INSTRUCTIONAL LEADERSHIP SUPPORT PERFORMANCE APPRAISAL SYSTEM

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**Brevard Public Schools**

**Instructional Leadership Support Performance Appraisal System**

*For Leadership, Managerial, and Supervisory Positions Excluding Principals, Assistant Principals, and Dean/Assistant Principals*

**Introduction**

Brevard Public Schools has established a comprehensive Instructional Leadership Support Performance Appraisal System (ILSPAS) that is designed to be fair, equitable, and legally sound. Based on the Florida Principal Leadership Standards outlined in the William Cecil Golden (WCG) School Leadership Development Program, the system is used to evaluate the performance of school-based and district-level personnel who are in leadership, managerial, and supervisory positions excluding principals, assistant principals and dean/assistant principals. This performance appraisal system has three distinct components:

1. **The Instructional Leadership Support Performance Appraisal Form** – The performance appraisal form includes ten leadership categories based on the Florida Principal Leadership Standards and an overall evaluation rating. A description of the extensive leadership portfolio is provided. The instructional leadership support personnel assessment process is noted on the form. Comment sections are provided for the evaluator and the evaluatee. Supervisor comments are required.

2. **The Instructional Leadership Support Performance Appraisal Professional Development Assistance Plan (PDAP) Form** – The PDAP is completed if any rating is below the “performing at a professional level”. The specific leadership standard must be identified. Specific behaviors that get in the way of effective leadership are noted. Specific behaviors that are not evident are noted as well. Strategies for improvement and assistance to be provided are noted on the form.

3. **The Instructional Leadership Support Performance Appraisal Leadership Portfolio** – The Instructional Leadership Support Performance Appraisal Leadership Portfolio is a substantive and in-depth document that provides data and evidence of mastery of the performance appraisal standards. The format and content of this portfolio are established by the supervisor.

**Purpose**

The purpose of the Instructional Leadership Support Performance Appraisal System is to develop, improve, and enhance leadership skills in the district’s instructional leadership support personnel. It promotes individual and organizational growth and development, serves as a guide
in personnel decisions, provides for negotiation of expectations in work-related and job-embedded situations, and establishes criteria for assessment.

Orientation

Each year, all instructional leadership support personnel are fully apprised of the Brevard Public Schools’ formal Instructional Leadership Support Performance Appraisal System. An annual orientation is scheduled prior to the beginning of each school year. During the orientation, all instructional leadership support personnel receive a printed copy of the current year’s assessment instrument form and, if substantive changes have been made, a copy of the Performance Appraisal System Handbook. Leadership support personnel employed after the beginning of the school year are similarly scheduled for an orientation session. A record is maintained at the supervisory level indicating the attendance and satisfactory completion of the orientation session.

Planning Session

Each employee participates with his or her supervisor in an individual annual performance appraisal planning session to discuss the complete performance appraisal process. The purpose of this planning session is to clarify the evaluation process covered in the annual orientation and to discuss individual performance goals.

Interim Reviews

The supervisor may conduct interim performance reviews. The number of reviews depends upon several factors including the performance in each of the standards, previous performance experiences, and the employee’s need and desire for constructive feedback. The schedule of progress in relation to performance expectations is discussed. Particular deficiencies, if any, are noted; and an Instructional Leadership Support Professional Development Assistance Plan (PDAP) Form is completed for each leadership standard that is in need of improvement. Behaviors that are keeping the employee from performing at a professional level in any standard are noted on the form. Behaviors that are absent or below expectation are also noted along with strategies for improvement and assistance to be provided.

Rating Scale Definitions

The district expects competent and professional work from its instructional leadership support personnel. Employees and supervisors discuss the high level of performance that is expected for each standard in the planning session. In determining the expected performance levels, the requirements of the position and employee experience are considered. The performance levels include the following:
Performing at a Professional Level

This rating indicates performance that consistently meets the requirements of the position and takes into consideration the level of performance commensurate with the experience of the employee. This rating is used to describe performance of high quality on a consistent basis.

Needs Improvement in Professional Performance

This rating indicates performance that requires additional attention to ensure an acceptable level of proficiency. Further, this performance is not characteristic of the requirements for the position and/or experience of the employee. If this rating is used, supervisors must provide written support regarding how performance is to be improved by completing an Instructional Leadership Support Professional Development Assistance Plan (PDAP) Form.

Unsatisfactory Level of Performance

This rating indicates performance that does not meet the minimum requirements of the position and/or the level of performance commensurate with the experience of the employee. If this rating is used, supervisors must provide written support regarding how performance is to be improved by completing an Instructional Leadership Support Professional Development Assistance Plan (PDAP) Form with the administrator.

Probationary Period

The first ninety-seven workdays of an administrator’s initial administrative contract in the state of Florida is a probationary period. During this probationary period, the administrator may be dismissed without cause or may resign from the contracted position without breach of contract. This probationary period applies to initial appointments to administrative positions exclusively.

Leadership Portfolio

As part of the performance appraisal process, instructional leadership support personnel provide their supervisors with data related to each of the instructional leadership support standards. This data is submitted in the form of a leadership portfolio which reflects progress made in each standard. The format of the portfolio is established by the supervisor. Additional leadership portfolio components (e.g., data and information from the School Accountability Plan, School Improvement Plan, Organizational Values, the Code of Ethics, personal and/or professional objectives, and other appropriate, job-specific experiences) may be included with the appropriate documentation, if required. The specific focus, content, and format of this leadership portfolio are determined by the supervisor during the annual performance appraisal planning session. The leadership portfolio is monitored and adjusted as needed throughout the year.

Leadership portfolios are filed at the worksite during each current school year. At the conclusion of each school year, the portfolio is returned to the employee.
Documentation Sources

For performance assessment, the supervisor reviews data collected and provided by the employee regarding the required standards, indicators, and/or leadership portfolio components. All data and information are included in the employee’s leadership portfolio.

Documentation sources may include the following:

- Interviews – discussions between the supervisor and the employee in relation to employee behaviors that are indicative of competency demonstration. A brief written account of the interview should be included in the employee’s leadership portfolio.

- Direct documentation – written material which follows a direct line of communication between the employee and supervisor.

- Indirect documentation – written materials to which the supervisor has access which typically follow a communication line between the employee and a district-level function. One example is a copy of a report or correspondence from the employee to a district-level office or department.

- Training Programs – verified acquisition and implementation of particular standards or indicators obtained through training programs.

- Evaluatee-Provided – data or information provided by the employee receiving the appraisal. An example is internal communications between the employee and staff.

- Confirmed Observation – direct observation by the supervisor of an employee exhibiting behavior in relation to a standard or indicator and confirmed by a brief written account of the observation.

Data Collection

Individuals who are in school-based or district-level leadership, supervisory, or managerial positions review the instructional leadership support standards and indicators to fully understand each standard and its underlying indicators. Employees collect data from a variety of sources descriptive of what they do to demonstrate standards or indicators. Leadership portfolios do not require extra paperwork; rather, they include job-embedded samples. These leadership portfolios are maintained throughout the year reflecting the various aspects of the employee’s roles and responsibilities.
Confidentiality of Data

All aspects of the Instructional Leadership Support Performance Appraisal System are handled with the utmost confidentiality. To assure confidentiality, only the supervisor and employee should handle any information of a sensitive nature.

Portfolio Contents Review

The employee periodically reviews the portfolio to assess its contents and to decide which items, examples, and artifacts best validate experiences that have been demonstrated in each of the standards. Employees make sure the documents are the primary evidence of the standard and provide proof of results. Examples of primary documents include the following: School Improvement Plans, School Accountability Plans, test data, attendance data, survey data, minutes of meetings, letters and correspondence, financial data, anecdotal records, etc.

Final Performance Appraisal

Each employee prepares his/her leadership portfolio for the final performance appraisal session with his/her supervisor. These portfolios are submitted as required by the supervisor.

Coaching, Mentoring, and Assistance

Supervisors are responsible for developing their instructional leadership support personnel. In meeting this responsibility, they provide coaching and/or mentoring and assistance throughout each yearly performance appraisal cycle. The objectives are as follows:
- Improve personal performance and ensure the development of employees.
- Help employees eliminate or reduce mistakes or personal shortcomings.
- Provide feedback to employees on errors, shortfalls, or successes.
- Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance.

Coaching and mentoring include all the instructions, praise, suggestions, criticisms, and mutual discussions used to develop and motivate employees. They are a direct response to the need to assist employees in developing their potential, including skills required for success in their chosen positions. It requires objectivity, analysis, and an awareness of and respect for another person’s viewpoints and reactions. Most coaching and mentoring are situational. Problems and exceptional performance are addressed in conferences as they arise; to be made aware of something done three months prior to such a conference may lead to a feeling of unfairness and resentment. Likewise, to save up all praise and criticism for the scheduled performance assessment conference overwhelms the employee. Of course, coaching and mentoring may also occur during the regularly scheduled formal performance assessment sessions.
The major differences between the two opportunities for coaching and mentoring include the following:

-Situational Coaching and Mentoring
- usually prompted by specific situation
- usually addresses a problem, though can also reinforce successful performance
- usually little or no time for preparation as it addresses a current situation
- involves nonroutine format

-Performance Assessment/Career Counseling, Coaching and Mentoring
- usually tied to evaluating overall performance
- scheduled for specific times
- usually adequate time for preparation

The primary goal of the performance assessment is to ensure the employee meets performance expectations; however, career counseling/mentoring, a critical component of the performance appraisal system, is also provided. Characterized as a continuing discussion between the supervisor and employee, this mentoring is an on-going process which does not include any prescribed form. The discussion considers the employee’s longer-term career goals, expectations, and professional development needs. The objectives of career counseling/mentoring include the following:
- improve personal performance and assure continued professional growth and development of employees.
- prepare employees for future work assignments requiring greater levels of professional and personal commitment
- help employees identify short-term and long-term career goals
- provide unfiltered feedback to employees on their personal plans and strategies for performance development

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor’s role is to provide advice and counsel and to explain how the employee’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the employee’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from mentoring, an employee must take an active role in the process.

When an employee’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance, and coaching may be involved. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.

The supervisor may suggest other forms of assistance including mentoring from another experienced leader. Systemic problems or unique conditions which may impact performance are taken into consideration.
When performance is rated as “needs improvement” or “unsatisfactory” during the interim review or the final annual review, coaching, mentoring and assistance are documented on the Instructional Leadership Support Professional Development Assistance Plan (PDAP) Form.

**Stakeholder Input for School-Level Instructional Leadership Support Personnel**

Feedback from stakeholders, self-assessment tools, and other input received at the school or district level are used to assess programs and needs. This information is shared with school and/or district administrators and supervisors to enhance the effectiveness of the organization and to maximize the individual performance of each employee.

**Performance Appraisal Tasks and Timelines**

The Instructional Leadership Support Performance Appraisal System is cyclical in nature – a process not an event. Timelines have been developed for required summative performance appraisal instruments to be sent to the Human Resources Services. To ensure there are no surprises during the evaluation process, the following should occur:

- Each evaluatee participates with his/her supervisor in an initial performance appraisal session to discuss and consider performance expectations for the specific position. It is anticipated that this planning session occurs following the discussion of the previous year’s evaluation cycle and prior to the initial calendar year activities for the subsequent appraisal program.

- The supervisor and employee may schedule interim performance appraisal review/s at any time during the school year. The specific number of reviews may depend on several factors including the nature of the performance objectives, the previous performance appraisal experiences of the incumbent, and the incumbent’s need and desire for constructive feedback.

- During the formal and informal interim reviews, the supervisor may review the portfolio data regarding each dimension. The progress in reference to performance may be discussed. In addition, progress made toward meeting team, district, or department expectations may be discussed.

- The formal interim review may be conducted at the midpoint of the yearly cycle.

- At any time in the performance appraisal cycle that performance is considered to be less than the professional level, an Instructional Leadership Support Professional Development Assistance Plan (PDAP) Form, identifying assistance and a timeframe for correction, is completed. If, at the time of the summative evaluation conference, these deficiencies have not been corrected, a specific objective must be included in the next planning session that provides for correction.
Throughout the performance appraisal cycle, the supervisor provides coaching, mentoring, and assistance. An additional mentor may also be recommended, if appropriate.

The supervisor conducts the summative performance review conference in which the employee receives the final ratings for the contents of his/her portfolio and for each leadership standard.

The initial planning meeting is scheduled to repeat the performance appraisal cycle.

In summary, this instructional leadership support appraisal system is based on the philosophical concept that the system be nonthreatening and developmental. This philosophy implies a continuing dialogue between the supervisor and the employee. Accordingly, it ensures a system of no surprises and summarizes a yearlong sequence of activities.

**Recommended Performance Assessment Practices**

Supervisors meet with employees a minimum of three times a year: an initial assessment conference, a mid-year or interim conference, and a final performance evaluation.

When conducting an assessment conference, the supervisor should do the following:

- Reflect on the following questions prior to individual assessment conferences:
  
  *Is the work sufficiently challenging? Too difficult?*
  *Does the employee know what is expected?*
  *Does the employee receive the necessary guidance?*
  *Does the employee have an adequate knowledge of the job and field?*
  *Does the employee appear to have the necessary abilities?*
  *Does the employee receive the necessary support or assistance from others?*
  *Are there factors beyond the employee’s control that may be limiting performance?*
  *Is the employee rewarded for good performance?*
  *Does the employee have a negative attitude toward certain aspects of work?*
  *Do I feel the interview is worthwhile?* (Supervisors must be convinced of the value of the interview to better convey its worth to the employee and thus promote the prospect of eliciting cooperation.)
  *Am I in a friendly and cooperative frame of mind?*
  *Will I be sympathetic and understanding as well as objective and analytical?*
  *Will I be inclined to be too critical or too lenient?*
Will I be inclined to conduct the session on a superficial level and not discuss important issues, problems, or concerns?

Am I prepared to listen to explanations or even arguments?

Am I prepared to change my opinion of the individual’s performance if the discussion indicates that I might have been mistaken?

Do I expect to learn something from the session?

How do I feel about the individual to be appraised?

- Arrange a private conference at a time that is mutually convenient and will cause the least amount of stress or pressure for both the supervisor and the employee.

- Give the employee sufficient time to prepare for the meeting (the more time the employee spends beforehand thinking about work, performance expectations, and career goals, the more likely s/he will be motivated to improve and actually improve).

- Define the purpose of the conference (initial, interim, or final) at the outset: TO HELP EMPLOYEES IMPROVE PERFORMANCE FOR THE BENEFIT OF THE DISTRICT AND SCHOOL OR DEPARTMENT.

- Guide and control the session to resolve performance issues and achieve the objectives/goals of the session.

- Tell the employee that the conference will involve two-way communication to discuss the his/her job and level of expectation or performance regarding the standards and/or indicators. Listen and discuss.

- Start the session by getting the employee talking through open-ended questions about the job and objectives/expectations.

- Demonstrate understanding of the employee’s feelings and point of view, especially if the supervisor holds a different point of view which will be conveyed during the session.

- Analyze all available performance-related information and identify critical trends and patterns before conducting individual mid-year appraisal sessions.

- Note specific examples or occasions when the employee’s performance, rated at any level, deserves special attention.

- If subordinate performance is below the professional level, provide specific ideas as to how the employee may improve his/her performance.

- Motivate the employee to improve his/her performance by:
  - praising the employee for past work well done
  - treating the employee as an equal and with respect
  - ending the meeting on a positive note
- Discuss employee performance relative to professional “expectations” at his/her level of experience, without comparing him/her with others.

- Be friendly and supportive, recognizing that the performance appraisal conference is very important to the employee. S/he will be very sensitive and may misinterpret attitudes toward him/her. Convey the impression that there is sufficient time for the conference and that it is important.

- Keep concise notes. Though the initial and mid-year performance appraisal conferences are not rating sessions, information shared during these conferences bear upon the final evaluation given in the last conference.

- State the importance of the subordinate’s performance to the department/school/district.

- Do not merely read the form to the employee.

- Encourage self-improvements; let the employee “assess” himself/herself.

- Help the employee is realistic and objective.

- Discuss strong points as well as developmental areas.

- Focus the discussion on performance, not personalities; focus on how results deviate from expected performance.

- Minimize the number of criticisms. (Too many threaten the employee’s self-esteem and put him/her on the defensive. S/he will not know which are the most important.)

- Explain why a behavior is unsatisfactory and cannot continue.

- Deal only with developmental areas that are likely to happen again and that the employee can correct.

- Deal with one issue at a time – do not skip around; establish closure for each issue.

- Admit the possibility of misunderstanding or differences in viewpoints. Do not argue.

- Discuss factors that may be hindering the employee’s ability to do the job.

- Distinguish between the assessment of the employee’s performance on his/her current job and his/her potential for promotion.

- Keep the discussion focused and allocate time appropriately.

When completing the performance appraisal form and making the final performance ratings, supervisors do the following:

- Consider the performance expectations previously established and the discussion during the interim session.
- Record specific comments for each standard and/or indicator being rated.

- Give greater consideration to those standards and indicators that are absolutely essential to the success of the employee in making the overall assessment of performance. Overall assessment ratings are not an average of all ratings.
CAREER COUNSELING

Career counseling is a discussion between the supervisor and employee of the employee’s longer-term career goals and development needs.

The objectives of career counseling are to:

1. Improve personal performance and assure continued professional growth and development of employees.

2. Prepare employees for future work assignments requiring greater levels of professional and personal commitment.


4. Provide unfiltered feedback to employees on their personal plans and strategies for performance development.

Career counseling is a mutual process with definite requirements and responsibilities for the supervisor and the employee. The supervisor’s role is to provide advice and counsel and to explain how the employee’s goals match organizational needs. The supervisor should assume the role of “helper” in the sessions. There is emphasis on the employee’s role in the process in an attempt to foster a conscious and planned choice. In order to derive the most benefit from career counseling, an employee must take an active role in the process.

When an employee’s future plans are formulated, supervisors should consider the general level of present performance. If the person is not performing present duties effectively, the primary emphasis should be on improvement of present performance. If the employee is highly effective at the present job, emphasis should be placed on personal development and preparation for greater responsibilities through more challenging goals for the present.
EMPLOYEE COACHING AND MENTORING

A wide gap usually exists between an employee’s actual performance and his/her potential performance level. Reduction of that gap has a direct effect on the quality of the district’s performance. How well that gap is reduced for employees is one test of a successful supervisor. In the last analysis, supervisors carry two major, interrelated responsibilities:

1. Producing the work they are charged with
2. Developing their employees

In meeting these responsibilities, one of the most powerful tools available to the supervisor is skill in coaching and mentoring employees.

The objectives of coaching and mentoring are to:

1. Improve personal performance and ensure the development of employees
2. Help employees eliminate or reduce mistakes or personal shortcomings
3. Provide feedback to employees on errors, shortfalls, or successes
4. Identify and take necessary steps to reduce institutional barriers which contribute to the gap between actual and potential performance standards

Coaching includes all the instructions, praise, suggestions, criticisms, and mutual discussions that managers use to develop and motivate professionals. Coaching is a direct response to the need to assist employees in developing their potential, with emphasis on the skills required for success in their current jobs. It requires objectivity, analysis, and a sensitive awareness of and respect for another person’s viewpoints and reactions. Most coaching is, or should be, situational. Problems and exceptional performance should be addressed as they arise in the conference for something done three months before will lead to a feeling of unfairness and resentment. To save up all your praise and criticism for the scheduled performance assessment conferences will overwhelm the employee.

Coaching also occurs during the regularly scheduled formal performance assessment sessions. The major differences between the two opportunities for coaching are:

<table>
<thead>
<tr>
<th>SITUATIONAL COACHING</th>
<th>PERFORMANCE ASSESSMENT/CAREER COUNSELING COACHING</th>
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<tbody>
<tr>
<td>Usually prompted by specific situation</td>
<td>Usually tied to evaluating overall performance</td>
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<tr>
<td>Usually addresses a problem, though can also reinforce successful performance</td>
<td>Scheduled annually or at the completion of an assignment</td>
</tr>
<tr>
<td>Situation is addressed now and usually little or no time for preparation</td>
<td>Usually adequate time for preparation time</td>
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<tr>
<td>Format is nonroutine</td>
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The principles are generally the same in all three situations (situational, performance assessment, and career counseling). In fact, the most effective performance assessments are continuous, consisting of regular situational coaching as well as scheduled sessions. Reliance on scheduled sessions only, with limited coaching in the interim, is not an effective system.

The purpose of coaching is not to emphasize an employee’s mistakes or personal shortcomings but to improve future performance or behavior. Coaching is a two-step process:

   a) Analyze an error, shortfall, or success

   b) Plan for future improvement or continued success

Coaching is a rational, analytical process that requires many of the same intellectual skills a successful administrator uses in other parts of the job. For coaching to be beneficial, it requires sensitive awareness of and respect for another person’s viewpoints and reactions. Without objectivity and analysis, an administrator will not be a fully effective coach.

Because most coaching is triggered by below-optimum performance, much of the ensuing discussion will involve problem-centered coaching. It is important to keep in mind, however, that the same coaching process is as applicable to discussions of an employee’s success as reinforcement for future performance. Try and catch your employees doing something right.

**Causes of Poor Performance**

Supervisors often assume that the employee is solely responsible for poor performance of job-related behaviors. Such assumptions may overlook elements within the organization or external situations that are causing the problem. In this regard, there may be several reasons for poor performance that are at least partly beyond the control of the employee:

- Expectations are not understood
- Continuing feedback and counseling for improved performance are not provided
- Person does not know how to perform certain job functions
- Organizational support or assistance from other members of the district is lacking
- Person has poor relationships with other members of the district
- Negative attitudes toward certain aspects of the work or work environment have been developed
- Difficulties outside the district, such as family problems, are hindering job

It is easy to overlook such explanations for an employee’s weak performance, but a supervisor must always be aware, both in planning for and conducting a session, that such reasons may exist. With the possible exception of family problems, most other problems are more directly within the control of the employee and organization. Even personal problems can be dealt with in the coaching process; this will depend greatly on the relationship between supervisor and employee, as well as on the nature of the problem.
Brevard Public Schools

**Instructional Leadership Support**

**Performance Appraisal System**

- Planning conference held
- Portfolio components documented throughout the school year
- Interim review(s)
- Final performance appraisal
- Performing at a professional level
- Needs improvement or unsatisfactory
  - Professional development assistance forms reviewed or developed for each standard rated below the performing at a professional level
  - Professional Development Assistance Plan(s) (PDAP/s) developed, if necessary
Brevard Public Schools

**Instructional Leadership Support Performance Appraisal System**

For School-Based and District-Level Personnel in Leadership, Managerial, and Supervisory Positions for 2008-2009

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<thead>
<tr>
<th>Name</th>
<th>School Year</th>
<th>2008-2009</th>
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<tbody>
<tr>
<td>Last</td>
<td>First</td>
<td>Middle Initial</td>
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<tr>
<td>Assignment</td>
<td>School/Dept Name</td>
<td>Number</td>
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An Instructional Leadership Professional Development Assistance Form is required for each standard where performance is rated below the professional level.

<table>
<thead>
<tr>
<th>1. INSTRUCTIONAL LEADERSHIP SUPPORT</th>
<th>6. HUMAN RESOURCE DEVELOPMENT</th>
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<tbody>
<tr>
<td>□ Performing at a professional level</td>
<td>□ Performing at a professional level</td>
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<tr>
<td>□ Needs improvement in professional performance</td>
<td>□ Needs improvement in professional performance</td>
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<td>□ Unsatisfactory level of performance</td>
<td>□ Unsatisfactory level of performance</td>
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<th>2. MANAGING THE LEARNING ENVIRONMENT</th>
<th>7. ETHICAL LEADERSHIP</th>
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<tbody>
<tr>
<td>□ Performing at a professional level</td>
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<tr>
<th>3. LEARNING, ACCOUNTABILITY, AND ASSESSMENT</th>
<th>8. VISION</th>
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<td>□ Performing at a professional level</td>
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<tr>
<th>4. DECISION MAKING STRATEGIES</th>
<th>9. COMMUNITY AND STAKEHOLDER PARTNERSHIPS</th>
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<tbody>
<tr>
<td>□ Performing at a professional level</td>
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<tr>
<th>5. TECHNOLOGY</th>
<th>10. DIVERSITY</th>
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<tbody>
<tr>
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</table>

**OVERALL EVALUATION:**

□ Performing at a professional level
□ Needs improvement in professional performance
□ Unsatisfactory level of performance

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**THE LEADERSHIP PORTFOLIO** shall include data and information from the Strategic Plan, Five Star Quality Performance Inspection, Organizational Values, the Code of Ethics, personal and/or professional objectives, and other appropriate, job-specific documentation.

If the employee evaluates instructional personnel, does s/he use the assessment criteria and evaluation procedures effectively? Yes □ No □ N/A □

Completes annual performance evaluations and development discussions for all direct reports on time. Yes □ No □

Supervisor’s Initials ______ Evaluatee’s Initials ______
Overall Comments (Required):

Comments of evaluatee: 

Evaluator Signature (Blue Ink Only)  Date

My signature indicates that this evaluation has been discussed with me:

Evaluatee Signature (Blue Ink Only)  Date
BREVARD PUBLIC SCHOOLS

INSTRUCTIONAL LEADERSHIP SUPPORT PROFESSIONAL DEVELOPMENT ASSISTANCE PLAN FORM

2008-2009

Employee’s Name ________________________________

Principal/Supervising Administrator’s Name

Standard:

Specific Behaviors:

Strategies for Improvement:

Assistance:

Date for Follow Up ____________________________

Employee’s Signature ____________________________
(Blue Ink Only)
Date

Administrator’s Signature ____________________________
(Blue Ink Only)
Date

Date for Follow Up Review ____________________________

Employee’s Signature ____________________________
(Blue Ink Only)
Date

Administrator’s Signature ____________________________
(Blue Ink Only)
Date
Florida Principal Leadership Standards

Florida’s school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

**Instructional Leadership**

**Instructional Leadership** –
High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

**Managing the Learning Environment** –
High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

**Learning, Accountability, and Assessment** –
High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

**Operational Leadership**

**Decision Making Strategies** –
High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

**Technology** –
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

**Human Resource Development** –
High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

**Ethical Leadership** –
High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

**School Leadership**

**Vision** –
High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

**Community and Stakeholder Partnerships** –
High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

**Diversity** –
High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.
Brevard Public Schools

Instructional Leadership Support Standards with Indicators and Customized Brevard-Specific Examples

INSTRUCTIONAL LEADERSHIP SUPPORT STRAND - 1 OF 3

Instructional Leadership Support (McCREL: Curriculum, Instruction, and Assessment, Flexibility, Visibility)

1. Utilizes a plan for the achievement of strategic plan goals and other targets.
   a. Updates and maintains the Brevard Public Schools (BPS) Scorecard

2. Involves staff in ongoing study of current best practices.
   a. Develops/implements/monitors action research and professional learning communities

3. Sets high expectations and standards for staff.
   a. Aligns content and instruction to ensure student achievement of established standards
   b. Utilizes Data Dashboard to access information and improve student achievement
   c. Insures that teachers receive the assistance they need to improve teaching and learning

4. Creates conditions that enhance a culture of educational excellence.
   a. Pursues professional growth opportunities

5. Communicates the connection and importance of the department/work unit objectives to the district instructional goals.
   a. Utilizes Strategic Plan Calendar for appropriate communication and input
Managing the Support Work Unit/Learning Environment
(McREL: Flexibility, Situational Awareness)

1. Takes responsibility for leading a department/work unit.

2. Administers/develops policies that provide a safe work environment.

3. Establishes plans and processes to accomplish strategic goals.

4. Plans and schedules one’s own and others’ work so that resources are used appropriately, and short- and long-term priorities and goals are met.
   a. Utilization of a work load management system. Frequent monitoring and analysis of data resulting in continuous improvement actions.

5. Builds a culture of learning/professional growth in the department/work unit.

6. Utilizes an efficient budget planning and monitoring process.

7. Conforms to legal and ethical standards in the management of the department/work unit environment.
INSTRUCTIONAL LEADERSHIP SUPPORT STRAND - 3 OF 3

Accountability and Assessment (McREL: Curriculum, Instruction, and Assessment, Visibility)

1. Develops and demonstrates skills in evaluating department/work unit outcome measures.

2. Implements the Plan/Do/Check/Act systems model for continuous improvement for department/work unit.

3. Provides appropriate training for continuous improvement.

4. Uses multiple sources of data to manage the accountability and continuous improvement processes.
   a. Incorporates successful internal/external sources to identify improvement strategies
OPERATIONAL LEADERSHIP STRAND - 1 OF 4

Decision Making Strategies (McREL: Curriculum, Instruction, and Assessment, Flexibility)

1. Uses appropriate problem solving techniques and decision making skills to resolve problems.
   a. Uses appropriate involvement of stakeholders when making decisions
   b. Views events and problems from multiple perspectives
   c. Analyzes unresolved questions/situations before determining a course of action
   d. Considers long range effects of decisions
   e. Analyzes data to make decisions and move toward department/work unit improvement

2. Conforms to appropriate legal standards.

3. Recognizes/exhibits decisiveness and self-confidence in making difficult decisions.

4. Delegates/involves others clearly and appropriately to accomplish organization goals.

5. Identifies patterns and trends to improve the department/work unit.
   a. Regularly analyzes current processes to determine areas for improvement.
OPERATIONAL LEADERSHIP STRAND - 2 OF 4

Technology (McREL: Curriculum, Instruction, and Assessment)

1. **Implements technology, telecommunications and information systems to improve productivity.**
   a. Develops project plan using appropriate involvement of stakeholders in assessing and determining needs and requirements.
   b. Makes decisions based on long-range effects and results.

2. **Understands laws and policies related to technology tools.**
   a. Utilizes technology tools in manner consistent with District Technology and Acceptable Use Policies and Procedures.

3. **Uses available technology and information resources to make data-driven decisions.**
   a. Utilizes the Desktop Student Data System and AS400 based Student System to make decisions that are data-driven.
   b. Performs data collection and utilizes tools such as Access, Excel and Crystal Reports to store and analyze.

4. **Models the use of technology as a tool in support of department/work unit.**
   a. Utilization of tools such as Microsoft Office for presentation, communication and data analysis.
   b. Utilization of Desktop Student Data System reporting tools for data analysis and presentation.
   c. Utilization of collaboration tools such as SharePoint, video conferencing and webinars.
   d. Models appropriate security awareness in the utilization of all District computing resources.
OPERATIONAL LEADERSHIP STRAND - 3 OF 4

Human Resource Development (McREL: Contingent Rewards, Relationships)


2. Uses the methods and principles of personnel evaluation.

3. Operates within the provisions of each contract as well as established enforcement and grievance procedures.

4. Works collaboratively to connect professional development to individual learning goals.

5. Understands the processes necessary for hiring and retaining high quality employees.

6. Empowers others to achieve personal, professional and organizational goals.

7. Utilizes a variety of supervisory skills to improve operations.

8. Applies adult learning strategies when planning or delivering professional development.

9. Provides opportunities for staff to think, plan, and work together.
OPERATIONAL LEADERSHIP STRAND - 4 OF 4

Ethical Leadership (McREL: Affirmation, Outreach)

1. Models and monitors the district organizational values.

2. Understands the impact of his/her actions on the district during and outside work hours.

3. Demonstrates a personal code of ethics embracing diversity, integrity, and the dignity of all people.

4. Demonstrates ability to make decisions within an ethical context (e.g., reporting infractions).

5. Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications.

6. Displays open, honest communication about the department/work unit.
Vision (McREL: Affirmation, Contingent Rewards, Outreach)

1. **Describes/develops/facilitates the implementation of the vision and mission of the department/work unit with other stakeholders.**
   a. Inspires commitment to the mission/vision of the school/district/department
   b. Presents department/work unit/district goals at community meetings, open house, parent conferences, etc.
   c. Facilitates the strategic planning process

2. **Collaborates with/motivates staff to achieve the department/work unit vision and the district vision.**
   a. Leads professional learning communities
   b. Leads/participates in department/work unit meetings/initiatives

3. **Aligns department/work unit goals and objectives with the district vision.**

4. **Articulates and reinforces the vision in written and spoken communication**
   a. Communicates through newsletters, websites, at parent and faculty meetings and at other gatherings
   b. Continually reinforces department/work unit goals at community meetings, open house, parent meetings, etc.

5. **Recognizes the effect of external events impacting the district by holding events to enhance district pride and increase community involvement.**

6. **Creates and maintains a positive environment and culture for teaching and learning.**
   a. Provides multiple venues to motivate, recognize and/or reward student/staff performance

7. **Involves a comprehensive cross section of the school/community in establishing plans to accomplish goals.**

8. **Understands and embraces the concepts of a continuous improvement model.**
   a. Recognizes the importance of the existing school culture, adult learning styles, informal/formal leadership, and appropriate involvement
   b. Understands that change is a process and supports continuous improvement
Community and Stakeholder Partnerships (McREL: Outreach)

1. Shares decision-making with others in the schools/depts.

2. Seeks resources of families, businesses, and community members in support of the department/work unit and school goals.

3. Involves community leaders to support and promote department/work unit goals and programs.
   a. Establishes community forums

4. Addresses student and family conditions affecting learning.
   a. Understands the needs of the community and provides appropriate assistance and resources

5. Nurtures internal/external relationships to support the department/work unit.
   a. Is accessible and available before, during, and after school for meetings with parents, staff, teachers, and students

6. Promotes a positive image of the department/work unit for families, businesses, and community members.
   a. Speaks at a variety of forums
   b. Actively participates in community activities
   c. Uses a variety of media and formats, including telecommunications and the school website, to communicate a positive image to educational stakeholders

7. Identifies and accesses agencies to connect students and staff to health, human, and social services needed.
SCHOOL/DEPARTMENT LEADERSHIP STRAND - 3 OF 3

Diversity (McREL: Flexibility, Relationships)

1. Uses interpersonal skills appropriate to the situation.

2. Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation in all aspects of the department/work unit.

3. Communicates effectively with various cultural, ethnic, racial, and special interest groups in the community.


5. Understands the importance of hiring, developing, and retaining a diverse staff.

6. Conforms to legal and ethical standards related to diversity.
Brevard County Leadership Support

Functions/Tasks Listing
1.0 INSTRUCTIONAL PROGRAM SUPPORT

1.1 INSTRUCTIONAL PROGRAM SUPPORT

1.1.1 Facilitate articulation among all involved personnel and monitor articulation procedures (PLS 2, 4)
1.1.2 Provide facilities, technological support, and other types of support and materials (PLS 3, 7)
1.1.3 Approve/disapprove requests for support materials (PLS 3, 5)
1.1.4 Focus on improving support strategies (PLS 1, 2, 8)
1.1.5 Use multiple sources of data to plan, design, and modify programs and to manage the accountability and instructional support improvement process (PLS 2, 5, 8)
1.1.6 Assist in planning, preparing and approving schedules (PLS 2, 3, 5)

1.2 INSTRUCTIONAL PROGRAM SUPPORT MONITORING AND EVALUATION

1.2.1 Provide for periodic needs assessment and use the results in planning to meet the needs of schools/departments (PLS 2, 5, 8)
1.2.2 Supervise compliance and alignment with federal, state, and district policies and procedures (PLS 1, 2, 8)
1.2.3 Establish and operate an ongoing instructional support review process (PLS 2, 5)
1.2.4 Provide opportunities for input from all stakeholders (PLS 2, 4, 5, 6)
1.2.5 Evaluate instructional support programs together with other personnel for success and effectiveness (e.g., gender equity, population diversity) (PLS 2, 4, 6, 8)

1.3 INSTRUCTIONAL PROGRAM SUPPORT DEVELOPMENT AND IMPROVEMENT

1.3.1 Set goals and objectives for improvement based on needs assessment (PLS 1, 2, 5, 8)
1.3.2 Develop strategies for established instructional support projects (PLS 1, 2)
1.3.3 Direct the planning and implementing of school curriculum (PLS 1, 2)
1.3.4 Respond to curriculum needs based on available resources (PLS 2, 3, 5)

PLSs
1. Vision
2. Instructional Leadership Support
3. Managing the Learning Environment
4. Community and Stakeholder Partnerships
5. Decision Making
6. Diversity
7. Technology
8. Learning, Accountability, and Assessment
9. Human Resources Management
10. Ethical Leadership
2.0 HUMAN RESOURCES

2.1 STAFFING
2.1.1 Identify staffing needs and respond to needed personnel changes (PLS 5, 9)
2.1.2 Advertise and recruit for position vacancies (PLS 9)
2.1.3 Review qualifications and interview candidates (PLS 9)
2.1.4 Recommend personnel actions based on specific district and/or state adopted guidelines (PLS 5, 9)
2.1.5 Use personnel allocation information to appropriately staff personnel (PLS 5, 6, 9)
2.1.6 Provide personnel access to job descriptions (PLS 9)
2.1.7 Possess a working knowledge of certification requirements for all instructional personnel (PLS 9)
2.1.8 Determine when to utilize a substitute, short-term contract, or temporary employee (PLS 5, 9)
2.1.9 Assign employees to specific projects and/or work sites (PLS 3, 5, 9)
2.1.10 Assign staff to additional activities as needed (PLS 3, 5, 9)

2.2 PERSONNEL SUPERVISION
2.2.1 Provide for supervision of personnel (PLS 8, 9)
2.2.2 Understand and comply with contract language and provisions related to job status, grievance procedures, and personnel evaluations (PLS 9)
2.2.3 Supervise and monitor employee certification and placement of personnel (PLS 3, 5, 9)
2.2.4 Monitor work loads as required (PLS 3, 9)
2.2.5 Resolve employee conflicts (PLS 5, 6, 9)
2.2.6 Approve or disapprove requests for leave (PLS 5, 9)
2.2.7 Conduct formal and informal conferences with employees (PLS 6, 9)
2.2.8 Establish procedures and conduct supervision of employee performance (PLS 3, 8, 9)
2.2.9 Approve compensatory time accrual and use when appropriate (PLS 5, 9)

2.3 PROFESSIONAL DEVELOPMENT
2.3.1 Coordinate and/or supervise professional development needs assessment and use the results as the basis for providing professional development opportunities (PLS 5, 8, 9)
2.3.2 Counsel employees in professional growth and development (PLS 9)
2.3.3 Organize and monitor appropriate professional development programs (PLS 5, 8, 9)
2.3.4 Delegate the tasks of supervising and evaluating non-instructional personnel (PLS 5, 9)
2.3.5 Observe and evaluate employee performance for improvement (PLS 1, 2, 8, 9)
2.3.6 Write letters of recommendation (PLS 9)
2.3.7 Implement the district's identified new employee orientation program (PLS 1, 9)

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3.0 SCHOOL OPERATIONS AND FACILITIES

3.1 CAPITAL IMPROVEMENT
3.1.1 Determine facility and site improvement needs (PLS 1, 3, 5)
3.1.2 Assess needs and coordinate purchase of major equipment (PLS 1, 3, 5)
3.1.3 Annually evaluate property inventory and file necessary reports (PLS 3)
3.1.4 Assess all areas for replacing non-repairable or lost/stolen equipment and furniture (PLS 3)
3.1.5 Order needed furniture, equipment, materials, and supplies (PLS 3)

3.2 FACILITY UTILIZATION
3.2.1 Determine upkeep and maintenance needs of school building within budget allocations (PLS 3, 5)
3.2.2 Follow proper security procedures and prepare and submit reports on all vandalism at school (PLS 3)
3.2.3 Review and respond to district facilities safety report and coordinate evacuation drills (PLS 3)
3.2.4 Provide and supervise facilities for emergency health and accident needs (PLS 3)
3.2.5 Establish and monitor an on-site maintenance program in cooperation with Plant Operations (PLS 3, 5)
3.2.6 Implement district Safety Plan (PLS 1, 3)
3.2.7 Prepare space and time report indicating how each work space is utilized and for how long (PLS 3)
3.2.8 Supervise proper maintenance, specific project procedures, working conditions, and building use procedures (PLS 3)
3.2.9 Supervise procedures for building use by other agencies and organizations (PLS 3)
3.2.10 Conduct review and submit all necessary reports of accidents (PLS 3)
3.2.11 Supervise custodial schedule in accordance with contract (PLS 3, 9)
3.2.12 Coordinate facility modifications to include new facilities or remodeling of existing facilities with the district's Office of Plant Operations/Facilities (PLS 1, 3, 4)
3.2.13 Design, coordinate, and implement facility modification with district Plant Operations/Facilities personnel (PLS 1, 3, 4, 5)
3.2.14 Implement emergency management plans (PLS 3)

3.3 FINANCIAL MANAGEMENT
3.3.1 Determine budget needs (PLS 1, 3, 5)
3.3.2 Prepare and submit proposed budget (PLS 3, 5)
3.3.3 Supervise the allocation and authorize disbursement of operating funds through proper purchase order procedures (PLS 3, 5)
3.3.4 Supervise allocation and disbursement of funds through internal accounts procedures (PLS 3)
3.3.5 Manage the income and expenditures of internal accounts (PLS 3, 5)

PLSs
1. Vision
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10. Ethical Leadership
3.3.6 Respond to fiscal audit reports (PLS 3)
3.3.7 Control funds generated by school/department activities (PLS 3)
3.3.8 Supervise and approve completion of reports (PLS 3)
3.3.9 Implement budget based on district allocations (PLS 3)
3.3.10 Identify budget constraints (e.g., materials, supplies, specific funds, etc.) (PLS 3, 5)

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3.4 COMMUNICATIONS
3.4.1 Inform staff of upcoming events (PLS 3, 4)
3.4.2 Chair/facilitate department staff meetings (PLS 3, 4)
3.4.3 Involve affected staff when facility changes are pending (PLS 3, 4, 5)
3.4.4 Explain policies, programs, and their effects on students, personnel, and community (PLS 3, 4)
3.4.5 Develop and implement procedures for involving appropriate personnel in the decision-making process (PLS 3, 4)
3.4.6 Interact with district personnel to resolve problems (PLS 3, 5)
3.4.7 Write and submit reports to district offices evaluating programs and procedures (PLS 3, 8)
3.4.8 Establish and maintain favorable relationships with local community groups (PLS 3, 4, 6)
3.4.9 Communicate with media concerning school activities and programs (PLS 3, 4)
3.4.10 Supervise the release of information to the media in accordance with district protocol (PLS 1, 3, 4)
3.4.11 Speak at school-related meetings (PLS 3, 4)
3.4.12 Make presentations on department-related programs and issues (PLS 3, 4)

3.5 SCHOOL RECORDS MANAGEMENT
3.5.1 Supervise maintenance of financial records (PLS 3)
3.5.2 Supervise the preparation and maintenance of payroll records (PLS 3)
3.5.3 Establish procedures for the acquisition, maintenance, and monitoring of accurate health, attendance, and personnel (PLS 3, 5, 10)
3.5.4 Establish guidelines for transfer of records (PLS 3)
3.5.5 Establish guidelines for adherence to privacy laws (PLS 3, 10)
3.5.6 Provide means for employees to perform responsibilities for record keeping including reports, plans, and schedules, etc. (PLS 3)

3.6 REGULATIONS, POLICIES, AND PROCEDURES
3.6.1 Comply with state and federal legislation (PLS 3)
3.6.2 Establish policies and procedures for communicating information about the department (PLS 3, 10)
3.6.3 Review policies and procedures annually (PLS 3, 5)
3.6.4 Establish new policies and procedures as needed (PLS 3, 5)
3.6.5 Enforce school board policy and administrative regulations (PLS 3, 10)
3.6.6 Respond to directives from district, state, and federal offices (PLS 3, 10)
3.6.7 Maintain knowledge of current administrative procedures and policies and interpret these for staff (PLS 3, 4)

PLSs
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9. Human Resources Management
10. Ethical Leadership
3.6.8 Maintain knowledge of current legislative initiatives (PLS 3, 4)
3.6.9 Implement state and local health regulations (PLS 3, 4)
3.6.10 Establish procedures for communicating and interpreting school policies and regulations for students, staff, parents, and community (PLS 3, 4, 5, 6)
3.6.11 Implement negotiated contracts (PLS 3, 9)
3.6.12 Know process and utilize information from district Educational Technology (PLS 3, 7)
3.6.13 Know process of the district’s plans related to health and safety (PLS 3, 5)
3.6.14 Know the process of writing and administering grants (PLS 3, 4)
3.6.15 Understand the role of the superintendent as it relates to the school board (PLS 3, 4)
3.6.16 Understand the “chain of command” in the district (PLS 3, 4)
3.6.17 Possess a working knowledge of the district departmental organization (who to call?) (PLS 3, 5)

PLSs
1. Vision
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10. Ethical Leadership
4.0 PROFESSIONAL PRACTICES

4.1 PROFESSIONAL PRACTICES

4.1.1 Share department/school vision including goals and objectives with stakeholders (PLS 1, 4)
4.1.2 Demonstrate adherence to organizational values (PLS 1, 2, 10)
4.1.3 Act with integrity, fairness, and honesty in an ethical manner (PLS 10)
4.1.4 Act in accordance with federal, state and district statutes, rules and procedures (PLS 10)
4.1.5 Accept final responsibility for staff and worksite (PLS 1, 2, 3, 5, 10)
4.1.6 Demonstrate genuine respect and concern for others (PLS 4, 6)
4.1.7 Conform to legal and ethical standards related to diversity (PLS 6, 10)
4.1.8 Use discretion in speaking of department/school, colleagues, students, and others (PLS 3, 5, 6)
4.1.9 Demonstrate follow-through and completion of commitments (PLS 2, 3, 8)
4.1.10 Make decisions that are fair, equitable, and legally sound (PLS 5, 10)
4.1.11 Work to create a good climate reflecting trust, openness, and good relations among staff and students (PLS 3, 6)
4.1.12 Participate in professional development and other activities to ensure a continuing program of self-improvement (PLS 9)
4.1.13 Attend school board meetings, Leadership Team meetings, and related activities as appropriate (PLS 1, 2, 4)

PLSs
1. Vision
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10. Ethical Leadership
5.0 TECHNOLOGY

5.1 TECHNOLOGICAL PRACTICES

5.1.1 Access computer and software to utilize district information system required in the routine management of the department/school (PLS 3, 5, 7, 8)

5.1.2 Demonstrate a continued awareness of current technology applications (PLS 7)

5.1.3 Understand and implement procedures for delivering network resources to new employees (PLS 2, 3, 7)

5.1.4 Plan for the increased development and effective implementation of technology (PLS 2, 3, 7)

5.1.5 Assist employees in using technology to access, analyze, and interpret student performance data, and in using results to appropriately design, assess and modify performance (PLS 2, 7, 8)

5.1.6 Use a variety of media and formats, including telecommunications and the district website, to communicate, interact, and collaborate with peers, experts, and other education stakeholders (PLS 4, 7)

5.1.7 Adhere to and enforce among staff the district’s acceptable use policy and other policies and procedures related to security, copyright and technology use (PLS 7, 10)

PLSs
1. Vision
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4. Community and Stakeholder Partnerships
5. Decision Making
6. Diversity
7. Technology
8. Learning, Accountability, and Assessment
9. Human Resources Management
10. Ethical Leadership
## Correlation of Leadership Standards to the Brevard County Leadership Support Functions/Tasks Listing

### PLS 1 - Vision - 18

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### PLS 2 - Instructional Leadership - 21

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### PLS 3 - Managing the Learning Environment - 80

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### PLS 4 - Community and Stake Holder Partnerships - 26

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Superintendent
Brevard Public Schools

Ms. Cyndi Van Meter
Associate Superintendent,
Division of Curriculum and Instruction
Equity Coordinator

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Secondary Education

Ms. Sue Carver, Director
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Office of Compensation & Benefits

Ms. Joy Salamone, Director
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