

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.



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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 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 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 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. 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

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. Candidates for Level 1A must have obtained admission to a university/college Educational Leadership Program.

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

Application and Admission University/College Educational Leadership Program

Date of Admission:

Location:

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

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)
(On-line)

Date:

Leadership Development Plan
(On-line)

Date:

Reviewed By:

360 Assessment (EI)
(On-line)

Date:

FSL and/or EI Training Modules
(On-line)

Title:

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)
(Within 3 Years)

Date Completed:
Dates:

ESOL for Administrators
(Within 3 Years)

Date Completed:
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

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. 3 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	<input type="checkbox"/>	Reviewed By:	
		Date:	
Florida Ed. Leadership Certificate	<input type="checkbox"/>	Certificate #:	
		Date:	
Asst. Principal Experience	<input type="checkbox"/>	Dates:	
Principal Shadowing (3 Days)	<input type="checkbox"/>	Location:	Date:
		Location:	Date:
		Location:	Date:
Leadership Standards Inventory (FSL) (On-line)	<input type="checkbox"/>	Date:	
Leadership Development Plan Update (On-line)	<input type="checkbox"/>	Date:	
		Reviewed By:	
360 Assessment (EI) Update (On-Line)	<input type="checkbox"/>	Date:	
FSL and/or EI Training Modules (On-Line)	<input type="checkbox"/>	Title:	
		Dates:	
		Title:	
		Dates:	
Professional Enhancement Program (PEP)	<input type="checkbox"/>	Facilitator:	
		Location:	
		Dates:	
School Law (SDCC)	<input type="checkbox"/>	Facilitator:	
		Date:	
School Budget and Finance	<input type="checkbox"/>	Facilitator:	
		Date:	
Classroom Walk-Through	<input type="checkbox"/>	Facilitator:	
		Date:	
Employee Conferencing and Discipline	<input type="checkbox"/>	Facilitator:	
		Date:	

School District of Clay County

HRMD Leadership Development Program Pre/Post Self Assessment

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Instructional Leadership – High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.	
<input type="checkbox"/>	Sets annual learning gains, school improvement goals and other targets for instructional improvement
<input type="checkbox"/>	Uses data as a component of planning for instructional improvement
<input type="checkbox"/>	Includes provisions in the instructional program for students with special needs
<input type="checkbox"/>	Engages staff in ongoing study of current best practices
<input type="checkbox"/>	Reads research, applied theory, and informed practice related to the curriculum
<input type="checkbox"/>	Works to create high expectations and standards among the staff, teachers, and community members
<input type="checkbox"/>	Relates content and instruction to the achievement of established standards by students
<input type="checkbox"/>	Provides instructional leadership
<input type="checkbox"/>	Is aware of research on instructional effectiveness and will use it as needed
<input type="checkbox"/>	Demonstrates knowledge of student performance evaluation
<input type="checkbox"/>	Has identified skills necessary for the planning and implementation of improvements of student learning
<input type="checkbox"/>	Assesses the curriculum needs in a particular setting
<input type="checkbox"/>	Works to relate state standards, the needs of the students, the community and the school's goals
<input type="checkbox"/>	Connects professional growth plans and professional development to individual teacher and school learning goals
<input type="checkbox"/>	Understands the processes necessary for use in the hiring and retention of high quality teachers
<input type="checkbox"/>	Sets expectations that will ensure that all students are engaged in active learning
<input type="checkbox"/>	Provides opportunities for teachers to think, plan, and work together
<input type="checkbox"/>	Pursues improvement of his/her own professional development

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.	
<input type="checkbox"/>	Administers policies that provide a safe school environment
<input type="checkbox"/>	Plans for the accomplishment of strategic goals
<input type="checkbox"/>	Manages the daily operations of the school
<input type="checkbox"/>	Is aware of the various fiscal and non fiscal resources for the school including business and community resources
<input type="checkbox"/>	Manages the school to promote and encourage student learning
<input type="checkbox"/>	Uses financial resources and capital goods and services to support school priorities
<input type="checkbox"/>	Uses an efficient budget planning process
<input type="checkbox"/>	Uses school resources to achieve curricular and instructional goals
<input type="checkbox"/>	Understands techniques and organizational useful in leading and managing a complex and diverse organization
<input type="checkbox"/>	Plans and schedules one's own and others' work so that priorities and goals can be met
<input type="checkbox"/>	Conforms to legal and ethical standards in the management of the learning environment

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

<p>Learning, Accountability, and Assessment – High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.</p>	
<input type="checkbox"/>	Uses data to assess and monitor school improvement
<input type="checkbox"/>	Uses multiple sources of data to inform decisions and improvement processes
<input type="checkbox"/>	Monitors and assesses student progress
<input type="checkbox"/>	Monitors and assesses the progress of activities
<input type="checkbox"/>	Demonstrates an understanding of the methods and principles of program evaluation
<input type="checkbox"/>	Develops and demonstrates skills in evaluating instructional strategies and materials
<input type="checkbox"/>	Understands how to use diagnostic tools to assess, identify, and apply instructional improvement
<input type="checkbox"/>	Works with staff to identify strategies for improving student achievement appropriate to the school population

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.	
<input type="checkbox"/>	Establishes goals and targets
<input type="checkbox"/>	Is developing a set of problem solving techniques and decision making skills
<input type="checkbox"/>	Understands that events and problems can have a variety of explanations
<input type="checkbox"/>	Explains and defends decisions made
<input type="checkbox"/>	Uses data to inform decisions
<input type="checkbox"/>	Uses others to assist in the accomplishment of organization goals
<input type="checkbox"/>	Supports student learning when making curricular and instructional decisions
<input type="checkbox"/>	Has a problem-solving model to use when confronted with unsettled questions or undesirable situations
<input type="checkbox"/>	Conforms to appropriate legal standards
<input type="checkbox"/>	Makes decisions in a timely fashion using the best available information
<input type="checkbox"/>	Provides opportunities to involve family and community in a broad range of school activities

Appendix A: Pre/Post Assessment

Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.	
<input type="checkbox"/>	Is aware of the technology, telecommunications and information systems and their uses to enrich curriculum, instruction, and assessment
<input type="checkbox"/>	Communicates and gets feedback on a plan for technology integration for the school community
<input type="checkbox"/>	Works with tech-savvy staff to plan for increased technology usage
<input type="checkbox"/>	Models the use of technology as a tool in support of both educational and community activities
<input type="checkbox"/>	Develops an effective teacher professional development plan to increase technology usage
<input type="checkbox"/>	Has assessed and analyzed the extent to which technology has been integrated throughout the teaching and learning environment
<input type="checkbox"/>	Within the available resources, increases access to educational technologies for the school
<input type="checkbox"/>	Has a plan for the provision of support to increase the use of technology already in the school/classrooms
<input type="checkbox"/>	Uses technology to support the educational efforts of staff and teachers

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Human Resource Development – High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.	
<input type="checkbox"/>	Uses multiple data sources as they work with teachers to plan for individual professional development
<input type="checkbox"/>	Utilizes a variety of supervisory skills to use to improve teaching and learning
<input type="checkbox"/>	Understands adult learning strategies useful for assisting staff in professional development
<input type="checkbox"/>	Demonstrates an understanding of the methods and principles of personnel evaluation
<input type="checkbox"/>	Operates within the provisions of each contract as well as established enforcement and grievance procedures
<input type="checkbox"/>	Sets high expectations and standards for the performance of all teachers and staff
<input type="checkbox"/>	Empowers others to achieve personal, professional and organizational goals

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.	
<input type="checkbox"/>	Early Career Principals
<input type="checkbox"/>	Manifests a professional code of ethics and values
<input type="checkbox"/>	Makes decisions based on the legal, moral and ethical implications of policy options and political strategies
<input type="checkbox"/>	Creates, models and implements a set of values for the school
<input type="checkbox"/>	Develops well-reasoned educational beliefs based upon an understanding of teaching and learning
<input type="checkbox"/>	Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment
<input type="checkbox"/>	Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people
<input type="checkbox"/>	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications
<input type="checkbox"/>	Demonstrates ability to make decisions within an ethical context
<input type="checkbox"/>	Understands the effect that a positive school culture has on student learning
<input type="checkbox"/>	Recognizes differences in the staff's desire and willingness to focus energy on achieving educational excellence
<input type="checkbox"/>	Identifies teaching and learning needs among the staff and teachers
<input type="checkbox"/>	Communicates the instructional program to the community, the staff, and district personnel
<input type="checkbox"/>	Models professionalism, collaboration and continuous learning
<input type="checkbox"/>	Understands and recognizes the benefits for students in: • balanced reading instruction • curriculum integration • active teaching and learning strategies • standards-based instructional programs • the use of technology for instructional purposes • aligning classroom assessments to standards

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Vision – High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.	
<input type="checkbox"/>	Describes how to develop and implement a shared vision and strategic plan for the school
<input type="checkbox"/>	Works with staff, students and families to achieve the school's vision
<input type="checkbox"/>	Describes how instructional objectives, curricular goals and the shared vision relate to each other
<input type="checkbox"/>	Allows time for the achievement of goals
<input type="checkbox"/>	Identifies needs that will be targeted in the shared vision and strategic plan
<input type="checkbox"/>	Communicates the school's vision, mission and priorities to the community
<input type="checkbox"/>	Understands the basic concepts of the change process
<input type="checkbox"/>	Is aware that external influences have impact upon the school
<input type="checkbox"/>	Establishes plans to accomplish goals
<input type="checkbox"/>	Relates the vision, mission, and goals to students
<input type="checkbox"/>	Understands the effect of having a community of learners working together
<input type="checkbox"/>	Articulates and reinforces the vision in written and spoken communications

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.	
<input type="checkbox"/>	Understands how student and family conditions affect learning
<input type="checkbox"/>	Identifies opinion leaders in the community and their relationships to the school
<input type="checkbox"/>	Communicates the school's vision, mission and priorities to the community
<input type="checkbox"/>	Understands the effect that school image caused by impressions created by the students and staff and its use in promoting the school
<input type="checkbox"/>	Uses shared leadership and decision-making model in the operation of the school
<input type="checkbox"/>	Identifies resources of families, business, and community members that could support the school
<input type="checkbox"/>	Understands the benefits of having and using a variety of partnerships, coalitions, and networks
<input type="checkbox"/>	Is establishing relationships within and external to the school
<input type="checkbox"/>	Actively engages the community to promote student and school success
<input type="checkbox"/>	Identifies other agencies to connect students to the health, human and social services they need to stay focused on learning
<input type="checkbox"/>	Provides opportunities to involve family and community in a broad range of school activities

Appendix A: Pre/Post Assessment
 Performance Rating: 1 = Rarely or Never 2= Occasionally 3= Somewhat or Sometimes 4= Almost Always

Diversity – High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.	
<input type="checkbox"/>	Has skills necessary for interactive and interpersonal situations
<input type="checkbox"/>	Understands how multicultural awareness, gender sensitivity, and racial and ethnic appreciation affect an educational organization
<input type="checkbox"/>	Is able to interact with the various cultural, ethnic, racial, and special interest groups in the community
<input type="checkbox"/>	Is aware of how the teaching staff provides for the diverse perspectives appropriate to the student population and school community
<input type="checkbox"/>	Provides opportunities to involve school community in a broad range of school activities
<input type="checkbox"/>	Interacts effectively with diverse individuals and groups
<input type="checkbox"/>	Conforms to legal and ethical standards related to diversity
<input type="checkbox"/>	Is perceptive and tactful in dealing with diverse populations
<input type="checkbox"/>	Recognizes when crisis communications are necessary and is building a repertoire of skills to deal with them
<input type="checkbox"/>	Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations
<input type="checkbox"/>	Has a plan for the hiring and retention of a diverse staff
<input type="checkbox"/>	Has a plan to develop ways to improve relations with various cultural, ethnic, racial and special interest groups in the community

**School District of Clay County
Leadership Development Program
Level 1B Application and Screening Form**

Name: _____	Social Security #: _____	
School Name: _____	Position: _____	
School Phone: _____	Ext. _____	Home: _____
Home Address: _____	Cell: _____	
City and State: _____	ZIP: _____	
Email address: _____		
Years of teaching experience: In county: ___ Other: _____		
Certified in: _____		
Validity Period: _____ to _____		
Degree(s): _____		

EDUCATIONAL REQUIREMENTS

- Certification in Educational Leadership or School Principal
- or
- Enrollment in final semester of an approved DOE approved Educational Leadership Program

Along with the completed application, please attach the following:

- A copy of your Educational Leadership Certificate or college transcripts
- A copy of your Florida Education Leadership Exam (FELE) results (if required)
- A letter of recommendation (email not acceptable) from your **current** principal or supervisor indicating the applicant has the potential for becoming a successful school administrator
- A copy of current resume
- A copy of Mypoints or other district professional development records

This application and your letters of recommendation are part of the screening process for inclusion in Level 1B for the upcoming school year.

Appendix B: Level 1B Program Application

Please check successful on-the-job-leadership experiences in the following areas:

- Chair or Serve on a School/District Committee
Name of Committee _____ Year _____

- Serve as Department/Grade Level Chair/Team Leader
Year _____

- Serve as a Peer Teacher for a Beginning Teacher
Year _____

- Club Sponsor Name of Club: _____ Year _____

- Grant Writer Name of Grant: _____ Year _____
Funded: (Yes) (No)

- Instructional Coach School _____ Year _____

- Model Classroom Teacher School _____ Year _____

- Supervise a University Pre/Intern Teacher
Year _____

- National Board Certification
Year _____

- Any Other Related Leadership Role Describe: _____
Year: _____
School: _____

I submit this information as accurate and true to the best of my knowledge. I understand that Human Resources Services will review my personnel file. To my knowledge, there is nothing in this file that would reflect inappropriate, unprofessional, immoral, or unethical conduct on my part.

Applicant Signature: _____ Date: _____

RETURN NO LATER THAN _____

TO: Neil Sanders, Director
Human Resources
900 Walnut Street
Green Cove Springs, FL 32043

Appendix C: Leadership Standards Alignment

	Instructional Leadership			Operational Leadership				School Leadership		
	Instructional Leadership	Managing the Learning Environment	Learning, Accountability, Assessment	Decision Making Strategies	Technology	Human Resource Development	Ethical Leadership	Vision	Community and Stakeholder Partnerships	Diversity
<p>Level 1B Early- Career Instructional Leaders Program Criteria</p>	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>Introduction to Clay County Leadership Certification Program</p> <ul style="list-style-type: none"> Clinical Educator Training 	▲	▲		▲						
<ul style="list-style-type: none"> Clay Assessment System Training 	▲	▲		▲		▲				

Appendix C: Leadership Standards Alignment

	Instructional Leadership	Managing the Learning Environment	Learning, Accountability, Assessment	Decision Making Strategies	Technology	Human Resource Development	Ethical Leadership	Vision	Community and Stakeholder Partnerships	Diversity
<p>Level 2A Early-Career Instructional Leaders Program Criteria</p>	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>Program Overview and Guidelines</p> <ul style="list-style-type: none"> Clay County Leadership Program Leadership Standards Overview of FSL Website and Leadership Resources Cohort Structure and Support 	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>Principal Shadowing</p>	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>Individual Leadership Development Plan</p> <ul style="list-style-type: none"> FSL Leadership Standards Inventory Florida 360-Assessment (E.I.) 	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>School Improvement Planning and Facilitation (SDCC)</p>	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<p>Data Analysis for Instructional Leadership (SDCC)</p>	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
<ul style="list-style-type: none"> On-line or Face-to-Face Module (NEFEC) 						▲	▲			▲
<ul style="list-style-type: none"> On-line Module (NEFEC) 						▲	▲			
<ul style="list-style-type: none"> FOR-PD On-line Course (FCRR) ESOL for Administrators On-line course (60 hrs. within 3 years) 	▲	▲	▲	▲	▲					
<p>Optional Opportunity Creating a Higher Performing Learning Culture</p> <ul style="list-style-type: none"> SREB Module (Shultz Center) 	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲

Appendix C: Leadership Standards Alignment

Optional Opportunity Looking at Student Work • SREB Module (Shultz Center)	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲
	Institutional Leadership			Operational Leadership				School Leadership					
	Instructional Leadership	Managing the Learning Environment	Learning, Accountability, Assessment	Decision Making Strategies	Technology	Human Resource Development	Ethical Leadership	Vision	Community and Stakeholder Partnerships	Diversity			
Level 2B Early- Career Instructional Leaders Program Criteria	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲			
Managing the Learning Environment	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲			
<ul style="list-style-type: none"> Professional Enhancement Program (PEP) (Crown) School Law Orientation (SDCC) School Budgeting and Finance (SDCC) 													
Principal Shadowing	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲			
Individual Leadership Development Plan	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲			
<ul style="list-style-type: none"> FSL Leadership Standards Inventory Florida 360-Assessment (E.I.) Training Modules (FSL) Training Modules (E.I.) 													
Instructional Leadership	▲	▲	▲	▲	▲	▲	▲	▲	▲	▲			
<ul style="list-style-type: none"> Classroom Walk-Through Training (SDCC) 													
Human Resources		▲		▲		▲	▲						
<ul style="list-style-type: none"> NEAT Employee Conferencing and Discipline (SDCC) 													

Critical Incident

Name _____ Date _____

Supervisor _____

Situation: Brief description of incident.
Action: What actions did you take?
List the WCG Resources used.
Results: What were the results of the actions you took?
Personal Reflection:
Supervisor Feedback:
FPLS Addressed:

Directions for Registering on the WC Golden Web Site
and
Accessing the Individual Leadership Development Plan

1. Go to the WC Golden School Leadership Development Program website:
<http://floridaschoolleaders.org>
2. If you have registered previously, log in with your User Name and Password.
3. If you have not registered, click on the red "Register for Full Access" line at the upper right hand of web page and complete the information requested and click on submit.
4. Once you have logged in, click on "Individual Leadership Development Plan" under Tools on the left side of the page.
5. When you arrive at the Overview page, click on "Get Started". On the next page, click on "2007-2008 School Year".
6. You will then be directed to the Main Page which is divided into two sections: Needs Assessment and Goals. Identify needs based on your school improvement plan, student data and your personal needs for professional growth. On the Needs Assessment page for each of these categories, add the needs that you identified. You can access your school's FCAT scores and School Grades for the past several years directly from this page. Be sure to click on Save when you complete the entries on that page.
7. Identify at least one need for your personal professional growth based on the feedback from the Principal Leadership Standards Inventory and/or any district assessments you have taken. Be sure to click on Save when you have completed this part.
8. You will be returned to the Main page where you will now enter your goals. We suggest that you identify 3-5 goals for your Individual Leadership Development Plan. These goals should be based on your Needs Assessment.
9. At the Main Page, click on Goals to complete a Goals: Detail page for each of your goals. This will include identifying the Goal, Objective (in measureable terms) and the Professional Development Activities for each goal.
10. For each Goal, click on a Need that will be address by the goal. It is possible that all of your needs may not be addressed if you choose more needs than you develop goals. Also click on a Leadership Standard address by that Goal. Click Save when you have finished and you will be returned to the Goals: Details page. Continue for each of your goals by clicking Edit on the Goals: Details page.

Appendix E

11. Add measurable Objectives and Professional Development Activities for each of your goals.
12. When you have completed with all the entries, return to Main Page and click on View Full Plan at the bottom of the page. If you wish to Edit or Delete any of the goals, you may do so by clicking on Review on the line for that goal. You will be returned to the Goals: Detail screen where you can either Edit the goal or click on Delete on the bottom of the page to delete the goal.
13. You will be returned again to the Main Page where you can View the Full Plan. If you are satisfied with the plan, you may print the plan, and enter your Supervisor's email address and email the plan to your Supervisor if you desire. The plan will be saved on your computer under the WCG website.

Assistant Principal Shadowing Experience Log

Name: _____ Date: _____

Principal/Asst. Principal: _____ School: _____

- I. Please keep a running log of general activities in which the principal or assistant engages. The log should consist of items such as: Confers with teacher, greets students in hall, talks with bus driver, conducts faculty or SAC meeting, meets with parent, discusses discipline action with student, etc.
- II. After your visit, categorize the activities as follows:
 - A. Curriculum/Instruction
 - B. Personnel
 - C. Student Services
 - D. Decision-Making
 - E. Facilities
 - F. Community relations
 - G. Finance
 - H. Leadership
 - I. Management
- III. After your visit, categorize the approximate number of interactions as follows:
 - A. Number of interactions with students
 - B. Number of interactions with teachers
 - C. Number of interactions with support personnel
 - D. Number of interactions with parents or community members
- IV. In writing, describe your general impression of a principal's day. Include a comparison of the two days you visited. Was the day what you expected? If yes, please describe what validated your expectations. If not, please describe what was different from your expectations.

**USING TOOLS SECTION OF WCG WEBSITE TO PRODUCE AN
INDIVIDUAL LEADERSHIP DEVELOPMENT PLAN**

TOOLS

A. Prior Learning Inventory (PLI)

1. To begin inventory click “get started”.
2. After reading description click on “directions” at the bottom of the page.
3. On this Screen click on “prior learning inventory list”.
4. On the Prior Learning Inventory List screen you have four choices.
 - a. “edit” – This screen allows you to begin the process of adding your prior learning to each of the ten standards by clicking on “add evidence”.
 - b. “delete” - This screen allows you to completely remove your PLI.
 - c. “learning summary report” – This report lists the leadership standards, skill sets, and relative leadership strengths in which you have experience. The future learning issues area of the report summarizes the leadership standards and skill sets in which you may wish to pursue further professional growth.
 - d. “detailed report” – This report lists all of the specific professional growth experience you have entered into your PLI for each of the leadership standards. (resume)

B. Principals Leadership Standards Inventory

1. Click on “overview” for an explanation of the Leadership Development Log.
2. After reading the explanation click on “get started”
3. On this screen click on “edit” which will take you to the Leadership Development Log.
4. On the Leadership Development Log screen click on “initial” which is located under Principals Leadership Standards Inventory Results.
5. On this screen click on “start”, located under status, to answer the four questions for each standard. You must complete a standard once you have started to answer the questions for that standard.
6. After answering the four questions for each standard click on “check my answers” to see if the answers are correct.
7. Next return to main page to continue inventory.
8. When the inventory is completed click on “finished with inventory”.

C. Leadership Resource Locator

1. To begin click on “get started”
2. Main Screen – This screen provides you with a way to search by item or by leadership standard / criteria

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D. Individual Leadership Development Plan (ILDP)

1. To begin click on “get started”. Also on this screen you are able to view a sample plan as well as last years plan if it is available.
2. On this screen click on “edit” next to the 2007 – 2008 school year.
3. The main page is organized into two major sections.
 - a. Needs Assessment – This section has four choices.
 1. Using School Improvement Plan (SIP) – Click on “add” to Review your SIP and list identified needs.
 2. Using Student Data – Using your data results select your target grade level, subjects and other items you wish to Improve.
 3. Identify Your Personal Needs For Professional Growth - use the Prior Learning Inventory, the Principal Leadership Standards Inventory and any district assessments to select the appropriate principal leadership standards.
 4. Review Report – This screen provides a review of the Selections you have made for your ILPD.
 - b. Goals – You must complete the needs assessment before listing your goals

FLORIDA 360° ASSESSMENT - WHERE DO I START?

Tips to Help You Administer a Successful Florida 360° Assessment

Repeated studies have shown that successful school leaders value the opinion of their teachers, staff and supervisors. If employees receive feedback from only their supervisors, they are acting on limited information. If school leaders receive feedback from other people with whom they work (360° feedback), they can act on a more complete picture of perceptions. Although most school leaders are somewhat aware of their strengths and weaknesses, 360° feedback does more than support leaders' hunches. 360° feedback is explicit, credible and anonymous.

Following these steps can help you become more confident in administering effective 360° assessments in your school system.

STEP #1: DETERMINE THE OBJECTIVE

It is important to identify the assessment objective before beginning the Florida 360° Assessment process. What will the results of the 360° Assessment feedback report be used for? Will the process be focused on school leadership, coaching, management development, or performance? Some school systems have used the 360° Assessment solely as a coaching tool. They link leaders' formal professional development plans to their feedback results. They use the 360° Assessment as the "front end" to guide the school leader to the online resources in the Educational Impact online academy and the Florida WCG website that address the leader's weaknesses or blind spots. Other school systems use the results as both a development tool and as a factor in determining pay and/or promotions. They add relevance to the results by giving leaders an incentive to work effectively with all school stakeholders. Although there can be benefits to linking results with rewards, the 360 administrator needs to exercise caution so that 1) participants do not directly or indirectly suggest to subordinates that they give good ratings and 2) peers do not agree to give each other good ratings.

Once the objective is determined, the 360 administrator will need to develop a plan that includes key actions, dates, roles, and responsibilities. In addition, the administrator will need to establish a process to review the results and finalize the participant's personal leaning plan once all of the raters have completed their assessments

STEP #2: UNDERSTAND HOW THE ONLINE FLORIDA 360° ASSESSMENT IS DELIVERED

All assessments and results in Florida's 360° Assessment instrument are delivered electronically via the Internet. The big advantage of administering a survey electronically lies in the capability of raters to complete assessments conveniently, and for participants to view responses instantly and inexpensively.

A rater may stop at any given point in the assessment and come back to it while retaining already entered answers (as long as the submit button has been clicked)

All applications are web based and reside on Educational Impact servers. Participants need not have a high speed internet connection (dial-up is OK) and can access the

Appendix H

assessment and results 24/7. All reports are saved on the Educational Impact servers for up to 4 years. This provides the 360 administrator with the ability to track the participant's improvement from year to year by comparing current results with historical data from previous 360° assessments.

The fifty indicators used in the 360° Assessment questions are derived from the Florida Principal Leadership Standards. Research has shown that schools that are lead by administrators who are competent in these areas experience high student achievement.

STEP #3: SELECTING THE RATERS

Choosing a supervisor to rate the participant is fairly straight forward. In most cases the person who conducts the participant's annual review should be the one selected. If the participant is new to the position, he/she might select a former supervisor if that person still works in the school system

Selecting the right staff members to rate the participant is not always as easy. The participant can chose up to ten staff members/subordinates to be raters. It is important to include at least six raters in the process, in order to maintain the anonymity of respondents. One important question to ask in this phase of the process is who will select the raters for each participant? Will it be the participant, the participant's supervisor or the assessment administrator? Or, will the 360 administrator put in place standard criteria that must be used by all participants in selecting raters. In order to maintain unbiased results, using standard criteria is usually preferred. Consider using the following criteria:

- Alphabetically – the first ten teachers in the school by last name.
- The ten teachers in the school with the most experience
- The top 5 highly paid teachers and the 5 lowest paid teachers

Also, this is the time to decide if you want to deploy the assessment for all participants at once, in several groups, or individually (e.g., on an anniversary date). Sometimes a pilot group is given the assessment before a full rollout is completed.

Careful preparation for assessment implementation will pay off in the end!!

STEP #4: COMMUNICATE AND ADMINISTER THE ASSESSMENT

Tell the respondent group (both participants and raters) in advance about the assessment. They need to know why the assessment is being conducted, how the information gathered will be used, and when and how the assessment will be administered. In most situations, participants and raters will need to be reassured that the responses to the assessment questions will be anonymous. You can use memos, e-mail, meeting announcements, or a combination of some or all of these methods.

For all school systems, there are good and bad times to implement 360° assessments. Do not implement the assessment during crunch times. If possible, choose a time of low organizational stress. The timing of the assessment may be dependent on your objective for the assessment (e.g., coaching, tied-to performance, etc). Tell the raters that they will have to dedicate approximately twenty minutes to honestly answer all of the questions in the 360° assessment.

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It is important that the participants know that they will be receiving a copy of every email invitation sent to their raters. This is done so that the participant can verify that the rater received the email and that it was not captured as SPAM by the school system network. In the event the participant does not receive a copy of each email invitation sent to his/her raters, the participant will need to contact the school's network administrator to bypass any internet filter or firewall. The participant is also free to forward the email invitation copy to any rater who claims not to have received the invitation.

To insure that the assessment results are meaningful, it is critical that the participant be rated by a sufficient number of people. Make sure there is a method in place to remind participants and raters who have not completed their assessments. It is suggested that this be accomplished by the participant resending invitations each week to the raters who have not yet completed the assessment. This can be done each week until all raters have responded. Each participant can resend invitations by clicking the "Resend Invitations" link on the main menu page.

STEP #5: ANALYZE RESPONSES

The 360° Assessment results are password protected. This provides the 360 administrator with options regarding who has access to the results. For a coaching assessment, perhaps the participant and his/her coach are the only people to see the outcomes. If the purpose of the 360° Assessment is for professional development purposes, perhaps the assessment administrator has access to each participant's ID and password and is the only one able to review the results in advance of working with the administrator to develop his/her own personal learning plan. Each process can be managed differently based upon the objective of the process.

STEP #6: COMMUNICATE ASSESSMENT RESULTS

The online reports that are part of the Florida 360° Assessment results serve as the starting point in creating a participant's personal learning plan. Often, the assessment administrator (or the participant's supervisor) can sit down with each participant to review the report and begin work on a professional development plan that uses the online professional development programs contained in Educational Impact's online academy along with the Florida's WCG programs. The administrator/manager is there to help the participant understand what the reports imply about his/her skills. This feedback should include a balanced approach, focusing on both the positive feedback and on areas to be improved. Beyond that, the administrator/manager is there to help the participant identify the development opportunities that provide the best pay-off to improve the participant's performance.

STEP #7: THE PROFESSIONAL DEVELOPMENT PLAN

The person who is sharing the results with the participant (the coach, supervisor or administrator), needs to have a good understanding of the results:

- Self – Supervisor – Staff Reports: compare the scores given by raters with the participant's self scores. Use the Blind Spots report and Importance Ranking report to determine areas that are seen as most important and most misjudged by the participant

Appendix H

- Overall Competency Ratings: look for highest and lowest rated items overall, highest and lowest by each rater (supervisor vs. staff), and consistency.
- ALSO: if scores are mostly high or low, look for relative highs/lows. It is not always the total score that is important, but the competency score relative to other competency scores. Different raters have different interpretations of what qualifies as a top score.

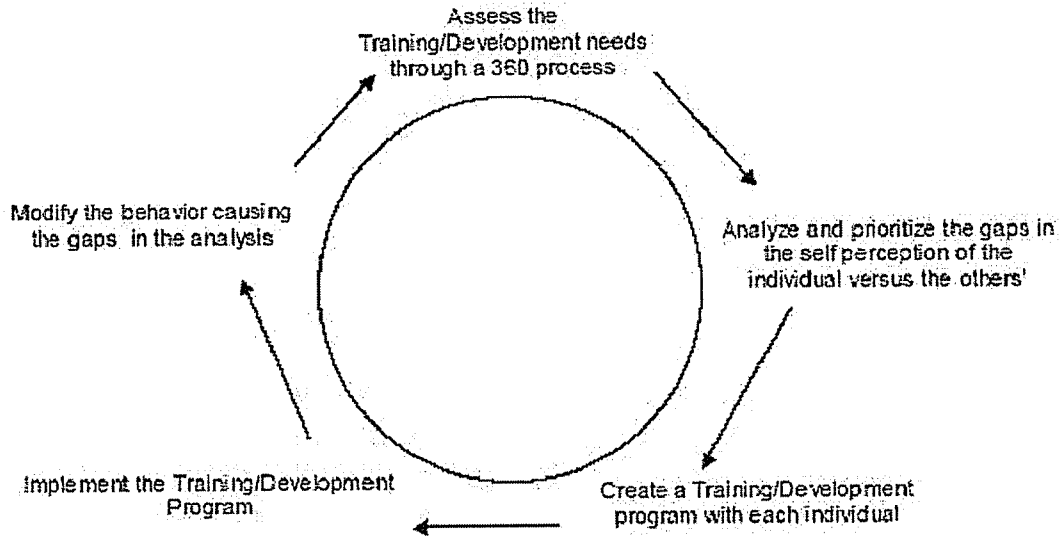
The coach should schedule time to sit down with the participant to discuss feedback. Give the participant the following advice:

- Be open to the feedback.
- Look at the high scores - understand what raters have said that you do well.
- Look at the low scores - what group of raters does this information come from? Is it for all of the areas or just for one individual competency?
- If you feel that the feedback is inaccurate, take it for what it is: this is how you are perceived.
- Acknowledge to the raters that you have received your results.
- Ask raters for more feedback. Try to build bridges by asking for their help/advice.
- Use the Educational Impact online resources and WCG resources as a way to get "expert" advice to help you improve as a school leader.

If the assessment process is stopped after the participant sees their feedback, the school system has missed the most important part of the process - how to help participants plan to make changes where necessary (and support the areas that were scored highly). The best way to develop an effective action plan is to require that the participant develop his/her own personal learning plan by identifying the Educational Impact professional development resources that directly correlate to the participant's areas of need. This can be easily accomplished by the participant clicking on "PLP" next to each competency area targeted for improvement and selecting the online video resources that will help the participant improve in the selected area. The bottom of the page provides the participant with the total number of video hours selected in the personal learning plan.

The 360 administrator must decide how many hours of online learning will be required for each participant. Once the participant completes the online training it is suggested that the 360 administrator ask each participant to commit to at least 2 action items for the upcoming year that will offer the greatest return (to both the participant and to the school system). These action items might reflect a specific commitment to change that resulted from the 360° Assessment feedback and corresponding professional development. These actions should be in addition to the completion of the educational impact online training.

The next time the participant is rated, it is contemplated that the results will reflect a measurable change that can be attributed to the assessment system. Once you put the action plan in place, follow-up assessments can measure the change in participant and rater perceptions. This concept is reflected in the continuous improvement process below:



CONCLUSION

Successful 360° assessments require planning and a commitment from everyone involved. By using Florida's 360° Assessment web based technology and following the steps above, you can make the process of administering and analyzing the 360° Assessment easy for everyone. Requiring that the 360° Assessment process become part of an annual process can help you keep your school leaders on track, enable you to measure the gains in their performance and leadership, and most importantly, improve student achievement.


Favorite 360 EI Resources aligned to the Florida Leadership Standards

(Experts include: Roland Barth, Doug Reeves, Michael Fullan, Alan Novemeber, Ian Jukes, Charlotte Danielson, Mike Schmoker, and Jay McTighe, plus Practitioners and Case Studies)


Instructional Leadership(Florida Standards):

1. Instructional Leadership:

EI Resource: Competency: Problem Solving-


Leading vs learning	
	
Leading Learning Communities	+ Personal Learning Plan
<p>Module: Balance Management & Leadership Role Topic: — Expert Movie: — Leading v. Learning Viewing Time: 0:45 hours Description: View Module 2A, Movie 8</p> <p>Roland Barth, Author and Educational Expert from the Harvard Graduate school of Education, discusses how both adults and students need to use logic and probe all possibilities before attempting to solve a problem.</p>	

EI Resource: Competency: Motivational Strategies-

Motivation in Practice: A Case Study	
	
Meeting the Challenge of Urban School Instructional Leadership	+ Personal Learning Plan
<p>Module: Case Study: Nyack Middle School Topic: — Principal Jacqueline Gonzalez Interview Movie: — Introduction: Principal Jacqueline Gonzalez Interview Viewing Time: 00:32 Description: View Module 4A, All Movies</p> <p>This principal shares how she successfully leads instruction through vision sharing, personal encouragement, support and offering professional development that teachers actually want. Her goal is energized teachers and higher test scores for students.</p>	


2. Managing the Learning Environment:

EI Resource: Competency: Standards Based Instruction-


A New Vision for Leadership 	
Charting a Course to Literacy Excellence	+ Personal Learning Plan
Module: Accountability and Assessment Topic: — From the Bell Curve to the Mountain: A New Vision for Leadership Movie: — Introduction Viewing Time: 1:21 hours Description: View Module 5A, All Movies Nationally acclaimed author and speaker, Dr. Doug Reeves, discusses the standards movement. This thought provoking presentation provides you with new ways to think about professional development, "teaching to the test", literacy and student learning. Hear why Dr. Reeves believes that standards are here to stay and what your school can do to thrive in a standards based environment	

3. Learning, Accountability, and Assessment:

EI Resource: Competency: Standard Based Instruction-

Standards Based Instructional Design 	
Differentiated Instruction for Successful Inclusion	+ Personal Learning Plan
Module: Instructional Design Topic: — Introduction: Standards-Based Instructional Design Movie: — Introduction Viewing Time: 01:15 Description: View Module 3A, 3B & 3D, All Movies After a brief introduction, Jay McTighe, renowned researcher and author, presents his theory on how Essential Understandings and Essential Questions can assist in grouping and teaching standards. McTighe also explains how Essential Understandings and Questions make all those individual state indicators stick in the minds of students.	

EI Resource: Competency: School Culture and Climate-

Creating a Safe and Welcoming Community 	
Differentiated Instruction for Successful Inclusion	+ Personal Learning Plan
Module: Introduction	

Appendix I


Topic: — Building Community Part 1: Creating a Safe and Welcoming Community
 Movie: — The Human Brain’s Response to Stimuli
 Viewing Time: 00:32
 Description: **View Module 1C, All Movies**

Cathy Hamilton, teacher, and principal discusses how the teachers' relationship with his students heavily influences the students' ability to close the academic achievement gap. If a student does not feel safe and welcome, they will be not be able to learn. Here are strategies to improve our relationships with all students.

Operational Leadership(Florida Standards):

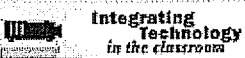
4. Decision Making Strategies:

EI Resource: Competency: Competency: Data Driven Decision Making-(Optional Assessment)

Using Data for School Improvement	
	
Data Utilization	Already Added
Module: Guiding Principles: The National Expertise Topic: — School Improvement Movie: — Introduction Viewing Time: 00:55 Description: View Module 2B, All Movies	
National expert, Mike Schmoker teaches you how to gather and analyze data to determine the root cause of problems faced by your school. Learn how to monitor data to determine whether changes are having the desired effect.	

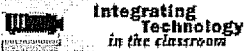
5. Technology:

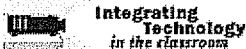
EI Resource: Competency: Technology-(Optional Assessments-4 ea.)

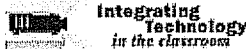
Creating a Climate for Self Directed Learning	
	
Integrating Technology into the Classroom	+ Personal Learning Plan
Module: Creating a Climate for Self Directed Learning Topic: — Video Lesson Movie: — Alan November: Three Skills for Survival Viewing Time: 0:35 hours Description: View Module 2C, All Movies and Assessment	
National experts, Alan November and Ian Jukes discuss how self directed learning can be integrated into every school's curriculum. A multiple choice	

Appendix I

assessment is required after completing the learning module.

The Dynamics of the New Knowledge Environment	
	
Integrating Technology into the Classroom	+ Personal Learning Plan
<p>Module: The Dynamics of the New Knowledge Environment Topic: — Video Lesson Movie: — David Warlick: The 3 Ts for Acquiring Today's Knowledge Viewing Time: 1:36 Description: View Module 3C, All Movies and Assessment</p> <p>Gain insight from noted authors and speakers, Alan November and Doug Reeves, as they give you a glimpse into the future of education. What are the new tools that should be present in the classroom in order to prepare students for the future. An online assessment is included at the end of this learning module.</p>	

Technology Beyond the Classroom	
	
Integrating Technology into the Classroom	+ Personal Learning Plan
<p>Module: Technology Beyond the Classroom Topic: — Video Lesson Movie: — Alan November: Importance of Family Viewing Time: 0:29 hours Description: View Module 4C, All Movies and Assessment</p> <p>Family involvement is the number one predictor of a student's success. Hear how successful schools have provided parents with access to a "daily report card". Learn how these schools balance creativity and collaboration, against privacy, and security? An online assessment is required as part of this learning module.</p>	

Leading the Technology Revolution	
	
Integrating Technology into the Classroom	+ Personal Learning Plan
<p>Module: Leading the Technology Revolution Topic: — Video Lesson Movie: — Alan November: Challenges for Educators Viewing Time: 1:29 hours</p>	


Appendix I

Description: **View Module 6C, All Movies and Assessment**

This learning module includes exciting presenters like Dr. Michael Fullan, Doug Reeves, and Alan November. Hear what these national experts believe will be the biggest challenges faced by schools in the coming years. Hear how learning with technology will impact student achievement. This learning module includes a multiple choice assessment.


6. Human Resources Development:

EI Resource: Competency: Staff Evaluations-(Optional Assessment)

Define Good Teaching	
	
Meeting the Challenge of Urban School Instructional Leadership	Already Added
<p>Module: Leading Good Teaching Topic: — Charlotte Danielson Defines "Good Teaching" and the Leader's Role Movie: — Painting the Big Picture Viewing Time: 0:45 hours Description: View Module 1A, All Movies</p> <p>Acclaimed author and national expert, Charlotte Danielson, provides school administrators with a guide for teacher evaluation. Dr Danielson defines good teaching and then shows you how to assess a teacher's strengths and weaknesses. Tips on constructive feedback and proper observation techniques are also discussed.</p>	

7. Ethical Leadership:


EI Resource: Competency: Integrity and Ethic-(Optional Assessment)


Values & Ethics	
	
Web of Support - Building Leadership Capacity	Already Added
<p>Module: Building Leadership Capacity Topic: — Values & Ethics Movie: — Introduction Viewing Time: 0:33 hours Description: View Module 1C, All Movies</p> <p>This comprehensive learning module addresses all aspects of integrity and ethics. Learn to be clear about your own ethics, know the difference between professionalism & friendship and understand that most ethical issues are rarely as simple as they appear.</p>	

School Leadership(Florida Standards):

8. Vision:

EI Resource: Competency: Enthusiasm-(Optional Assessments-2 ea.)


Passion of Leadership	
	
Leadership Academy	+ Personal Learning Plan
<p>Module: Speaker of the Month Topic: — Passion of Leadership Movie: — Introduction Viewing Time: 0:37 hours Description: View Module 2I, All Movies</p> <p>Al Grande is an experienced school administrator who credits much of his success to remaining passionate about the job of being Principal. Dr. Grande provides you with ways to maintain a positive attitude everyday and tells you why the job requires enthusiasm. Learn how good leaders are those who influence through sharing their enthusiasm with students and teachers.</p>	

Enthusiasm In Action: A Compilation of Wisdom	
	
Urban School Leadership	+ Personal Learning Plan
<p>Module: Conclusions Topic: — Vision/Leadership/Partnership Summary Movie: — Vision Viewing Time: 00:43 Description: View Module 5B, All Movies</p> <p>Watch this montage of successful principals as they discuss their vision, persistency, leadership and partnerships. It is a demonstration of enthusiasm. Many times enthusiasm is cited as critical to motivating change.</p>	

EI Resource: Competency: Vision and Mission, Program: Leading Learning Communities, Module: Setting High Expectations and Standards(IIIB), 45 minutes

9. Community and Stakeholder Partnerships:

EI Resource: Competency: Community Relations-

Campus Culture - Part 1	
	
Web of Support - Building Leadership Capacity	+ Personal Learning Plan

Appendix I

Module: Building Leadership Capacity
Topic: — Understanding Campus Culture - Part 1
Movie: — Communication
Viewing Time: 0:15 hours
Description: View Module 1E, Movies 2, 3 and 4
Assess the value of a healthy campus culture and learn how it can be strengthened by; communication, listening and establish trust with your staff, students and community.

10. Diversity:

EI Resource: Competency: Diversity-

School Diversity	
BREAKING RANKS — Revisited	
Breaking Ranks	+ Personal Learning Plan
Module: Diversity	
Topic: — Expert	
Movie: — Introduction	
Viewing Time: 00:50 hours	
Description: View Module 8A - All Movies	
Learn how to use multiple perspectives to enhance student learning.	

District Leadership Team Staff

<u>Name</u>	<u>Present Role/Qualifications</u>	<u>Responsibilities</u>
Toni McCabe	Asst. Superintendent of Human Resources	Provides support to program participant with specified program objectives
Denise Adams	Deputy Superintendent	Provides support to program participant with specified program objectives
Sharon Chapman	Asst. Superintendent Of Instruction	Provides support to program participant with specified program objectives
Mike Wingate	Director of Secondary Education	Provides support to program participant with specified program objectives
Lee Oliver	Director of Elementary Education	Provides support to program participant with specified program objectives
Neil Sanders	Supervisor of Human Resources	Provides support to program participant with specified program objectives
Diane Kornegay	Director of Professional Development	Provides support to program participant with specified program objectives
Joyce Skaff	Crown Consortium Curriculum Trainer	Provides support to program participant with specified program objectives

*Meets 1.1.5, 1.4.1, and 1.4.2 Criteria

Appendix K: Administrative Appraisal Instrument

CLAY DISTRICT SCHOOLS		
School-Based Administrative Performance Appraisal		
Name: _____	School: _____	School Year: _____
Position: _____	Social Security # _____ - _____ - _____	

I. PRE-EVALUATION Statement: I understand that this instrument shall be used in evaluating my performance in accordance with the job description and School Board Policy.

_____ Employee's Signature	_____ Date	_____ Evaluator's Signature/Title	_____ Date
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II. PROFESSIONAL DEVELOPMENT PLAN

A Professional Development Plan is required for this employee: Yes ____ No ____ (If Yes, Please Attach)

_____ Employee's Signature	_____ Evaluator's Signature	_____ Date Initiated
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III.

A. INSTRUCTIONAL LEADERSHIP (Check all that apply)

1	Sets annual learning gains, school improvement goals and other targets for instructional improvement for all students	
2	Uses data as a component of planning for instructional improvement	
3	Provides instructional leadership and engages staff in ongoing study of current best practices	
4	Is aware of research on instructional effectiveness and will use it as needed	
5	Demonstrates knowledge of student performance evaluation	
6	Administers policies that provide a safe school environment	
7	Plans for the accomplishment of strategic instructional goals	
8	Manages the daily operations of the school	
9	Uses school resources to achieve curricular and instructional goals	
10	Uses data to assess and monitor school improvement	
11	Uses multiple sources of data to make decisions and select instructional improvement processes	
12	Monitors and assesses student progress	
13	Understands how to use diagnostic tools to assess, identify, and apply instructional improvement	
14	Works with staff to identify strategies for improving student achievement appropriate to the school population	

B. OPERATIONAL LEADERSHIP (Check all that apply)

1	Explains and defends decisions made	
2	Uses data to make operational decisions	
3	Uses others to assist in the accomplishment of organization goals through delegation	
4	Supports student learning when making curricular and instructional decisions	
5	Makes decisions in a timely fashion using the best available information	
6	Models the use of technology as a tool in support of both educational and community activities	
7	Develops an effective teacher professional development plan to increase technology usage	

Appendix K: Administrative Appraisal Instrument

B. OPERATIONAL LEADERSHIP, Continued (Check all that apply)		
8	Uses multiple data sources to work with teachers to plan for individual professional development	
9	Demonstrates an understanding of the methods and principles of personnel evaluation	
10	Operates within the provisions of each contract as well as established enforcement and grievance procedures	
11	Sets high expectations and standards for the performance of all teachers and acts as a mentor for administrative staff	
12	Empowers others to achieve personal, professional and organizational goals	
13	Creates, models and implements a set of values for the school	
14	Develops well-reasoned educational beliefs based upon an understanding of teaching and learning	
15	Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications	
16	Demonstrates ability to make decisions within an ethical context	
C. SCHOOL LEADERSHIP (Check all that apply)		
1	Works with staff, students and families to communicate and achieve the school's vision	
2	Effectively communicates in oral and written form	
3	Handles crisis management and conflict resolution effectively	
4	Uses shared leadership and decision-making model in the operation of the school	
5	Actively engages the community to promote student and school success	
6	Provides opportunities to involve family and community in a broad range of school activities	
7	Interacts effectively with diverse individuals and groups	
8	Is perceptive and tactful in dealing with diverse individuals and groups	
9	Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations as needed	
10	Has a plan for the hiring and retention of a diverse staff	

IV. CONFERENCES:

<u>Date</u>	<u>Employee's Initials</u>	<u>Evaluator's Comments</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

V. OVERALL PERFORMANCE RATING: (Please circle appropriate rating) Satisfactory or Unsatisfactory		
Evaluator's Signature: _____	Date: _____	
Administrator's Signature: _____	Date: _____	
Superintendent's Signature: _____	Date: _____	
And Recommendation:		
Appointed _____	Not Appointed _____	Hold for Evaluation _____