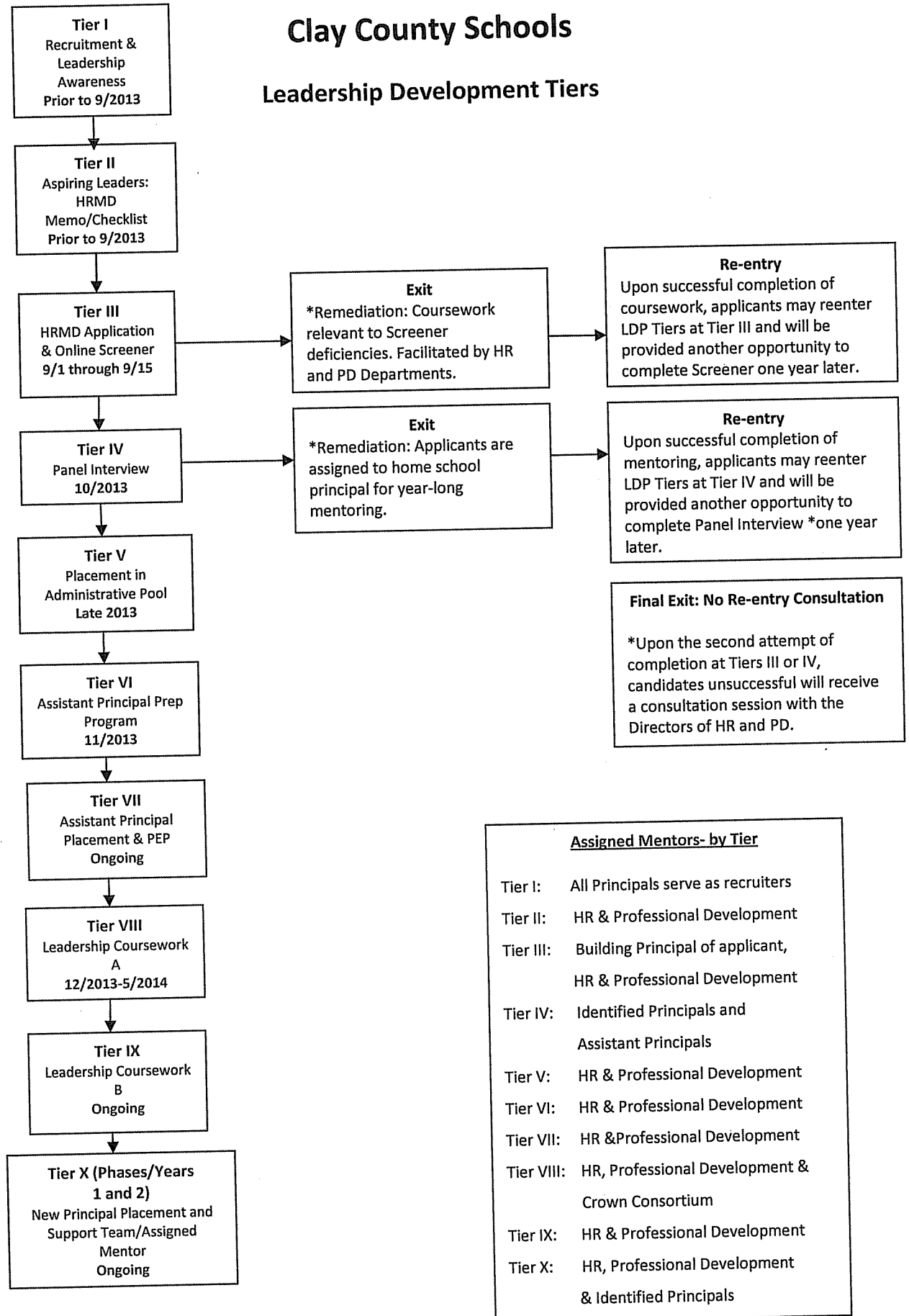


# Clay County Schools

## Leadership Development Tiers



**School District of Clay County  
HRMD/LDP- Tier I Checklist**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- |  |   |
|--|---|
| <input type="radio"/> Recruitment by principal                                   | <b>Location:</b><br><b>Date:</b>  |
| <input type="radio"/> Overview session conducted by HR & PD Directors            | <b>Attended: Y or N</b><br><b>Date:</b>   |
| <input type="radio"/> Data and School Improvement Project submitted to principal | <b>Submitted: Y or N</b><br><b>Date:</b>  |
| <input type="radio"/> Data and School Improvement Project approved by principal  | <b>Approved: Y or N</b><br><b>Date:</b>   |
| <input type="radio"/> Data and School Improvement Project submitted to HR        | <b>Submitted: Y or N</b><br><b>Date:</b><br><b>Approved: Y or N</b><br><b>Date:</b> |

**School District of Clay County  
HRMD/LDP- Tier II Checklist**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

Degree Completion

**Location:**

**Date:**

FELE

**Passing Score: Y or N**

**Date:**

School Principal/Educational Leadership Certification

**Certificate #:**

**Date:**

CET

**Completed: Y or N**

**Date of completion:**

**Trainer:**

**Location:**

Clay Assessment System

**Received final approved: Y or N**

**Date:**

School District of Clay County  
HRMD/LDP- Tier III Checklist

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- HRMD Application and Screening Form
  
- Online Screener

**Date:**

**Passing score: Y or N**

**Date:**

School District of Clay County  
HRMD/LDP- Tier IV Checklist

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- Panel Interview

**Location:**

**Date:**

School District of Clay County  
HRMD/LDP- Tier V Checklist

Name: \_\_\_\_\_

School: \_\_\_\_\_

- Placed in administrative Pool

Placement: Y or N  
Confirmation Date:

School District of Clay County  
**HRMD/LDP- Tier VI Checklist**

Name: \_\_\_\_\_

School: \_\_\_\_\_

- **Completed Assistant Principal Prep Program**

**Successful completion: Y or N**

**Location:**

**Date:**

**School District of Clay County  
HRMD/LDP- Tier VII Checklist**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- **Completion of the online Educational Impact Florida 360 Assessment (Online)**

**Date:**

- **Principal Enhancement Program (PEP)**

**Facilitator:**

**Location:**

**Date:**

- **Assistant Principal Shadowing I**

**Principal:**

**Location:**

**Date:**

- **Orientation to the Florida School Leaders Website (Online)**

**Date:**

- **Individual Professional Leadership Plan (Online)**

**Date:**

**Reviewed by:**

- **Beginning stages of Leadership Portfolio; should include all required documents from Tier VII**

**Begin date:**



**School District of Clay County  
HRMD/LDP- Tier VIII Checklist  
Leadership Coursework A**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- **Support Team Meetings:**

**Meeting I  
Date(s):  
Locations:  
Support Team Members:**

**Meeting II  
Date(s):  
Locations:  
Support Team Members:**

- **Florida School Leaders Modules:**

**1-A Title:  
Date:**

**1-A Title:  
Date:**

**2-A Title I:  
Date:**

**2-A Title:  
Date:**

- **School Improvement Planning/SAC**

**Date:  
Location:**

- **Data to Drive Instructional Leadership/  
Walkthrough**

**Facilitator:  
Location:  
Date:**

- **Diversity Training**

**Facilitator:  
Location:  
Date:**

- **Ethics Training**

**Facilitator:**

**Location:**

**Date:**

- **ESOL for Administrators**

**Date completed:**

- **Reading Course**

**Date completed:**

- **New Learning Log experiences (8 total)**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

**Location:**

**Date:**

- **Portfolio that documents all requirements for Tier VIII**

**Date:**

**Reviewed by:**

- **Satisfactory Annual Appraisal by current and prior supervisor(s)**

**Date:**

**School District of Clay County  
HRMD/LDP- Tier IX Checklist  
Leadership Coursework B**

Name: \_\_\_\_\_

School: \_\_\_\_\_

**Completed:**

- |   |                                 |
|---|---------------------------------|
| <input type="radio"/> Assistant Principal Experience:   | <b>Total years:</b>             |
|   | <b>Location:</b>                |
| <input type="radio"/> Principal Shadowing I   | <b>Principal:</b>               |
|   | <b>Location:</b>                |
|   | <b>Date:</b>                    |
| <input type="radio"/> Principal Shadowing II  | <b>Principal:</b>               |
|   | <b>Location:</b>                |
|   | <b>Date:</b>                    |
| <input type="radio"/> Leadership Development Plan Update<br>(Online)  | <b>Date:</b>                    |
|   | <b>Reviewed by:</b>             |
| <input type="radio"/> 360 Assessment Update<br>(Online)   | <b>Date:</b>                    |
| <input type="radio"/> School Law  | <b>Facilitator:</b>             |
|   | <b>Date:</b>                    |
| <input type="radio"/> School Budgeting & Finance  | <b>Facilitator:</b>             |
|   | <b>Date:</b>                    |
| <input type="radio"/> NEAT- Employee Conferencing & Discipline  | <b>Facilitator:</b>             |
|   | <b>Date:</b>                    |
| <input type="radio"/> Florida School Leaders Modules  | <b>Title:</b>                   |
|   | <b>Dates:</b>                   |
| <input type="radio"/> Satisfactory Annual Appraisal by current and<br>prior supervisor(s)                     | <b>Date:</b>                    |
| <input type="radio"/> Two letters of recommendation- one from most<br>recent supervising/evaluating principal | <b>letter 1- Date received:</b> |
|   | <b>letter 2- Date received:</b> |

## **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 education 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 Directors of School Improvement and 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.

This program is 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.

Clay County takes great pride in the newly developed Leadership Development Tiers, which is aligned to the new Florida Principal Leadership Standards. It is important to mention, any candidate who is active in the Administrative Pool after 5 years, must reenter the Leadership Development Tiers at Tier II.

## **Tier I: Recruitment and Leadership Awareness**

### **Admission Criteria:**

Tier I of the Leadership Development Program is the recruitment and leadership awareness tier. School principals will identify and mentor teacher leaders who are both effective in the classroom and aspire to become a school administrator.

### **Process Criteria:**

Annually, the Human Resources and Professional Development Departments will conduct sessions designed to support those individuals who were recruited by school principals that have shown an interest in school leadership. The sessions will include but are not limited to the following areas:

- The William Cecil Golden (WCG) Program: The Big Picture (HR)
- Introduction and overview of the new Florida Principal Leadership Standards (PD)
- Certification requirements for Educational Leadership and School Principalship (PD)
- Overview of Clay County HRMD Program (HR)

### **Completion Criteria:**

Following recruitment by the school principal and attendance at the identified sessions, each candidate will be expected to complete the following:

1. A Data and School Improvement Project must be submitted and approved by his/her recommending principal and attached to the principal's letter of recommendation.
2. The project will be due to the HR Director one month from the date of the HRMD overview session and must also be considered acceptable by the HR and Professional Development Directors. Candidates participating in the Data and School Improvement Project will be assessed based on a scoring rubric, which is aligned to a minimum of 1 of the 4 Domains of the new Principal Leadership Standards and evaluated based on a passing score.
3. Candidates not receiving a passing score on the Data and School Improvement Project will be required to Exit the program for one calendar year and report to his/her home school principal for remediation and mentoring. Following successful completion of the one year mentoring and shadowing, the candidate may reenter the program at Tier I for a second opportunity to complete a Tier I Data and School Improvement Project. Successful completion of the Data and School Improvement Project promotes candidates to Tier II (Aspiring Leaders: HRMD).

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

## **Tier II: Aspiring Leaders: HRMD**

### **Admission Criteria:**

\*\*Individuals desiring Level I Educational Leadership Certification must complete the state requirements in approved university/college program by the Florida Department of Education or enrolled in their final semester of an approved Leadership Development Program.

Tier II is indication that candidates have entered into a preliminary Tier of the Leadership Development Program. It is a paper screening and training Tier, which applicants vying for Clay County administrative positions must successfully complete prior to applying for administrative openings. The components of this program are described below.

1. Completed Master's Degree or higher education in Educational Leadership or enrolled in his/her final semester and/or hold a valid statement of eligibility determined by DOE.
2. Passing scores on the FELE, if required
3. School Principal Certification or Educational Leadership Certification
4. CET or enrolled in next scheduled training
5. Completion and acceptance of Data and School Improvement Project

### **Process Criteria:**

Participation in the Clay Assessment System Training

### **Completion Criteria:**

1. Completion of all Tier II criteria and attainment of a Master's Degree or higher leading to certification in Educational Leadership allows for submission of a Tier III Application.
2. An annual candidate questionnaire will be administered to gather feedback on the quality of the overall experience and suggestions for improving the program.
3. Completion of the Clay Assessment System Training.

Successful completion of Tier II will result in the applicant's eligibility to submit an application for acceptance into the HRMD Program. A candidate should complete this Tier no later than two years from the date of their application for entry into the HRMD Candidate Preparation Phase. Candidates will be removed from the program after this date unless there are extenuating circumstances warranting extension which are approved by the Superintendent. Prior to being appointed as an assistant principal, the new administrator is placed in the Tier V (Administrative Pool), the Administrative Pool, and Tier VI (AP Prep Program).

### **Tier III: Application and Screener**

#### **Admission Criteria:**

Tier III is indication that candidates are permitted to complete an HRMD Application. Immediately upon completion of the application, candidates will receive an automated email containing a link to an online 5-question timed Screener.

#### **Process Criteria:**

Candidates must complete the HRMD Application and Screening Form (**Appendix A**). Upon completion of this form, candidates will complete a 5 question Screener that is aligned to the 4 Domains of the new Florida Principal Leadership Standards, scored based upon a 5-point rubric and evaluated on a 25-point scale for promotion to Tier IV, the Panel Interview (**Appendix B**).

#### **Completion Criteria:**

For candidates passing the Screener, he/she will be promoted to Tier IV, the Panel Interview. For candidates not passing the Screener, he/she must EXIT the program for one calendar year, and will be placed in remediation courses. The courses are facilitated by the Human Resources and Professional Development Departments, are aligned to the 4 Domains of the new Florida Principal Leadership Standards and are relevant to the deficiencies of the candidate's Screener. Following completion of the appropriate coursework, candidates may reenter the program at Tier III and will be provided another opportunity to complete the Screener; candidates not passing after the second attempt will receive a consultation session with the Directors of Human Resources and Professional Development.



## **Tier IV: Panel Interview**

### **Admission Criteria:**

Tier IV is indication that the candidate is promoted to participate in a Panel Interview. The Panel Interview Team will consist of the following people:

- 6 identified Clay County building Principals who have met the following criteria:
  1. Current building Principal
  2. Served as a building Principal in Clay County for 5 or more years.
  3. Proven to be an effective leader by exhibiting marked improvements in student achievement during his/her tenure.
- 4 current Vice or Assistant Principals who are effective leaders and demonstrate proven success in one or more of the 4 Domains of the new Florida Principal Leadership Standards.
- 1-3 District-level Administrators who have served in the role of building Principal within their professional career. This could include but is not limited to:
  1. Director of Instructional Personnel Services (HR)
  2. Professional Development Director
  3. Assistant Superintendent for HR
  4. Assistant Superintendent for Instruction
  5. Title I Director

### **Process Criteria:**

Candidates participating in the Panel Interview are assessed based on a scoring rubric, which is aligned to the 4 Domains of the new Principal Leadership Standards and evaluated based on a passing score. We need to contact the identified principals and AP's to schedule a meeting to discuss their roles in this program and create the panel interview questions and scoring rubric.

### **Completion Criteria:**

Candidates passing the Panel Interview will be promoted to Tier V (Placement in the Administrative Pool). Candidates not passing the Panel Interview will be required to Exit the program for one calendar year and will be assigned to his/her home school principal for mentoring and shadowing opportunities. Following successful completion of mentoring and shadowing, the candidate may re-enter the program at Tier IV for a second Panel Interview opportunity. Successful completion of the Panel Interview will promote candidates to Tier V; candidates not passing after the second attempt will receive a consultation session with the Directors of Human Resources and Professional Development.

**Tier V: Placement in Administrative Pool**

**Admission Criteria:**

Tier V is indication that candidates have passed all preliminary Tiers and will be advanced to the Administrative Pool for potential placement as an Assistant Principal.

**Process Criteria:**

At this Tier, candidates are placed in the Administrative Pool. During this placement, building principals will assess the Pool and request an interview with candidates of interest.

**Completion Criteria:**

Once candidates are placed in the Administrative Pool, they will be promoted to Tier VI (AP Prep Program).

## **Tier VI: Assistant Principal Prep Program**

### **Admission Criteria:**

Tier VI is indication that candidates have been advanced to the Administrative Pool. The Principal Prep Program is an 8 hour preliminary support program to prepare aspiring Assistant Principals who are actively eligible for AP positions. This program forms the foundation for school leadership through the lens of an Assistant Principal.

**Process Criteria:** The Assistant Principal Prep Program will be facilitated by the Directors of HR and Professional Development, in collaboration with the Crown Consortium. The program consists of the following:

1. One two hour session related to Domain 1: Student Achievement. Candidates will participate in discussions and activities representing skill sets and knowledge bases relative to core expectations for effective school administrators.
2. One two hour session related to Domain 2: Instructional Leadership. Candidates will participate in discussions and activities representing skill sets and knowledge bases relative to core expectations for effective school administrators.
3. One two hour session related to Domain 3: Organizational Leadership. Candidates will participate in discussions and activities representing skill sets and knowledge bases relative to core expectations for effective school administrators.
4. One two hour session related to Domain 4: professional and Ethical Behavior. Candidates will participate in discussions and activities representing skill sets and knowledge bases relative to core expectations for effective school administrators.

### **Completion Criteria:**

Successful completion of the Assistant Principal Prep Program and all follow up assignments.

## **Tier VII: Assistant Principal Placement and Professional Enhancement Program (PEP)**

### **Admission Criteria:**

Tier VII is indication of completion of the following criteria:

1. Successful completion of Tier VI and selected as an 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 of the individual's work day.
5. Demonstration and documentation of on the job leadership experiences and professional development activities as stated in initial application.

### **Process Criteria:**

From the pool of applicants, principals select candidates for interviews. Based on the interview, the principal may select a candidate and submit his/her name to the HR Department for a final clearance into an assistant principal position.

Upon placement in a school as an assistant principal, participants will begin working on the beginning stages of his/her Leadership Portfolio. The first stage will include:

1. Completion of the online Educational Impact Florida 360 Assessment- **(Appendix C)**.
2. Completion of the Professional Enhancement Program (PEP) through the Crown Consortium
3. Required attendance of Leadership Development in the following areas:
  - a. Orientation to the Florida School Leaders website: [www.floridaschoolleaders.com](http://www.floridaschoolleaders.com)- **(Appendix D)**.
  - b. Completion of the Individual Professional Leadership Plan from [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org). **(Appendix D)**.
4. One day of a school administrator shadowing experience (at a different school within the district) and completion of a written summary of the experience.

### **Completion Criteria:**

The participant successfully began his/her Leadership Portfolio that documents successful completion of all Tier VII activities, workshops and trainings, including the Professional Enhancement Program (PEP).

## **Tier VIII: Leadership Coursework A**

### **Admission Criteria:**

Tier VIII is indication that all participants are serving in the capacity of an assistant principal within a Clay County District School and have successfully completed Tier VII activities, workshops or trainings for his/her Leadership Portfolio, including completion of the Professional Enhancement Program (PEP).

### **Program Criteria:**

Tier VIII provides aspiring principals opportunities to increase their understanding of the role of the principal. This includes acquiring the information and skills needed to fulfill the entry level responsibilities of this position. The goal will include achieving and demonstrating competency in the four Domains and respective standards of the new Florida Principal Leadership Standards, with an emphasis on the following:

- 1-A. Domain 1: Student Learning As A Priority; Facilitator(s): (WCG Modules)
- 2-A. Domain 2: Faculty Development; Facilitator(s): (WCG Modules)
- 3-A. Domain 3: Diversity & Leadership Development; Facilitator(s): (HR & PD Directors)
- 4-A. Domain 4: Ethics & Professional Behavior; Facilitator(s): (HR & PD Directors)

The training experiences for Tier VIII and Tier IX will incorporate multiple standards; therefore, the participant will observe, participate and demonstrate mastery of each of these standards in multiple ways, including on-the-job-training. As a result, each participant will be assigned a support team consisting of the supervising principal and a district level mentor. The support team will meet formally a minimum of two times an academic year to guide and/or support the participants' professional development. The participants will provide evidence of knowledge and application of the leadership standards listed above by providing 2 examples for each Domain and targeted standard above on the New Learning Log documentation.

The mentors who will support this Tier will include but are not limited to the following personnel:

- 1-B. Human Resource Director
- 2-B. Professional Development Supervisor
- 3-B. Secondary Education Director
- 4-B. Title I Director
- 5-B. Reading Director
- 6-B. ESE Director
- 7-B. Certified staff from the Crown Consortium

The New Learning Log will provide documentation of the following trainings and/or experiences:

- 1. Required attendance of Leadership Development in the following areas:
  - a. Support Team Meetings- with principal and assigned mentor (1-B through 7-B above)
- 2. Completion of the FSL or face-to-face training modules. (1-A through 4-A above)
- 3. Proof of facilitation and participation through completion of a New Learning Log for each activity relative to the following leadership activities at the participant's home school:
  - a. School Improvement Planning and Facilitation- SAC Membership

- b. Using data to drive instructional improvement- Following a series of classroom walk-throughs, participants will create a presentation and/or PD activity for the staff as a result of a critical area of need found as a result of the walk-throughs.
- c. Diversity Training: (3-days via face-to-face); **(Appendix F)**
- d. Ethics Training: (2-day via face-to-face); **(Appendix G)**
- e. ESOL for Administrators ( 60-hours to be completed within 3 years from date of hire as an assistant principal)
- f. FOR-PD Online Reading Course (to be completed within 3 years of the date of hire as an assistant principal)

**Completion Criteria:**

Upon successful completion of the following items, a participant is eligible to apply for School Principal Certification Program:

1. A Leadership Portfolio that documents all required Tier VII, Tier VIII and Tier IX activities, workshops and trainings.
2. Evidence of Florida Department of Education Certification in Educational leadership.
3. Completion of the Individual Professional Leadership Plan from [www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)
4. An overall rating of Effective, at minimum, on the annual performance appraisal conducted by his/her evaluating principal.
5. An annual candidate questionnaire will be administered to gather feedback on the quality of the overall experience and suggestions for improving the overall Leadership Development Tiers.
6. Two letters of recommendation including one from the most recent evaluating principal.

## **Tier IX: Leadership Coursework B**

### **Admission Criteria:**

Tier IX is indication that the participant has completed or obtained the following:

1. Currently holds a valid Florida Certificate in Educational Leadership
2. Completion of Tier VIII
3. Must be a current assistant principal or principal without School Principal Certification
4. Meets all minimum qualifications for an advertised administrative vacancy
5. Leadership Portfolio completion and review
6. Effective or greater performance evaluation by evaluating principal
7. Approval of application for Tier IX School Principal Certification

### **Program Criteria:**

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

- A. Student Achievement
- B. Instructional Leadership
- C. Organizational Leadership
- D. Professional and Ethical Behavior

Additionally, field experience activities will focus on specific competencies identified in the 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 per 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 New Learning Log. The participants will complete no less than two New Learning Logs per standard.

1. 2 days of principal shadowing experiences and written summary.
2. Participation in the following Tier IX Meetings/Trainings:
  - a. **School Law**
  - b. **School Budgeting, Finance and Internal Accounts**
  - c. **NEAT- Employee Conferencing and Discipline to Improve Performance**

**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 Tier VIII and Tier IX activities, workshops and trainings reviewed and approved by District Support Team.
3. Completion of New Learning Logs- two per identified leadership standard.
4. Effective or higher on annual performance evaluations for the past two years.
5. Two letters of recommendation with one from the most recent supervisor/evaluating principal.



## **Tier X: New Principal Placement and Support**

### **Admission Criteria:**

Tier X is indication that a participant is serving as a building principal and is within his/her first two years in this position.

### **Program Criteria:**

Each building principal, within his/her first two years, will be placed on a New Principal Support Team and will be assigned a mentor. The New Principal Support Team will include an identified district level administrator and a Principal who meets the following criteria:

1. Current building Principal
2. Served as a building Principal in Clay County for 5 or more years.
3. Proven to be an effective leader by exhibiting marked improvements in student achievement during his/her tenure.

Additionally, principals within his/her first two years will meet no less than two times per academic year with the Directors of Human Resources and Professional Development. During these sessions, principals will discuss professional needs and issues that require guidance and/or support.

### **Completion Criteria:**

1. Successful completion of years one and two as a building principal.

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 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 Principals 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 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: (a) formal in-service components, (b) workshops, (c) seminars, (d) informal study, (e) supervised assignments, (f) observations, (g) demonstration, and (h) 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 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 fundamental and rewarding, both to the individual and 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 standard.

Candidates will be provided assessment feedback during weekly meetings with the supervising principals 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.

#### **Tier IV: Panel Interview**

Identified building-level administrators who meet the following criteria:

- Current Principal
- Principal in Clay County for 5 or more years
- Proven to be an effective leader by exhibiting marked improvements in student achievement during his/her tenure.

Identified Principals who meet the criteria for Panel Interview/Mentoring:

1. Becky Wilkerson
2. Cathy Richardson
3. Treasure Pickett
4. Collette Wyatt
5. Theresa Roman
6. Jackie Cory

Identified Assistant Principals who meet the criteria for Panel Interview/Mentoring:

1. Melanie Sanders
2. Debra Gaynes
3. Amy Vann
4. Adele Reed
5. Heather Roche

**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 developmental 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 learning 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 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.

## Appendix C

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.

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.



## Appendix C

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 participants 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 participants 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.
- 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

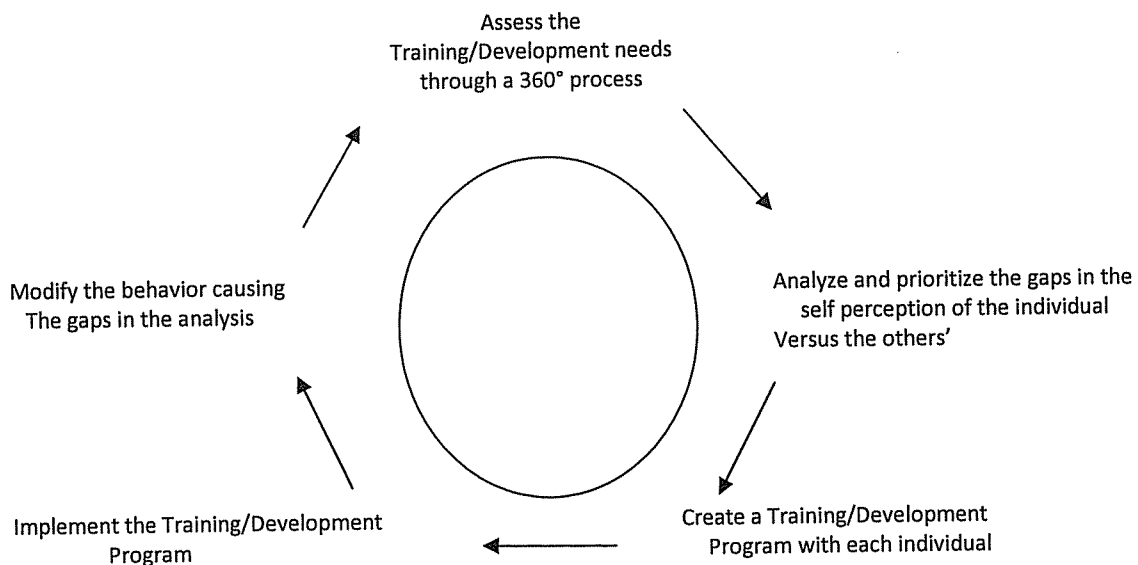
## Appendix C

- 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:



## Appendix C

### **CONCLUSION**

Successful 360° assessments require planning and 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.

## Appendix D

### 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 "the current School Year". Next click edit to navigate to the main page.
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.
11. Add measureable 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 page. If you wish to Edit or Delete any of the goals, you may do so by clicking

## Appendix D

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.

New-Learning Log

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervising Principal: \_\_\_\_\_

**Situation:**

Brief summary of event/activity.

**Action:**

What actions did you take?

**Research/Resources:**

List the WCG/Scientifically –Based Research/resources used.

**Results:**

What were the results of the actions you took?

**FPLS Addressed:**

Appendix E

**Personal Reflection:**