



Duval County Public Schools

Strategic Planning Department

Professional Development Redesign

Version 1.0

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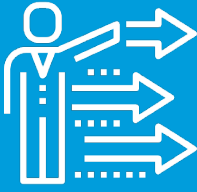
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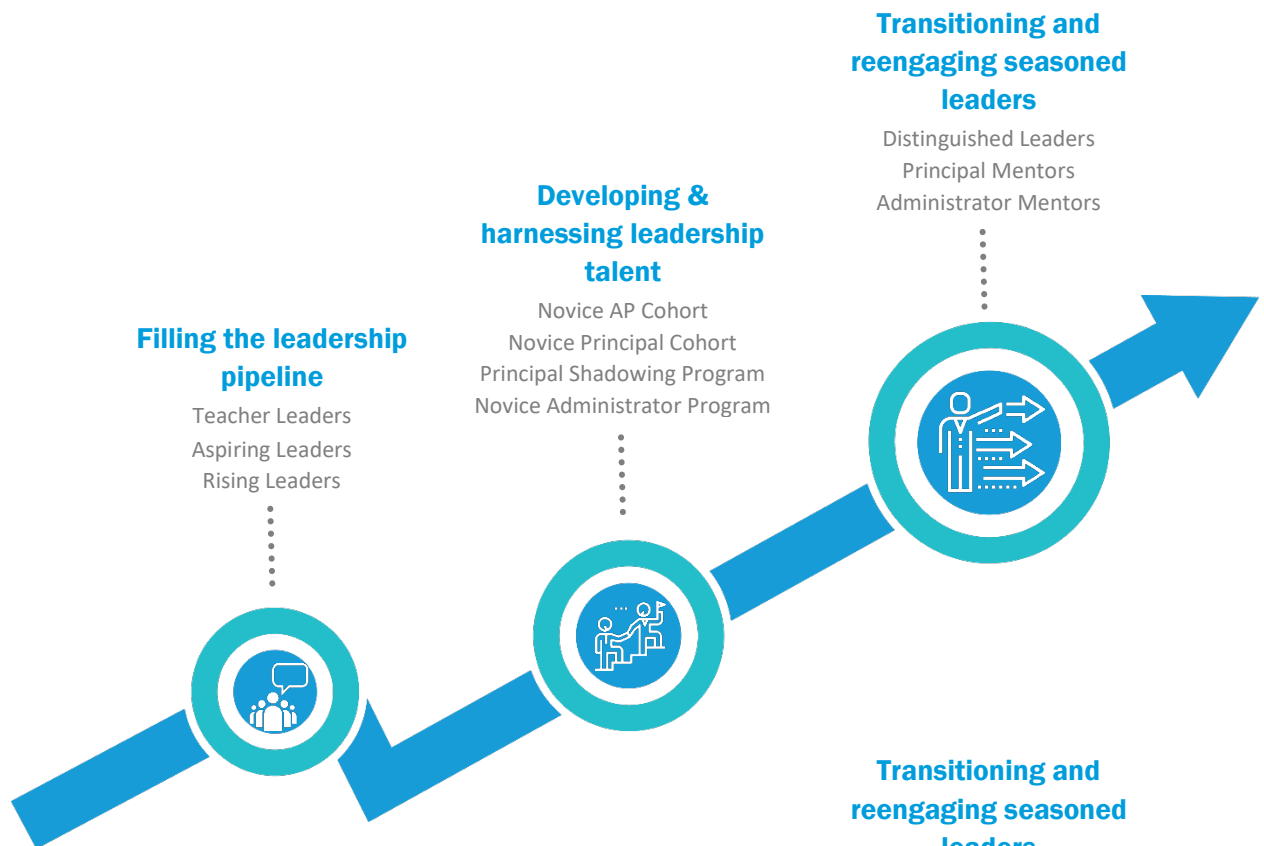
Professional Development Leadership Programs Overview

DIALS: Duval Institute for Advanced Leadership Studies

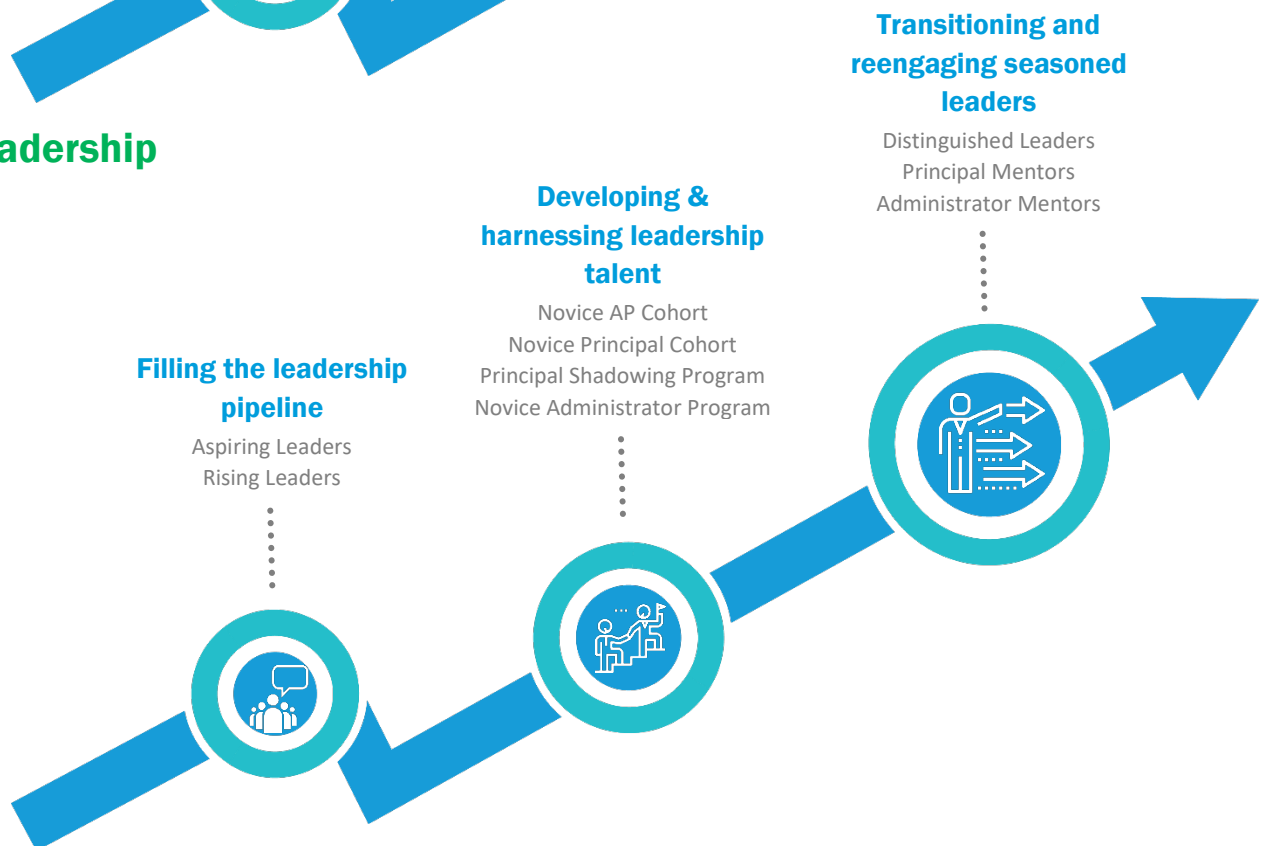
Building a sustainable leadership pipeline

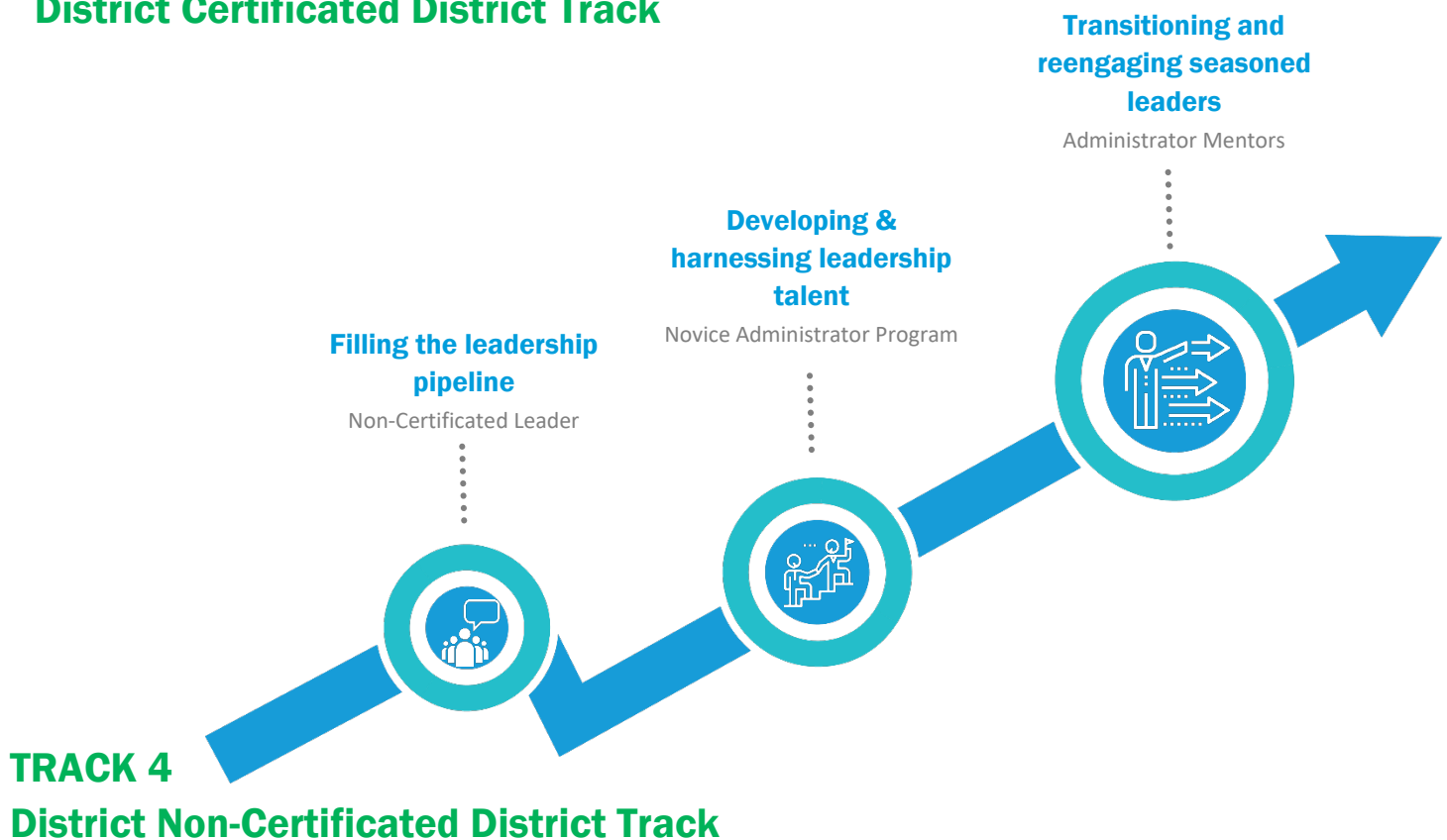
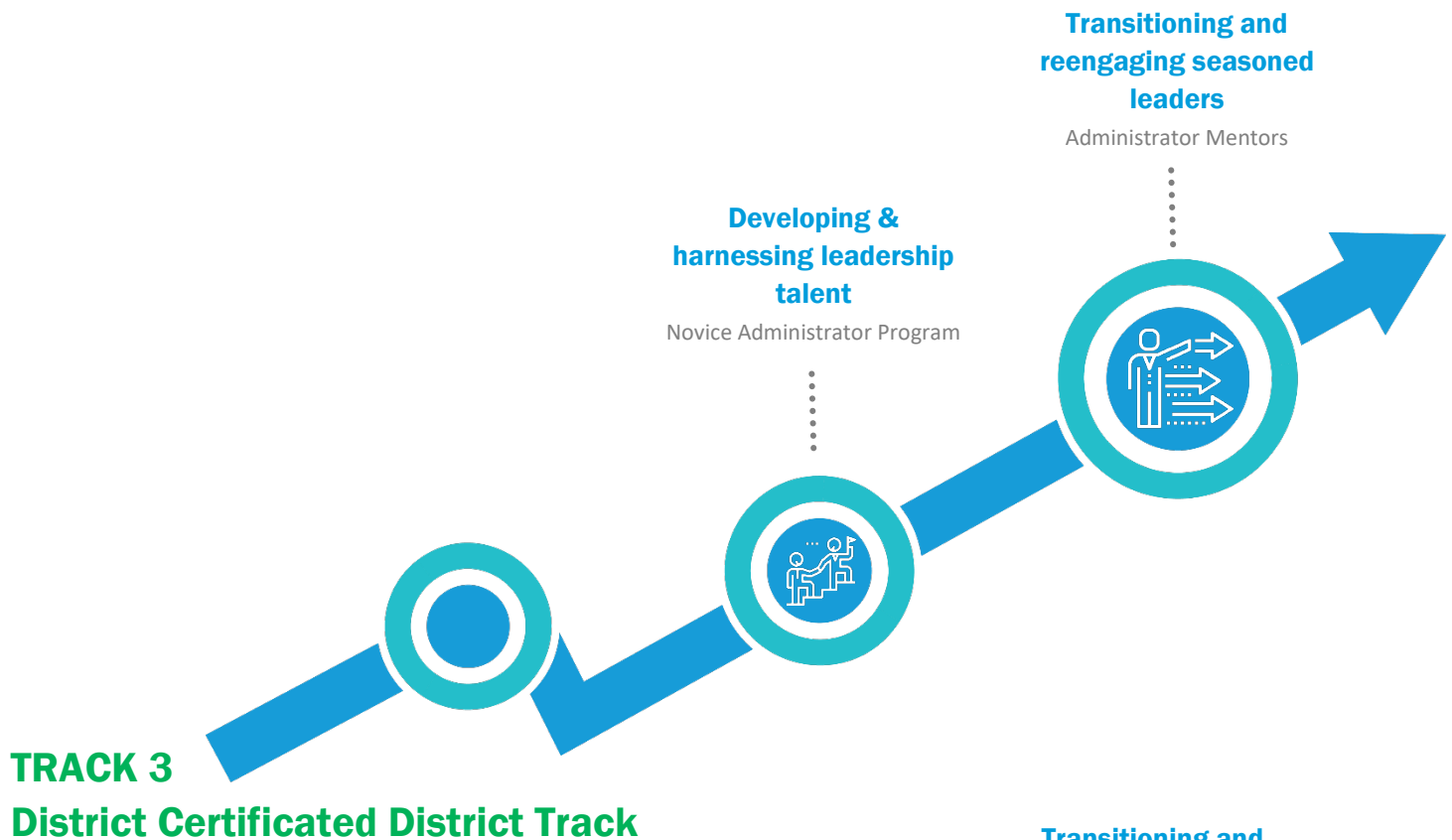
	 Filling the leadership pipeline	 Developing & harnessing leadership talent	 Transitioning and reengaging seasoned leaders
TRACK 1 School Leadership	<ul style="list-style-type: none"> Aspiring Leaders Rising Leaders Teacher Leaders 	<ul style="list-style-type: none"> Novice AP Cohort Novice Principal Cohort Principal Shadowing Program Novice Administrator Program 	<ul style="list-style-type: none"> Distinguished Leaders Principal Mentors Administrator Mentors
TRACK 2 District Certificated School Track	<ul style="list-style-type: none"> Aspiring Leaders Rising Leaders 	<ul style="list-style-type: none"> Novice AP Cohort Novice Principal Cohort Principal Shadowing Program Novice Administrator Program 	<ul style="list-style-type: none"> Distinguished Leaders Principal Mentors Administrator Mentors
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TRACK 4 District Non-Certificated District Track	<ul style="list-style-type: none"> Non-Certificated Leader 	<ul style="list-style-type: none"> Novice Administrator Program 	<ul style="list-style-type: none"> Administrator Mentors

TRACK 1 School Leadership



TRACK 2 District Certificated School Track





Aspiring Leaders

Level 1

TARGET AUDIENCE

- Teachers or district specialists/administrators seeking an educational leadership certification

MINIMUM QUALIFICATIONS

- A master's degree

PROGRAM LENGTH

- Monthly | One School Year

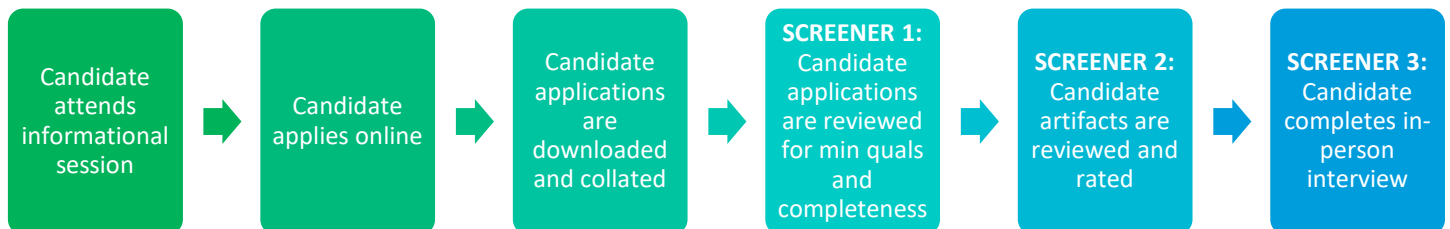
COHORT SIZE

- 25 participants

PROGRAM DESCRIPTION

Level I certification program. This program is designed for those certificated employees that hold an advanced degree in an area other than Educational Leadership. Participants engage in a year of intensive graduate level coursework as well as take the FELE. If a candidate successfully completes all coursework and passes the FELE, he/she will be able to add Educational Leadership to one's certificate. He/she can also interview to be considered eligible for the Assistant Principal pool of candidates.

APPLICATION PROCESS



Novice AP Cohort

TARGET AUDIENCE

- New Assistant Principals

PROGRAM LENGTH

- Monthly | Two School Years

MINIMUM QUALIFICATIONS

- 1st or 2nd Year Assistant Principal
- New to district

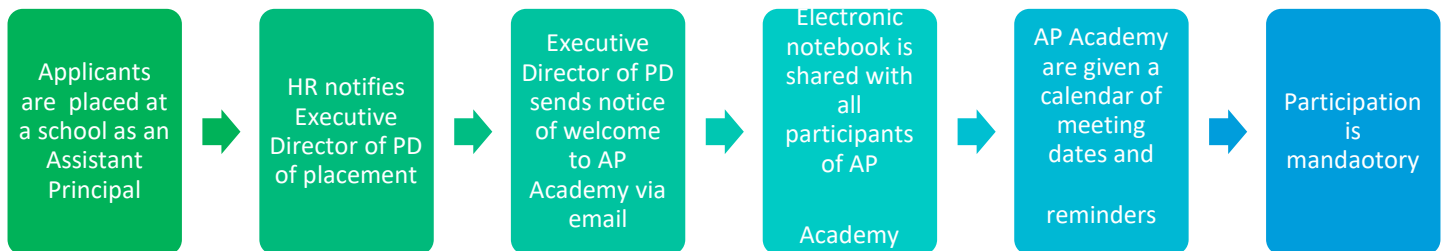
COHORT SIZE

- varies due to number of hires

PROGRAM DESCRIPTION

Once individuals are hired as assistant principals, they will take part in a novice assistant principal cohort for two school years. The program is rich in both theory and operations. AP support will be differentiated, as necessary. Project-based learning assignments will be a natural component to this program. Meetings will take place monthly, from August through June.

APPLICATION PROCESS



Rising Leaders

TARGET AUDIENCE

- Assistant Principals

PROGRAM LENGTH

- Monthly | One School Year

MINIMUM QUALIFICATIONS

- 2 years serving as an Assistant Principal
- Effective and/or Highly Effective evaluations

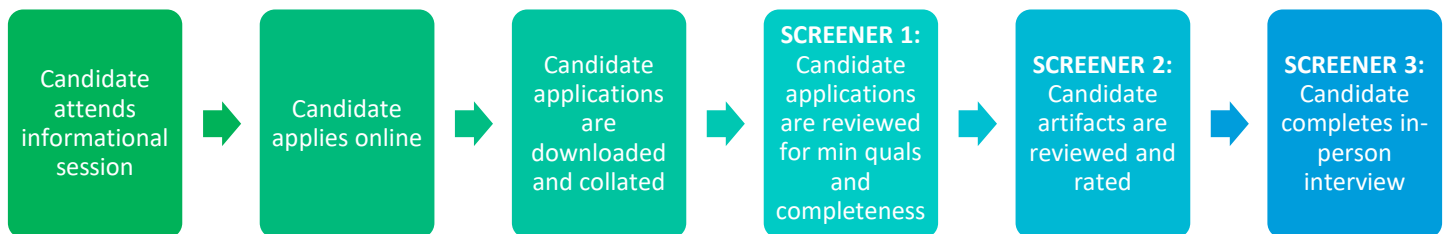
COHORT SIZE

- 25

PROGRAM DESCRIPTION

After two successful years as an assistant principal, candidates will have the opportunity to participate in this Level II certification program. Participants will be engaged in rigorous content aligned to Florida's Leadership Standards and the DCPS strategic plan. The program entails monthly face to face meetings and blended learning assignments. Participation is July – May. Successful completion will earn the participant a School Principal endorsement. He/she will be eligible to take part in the Principal eligible pool of candidates.

APPLICATION PROCESS



Novice Principal Cohort

TARGET AUDIENCE

- New Principals

PROGRAM LENGTH

- Monthly | Two School Years

MINIMUM QUALIFICATIONS

- 1st or 2nd Year Principal
- Principal new to district

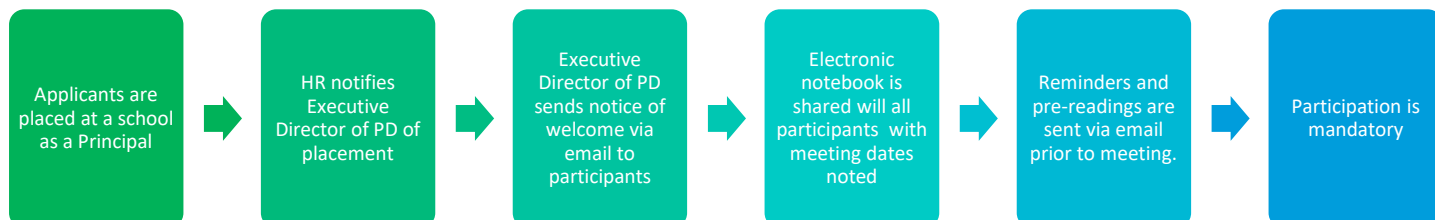
COHORT SIZE

- Varies, based on numbers of new hires

PROGRAM DESCRIPTION

Once individuals are hired as a principal, they will take part in a novice principal cohort for two school years. The program is rich in both theory and operations. Principal support will be differentiated, as necessary. Project-based learning assignments will be a natural component to this program. Meetings will take place monthly, from August through June.

APPLICATION PROCESS



Distinguished Leaders

Experienced Principals

TARGET AUDIENCE

- Veteran Principals
- Executive Level leaders

PROGRAM LENGTH

- Monthly | Two School Years

MINIMUM QUALIFICATIONS

- 3+ years of continuous principal experience

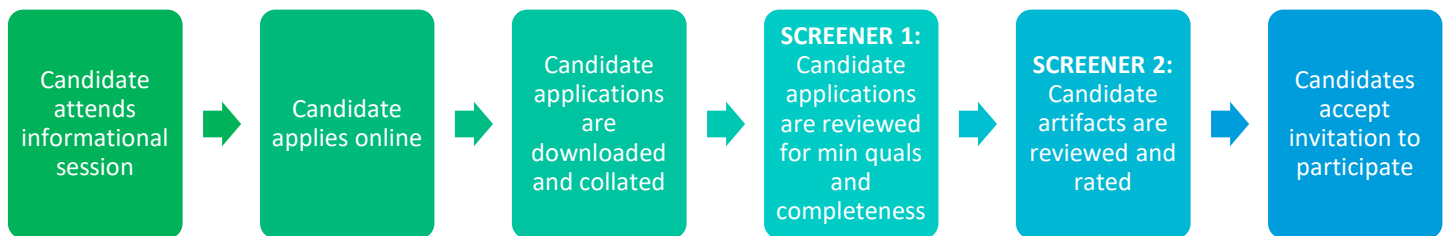
COHORT SIZE

- 25

PROGRAM DESCRIPTION

Principals with three or more years of experience as a school-based principal can apply to be part of an advanced learning cohort through the National Institute of School Leaders. DCPS NISL facilitators will lead this theory-rich learning that takes place over the course of two years, from November through November of this program's inaugural year. Upon successful completion, participants will earn the designation of Distinguished Leader.

APPLICATION PROCESS



Principal Shadowing Program

TARGET AUDIENCE

- Current Principals

MINIMUM QUALIFICATIONS

- None

PROGRAM LENGTH

- Bi-monthly | One School Year

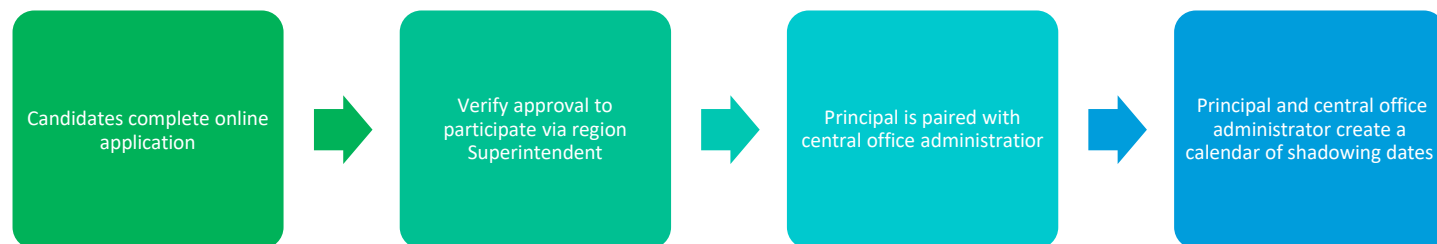
COHORT SIZE

- 10 – 20 participants

PROGRAM DESCRIPTION

The Principal Shadowing Program is an initiative that bridges the gap between school and district level leadership. This voluntary program pairs principals with district officials who then shadow each other throughout the course of the school year. All participants can earn professional development points by completing reflections through a Blackboard course. This program allows for enhanced communication between schools and the district while simultaneously building the district's leadership pipeline.

APPLICATION PROCESS



Principal Mentors

TARGET AUDIENCE

- Veteran Principals

PROGRAM LENGTH

- Monthly | One School Year

MINIMUM QUALIFICATIONS

- 3+ years of continuous principal experience
- Effective or Highly Effective ratings on administrative evaluation

COHORT SIZE

- Number varies based on novice principal cohort

PROGRAM DESCRIPTION

Principals are identified based on: school data, culture and climate survey data; as well as teacher retention. These individuals will receive training on the elements of being a mentor. They will earn up to 40 master plan points each school year if mentoring a novice principal. A monetary stipend is contingent upon budgetary state mandates. Mentoring will take place August through August.

APPLICATION PROCESS



Teacher Leaders

TARGET AUDIENCE

- Veteran Teachers

MINIMUM QUALIFICATIONS

-

PROGRAM LENGTH

-

COHORT SIZE

-

PROGRAM DESCRIPTION

This program is designed for teachers with the desire to serve their school community but do not wish to become a school-based administrator. Candidates with 3 or more years of teaching experience will apply to take part in PD that is rich in educational theory and embraces the Excellence in Instruction frameworks. This will be a 2 year blended learning platform with face to face instruction taking place every other month from September – May.

APPLICATION PROCESS



Non-Certificated Leader

TARGET AUDIENCE

-

MINIMUM QUALIFICATIONS

-

PROGRAM LENGTH

-

COHORT SIZE

-

PROGRAM DESCRIPTION

This will be a program for fulltime non-certificated candidates with one or more years of experience and will meet four hours monthly to gain job embedded knowledge surrounding educational theory and DCPS strategic plan initiatives. This program will contribute to column placement. Face to face professional development will take place September – May for one school year.

APPLICATION PROCESS



Novice Administrator Program

TARGET AUDIENCE

- New district based administrators

MINIMUM QUALIFICATIONS

- None

PROGRAM LENGTH

- One School Year

COHORT SIZE

- Varies based on number of new hires

PROGRAM DESCRIPTION

This will be a program for fulltime non-certificated candidates with one or more years of experience and will meet four hours monthly to gain job embedded knowledge surrounding educational theory and DCPS strategic plan initiatives. This program will contribute to column placement. Face to face professional development will take place September – May for one school year.

APPLICATION PROCESS



Administrator Mentors

TARGET AUDIENCE

- Veteran Administrators

MINIMUM QUALIFICATIONS

- 5+ years of continuous administrative experience

PROGRAM LENGTH

- Monthly | One School Year

COHORT SIZE

- Varies based on number of new hires

PROGRAM DESCRIPTION

Administrators are identified based on culture and climate survey data as well as purview and effectiveness. These individuals will receive training on the elements of being a mentor. They will earn up to 40 master plan points each school year if mentoring a novice administrator. A monetary stipend is contingent upon budgetary state mandates. Mentoring will take place August through August.

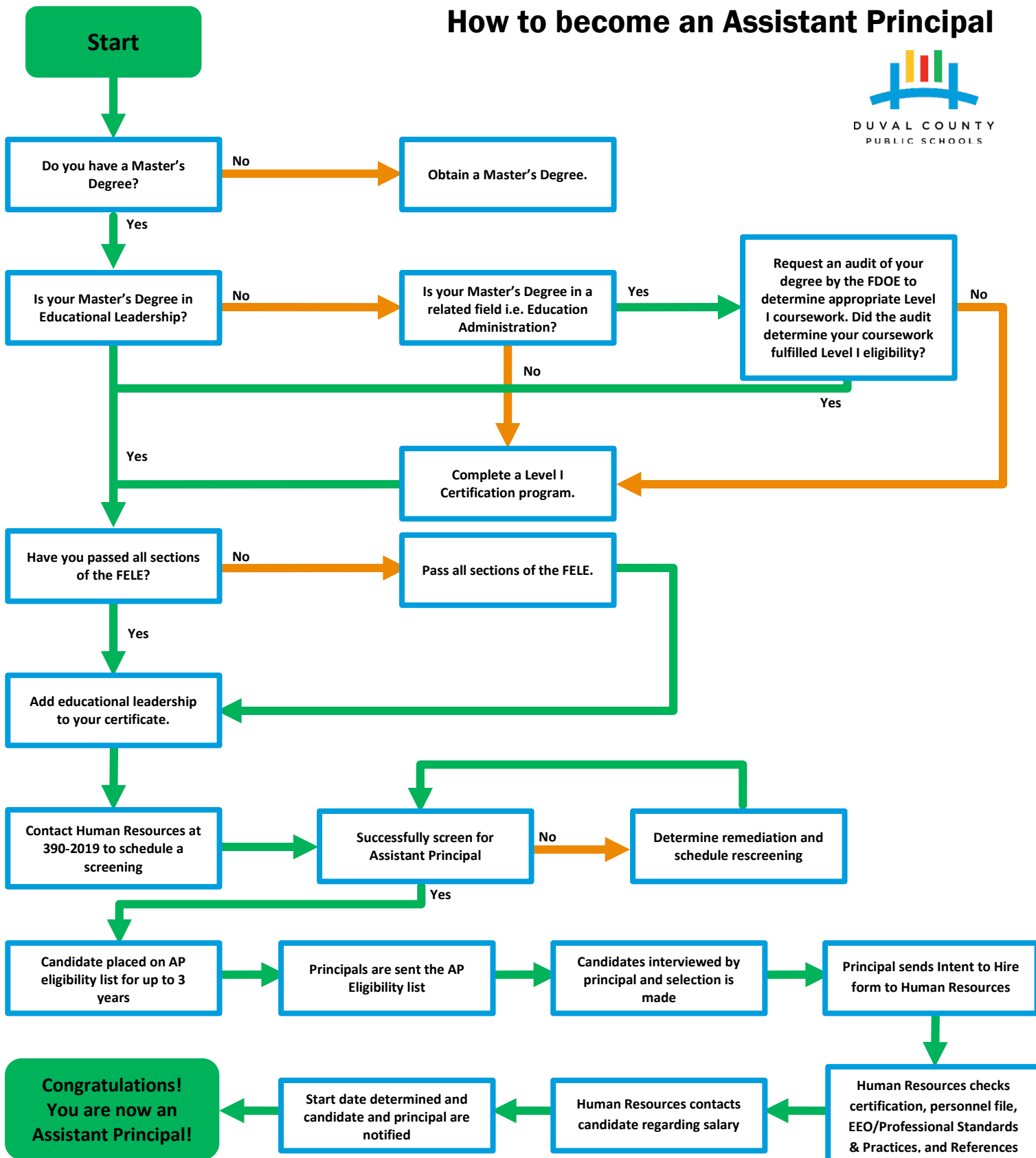
APPLICATION PROCESS

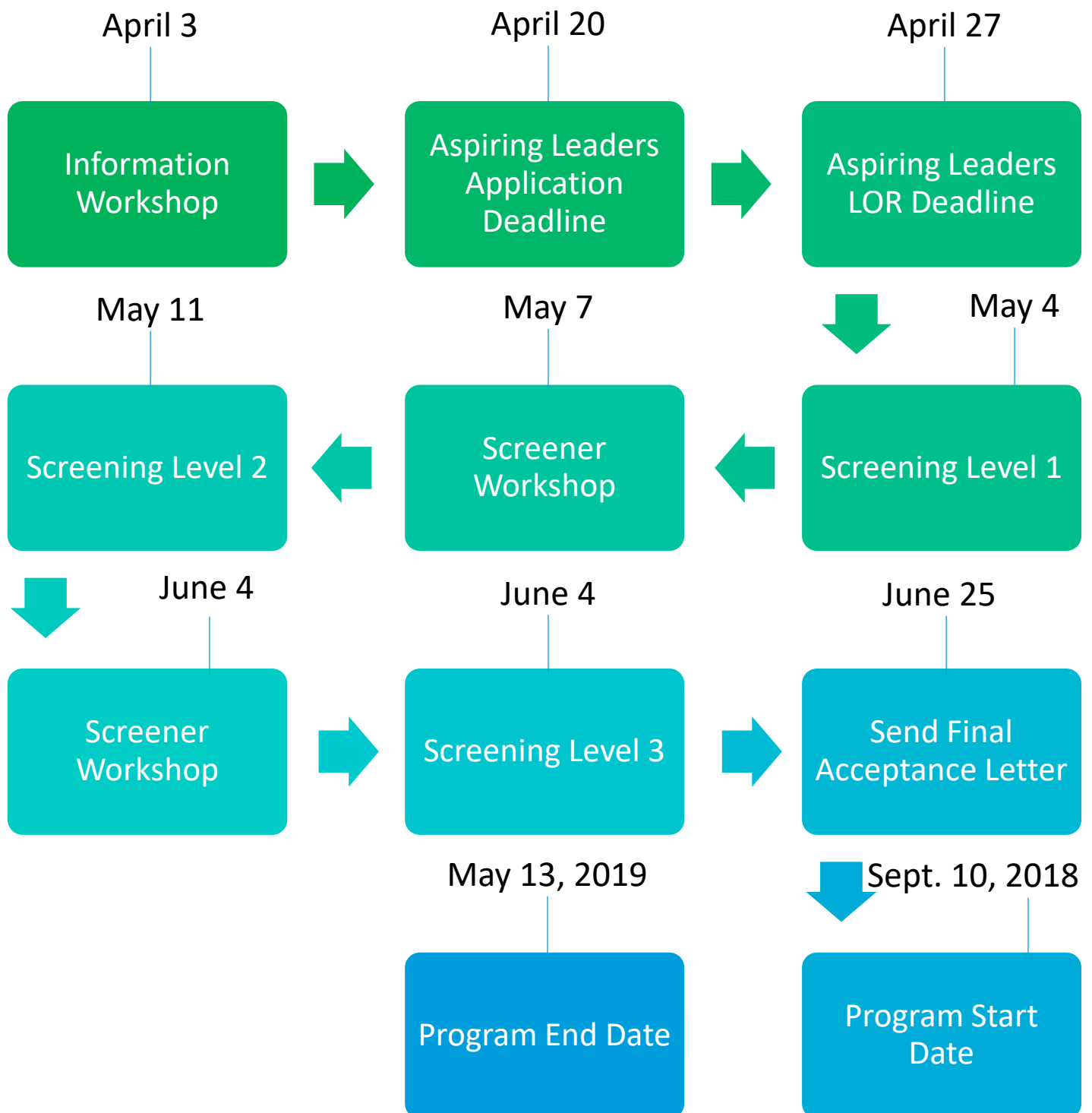


Aspiring Leaders Program

Artifacts

How to become an Assistant Principal



Aspiring Leaders 2018-19 Timeline

Aspiring Leaders Detailed 2018-19 Timeline

- **February 21, 2018:** Secure space for informational workshop
- **February 23, 2018:** Secure space for screener workshop for screening level 2
- **February 23, 2018:** Secure space for screener workshop for screening level 3
- **February 23, 2018:** Secure 6 spaces for candidate in-person interviews for screening level 3
- **February 23, 2018:** Secure spaces for each monthly seminar for the program (July 2018 – June 2019)
- **March 19, 2018:** Import all Qualtrics surveys (**Aspiring Leaders Application 2018, Aspiring Leaders Recommendations 2018, Aspiring Leaders Level 2 Screening 2018, Aspiring Leaders Level 3 Screening 2018**) and develop email triggers (From: **Aspiring Leaders Application 2018** to trigger **Aspiring Leaders Recommendations 2018**)
- **March 23, 2018:** Have all materials for informational workshop prepared
- **March 26, 2018 – April 27, 2018:** Have resources in place to field questions regarding application and letters of recommendation.
- **March 26, 2018:** Send notification of availability of application to all employees
- **March 28, 2018:** Submit Weekly Briefing re: availability of application to all employees
- **April 2, 2018:** Hold informational workshop
- **April 20, 2018:** Aspiring Leaders Application Deadline – at 5:00 pm, automated closing of Qualtrics project
- **April 27, 2018:** Aspiring Leaders Letter of Recommendation Deadline – at 5:00 pm, automated closing of Qualtrics project
(ARE AUTOMATED REMINDERS WITHIN THE WORKFLOW POSSIBLE?)
- **May 4, 2018:** Submit all completed applications
 - Download all artifacts and CSV file with inputted data
 - Merge CSV File with applicant cover page
 - Create a PDF packet with applicant cover page and artifacts for each applicant
 - Indicate which candidates will be moving on to Screening Level 2
 - Email candidates results of Screening Level 1
- **May 7, 2018:** Conduct a screening workshop for all administrators who will be reviewing completed candidate applications
 - Place all candidate PDF Packets into folder
 - Set live – Qualtrics Screener 2 Project
- **May 11, 2018:** Screening Level 2 deadline, all candidate applications must be reviewed by COB
 - Export all results and merge with candidate file
 - Indicate which candidates will be moving on to Screening Level 3
 - Email candidates results of Screening Level 2
- **June 4, 2018:** Hold an informational screener workshop for all screeners. Schedule 45 minutes before in-person interviews are to start.
 - Print all candidate packets as well as interview standards and provide to each screener
 - Set live – Qualtrics Screener 3 Project
- **June 4, 2018:** Hold all in-person interview screenings.
- **June 5, 2018:** Review all results from in-person interview screenings
 - Export all results and merge with candidate file
 - Indicate which candidates have been accepted into the program
 - Email candidates results of Screening Level 3
- **June 15, 2018:** Send Acceptance/Denial notification to candidates
- **July 26, 2018:** Program Start Date
- **June 17, 2019:** Program End Date

Artifacts

Initial Notification Email

To: All Employees

From: Post Master

Date: March 26, 2018

Subject: Aspiring Leaders Program

About Aspiring Leaders

The application for Aspiring Leaders is now available for the 2018-19 academic year. The district's Level I Certification Program is a program available to all district employees interested in becoming school based leaders. The Aspiring Leaders program is a unique opportunity for district staff who are interested in school based leadership and seek to develop the skills necessary for the position. Aspiring Leaders is a yearlong program where participants are a part of a cohort that receives observation and feedback, leadership development, and tailored coaching from district staff.

The program is based upon a blended learning model using Blackboard software. The class meets for three hours on a monthly basis with online assignments in the interim. Successful completion must include passing the state of Florida's FELE exam. The successful completion of the course and the passing of the FELE will lead to Level I certification, known as Educational Leadership.

Minimum Qualifications

The requirements for entry into the program are as follows:

- A Master's degree in any discipline (exception of Educational Leadership)
- Minimum of three years successful classroom teaching experience
- Passing the written application as well as a screening interview

About the Application

The application requires the following information, essays, and artifacts:

- Candidate Demographics
- Teaching Experience (# of years)
- Essay 1: Instructional Leadership is a major component of becoming a school-based administrator. In your current position, explain how you have taken on instructional leadership tasks and how you have assisted with improving teaching and learning? Cite the level of impact, analytically, as a result of your involvement in the areas of academics, discipline and/or school climate.
- Essay 2: Further consider your earlier essay response regarding the impact you have made in your school community. Take one of your data points from baseline through endpoint results, to explain the steps you took from beginning to end to affect the data outcomes.
- Letter of Recommendation from Direct Supervisor
 - First Name
 - Last Name
 - Email
- Letter of Recommendation from Administrator of Choice
 - First Name
 - Last Name
 - Email
- Portfolio:
 - Resume
 - Teaching Certificate
 - Summative Evaluation for 2016-17
 - Mid-Year Evaluation 2017-18
 - FELE Score Report (only if passed)

A complete guide of instructions for applying can be found in the attached document.

Important Dates

- **Information Workshop: April 2, 2018 at 4:00 pm at the Schultz Center OR April 2, 2018 at 5:00 pm at the Schultz Center**
- **Application Deadline: April 20, 2018 at 5:00 pm**
- **Candidate Recommendations Deadline: April 27, 2018 at 5:00 pm**

Questions?

For more information please contact the Professional Development Department at [\(904\) 390-2938](tel:904-390-2938) or at renfrop@duvalschools.org.

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Aspiring Leaders Application 2018



Below is the full sample application for the Aspiring Leaders Program. This document is for reference only. To apply, please access the online application at the following link:

https://dcps.qualtrics.com/SE/?SID=SV_d9Y5AIGvjC9MDuR&Q_JFE=0

Program Qualifications:

Please be aware that the Aspiring Leaders Program has the following qualifications:

- Applicants must have a **Master's Degree conferred by June 1, 2018.**
- Applicants must have **at least 3 years of teaching experience.**
- Applicants do not qualify if their Master's Degree program was in Educational Leadership or if applicant has an Educational Leadership Certification on their teaching certificate.

If applicants have a Master's Degree in Educational Leadership and have passed the FELE OR have an Educational Leadership certification on their teaching certificate, they qualify to screen for Assistant Principal. Please contact Human Resources at 390-2019 to request placement on the screening list.

Page 1

Aspiring Leaders Application

Welcome to the Aspiring Leaders Application. Before continuing, please ensure that you have gathered all necessary information to complete the application. For required artifacts and essay statements, please visit:

Page 2

Target Audience: DCPS staff members seeking a Level 1 Certification who hold a Master's degree

About: This program is for staff with a Master's degree and at least three years successful teaching experience who are interested in school based leadership. Candidate eligibility is based on staff who currently hold a Master's degree but who are not certified with Educational Leadership. This highly selective 10 month blended program provides learning opportunities aligned with the Florida Principal Leadership Standards. The focus of the program is instructional leadership and faculty development. Participants gain experience in giving feedback to develop teachers, data chats, networking, having courageous conversations, and case studies to build professional judgment capacity. If a candidate successfully completes all coursework and passes the FELE, he/she will be able to add Educational Leadership to their professional certificate. He/she also has the opportunity to interview and be considered eligible to be placed on the Assistant Principal List of candidates.

Outcome: Level I Certification will be awarded with successful completion.

Page 3

Commitment

If selected to be a member of the Aspiring Leaders Program, I understand I am making a commitment for a 10 month period. In order to successfully complete the program, I agree to participate in all scheduled sessions throughout the year. I understand attendance at all sessions and applying for and taking the FELE are required and necessary for completion of the program (if applicable).

Do you agree to the above commitment?

Yes

No

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I understand that excessive absences will lead to dismissal from the program.

Yes

No

Page 5

Years of teaching experience:

▼ less than 1 ... 21+

Page 6

Do you have a master's degree conferred by June 1, 2018?

Yes

No

Page 7

Please select your degree program for your Master's:

▼ Accountancy ... Other

Other

Page 8

Do you have a certification in educational leadership on your teaching certificate?

Yes

No

Page 9

Employee ID Number:

Please provide the following information:

First Name _____

Middle Initial _____

Last Name _____

Please select your school/department:

▼ A PHILIP RANDOLPH ACADEMY/TECH|3285 ... YWLA / YMLA|3156

Please provide your district email:

Please provide a contact phone number:

Please select your current position:

▼ Coach/Interventionist ... Teacher

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Have you passed the FELE?

Yes

No

Date you passed the FELE

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Instructional Leadership Statement

Complete a response to the statement below. Please respond with a maximum of 500 words. Cite all references when using the work of others. Submissions that contain plagiarized writing will not be scored. Submissions with errors in spelling, grammar, and English conventions will not be considered.

Instructional Leadership is a major component of becoming a school-based administrator. In your current position, explain how you have taken on instructional leadership tasks and how you have assisted with improving teaching and learning? Cite the level of impact, analytically, as a result of your involvement in the areas of academics, discipline and/or school climate.

Page 12

Data Statement

Complete a response to the statement below. Please respond with a maximum of 500 words. Cite all references when using the work of others. Submissions that contain plagiarized writing will not be scored. Submissions with errors in spelling, grammar, and English conventions will not be considered.

Further consider your earlier essay response regarding the impact you have made in your school community. Take one of your data points from baseline through endpoint results, to explain the steps you took from beginning to end to affect the data outcomes.

Page 13

Portfolio Submission

You will now be instructed to upload individual artifacts with a specific naming convention and in PDF format only. Please have the following artifacts prepared before continuing.

- DOCUMENT 1: A resume
(First Name_Last Name_DOC1_RESUME.pdf)
- DOCUMENT 2: A scanned copy of your Florida Teaching Certificate
(First Name_Last Name_DOC2_CERTIFICATE.pdf)
- DOCUMENT 3: 2016-17 Summative Evaluation
(First Name_Last Name_DOC3_EVALUATION.pdf)
- DOCUMENT 4: 2017-18 Mid-Year Evaluation
(First Name_Last Name_DOC4_EVALUATION.pdf)
- DOCUMENT 5: A scanned copy of your FELE exam results (ONLY IF PASSED)
(First Name_Last Name_DOC5_FELE.pdf)

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RESUME UPLOAD

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC1_RESUME.pdf

[Choose File](#) No file chosen

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FLORIDA TEACHING CERTIFICATE UPLOAD

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC2_CERTIFICATE.pdf

[Choose File](#) No file chosen

Page 16

2016-17 SUMMATIVE EVALUATION UPLOAD

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC3_EVALUATION.pdf

[Choose File](#) No file chosen

Page 17

2016-17 MID-YEAR EVALUATION UPLOAD

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC4_EVALUATION.pdf

[Choose File](#) No file chosen

Page 18

FELE SCORE REPORT UPLOAD

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC5_FELE.pdf

[Choose File](#) No file chosen

Administrator Recommendations

Please provide the names and emails of the individuals who will be submitting recommendations on your behalf. **An email will automatically generate to those individuals once you submit this application.** Please inform them of your intent to apply beforehand. One recommendation must be submitted by your direct supervisor and the other may be submitted by a DCPS administrator of your choice.

Direct Supervisor Contact Information

Direct Supervisor

First Name

Direct Supervisor

Last Name

Direct Supervisor

Email

Supervisor of Choice Contact Information

Supervisor of Choice

First Name

Supervisor of Choice

Last Name

Supervisor of Choice

Email

Application Review

Please review all elements of the application below to ensure all information is accurate before submission.

Commitments

Do you agree to the commitment of the Aspiring Leaders Program?	APPLICANT RESPONSE
I understand that excessive absences will lead to dismissal from the program.	APPLICANT RESPONSE

About the Candidate

Years of teaching experience	APPLICANT RESPONSE
Do you have a Master's Degree?	APPLICANT RESPONSE
Employee ID	APPLICANT RESPONSE
First Name	APPLICANT RESPONSE
Middle Initial	APPLICANT RESPONSE
Last Name	APPLICANT RESPONSE
School/Department	APPLICANT RESPONSE
Email	APPLICANT RESPONSE
Phone Number	APPLICANT RESPONSE
Current Position	APPLICANT RESPONSE
Master's Program	APPLICANT RESPONSE
Educational Leadership Certification	APPLICANT RESPONSE
Passed FELE	APPLICANT RESPONSE
Date passed FELE	APPLICANT RESPONSE

Essays

Instructional Leadership Statement	APPLICANT RESPONSE
Data Statement	APPLICANT RESPONSE

Portfolio

Resume	APPLICANT RESPONSE
Teaching Certificate	APPLICANT RESPONSE
2016-17 Summative Evaluation	APPLICANT RESPONSE
2017-18 Mid-Year Evaluation	APPLICANT RESPONSE
FELE Scores	APPLICANT RESPONSE

Administrator Recommendations

Direct Supervisor	APPLICANT RESPONSE
Supervisor of Choice	APPLICANT RESPONSE

I verify all information above is accurate.

Yes

No

Aspiring Leaders Automated Recommendation Notice for Direct Supervisor

To: \${e://Field/DSupEmail}
From: renfrop@duvalschools.org
Subject: Aspiring Leaders Recommendation

Hello \${e://Field/DSupFN} \${e://Field/DSupLN},

\${e://Field/ApplicantFN} \${e://Field/ApplicantLN} has selected you to submit a recommendation on their behalf for the 2018-2019 Aspiring Leaders Program. The recommendation consists of a set of questions related to CAST with a short answer question at the end. You may review the questions here: [Recommendation for Aspiring Leaders.pdf](#)

To submit feedback on the applicant, please click the following link:

[\[InsertQualtricsLinkHere\]?EmployeeID=\\${e://Field/EmployeeID}&ApplicantFN=\\${e://Field/ApplicantFN}&ApplicantLN=\\${e://Field/ApplicantLN}&DSupFN=\\${e://Field/DSupFN}&DSupLN=\\${e://Field/DSupLN}](#)

Link is personalized, please do not forward.

Please note that the recommendation must be completed and submitted by April 27, 2018 at 5:00 pm.

If you have any questions please contact me through email.

Sincerely,

Paula Renfro

Executive Director, Professional Development

Aspiring Leaders Automated Recommendation Notice for Administrator of Choice

Hello \${e://Field/AdminFN} \${e://Field/AdminLN},

\${e://Field/ApplicantFN} \${e://Field/ApplicantLN} has selected you to submit a recommendation on their behalf for the 2018-2019 Aspiring Leaders Program. The recommendation consists of a set of questions related to CAST with a short answer question at the end. You may review the questions here: [Recommendation for Aspiring Leaders.pdf](#)

To submit feedback on the applicant, please click the following link:

[\[InsertQualtricsLinkHere\]?EmployeeID=\\${e://Field/EmployeeID}&ApplicantFN=\\${e://Field/ApplicantFN}&ApplicantLN=\\${e://Field/ApplicantLN}&AdminFN=\\${e://Field/AdminFN}&AdminLN=\\${e://Field/AdminLN}](#)

Link is personalized, please do not forward.

Please note that the recommendation must be completed and submitted by April 27, 2018 at 5:00 pm.

If you have any questions please contact me through email.

Sincerely,

Paula Renfro

Executive Director, Professional Development

Aspiring Leaders Recommendations 2018

Recommendation for Aspiring Leaders

Candidate

#{e://Field/ApplicantFN} #{e://Field/ApplicantLN}

Thank you very much for taking the time to complete a recommendation for the candidate applying to participate in the Aspiring Leaders program. The recommendation should take no more than 10 minutes to complete.

After successful completion and passing scores on all components of the FELE, each candidate will earn certification in Educational Leadership and will meet the minimum requirements to screen for the Assistant Principal List.

When giving the applicant feedback regarding a job-embedded task, practice or activity; s/he draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant's system for maintaining records and/or reports is fully effective.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant communicates easily with colleagues and supervisors in a many that values other's beliefs and cultural traditions.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant makes a substantial contribution to school or department and seeks opportunities to serve the district community, as a whole, (i.e. district committees, district-sponsored professional organizations, district-sponsored weekend family events).

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant actively pursues professional development opportunities and initiates activities that contribute to the profession.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant assumes a leadership role among the faculty or department, while seeking feedback from colleagues and supervisors.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant consistently adheres to standards for professional conduct, including punctuality and attendance.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The applicant models the value of respect, honesty and integrity. S/he works cooperatively with school staff and actively encourage colleagues to do so.

Always (90-100%)

Mostly (70-89%)

At Times (45-69%)

Rarely (0-44%)

Not Observed

Please describe how the candidate has positively impacted student growth in your school or department. Please include data to support statements such as "This individual improved reading proficiency through..."

Aspiring Leaders Level 1 Screening Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: <<AutoTrigger>>

Subject: Aspiring Leaders Program

Hello \${e://Field/ApplicantFN} \${e://Field/ApplicantLN},

Thank you for applying to the Aspiring Leaders Program for the 2018-19 year. Below is a copy of your application for your records. The next phase of the application process will be a review of each candidates portfolio and essays. District leadership will review each component and you will be contacted on May 14th with the outcome.

If you have any questions please contact me through email.

Sincerely,

Paula Renfro

Executive Director, Professional Development

Aspiring Leaders Application 2018

Commitments

Do you agree to the commitment of the Aspiring Leaders Program?	\${q://QID1/ChoiceGroup/SelectedChoices}
I understand that excessive absences will lead to dismissal from the program.	\${q://QID2/ChoiceGroup/SelectedChoices}

About the Candidate

Years of teaching experience	\${q://QID26/ChoiceGroup/SelectedChoices}
Do you have a Master's Degree?	\${q://QID6/ChoiceGroup/SelectedChoices}
Employee ID	\${q://QID28/ChoiceTextEntryValue}
First Name	\${q://QID23/ChoiceTextEntryValue/1}
Middle Initial	\${q://QID23/ChoiceTextEntryValue/2}
Last Name	\${q://QID23/ChoiceTextEntryValue/3}
School/Department	\${q://QID29/ChoiceGroup/SelectedChoices}
Email	\${q://QID31/ChoiceTextEntryValue}
Phone Number	\${q://QID32/ChoiceTextEntryValue}
Current Position	\${q://QID30/ChoiceGroup/SelectedChoices}
Master's Program	\${q://QID4/ChoiceGroup/SelectedChoices}
Educational Leadership Certification	\${q://QID5/ChoiceGroup/SelectedChoices}
Passed FELE	\${q://QID8/ChoiceGroup/SelectedChoices}
Date passed FELE	\${q://QID10/ChoiceTextEntryValue}

Essays

Instructional Leadership Statement	\${q://QID11/ChoiceTextEntryValue}
Data Statement	\${q://QID12/ChoiceTextEntryValue}

Portfolio

Resume	\${q://QID53/UploadedFileName}
Teaching Certificate	\${q://QID54/UploadedFileName}
2016-17 Summative Evaluation	\${q://QID55/UploadedFileName}

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2017-18 Mid-Year Evaluation	<code>{q://QID56/UploadedFileName}</code>
FELE Scores (if applicable)	<code>{q://QID57/UploadedFileName}</code>

Administrator Recommendations

Direct Supervisor	<code>{q://QID13/ChoiceTextEntryValue}</code>
	<code>{q://QID16/ChoiceTextEntryValue}</code>
	<code>{q://QID17/ChoiceTextEntryValue}</code>
Supervisor of Choice	<code>{q://QID18/ChoiceTextEntryValue}</code>
	<code>{q://QID19/ChoiceTextEntryValue}</code>
	<code>{q://QID20/ChoiceTextEntryValue}</code>

Aspiring Leaders Level 2 Screening Process

Please choose your name from the screeners below:

- Screener Names

Please choose candidate

- Candidate Names

Please verify the following artifacts

	Yes	No
Current Teaching Certificate		
2016-17 Eval of Highly Effective or Effective		
2017-18 Eval of Highly Effective or Effective		
Passing Score on FELE		

RUBRIC**Leadership Statement**

- **Very Weak:** Applicant cannot provide examples of instructional leadership or only lists non instructional leadership experience.
- **Weak:** Applicant lists instructional leadership positions within their building or department but does not elaborate on how they contributed to student success or department goals.
- **Strong:** Applicant is able to speak to their experience as an instructional leader within their building or department and demonstrates the ability to work with adults to strengthen instruction and or culture.
- **Very Strong:** Applicant is able to speak to experiences as an instructional leader within their building or department and describes how their work with other adults contributed to school or department wide structures and success.

REC 1 - Direct Supervisor

- **Very Weak:** Recommender shows little or no enthusiasm for applicant or explicitly states that the applicant is not yet ready to pursue a school leadership position.
- **Weak:** Recommender is supportive of applicant but is unable to list any distinguishable accomplishments.
- **Strong:** Recommender is supportive of the applicant and provides clear examples of the applicant's strengths and accomplishments.
- **Very Strong:** Recommender supports the applicant with enthusiasm and provides details of the applicant's contributions to the work/school site.

REC 2 - Administrator of Choice

- **Very Weak:** Recommender shows little or no enthusiasm for applicant or explicitly states that the applicant is not yet ready to pursue a school leadership position.
- **Weak:** Recommender is supportive of applicant but is unable to list any distinguishable accomplishments.
- **Strong:** Recommender is supportive of the applicant and provides clear examples of the applicant's strengths and accomplishments.
- **Very Strong:** Recommender supports the applicant with enthusiasm and provides details of the applicant's contributions to the work/school site.

Data Statement

- **Very Weak:** Applicant is unable to analyze the provided data. There is no breakdown of the data in the applicants own words or they make empty statements such as "all classes did well".
- **Weak:** Applicant provides an empty analysis of the data that does not tell a story. Examples may include restating proficiency scores already visible on the chart.
- **Strong:** Applicant provides an analysis of the data that includes multiple facets such as growth and proficiency.
- **Very Strong:** Applicant provides an analytical breakdown of their data that may include comparison scores or multiple assessments. Tells a story with the data which may include pertinent details about the classes.

Please rate the following components of the packet

	Very Weak (1 point)	Weak (2 points)	Strong (3 points)	Very Strong (4 points)
Leadership Statement				
Recommendation - Direct Supervisor				
Recommendation - Administrator				
Data Statement				

Please indicate the average score of each:

	Null	1	2	3	4
Direct Supervisor					
Administrator of Choice					

Overall Comment:

Overall Score

Aspiring Leaders Screening Phase 2 Score Report

Applicant: <<Applicant Name>>

Total Score: <<LS_Weighted + LOR1_Weighted + LOR2_Weighted + DS Weighted + FELE>>

- Leadership Statement: <<LS_Weighted = LS_Likert * 10>> points
- Recommendation - Direct Supervisor: <<(LOR1+LOR1_Score)/2 = LOR1_Likert * 8>> points
- Recommendation - Administrator: <<(LOR2+LOR2_Score)/2 = LOR2_Likert * 6>> points
- Data Statement: <<DS_Weighted = DS_Likert * 4>> points
- FELE: <<FELE = If yes, 10>> points

Aspiring Leaders Level 2 Screening Notification

Acceptance Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: May 11, 2018

Subject: Aspiring Leaders Program

Dear «First_Name» «Last_Name»,

Upon thorough review of your application for the Aspiring Leaders Program, you have been selected to engage in a face-to-face interview as part of the final phase of our selection process. The interview will take place <<date>> at «Time» at **the School Board Building (1701 Prudential Drive) in room «Room»**. The interview will last up to fifteen minutes and there is no need to bring additional artifacts with you.

I wish you a terrific new school year!

Kind regards,

Paula Renfro

Executive Director, Professional Development

Denial Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: May 11, 2018

Subject: Aspiring Leaders Program

Dear «First_Name» «Last_Name»,

Through the second phase of the application review process for the Aspiring Leaders Program, the focus was

- 1.) Your contribution to areas of leadership in your school or department;
- 2.) The extent that you used data to drive instruction; and
- 3.) Your letters of recommendation.

You will not be moving to the interview phase for selection for the 2018-2019 Aspiring Leaders cohort, however, if you truly desire to become a school-based administrator do not let this recommendation keep you from reapplying in the spring for the 2019-2020 school year.

Continue your journey to serve those in your organization to make academic, behavioral and cultural strides. Simon Sinek once said, "The role of the leader is not to come up with all the great ideas. The role of the leader is to create an environment in which great ideas happen."

Most respectfully,

Paula Renfro

Executive Director, Professional Development

Aspiring Leaders Level 3 Screening Handbook

1. You have been assigned to a room with two other screeners. Together you will interview multiple candidates in 20 minute intervals. It is recommended that you keep each interview to 15-17 minutes to allow for time to add comments and deliberate with other screeners.
2. All applicant screenings will be completed through a Qualtrics survey. You can use the dropdown list to select the candidate whom you are completing a screening for.
3. After each question there is a box for comments. You may use it for notes to quote a candidate's responses or as a place to make your own comments about their response. Feel free to use shorthand or bullet points. All notes are subject to public record.
4. At the bottom of the survey there is a rubric for you to determine the candidate's level of readiness for the program. Your rating will act as a candidate's score for the interview, and the sum of the candidate's three scores will be used as their final ranking.
5. You are NOT required to give a candidate the same rating as the other screeners in your group. For example, one screener may deem a candidate "somewhat" ready while the other two screeners rate a candidate as "mostly" ready. With that understood, it is best practice to discuss the candidate's performance with other screeners and clarify questions before submitting your final rating.
6. If there is a candidate whom you have directly supervised recently and are concerned you will not be objective, please contact Paula by cell at (904) 881-9838 and she will take your place as the screener for that candidate.
7. Again, thank you for your participation in selecting potential future school leaders! Your hand in this work is valued and important. We will follow up with a survey to gain your feedback on this selection process for Aspiring Leaders.

Aspiring Leaders Level 3 Screening - In Person Interviews

Please choose your name from the screeners below:

- Screener Names

Please choose candidate

- Candidate Names

Question 1: What are your professional goals in the next five years? What steps will you take to strive to meet your goals?

Please enter your comments below.

Question 2: What do you believe makes a truly great principal?

Please enter your comments below.

Question 3: List three of your Leadership strengths and provide an example of each.

Please enter your comments below.

Question 4: How do you define a high quality instruction?

Question 5: Please complete each sentence:

When I am criticized....

When I am not sure about something.....

When I am told what to do.....

When someone doesn't agree with me.....

Please enter your comments below.

Screening Rubric

Based on the responses given by the candidate, please indicate their level of readiness for the program.

- **Not Yet** - Candidate would benefit from additional leadership experiences within his/her school or department.
- **Somewhat** - With much support, candidate could potentially benefit from this program at this time.
- **Mostly** - With some support, this candidate could benefit from this program at this time.
- **Yes** - Candidate displays the commitment and experience to be an excellent candidate for this program.

☐ Not Yet

☐ Somewhat

☐ Mostly

☐ Yes

Additional Comments:

Aspiring Leaders Level 3 Screening Notification

Acceptance Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: June 25, 2018

Subject: Aspiring Leaders Program

Good Day <<First Name>> <<Last Name>>,

It is with great pleasure that I am extending the opportunity to join the Aspiring Leaders Program for the 2018-2019 school year. Buckle your seatbelt because this program will be intense! You will be engaged in monthly face-to-face coursework with online readings and assignments through Blackboard Collaborate. We will be integrating field work into this program so we will be gathering in an elementary, middle, and high school setting over the course of the school year. You will culminate this program with a week-long school-based half day internship.

The calendar of face-to-face meetings are listed below and will take place from 1-5pm. Meetings taking place September through November will be in the media center at Southside Middle School.

Face to Face Dates:

September 25	February 26
October 30	March 12
November 20	April 9
December 18	April 30
January 29	May 21
February 12	

After considering the expectations of this course of study, should you decide to decline this opportunity, please notify me at renfrop@duvalschools.org no later than Thursday, June 29th at 4 pm.

Kind regards,

Paula Renfro

Executive Director, Professional Development

Rejection Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: June 25, 2018

Subject: Aspiring Leaders Program

Good Day <<First Name>> <<Last Name>>,

Thank you for interviewing to be a part of the 2018-2019 Aspiring Leaders Program. We had just 25 openings. At this time, we are not extending an invitation to take part in this year's cohort. However, with this being said, you were among the top 50 candidates of the **244 applications** submitted! If you truly desire to become a school-based leader and wish to take advantage of our district's Level I certification program, please reapply in the spring of 2019. I will hold an information session so all those interested will have the opportunity to have support through the application process. For this school year, take advantage of leadership opportunities at your school or department in the areas of academic achievement and culture.

Duval County Public Schools are looking for individuals, such as yourself, to lead our schools from good to great!

Most respectfully,

Paula Renfro

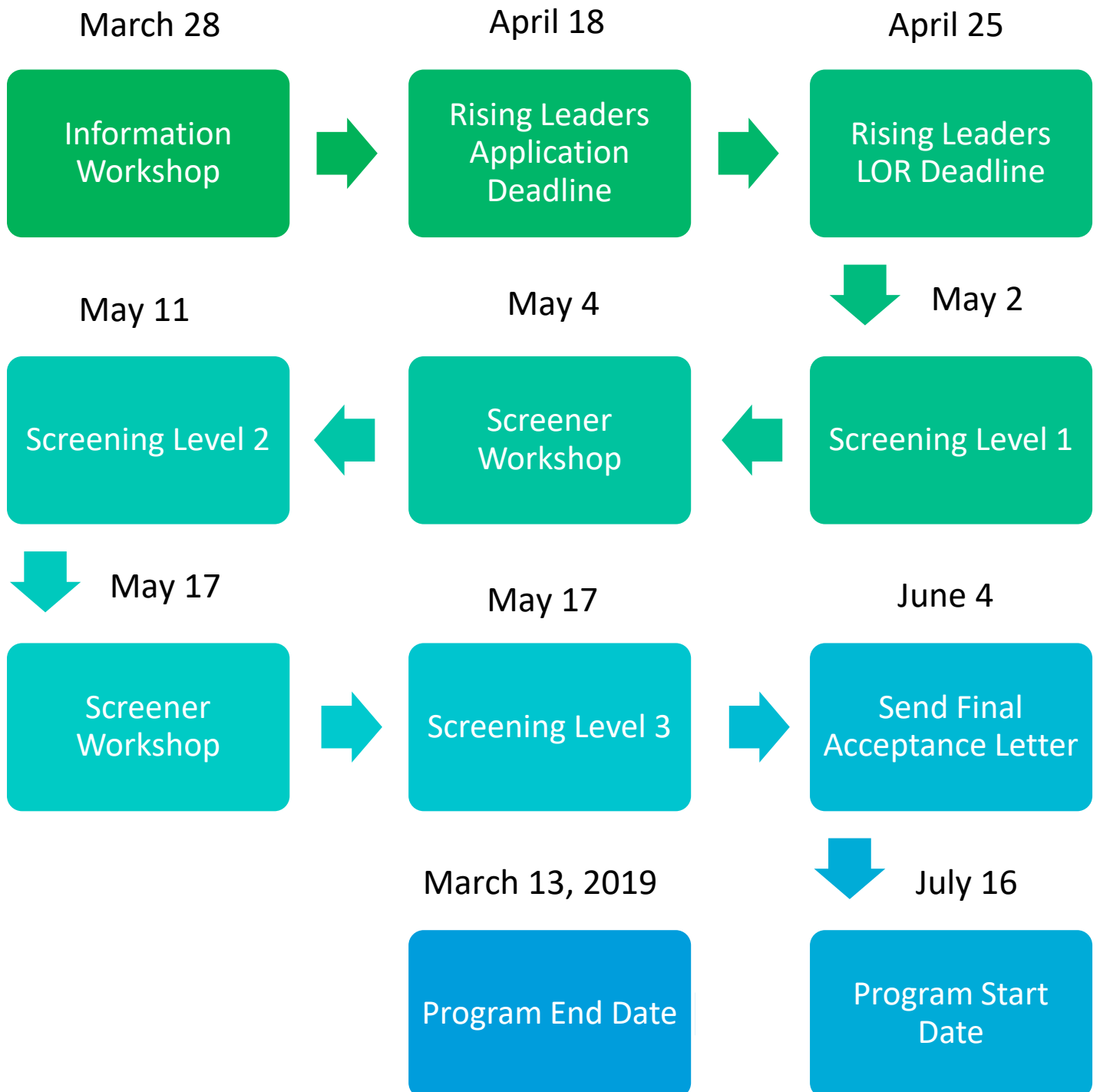
Executive Director, Professional Development

Novice AP Cohort Program

Artifacts

Rising Leaders Program

Artifacts

Rising Leaders 2018-19 Timeline

Rising Leaders Detailed 2018-19 Timeline

- **February 21, 2018:** Secure space for informational workshop
- **February 23, 2018:** Secure space for screener workshop for screening level 2
- **February 23, 2018:** Secure space for screener workshop for screening level 3
- **February 23, 2018:** Secure 6 spaces for candidate in-person interviews for screening level 3
- **February 23, 2018:** Secure spaces for each monthly seminar for the program (July 2018 – June 2019)
- **March 19, 2018:** Import all Qualtrics surveys (**Rising Leaders 2018-19 Application, Rising Leaders 2018-19 Letters of Recommendation, Rising Leaders 2018-19 Level 2 Screening, Rising Leaders 2018-19 Level 3 Screening**) and develop email triggers (From: **Rising Leaders 2018-19 Application** to trigger **Rising Leaders 2018-19 Letters of Recommendation**)
- **March 23, 2018:** Have all materials for informational workshop prepared
- **March 26, 2018 – April 27, 2018:** Have resources in place to field questions regarding application and letters of recommendation.
- **March 28, 2018:** Send notification of availability of application to all employees
- **March 14, 2018:** Submit Weekly Briefing re: availability of application to all employees
- **March 28, 2018:** Hold informational workshop
- **April 18, 2018:** Rising Leaders Application Deadline – at 5:00 pm, automated closing of Qualtrics project
- **April 25, 2018:** Rising Leaders Letter of Recommendation Deadline – at 5:00 pm, automated closing of Qualtrics project
(ARE AUTOMATED REMINDERS WITHIN THE WORKFLOW POSSIBLE?)
- **May 2, 2018:** Submit all completed applications
 - Download all artifacts and CSV file with inputted data
 - Merge CSV File with applicant cover page
 - Create a PDF packet with applicant cover page and artifacts for each applicant
 - Indicate which candidates will be moving on to Screening Level 2
 - Email candidates results of Screening Level 1
- **May 4, 2018:** Conduct a screening workshop for all administrators who will be reviewing completed candidate applications
 - Place all candidate PDF Packets into folder
 - Set live – Qualtrics Screener 2 Project
- **May 11, 2018:** Screening Level 2 deadline, all candidate applications must be reviewed by COB
 - Export all results and merge with candidate file
 - Indicate which candidates will be moving on to Screening Level 3
 - Email candidates results of Screening Level 2
- **May 17, 2018:** Hold an informational screener workshop for all screeners. Schedule 45 minutes before in-person interviews are to start.
 - Print all candidate packets as well as interview standards and provide to each screener
 - Set live – Qualtrics Screener 3 Project
- **May 17, 2018:** Hold all in-person interview screenings.
- **May 18, 2018:** Review all results from in-person interview screenings
 - Export all results and merge with candidate file
 - Indicate which candidates have been accepted into the program
 - Email candidates results of Screening Level 3
- **June 4, 2018:** Send Acceptance/Denial notification to candidates
- **July 16, 2018:** Program Start Date
- **March 13, 2019:** Program End Date

Initial Notification Email

To: All Employees
From: Post Master
Date: March 28, 2018
Subject: Rising Leaders Program

About Rising Leaders

The application for Rising Leaders is now available for the 2018-19 academic year. The district's Level II Certification Program is a program available to all Assistant Principals with a minimum of two years of experience as an assistant principal. The Rising Leaders program is a unique opportunity for experienced assistant principals who are interested in progressing to school principal and seek to further develop the skills necessary for the position. Rising Leaders is a yearlong program where participants are a part of a cohort that receives observation and feedback, leadership development, and tailored coaching from district staff.

The program is based upon a blended learning model using Blackboard Collaborate. The class meets for 8 hours on a monthly basis with online assignments in the interim. The successful completion of the course will lead to Level II certification. Participants will also screen to be eligible for placement on the School Principal list.

Minimum Qualifications

The requirements for entry into the program are as follows:

- Minimum of two years of experience as an assistant principal
 - *Two Effective or Highly Effective ratings on administrative evaluations
 - Principal and/or Region recommendation
- *If applicant is currently serving in second year as an AP, please submit a mid-year evaluation for the current school year.**

About the Application

The application requires the following information, essays, and artifacts:

- Candidate Demographics
- Administrative Experience
- Essay 1: Instructional Leadership is a major component of becoming a school-based administrator. In your current position, explain how you have taken on instructional leadership tasks and how you have assisted with improving teaching and learning? Cite the level of impact, analytically, as a result of your involvement in the areas of academics, discipline and school climate.
- Essay 2: Further consider your earlier essay response regarding the impact you have made in your school community. Take one of your data points and include text features using Performance Matters (i.e. screenshots, data displays), from baseline through current progress monitoring, to explain the steps you took from beginning to end to affect the data outcomes.
- Letter of Recommendation and rubric completion from supervising Principal
 - Contact Information
- Letter of Recommendation from Administrator of Choice
 - Contact Information
- Portfolio:
 - Resume
 - Teaching Certificate
 - Administrator Evaluation for 2016-17 & 2017-18 (mid-year)

A complete guide of instructions for applying can be found in the attached document.

Important Dates

- **Information Workshop: March 28, 2018 at <<insert time>> in <<insert location>>**
- **Application Deadline: April 18, 2018 at 5:00 pm**
- **Letter of Recommendation Deadline: April 25, 2018 at 5:00 pm**

Questions?

For more information please contact the Professional Development Department at (904) 348-7807 or at renfrop@duvalschools.org.

Rising Leaders Application 2018



Below is the full sample application for the Rising Leaders Program. This document is for reference only. To apply, please access the online application at the following link:

https://dcps.qualtrics.com/SE/?SID=SV_cU7tKxLK89Wk1bn&Q_JFE=0

Program Qualifications:

Please be aware that the Rising Leaders Program has the following qualifications:

- Applicants must have a **minimum of two years of experience as an assistant principal.**
- Applicants must have **two effective or highly effective ratings on administrative evaluations.**
- Applicants must have a principal and/or region recommendation.

Page 1

Rising Leaders Application

Welcome to the Rising Leaders Application. Before continuing, please ensure that you have gathered all necessary information to complete the application.

Page 2

Target Audience: DCPS assistant principals seeking a Level II Certification.

About: This program is for assistant principals with a minimum of two years of experience as an assistant principal. This highly selective 10 month blended program provides learning opportunities aligned with the Florida Principal Leadership Standards and the DCPS Strategic Plan. The focus of the program is instructional leadership and faculty development. Participants gain experience in giving feedback to develop teachers, data chats, networking, having courageous conversations, and case studies to build professional judgment capacity. If a candidate successfully completes all coursework he/she will be able to add School Principal to one's professional certificate. Candidates also have the opportunity to interview and be considered eligible to be placed on the Principal List of candidates.

Outcome: Level II Certification will be awarded with successful completion.

Page 3

Commitment: *If selected to be a member of the Rising Leaders Program, I understand I am making a commitment for a 10-month period. In order to successfully complete the program, I agree to participate in all scheduled sessions throughout the year, including the four-day summer intensive in July. I understand attendance at all sessions and maintaining professional accountability are necessary for completion of the program.*

Do you agree to the above commitment?

Yes

No

Page 4

I understand that excessive absences will lead to dismissal from the program.

Yes

No

Page 5

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Years of experience as an Assistant Principal:

▼ less than 1 ... 21+

Page 6

Employee ID Number:

Please provide the following information:

First Name _____

Middle Initial _____

Last Name _____

Please select your school/department:

▼ A PHILIP RANDOLPH ACADEMY/TECH | 3285 ... YWLA / YMLA | 3156

Please provide your district email:

Please provide a contact phone number:

Page 7

Instructional Leadership Statement

Complete a response to the statement below. Please respond with a maximum of 500 words. Cite all references when using the work of others. Submissions that contain plagiarized writing will not be scored. Submissions with errors in spelling, grammar, and English conventions will not be considered.

Instructional Leadership is a major component of becoming a school-based administrator. In your current position, explain how you have taken on instructional leadership tasks and how you have assisted with improving teaching and learning? Cite the level of impact, analytically, as a result of your involvement in the core content area and/or grade level.

Page 8

Data Statement

Complete a response to the statement below. Please respond with a maximum of 500 words. Cite all references when using the work of others. Submissions that contain plagiarized writing will not be scored. Submissions with errors in spelling, grammar, and English conventions will not be considered.

Further consider your earlier essay response regarding the impact you have made in your school community. Take one of your data points from baseline through endpoint results, to explain the steps you took from beginning to end to affect the data outcomes.

Page 9

Portfolio Submission

You will now be instructed to upload individual artifacts with a specific naming convention and in PDF format only. Please have the following artifacts prepared before continuing.

- DOCUMENT 1: A resume
(First Name_Last Name_DOC1_RESUME.pdf)
- DOCUMENT 2: A scanned copy of your Florida Teaching Certificate
(First Name_Last Name_DOC2_CERTIFICATE.pdf)
- DOCUMENT 3: 2016-17 Summative Evaluation
(First Name_Last Name_DOC3_EVALUATION.pdf)
- DOCUMENT 4: 2017-18 Mid-Year Evaluation
(First Name_Last Name_DOC4_EVALUATION.pdf)

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Page 10**RESUME UPLOAD**

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC1_RESUME.pdf

No file chosen

Page 11**FLORIDA TEACHING CERTIFICATE UPLOAD**

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC2_CERTIFICATE.pdf

No file chosen

Page 12**2016-17 SUMMATIVE EVALUATION UPLOAD**

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC3_EVALUATION.pdf

No file chosen

Page 13**2016-17 MID-YEAR EVALUATION UPLOAD**

Be sure it meets the following requirements before uploading:

- File is in a PDF format
- File follows the appropriate naming convention:
First Name_Last Name_DOC4_EVALUATION.pdf

No file chosen

Page 14**Administrator Recommendations**

Please provide the names and emails of the individuals who will be submitting recommendations on your behalf. **An email will automatically generate to those individuals once you submit this application.** Please inform them of your intent to apply beforehand. One recommendation must be submitted by your direct supervisor and the other may be submitted by a DCPS administrator of your choice.

Direct Supervisor Contact Information

Direct Supervisor
First Name

Direct Supervisor
Last Name

Direct Supervisor
Email

Supervisor of Choice Contact Information

Supervisor of Choice
First Name

Supervisor of Choice
Last Name

Supervisor of Choice
Email

Application Review

Please review all elements of the application below to ensure all information is accurate before submission.

Commitments

Do you agree to the commitment of the Rising Leaders Program?	APPLICANT RESPONSE
I understand that excessive absences will lead to dismissal from the program.	APPLICANT RESPONSE

About the Candidate

Years of experience as an Assistant Principal	APPLICANT RESPONSE
Employee ID	APPLICANT RESPONSE
First Name	APPLICANT RESPONSE
Middle Initial	APPLICANT RESPONSE
Last Name	APPLICANT RESPONSE
School/Department	APPLICANT RESPONSE
Email	APPLICANT RESPONSE
Phone Number	APPLICANT RESPONSE

Essays

Instructional Leadership Statement	APPLICANT RESPONSE
Data Statement	APPLICANT RESPONSE

Portfolio

Resume	APPLICANT RESPONSE
Teaching Certificate	APPLICANT RESPONSE
2016-17 Summative Evaluation	APPLICANT RESPONSE
2017-18 Mid-Year Evaluation	APPLICANT RESPONSE

Administrator Recommendations

Direct Supervisor	APPLICANT RESPONSE
Supervisor of Choice	APPLICANT RESPONSE

I verify all information above is accurate.

Yes

No

Rising Leaders Automated Recommendation Notice for Direct Supervisor

To: \${e://Field/DSupEmail}

From: renfrop@duvalschools.org

Subject: Rising Leaders Recommendation for \${e://Field/ApplicantFN} \${e://Field/ApplicantLN}

Hello \${e://Field/DSupFN} \${e://Field/DSupLN},

\${e://Field/ApplicantFN} \${e://Field/ApplicantLN} has selected you to submit a recommendation on their behalf for the 2018-2019 Rising Leaders Program. The recommendation consists of a set of questions related to the FL Principal Leadership Standards with a short answer question at the end. You may review the questions here: [Rising Leaders Recommendations 2018.pdf](#)

To submit feedback on the applicant, please click the following link:

https://dcps.qualtrics.com/jfe/form/SV_9XgyitbuhCxCP65

?EmployeeID=\${e://Field/EmployeeID}&ApplicantFN=\${e://Field/ApplicantFN}&ApplicantLN=\${e://Field/ApplicantLN}&DSupFN=\${e://Field/DSupFN}&DSupLN=\${e://Field/DSupLN}

Link is personalized, please do not forward.

Please note that the recommendation must be completed and submitted by April 25, 2018 at 5:00 pm.

If you have any questions please contact me through email.

Sincerely,

Paula Renfro

Executive Director, Professional Development

Rising Leaders Automated Recommendation Notice for Administrator of Choice

To: \${e://Field/DSupEmail}

From: renfrop@duvalschools.org

Subject: Rising Leaders Recommendation for \${e://Field/ApplicantFN} \${e://Field/ApplicantLN}

Hello \${e://Field/AdminFN} \${e://Field/AdminLN},

\${e://Field/ApplicantFN} \${e://Field/ApplicantLN} has selected you to submit a recommendation on their behalf for the 2018-2019 Rising Leaders Program. The recommendation consists of a set of questions related to the FL Principal Leadership Standards with a short answer question at the end. You may review the questions here: [Rising Leaders Recommendations 2018.pdf](#)

To submit feedback on the applicant, please click the following link:

[https://dcps.qualtrics.com/jfe/form/SV_9XgyitbuhCxCP65?EmployeeID=\\${e://Field/EmployeeID}&ApplicantFN=\\${e://Field/ApplicantFN}&ApplicantLN=\\${e://Field/ApplicantLN}&AdminFN=\\${e://Field/AdminFN}&AdminLN=\\${e://Field/AdminLN}](https://dcps.qualtrics.com/jfe/form/SV_9XgyitbuhCxCP65?EmployeeID=${e://Field/EmployeeID}&ApplicantFN=${e://Field/ApplicantFN}&ApplicantLN=${e://Field/ApplicantLN}&AdminFN=${e://Field/AdminFN}&AdminLN=${e://Field/AdminLN})

Link is personalized, please do not forward.

Please note that the recommendation must be completed and submitted by April 25, 2018 at 5:00 pm.

If you have any questions please contact me through email.

Sincerely,

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Paula Renfro

Executive Director, Professional Development

Rising Leaders Automated Application Submission

To: \${q://QID31/ChoiceTextEntryValue}

From: renfrop@duvalschools.org

Subject: Rising Leaders Application 2018

Hello \${e://Field/ApplicantFN} \${e://Field/ApplicantLN},

Thank you for applying to the Rising Leaders Program for the 2018-19 year. Below is a copy of your application for your records. The next phase of the application process will be a review of each candidates portfolio and essays. District leadership will review each component and you will be contacted on May 14th with the outcome.

If you have any questions please contact me through email.

Sincerely,

Paula Renfro

Executive Director, Professional Development

Rising Leaders Application 2018

Commitments

Do you agree to the commitment of the Aspiring Leaders Program?	\${q://QID1/ChoiceGroup/SelectedChoices}
I understand that excessive absences will lead to dismissal from the program.	\${q://QID2/ChoiceGroup/SelectedChoices}

About the Candidate

Years of experience as an Assistant Principal	\${q://QID26/ChoiceGroup/SelectedChoices}
Employee ID	\${q://QID28/ChoiceTextEntryValue}
First Name	\${q://QID23/ChoiceTextEntryValue/1}
Middle Initial	\${q://QID23/ChoiceTextEntryValue/2}
Last Name	\${q://QID23/ChoiceTextEntryValue/3}
School/Department	\${q://QID29/ChoiceGroup/SelectedChoices}
Email	\${q://QID31/ChoiceTextEntryValue}
Phone Number	\${q://QID32/ChoiceTextEntryValue}

Essays

Instructional Leadership Statement	\${q://QID11/ChoiceTextEntryValue}
Data Statement	\${q://QID12/ChoiceTextEntryValue}

Portfolio

Resume	\${q://QID53/UploadedFileName}
Teaching Certificate	\${q://QID54/UploadedFileName}
2016-17 Summative Evaluation	\${q://QID55/UploadedFileName}
2017-18 Mid-Year Evaluation	\${q://QID56/UploadedFileName}

Administrator Recommendations

Direct Supervisor	{q://QID13/ChoiceTextEntryValue}
	{q://QID16/ChoiceTextEntryValue}
	{q://QID17/ChoiceTextEntryValue}
Supervisor of Choice	{q://QID18/ChoiceTextEntryValue}
	{q://QID19/ChoiceTextEntryValue}
	{q://QID20/ChoiceTextEntryValue}

Rising Leaders Recommendations 2018

Recommendation for Rising Leaders

Candidate

#{e://Field/ApplicantFN} #{e://Field/ApplicantLN}

Thank you for your time in completing a recommendation for the candidate applying to participate in the Rising Leaders program. If selected to participate and upon successful completion of all coursework and expectations, the candidate will earn the certificate of School Principal.

The candidate analyzes student achievement data and interprets whether or not students are on track. S/he uses these results to initiate and manage data-driven change.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate promotes and participates in focused and strategic common planning, with evidence of coaching cycles, outcomes and deliverables.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate works collectively with leadership team members to create common planning agendas that are aligned with informal and formal data sets.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate understands how to disaggregate school, district and state data to inform instruction and prescribe differentiated learning opportunities.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate understands and implements the district's Code of Conduct and promotes Positive Behavior Support Systems.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate builds community partnerships with Faith-Based and Business Organizations.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate cultivates a pleasant and inviting school atmosphere as evidenced by positive interactions between all school stakeholders.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate responds to constituent concerns in a timely, efficient, and positive manner.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate models respect, a positive attitude, and demonstrates interpersonal skills that value the diversity and talents of all.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate enforces the state of Florida's Code of Ethics and models this behavior consistently.

Always (90-100%) Mostly (70-89%) At Times (45-69%) Rarely (0-44%) Not Observed

The candidate monitors personnel to ensure appropriate professional conduct as it relates to state and district guidelines.

Always (90-100%)

Mostly (70-89%)

At Times (45-69%)

Rarely (0-44%)

Not Observed

Please describe how the candidate has positively impacted student growth in your school or department. Please include data to support statements such as "This individual improved reading proficiency through..."

Aspiring Leaders Level 2 Screening Process

Please choose your name from the screeners below:

- Screener Names

Please choose candidate

- Candidate Names

Please verify the following artifacts

	Yes	No
Current Teaching Certificate		
2016-17 Eval of Highly Effective or Effective		
2017-18 Eval of Highly Effective or Effective		

RUBRIC**Leadership Statement**

- **Very Weak:** Applicant cannot provide examples of instructional leadership or only lists non instructional leadership experience.
- **Weak:** Applicant lists instructional leadership positions within their building or department but does not elaborate on how they contributed to student success or department goals.
- **Strong:** Applicant is able to speak to their experience as an instructional leader within their building or department and demonstrates the ability to work with adults to strengthen instruction and or culture.
- **Very Strong:** Applicant is able to speak to experiences as an instructional leader within their building or department and describes how their work with other adults contributed to school or department wide structures and success.

REC 1 - Direct Supervisor

- **Very Weak:** Recommender shows little or no enthusiasm for applicant or explicitly states that the applicant is not yet ready to pursue a school leadership position.
- **Weak:** Recommender is supportive of applicant but is unable to list any distinguishable accomplishments.
- **Strong:** Recommender is supportive of the applicant and provides clear examples of the applicant's strengths and accomplishments.
- **Very Strong:** Recommender supports the applicant with enthusiasm and provides details of the applicant's contributions to the work/school site.

REC 2 - Administrator of Choice

- **Very Weak:** Recommender shows little or no enthusiasm for applicant or explicitly states that the applicant is not yet ready to pursue a school leadership position.
- **Weak:** Recommender is supportive of applicant but is unable to list any distinguishable accomplishments.
- **Strong:** Recommender is supportive of the applicant and provides clear examples of the applicant's strengths and accomplishments.
- **Very Strong:** Recommender supports the applicant with enthusiasm and provides details of the applicant's contributions to the work/school site.

Data Statement

- **Very Weak:** Applicant is unable to analyze the provided data. There is no breakdown of the data in the applicants own words or they make empty statements such as "all classes did well".
- **Weak:** Applicant provides an empty analysis of the data that does not tell a story. Examples may include restating proficiency scores already visible on the chart.
- **Strong:** Applicant provides an analysis of the data that includes multiple facets such as growth and proficiency.
- **Very Strong:** Applicant provides an analytical breakdown of their data that may include comparison scores or multiple assessments. Tells a story with the data which may include pertinent details about the classes.

Please rate the following components of the packet

	Very Weak (1 point)	Weak (2 points)	Strong (3 points)	Very Strong (4 points)
Leadership Statement				
Recommendation - Direct Supervisor				
Recommendation - Administrator				
Data Statement				

Please indicate the average score of each:

	Null	1	2	3	4
Direct Supervisor					
Administrator of Choice					

Overall Comment:

Overall Score

Aspiring Leaders Screening Phase 2 Score Report

Applicant: <<Applicant Name>>

Total Score: <<LS_Weighted + LOR1_Weighted + LOR2_Weighted + DS Weighted>>

- Leadership Statement: <<LS_Weighted = LS_Likert * 10>> points
- Recommendation - Direct Supervisor: <<(LOR1+LOR1_Score)/2 = LOR1_Likert * 8>> points
- Recommendation - Administrator: <<(LOR2+LOR2_Score)/2 = LOR2_Likert * 6>> points
- Data Statement: <<DS_Weighted = DS_Likert * 4>> points

Rising Leaders Level 2 Screening Notification

Acceptance Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: May 11, 2018

Subject: Rising Leaders Program

Dear «First_Name» «Last_Name»,

Upon thorough review of your application for the Rising Leaders Program, you have been selected to engage in a face-to-face interview as part of the final phase of our selection process. The interview will take place <<date>> at «Time» at the **School Board Building (1701 Prudential Drive) in room «Room»**. The interview will last up to fifteen minutes and there is no need to bring additional artifacts with you.

I wish you a terrific new school year!

Kind regards,

Paula Renfro

Executive Director, Professional Development

4037 Boulevard Center Drive

Jacksonville, FL 32207

(904) 348-7785

Denial Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: May 11, 2018

Subject: Rising Leaders Program

Dear «First_Name» «Last_Name»,

Through the second phase of the application review process for the Rising Leaders Program, the focus was

- 1.) Your contribution to areas of overall success in your school
- 2.) The extent that you used data to drive instruction; and
- 3.) Your letters of recommendation.

You will not be moving to the interview phase for selection for the 2018-2019 Rising Leaders cohort, however, if you truly desire to seek the School Principal endorsement do not let this recommendation keep you from reapplying in the spring for the 2019-2020 school year.

Continue your journey to serve those in your school to make academic, behavioral and cultural strides. Simon Sinek once said, "The role of the leader is not to come up with all the great ideas. The role of the leader is to create an environment in which great ideas happen."

Most respectfully,

Paula Renfro

Executive Director, Professional Development

1701 Prudential Drive

Jacksonville, FL 32207

(904) 390-2938

Rising Leaders Level 3 Screening Handbook

8. You have been assigned to a room with two other screeners. Together you will interview multiple candidates in 20 minute intervals. It is recommended that you keep each interview to 15-17 minutes to allow for time to add comments and deliberate with other screeners.
9. All applicant screenings will be completed through a Qualtrics survey. You can use the dropdown list to select the candidate whom you are completing a screening for.
10. After each question there is a box for comments. You may use it for notes to quote a candidate's responses or as a place to make your own comments about their response. Feel free to use shorthand or bullet points. All notes are subject to public record.
11. At the bottom of the survey there is a rubric for you to determine the candidate's level of readiness for the program. Your rating will act as a candidate's score for the interview, and the sum of the candidate's three scores will be used as their final ranking.
12. You are NOT required to give a candidate the same rating as the other screeners in your group. For example, one screener may deem a candidate "somewhat" ready while the other two screeners rate a candidate as "mostly" ready. With that understood, it is best practice to discuss the candidate's performance with other screeners and clarify questions before submitting your final rating.
13. If there is a candidate whom you have directly supervised recently and are concerned you will not be objective, please contact Paula by cell at (904) 881-9838 and she will take your place as the screener for that candidate.
14. Again, thank you for your participation in selecting potential future school leaders! Your hand in this work is valued and important. We will follow up with a survey to gain your feedback on this selection process for Rising Leaders.

Rising Leaders Level 3 Screening - In Person Interviews

Please choose your name from the screeners below:

- Screener Names

Please choose candidate

- Candidate Names

Question 1: You have been newly appointed as principal at Acme Middle School. The school dropped two letter grades from an A to a C. Cultural index survey results indicate 43% of teachers feel they receive feedback from their principal. Class II discipline referrals rose over the previous school year. Describe your first week in your new position.

Please enter your comments below.

Question 2: You have joined a teacher in a parent-teacher conference. How do you resolve parental complaints when you know your teacher is in error?

Please enter your comments below.

Question 3: Can you site evidence of recent professional growth?

Please enter your comments below.

Question 4: Discuss the relationship between instructional improvement, teacher evaluation and staff development.

Please enter your comments below.

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Question 5: Several teachers have been grumbling in the teachers' lounge about the perceived lack of administrative support. What would you do?

Please enter your comments below.

Screening Rubric

Based on the responses given by the candidate, please indicate their level of readiness for the program.

- **Not Yet** - Candidate would benefit from additional leadership experiences within his/her school or department.
- **Somewhat** - With much support, candidate could potentially benefit from this program at this time.
- **Mostly** - With some support, this candidate could benefit from this program at this time.
- **Yes** - Candidate displays the commitment and experience to be an excellent candidate for this program.

☐ Not Yet

☐ Somewhat

☐ Mostly

☐ Yes

Additional Comments:

Rising Leaders Level 3 Screening Notification

Acceptance Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: June 25, 2018

Subject: Rising Leaders Program

Good Day <<First Name>> <<Last Name>>,

It is with great pleasure that I am extending the opportunity to join the Aspiring Leaders Program for the 2018-2019 school year. Buckle your seatbelt because this program will be intense! You will be engaged in monthly face-to-face coursework with online readings and assignments through Blackboard Collaborate. We will be integrating field work into this program so we will be gathering in an elementary, middle, and high school setting over the course of the school year. You will culminate this program with a week-long school-based half day internship.

The calendar of face-to-face meetings are listed below and will take place from 1-5pm. Meetings taking place September through November will be in the media center at Southside Middle School.

Face to Face Dates:

July 16-19	January 16
September 5	February 13
October 10	March 13
November 7	
December 5	

After considering the expectations of this course of study, should you decide to decline this opportunity, please notify me at renfrop@duvalschools.org no later than Thursday, June 18th at 4 pm.

Kind regards,

Paula Renfro

Executive Director, Professional Development
4019 Boulevard Center Drive
Jacksonville, FL 32207
(904) 348-7785

Rejection Notification

To: <<Candidate_Email>>

From: Paula Renfro

Date: June 25, 2018

Subject: Rising Leaders Program

Good Day <<First Name>> <<Last Name>>,

Thank you for interviewing to be a part of the 2018-2019 Aspiring Leaders Program. We have just 29 openings. At this time, we are not extending an invitation for you to take part in this year's cohort. However, with this being said, you were among the top 50 candidates of the _____ submitted! If you truly desire to seek the School Principal endorsement and wish to take advantage of our district's Level II certification program, please reapply in the spring of 2019. I will hold an information session so all those interested will have the opportunity to have support through the application process. For this school year, continue to take advantage of leadership opportunities at your school or department in the areas of academic achievement and school culture.

Duval County Public Schools are looking for individuals, such as yourself, to lead our schools from good to great!

Most respectfully,

Paula Renfro

Executive Director, Professional Development

1701 Prudential Drive

Jacksonville, FL 32207

(904) 390-2938

Novice Principal Cohort Program

Artifacts

Distinguished Leaders Program

Artifacts

Principal Shadowing Program

Artifacts

Initial Notification Email

Principals,

In order to expand the scope of our professional development opportunities, I am pleased to announce that the Administrative Shadowing Program will return for the 2017-18 school year.

Here are a few notes about this year's program:

- The program requires a minimum of 4 shadowing days, which can be half days, if that works best for you and the administrator you are paired with. There is something to be said for shadowing for an entire day, but we certainly understand that everyone is extremely busy. Please keep track of the days, because we will be assigning points once again based on the actual amount of time spent together, in addition to the reflection activities.
- Once we receive your applications we will do our best to pair you with an administrator who you expressed interest in shadowing.
- We anticipate that the program will begin in October. Once again, the actual shadowing days are scheduled between you and your partnered administrator.
- Like last year, professional development points will be available, depending on the number of hours spent in shadowing activities.
- The following is a list of district administrators that will be available to shadow this year:

District Administrator Participants

Dana Kriznar, Chief of Staff

Don Nelson, Assistant Superintendent of Operations

Sharwonda Peek, Assistant Superintendent of School Choice

Vicki Schultz, Chief of Schools

Sonita Young, Assistant Superintendent of Human Resources

Corey Wright, Regional Superintendent of High Schools

Paula Renfro, Executive Director of Professional Development

Pamela Davis, Executive Director of High Schools

Carolyn Davis, Regional Superintendent of Transformation Schools

Michelle Floyd-Hatcher, Executive Director of Transformation Schools

Beverly Walker, Executive Director of Transformation Schools

Michael Henry, Executive Director of Transformation Schools

Nicki Micheau, Executive Director of Title I

To apply for the program, just click on the following link: [Administrative Shadowing Program](#)

New Program

This year we are adding a program for district administrators, based on the feedback we received from principals that participated in the program in previous years. In this program, district administrators will shadow a principal to better understand the challenges they face each day. The Principal Shadowing Program will provide up to 15 professional development hours to those who participate. District administrators will work with their partnered principal to schedule one to two days of observations which can be divided into four half days. Note that the Principal Shadowing Program is different than the Administrative Shadowing Program and you do not have to participate in one to be eligible for the other. This is a great opportunity for you to show what a day in the life of a principal looks like.

If you are interested in participating in one or both of the programs, click on the link below and fill out the interest survey. We will review applications and put you in contact with your partnered district administrator.

Once again, click on the following link to participate in one or both of these opportunities: [Administrative Shadowing Program](#)
If you have questions about either program, please contact me via email at renfrop@duvalschools.org or by phone at 390-2000.

Principal Shadowing Program Application 2017-18

First Name: _____

Last Name: _____

Please select a school:

School Dropdown List

Are you interested in shadowing a district administrator this year?

☐

Yes

☐

No

Skip To: Q7 If = No

Please select up to four (4) administrators you are interested in shadowing:

- Corey Wright, Region Supt. High
- Gail Roberts, Exec. Director Exceptional Student Services
- Jim Culbert, Exec. Director Technology
- Kelly Coker-Daniel, Asst. Supt. Accountability & Assessment
- Kim Bays, Region Supt. Elem
- Kimberlee Hayward, Exec. Director DTO
- Larry Roziers, Asst. Supt. Community & Family Engagement
- Mason Davis, Asst. Supt. Curriculum & Instruction
- Michele Floyd-Hatcher, Region Supt. Elem
- Pam Davis, Region Supt. Bridge/Alt. Ed.
- Sheree Cagle, Region Supt. Elem
- Sonita Young, Asst. Supt. Human Resources
- Tia Leathers, Executive Director Parent Academy

~~Did you shadow a district administrator last year?~~

☐

~~Yes~~

☐

~~No~~

Skip To: Q8 If = No

~~Who did you shadow?~~

At the request of the principals participating in past years, we have added a component that allows district administrators to shadow principals in their schools.

Are you interested in having a district administrator shadow you during the school year?

☐

Yes

☐

No

This is the end of the survey. To submit your answers click the right arrow button. To edit your answers click the left arrow button.

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Principal Mentors Program

Artifacts

Teacher Leaders Program

Artifacts

Non-Certificated Leader Program

Artifacts

Novice Administrator Program

Artifacts

Novice Administrator Program Overview

Management Topics	Facilitator
→ Review and monitoring of Board Targets	• Strategic Planning
→ Strategic Plan, Initiatives, and Projects - setting meaningful targets	
→ Responding to Board Members and Constituents	• Chief of Staff
→ Preparing Agenda Items	
→ Public records requests/Sunshine rules	• Policy and Compliance
→ Responsibilities of each cabinet member	• Chief of Staff
→ Purchasing guidelines	• Purchasing
→ Writing Contracts	• Policy and Compliance
→ Hiring guidelines	• Human Resources
→ Evaluation process for district administrators	
→ Developing a department budget	• Budget
→ School Shadowing/Principal Roundtable	
→ Vision Setting	• Superintendent
→ Participant Presentations	• Participant led
→ Contemporary Education Issues	• Strategic Planning • Chief of Staff

Novice Administrator Program Framework

Program Day	Length	Date	Objectives
Launch Your Leadership	2-Day Retreat	January	<ul style="list-style-type: none"> • Get to know the Superintendent and his theory of change for our district • Describe the strategic direction of our school district and your role as an emerging leader in our organization. • Understand your own strengths and development areas and how those affect your leadership style, your performance goals and your development goals. • Describe goals-based management and how it applies to the work you do as an individual and as a manager. • Practice delivering effective feedback to direct reports and your manager. • Develop concrete plans to apply new learnings to your day to day work, especially your management relationships. • Prepare to engage successfully with the Leadership Lab for the remainder of the year. • Superintendent Q&A • Knowing Yourself
Deepen Understanding & Your Commitment	1/2 day Retreat Follow Up	End of February	<ul style="list-style-type: none"> • Reflect on and revise the plans you made to apply new learnings to your day to day work. • Receive feedback on work products you're currently managing. • Role play crucial conversations with direct reports, managers, or constituents. • Internalize expectations for division presentations.
Build Your Network	3 months	February - April	<ul style="list-style-type: none"> • Understand the steps and best practices for: • Writing strong contracts and navigating purchasing • Writing an effective board agenda item

Program Day	Length	Date	Objectives
Sustain Change & Your Commitment			<ul style="list-style-type: none"> Developing a department budget Hiring staff member Facilitating worthwhile team meetings.
	1/2 day Retreat Follow Up	End of May	<ul style="list-style-type: none"> Reflect on and revise the plans you made to apply new learnings to your day to day work. Receive feedback on work products you're currently managing. Role play crucial conversations with direct reports, managers, or constituents. Internalize expectations for technical sessions.
Master Technical Functions	3 months	May - July	<ul style="list-style-type: none"> Understand the steps and best practices for: <ul style="list-style-type: none"> Writing strong contracts and navigating purchasing Writing an effective board agenda item Developing a department budget Hiring staff member Facilitating worthwhile team meetings.
Carry Work Forward	3 months	August - October	<ul style="list-style-type: none"> Communicate work to district leaders Implement project/initiative within department Cabinet Meeting Presentation

Administrator Mentors Program

Artifacts

