203	781	984	21%
Destiny Textbook Manager	197	786	983	20%
Plato	181	792	973	19%
Apple iMovie 06 or 08	182	799	981	19%
Online Research databases	171	803	974	18%
A.P.P.L.E. Model for Relevance & Research	166	817	983	17%
Video Production	161	812	973	17%
Grolier Online	152	828	980	16%
Videography	143	827	970	15%
iSafe - Internet Safety	141	835	976	14%
Success Maker (Title I)	95	631	726	13%
Garage Band	121	859	980	12%
Wimba	88	864	952	9%
Waterford Learning	82	886	968	8%
Web 2.0	73	896	969	8%
Other (please specify)			31	
		answered question	1097	

2009 SUPPORT PERSONNEL PD SURVEY RESULTS and Comments

1. TECHNOLOGY - I would benefit from professional development/training in the following areas:				
Answer Options	**Yes**	**No**	**Response**	**% of Yes**
Microsoft Excel 2007	378	210	588	64%
Microsoft Word 2007	358	228	586	61%
Microsoft Outlook 2007	342	237	579	59%
Microsoft PowerPoint 2007	335	242	577	58%
Microsoft Access 2007	300	266	566	53%
Microsoft Publisher 2007	291	277	568	51%
TERMS	285	273	558	51%
BlackBoard	283	293	576	49%
Photoshop	268	301	569	47%
Digital Camera Techniques	232	324	556	42%
Google & Google Resources	223	331	554	40%
Adobe Acrobat	215	342	557	39%
My-Points.org	200	343	543	37%
Adobe CS3 Master Collection	188	369	557	34%
iSafe - Internet Safety	183	361	544	34%
Smart Web	172	369	541	32%
Apple iLife 06 or 08	173	375	548	32%
Online Research databases	165	377	542	30%
Adobe Premier Elements	164	385	549	30%
Accelerated Reader	157	396	553	28%
Inspiration/Kidspiration	148	392	540	27%
C.L.I.P. Learning Village	144	402	546	26%
Enhanced Classroom Intro	139	404	543	26%
Data Star	136	402	538	25%
Discovery Education Assessment	134	405	539	25%
IEP Star	134	405	539	25%
Destiny Library Catalog	130	418	548	24%
Discovery Streaming Resources	126	410	536	24%
Apple iMovie 06 or 08	126	413	539	23%
Penpad & Software for enhanced classrooms	121	421	542	22%
Parent Involvement Tech Resources	119	418	537	22%
Videography	117	420	537	22%
Video Production	117	422	539	22%
Plato	115	424	539	21%
MacMillan Instructional Resources	109	421	530	21%
Grolier Online	106	429	535	20%
A.P.P.L.E. Model for Relevance & Research	101	437	538	19%
Delicious	98	440	538	18%
Web 2.0	93	437	530	18%
Orchard	93	442	535	17%
Teachingbooks.net	89	440	529	17%
Garage Band	89	447	536	17%
New Century	85	447	532	16%
Destiny Textbook Manager	85	450	535	16%
Wimba	70	456	526	13%
Waterford Learning	68	464	532	13%
Other (please specify)			11	
	answered question		648	

Attachment 3 – Independent Professional Development
Plan

Untitled Page   Page 1 of 1

School District Of Clay County
Individual Professional Development Plan Site   Main Menu

Edit/Review IPDP

Teacher: DANIELS, SUSAN E.   Position: TEACHER-THIRD GRADE

School: Argyle Elementary   Department:

Disaggregate student achievement data by content area and skills for current students. Determine what strand/skill is most in need of improvement.

Data Source: Discovery Education Math   *Area of student improvement:*

Student Data Summary*

During the 0809 , school year, *   ⦿ # OR ◯ % of students will demonstrate an improvement in the area/skill of

on the   ThinkLink Math   . (List Assessment)

Professional Growth Action Plan *(to be updated throughout the year)*
What will you do or learn that will ensure students meet the established goal?

Professional Development Activity	Objective Of Activity	
Brainstorming Session with Priscilla Dobson and Susan Daniels (ESE teacher and my co-partner)	The three of us discussed different strategies for developing an understanding of Number Sense concepts with different students. We also discussed how to maintain that understanding.	Delete Edit View Details

Add New Professional Development Activity

IPDP Document History

IPDP Status: 5. Final Administrator Review   Changed on: 6/14/2009 10:30:10 AM

Time Of Change	Changed By	Changed From	Changed To
6/5/2009 10:08:06 AM	DANIELS, SUSAN E.	1. Plan Initiated	1. Plan Initiated
6/5/2009 10:10:54 AM	DANIELS, SUSAN E.	1. Plan Initiated	5. Final Administrator Review
6/14/2009 10:30:10 AM	TIMM, SARAH J.	5. Final Administrator Review	5. Final Administrator Review

Change IPDP Status

Performance Outcomes(S)
What was the impact of the professional development on student achievement? (*Summarize Data*)

Goal Met? ☑   Save Changes and Close Document

Attachment 4 – District Leadership Development Program

School District of Clay County

LEADERSHIP DEVELOPMENT PROGRAMS

LEVELS 1A, 1B, 2A, & 2B

Mission Statement: The Clay County School District, in partnership with our community, is dedicated to providing a quality education in a safe, inviting environment so that all students learn and become successful, responsible citizens.

Contents

Program Overview

The Clay County District School System encourages continuous professional growth and development of school leaders through a formalized program which addresses the needs of pre-service leaders to veteran administrators. Recognizing and cultivating leadership through a variety of experience at various levels throughout the system is central to the mission of the Human Resources Division. School improvement measures have led to leadership preparation which acknowledges a continuum for adult learning.

Positions of leadership are available to teachers in Clay County at their respective schools/departments. Opportunities to develop as a leader include experiences such as membership on School Advisory Councils, team/department leadership, district committee membership, serving as a model teacher, peer teacher or directing teacher.   From among these positions principals often invite leaders in their schools to participate in training opportunities designed for administrators.   Teacher leaders who are seeking certification in educational leadership will be encouraged to participate in other leadership development workshops attended by administrators.

Clay County recognizes the need to recruit into the leadership development program more minority educators.   District initiatives are designed to improve the recruitment of a more diverse group of teachers and administrators. Input from the school community is critical to maintaining leadership development training components for school administrators which are relevant and assist the administrators in improving their skills. Each year, schools submit their School Improvement Plans and community surveys to the Director of School Improvement/Professional Development. The district also sends out a district needs assessment survey to schools. Part of the review of these plans/surveys includes the sharing of information which may lead to the amendment of the Leadership Development Program training components which are presently in place for administrators. The HRMD Director will submit revisions/additions to the training components when such input substantiates the need for a revision.

Program Description

The authority and responsibility for coordinating the district's program is assigned to the Clay County District Schools Human Resource Management Development (HRMD) Director and the Director of Professional Development who are recognized as effective leaders and knowledgeable of models of adult learning and best practices in the field of leadership development. The progress school leaders make toward Level II Certification is monitored, and a combination of individual and organizational data is utilized to counsel participants during the candidate preparation phase of training. The program coordinators and/or District Leadership Team have the authority to waive training requirements when extenuating circumstances apply or when documentation of comparable training or course work is submitted.

The Superintendent annually assesses administrative staffing needs to predict changes in school sites and anticipate future needs. The district budget includes the allocation of resources for the professional development of leaders to meet these needs. Moreover, the district has an ongoing fiscal commitment to the Crown Consortium, a partnership which maximizes professional development opportunities in the region.

Pre-Candidate Preparation Phase

The Pre-Candidate Preparation Program is a preliminary phase of the Leadership Development Program (Level 1B). It is a screening and training phase which applicants for Clay County administrative positions must successfully complete before they can apply for administrative openings. The components of this program are described later in the section.

Successful completion of the Candidate Preparation Phase will result in the applicant's eligibility to submit an application for a posted administrative vacancy. A candidate should complete this phase no later than two years from the date of their application for entry into the HRMD Candidate Preparation Phase. Candidates will be removed from this program after this date unless there are extenuating circumstances warranting extension which are approved by the Superintendent. Upon being appointed as an assistant principal, the new administrator is placed in the Leadership Development Program (Level 2A) and subsequently placed in Level 2B which can result in School Principal Certification upon successful completion.

The Leadership Development Program is publicized at the various school sites and district offices to encourage a broad spectrum of involvement. Introducing school leaders to the districts Pre-Candidate Preparation Program occurs through annual orientation. Candidates are identified at the local school and district levels.

Leadership Development Program -Screening, Selection and Appointment of Candidates

The Leadership Development Program is designed to ensure that potential principals will have the opportunity to demonstrate their capacity to lead a school prior to receiving certification as School Principal. State Board of Education Rules currently provide for School Principal Certification to be awarded on the basis of a candidate's successful demonstration of principal competencies as certified and recommended by the Superintendent of Schools.

Satisfying Training Requirements

The Leadership Development Program consists of successful completion of the required training and verification of successful demonstration of the Florida Leadership Standards through submission of a documentation checklist. The checklist should be signed off by the Supervising Principal and the district HRMD Director. Completion of the Leadership Development Program (Level 2A & 2B) requirements is encouraged by the provision of release time to attend workshops, prepare documentation materials, and to shadow other effective administrators.

School Principal certification is achieved through successful demonstration of the Florida Leadership Standards while assigned as a school administrator. Leadership Development (Level 2B) participants select their activities after consultation with their supervising principal. These consultations take into account site conditions identified through local school improvement needs assessments and staff planning. These site conditions also impact the areas of emphasis selected for the participants current Individual Leadership Development Plan.

Under the Clay County HRMD Plan, interim principals may attend training and prepare documentation necessary to achieve Level 2-School Principal Certification.

The interim principal appointed in accordance with the provisions of the HRMD plan must demonstrate, within one year, successful performance of the duties of the principalship under the supervision of the superintendent or his/her designee. The interim principal alternative will not constitute a standard part of the district's HRMD Principal Certification Program.

Support Teams and Individual Leadership Development Plans

Once an individual has obtained an assistant principal position, a support team will be assigned. The support team is comprised of the supervising principal, a peer mentor, and, if requested, a principal mentor. The support team is charged with the task of developing skills and competencies required for the principalship while meeting the individual needs of the prospective school leader. A formal individualized leadership development plan will be completed by each participant in consultation with his/her supervising principal and support team members.

The participant will diagnose and assess his/her own learning needs by completing a Principal Leadership Standards Self-Assessment Instrument related to the Florida Principal Leadership Standards. Appropriate training and or activities will be available to assist the assistant principal in the development of skills identified as an area of weakness.

The participant will, under the direction and guidance of the supervising principal, prepare an Individual Professional Leadership Plan (IPLP) which will provide the participant with opportunities to observe and practice on-the-job applications of those skills and competencies needed to be an effective principal. Plans for a variety of learning experiences may be included in the IPLP including formal in-service components; workshops; seminars; informal study; supervised assignments; observation; demonstration; and delegated assignments. Specific field experience activities will be provided in alignment with competencies identified in each participant's IPLP. The Individual Professional Leadership Plan will be formulated and recorded in a written document which will also serve as documentation of the learning activities completed for skills/competencies acquisition.

Coaching and Mentoring

In addition to the planning, coaching, and mentoring offered to the candidate seeking Level II Certification, the Clay County District School System recognizes the need to support newly assigned principals. A mentor administrator will be assigned to any new Clay principal who has less than three years experience in Clay County. The purpose of the mentoring program is to ensure individual and organizational success. The district recognizes that the role of school principal is central to student achievement and that key decisions are made closest to the learner. These mentors provide a valuable service to developing principals.

Administrative Appraisal

The Clay County Performance Appraisal System is based upon the belief that the appraisal of employees should be fundamentally developmental and rewarding, both to the individual and to the organization. The appraisal system is based upon the Florida Principal Leadership Standards and basic tenets of effective schools research. The Clay County Performance Appraisal System recognizes that the appraisal

of school administrators must be primarily based on the performance of students assigned to their schools. Continuous professional development of the employee is the goal of the Clay County Appraisal System.

The Pre/Post Assessment and 360-Assessment will serve as the formative tool for identifying the candidate's leadership strengths and weaknesses. Additionally, the supervising principal will complete a Progress Monitoring Instrument three times annually for candidates in Level 2A and 2B. The Progress Monitoring Instrument is aligned to the Florida Leadership Standards and identifies the degree to which the candidate has demonstrated each leadership competency. According to the findings of the Progress Monitoring Instrument, the Individual Leadership Development Plan will be altered to focus specifically on those competencies "not evidenced" or "occasionally evident". The ILDP must include specific professional development and field experience activities to assist the candidate in achieving the standard.

Candidates will be provided assessment feedback during weekly meetings with the supervising principal and scheduled visits by members of the District Leadership Team. Candidates will also have access to pre-assessment results through the on-line 360 Assessment. Candidates who consistently show lack of evidence in meeting required leadership standards will have an opportunity to remediate their practices by remaining in Level 2A or 2B for one additional year. These candidates will be placed on a Professional Development Plan as defined by the Clay County Performance Appraisal System for the purpose of providing additional professional development specific to the identified need. Candidates in the remediation phase will be provided additional support and assistance from members of the District Leadership Team including university partner, district staff, and professional partner when required. Candidates who have completed the program but demonstrate failure to meet specific competencies annually, will also be provided additional support and be required to complete a Professional Development Plan. Successful and/or unsuccessful mastery of each competency will be reflected on the annual Clay District School-Based Administrative Performance Appraisal.

Program Evaluation

The district will collect and monitor data to evaluate the program's performance. The Human Resources Division will compile a list of all eligible candidates' to be distributed to the Office of Professional Development. Additionally the Human Resources Division will maintain data regarding the placement, rehire and retention rates of program completers.

Using My-Points.org, the District professional development system, candidates will electronically enroll in professional development activities. My-Points reports will generate all Survey 5 data including participation in professional development programs offered through the WCG Program. The Office of Professional Development will also collect and maintain all survey data regarding program effectiveness and participant satisfaction.

The District Leadership Team will meet to review all program data as determined by the annual Principal Preparation Program Satisfaction Survey and the Principal Preparation Participant Survey. Using Survey Monkey, an on-line survey tool, the district will distribute the Principal Preparation Program Satisfaction Survey to all school principals to whom a Principal Preparation candidate and program completer has been assigned. The program survey will be completed at mid-year and the end of the school year to determine the school district's satisfaction with the level of preparedness of program completers. The District Leadership Team will review all survey results to make changes to the program design as needed. The survey will be completed at mid-year and at the end of the school year. The survey will

evaluate each participant's satisfaction with their level of preparedness. Results will be shared and reviewed by the District Leadership Team to make changes as needed to the program delivery and contents. Final surveys will be completed by June 15 of each school year and reviewed by the District Leadership by July 1.

Introduction

The programs in this document are designed to prepare individuals for school based leadership. The completion of a program in no way ensures the individual of placement in an administrative position. Individuals desiring a position as a school administrator must apply in accordance with the district policies and procedures governing selection.

Level 1A: Leadership Awareness and Recruitment Program

The district is committed to hiring the most effective individuals to lead its schools. We recognize the importance of the school leader in student achievement. Additionally, we recognize the impending attrition among the ranks of school leaders. Our intention is to begin early to identify, nurture, and guide those individuals with leadership potential.

School principals will identify and mentor teacher leaders who aspire to become a school administrator.

Therefore, each year the district will conduct sessions designed to recruit individuals that show an interest in school leadership.

The sessions will include but not be limited to the following areas:

The William Cecil Golden (WCG) Program: The Big Picture

Introduction to the Florida Principal Leadership Standards

Certification Requirements for Educational Leadership and School Principal

Overview of Clay HRMD Program

Additionally, the School District of Clay County will collaborate with the Crown Consortium and the Shultz Center for Teaching and Leadership to provide a forum for local universities and colleges and districts to share ideas and recruitment strategies. Input from local university representatives of Educational Leadership programs will be used to evaluate and modify the Leadership Development Plan.

II. Completion Criteria

Candidate will attend HRMD orientation and complete the Administrative Preparation Program Performance Pre-Assessment (Appendix A).

School District of Clay County - Level 1A

Leadership Development Program

NAME: SCHOOL:

Completed

Clay County HRMD Orientation   ☐ Date _____

Leadership Pre-Assessment   ☐

Level 1B: Educational Leadership Certification Program/Pre-candidate Preparation Program

Aspiring Assistant Principals

I. Entry Criteria

Individuals desiring Level 1 Educational Leadership Certification must complete the state requirements in a university/college Florida DOE approved program or enrolled in their final semester of an approved Educational Leadership Program.

Reference: SBE Rule: 6A-5.081.

Admission requirements include:

1. Completed Master's Degree or higher in Educational Leadership or enrolled in their final semester and/or hold a valid statement of eligibility determined by DOE

2. Passing score on the FELE, if required

3. School Principal Certification or Educational Leadership Certification

4. CET or enrollment in next scheduled training

5. Receive a passing score on appropriate leadership screening instrument

6. Completion of an on-line Clay County Administrative Application and HRMD Application

7. Completion of a Level 1B Application and Screening Form (Appendix B)

III. Training/Leadership Experiences and Activities

1. Clay Assessment System

II. Completion Criteria

1. Completion of all Level 1B criteria and attainment of a Master's Degree or higher leading to certification in Educational Leadership allows for submission of a Level 2A application.

2. An annual candidate questionnaire will be conducted to gather feedback on the quality of the overall experience and suggestions for improving the program.

3. Completion of the Clay Assessment System Training

School District of Clay County - Level 1B

Leadership Development Program

NAME: SCHOOL:

Completed

Degree Completion   ☐   Location:

                                                              Date:

FELE   ☐   Passing Score:

                                                              Date:

Ed. Leadership/School Principal Certification   ☐   Certificate #:

                                                              Date:

Clinical Educator Training   ☐   Trainer:

                                                              Location:

                                                              Dates:

Leadership Screening   ☐   Score:

                                                              Administered By:

                                                              Date:

Clay Administrative Application ☐ Date:

Application and Screening Form ☐ Date:

Clay Assessment Training ☐ Trainer:

Date:

Level 2A: Leadership Development Program

Assistant Principals

I. Entry Criteria

1. Completion of all Level 1B criteria and selected as a school assistant principal.
2. Three (3) years of successful teaching experience.
3. Submission of current resume to HRMD Director.
4. Willingness to commit personal time to designated program activities that may occur outside the individual's work day.

5. Demonstration and documentation of on the job leadership experiences and professional development activities as stated in initial application.

II. Program Design

Level 2A – provides aspiring school leaders opportunities to increase their understanding of the role of the principal and to acquire information and skills needed to fulfill the entry level responsibilities of the position. The goal will be on achieving and demonstrating competency in the Florida Principal Leadership Standards (Appendix C) with special emphasis on:

   a) Learning, Accountability and Assessment
   b) Managing the Learning Environment
   c) Human Resource Development
   d) Technology
   e) Ethical Leadership
   f) Diversity

Additionally, field experience activities will focus on specific competencies identified in the participants Individual Professional Leadership Plan.

The training experiences incorporate multiple standards. Therefore, the participant will observe, participate and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation.

Support Team for Level 2A and 2B:

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal and peer mentor. This team could also include a representative of the Crown Consortium and/or district level administrator. The support team will meet formally a minimum of two times an academic year to guide the candidate's professional development. Participants will provide evidence of knowledge application of the leadership standards listed above (a -f), through the use of the

attached (Appendix D) – Critical Incident Form. The participant will completed no less than two (2) Critical Incident Forms per standard.

III. Training/Leadership Experiences and Activities

1. Completion of the Principal Insight (Gallup) web-based survey or other appropriate screening instrument.
2. Required attendance of Leadership Development in the following areas :
    a) Orientation to the Florida School Leaders (www.floridaschoolleaders.com) web site. (Appendix E)

    b) Cohort Support Team Meetings
3. One day of school administrator shadowing experiences and written summary/analysis (Appendix F)
4. Completion of a FSL Leadership Standards Inventory and Individual Leadership Development Plan
5. Completion of the on-line Educational Impact Florida 360-Assessment (Appendix G)
6. Completion of FSL training modules and Educational Impact modules related to Leadership Standards Inventory and Educational Impact Florida 360-Assessment.
7. Participation in the following leadership training activities:
    a) School Improvement Planning and Facilitation – SAC Membership
    b) Using Data to Drive Instructional Improvement – District Training
    c) ASAP Diversity Training (2 days via on-line or face to face)
    d) ASAP Ethics Training (2 days)
    e) FOR-PD On-line Reading Course (to be completed within 3 years from date of hire as an assistant principal)
    f) ESOL for Administrators (60 hours to be completed within 3 years from date of hire as an assistant principal)
8. **Optional** Learning Opportunities:
    a) SREB Modules
        (1) Creating a High Performing Learning Culture
        (2) Meeting the Standards: Looking at Teacher Assignments and Student Work

IV. Completion Criteria

Upon completion of the following items, an individual is eligible to apply for 2B School Principal Certification Program.

1. A portfolio that documents all of the required Level 1 activities, workshops, and trainings
2. Evidence of Florida Department of Education Certification in Educational Leadership
3. Completed Principal Insight or other appropriate leadership screening instrument
4. Completed Critical Incident Forms – 2 per identified leadership standard
5. Completion of the Individual Professional Leadership Plan from www.FloridaSchoolLeaders.org.
6. Satisfactory annual performance appraisal by current supervisor.
   An annual candidate questionnaire will be conducted to gather feedback on the quality of the overall experience and suggestions for improving the program.

V. Assessment and Evaluation of the Program

The Clay County Leadership Development Program is assessed through participant, district staff and school principal satisfaction and perception surveys (housed and distributed through www.Surveymonkey.com), content knowledge practice tests (Educational Impact 360 Assessment and WCG Leadership Standards Inventory) and through individual workshop evaluation forms.

School District of Clay County - Level 2A

Leadership Development Program

NAME: SCHOOL:

Completed

Level 1B Completed   ☐   Date:

Principal Shadowing   ☐   Principal:

Location:

Date:

Leadership Standards Inventory (FSL)   ☐   Date:

(On-line)

Leadership Development Plan   ☐   Date:

(On-line)

Reviewed By:

360 Assessment (EI)   ☐   Date:

(On-line)

FSL and/or EI Training Modules   ☐   Title:

(On-line)

Dates:

Title:

Dates:

School Improvement Planning ☐ Dates:

Location:

Data Driven Leadership (SDCC) ☐ Facilitator:

Location:

Date:

Diversity Training ☐ Facilitator:

Location:

Dates:

Ethics Training ☐ Facilitator:

Location:

Dates:

FOR-PD (On-line) ☐ Date Completed:

(Within 3 Years) Dates:

ESOL for Administrators ☐ Date Completed:

(Within 3 Years) Dates:

Progress Monitoring and Appraisal Form ☐ Dates:

Level 2B: School Principal Certification and Professional Development
Assistant Principals who have completed Level 2A

I. Entry Criteria

1. Currently holds a valid Florida Certificate in Educational Leadership
2. Submission of letter of intent to the HRMD Director for Level 2B enrollment
3. Completion of Level 2A Program
4. Be a current Assistant Principal or Principal without School Principal Certification
5. Meets all minimum qualifications for an advertised administrative vacancy
6. Meets all Florida State Statute requirements
7. Level 2A portfolio completion and review
8. Successful performance evaluation by current supervisor
9. Approval of application for Level 2B School Principal Certification Program

II. Program Design

Level 2B – focuses on leadership skill development necessary to complete an approved district principal certification program and provides the experienced principal with additional tools to support instructional leadership development for Florida's Principal Leadership Standards. Emphasis will be on achieving and demonstrating competency in the following standards:

   a) Instructional Leadership
   b) Decision Making Strategies
   c) School Vision and Culture
   d) Building Community and Stakeholder Partnerships

Additionally, field experience activities will focus on specific competencies identified in the participants Individual Professional Leadership Plan.

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal, peer mentor, and a principal mentor if needed. The support team will meet a minimum of two times an academic year to guide the candidate's professional development.

Support Team for Level 2A and 2B:

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal and peer mentor. This team could also include a representative of the Crown Consortium. The support team will meet formally a minimum of two times an academic year to guide the candidate's professional development. Participants will provide evidence of knowledge application of the leadership standards listed above (a –d), through the use of the attached (Appendix D) – Critical Incident Form. The participant will completed no less than two (2) Critical Incident Forms per standard.

III. Training/Leadership Experiences and Activities

1. 2 days of principal shadowing experiences and written summary/analysis
2. Completion of the following assessments and resulting professional development plan:
    a) Professional Enhancement Program (PEP)
    b) Florida 360-Assessment Update
    c) FSL Leadership Standards Inventory and Individual Professional Leadership Plan
3. Participation in the following Level 2B Cohort Meetings/Training:
    a) School Law
    b) School Budgeting, Finance and Internal Accounts
    c) Instructional Leadership Training – Classroom Walkthroughs
    d) NEAT Employee Conferencing and Discipline to Improve Performance
4. Completion of FSL Training Modules and/or Educational Impact Professional Training Modules (360 Assessment).

IV. Completion Criteria

Upon completion of the following items, an individual is eligible to apply for Principal Certification and vacant principal positions.

1. Successful completion of at least 2 years as an Assistant Principal
2. A portfolio that documents all of the required Level 2B activities, workshops, and trainings reviewed and approved by District Support Team (Appendix H)
3. Completion of Critical Incident Forms- 2 per identified leadership standard
4. Satisfactory annual performance evaluations for the past two years
5. Two letters of recommendation including one from the most recent supervisor
6. Satisfactory performance assessment and recommendation by District Leadership Team to become certified as School Principal.

V. Assessment and Evaluation of the Program

The Clay County Leadership Development Program is assessed through participant, district staff and school principal satisfaction and perception surveys (housed and distributed through www.Surveymonkey.com), content knowledge practice tests (Educational Impact 360 Assessment and WCG Leadership Standards Inventory) and through individual workshop evaluation forms.

School District of Clay County - Level 2B

Leadership Development Program

NAME: SCHOOL:

Completed

Level 2A Portfolio Completed   ☐   Reviewed By:

                                                 Date:

Florida Ed. Leadership Certificate   ☐   Certificate #:

                                                 Date:

Asst. Principal Experience   ☐   Dates:

Principal Shadowing (2 Days)   ☐   Location: Date:

                                                 Location: Date:

Leadership Standards Inventory (FSL) ☐   Date:

(On-line)

Leadership Development Plan Update   ☐   Date:

(On-line)   Reviewed By:

360 Assessment (EI) Update   ☐   Date:

(On-Line)

FSL and/or EI Training Modules ☐   Title:

(On-Line)   Dates:

    Title:

    Dates:

Professional Enhancement Program (PEP) ☐   Facilitator:

    Location:

    Dates:

School Law (SDCC) ☐   Facilitator:

    Date:

School Budget and Finance ☐   Facilitator:

    Date:

Classroom Walk-Through ☐   Facilitator:

    Date:

Employee Conferencing and Discipline ☐   Facilitator:

    Date:

Progress Monitoring and Appraisal Form ☐   Dates: