

HUMAN RESOURCES MANAGEMENT AND DEVELOPMENT PLAN



ORANGE COUNTY PUBLIC SCHOOLS

ORLANDO, FLORIDA

June 2016

Orange County Public Schools



Orange County School Board

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Superintendent of Schools

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Introduction

The Human Resources Management Development (HRMD) plan describes Orange County Public Schools' screening, selection and appointment systems for principals and assistant principals; programs for leadership development; administrative compensation; and performance appraisal systems. The ultimate goal of the HRMD plan is to select, develop, recommend for certification, and appraise administrator performance to ensure Orange County Public Schools has the best-prepared educational leaders who demonstrate sustained professional excellence.

The School Board of Orange County and Superintendent recognize that quality education in the school district requires excellence in its principals, assistant principals and other educational administrators. Efficient and effective leadership of schools requires a unique blend of skills, professional experiences, and an educational background which extends beyond baccalaureate or graduate programs in education. The purpose of this document is to outline a district support system for excellence in school-based and district administrators which shall include the identification of those leadership standards required by the state of Florida that are necessary for effective leadership and management of schools. It also includes a management training program, a program of competency-based certification for school leaders, performance-based evaluation, and compensation programs for educational leaders. It is further intended that the HRMD plan provide for career development, on-going professional development and skills enhancement for present and potential administrators.

ORANGE COUNTY PUBLIC SCHOOLS
ONE VISION, ONE VOICE

VISION

To be the top producer of successful students in the nation

ORANGE COUNTY PUBLIC SCHOOLS MISSION

To lead our students to success with the support and involvement of families and the community

OCPS GOALS

- Intense Focus on Student Achievement
- High-performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement

PART I
Administrative School-Based Selection Process

ADMINISTRATIVE POOL PROCESS

ADVERTISEMENT OF POOL OPPORTUNITIES

Information about the pool and a link to the application are available at all times on the OCPS Internet. Minimum qualifications are identified on the site.

APPLICATION PROCESS

Applicants for the assistant principal pool are asked to electronically apply and submit:

- 1) A letter of interest for admission to the pool
- 2) A resumé
- 3) All appropriate certification documents
- 4) Three (3) references required - One (1) Recommendation for School Level Administration form must be completed by the current supervisor. School-based candidates must have the recommendation of their principal. (Appendix A)
- 5) Copies of last three (3) years of final reviews or evaluations (to demonstrate successful teaching or administrative experience)
- 6) Employment application if not currently employed with Orange County Public Schools
- 7) Background screening documents, including any documents reflecting any disciplinary action taken by an employer against the applicant.
- 8) OCPS-provided ER form if not currently employed with Orange County Public Schools (Appendix B)

The Principles of Professional Conduct for the Education Profession require individuals to “maintain honesty in all professional dealings”; “shall not misrepresent one’s own professional qualifications”; and “shall not submit fraudulent information on any documents in connection with professional activities.” If an applicant submits false or incomplete information in his or her application for the assistant principal pool, such applicant will not be permitted to be in the assistant principal pool. If an applicant submits false or incomplete information in his or her application for the assistant principal pool, such applicant will not be permitted to be in the assistant principal pool and is permanently ineligible for the administrative pool.

Applicants may be stopped from continuing through the pool admission process if unsuccessful at any stage. Applicants may reapply to the assistant principal pool one year from the date of the original submission of the application.

SCREENING PROCESS

A screening committee will be comprised of three (3) administrators. The screening committee is responsible for reviewing the employment application and all documents submitted by each applicant to determine the qualifications of the applicant with regard to training, education, certification and experience.

PERFORMANCE SAMPLING

Initial performance sampling of candidates shall be accomplished by the use of an on-line principal-style profile screening instrument. All candidates, except fast-track principal position

applicants, will be required to take an in-basket exercise. The in-basket will be conducted numerous times throughout the year.

Candidates will receive an invitation via email to attend an online in-basket exercise. The in-basket consists of two parts -- a multiple choice section and a written exercise. The multiple choice questions relate specifically to the in-basket materials and are designed for the candidate to explain actions regarding the in-basket items. The written exercise is evaluated by staff, using a rubric. The rubric is based on grammar, spelling, punctuation, clarity of content and organization of the information presented. Two separate scores for the written exercise are generated by the assessors. The scores are averaged to determine the final score for the written exercise.

Candidates eligible to continue in the pool process will receive an interview with a certified HumanEx Ventures for Excellence interviewer.

The candidate's entire application packet, in-basket results, and Ventures for Excellence interview results will be evaluated for the candidate's placement in the pool.

Feedback, when requested, is provided by Professional Development Services and learning supervisors. This individual is trained in human resource management techniques such as assessing leadership potential and recommending professional development activities that assist with professional growth.

CANDIDATE POOL FOR ASSISTANT PRINCIPAL OPPORTUNITIES

Only those candidates admitted to the Pool are eligible for consideration for assistant principal opportunities. These individuals are notified of the opportunity to interview for district-wide vacancies, every other cycle.

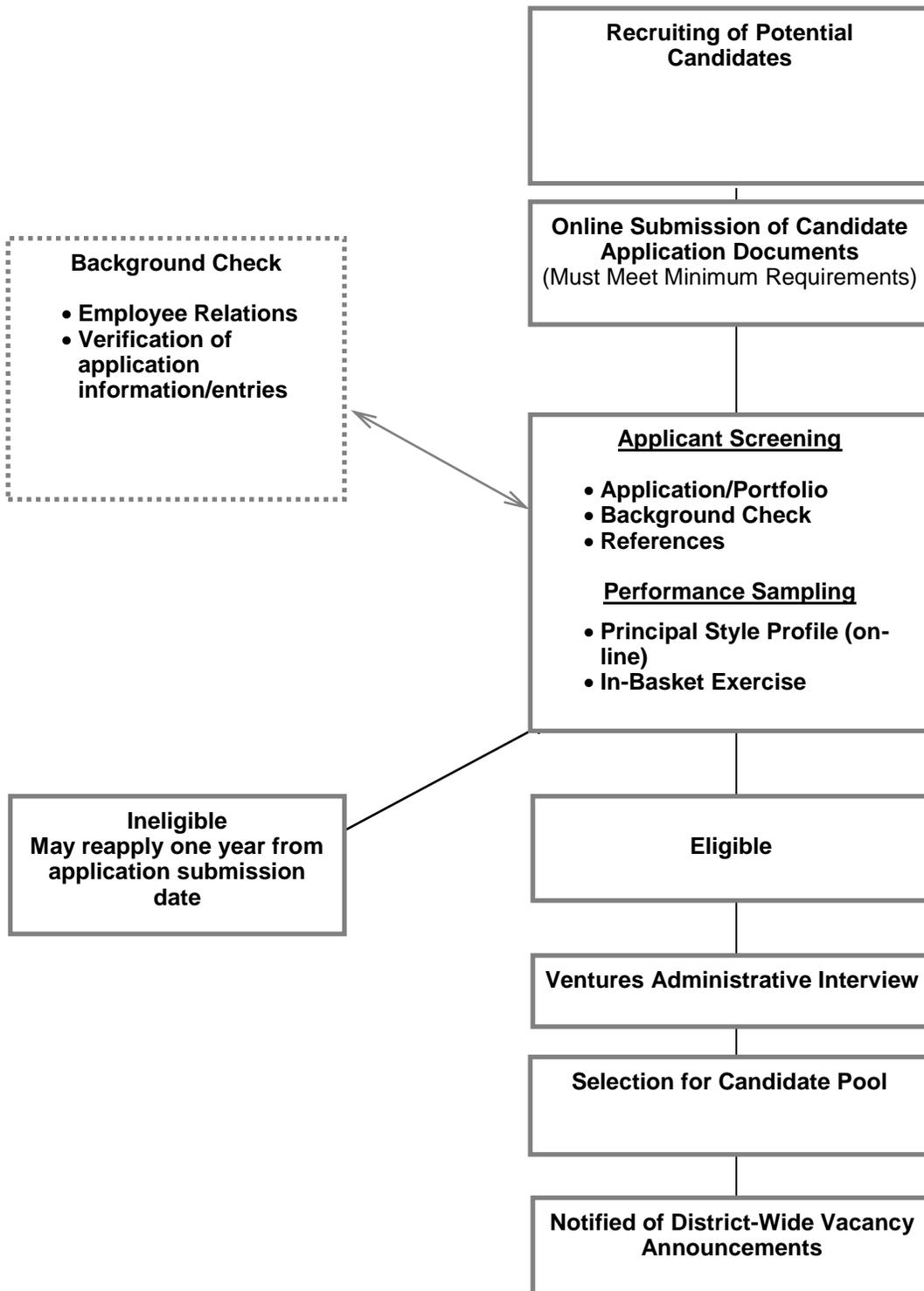
* If an assistant principal fails a professional improvement plan (PIP) and is demoted to an instructional position, he/she will be removed from the pool and can reapply after one (1) year.

*All candidates will remain active in the Assistant Principal Pool for five (5) years. Those candidates who have not been appointed as an assistant principal, its equivalent or higher within five years of entering the pool, will be purged from the pool and can reapply. The AP pool will be reviewed and purged twice each year. The District shall conduct an annual review of Employee Relations records for each candidate in the assistant principal pool to determine continuing eligibility to remain in the pool. If a candidate in the pool is found to have committed a disciplinary offense, the candidate may be disqualified from remaining in the pool.

CANDIDATE POOL FOR ASSISTANT DIRECTOR VOCATIONAL/TECHNICAL OPPORTUNITIES

All processes identified in the Assistant Principal Pool process will be used for candidates interested in consideration for the Assistant Director Vocational/Technical pool. All candidates must have appropriate certification as Local (Vocational) Director and three (3) years of successful teaching experience in a vocational certified program area.

ORANGE COUNTY PUBLIC SCHOOLS ADMINISTRATIVE POOL PROCESS



ADMINISTRATIVE POOL

ASSISTANT PRINCIPAL POSITIONS

ADVERTISEMENT OF OPENING(S)

The advertisement for assistant principal interviews shall occur a minimum of three times per year per the deputy superintendent. The advertisement includes salary range and a time frame for submitting interest in a position. See Appendix C. The advertisement shall be posted for a minimum of five (5) to a maximum of ten (10) working days. Advertisements are posted on the Internet and emailed to a list of OCPS district administrators, principals, assistant principals, and candidate pool members. It shall be the prerogative of the superintendent to transfer from within the administrative team at any time during the selection process.

APPLICATION PROCESS

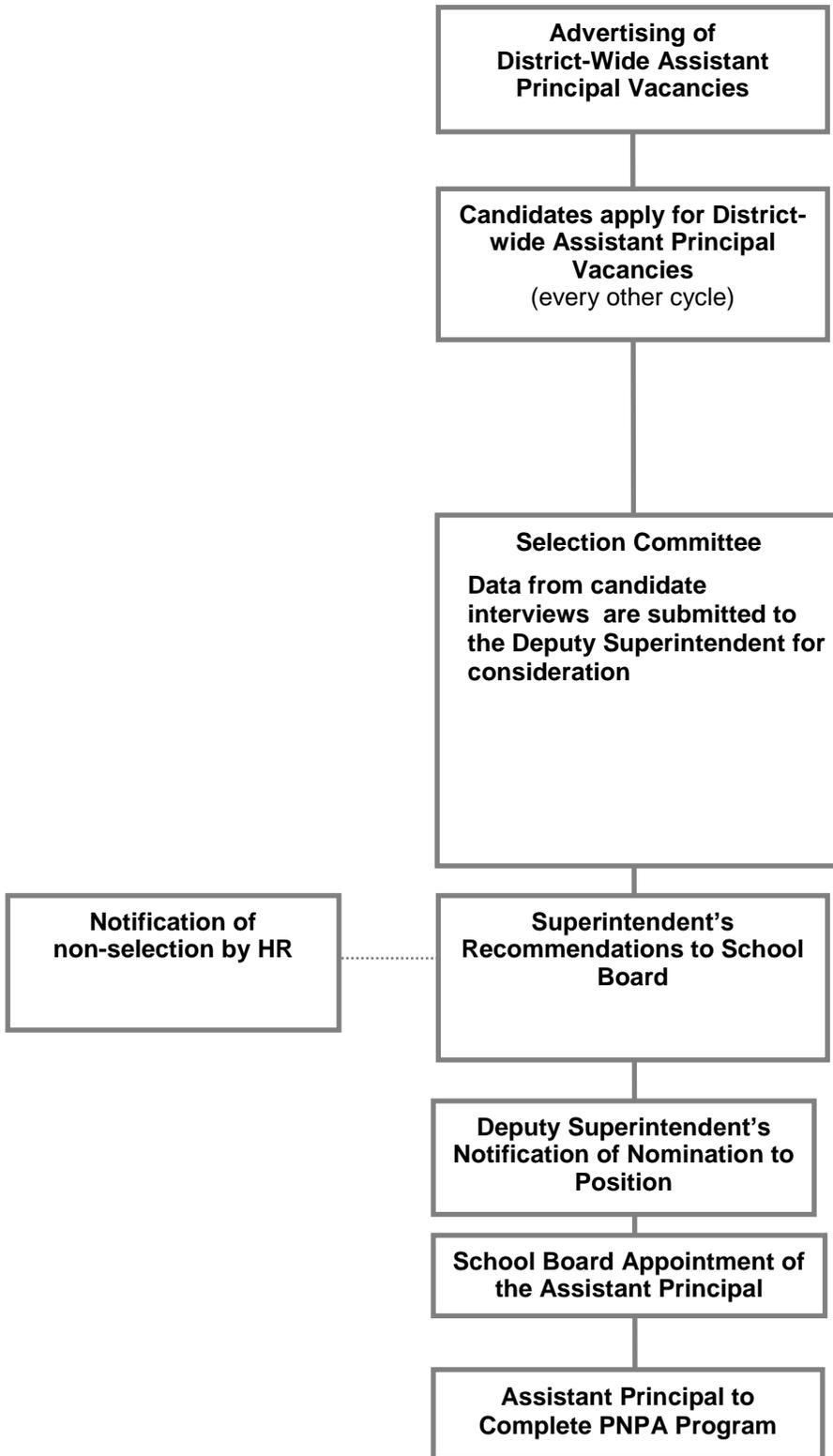
Applicants who are members of the district's Administrative Candidate Pool are asked to express their interest by going to a secure website through the district's web-based applicant tracking system, [iCIMS](#). Current assistant principals seeking a transfer shall consult with their executive cabinet representative.

DATA ANALYSIS AND SELECTION FOR ASSISTANT PRINCIPAL POSITION

A selection committee is assembled. Professional Development Services prints all resumes, collects Venture scores, and performs an Employee Relations check. All information is provided to executive area directors (EADs) for interviews. HR will schedule interviews to be held at the Ronald Blocker Educational Leadership Center (RBELC). Interviews are conducted by a Human Resources representative and at least two (2) executive area directors. Predetermined questions are developed in conjunction with EADs and HR to determine the predictability of the candidate's performance in specific job-related functions. The same questions are asked of each candidate, and each candidate is allocated the same amount of time for the interview.

Area superintendents and principals will identify the needs of the school and forward to the deputy superintendent. Data from candidate interviews are submitted to the deputy superintendent for consideration. Selected principal(s) perform(s) reference checks on those candidates selected by the deputy superintendent. HR will submit a Required Steps for Appointment and Transfer of Assistant Principals and Principals form to the office of the deputy superintendent prior to the final interview. Final interviews will be conducted by the deputy superintendent, an area superintendent or designee and selected principal. The deputy superintendent and area superintendents make the selection(s) of those to be recommended for specific school(s). The deputy superintendent will move the recommendation forward to the superintendent. The superintendent will make the final recommendation of the candidate(s) to the School Board for appointment.

ASSISTANT PRINCIPAL SELECTION



PRINCIPAL POOL PROCESS

POOL MEMBERSHIP CRITERIA

OCPS employees currently serving as assistant principals:

Individuals who have successfully completed the district's Preparing New Principals Academy (PNPA) and obtain approval from PDS, Area Superintendent and the Learning Supervisor may be recommended to the Superintendent to become members of the district's Principal Pool. Graduates of the Preparing New Principals Academy are informed in writing of their Principal Pool status. The Principal Pool will be monitored annually for accuracy.

The Principles of Professional Conduct for the Education Profession require individuals to "maintain honesty in all professional dealings"; "shall not misrepresent one's own professional qualifications"; "shall not submit fraudulent information on any documents in connection with professional activities." If an applicant submits false or incomplete information in their application for the principal pool, such applicant will not be permitted to be in the principal pool. If the applicant is currently employed, the applicant shall be subject to disciplinary action up to and including termination for submitting false information in their application for the principal pool.

Individuals seeking readmission to the Principal Pool are subject to the school-based administrative pool process.

All processes identified in the Assistant Principal Pool Process are the same for applicants interested in consideration for the Principal Pool. However, current out of district principals are not required to participate in the in-basket exercise (fast track). All applicants must have appropriate certification as a school principal.

The following additional documentation is required:

Out of district applicants within Florida:

- Submit a School Performance Portfolio that includes School Grade, Learning Gains, AMO & one to two paragraphs explaining the candidate's impact on student achievement within their school and/or district.
- Submit ER Form.

Out of state applicants:

- Submit evidence of training in regard to all ten (10) Florida Principal Leadership Standards trainings. (Appendix C)
- Professional Development Services will review submitted evidences and assign professional development trainings and activities to address gaps as related to the ten(10) Florida Principal Leadership Standards. (Appendix C)
- Submit last (5) five years of effective administrative evaluations.
- Submit ER Form.
- Three letters of reference; one must be from current supervisor.

Out of district fast track process for applicants who are currently principals:

- Submit a School Performance Portfolio that includes School Grade, Learning Gains, AMO & one to two paragraphs explaining the candidate's impact on student achievement within their school and/or district.
- Submit ER Form.

A screening committee will be comprised of three (3) administrators. The screening committee is responsible for reviewing the application and portfolio of each applicant to determine the qualifications of the applicant with regard to training, education and experience. A background check will be conducted. Examples of background check activities may include involving the applicant's supervisor(s), employee relations/investigative records, attendance records and a verification of correct application information. Verification forms of work performance and attendance records are sent to the district of the out-of-state candidates' last/recent employer.

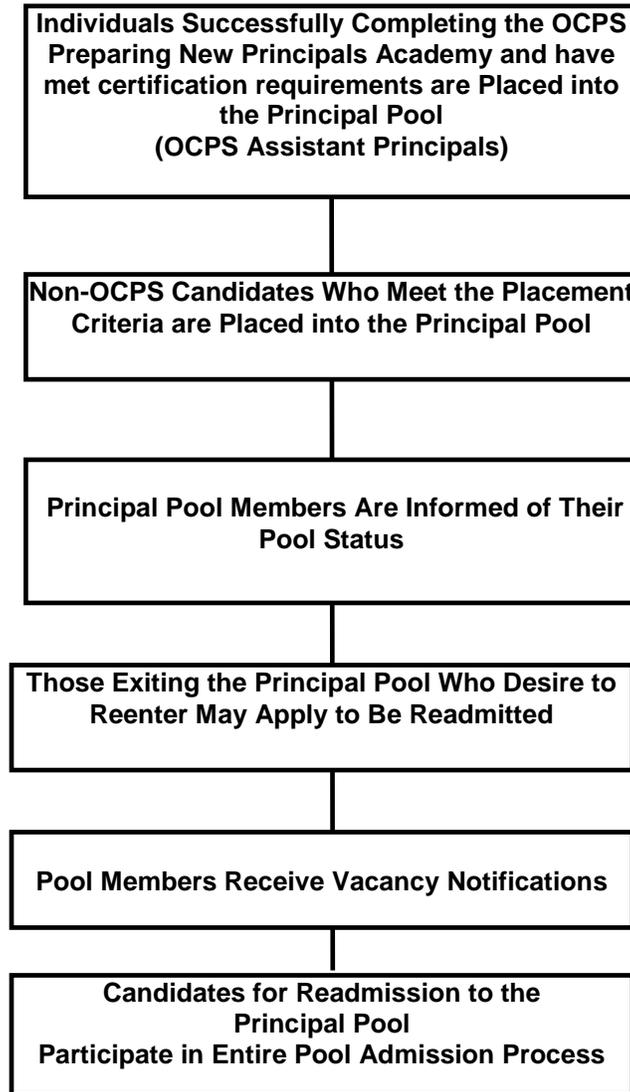
Individuals with strong talent will be interviewed by certified interviewers using the Ventures for Excellence Administrator Interview instrument. Both eligible and ineligible applicants are informed in writing of their pool status.

Eligible candidates must create a profile in iCIMS in order to apply for principal vacancies.

DIRECTOR VOCATIONAL/TECHNICAL POOL

All processes identified in the Principal Pool process will be used for candidates interested in consideration for the Director Vocational/Technical pool. All candidates must have appropriate certification as Local (Vocational) Director and three (3) years of successful teaching experience in a vocational certified program area.

SCHOOL-BASED PRINCIPAL POOL PROCESS



PRINCIPAL POSITIONS

ADVERTISEMENT OF OPENING(S)

Principal vacancies shall be advertised by Employment Services staff. The advertisement for principal shall occur upon notification of a vacancy. The vacancy announcement shall set forth a job description and the qualifications for the position, including duties, salary range and a time frame for submitting the application. See Appendix D. The vacancy shall be advertised for a minimum of five (5) and a maximum of ten (10 working days). Vacancy announcements are posted on the internet and emailed to all current principal and pool members. It shall be the prerogative of the superintendent to transfer from within the administrative team at any time.

APPLICATION PROCESS

Applicants for advertised principal vacancies, who were members of the district's Principal Pool or current OCPS principals, are asked to express their interest by going to a secure website at <https://www.ocps.net/es/hr/employ/pages/employsplash.aspx> and entering a UserID for a specific vacancy. The superintendent may encourage qualified individuals who have professional competencies and attributes that match the needs of a specific school site to apply for an advertised principal vacancy.

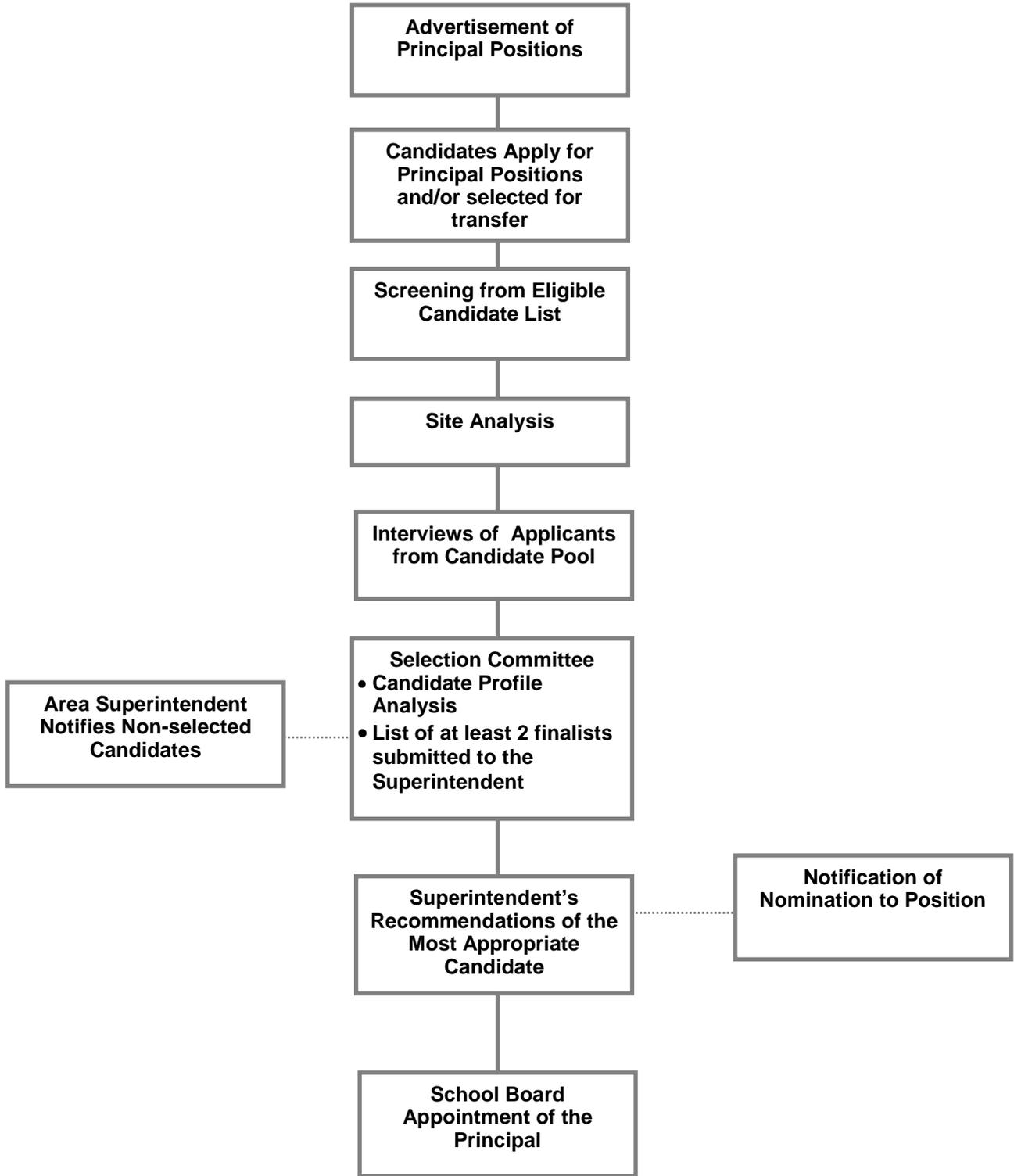
DATA ANALYSIS AND SELECTION FOR PRINCIPAL POSITION

A list of the eligible candidates to fill the vacant principal position(s) is prepared and forwarded to the area superintendent for review. A selection committee is assembled and performance sampling interviews are conducted. The site analysis data associated with the principal vacancy(ies) is reviewed by the committee. Questions developed for this interview process are job related and are designed to determine the predictability of the candidate's performance in specific job-related functions. The same questions are asked of each candidate, and each candidate is allocated the same amount of time for the interview. The committee then reviews the principal candidates' application documents and profile analysis data relative to the site analysis data seeking the most appropriate applicant-site match(es).

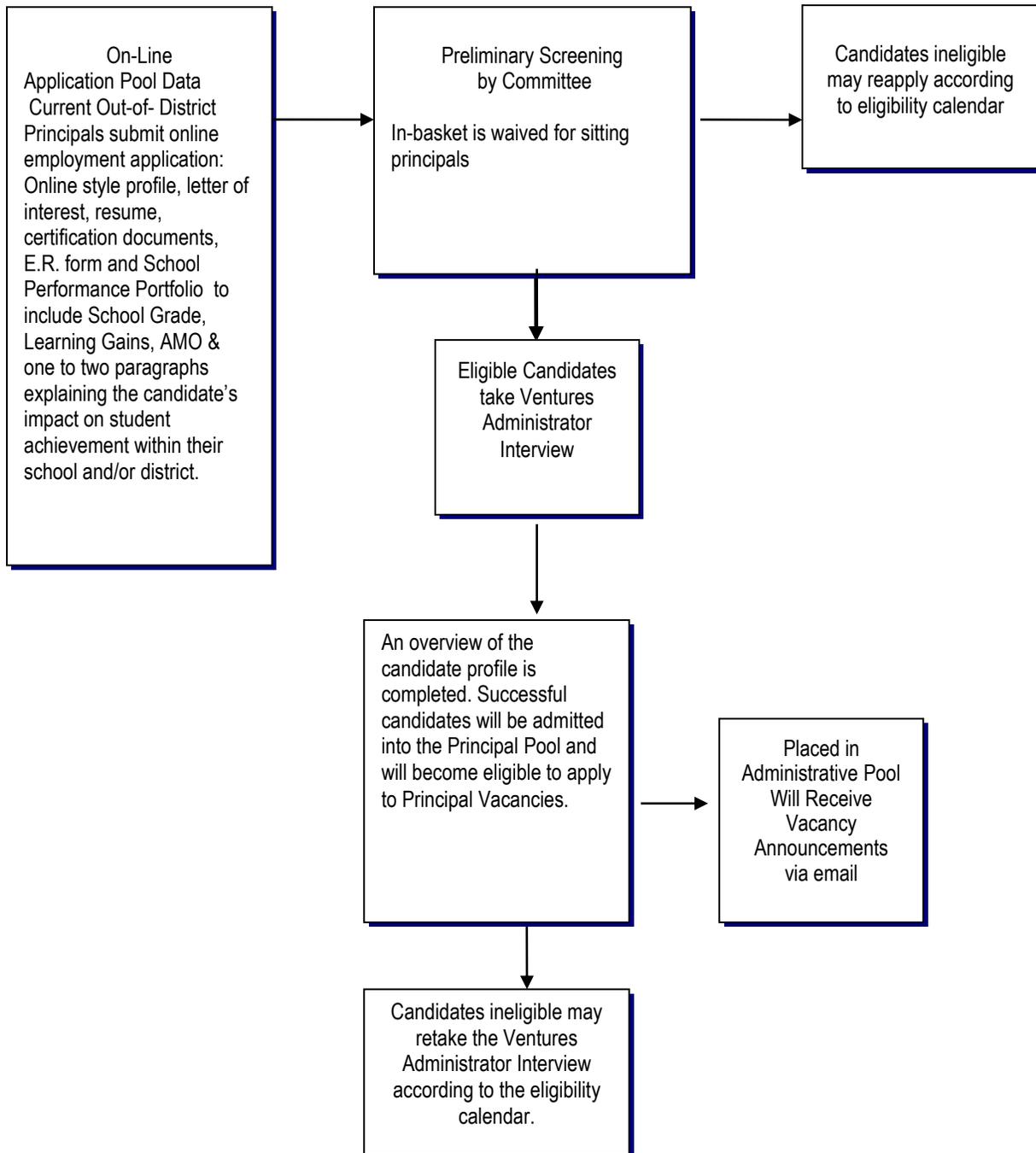
A final recommendation of at least two (2) names is submitted to the superintendent for final consideration. When possible, the committee makes recommendations for placement that reflect the diversity of the school district. The superintendent makes the final selection(s) of those to be recommended to the school board for appointment to the vacant principal position(s). Individuals appointed as principals shall meet all of the technical requirements for the Florida Educator's Certificate "principal" coverage or be designated as an interim principal for a maximum of 12 months. An interim principal receives written notification from Professional Development Services regarding the one-year requirements.

PRINCIPAL SELECTION

It shall be the prerogative of the superintendent to transfer from within the OCPS administrative team at any time during the selection process.



**ORANGE COUNTY PUBLIC SCHOOLS
SCHOOL-BASED PRINCIPAL POOL PROCESS
FOR OUT OF DISTRICT FAST TRACK APPLICANTS**



RECOMMENDATION FOR SCHOOL LEVEL ADMINISTRATION

You have been provided with a recommendation form. Please complete the top portion and submit to your current administrator for completion.

It is important you take responsibility for reminding the administrator to complete the recommendation form in a timely manner. **If this form is not returned by specified date, then you will need to reapply for the pool process.**

Preferred method of Submission when submitted by person completing the recommendation form:

- Send document by email to PoolProcess@ocps.net - Make sure to include candidates name in the Subject line of your email to expedite processing.

Optional Methods to provide documentation (may be submitted by Candidate or individual completing the recommendation form)

- If mailed, the administrator/department is requested to place the completed recommendation form in a **sealed envelope** with their signature across the seal and returned directly to you. Send all documents required for the pool process to the address listed below.

U.S. MAIL: Orange County Public Schools
Leadership Development – ELC 5
445 W Amelia Street
Orlando, FL 32801

NOTE: This form below, not including memo above, is automatically sent by email to persons listed in the professional and personal references portion of the pool application

R ECOMMENDATION FOR SCHOOL LEVEL ADMINISTRATION

Candidate Name: _____

Candidate's Position: _____

Supervisor Name and Title: _____

School Name: _____

The following competencies listed are essential for the success of an Assistant Principal or Principal. Your evaluation and completion of the attached questionnaire for the candidate is an integral part of our selection system. Please take the time to provide examples as requested. Thank you for your input.

- Student Learning Results
- Student Learning as a Priority
- Instructional Plan Implementation
- Faculty Development
- Learning Environment
- Decision Making
- Leadership Development
- School Management
- Communication
- Professional and Ethical Behaviors

DIRECTIONS TO SUPERVISOR:

Use the scale to respond to each item by circling the number that best reflects the candidate's performance. (Please note the difference between an "Early Career" vs. "Experienced." :)

Early Career: Beginning school-based administrator or minimal experience.

Experienced: At mid-career or high performing school-based administrator.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

- Provide a behavioral example for each competency area.
- Forward the completed form to the candidate in a sealed envelope with your signature across the seal:

Student Learning Results

Effective school leaders achieve results on the school’s student learning goals.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on Student Learning Results.

Student Learning as a Priority

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on STUDENT LEARNING AS A PRIORITY.

Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments..

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on INSTRUCTIONAL PLAN IMPLEMENTATION.

Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on FACULTY DEVELOPMENT.

Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on LEARNING ENVIRONMENT.

Decision Making

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on DECISION MAKING.

Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on LEADERSHIP DEVELOPMENT.

School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on SCHOOL MANAGEMENT.

Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your response on COMMUNICATION.

Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

Early Career Asst. Principal or Principal			Experienced Asst. Principal or Principal		
1	2	3	1	2	3
Almost never	Often	Always	Almost never	Often	Always

Give an example to support your responses on PROFESSIONAL AND ETHICAL BEHAVIORS.

I recommend this candidate for consideration for school-level administration.

Signature of Individual Completing Recommendation

Title

Work Location/District

Date

OR

I desire to confer with the area superintendent regarding candidate's performance.

Supervisor's Signature

Phone Number

I have conferred with the candidate's supervisor and **I recommend/do not recommend** that the candidate pursues the selection process.

Area Superintendent

(ER FORM TO BE COMPLETED BY NON OCPS EMPLOYEES ONLY)

MEMORANDUM

TO: LEADERSHIP DEVELOPMENT
ORANGE COUNTY PUBLIC SCHOOLS

FROM: NAME: _____
TITLE: _____
DISTRICT: _____

SUBJECT: ADMINISTRATIVE POOL APPLICANT
NAME: _____
SSN (Last 4 Digits): _____
DATE: _____

The above-mentioned applicant has applied for our Assistant Principal, Assistant Technical Director/Vocational or Principal Administrative Pool. It is our responsibility as a district to ensure candidates entering the pool are role models to our students, staff and community.

Please complete the bottom portion of this memorandum regarding this applicant. The completed document should be faxed to 407-317-3448 or emailed to PoolProcess@ocps.net as soon as possible. Your assistance and the information provided are greatly appreciated.

1. Has this applicant ever been disciplined, the subject of an investigation, terminated or been non-reappointed for performance reasons from your district? Yes _____ No _____
2. Has this applicant ever resigned in lieu of discipline, resigned in lieu of termination or requested to resign through mutual agreement from your district? Yes _____ No _____
3. Has this applicant ever had disciplinary action (e.g. reprimand, suspension, termination) brought against him or her by either an educational institution or the state in which the person is certified? Yes _____ No _____
4. Do you know any reason that would prevent this person from performing the job responsibilities and duties of the position for which he/she is applying? Yes _____ No _____

(If you answered yes to any of these questions, please attach a detailed explanation.)

Name: _____ Date _____

Position Title: _____ Telephone Number: _____

Signature: _____

Optional Mailing Address if needed:

Orange County Public Schools
ATTN: Leadership Development
Ronald Blocker Educational Leadership Center
445 West Amelia Street
Orlando FL 32801

Documentation of Leadership Standards

Student Learning Results

Effective school leaders achieve results on the school's student learning goals.

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Student Learning as a Priority

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Learning Environment

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Decision Making

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

School Management

Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment. The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Communication

Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community. The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Professional and Ethical Behaviors

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

Demonstration of Standard:

Data of Results:

Leadership Training Related to Standard:

Part II
Leadership Development

Leadership Development

Introduction

The implementation of leadership development in OCPS provides opportunities for the professional development of school-based leaders, leaders serving in other roles throughout the district, as well as potential and future leaders. The following documents describe the leadership development procedures and processes that are in place within the school district. This district encourages continuous professional growth and development of all individuals in leadership roles.

District Commitment

A district commitment of formalized professional development is evidenced by, but not limited to, the following:

- An annual study of anticipated needs for new principals and assistant principals is conducted. OCPS opens new schools every year; this trend will continue based on the population growth of the area. In addition, a large number of current school and district administrators are within a retirement timeframe. The impact of filling principal and assistant principal positions is tremendous for the district. Administrators work to prepare teacher leaders for administration and Employment Services advertises nationwide to assist in filling site-based vacancies. In addition, 70-80 new candidates are admitted to the Preparing New Principals Academy (PNPA) annually.
- Budget and grant funds are provided to support the professional development of leaders.
- The Professional Development Services department employs a full-time Executive Area Director to oversee Leadership Development.

Leadership Development

The formalized leadership development process includes the following components:

LEADERSHIP DEVELOPMENT

This component provides professional growth opportunities for all people in leadership roles. All school-based coaches as well as those who wish to serve as a coach, teacher leaders with the permission of administration, district-level and school-based administrators are invited to participate in the leadership pipeline. Trainings are advertised through the newsletter, direct email, and Signmeup. Leadership trainings scheduled may include, but not be limited to, the following: Marzano Instructional Framework, instructional coaching, instructional leadership, building capacity, technology, and technical training.

PROGRAM COMPETENCIES

Comprehensive Leadership Development is designed in alignment and support of the district's vision, mission and goals:

OCPS Vision

To be the top producer of successful students in the nation

OCPS Mission

To lead our students to success with the support and involvement of families and the community

OCPS Goals

To focus our efforts to accomplish our mission and achieve our vision, the board and superintendent set five broad goals.

- Intense Focus on Student Achievement
- High-Performing and Dedicated Team
- Safe Learning and Working Environment
- Efficient Operations
- Sustained Community Engagement

Division Priorities

Improve retention rates of high performing instructional staff
Invest in human capital

In addition, all components of ALA, PNPA, Level 5, PIA, and PLA are aligned to the ten Florida Principal Leadership Standards which include:

Domain 1: Student Achievement

Standard 1: Student Learning Results
Standard 2: Student Learning as a Priority

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation
Standard 4: Faculty Development
Standard 5: Learning Environment

Domain 3: Organizational Leadership

Standard 6: Decision Making
Standard 7: Leadership Development
Standard 8: School Management
Standard 9: Communication

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behavior

COMPREHENSIVE LEADERSHIP DEVELOPMENT OVERVIEW:

FACILITATIVE COACHING SERIES

The Facilitative Coaching Series (FCS) is a focused series of professional learning designed for existing school-based coaches and those who desire to serve in that capacity. The series exposes those wishing to build their capacity for team leadership, beginning with experiences such as becoming a supervising teacher for a university intern or a mentor for a beginning teacher. The series also supports those pursuing school leadership experiences that will prepare them for administration. Each course is uniquely designed to support the continuous learning of coaches as they work in or facilitate collaborative teams at their school sites. As a participant in these courses, the leadership skills of instructional personnel are grown in the context of the school site.

PROGRAM PARTICIPATION

Participants of the FCS will engage in multiple levels of learning. The FCS is intended to be a two year program to complete level 1 and 2. Level 1 is knowledge acquisition. These courses range from a few hours for an online tutorial to a full day of face to face training followed by an online component. Participants engage in discussions and experiences focused on curriculum, instruction, and assessment. This takes place through the lens of coaching a Professional Learning Community. Level 2 is the application of the learning that occurred in Level 1 trainings. Participants will submit evidence of implementation and receive feedback from the instructors. There is an opportunity for those who participate in Level 1 and Level 2 trainings to apply to the Advanced Coaching Academy in partnership with the University of Florida Lastinger Center for Learning. This is a more intense coaching opportunity designed to use performance tasks to show proficiency in the knowledge and skills obtained in Levels 1 and 2. Participants will give and receive specific, actionable feedback centered around their coaching.

PROGRAM PROCEDURES AND TIMELINE

- Professional Development Services introduced the FCS at a principal meeting followed up by additional notification.
- Courses for Level 1 are offered to existing school-based coaches during the summer and school year.
- Level 2 support is given when coaches upload evidence of implementation throughout the school year.
- An application process is used for coaches who wish to continue their development after starting Levels 1 and 2.
- In the Advanced Coaching Academy, participants complete a semester program which includes a performance task to show proficiency in knowledge and skills obtained during Levels 1 and 2 and coaching feedback from the University of Florida Lastinger Center for Learning.
-

PROGRAM COMPONENTS

1. Professional Development
Participants take part in a variety of online and face-to-face trainings to build capacity to work with teachers in areas of curriculum, assessment, and instruction.
2. PDS Online Resources

A PDSOnline site houses all resources used during the FCS and is a place to upload and receive feedback on evidences. Powerpoints, handouts, videos, and voice over presentations can be used to review information or to train teachers at schools.

3. Performance Task

Participants in

the Advanced Coaching Academy will complete a performance task to show proficiency in knowledge and skills obtained during Levels 1 and 2 and coaching feedback from the University of Florida Lastinger Center for Learning

PROGRAM EVALUATION

Each participant in FCS will submit evidences of skills in creating a collaborative culture, SMART goal and deconstructing standards for Level 2 completion. Participants in the Advanced Coaching Academy will receive feedback on their performance task.

Comments from the TE-9 forms are collected after each Level 1 training to evaluate the courses and possibly make changes. Records will be kept of coaches who attend each level and their position changes.

PROGRAM COMPLETION

Successful FCS completion will be based on:

- Attendance to course work (knowledge)
- Review of documents submitted online as evidence of Level 2
- Feedback from University of Florida Lastinger Center for Learning on Advanced Coaching Academy performance task

ASPIRING LEADERS ACADEMY

OCPS is committed to the development and support of new, aspiring and experienced school leaders. It is our goal to ensure that leaders in our system enhance their capacity, and that we continuously identify aspiring leaders who demonstrate commitment, innovation and a relentless pursuit to meet the academic needs of our students.

As part of the OCPS Leadership Development, the ALA builds upon development in the Facilitative Coaching Series and prepares leaders for the role of assistant principal.

PROGRAM PARTICIPATION

Participants of the ALA will participate in a six-month cohort program designed to include high-quality professional development training, authentic leadership experiences and mentoring support to prepare for the assistant principal role. Since all administrators are instructional leaders in our district, the ALA helps participants acquire the necessary skills to become proficient school-based leaders. All participants will participate in the assistant principal pool process at the end of the program.

PROGRAM PROCEDURES AND TIMELINE

- Professional Development Services invites principals to nominate participants for the ALA twice a year. Nominated participants are required to:
 - have educational leadership on their professional certificate or will be adding it to their professional certificate in the next six months.

- o have passed the FELE exam.
- o have the desire to be an assistant principal in the next six months to a year.
- o display strong leadership potential and commitment to improving student achievement.
- Nominated participants submit an application with a one-page essay response to a prompt.
- Professional Development Services reviews applications and essays to select a cohort of up to 50 participants twice a year.
- The cohort participants complete a six-month program which includes professional development trainings, quarterly collaborations, mentoring and leadership experiences.
- Participants apply for and participate in the assistant principal pool process at the end of the program.

ALA PROGRAM COMPONENTS

1. Professional Development Trainings
Participants take part in a variety of online and face-to-face trainings to prepare for an instructional leadership position. Each training is offered a minimum of three times a year.
2. Quarterly Collaborations
The cohort meets after school, four times during the six-month period, for a collaborative discussion with selected school leaders. Topics are focused on the five power standards to build participants' awareness and understanding of instructional leadership.
3. Leadership Passport
An interactive resource that outlines experiences intended to help participants develop skills and reflective practice in each of the principal leadership standards. The resource includes a list of suggested readings and activities to complete. Participants will submit artifacts or reflections from their learning at the end of the program.
4. Job Shadow
Participants will be paired with a sitting assistant principal. After analyzing current strengths and needs, participants and mentors will identify a job-shadow experience to gain knowledge in an area of need. Evidence of the job-shadow in the form of a reflection will be submitted.
5. Optional Training
A variety of professional development trainings will be offered by Professional Development Services for participants to self-select and utilize in preparation for the assistant principal role.

PROGRAM EVALUATION

Each participant in the ALA will submit an electronic portfolio at the end of the program demonstrating competencies in the Florida Principal Leadership Standards. The portfolio will include a log demonstrating completion of required courses, reflections from quarterly collaborations, and artifacts from the Leadership Passport. In addition, participants will successfully participate in the assistant principal pool process.

PROGRAM COMPLETION

Successful ALA completion will be based on:

- Review of documents submitted in the electronic portfolio
- Verification from PDS of successful completion of professional development training and additional required components
- Reflections and artifacts from Leadership Passport
- Evidence of a successful job-shadow experience
- Entry into the assistant principal pool

PREPARING NEW PRINCIPALS ACADEMY

Our district clearly recognizes that the principal plays a critical role as the instructional leader at a school. Implementing and improving quality instruction and curriculum while hiring only the very best teachers and staff must be an ongoing process for a school to progress and achieve excellence.

The Preparing New Principals Academy (PNPA) is a program for assistant principals, directors, and senior administrators who do not hold Florida School Principal Certification. PNPA will help them acquire and demonstrate the skills and standards necessary to become successful instructional leaders. This rigorous program, intended to take one to three years, is comprised of leadership training and documentation of the Florida Principal Leadership Standards. Upon completion of the program, the assistant principal, director, or senior administrator will be evaluated by a support team to determine readiness and may be approved to apply for Florida Principal Certification, which is required by our district for consideration for principal or director positions.

It is the expectation of the district that all newly appointed assistant principals and directors who do not have Florida Principal Certification will participate in PNPA even if they do not aspire to a principal or director position. Since all administrators are instructional leaders in our district, PNPA helps participants acquire the necessary skills to become proficient leaders at the assistant principal level.

Newly appointed assistant principals will receive an orientation to the program. During this orientation, the newly appointed assistant principal will be given an overview of the program as well as the prerequisite information and the requirements for entry. The trainings are organized so that participants may select a track that meets their unique needs based on the ten Florida Principal Leadership Standards.

Participants will officially begin the academy in July. Participants will maintain an electronic portfolio that will be frequently reviewed as part of an ongoing process to guide leadership development. Portfolios include, but are not limited to, a data plan, reflections of job shadows and trainings, evaluations, internship activities and other assigned work. Participants will also be involved in a Case Study showcasing the work from the participant's principal internship which highlights the most impactful learning opportunity. This work will be presented to executive leaders, area directors, and learning supervisors through a presentation at the end of the school year.

Support and coaching will be an integral part of PNPA as a means to guide a principal candidate through the process successfully. The Principal-on-Assignment for Leadership Development or designee will collaborate with each principal candidate to form a Leadership Development Team. The team will consist of the principal candidate, learning supervisor

(principal), PNPA professional colleague (someone who has principal certification), the executive area director, the area superintendent, and Principal-on-Assignment for Leadership Development or designee. This team will work together to support the principal candidate through the program.

The Principal-on-Assignment for Leadership Development will be responsible for coordinating the activities of each Leadership Development Team and for ensuring that each principal candidate is proficient in the skills and standards necessary to apply for School Principal Certification. In extenuating circumstances, a principal candidate may request permission from the area superintendent to exit the program or the area superintendent may exit a candidate from the program. A principal candidate who exits the program may reapply when circumstances, which created the exit mode, have changed and the area superintendent notifies the Principal-on-Assignment for Leadership Development.

Following the successful completion of the PNPA, the Leadership Development Team will certify the successful performance of the internship activities and program components. The learning supervisor will also use the district's Leadership Evaluation System to document successful performance of the candidate.

PROGRAM PROCEDURES

- The Principal-on-Assignment for Leadership Development invites all newly appointed assistant principals to New Manager's Orientation within a month of the appointment. Following New Manager's Orientation, a brief program orientation will be held with the new assistant principal or assistant director.
- Each July, a new PNPA cohort of principal candidates begins the program.
- The cohort completes a program which includes professional development trainings, reflections, job shadows, Year 1 Data Plan, Year 2 Case Study Project, internship activities and other related leadership experiences. PNPA participants select from an internship plan the options they wish to complete each year with the guidance of the Principal-on-Assignment for Leadership Development.
- Each year, PNPA principal candidates present findings from a year-long project in a case study to key leaders in OCPS. In the first year, principal candidates present their findings from the Year 1 Data Plan and in the second year, findings from the Year 2 Case Study Project are presented.
- At the end of each year, principal candidates are evaluated based on completion of activities, survey results, evaluation results, and other competency-based artifacts.
- After principal candidates have demonstrated competency of the Florida Principal Leadership Standards and Professional Development Services has verified completion of all program requirements, principal candidates are recommended to the applicable learning community area superintendent for successful completion of PNPA.
- Area superintendents approve or disapprove the candidate for completion. Candidates who are not recommended for completion are given an individual action plan to show competency in areas needing improvement.
- Those who complete PNPA successfully apply for principal certification with the Florida Department of Education.

PNPA ORIENTATION/PROGRAM COMPONENTS

Assistant principals will attend a program orientation after New Manager's Orientation. Participants receive detailed information and expectations for each of the following program components:

1. Principal Badge Description
Assistant principals select monthly training to attend and participate in rigorous professional development trainings facilitated by content experts, school leaders and/or key district leaders.
2. Year 1 Internship Plan
Principal candidates are given a list of principal internship activities, organized by the Florida Principal Leadership standard exemplified by the activity. Activities are also classified by their alignment to the School Leader Evaluation System and the OCPS Strategic Goals. The candidate will select experiences that would benefit his or her professional growth as well as the needs of the students at his or her site. The candidate will complete 15 activities during the course of the academy. It is further required that each candidate complete at least one activity from each standard.
3. Year 1 Data Plan
Principal candidates examine student performance and growth results. They create a plan to engage faculty and staff in a strategic focus on data-based solutions (including how to lead teams of teachers in working collaboratively), to close learning gaps among student subgroups. Plans must be approved by the learning supervisor, the executive area director and the Principal-on-Assignment for Leadership Development.
4. Year 2 Case Study Project
Principal candidates will complete six specified activities from the internship plan, connecting activities and outcomes as a year-long case study project. At the end of year 2, a brief review of the results and lessons learned from these activities will be shared in a 10 minute presentation to key leaders, with a focus on the significant impact on the learning environment.
5. Job Shadow
Principal candidates will participate in job-shadow experiences throughout the two year program. Job-shadow sites will be identified by the Principal-on-Assignment for Leadership Development.
6. Master Observer Walks
Principal candidates will participate in three observation walks with a master trained observer to ensure accurate ratings and feedback using the Marzano Instructional Framework.
7. Electronic Portfolio
A representative from PDS maintains and posts an electronic portfolio for each principal candidate. The portfolio will include many if not all of the following evidences:
 - *Artifacts from Trainings and Internships*
 - *Reflections from Leadership Experiences*
 - *Year 1 Data Plan with results*
 - *Site Visit*
 - *Job-Shadow reflections*
 - *Master Observer Walk reflections*

PROGRAM ASSESSMENT AND FEEDBACK

As PNPA participants progress through the Preparing New Principals Academy, assessment and feedback are needed to ensure alignment and demonstration of core curriculum, to record

mastery of the program's completion, and determine impact of completion on student achievement.

Each participant obtains and maintains an electronic portfolio. The comprehensive portfolio contains all documents and templates used with the PNPA program. Participants maintain all documents pertaining to their trainings, activities and internships. The entire leadership team consisting of the superintendent, deputy superintendent, area superintendents, executive area directors, PNPA learning supervisors, PNPA professional colleagues, and the Principal-on-Assignment for Leadership Development have access to the individual portfolios.

All candidates are assessed yearly using the School Leadership Evaluation model. The performance appraisal calls for initial, mid-year, and final assessment. If at any time in the year a change in performance or other problems occur, a Professional Improvement Plan (PIP) may be developed. If a PIP is developed for a PNPA candidate, a meeting occurs with the Principal-on-Assignment for Leadership Development or designee, the area superintendent, the executive area director, and the learning supervisor. A determination is made as to whether the candidate will have an active or inactive status with the PNPA. If the candidate is placed on inactive status, all PNPA responsibilities cease until such time as the PIP is successfully completed.

Additional feedback tools are used with participants. The year-long data plan, case study project and internship activities are designed to specifically target the work of the PNPA candidate in relation to the Florida Principal Leadership Standards. The candidate's proposed plans must meet implementation approval by four members of the leadership team: the learning supervisor, executive area director, PNPA professional colleague, and the Principal-on-Assignment for Leadership Development. The learning supervisor also rates the plan at the conclusion of the implementation school year.

Program completers who are selected to serve as principals in Orange County Public Schools are tracked based on documentation of their impact with school improvement and student achievement. The tracking occurs in the first two years of service as a principal. Information specific to school improvement plans, school grades, performance appraisals, and state standardized test data are collected and reviewed.

A yearly report is developed and shared with appropriate personnel, including the superintendent and area superintendents. The Principal-on-Assignment for Leadership Development uses this information to inform a continuous improvement process with the PNPA and make any needed program improvements. Additionally, the information is used to support the PIP process of the program completer performance appraisal, if needed.

PROGRAM EVALUATION

In Orange County Public Schools a systematic process has been developed to continuously monitor the program's performance. Every fall the district submits a data survey report for professional development to the Florida Department of Education. This data includes admission, enrollment, and completion data for PNPA and placement, rehire, and retention data for program completers collected through SAP Business Systems as well as data regarding Florida Principal Leadership Standards. This data coupled with information from the appraisal system will provide elements necessary to meet with the continuous improvement of PNPA.

To ensure continuous improvement, the district has established a leadership review committee. This committee is comprised of the Principal-on-Assignment for Leadership Development or

designee, learning supervisors for each participant and all executive area directors. Leadership representatives from local colleges and universities will be invited to participate in the collaboration.

Committee responsibilities include:

- Review of candidate progress
- Identify candidates not mastering the competencies
- Review of program completers' (new principals) progress in relation to school improvement and student achievement
- Make recommendations for additional support and professional development needed by participants and program completers
- Advise and support the development of the yearly PNPA program report

Each principal candidate will be evaluated on a yearly basis, based on evidences provided in the electronic portfolio, site visits and one-on-one meetings. Differentiated pathways and activities will be assigned to support each candidate's professional growth as needed.

Each year, the Principal-on-Assignment for Leadership Development or designee will communicate with the area superintendents who supervise program completers and with the principals who supervise PNPA participants to share the results of the yearly PNPA program report and to solicit feedback regarding how satisfied the district is with the level of preparedness of program completers. This stakeholder information will in turn be used to further guide and inform decisions for continuous improvement of the PNPA.

PROGRAM COMPLETION

Program completion occurs when participants have successfully completed all program components outlined previously in this document. Completion of components will be scored on a rubric which is based on the Florida Principal Leadership Standards and School Leadership Evaluation. The review committee, defined previously, will verify completion of components in the electronic portfolio.

This committee will also provide feedback during each candidate's case study project presentation. Following this presentation, the committee will review and use all evidences provided, to make a recommendation to the area superintendent for participants to successfully complete the program and receive Florida Principal Certification, or continue in the program with recommendations for further development. The final verification will come from the area superintendent who will attest to each participant's successful demonstration of leadership capability at the school. Participants will receive feedback and verification for completion of PNPA within five days of the case study project presentation.

CERTIFICATION

Once the review committee and the area superintendent have approved program completion, a recommendation will be sent to the Office of the Superintendent who signs state documentation to recommend principal certification. Professional Development Services will submit principal certification paperwork to the Florida Department of Education.

LEVEL 5 LEADER ACADEMY

Through the OCPS Leadership Development, the district aims to develop “Level 5” leaders. A “Level 5” leader refers to the highest level of leadership in the hierarchy of an executive. A person with fierce, even stoic resolve toward life; an iron will to succeed. This is an executive for whom genuine personal humility blends with intense professional will. Executives who possess this paradoxical combination of traits are catalysts for the statistically rare event of transforming a good organization into a great one and having the capacity to sustain excellence. This leader recognizes how essential the organization’s success will depend on getting the right people on the bus (and the wrong people off the bus) to create a culture of discipline and distinction.

The Level 5 Leader Academy is intended to intensely prepare administrators for urban education administration.

PROGRAM PARTICIPATION

Participants of Level 5 apply and are selected by the executive area directors, area superintendents and deputy superintendent for participation. Current principal pool participants and those completing Year 2 of PNPA in good standing are invited to apply.

PROGRAM PROCEDURES AND TIMELINE

- Executive area directors invite eligible personnel to apply.
- Nominated participants submit an application.
- Executive area directors review and nominate a predetermined number of candidates.
- The cohort participants complete a program which includes experiential leadership training led by executive area directors.

LEVEL 5 LEADER PROGRAM COMPONENTS

Participants will receive support and leadership development from the executive area directors.

PROGRAM EVALUATION

Each participant in the Level 5 Leader Academy will participate fully in the cohort and will be evaluated by the executive area directors for additional leadership development and needs.

PROGRAM COMPLETION

Successful Level 5 Leader Academy completion will be based on executive area director approval.

PRINCIPAL INDUCTION ACADEMY

The Principal Induction Academy is intended to support principals in their first year of principalship.

PROGRAM PARTICIPATION

All first year principals are part of the Principal Induction Academy.

PROGRAM PROCEDURES AND TIMELINE

- New principals attend a kick off orientation and meeting with their mentors.
- New principals participate in the Principalship Series on Blackboard.
- New principals participate in the National Institute for School Leadership.
- New principals participate in Leading the Work of Professional Learning Communities.
- Quarterly meetings are held with mentor.
- New principals attend the Harvard Experience with their mentors.

PRINCIPAL INDUCTION ACADEMY PROGRAM COMPONENTS

Participants will receive support and leadership development from the executive area directors, mentors, and experts in instructional leadership.

PROGRAM EVALUATION

Each participant in the Principal Induction Academy will participate fully in the cohort and will be evaluated by the executive area directors for additional leadership development and needs.

PROGRAM COMPLETION

Successful Principal Induction Academy completion will be based on survey data collected at the end of the year.

PRINCIPAL LEADERSHIP ACADEMY

The Principal Leadership Academy is intended for principals who have three or more years of experience.

PROGRAM PARTICIPATION

Participants of PLA are successful principals nominated by executive area directors and area superintendents for participation.

PROGRAM PROCEDURES AND TIMELINE

Several tracks exist for participation including, but not limited to: NISL Training, UCF TeachLive Training, School Leadership Development, and development as a mentor.

PRINCIPAL LEADERSHIP ACADEMY PROGRAM COMPONENTS

Participants will receive training from a variety of sources including, but not limited to: NISL, UCF TeachLive, Harvard, executive area directors and the Professional Development Services Department.

PROGRAM EVALUATION

Each participant in the Principal Leadership Academy will participate fully in the cohort and will be evaluated by the executive area directors and area superintendents for additional leadership development.

PART III
Administrative/Technical Salary Schedule Compensation Plan

**ADMINISTRATIVE/TECHNICAL SALARY SCHEDULE
COMPENSATION PLAN**

GENERAL PROCEDURES AND GUIDELINES

Effective Date: July 1, 2016

The 2016-2017 salary schedule for Administrative/Technical Personnel is an "open-range" format providing a salary range consisting of a minimum and maximum salary for each pay grade. The placement of a new hire employee will be based on related experience at the same responsibility level.

SALARY ADMINISTRATION PROCEDURES:

New Hires - Placement of new employees on the salary schedule shall be determined by a comparison of their salary history, comparable years of experience at the new job level and internal equity. In cases of critical need for which there are a limited number of qualified candidates, the Superintendent or his/her designee may approve a higher starting salary for these employees. Job classifications identified as such will have an extended salary range.

Salary Increases - Salary increase percentages are determined each year by the available OCPs budget dollars and the movement of the salary schedule. Increases to individual salaries will not go beyond the maximum of the salary range. Therefore, if an employee is currently at the range maximum and the budget guideline is 4%, but the maximum of the range moves 3%, the employee would be eligible for only a 3% increase.

All Administrative employees must be hired by January 15th of the current year in order to be eligible for the July 1, budget guidelines pay increase. All other employees must work one day over half of the previous school year to be eligible for a July 1, budget guideline pay increase, using the promotional guidelines below. Employees who do not meet this time frame would still be entitled to the range movement if any.

In compliance with the 2011 Student Success Act, school based administrators will receive performance pay based on annual evaluation when salary increases are provided. Principals and Assistant Principals assigned to Title I and Focus and Priority schools will receive a salary supplement of no less than \$5 per pay check.

Promotional Increases:

Promotion within Administrative Schedule:

If an employee is promoted one or two pay grades, the employee will receive the greater of an increase of 5% to current base pay or an increase to the minimum of the new range. If an employee is promoted three or more pay grades, the employee will receive the greater of an increase of 10% to current base pay or an increase to the minimum of the new range.

Promotion from Instructional to Administrative:

Employees being promoted from an Instructional position to an Administrative position with no previous comparable experience will receive the greater of an increase of 5% to current annual base pay or the minimum of the new salary grade. If the employee has previous related experience that is comparable to the level and position being promoted into, credit will be given for prior experience. Special exceptions may be considered for critical needs areas.

Promotion from Classified to Administrative:

Employees being promoted from a classified position to an Administrative position with no previous comparable experience will receive the greater of an increase of 5% above current annual base pay plus a portion of average overtime, based on the overtime credit guidelines, or the minimum of the new salary grade. If the employee has previous related experience that is comparable to the level and position being promoted into, consideration will be given for prior experience.

Demotions/Downgrades:

Employees receiving a demotion/downgrade of one or two pay grades will receive the lesser of a decrease of 5% below current annual base pay or pay grade minimum. Employees receiving a demotion/downgrade of three or more pay grades will receive the lesser of a decrease of 10% below current annual base pay or pay grade minimum, not to exceed the maximum of the salary range.

Returning Retirees:

If an administrative employee retires and returns to OCPs at the same or lower level capacity, the employee will be compensated at the top of the first quartile of the salary range. If the retired employee is returning to OCPs to take a

higher graded position, the employee's salary will be determined by experience level, not to exceed the top of the first quartile

Other Breaks in Service:

If an employee terminates and is rehired in the **same job** within six months, he/she shall be reinstated at the former grade and salary. Breaks in service longer than six months shall require salary placement consistent with new hire provisions. For previous OCPS employees, all previous OCPS experience at a comparable level may be brought to the salary schedule.

Leaves of Absence:

Approved leaves of absence shall not constitute a break in service, and will not count as time worked for the purposes of pay increases.

Salary Supplements:

Upon approval by the Superintendent, the following salary supplements are awarded for no more than one year at a time and shall **not** be added to the base pay of the employee for either future years or calculation of percentage increases.

- a) Additional Duties: Unique and unusual assignments requiring significant additional responsibilities may be compensated with a supplement of up to \$3,000.
- b) Performance Incentive Pay:
 - *An incentive award of up to \$3,000 may be established.*
 - *These awards will not become a part of base pay.*
 - *Nominations for these awards will be made by the supervisor and reviewed by the executive cabinet for recommendation to the superintendent.*
 - *Nominations will be supported by appropriate documentation that on its own merit is clear and convincing. Since the basic standard for receiving base pay is high performance, these nominations are exceptions to the rule.*
 - *It is expected that an individual would not be able to sustain such levels of intensity any more frequently than once every three years.*
 - *Eligibility for nominations is characterized by dramatic, perhaps even profound, improvements in their own and their cost center services. These changes are such that they are widely recognized by peers, the Executive Cabinet, and the system in general.*
- c) K-8 Principals: Principals assigned to a K-8 schools will be compensated at the Elementary School level, but will receive a 2% salary supplement at the end of the school year.

Title I Funded School Transformation Office Recruitment and Performance Bonus

- **Targeted Schools**
- Schools that currently have or previously had a school letter grade of an "F"
- Schools that have earned 3 consecutive D's
- Schools within the School Transformation Office

- Targeted Schools are identified annually and are posted on the Compensation Services website

- *Supplement for assistant principals:*
 - *Assistant Principals appointed/reappointed to the targeted schools for the specified school year will receive \$68.18 per pay check*

- *Recruitment Bonus for principals and assistant principals:* the section below pertains to principals and assistant principals requested specifically to work (based on high performance) at the targeted schools for the specified school year only.
 - *Principals appointed/reappointed to the targeted schools for the specified school year are eligible for a \$10,000 recruitment bonus.*

- *Assistant Principals appointed/reappointed to the targeted schools for the specified school year are eligible for a \$2,500 recruitment bonus.*

- *Retention Bonus for principals and assistant principals:* the section below pertains to principals and assistant principals who are reappointed specifically to a targeted school.
 - Principals reappointed to the targeted schools for the specified school year are eligible for a \$10,000 retention bonus.
 - Assistant Principals reappointed to the targeted schools for the specified school year are eligible for a \$2,500 retention bonus.
 - Principals and Assistant Principals must not be on an improvement plan for the school year

- Performance Bonus for Principals:
 - \$10,000 Opportunity: The targeted school receives a school letter grade of an "A" or the targeted school improves two letter grades
 - \$5,000 Opportunity: The targeted school receives a school letter grade of a "B":

Special Assignment - Principals or other employees placed on special assignment such as "principal-on-assignment" should receive a base pay commensurate with the new assignment, typically the same as their prior assignment

Situations not specifically addressed through general guidelines will be handled on a case-by-case basis using a consistent approach in order to maintain integrity of the pay system.

In a dynamic organization, the need for revisiting positions is necessary when significant changes in responsibilities occur. To accommodate the potential need for upgrading/downgrading a position, on an as-needed basis, please contact Compensation Services. The request will be processed using an analysis of various criteria including written justification from the department head and a draft of the revised job description.

**Orange County Public Schools
2016-2017 Administrative/Technical Salary Schedule**

		Top of 1st			
Pay Grade	Job Title	Minimum	Quartile*	Midpoint	Max
A10	Associate General Counsel	\$111,341	\$123,626	\$135,912	\$160,482
	Chief Information Officer (CIO)				
	Senior Facilities Executive Director				
A11	Facilities Executive Director	\$97,207	\$108,132	\$119,058	\$140,908
	Senior Executive Director				
	Senior Facilities/Construction Director				
A12	Assistant Regional Executive Director	\$92,347	\$103,118	\$113,889	\$135,431
	Executive Director				
	Facilities Program Director				
	Staff Attorney III				
Group II					
Pay Grade					
A21	Executive Area Director	\$89,572	\$98,297	\$107,022	\$124,472
	Facilities Director				
	Operations & Maintenance Director				
	Senior Director				
A22	Facilities Program Manager	\$86,792	\$95,429	\$104,066	\$121,340
	Senior Director, Technical Center				
	Senior Facilities Manager				
Group III					
Pay Grade					
A32	No job titles currently in this pay grade.	\$78,462	\$86,833	\$95,204	\$111,946
A33	Director	\$76,377	\$84,682	\$92,987	\$109,596
	Director (District Police)				
	Enterprise Data Architect (ICTS)				
	Enterprise Relationship Manager (ICTS)				
	Facilities Manager				
	Senior Architect				
	Senior Business Process Specialist				
	Senior Civil Engineer				
	Senior Electrical Engineer				
	Senior General Engineer				

	Senior Industrial Engineer				
	Senior Instructional Process Specialist				
	Senior Mechanical Engineer				
	Staff Attorney II				
	JOB TITLE	PAY RANGE MINIMUM	*Top of the 1st Quartile	Midpoint	PAY RANGE MAXIMUM
Pay Grade					
A35	Area Administrator	\$72,212	\$80,384	\$88,556	\$104,901
	Assistant Director				
	Construction Manager				
	Engineering Manager (Facilities)				
	Enterprise Project Manager (ICTS)				
	Facilities Project Manager				
	Project Manager				
	Senior Administrator				
	Senior Business Intelligence Developer II				
	Senior Data Warehouse Architect II				
	Senior Data Warehouse Developer II				
A36	Database Administrator	\$70,129	\$78,477	\$86,825	\$103,520
	Senior Data Warehouse Architect I				
	Systems Engineer, Database Administration				
Group IV					
Pay Grade					
A42	Area Manager, Food and Nutrition Services	\$63,879	\$71,786	\$79,692	\$95,506
	Area Manager, Security				
	Application Analyst IV (ICTS)				
	Application Specialist IV (ICTS)				
	Business Support Process Specialist				
	Instructional Support Process Specialist				
	Network Engineer III				
	Network Services Manager				
	SharePoint Architect				
	Quality Assurance Manager (ICTS)				
	SAP Senior Systems Programmer				
	SAP Systems Analyst				
	Senior Developer I				
	Senior Systems Programmer				
	Senior Operations & Maintenance Manager				
	Senior Planning & Standards Compliance Manager				
	State DA Model Positions**				

	Systems Engineer III				
A43	Application Analyst III (ICTS)	\$61,798	\$69,846	\$77,894	\$93,989
	Information Technology Auditor				
	Operations & Maintenance Manager				
	SAP Senior Programmer Analyst				
	Senior Programmer Analyst				
	Staff Attorney I				
	JOB TITLE	PAY RANGE MINIMUM	*Top of the 1st Quartile	Midpoint	PAY RANGE MAXIMUM
Pay Grade					
A44	Coordinator (Education Services)	\$59,712	\$67,486	\$75,261	\$90,810
	Network Engineer II (ICTS)				
	Program Specialist				
	SAP Systems Programmer				
	Security Administrator (ICTS)				
	Senior Manager				
	Senior Facilities Controls Manager				
	SharePoint Administrator (ICTS)				
	Systems Engineer II				
Group V					
Pay Grade					
A51	Applications Specialist (Client Server)	\$55,550	\$71,643	\$71,643	\$87,737
	Database Analyst				
	Executive Manager, Office of the Superintendent				
	Physical/Occupational Therapist (12 months)	-	-	-	-
	Systems Programmer	-	-	-	-
	Physical/Occupational Therapist (217 days/8 hrs)	\$46,904	\$60,493	\$60,493	\$74,081
		-	-	-	-
	Physical/Occupational Therapist (217 days/4 hrs)	\$23,452	\$30,246	\$30,246	\$37,041
A52	Environmental Standards Coordinator	\$53,464	\$61,040	\$68,615	\$83,766
	Facilities Controls Manager	-	-	-	-
	Senior Facilities Project Coordinator	-	-	-	-
A53	Administrator	\$51,382	\$58,890	\$66,399	\$81,416
	Application Analyst II (ICTS)				
	Behavioral Analyst				
	Facilities Building Code Inspector				
	Facilities Building Code Inspector/Plans Examiner				

	Facilities Building Code Plans Examiner				
	Programmer Analyst				
	Senior Area Inspector, Safety and Security				
	Senior Operations & Maintenance Supervisor	-	-	-	-
	Systems Engineer I	-	-	-	-
A54	Internal Auditor	\$48,918	\$56,000	\$63,082	\$77,246
JOB TITLE		PAY RANGE MINIMUM	*Top of the 1st Quartile	Midpoint	PAY RANGE MAXIMUM
Group VI					
Pay Grade					
A61	Applications Administrator	\$44,438	\$51,725	\$59,013	\$73,588
	Area Inspector, Safety and Security				
	Facilities Project Coordinator				
	Manager				
	Operations & Maintenance Supervisor				
	Senior Applications Programmer				
	Senior Specialist	-	-	-	-
JOB TITLE					
A62	No job titles currently in this pay grade.	\$42,355	\$49,577	\$56,798	\$71,241
A63	Specialist	\$40,273	\$47,427	\$54,581	\$68,889
		-	-	-	-

Part V
Administrative/Technical Accountability and Performance Appraisal System

INTRODUCTION

Human Resources Management and Development (HRMD) Performance Appraisal Systems throughout the State of Florida were reviewed to address Florida Statutes.

For the purpose of improving the quality of instructional, administrative, and supervisory services in the public schools of the state, the superintendent shall establish procedures for assessing the performance of duties and responsibilities of all instructional, administrative, and supervisory personnel employed by the school district. The Department of Education must approve each district's instructional personnel assessment system. F.S. 1012.34(1)

The superintendent shall develop a mechanism for evaluating the effective use of assessment criteria and evaluation procedures by administrators who are assigned responsibility for evaluating the performance of instructional personnel. The use of the assessment and evaluation procedures shall be considered as part of the annual assessment of the administrator's performance. The system must include a mechanism to give parents and teachers an opportunity to provide input into the administrator's performance assessment, when appropriate. F.S. 1012.34(5)

The Administrative/Technical Accountability and Performance Appraisal System provides guidance for the professional development and evaluation of all OCPS administrative/technical employees.

PHILOSOPHY

The OCPS Administrative/Technical Accountability and Performance Appraisal System for school based administrators is based on current research and best practices in the field of school leadership. The research base that supports the Marzano School Leadership Evaluation is contemporary research, based on large scale professional research studies and meta-analyses on the impact of leadership practices on student learning growth and school administrator proficiency. Four primary documents were used in the review of literature: (1) the Wallace Foundation study (Louis, Leithwood, Wahlstrom, & Anderson, 2010), (2) the study of what works in Oklahoma schools (Marzano Research Laboratory, 2011), (3) the Marzano, Waters, and McNulty (2005) meta-analysis of school leadership, and (4) the Marzano (2003) study of effective schooling.

To accomplish the purpose defined in law, a district evaluation system for school administrator's must:

1. Be focused on school leadership actions that impact student learning , and;
2. Support professional learning on performance of duties and responsibilities that matter most for student learning, faculty and leadership development.

The evaluation system adopted by the district is:

- ✓ Based on contemporary research that reveals educational leadership behaviors that, when done correctly and in appropriate circumstances, have a positive impact on student learning and faculty development.
- ✓ Fully aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

The OCPS School-Based Leadership Evaluation Model for school-based principals and assistant principals describes the continuum of performance from Unsatisfactory to Highly Effective performance.

The OCPS Administrative/Technical Accountability and Performance Appraisal System takes an egalitarian approach to evaluation. It has two broad purposes: to maintain administrative/technical performance that supports the mission and goals of the district and to improve that performance when necessary. The system sets forth the actual job description of each individual so that performance expectations are communicated. The success of this system depends on the commitment of administrative/technical employees to the following key tenets:

- All administrative/technical employees deserve an honest and fair appraisal of their performance.
- Administrative/technical employees should know what is expected of them.
- Expectations should be discussed and collaborated between evaluator and evaluatee.
- A performance appraisal system should document essential competencies the individual is required to demonstrate.

- Performance appraisal should be an ongoing process, not an annual event.
- The appraisal process should maintain and improve the effectiveness of both the individual and the district.
- An appraisal system should be flexible enough to meet the developmental needs of all administrative/technical staff.
- The appraisal process must have the conscientious support and commitment of all who use and administer it.

The OCPS Administrative/Technical Accountability and Performance Appraisal System recognizes that professional growth for administrative/technical personnel extends from preservice preparation through successful induction into the workplace throughout the length of the five stages of career development:

- Survival – The new administrator experiences the “shock” of leadership and is concerned about “sorting it out.”
- Control – The administrator’s primary concern at this stage is setting priorities and “getting on top” of the situation.
- Stability – Frustrations become routinized; management-related tasks are handled effectively and efficiently.
- Educational Leadership – The primary focus is on the improvement of student performance.
- Professional Actualization – Confirmation comes from within based on achieved professional success. The administrator is able to focus on attaining personal vision as well as the vision of the organization.

Zinner, Jane, “Becoming a Visible Learner.” *The Thrust for Educational Leadership*, May/June 1998.

Administrators need support throughout the stages of career development. Therefore, coaching and feedback are essential elements of the appraisal process. In addition, professional development opportunities, such as face-to-face workshops, peer assistance through sharing sessions, research study groups, and technology integration, are offered to administrative/technical personnel to enhance their effectiveness and support the appraisal process.

JOB DESCRIPTIONS

The OCPS Job Description for each job classification of the administrative/technical employees is the cornerstone of the appraisal process. The job descriptions clarify expectations, guide individual growth and development of administrative/technical employees, and is used to provide ongoing performance feedback. See Appendix C for examples of job descriptions. The major components of the job descriptions include the following:

QUALIFICATIONS

The district is committed to recruiting and retaining leaders who are well trained and prepared to provide leadership for OCPS; therefore, both minimum and desired educational experiences are described in this section. Required certifications and relevant job-related experiences are specified. Required longevity for the relevant job-related experiences is also listed.

KNOWLEDGE, SKILLS, AND ABILITIES

The superintendent expects the performance appraisal system to support the district's vision, mission, and strategic goals. Administrative/ technical employees must, therefore, possess knowledge, skills, and abilities to facilitate creative processes toward achievement of district-expected results. This section delineates the specific knowledge, skills, and abilities necessary for specific jobs.

JOB GOAL

The appraisal system is driven by the belief that a systems approach is best supported by leaders who are aware of the district's priorities in the area of assigned responsibility. It has two broad purposes: to maintain administrative/technical performance that supports the vision, mission, and goals of the district and to improve performance when necessary. The job goal is the mission to be accomplished for the job classification and is stated in accomplishable terms to achieve the desired results. The job goal is the general guide which determines specific performance responsibilities for administrative/technical employees.

PERFORMANCE RESPONSIBILITIES

A key element which allows administrative/technical employees to meet the needs of the district is an awareness of what the organization needs from specific job classifications in order to enhance the success of the organization. Performance responsibilities are the primary communication mechanisms that assist leaders in the district in achieving their job goal which emanates from the district's goals.

PERFORMANCE APPRAISAL

School-Based Administrators

Leadership matters and a leader has an enormous impact on the local school level and the entire organization. The purpose of school-based administrative assessment is to improve personal and organizational performance. School-based employees may need to focus on continuing to develop overall skills and to broaden capabilities to increase student achievement and have a positive impact on the organization. Performance appraisal is a continuous process. The incumbent continually compares decisions, products, and processes against best practices and benchmark standards. The supervisor appraises the incumbent's progress often and discusses the appraisal with the incumbent informally as well as formally. Initial, mid-year, and final appraisals occur. In this system, the supervisor and the incumbent work collaboratively to maintain a positive environment in which professional growth is enhanced.

Area Superintendents and the designated associate superintendent for the School Transformation Office will be responsible for the evaluation of all K-12 principals. Principals will be responsible for the assistant principals who work in their schools. Associate Superintendents will be responsible for evaluating the principals in all Exceptional Student Centers and Alternative Schools, as well as for the Technical Centers that fall under their areas of responsibility.

Other input for the school principal evaluation may be connected to the school improvement process and surveys that are developed to seek information consistent with the school leadership evaluation system with the assistance of representative school leaders. Surveys are available to students, parents, and support personnel. Evaluating administrators may request input from district staff as needed or when an area of weakness has been identified that will require coaching or mentoring. The results of the surveys would be reflected in Domain 5.

See Appendix A for the Marzano School Leadership Evaluation Model.

The OCPS School Leadership Evaluation is based on The Marzano School Leadership Evaluation Model which is organized into 5 Domains with 26 Elements of school leader behavior that links contemporary research-based strategies to student achievement.

A summary of the domains and elements are as follows:

Domain 1 – A Data-Driven Focus on Student Achievement (5 elements);

Domain 2 – Continuous Improvement of Instruction (6 elements);

Domain 3 – A guaranteed and Viable Curriculum (4 elements);

Domain 4 – Communication, Cooperation and Collaboration (5 elements); and

Domain 5 – School Climate (6 elements).

Elements in the Marzano Model are parallel to Indicators in the Florida School Leader Assessment (FSLA). Domains are identified by I, II, III, IV, V, and the supporting Elements are identified in parenthesis, i.e. (1).

In addition to the Domains and Elements, Evidences of specific actionable leadership behaviors are identified for each element. The Evidences for each Element are used to assign a scale value on a rubric for each Element. Applying is considered the proficient target on each scale (see Appendix A for formative scales for each Domain Element). The Domains, Elements, and Evidences support the evaluation criteria required by State Statues

and SBE rules. Evidences indicated with an * are required evidences for the related element.

The Marzano School Leadership Model aligns with the Florida Principal Leadership Standards The Marzano School Leadership Model also aligns with the State adopted teacher evaluation system using the common language of instruction and research based strategies linking school leadership with student achievement.

Although the language in the Marzano model is unique to the model, it is a developmental model that supports professional growth and deliberate practice by the school leader.

School-Based Assessment Procedures

Prior to the 60th duty day of either initial employment or the new fiscal year, the supervisor conducts the initial conference. See Appendix B for the school-based administrative evaluation instrument.

Throughout the appraisal process, data from multiple sources, such as work site analysis, management information system, annual reports, direct supervision, and customers, shall be used to appraise the performance of administrative/technical employees. The supervisor utilizes the data to prepare anecdotal notes based on the Performance Responsibilities of the particular job and uses the anecdotal notes to conference with the incumbent.

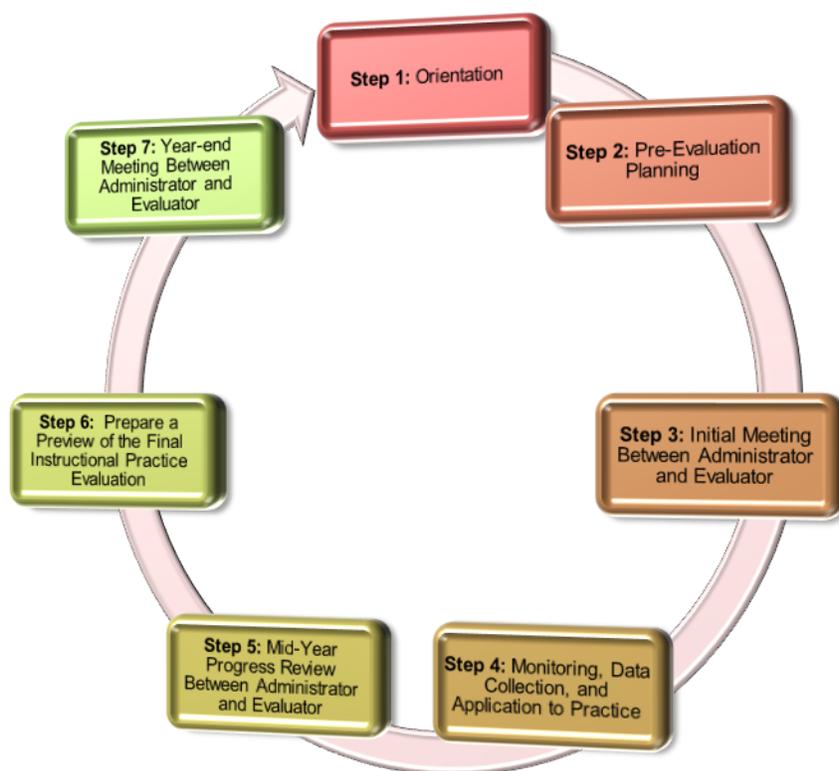
If the incumbent has the responsibility of assessing the performance of instructional personnel, then the supervisor must review the instructional assessment process. The *Instructional Personnel Evaluation System Procedures Manual* can be accessed at <http://pds.ocps.net>. The *Instructional Personnel Evaluation System Procedures Manual* and the CTA Contract must be used as the review. The use of the instructional evaluation process becomes a part of school-based leader's assessment.

The leader and supervisor will have a discussion at least 3 times throughout the year (Initial, Midpoint, and Final) to ensure progress is being made on each of the five domains. These discussions will allow the leader and supervisor to focus on the successful implementation of the domains and elements and the Deliberate Practice. Through the use of the Conference/Evaluation Form which utilizes a five point rubric, the administrator will know the status of the Leadership Practice portion of the Final Evaluation.

If at any time a change in job performance or other problem occurs, a conference is held and a Professional Improvement Plan may be developed. The supervisor should contact the Director of Employee Relations for guidance on the development and implementation of a Professional Improvement Plan. See Appendix E for a sample Professional Improvement Plan.

Administrative employees are employed annually; recommendation for reappointment and determination of salary increases may be based on performance.

If the Mid-Year Assessment resulted in ratings of Needs Improvement or Unsatisfactory, the Final Assessment shall be conducted prior to the recommendation for reappointment for the subsequent fiscal year, and the recommendation for reappointment is based on the Final Assessment. Administrative employees are employed annually; recommendation for reappointment and determination of salary increases may be based on performance. Both the incumbent and the supervisor must initial and date the document.



The seven steps of MARZANO SCHOOL LEADERSHIP EVALUATION are described below:

Step 1: Orientation:

The orientation step can occur at the start of a new work year, at the start of a new school year, or at the start of assignment (or new assignment) as a principal. The depth and detail of orientation may vary based on prior training and whether changes in evaluation model have occurred, but an annual orientation or re-fresher orientation will occur. The orientation step should include:

- The District will provide orientation and training on the Florida Principal Leadership Standards (FPLS), Student Success Act, applicable State Board of Education rules, Race To The Top (RTTT) requirements, and specific expectations that are subject to the evaluation system.
- All administrators and evaluators will have access to the content and processes that are subject to the evaluation system. All administrators and evaluators will have access to the same information and expectations. This may be provided by the administrator’s review of district evaluation documents, online modules, mentor sessions, or face-to-face training where awareness of district processes and expectations are identified.
- At the orientation step, each school administrator is expected to engage in personal reflection on the connection between his/her practice and the FPLS and the Domains and elements in the evaluation system. This is a “what do I know and what do I need to know” self-check aligned with the FPLS and the evaluation system indicators.

Step 2: Pre-evaluation Planning:

After orientation processes, the administrator and evaluator prepare for a formal conference to address evaluation processes and expectations. Two things occur:

- Administrator’s self-assessment from the orientation step moves to more specific identification of improvement priorities. These may be student achievement priorities or

leadership practice priorities. The administrator gathers any data or evidence that supports an issue as an improvement priority. This may include Data Dialogue information ~ School Improvement Plan (SIP), student achievement data, prior faculty evaluations, and evidence of systemic processes that need work.

- The evaluator articulates a perspective on strengths and growth needs for the administrator and for student achievement issues at the school.

Step 3: Initial Meeting between administrator and evaluator:

A meeting on “expectations” held between administrator and evaluator to address the following:

- Evaluation processes are reviewed and questions answered.
- Perceptions (of both) from Pre-evaluation Planning are shared.
- Domain and Elements from evaluation system that will be focus issues are identified and discussed.
- Student growth measures that are of concern are discussed.
- Relationship of evaluation indicators to the SIP, student achievement and District supported initiatives are discussed.
- Proposed elements for Deliberate Practice (additional metric) are discussed and determined, or a timeframe for selection of Deliberate Practice elements are set. While a separate meeting or exchange of information may be implemented to complete the Deliberate Practice targets, they should be discussed at the Step 3 Conference given their importance to the administrator’s growth and the summative evaluation.

Step 4: Monitoring, Data Collection, and Application to Practice:

Evidence is gathered that provides insights on the administrator’s proficiency on the issues in the evaluation system by those with input into the administrator’s evaluation.

- The administrator shares with evaluator evidence of practice on which the administrator seeks feedback or wants the evaluator to be informed.
- The evaluator accumulates data and evidence on administrator’s actions or impact of administrator’s actions during the routine conduct of work. Such data and evidence may come from site visits, be provided by the administrator, from formal or informal observations, or from evidence, artifacts or input provided by others. The accumulated information is analyzed in the context of the evaluation system indicators.
- As evidence and observations are obtained that generate specific and actionable feedback, it is provided to the administrator in a timely manner. Feedback may be provided face-to-face, via iObservation forms, via email or telephone, or via memoranda.
- Collegial groups, mentors, communities of practice (CoPs), professional learning communities (PLCs), and lesson study groups in which the administrator participates may provide specific and actionable feedback for proficiency improvement.
- These monitoring actions occur before and continue after the mid-year Progress Check (step 5).

Step 5: Mid-year Progress Review between administrator and evaluator:

At a mid-year point, a progress review is conducted.

- Actions and impacts of actions taken on priorities identified in Step 3 Initial Meeting are reviewed.
- Any indicators which the evaluator has identified for a specific status update are reviewed. (The administrator is given notice of these indicators prior to the Progress Check, as the feedback expected is more specific than that for the general indicator overview.)

- The administrator is prepared to provide a general overview of actions/processes that apply to all of the domains and proficiency areas and may include any of the indicators in the district system. Any indicator that the evaluator or the administrator wishes to address should be included.
- Strengths and progress are recognized.
- Priority growth needs are reviewed.
- Where there is no evidence related to an element and no interim judgment of proficiency can be provided, a plan of action must be made:
 - If the evaluator decides that the absence of evidence indicates unsatisfactory proficiency because actions or impacts of action should be evident if administrator was proficient, the administrator is provided notice that the element(s) will be addressed in a follow-up meeting.
 - The absence of evidence is explained by lack of opportunity for the evaluator to note anything relevant, and administrator is asked to provide follow-up data on the element prior to the year-end conference.
 - The lack of evidence on one element is balanced by substantial evidence on other elements in the same proficiency area. No follow-up is required until evidence supporting a Developing (D), Beginning (B) or Not Using (NU) rating emerges.
- Any actions or inactions which might result in an unsatisfactory rating on a domain or element area if not improved are communicated.
- Any element(s) for which there is insufficient evidence to rate proficiency at this stage, but which will be a priority for feedback in remainder of the year, are noted.
- The Marzano School Leadership Evaluation Form is used to provide feedback on all indicators for which there is sufficient evidence to rate proficiency. Notes or memorandums may be attached to the forms as appropriate to reflect what is communicated in the Progress Check.

Step 6: Prepare a preview of the final Instructional Practice evaluation:

The summative evaluation form is prepared by the evaluator and a performance rating assigned.

- Consider including relevant and appropriate evidence by any party entitled to provide input into the administrator's evaluation.
- Review evidence on administrator's proficiency on elements.
- Use accumulated evidence and ratings on elements to rate each Domain.
- Consolidate the ratings on the elements into Domain ratings.
- Consolidate Domain ratings, using Marzano School Leadership Evaluation weights, to calculate an instructional practice score.

Step 7: Year-end Meeting between administrator and evaluator:

The year-end meeting addresses the Leadership Practice Score and Student Growth Measures.

- The overall ratings of the elements are reviewed and a Status Score assigned.
- The administrator's growth on the Deliberate Practice elements is reviewed and a Deliberate Practice Score assigned.
- The Status Score and Deliberate Practice Score are combined (as per weighting formula) to generate a Leadership Practice Score.
- If the Student Growth Measurement (SGM) score is known, inform the administrator how the Leadership Practice Score and SGM Score combine to a summative performance level of Highly Effective, Effective, Needs Improvement, or Unsatisfactory.

- If SGM score is not known, inform administrator of possible performance levels based on known Leadership Practice Score and various SGM outcomes.
- If recognitions or employment consequences are possible based on performance level, inform administrator of District process moving forward.
- Review priority growth issues that should be considered at next year’s Step 2 and Step 3 processes.

Additional Metric: Deliberate Practice Guidelines

The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the Status Score for the Leadership Practice Score which is added to the Student Growth Score to determine a Final Leadership Effectiveness Score. A sample Deliberate Practice Plan can be found in Appendix B.

Deliberate Practice (DP)				
Domain(s) and Element(s) for School Leader Growth				

Deliberate Practice Priorities: The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One – three elements are recommended.

- The goal of a deliberate practice process is an intended result and will include “scales” that guide the leader toward highly effective levels of personal mastery.
 - Formative ratings are used for evaluating elements targeted for Deliberate Practice as shown on the scale below.

Level 4	Level 3	Level 2	Level 1	Level 0
Innovating	Applying	Developing	Beginning	Not Using

- The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.
- The evaluator monitors progress and provides feedback.
- The elements are “thin slices” of behaviors – not broad overviews or long term goals taking years to accomplish.
- Deliberate practice ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data will be based on a preceding year’s evaluation data on a specific element or domain, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP elements will be used for evaluation.

Relationship to other measures of professional learning: Deliberate Practice elements are specific and deep learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.

Selecting Growth Elements (examples):
 Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
 Growth target 2 (optional): An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader.
 Growth target 3-4 (optional): additional issues as appropriate.

- The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s).

The description of a target should be modeled along the lines of learning goals.

- A concise description (rubric) of what the leader will know or be able to do
 - Of sufficient substance to take at least 6 weeks to accomplish
 - Includes scales or progressive levels of progress that mark progress toward mastery of the goal.
- Rating Scheme
- Unsatisfactory = no significant effort to work on the targets
 - Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
 - Effective = target accomplished
 - Highly effective = exceeded the targets and able to share what was learned with others

Scoring Guide for Marzano School Leadership Evaluation Metrics

An evaluation system that is aligned with the purpose of Section 1012.34, F.S. and applicable State Board rules (e.g., 6A-5.065, 6A-5.080) has two functions:

- Providing quality feedback during a work year that focuses improvement effort on essential proficiencies.
- Generating an annual summative performance level based on the proficiency exhibited during the work year.

Rating Scale for Domain Elements

Feedback on the Domain Elements is provided using a formative scale that assigns ratings for elements. Each scale level is assigned a point value. These points are averaged using the weighting system described below to create a Status Score for each school leader.

Points for Each Rating Level	4	3	2	1	0
Formative ratings used for each Domain Element	Innovating	Applying	Developing	Beginning	Not Using

For School Administrators being evaluated using Marzano School Leadership Evaluation which is based on the state approved Marzano School Leadership Evaluation Model, the summative annual performance level is based on three factors:

- **Status Score:** An assessment of the administrator’s proficiency on the Florida Principal Leadership Standards (FPLS). The Marzano School Leadership Evaluation Model describes five domains with 24 elements of school leader behavior that research shows has an impact on raising student achievement, that are aligned to the Florida Principal Leadership Standards (FPLS). The elements are used to provide a system for feedback and growth based on the administrator’s work and the impact of that work on others. Domains are assigned weights as outlined below and are used to calculate the weighted average score. This represents 80% of the Leadership Practice Score.
 - Domain 1 – A Data-Driven Focus on Student Achievement (20%)
 - Domain 2 – Continuous Improvement of Instruction (40%)
 - Domain 3 – A Guaranteed and Viable Curriculum (20%)
 - Domain 4 – Communication, Cooperation and Collaboration (10%)
 - Domain 5 – School Climate (10%)
- **Deliberate Practice (DP):** Deep learning and growth on a few very specific aspects of educational leadership. This represents 20% of the Leadership Practice Score.
- **Student Growth Measures Score (SGM):** The performance of students under the administrator’s supervision. The specific growth measures used and “cut points” applied will conform to Florida Statutes and State Board rules.

Student Growth Measures	Points
Highly Effective	4.0

Effective	3.29
Needs Improvement	2.39
Unsatisfactory	1.49

These three factors are combined to create a Final Score that reflects administrators' performance across all elements within the framework (Domains 1-5), assigns the greatest weight to the domain with greatest impact on student achievement (Domain 2), acknowledges administrators' focus on deliberate practice by measuring improvement over time on specific elements within the framework, and addresses the importance of student achievement growth.

Final Score

Final scores for administrators are calculated using the scoring process below.

Leadership Practice Score (Status Score + Deliberate Practice)	67%
Student Growth Score	33%
<hr/>	
Final Leadership Effectiveness Score	100%

Distinguishing Between Proficiency Ratings

The "Highly Effective" level is reserved for truly outstanding leadership as described by very demanding criteria. Performance at this level is dramatically superior to "Effective" in its impact on students, staff members, parents, and the school district. Highly effective leadership results from recurring engagement with "deliberate practice." In brief, the "Highly Effective" administrator helps every other element within the organization become as good as they are.

The "Effective" level describes leadership performance that has local impact (i.e., within the school) and meets organizational needs. It is adequate, necessary, and clearly makes a significant contribution to the school. The majority of the leadership workforce will be in the effective area once they have a clear understanding of what the FPLS require and have made the adjustments and growth necessary to upgrade performance.

The "Needs Improvement" level describes principals who understand what is required for success, are willing to work toward that goal, and, with coaching and support, can become proficient. Needs improvement rating will occur where expectations have been raised and standards made more focused and specific. Professional behavior and focused professional learning will guide school administrators toward increasingly effective performance.

Performance at the "Unsatisfactory" level describe administrators who do not understand what is required for proficiency or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skills sets needed for student learning to improve and faculties to develop.

The Final Scores within the Marzano School Leadership Evaluation models are used to identify the proficiency rating for each school leader, using the point criteria below.

Final Score Rating	Points
Highly Effective	3.3 - 4.0
Effective	2.4 - 3.2
Needs Improvement	1.5 - 2.3
Unsatisfactory	0.0 - 1.4

PERFORMANCE APPRAISAL
District-Level Administrative/Technical Employees

The purpose of district level assessments is to improve personal and organizational performance. Administrative/technical employees may need to focus on continuing to develop overall skills and to broaden capabilities. Performance appraisal is a continuous process. The incumbent continually compares decisions, products, and processes. The supervisor appraises the incumbent's progress often and discusses the appraisal with the incumbent informally as well as formally. Initial, formative, and summative appraisals occur. In this system, the supervisor and the incumbent work collaboratively to maintain a positive environment in which professional growth is enhanced. The executive area director's appraisal system has been developed and aligned with the school-based administrative appraisal system and will follow the procedures identified above. See Appendix D for an example Performance Appraisal.

RATING SCALE AND DESCRIPTORS

District based administrative appraisals are comprised of three parts, The following rating scale will be used for the Initial, Formative, and Summative Assessments.

Unacceptable	Unsatisfactory demonstration of the performance responsibility; Improvement Plan must be developed and successfully implemented
Needs Improvement	Less than satisfactory demonstration of the performance responsibility; Improvement Plan may be developed and successfully implemented
Satisfactory	Meets expectation
Above Expectation	Commendable performance; Highly effective
Exemplary	Outstanding performance; Exceptional

Written comments by the evaluator shall accompany ratings of Unacceptable, Needs Improvement, or Exemplary and may accompany all ratings. Data from multiple sources such as direct observation, annual reports, and personnel assessment data should be used in the assessment process.

DISTRICT BASED ASSESSMENT PROCEDURES

INITIAL ASSESSMENT

Prior to the 60th duty day of either initial employment or the new fiscal year, the supervisor conducts the initial conference. Prior to the conference, the supervisor provides a copy of the job description and Part 1 – Performance Responsibilities of the *Administrative/Technical Assessment Instrument* to the incumbent to allow an opportunity to complete a self-assessment. See Appendix D for a sample *Administrative/Technical Assessment Instrument*.

The rating scale is the basis for Initial Assessment. If the incumbent is in the first year of a new position, a rating of NP for No Previous Experience may be given if the specific Performance Responsibility was not a requirement of the previous job assignment. The purpose of this conference is for the incumbent and the supervisor to review the appraisal process. When appropriate, the incumbent and the supervisor also review data, such as previous appraisal data or student performance data, that may serve to improve performance. In addition, the supervisor and the incumbent collaborate and complete Part 1 - Performance Responsibilities and Part 2 Performance Standards to District Goals. The supervisor provides coaching to assist the incumbent in addressing the performance standards.

Throughout the appraisal process, data from multiple sources, such as work site analysis, management information system, annual reports, direct supervision, and customers, shall be used to appraise the performance of administrative/technical employees. The supervisor utilizes the data to prepare anecdotal notes based on the Performance Responsibilities of the particular job and uses the anecdotal notes to conference with the incumbent.

If the incumbent has the responsibility of assessing the performance of instructional personnel, then the supervisor must review the instructional assessment process. The *Instructional Personnel Evaluation System Procedures Manual* can be accessed at <http://pds.ocps.net>. The *Instructional Personnel Evaluation System Procedures Manual* and the CTA Contract must be used as the review. The use of the instructional evaluation process becomes a part of Part 1 – Performance Responsibilities during Initial, Formative, and Summative Assessment. The *Teacher Evaluation System Procedures Manual* can be accessed at <http://pds.ocps.net>.

If the incumbent is in the first year of a new position or if the incumbent receives a rating of Unacceptable or Needs Improvement in any area, then a Formative Assessment must be scheduled; however, any supervisor or the incumbent involved in the appraisal process may request a Formative Assessment. Both the incumbent and the supervisor must sign and initial the document. If at any time a change in job performance or other problem occurs, a conference is held and the Performance Standard to District Goals and/or a Professional Improvement Plan may be developed. The supervisor should contact the Director of Employee Relations for guidance on the development and implementation of a Professional Improvement Plan. See Appendix E for the Professional Improvement Plan. Administrative/technical employees are employed annually; recommendation for reappointment and determination of salary increases may be based on performance.

MID-YEAR ASSESSMENT

In order to provide support during the early stages of a new appointment, the Mid-Year Assessment is required for incumbents who are in their first year of a new position. In addition, the Formative Assessment is required for incumbents who received a rating of Unacceptable or Needs Improvement during the Initial Assessment; however, any supervisor or the incumbent involved in the appraisal process may request a Formative Assessment.

Prior to the 150th duty day of the fiscal year, the supervisor and the incumbent conference to review the *Administrative/Technical Assessment Instrument* and to complete Parts 1 and 2- Mid-Year Assessment. Both the supervisor and the incumbent may present relevant artifacts and/or performance data to facilitate the Formative Assessment. The supervisor provides feedback and coaching to assist the incumbent in addressing the Performance Standard to District Goals, especially if ratings of Unacceptable or Needs Improvement are given. The Overall Performance Rating is not meant to be an average of all ratings, but an overall assessment of the effectiveness of the incumbent in meeting Performance Responsibilities and the Performance Standard to District Goals. If at any time a change in job performance or other problem occurs, a conference is held and the Performance Standard to District Goals and/or a Professional Improvement Plan may be developed. The supervisor should contact the Director of Employee Relations for guidance on the development and implementation of a Professional Improvement Plan.

Administrative/technical employees are employed annually; recommendation for reappointment and determination of salary increases may be based on performance. Both the incumbent and the supervisor must initial and date the document.

FINAL ASSESSMENT

The Summative Assessment is required for all technical/administrative employees. Prior to the last duty day of the fiscal year, the supervisor and the incumbent conference to review the *Administrative/Technical Assessment Instrument* and to complete Parts 1, 2, and 3 – Overall Assessment. The Overall Performance Rating is not meant to be an average of all ratings, but an overall assessment of the effectiveness of the incumbent in meeting Performance Responsibilities and Performance Standard to District Goals.

If the Mid-Year Assessment resulted in ratings of Unacceptable or Needs Improvement, the Final Assessment shall be conducted prior to the recommendation for reappointment for the subsequent fiscal year, and the recommendation for reappointment is based on the Summative Assessment. Administrative/technical employees are employed annually; recommendation for reappointment and determination of salary increases may be based on performance. Both the incumbent and the supervisor must initial and date the document.

APPRAISAL DUE PROCESS GUIDELINES

All Administrative/Technical Employees

The procedures used as performance appraisal for administrative/technical personnel are consistent with F.S. 1012.34. The performance appraisal process includes the following procedural guidelines:

- All administrative personnel shall be informed of the criteria and procedures associated with the assessment procedures before the assessment takes place.
- A written report of each assessment shall be made and a copy thereof shall be given to the employee no later than 10 days after the assessment takes place.
- The written report of assessment shall be discussed with the employee by the person responsible for preparing the report.
- The employee shall have the right to initiate a written response to the assessment and the response shall become a permanent attachment to his/her personnel file.
- Both the incumbent and the supervisor shall retain a copy of the completed *Administrative/Technical Performance Appraisal Instrument*. The originals shall be collected by the appropriate cabinet member who verifies that all assessments have been completed in accordance with F.S. 1012.34(5) and shall be forwarded to the Chief of Staff. The Chief of Staff shall ensure that the appraisal instruments are retained in personnel files in accordance with F.S. 119.07 and 1012.34.

APPENDIX A
Marzano School Leadership Evaluation
NATIONAL MODEL

Domain 1: A Data-Driven Focus on Student Achievement

1(1) Clear, measurable goals for overall student achievement

- The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.	The school leader attempts to ensure clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level but does not complete the task or does so partially.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level.	The school leader ensures clear, measurable goals with specific timelines focused on critical needs regarding improving student achievement are established at the school level AND regularly monitors that everyone has understanding of the goals.	The school leader ensures adjustments are made or new methods are utilized so that all stakeholders sufficiently understand the goals.

Sample Evidences

- Written goals are established as a percentage of students who will score at a proficient or higher level on state assessments or benchmark assessments
- School-wide achievement goals are posted and discussed regularly at faculty and staff gatherings
- Written goals are established for eliminating the achievement gap for all students
- Written goals address the most critical and severe achievement deficiencies
- Written timelines contain specific benchmarks for each goal including individual(s) responsible for the goal
- Scales are in place to chart student and school progress toward meeting the standards
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students of differing ethnicities
- When asked, faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels, English language learners, and students with disabilities
- When asked, faculty and staff can describe the school-wide achievement goals
- When asked, faculty and staff can identify the school's most critical needs goals

1(2) Clear, measurable goals for individual student achievement

- The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that written achievement goals that are clear, measurable, and focused are established for each student.	The school leader attempts to ensure that written achievement goals that are clear, measurable, and focused are established for each student but does not complete the task or does so partially.	The school leader ensures each student has written achievement goals that are clear, measurable and focused on appropriate needs.	The school leader ensures each student has written achievement goals that are clear, measurable, and focused on appropriate needs AND regularly monitors that teachers and students have understanding of individual student goals.	The school leader ensures adjustments are made or new methods are utilized so that all faculty and students sufficiently understand the goals.

Sample Evidences

- Written goals are established for each student in terms of his/her performance on state/district assessments, benchmark assessments, or common assessments
- Written goals accompanied by proficiency scales are established for each student in terms of his/her knowledge gain
- Students keep data notebooks regarding their individual goals
- Student-led conferences focus on the individual student's goals
- Parent teacher conferences focus on the individual student's goals
- When asked, teachers can explain the learning goals of their students
- When asked, students perceive that their individual goals are academically challenging
- When asked, students are aware of their status on the achievement goals specific to them
- When asked, parents are aware of their child's achievement goals

1(3) Monitors progress on overall student achievement goals

- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that data are available for tracking overall student achievement.	The school leader attempts to ensure that data are available for tracking overall student achievement but does not complete the task or does so partially.	The school leader ensures that data are available for tracking overall student achievement.	The school leader ensures that data are available for tracking overall student achievement AND monitors the extent to which student data are used to track progress toward goal.	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines achievement goals or the tracking process as achievement data accrue.

Sample Evidences

- Reports, graphs, and charts are available for overall student achievement
- Student achievement is examined from the perspective of value-added results
- Results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
- Reports, graphs, and charts are regularly updated to track growth in student achievement
- Achievement data for student subgroups within the school are routinely analyzed
- School leadership teams regularly analyze school growth data
- Data briefings are conducted at faculty meetings
- When asked, faculty and staff can describe the different types of reports available to them
- When asked, faculty and staff can explain how data are used to track growth in student achievement

1(4) Monitors progress on individual student achievement goals

- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that data are available for individual student achievement.	The school leader attempts to ensure that data are available for individual student achievement but does not complete the task or does so partially.	The school leader ensures that data are available for individual student achievement.	The school leader ensures that data are available for individual student achievement AND monitors the extent to which data are used to track progress toward individual student goals	The school leader ensures that data are analyzed in a variety of ways to provide the most useful information and refines individual achievement goals or the tracking process as achievement data accrue.

Sample Evidences

- Reports, charts, and graphs are available for individual students depicting their status and growth
- Individual student achievement is examined from the perspective of value-added results
- Individual student results from multiple types of assessments are regularly reported and used (e.g., benchmark, common assessments)
- Individual student reports, graphs, and charts are regularly updated to track growth in student achievement
- Teachers regularly analyze school growth data for individual students
- School leadership teams regularly analyze individual student performance
- When asked, individual students and their parents can describe the student's achievement status and growth
- When asked, faculty can describe the different types of individual student reports available to them
- When asked, faculty and staff can analyze data of their individual students, including all subgroups

1(5) Practices are in place to help all students meet achievement goals

- The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that programs and practices are in place for individual students who are not making adequate progress.	The school leader attempts to ensure that programs and practices are in place for individual students who are not making adequate progress but does not complete the task or does so partially.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress.	The school leader ensures that programs and practices are in place for individual students who are not making adequate progress AND monitors whether interventions are helping students meet their achievement goals.	The school leader continually examines and expands the options for individual students to make adequate progress.

Sample Evidences

- Extended school day, week, or year programs are in place
- Tutorial programs are in place (during the school day and/or after school)
- Individual student completion of programs designed to enhance their academic achievement is monitored (e.g., gifted and talented, advanced placement, STEM, etc.)
- Response to intervention measures is in place
- Enrichment programs are in place
- Data are collected and available to monitor student progress and achievement as a result of enrollment in intervention or enrichment programs
- When asked, teachers can explain how interventions in place help individual students meet their goals
- When asked, student and/or parents can identify interventions in place to meet the student's goals
- When asked, students report their school has programs in place to help them meet their achievement goals

Domain 2: Continuous Improvement of Instruction

2(6) Clear vision on instruction

- The school leader provides a clear vision as to how instruction should be addressed in the school.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that a school-wide language or model of instruction is in place.	The school leader attempts to ensure that a school-wide language or model of instruction is in place but does not complete the task or does so partially.	The school leader ensures that a school-wide language or model of instruction is in place.	The school leader ensures that a school-wide language or model of instruction is in place AND monitors the extent to which the faculty and staff understand the instructional model.	The school leader continually examines and makes adjustments so that all faculty and staff understand the nuances of the instructional model and integrates new instructional initiatives into the school instructional model.

Sample Evidences

- A written document articulating the school-wide model of instruction is in place
- The school-wide language of instruction is used regularly by faculty in their professional learning communities and faculty and/or department meetings
- Professional development opportunities are provided for new teachers regarding the school-wide model of instruction
- Professional development opportunities are provided for all teachers regarding the school-wide model of instruction
- New initiatives are prioritized and limited in number to support the instructional model
- The school-wide language of instruction is used regularly by faculty in their informal conversations
- When asked, teachers can describe the major components of the school-wide model of instruction
- When asked, teachers can explain how strategies in the instructional framework promote learning for the school's diverse population

2(7) Supports and retains teachers who enhance their skills

- The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress.	The school leader attempts to ensure that teachers establish growth goals regarding their pedagogical skills and track their individual progress but does not complete the task or does so partially.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress.	The school leader ensures that teachers establish growth goals regarding their pedagogical skills and track their individual progress AND monitors the extent to which teachers achieve their growth goals.	The school leader regularly intervenes with and supports teachers who are not meeting their growth goals or adequately enhancing the achievement of their students.

Sample Evidences

- Individual teachers have written pedagogical growth goals
- Individual teachers keep track of their progress on their pedagogical growth goals
- Evaluation results, growth plans, and interventions for struggling teachers are available
- Meetings are regularly scheduled with teachers regarding their growth goals and tracking of their progress
- A system is in place to effectively evaluate and revise the school's new teacher induction program
- The school leader has demonstrated a track record of hiring effective teachers
- The school leader has a track record of retaining effective teachers
- When asked, teachers can describe their progress on their pedagogical growth goals
- When asked, teachers can share documented examples of how reflection has improved their instructional practice

2(8) Awareness of predominant instructional practices

- The school leader is aware of predominant instructional practices throughout the school.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that information about predominant instructional strategies in the school is collected.	The school leader attempts to ensure that information about predominant instructional strategies in the school is collected and regularly interact with teachers about the effectiveness of these strategies but does not complete the task or does so partially.	The school leader ensures that information about predominant instructional strategies in the school is collected and regularly interacts with teachers about the effectiveness of these strategies.	The school leader ensures that information about predominant instructional strategies in the school is collected, regularly interacts with teachers about the effectiveness of these strategies, AND monitors the extent to which the information is used to identify effective and ineffective practices.	The school leader regularly intervenes to ensure that ineffective instructional practices are corrected and effective instructional practices are proliferating.

Sample Evidences

- Walk-through or other informal observation data are aggregated in such a way as to disclose predominant instructional practices in the school
- Forthright feedback is provided to teachers regarding their instructional practices
- Systems are in place to monitor the effect of the predominant instructional practices for all subgroups in the school
- Data are available to document the predominant instructional practices in the school
- The school leader can describe effective practices and problems of practice
- When asked, teachers can describe the predominant instructional practices used in the school

2(9) Ongoing evaluations with multiple data sources

- The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school leader attempts to ensure that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources, but does not complete the task or does so partially.	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources.	The school leader ensures that specific evaluation data are collected on each teacher regarding his/her pedagogical strengths and weaknesses and that these data are gathered from multiple sources AND monitors the extent to which teacher evaluations are consistent with student achievement data.	The school leader ensures that teacher evaluation processes are updated regularly to ensure the results are consistent with student achievement data.

Sample Evidences

- Highly specific scales are in place to provide teachers accurate feedback on their pedagogical strengths and weaknesses
- Teacher feedback and evaluation data are based on multiple sources of information including but not limited to: direct observation, teacher self-report, analysis of teacher performance as captured on video, student reports on teacher effectiveness, and peer feedback to teachers
- Teacher evaluation data are regularly used as the subject of conversation between school leaders and teachers
- Data show the school leader provides frequent observations and meaningful feedback to teachers
- Ongoing data are available to support that teacher evaluations are consistent with student achievement data
- When asked, teachers can describe their instructional strategies that have the strongest and weakest relationships to student achievement

2(10) Relevant job-embedded professional development

- The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.	The school leader attempts to ensure that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers but does not complete the task or does so partially.	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers.	The school leader ensures that job-embedded professional development that is directly related to their instructional growth goals is provided to teachers AND monitors the extent to which teachers improve their instructional practices.	The school leader continually re-evaluates the professional development program to ensure that it remains job-embedded and focused on instructional growth goals and intervenes with teachers who are not making sufficient progress toward achieving growth goals.

Sample Evidences

- Online professional development courses and resources are available to teachers regarding their instructional growth goals
- The leader tracks teacher participation in professional development activities
- Teacher-led professional development is available to teachers regarding their instructional growth goals
- Instructional coaching is available to teachers regarding their instructional growth goals
- Data are collected linking the effectiveness of professional development to the improvement of teacher practices
- Data are available supporting deliberate practice in improving teacher performance
- When asked, teachers can describe how the professional development supports their attainment of instructional growth goals

Domain 3: A Guaranteed and Viable Curriculum

3(11) Adheres to state and district curriculum standards

- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that both the written curriculum and accompanying assessments adhere to state and district standards.	The school leader attempts to ensure that both the written curriculum and accompanying assessments adhere to state and district standards but does not complete the task or does so partially.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards.	The school leader ensures that both the written curriculum and accompanying assessments adhere to state and district standards AND monitors the extent to which the curriculum is delivered and the assessments measure the curriculum.	The school leader ensures that the assessment and reporting system focuses on state and district standards and intervenes with teachers who do not follow state and district standards.

Sample Evidences

- Curriculum documents are in place that correlate the written curriculum to state and district standards
- Rubrics or proficiency scales are in place that clearly delineate student levels of performance on essential elements of the state and district standards
- Information is available correlating what is taught in the classroom (i.e., the taught curriculum) and the written curriculum
- Information is available examining the extent to which assessments accurately measure the written and taught curriculums
- School teams regularly analyze the relationship between the written curriculum, taught curriculum, and assessments
- Evidence is available demonstrating the assessments are accurately measuring the state and district standards
- When asked, teachers can describe the essential content and standards for their subject area(s) or grade level(s)
- When asked, teachers demonstrate understanding of how the curriculum and assessments are aligned

3(12) Focused curriculum

- The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified.	The school leader attempts to ensure that the written curriculum has been unpacked in such a manner that essential elements have been identified but does not complete the task or does so partially.	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified.	The school leader ensures that the written curriculum has been unpacked in such a manner that essential elements have been identified AND monitors the extent to which the essential elements are few enough to allow adequate time for students to learn them.	The school leader ensures that essential elements of the curriculum are regularly examined and revised with an eye toward making instruction more focused and efficient.

Sample Evidences

- A written list of essential elements is in place
- A curriculum audit has been conducted that delineates how much time it would take to adequately address the essential elements
- Teams regularly meet to discuss the progression and viability of documents that articulate essential content and timing of delivery (e.g., pacing guides, curriculum maps)
- Time available for specific classes and courses meets the state or district specifications for those classes and courses
- Data are available to show that students are ready to be contributing members of society and participate in a global community
- A plan is in place to monitor that the curriculum is taught in the time available to teachers
- When asked, teachers can describe which elements are essential and can be taught in the scheduled time
- When asked, students report they have time to learn the essential curriculum

3(13) Students have the opportunity to learn critical content

- The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum.	The school leader attempts to ensure that all students have access to the courses and classes that directly address the essential elements of the curriculum but does not complete the task or does so partially.	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum.	The school leader ensures that all students have access to the courses and classes that directly address the essential elements of the curriculum AND monitors the extent to which those courses and classes utilize instructional strategies that most strongly increase their chances of learning the essential elements.	The school leader intervenes with teachers whose students do not have adequate access to essential elements and instructional strategies that most strongly increase their chances of learning the essential elements.

Sample Evidences

- Tracking systems are in place that examine each student's access to the essential elements of the curriculum
- Parents are aware of their child's current access to the essential elements of the curriculum
- All students have access to advanced placement or other rigorous courses
- All students have a prescribed program of study that documents access to courses
- Data are available to show teachers have completed appropriate content area training in their subject area courses
- Data are available to verify student achievement in critical content and standards
- When asked, teachers can describe the content strategies that result in the highest student learning for specific courses and topics
- When asked, students report they have the opportunity to learn the critical content of the curriculum

Domain 4: Cooperation and Collaboration

4(14) Teachers can observe and discuss effective teaching

- The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.	The school leader attempts to ensure that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person but does not complete the task or does so partially.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in-person.	The school leader ensures that teachers have regular opportunities to interact regarding effective instructional practices and observe specific examples of effective teaching virtually or in person AND monitors the extent to which teachers who actively participate in these opportunities improve their pedagogy.	The school leader intervenes and supports teachers who do not actively participate in opportunities to interact regarding effective instructional practices.

Sample Evidences

- Teachers have opportunities to engage in instructional rounds
- Teachers have opportunities to view and discuss video-based examples of exemplary teaching
- Teachers have regular times to meet and discuss effective instructional practices (e.g., lesson study, professional learning communities)
- Teachers have opportunities to interact about effective teaching via technology
- Instructional practices are regularly discussed at faculty and department meetings
- Video segments of instructional practices are regularly viewed and discussed at faculty and department meetings
- Procedures are in place for scheduling teachers to observe and discuss effective instructional practices
- Data are available to document that teachers who participate in observational rounds improve their pedagogy
- When asked, teachers report their participation in observing other teachers results in individual self-reflection and pedagogical growth

4(15) Teachers have roles in decision-making

- The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions.	The school leader attempts to ensure that formal processes are in place to collect data from all teachers regarding their preferences on specific decisions but does not complete the task or does so partially.	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences.	For specific types of decisions, the school leader ensures that formal processes are in place to collect data from all teachers regarding their preferences AND monitors the extent to which those data are used to make decisions and the transparency of those decisions.	The school leader continually seeks new venues for teacher input regarding important decisions.

Sample Evidences

- Teachers are advised of the specific types of decisions in which they will have direct input
- Data-gathering techniques are in place to collect information from teachers
- Notes and reports are in place that describe how teacher input was used when making specific decisions
- Electronic tools are utilized to collect and report teacher opinions regarding specific decisions (e.g., online surveys)
- Groups of teachers are selected and utilized to provide input regarding specific decisions
- Teacher leaders are enabled to proactively initiate, plan, implement and monitor projects
- The school leader team has critical roles in facilitating school initiatives
- Data are available to show input is used by the school leader
- When asked, teachers report they feel their input is valued and used by the school leader

4(16) Teacher teams regularly address school issues

- The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.	The school leader attempts to ensure that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction but does not complete the task or does so partially.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction.	The school leader ensures that formal teams or collaborative groups of teachers and other relevant staff meet regularly and have specific goals relative to curriculum, assessment, and instruction AND monitors the extent to which these goals are designed to enhance the achievement of all students.	The school leader ensures that group goals relative to curriculum, assessment, and instruction are regularly revised to reflect the changes in student achievement data and intervenes and supports teacher teams whose goals do not adequately address the achievement of all students.

Sample Evidences

- Professional learning communities (PLCs) are in place and meet regularly
- PLCs have written goals
- The school leader regularly examines the PLC's progress toward goals
- Common assessments are created by PLCs
- Student achievement and growth are analyzed by PLCs
- Data teams are in place and have written goals
- The progress of each data team toward reaching its goals is regularly examined
- To maintain a focus on student achievement, the school leader collects and reviews minutes, notes, and goals from meetings
- When asked, teachers can explain how being a member of a PLC has helped them grow their pedagogy
- When asked, teachers can explain how PLCs analyze data to identify appropriate instructional practices

4(17) Staff can provide input on school functions

- The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that input is regularly collected from teachers and staff and does not appropriately delegate responsibilities.	The school leader attempts to ensure that input is regularly collected from teachers and staff and appropriately delegate responsibilities but does not complete the task or does so partially.	The school leader ensures that input is regularly collected from teachers and staff and appropriately delegates responsibilities.	The school leader ensures that input is regularly collected from teachers and staff, appropriately delegates responsibilities, AND monitors the extent to which the inputs and delegations are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when delegation of authority and teacher input is not working to optimize the function of the school.

Sample Evidences

- Data collection systems are in place to collect opinion data from teachers and staff regarding the optimal functioning of the school
- Data are archived and reports regularly generated regarding these data
- The manner in which data are used is made transparent
- The school improvement team provides input to the leader regarding the school improvement plan
- Appropriate faculty and staff are identified and mentored for succession planning and provided appropriate growth opportunities
- Faculty and staff are assisted with career planning and continuing educational opportunities
- Teacher leaders and other faculty are empowered to share in the leadership of the school
- Potential leaders are identified and guided in career development
- The school leader can cite examples of where teacher input has resulted in effective change at the school
- The school leader demonstrates ongoing mentoring of teacher leaders
- When asked, teachers explain formal ways they have to give input regarding optimal functioning of the school
- When asked, teachers can identify examples of when their input has resulted in effective change at the school

4(18) Students, parents, and community can provide input

- The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that input is regularly collected from students, parents, and community.	The school leader attempts to ensure that input is regularly collected from students, parents, and community but does not complete the task or does so partially.	The school leader ensures that input is regularly collected from students, parents, and community.	The school leader ensures that input is regularly collected from students, parents, and community AND monitors the extent to which the inputs are contributing to the optimal functioning of the school.	The school leader intervenes and provides support when students, parents, and community input is not working to optimize the function of the school.

Sample Evidences

- Data collection systems are in place to collect opinion data from students, parents, and community regarding the optimal functioning of the school
- Data are archived and reports regularly generated regarding these data
- The manner in which these data are used is made transparent
- Data are available to show that input from the school's diverse population is valued and used
- An interactive website is provided for students, parents, and community to provide input
- Appropriate social networking technologies (e.g., Twitter, Facebook) is utilized to involve students, parents, and community
- Focus group meetings with students and parents are routinely scheduled
- The school leader hosts or speaks at community/business luncheons
- The leader can explain how the use of input from the school community has resulted in improved functioning of the school
- The leader can demonstrate how data gathered from subpopulations at the school are incorporated in school planning
- When asked, students, parents, and community members report their input is valued and used by the school leader to better the functioning of the school

Domain 5: School Climate

5(19) Recognized leader of the school

- The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to demonstrate leadership skills and does not engage in activities to improve his/her professional practices.	The school leader attempts to demonstrate leadership skills and engage in activities to improve his/her professional practices but does not complete the task or does so partially.	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices.	The school leader demonstrates leadership skills and continually engages in activities to improve his/her professional practices AND monitors the extent to which these activities enhance personal leadership skills and the staff's confidence about his/her ability to lead.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve leadership skills.

Sample Evidences

- A written annual growth plan is in place to address how the school leader will address strengths and weaknesses
- Professional development activities consistent with the leader's growth plan have been identified
- Evidence of leadership initiatives is available
- Adherence to district and state policies and procedures is evident
- The school leader has demonstrated the ability to be a problem solver
- The school leader has identified mentors and regularly interacts with them
- When asked, faculty and staff identify the school administrator as the leader of the school
- When asked, faculty and staff describe the school leader as uncompromising in regard to raising student achievement
- When asked, faculty and staff describe the school leader as effectively communicating those non-negotiable factors that have an impact on student achievement
- When asked, faculty and staff generally agree as to the vision provided by the school leader

5(20) Trust of faculty and staff

- The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to perform with integrity and in the best interest of all students.	The school leader attempts to perform with integrity and in the best interest of all students but does so sporadically or inconsistently.	The school leader performs with integrity and in the best interest of all students.	The school leader performs with integrity and in the best interest of all students AND monitors the extent to which faculty and staff perceive him/her as an individual who will follow through with initiatives and whose actions are guided by the desire to help all students learn.	The school leader actively seeks expertise/mentors for validation and feedback to confirm or improve how he/she performs or is perceived.

Sample Evidences

- The school leader is recognized by the school community as one who is willing to "take on tough issues"
- The school leader acknowledges when school goals have not been met or initiatives have failed and revises the plan for success
- When asked, faculty and staff describe the school leader as an individual whose actions are guided by a desire to help all students learn
- When asked, faculty and staff describe the school leader as an individual who will follow through with his/her initiatives
- When asked, faculty and staff describe the school leader as one whose actions support his/her talk and expectations
- When asked, faculty and staff describe the school leader as one who speaks with candor and "takes on tough issues"

5(21) Faculty and staff perceive a safe environment

- The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that well-defined routines and procedures that lead to safe and orderly conduct are in place.	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.	The school leader ensures that well-defined routines and procedures that lead to safe and orderly conduct are in place AND monitors the extent to which faculty and staff share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by school faculty and staff.

Sample Evidences

- Clear and specific rules and procedures are in place for the running of the school
- Faculty and staff are provided the means to communicate about the safety of the school
- Faculty and staff know emergency management procedures and how to implement them for specific incidents
- Evidence of practicing emergency management procedures for specific incidents is available
- Evidence of updates to the emergency management plans, and communication of those plans, to the faculty and staff is available
- When asked, faculty and staff describe the school as a safe and orderly place
- When asked, the faculty and staff describe the leader as highly visible and accessible
- When asked, faculty and staff describe the school as a place focused on learning

5(22) Students, parents, and community perceive a safe environment

- The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to ensure that well-defined routines and procedures that lead to orderly conduct are in place.	The school leader attempts to ensure that well-defined routines and procedures that lead to orderly conduct are in place but does not complete the task or does so partially.	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place.	The school leader ensures that well-defined routines and procedures that lead to orderly conduct are in place AND monitors the extent to which students, parents, and community share the perception that the school environment is safe and orderly.	The school leader ensures that rules and procedures are reviewed and updated as necessary to ensure a safe and orderly school environment and the perception of such by students, parents, and community.

Sample Evidences

- Clear and specific rules and procedures are in place for the running of the school
- Social media is utilized so that students may anonymously report potential incidents
- A system is in place for mass communicating to parents about issues regarding school safety (e.g., a call out system)
- Coordination with local law enforcement agencies regarding school safety issues is a routine event
- Parents and community are engaged to give input regarding issues of school safety
- When asked, parents and students describe the school as a safe place
- When asked, parents and students describe the school as an orderly place
- When asked, community members perceive the school as safe and orderly
- When asked, parents, students and community members describe the school leader as highly visible and accessible

5(23) Focus on effective instruction and student achievement

- The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to manage the fiscal, operational, and technological resources necessary to support effective teaching.	The school leader attempts to manage the fiscal, operational, and technological resources necessary to support effective teaching but does not complete the task or does so partially.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching.	The school leader manages the fiscal, operational, and technological resources necessary to support effective teaching AND monitors the extent to which the resources and efficiencies enhance instruction and the achievement of all students.	The school leader actively seeks and procures extra resources to enhance instruction and the achievement of all students.

Sample Evidences

- Materials and resources for specific classes and courses meet the state or district specifications for those classes and courses
- Time available for specific classes and courses meets the state or district specifications for those classes and courses
- Detailed budgets are developed, submitted, and implemented
- The school leader successfully accesses and leverages a variety of resources (e.g., grants and local, state, and federal funds)
- Data are available to show that resources and expenditures produce results (i.e., curriculum programs improve student learning)
- The school leader manages time effectively to maximize focus on instruction
- The school leader appropriately directs the use of technology to improve teaching and learning
- Adequate training is provided for the instructional technology teachers are expected to use
- When asked, faculty and staff report they have adequate materials to teach effectively
- When asked, faculty and staff report they have adequate time to teach effectively

5(24) Acknowledges success

- The school leader acknowledges the success of the whole school, as well as individuals within the school.

Not Using	Beginning	Developing	Applying	Innovating
The school leader does not attempt to acknowledge and celebrate the accomplishments of the school as a whole or the accomplishments of individuals within the school.	The school leader attempts to acknowledge and celebrate the accomplishments of the school as a whole and the accomplishments of individuals within the school but does not complete the task or does so partially.	The school leader at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school.	The school leader at the appropriate time, acknowledges and celebrates the accomplishments of the school as a whole and the accomplishments of individuals within the school AND monitors the extent to which people feel honored for their contributions.	The school leader actively seeks a variety of methods for acknowledging individual and school-wide success that meets the unique needs of faculty and staff.

Sample Evidences

- The accomplishments of individual teachers, teams of teachers, and the whole school are celebrated in a variety of ways (e.g., faculty celebrations, newsletters to parents, announcements, websites, social media)
- The incremental successes of students and teachers is routinely recognized
- The successes of the diverse school community are celebrated
- When asked, faculty and staff report that accomplishments of the school and their individual accomplishments have been adequately acknowledged and celebrated
- When asked, students, parents, and community report their accomplishments are adequately acknowledged and celebrated

APPENDIX B
Sample Marzano School Leader Evaluation Observation/Conference Form
Sample Deliberate Practice Form

Sample Marzano School Leader Evaluation Observation/Conference Form

Observer:	Date Started:	Date Submitted:	Observation Type:
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1(1) Clear, measurable goals for overall student achievement

- The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

1(2) Clear, measureable goals for individual student achievement

- The school leader ensures clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

1(3) Monitors progress on overall student achievement goals

- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

1(4) Monitors progress on individual student achievement goals

- The school leader ensures that data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals for individual students.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

1(5) Practices are in place to help all students meet achievement goals

- The school leader ensures that appropriate school-level and classroom-level programs and practices are in place to help all students meet individual achievement goals when data indicate interventions are needed.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

2(6) Clear vision on instruction

- The school leader provides a clear vision as to how instruction should be addressed in the school.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

2(7) Supports and retains teachers who enhance their skills

- The school leader effectively supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

2(8) Awareness of predominant instructional practices

- The school leader is aware of predominant instructional practices throughout the school.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

2(9) Ongoing evaluations with multiple data sources

- The school leader ensures that teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

2(10) Relevant job-embedded professional development

- The school leader ensures that teachers are provided with job-embedded professional development that is directly related to their instructional growth goals.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

3(11) Adheres to state and district curriculum standards

- The school leader ensures that the school curriculum and accompanying assessments adhere to state and district standards.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

3(12) Focused curriculum

- The school leader ensures that the school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

3(13) Students have the opportunity to learn critical content

- The school leader ensures that all students have the opportunity to learn the critical content of the curriculum.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

4(14) Teachers can observe and discuss effective teaching

- The school leader ensures that teachers have opportunities to observe and discuss effective teaching.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

4(15) Teachers have roles in decision-making

- The school leader ensures that teachers have formal roles in the decision-making process regarding school initiatives.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

4(16) Teacher teams regularly address school issues

- The school leader ensures that teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

4(17) Staff can provide input on school functions

- The school leader ensures that teachers and staff have formal ways to provide input regarding the optimal functioning of the school and delegates responsibilities appropriately.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

4(18) Students, parents, and community can provide input

- The school leader ensures that students, parents, and community have formal ways to provide input regarding the optimal functioning of the school.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(19) Recognized leader of the school

- The school administrator is recognized as the leader of the school who continually improves his or her professional practice.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(20) Trust of faculty and staff

- The school leader has the trust of the faculty and staff that his or her actions are guided by what is best for all student populations.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(21) Faculty and staff perceive a safe environment

- The school leader ensures that faculty and staff perceive the school environment as safe and orderly.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(22) Students, parents, and community perceive a safe environment

- The school leader ensures that students, parents, and community perceive the school environment as safe and orderly.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(23) Focus on effective instruction and student achievement

- The school leader manages the fiscal, operational, and technological resources of the school in a way that focuses on effective instruction and the achievement of all students.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

5(24) Acknowledges success

- The school leader acknowledges the success of the whole school, as well as individuals within the school.

Scale:

Not Using	Beginning	Developing	Applying	Innovating
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Observer Comments:

Collaboration:

Evidences (attachments):

Overall Comments:

School Leader Acknowledgement: _____ Date: _____

Sample Deliberate Practice Form

The actions steps listed are automatically included in the form. School leaders are expected to add additional steps related to their own personal growth.

Observation Start:	Observation End:	Learner:	Approved By:	Approved Date:										
Target Element(s):														
Start Point:		Final Goal:		Current Level:										
NU	B	D	A	I	NU	B	D	A	I	NU	B	D	A	I
Current condition I want to see improved as a result of focusing on this strategy:														
Changes in professional behavior I expect to make as a result of focusing on this strategy:														
Impact on student achievement and teacher/staff behavior as a result of these actions will be:														
Action Steps:														
Conduct self-assessment (Date:_____)		Not Started	In Progress	Finished										
<u>Research targeted element and determine how to measure the effectiveness of the work in the school setting</u> (Date:_____)		Not Started	In Progress	Finished										
Submit plan to supervisor for approval (Date:_____)		Not Started	In Progress	Finished										
Supervisor will approve the plan or return for revision (Date:_____)		Not Started	In Progress	Finished										
School Leader should research targeted element and collaborate with others through professional learning communities (Date:_____)		Not Started	In Progress	Finished										
Mid-point Check-in Supervisor will review progress on Action Plan and provide feedback on the progress monitoring (Date:_____)		Not Started	In Progress	Finished										
School leaders should continue collaborating and progress monitoring their work. (Date:_____)		Not Started	In Progress	Finished										
Supervisors will review progress on Action Plan and provide final rating (Date:_____)		Not Started	In Progress	Finished										

**APPENDIX C
SAMPLE JOB DESCRIPTIONS**

**PRINCIPAL
ASSISTANT PRINCIPAL
SENIOR DIRECTOR, COMPENSATION**

**Orange County Public Schools
Job Description**

SCHOOL PRINCIPAL

QUALIFICATIONS

1. Master's degree from an accredited institution
2. Certificated as a School Principal in the State of Florida
3. Three years successful teaching experience
4. **Demonstrated success working with and through people, in establishing goals, objectives and action plans to produce expected ends/results.**

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of district expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making. Understands that quality teaching and learning are the essential processes and product of public schools and has the ability to focus human and financial resources toward this end.

REPORTS TO:

Area Superintendent

JOB GOAL:

To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.

SUPERVISES:

Assistant principal's, teachers and support staff assigned to his/her school

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
- 10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
- 10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
- 5 Bending: Lowering the body forward from the waist.
- 5 Reaching: Extending hand(s) and arm(s) in any direction.
- 5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
- 80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
- 70 Grasping: Applying pressure to an object with the fingers and palm.
- 90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
- 90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
- 90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES: MANAGING SCHOOL OPERATIONS

- * Manifests a professional code of ethics and values
- * Manages all operations and functions of his/her school consistent with district policy and district priorities.
- * Develops and administers policies that provide a safe and effective learning environment.
- * Is visible in his/her school community and recognized as the educational leader
- * Serves as a member of the Area Superintendent's team and participates in the Learning Community's planning, development and evaluation.
- * Keeps the Area Superintendent informed of current school critical issues and incidents about which he/she should be aware.
- * Uses a variety of problem solving techniques and decision making skills to resolve problems
- * Communicates and interacts effectively with all stakeholders in the community
- * Follows the district's policies and procedures as related to all HRMD guidelines, executive limitations, and ends policies
- * Follows the district's policies and procedures as related to fixed assets.

- * Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
- * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
- Performs other relevant duties and responsibilities assigned by the supervisor.

* Essential Performance Responsibilities

PERFORMANCE RESPONSIBILITIES STANDARDS:

- 1.0 Student Achievement
- 4.0 Faculty Development

TERMS OF EMPLOYMENT:

Nonbargaining unit compensation plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel with focus on accountability for holding principals accountable for effective teaching and learning that produces district expected results

**Orange County Public Schools
Job Description**

SCHOOL ASSISTANT PRINCIPAL

QUALIFICATIONS

5. Master's degree from an accredited institution
6. Three years successful teaching experience
7. **Demonstrated success working with and through people, in establishing goals, objectives and action plans to produce expected ends/results.**

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of teaching and learning processes. Knowledge of organization and management theory and practice. Knowledge and commitment to decentralized decision-making and accountability for results that facilitate creative processes toward achievement of district expected results. Knowledge of school finance, budget development and implementation, and support services delivery systems. Knowledge of and ability to work with labor relations and collective bargaining agreements. Ability to work and communicate effectively with people to focus resources (both human and financial) toward the achievement of district expected results. Ability to facilitate group processes in consensus building, conflict resolution, planning and decision-making. Understands that quality teaching and learning are the essential processes and product of public schools and has the ability to focus human and financial resources toward this end.

REPORTS TO:

School Principal

JOB GOAL:

To manage his/her school and its human and material resources to achieve district priorities and produce evidence of effective teaching and all students learning.

SUPERVISES:

Teachers and support staff assigned to his/her school

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
- 10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
- 10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
- 5 Bending: Lowering the body forward from the waist.
- 5 Reaching: Extending hand(s) and arm(s) in any direction.
- 5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
- 80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
- 70 Grasping: Applying pressure to an object with the fingers and palm.
- 90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
- 90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
- 90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES: MANAGING SCHOOL OPERATIONS

- * Manifests a professional code of ethics and values
- * As delegated by the Principal, manages the daily operations and functions of the school consistent with district policy and district priorities.
- * Administers policies that provide a safe and effective learning environment.
- * Communicates the school's vision, mission and priorities to the community
- * Serves as a member of the principal's Leadership Team and participates in the school's planning, development and evaluation.
- * Keeps the Principal informed of current school critical issues and incidents about which he/she should be aware.
- * Makes decisions in a timely fashion using the best available data
- * Communicates and interacts effectively with all stakeholders in the community

- * Plans and schedules one's own and others' work so that priorities and goals can be met
 - * As designated by the Principal, supervises and assesses teachers and staff in terms of their performance and responsibilities in the achievement of school goals and district priorities.
 - * As designated by the Principal, develops and implements a school-based induction plan to meet the needs of teachers in the OCPS Comprehensive new Teacher Induction Program
 - * Pursues improvement of personal professional development
 - * Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
 - * In the absence of the Principal, assumes responsibility for the total operation of the school and the welfare of the teachers, staff and students
 - * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
 - * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
 - Performs other relevant duties and responsibilities assigned by the supervisor.
- * Essential Performance Responsibilities

PERFORMANCE RESPONSIBILITIES STANDARDS

1.0 Student Achievement

TERMS OF EMPLOYMENT:

Nonbargaining unit compensation plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel with focus on accountability for holding assistant principals accountable for effective teaching and learning that produces district expected results

**Orange County Public Schools
Job Description**

SENIOR DIRECTOR, COMPENSATION SERVICES

QUALIFICATIONS:

1. Bachelor's Degree in Business, Human Resources or related area from an accredited institution. Master's degree preferred.
2. Seven years administrative experience in Human Resources with emphasis in Compensation design and administration for a large organization, public entity preferred.
3. Managerial experience required.
4. Certified Compensation Professional (CCP) designation highly desirable.
5. Demonstrated success working with and through people in establishing goals, objectives and action plans to produce expected results.

KNOWLEDGE, SKILLS AND ABILITIES:

Excellent communication skills, both verbal and written; ability to work with people of all cultural backgrounds; knowledge of various pay plans including, but not limited to merit pay, incentive and variable pay, performance pay and skill-based pay. Knowledge of union negotiation methodologies and ability to develop and carry out compensation plans, strategies and initiatives. Ability to research various methodologies for obtaining data and information relative to compensation issues. Must be knowledgeable in pay plan design including systemic compensation structure and processes; ability to design and implement innovative compensation plans. Proficiency in Excel and Word software applications. Knowledgeable in federal, state and district statutes and school board policies as relates to compensation departmental functions; must have demonstrated leadership and ability to manage a departmental budget.

REPORTS TO:

Senior Executive Director, Human Resources

JOB GOAL:

To direct and have authority to manage all OCPS district compensation programs and strategies in support of achieving district priorities and desired ends/results.

SUPERVISES:

Director, Compensation Services and administrative support

MACHINES, TOOLS, EQUIPMENT:

Machines, tools, equipment, electronic devices, vehicles, etc., used in this position. Telephone, Computer, (Personal Computer and Mainframe), Automobile, Copier

PHYSICAL REQUIREMENTS:

Describes physical conditions of this position.

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force frequently. If the use of arm and/or leg controls requires exertion of forces greater than that for sedentary work and the worker sits most of the time, the job is rated as Light Work.

PHYSICAL ACTIVITY:

Physical activities of this position. Percent of a typical day involved in each applicable activity is noted.

Percentage

- 70 Sitting: Resting with the body supported by the buttocks or thighs.
10 Standing: Assuming an upright position on the feet, particularly for sustained periods of time.
10 Walking: Moving about on foot to accomplish tasks, particularly for long distances.
5 Bending: Lowering the body forward from the waist.
5 Reaching: Extending hand(s) and arm(s) in any direction.
5 Lifting: Raising objects from a lower to a higher position or moving objects horizontally from position-to-position through the use of the upper extremities and back muscles exerting up to 10 pounds of force.
80 Finger Dexterity: Picking, pinching, typing or otherwise working primarily with fingers rather than with the whole hand or arm.
70 Grasping: Applying pressure to an object with the fingers and palm.
90 Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which detailed or important spoken instructions must be conveyed accurately, loudly or quickly.
90 Hearing Acuity: The ability to perceive speech and other environmental sounds at normal loudness levels.
90 Visual Acuity: The power to see at a level which allows reading of numbers and text, operation of equipment, inspection of machines, etc.

Note: Will total more than 100 percent as several activities may be performed at one time.

WORKING CONDITIONS:

Conditions the worker will be subject to in this position.

Indoors and Outdoors: The worker is subject to both environmental conditions. Activities occur inside and outside.

PERFORMANCE RESPONSIBILITIES:

- * Manifests a professional code of ethics and values.
- * Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.
- * Develop, plan and direct the district's compensation strategies and activities designed to enhance OCPS' ability to attract, hire and motivate qualified employees.
- * Direct compensation activities associated with instructional and non-instructional unions.
- * Evaluate and develop opportunities for enhancing compensation communications throughout the district.
- * Coordinate with Fiscal Services compensation expenditures having significant fiscal impact to the district.
- * Design and complete any compensation related studies conducted on behalf of the district.
- * Direct the department's participation in conducting and participating in salary surveys for obtaining and sharing compensation market data for decision making.
- * Oversee the development of salary schedules, pay plans, job descriptions, documents, board resolutions and data analysis related to compensation.
- * Direct the development and maintenance of statistical reports related to the district's compensation strategies and activities including unemployment compensation.
- * Attend school board meetings when related issues are being considered by the Board.
- * Stay abreast and current on compensation design, innovations, laws and regulations related to compensation.
- * Implement compensation related technology to enhance operational efficiencies.
- * Plan and direct a system of feedback and assessment of compensation services as perceived by the users of these services.

- * Keep the Senior Executive Director, Human Resources informed of critical issues within the department and incidents about which she should be aware.
- * Serve as a supporting and contributing member of the Human Resources Division.
- * Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the ends policies, the district's instructional initiatives, and the school district's charter guidelines
- * Follow the district's policies and procedures as related to fixed assets.
- * Responsible for self development and keeping up to date on current research, trends and best practices relevant to areas of responsibility.
- * Develop leadership in subordinates.
- * Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.
- * Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.
- Perform other relevant duties and responsibilities as assigned by the supervisor.

* Essential Performance Responsibilities

TERMS OF EMPLOYMENT:

Non-bargaining unit compensation plan, twelve months, 8.0 hours per day.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

**APPENDIX D
SAMPLE**

**PERFORMANCE APPRAISAL INSTRUMENT
SENIOR DIRECTOR, COMPENSATION SERVICES
SENIOR DIRECTOR, COMPENSATION**

**ORANGE COUNTY PUBLIC SCHOOLS
ADMINISTRATIVE/TECHNICAL ACCOUNTABILITY
PERFORMANCE APPRAISAL INSTRUMENT
SENIOR DIRECTOR, COMPENSATION SERVICES**

Name _____ Supervisor _____

Work Location _____ Personnel # _____ School Year _____

The Senior Director, Compensation Services will develop, plan and direct the district's compensation strategies and activities designed to enhance OCPS' ability to attract, hire and motivate qualified employees.

Consistent with the above, the Senior Executive Director, Human Resources will evaluate the performance of the Senior Director, Compensation Services. The evaluation will encompass three areas as outlined below:

Evaluation Component	Evaluation Standard
<p>Part I - Performance Responsibilities</p> <ul style="list-style-type: none"> ▪ Managing Departmental Operations 	<ul style="list-style-type: none"> ▪ Meeting Expectations ▪ Not Meeting Expectations
<p>Part II - Integrated Business Plan Performance Standards to District Goals</p> <ul style="list-style-type: none"> ▪ Academic Achievement ▪ Operational Efficiency ▪ Employee Professionalism ▪ Constant Innovation 	<ul style="list-style-type: none"> ▪ Meeting Expectations ▪ Partially Meeting Expectations ▪ Not Meeting Expectations
<p>Part III - Overall Assessment</p> <ul style="list-style-type: none"> ▪ Overall Performance Rating 	<ul style="list-style-type: none"> ▪ Exemplary ▪ Above Expectation ▪ Satisfactory ▪ Needs Improvement ▪ Unacceptable

PART 1 – PERFORMANCE RESPONSIBILITIES – SENIOR DIRECTOR, COMPENSATION SERVICES

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Manifests a professional code of ethics and values.	<input type="checkbox"/>					
<i>Comments:</i>						
Models the routine, intentional and effective use of technology in daily work, including communications, organization and management tasks.	<input type="checkbox"/>					
<i>Comments:</i>						
Develop, plan and direct the district's compensation strategies and activities designed to enhance OCPS' ability to attract, hire and motivate qualified employees.	<input type="checkbox"/>					
<i>Comments:</i>						
Direct compensation activities associated with instructional and non-instructional unions.	<input type="checkbox"/>					
<i>Comments:</i>						
Evaluate and develop opportunities for enhancing compensation communications throughout the district.	<input type="checkbox"/>					
<i>Comments:</i>						
Coordinate with Fiscal Services compensation expenditures having significant fiscal impact to the district.	<input type="checkbox"/>					
<i>Comments:</i>						
Design and complete any compensation related studies conducted on behalf of the district.	<input type="checkbox"/>					
<i>Comments:</i>						

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Direct the department's participation in conducting and participating in salary surveys for obtaining and sharing compensation market data for decision making.	<input type="checkbox"/>					
<i>Comments:</i>						
Oversee the development of salary schedules, pay plans, job descriptions, documents, board resolutions and data analysis related to compensation.	<input type="checkbox"/>					
<i>Comments:</i>						
Direct the development and maintenance of statistical reports related to the district's compensation strategies and activities including unemployment compensation.	<input type="checkbox"/>					
<i>Comments:</i>						
Attend school board meetings when related issues are being considered by the Board.	<input type="checkbox"/>					
<i>Comments:</i>						
Stay abreast and current on compensation design, innovations, laws and regulations related to compensation.	<input type="checkbox"/>					
<i>Comments:</i>						
Implement compensation related technology to enhance operational efficiencies.	<input type="checkbox"/>					
<i>Comments:</i>						
Plan and direct a system of feedback and assessment of compensation services as perceived by the users of these services.	<input type="checkbox"/>					
<i>Comments:</i>						

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Keep the Senior Executive Director, Human Resources informed of critical issues within the department and incidents about which she should be aware.	<input type="checkbox"/>					
<i>Comments:</i>						
Serve as a supporting and contributing member of the Human Resources Division.	<input type="checkbox"/>					
<i>Comments:</i>						
Follow the district's policies and procedures as related to all HRMD guidelines, executive limitations, the ends policies, the district's instructional initiatives, and the school district's charter guidelines.	<input type="checkbox"/>					
<i>Comments:</i>						
Follow the district's policies and procedures as related to fixed assets.	<input type="checkbox"/>					
<i>Comments:</i>						
Responsible for self development and keeping up to date on current research, trends and best practices relevant to areas of responsibility.	<input type="checkbox"/>					
<i>Comments:</i>						
Develop leadership in subordinates.	<input type="checkbox"/>					
<i>Comments:</i>						
Responsible for keeping up to date on current technology being used by OCPS. With the support of the district, attends training to ensure skill level in various technologies is at the level required to perform in current position.	<input type="checkbox"/>					
<i>Comments:</i>						

	Initial		Mid-Year		Final	
	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations	Meeting Expectations	Not Meeting Expectations
Responsible for maintaining timely and accurate information and accountable for the quality of information maintained by those they supervise.	<input type="checkbox"/>					
<i>Comments:</i>						
Perform other duties as assigned by the supervisor.	<input type="checkbox"/>					
<i>Comments:</i>						

INTEGRATED BUSINESS PLAN

PART II – PERFORMANCE STANDARDS TO DISTRICT GOALS

Select two strategies or objectives from your Integrated Business Plan and related District Goals.

District Goals	Strategies/Initiatives	Need determined by	Results/Outcomes	Measured by	Expectations
Intense Focus on Student Achievement					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
High-performing and Dedicated Team					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Safe Learning Environment					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Efficient Operations					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting
Sustained Community Engagement					<input type="checkbox"/> Meeting <input type="checkbox"/> Partially <input type="checkbox"/> Not Meeting

Comments: _____ Initial

Comments: _____ Mid-Year

Comments: _____ Final

Overall Assessment

PART III

Performance Responsibilities - Senior Director, Compensation Services

Meeting Expectations

Not Meeting Expectations*

*Comments _____

Business Plan

Meeting Expectations

Partially Meeting Expectations

Not Meeting Expectations*

*Comments _____

Overall Performance Rating

Exemplary

Above Expectation

Satisfactory

Needs Improvement*

Unacceptable*

*Comments _____

Initial

(Please initial & date)

Mid-Year

Final

Senior Executive Director, Human Resources' Signature

Senior Director, Compensation Services' Signature

APPENDIX E

**Orange County Public Schools
Administrative/Technical Performance Improvement Plan**

**Orange County Public Schools
Administrative/Technical**

Performance Improvement Plan

Name _____ Work Location _____ Supervisor _____

Statement of Objective	Strategies	Anticipated Outcomes & Documentation	Projected Completion Date
Position Title fully informs Supervisor of all issues pertaining to...	Position Title keeps a working log of known issues, problems or defects up to date. Issues log will contain all known problems with...	Current Issues Log maintained on ...	<ul style="list-style-type: none"> Daily
Position Title informs Supervisor of issues when asked or as within an hour of occurrence.	Position Title fully documents resolutions, and the known effects and or impact of these resolutions on the overall operation of...	All new issues, as they arise are reported within the hour to either the Supervisor by either voice mail or in person followed by an email.	<ul style="list-style-type: none"> Daily
Position Title develops knowledge transfer plan for ... This plan includes...	Position Title documents knowledge transfer steps and processes necessary for...	The knowledge transfer plan published for review on...	<ul style="list-style-type: none"> Document plan by COB June 28th, 2012
Position Title delivers requested reports in a timely basis.	Any reports that are requested by the Supervisor are completed and delivered within the allotted time frame. If the data for the report is readily available, turnaround time will be 24 hours unless prior agreement is set.	Reports submitted timely.	<ul style="list-style-type: none"> Daily

