



Bay District Schools

Administrative Application

Bay District Schools is seeking certificated candidates who have demonstrated strengths in the **Bay District Schools Administrative Success Profile**. In order to identify such candidates, our application process involves four components.

1. **Application** – The application includes a cover sheet and two written responses. Each written response will be scored using the Administrative Application Rubric (attached). Responses will be rated on a 4 point scale for a maximum score of eight (8) points for the application.
2. **Resume** – An updated resume outlining previous experiences including dates, duties and primary responsibilities should be attached to the application. Resumes may receive a maximum score of seven (7) points based on previous administrative experience.
3. **Supervisor’s Competency Rating Form** – A Supervisor’s Competency Rating Form must be submitted by the candidate’s current supervisor. The form should be returned by the supervisor **directly** to the Executive Director of Human Resources of Bay District Schools. Rating Forms will receive a maximum score of five (5) points.
4. **Targeted Selection Score** – Candidates must secure a Targeted Selection Interview score. The Targeted Selection Process involves a Behavior-based interview comprised of two interview sessions in which the candidate responds to five behavior-based questions in each session. The questions align with the dimensions identified in the Bay District Administrative Success Profile. Candidates may earn up to 55 points.

To learn more about the process, candidates may attend one of the trainings offered quarterly. Targeted Selection Interviews are held throughout the school year. Contact the Human Resources Department for specific dates.

Administrative Interview Process

To be considered for an administrative vacancy, candidates must submit a completed application packet prior to the closing of the posted vacancy. A complete application packet is comprised of the application (8 points), a resume (7 points), the Supervisor’s Competency Rating Form (5 points) and a Targeted Selection Score (55 points). The maximum Application Score is 75 points. Candidates will then be ranked in order by the total application score. Those with the five (5) highest scores will be granted an interview.

External candidates – The Superintendent may waive the Targeted Selection Score for an external candidate who has not had a reasonable opportunity to secure a score.

Internal candidates who are currently serving in an administrative position, may waive the Targeted Selection Score under the following conditions:

- Has served in the **current** administrative position for at least three (3) years, **AND**
- Has received Effective or Highly Effective Evaluations in the current position, **AND**
- Is applying for another administrative position WITHIN the same administrative group (see below).
 - Assistant Administrators and Instructional Specialists
 - Assistant Principals, Coordinators and Supervisors
 - Principals, Directors, Executive Directors, Asst. Superintendent and Deputy Superintendent

Candidates who have been permitted to waive the Targeted Selection Score will not be ranked in the Top 5 Interview Candidates. They will instead be interviewed IN ADDITION to the Top 5 Interview Candidates.



Written Responses

Please provide a response for each question. You should type your response in a separate document. Be sure to label your submission with your name, current position and the date.

Your responses will be scored using the attached rubric. This section of the application may receive a maximum score of eight (8) points—up to four (4) points for each response. You must adhere to the indicated word limit.

- 1. Describe your talents, skills and abilities that make you the best candidate for an administrative position in Bay District Schools. (250 words)**

- 2. Describe how you have analyzed and used student data in each of these situations:**
 - a. Using data to guide teachers toward standards-based instruction in their classroom.**
 - b. Using data to ensure that all student are learning. Specifically, how have you used data to close the achievement gap? (500 words)**



Administrative Application Rubric

Highly Effective

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” leader drives every other element within the organization to function as effectively as possible. In normal distributions, some leaders will be rated highly effective on some indicators, but very few leaders will be rated highly effective as a summative performance level.

Effective

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. Prior ratings for school leaders generally will not provide any guidance as to where those leaders who repeat past performance levels will fall in the shift to research and standards-based assessments. Both school leaders and evaluators should reflect on performance based on the new FPLS and the rubrics of the FSLA.

Developing

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

Unsatisfactory

Performance at the “Unsatisfactory” level describe leaders who do not understand what is required to be proficient or who have demonstrated through their actions and/or inactions that they choose not to become proficient on the strategies, knowledge bases, and skill sets needed for student learning to improve and for their school faculty to develop.



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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 the Executive Director of Human Resources as soon as possible. Bay District Schools employs qualified individuals who have demonstrated their ability to perform well on the job and serve as good role models for students.

THIS INFORMATION TO BE COMPLETED BY THE APPLICANT:

This form should be sent to the most recent employer or supervisor listed below.

Supervisor or Employer's Name _____

Address _____

Telephone Number (____) _____

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

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 directly by the Supervisor to Executive Director of Human Resources.
Bay District Schools
Department of Human Resources
1311 Balboa Ave.
Panama City, Florida 32401



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**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 insure 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



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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



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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)