SUPERVISOR'S COMPETENCY RATING FORM

The applicant named below is seeking employment in an administrative or supervisory position in Bay District Schools. Please record your assessment of this applicant's performance and return this form **directly** to Bay District Schools at **careers@bay.k12.fl.us** as soon as possible.

TO BE COMPLETED BY THE APPLICANT

Applicant should send this form to the most recent employer or supervisor listed below.

SUPERVISOR or EMPLOYER'S NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ EMAIL: _____

This form is being sent from the person listed below:

APPLICANT NAME: _____

ADDRESS: _____

POSITION HELD: _____ # YEARS IN POSITION: _____

I authorize the Supervisor addressed above to give Bay District Schools information regarding my employment, job performance and any other information which may be provided regarding job performance. I do hereby release the addressed Supervisor therewith from all liability for any damage whatsoever incurred in furnishing such information.

_____   _____
Applicant Signature   Date

TO BE COMPLETED BY THE SUPERVISOR

I verify the information on the attached Supervisor's Competency Rating is an accurate representation of the applicant's abilities in his/her current position.

_____
Supervisor Signature

This form must be returned by the supervisor directly to Executive Director of Human Resources:
Bay District Schools
Attn: Executive Director of Human Resources
1311 Balboa Ave.
Panama City, Florida 32401
careers@bay.k12.fl.us

SUPERVISOR'S COMPETENCY RATING SCALE

5=Highly Effective   4=Effective   3=Developing   2=Unsatisfactory   1=Not Evident

DOMAIN I: STUDENT ACHIEVEMENT

The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals – knowing what's important, understanding what's needed, and taking actions that get results.

Student Learning Results: *Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.*
Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).
Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.
Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.
Indicator 1.4 – Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.
Specific Examples (required): **Rating**

DOMAIN II: INSTRUCTIONAL LEADERSHIP

The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

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.*
Indicator 2.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.
Indicator 2.2 – Standards-based instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.
Indicator 2.3 – Learning Goals Alignments: The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.
Indicator 2.4 – Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.
Indicator 2.5 – Quality Assessments: The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.
Indicator 2.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Specific Examples (required): **Rating**

DOMAIN III: ORGANIZATIONAL LEADERSHIP

The focus is on school operations and leadership practices that integrate operations into an effective system of education.

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; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.*
Indicator 3.1 – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.
Indicator 3.2 – Problem Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.
Indicator 3.3 – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.
Indicator 3.4 – The leader empowers others and distributes leadership when appropriate.
Indicator 3.5 – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.
Specific Examples (required): **Rating**

DOMAIN IV: SCHOOL MANAGEMENT

The focus is on managing organization, operations, and facilities in ways that maximize the use of resources.

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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.*
Indicator 3.1A - Organizational skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.
Indicator 3.2A – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
Indicator 3.3A – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.
Specific Examples (required): **Rating**

DOMAIN V: COMMUNICATION
The focus is on the use of appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals.

Communication: *Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.*
Indicator 3.1B – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.
Indicator 3.2B – Clear Goals and Expectations: The Leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.
Indicator 3.3B – Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.
Indicator 3.4B – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.
Specific Examples (required): **Rating**

OVERALL RATING (HR use only)