**Leader Development Procedures**

Orientation/Training

All administrators will be trained in the Mountain Brook Schools Leader Development Program. New administrators will be trained at the beginning of each school year and refresher training for returning administrators will be conducted as needed. Training will include the cycle, timeline, requirements, expectations, procedures and forms.

Leader Development Cycle

All non-tenured administrators and new principals are on the active portion of the leader development cycle, meaning that they engage in all parts of the program. Tenured administrators and principals are divided into three groups. Each group is on the active portion of the plan one of every three years, meaning they engage in all aspects of the program designed for tenured administrators that year. The two remaining years, administrators and principals are on the inactive portion of the cycle, meaning they take part in only some aspects of the program.

Self- Assessment and Goal Setting

Each year all administrators will complete the self-assessment which is based on the Alabama Continuum for Instructional Leaders. Upon completion of the self-assessment, each administrator will set goals for the year based on information from the self-assessment. Non-tenured administrators and principals on the Active portion of the LEADER development cycle (every 3 years) will discuss the self-assessment and goal setting with a supervisor (superintendent) and refine and revise the goals as needed before finalizing the plan. Contract principals will be on Active cycle on their last contract year before contract renewal, regardless of previous years’ cycle. A final copy of the Goal Setting plan will be given to the superintendent. Any documentation that the administrator would like included will be turned in at the end of the cycle year. The goals and progress toward meeting the goals will be discussed at the post observation conferences. These forms will be kept in the administrator’s personnel file.

Tenured administrators and principals on the Inactive portion of the cycle will develop their Goal Setting Plan and reflect on progress toward meeting the goals by completing a Goal Reflection Form at the end of the year. The administrator will turn in the Goal Setting Plan and reflections at the end of the year, along with any documentation the administrator would like to have included. These forms will be kept in the administrator’s personnel file.

Focused Observations/Visits

All non-tenured administrators and principals on the Active portion of the cycle, whether they work in a school, central office, or other building, will be formally observed by a supervisor or superintendent. These observations/visits may be announced or unannounced and should be sufficient in length to observe interaction in the school, department, or other work setting, during the course of a work day. These are intentional observations/visits which provide a snapshot of the various tasks that these administrators perform. These tasks could include working with teachers in a data meeting, leading some type of training or workshop, conducting a parent or IEP meeting, working with colleagues on a collaborative task, and other varied tasks or scenarios. They are focused on, but not limited to, the areas identified on the administrator’s Goal Setting Plan. A post observation conference will be held shortly after each observation and can be completed immediately after the observation/visit. Prior to this conference, administrators may be asked to complete parts of the Post Observation Conference Form to help facilitate this discussion. At the conference, the administrator and supervisor should discuss the evidence from the observation, review the Goal Setting Plan and discuss any other pertinent topics. This is a formative process and is, therefore, fluid. The administrator and supervisor may decide to make revisions to the goals before the next observation or to finish the year. Both the administrator and supervisor should sign the Post Observation Conference Form. More frequent informal school or work visits are encouraged and provide a greater opportunity to discuss successful practices, progress, and professional growth.

Non-tenured administrators will have one announced observation during the fall semester and one unannounced observation during the spring semester.

Tenured administrators on the Active portion of the cycle will have one unannounced observation each semester.

Coaching Conversations OR 360° Feedback

Every administrator and principal, regardless of tenure or cycle, will participate in some type of feedback activity. Most appropriate are either two coaching conversations regarding his/her Goal Setting Plan or seeking 360° feedback from one or more colleagues. These conversations will be with the colleague of his/her choice within the school system, utilizing Results Coaching skills, and will be kept confidential between colleagues. Administrator personal reflections on the coaching conversations or 360° feedback will be documented on the End-of-Year Conference form.

End-of-Year Conference

Non-tenured administrators and principals on the active portion of the cycle will participate in an end-of-year conference with a supervisor or the superintendent. The administrator and supervisor should share the lead in this conference. This is their opportunity to collaboratively reflect on the year and begin to plan for the following year. It is the role of the supervisor/superintendent to listen and to ask probing questions to aid in the reflection process and in planning for the next year. The following areas should be discussed: goals, observations, any other pertinent topics, and plans for the next year. This conversation is a very important part of the leader development process. Both the administrator and supervisor/superintendent should take notes on the discussion. Following the conference, the administrator should summarize the conversation on the form provided and present it to the supervisor/superintendent for a signature.

The supervisor/superintendent may also choose to complete an additional End-of-Year Conference form. This could be done for a variety of reasons including, but not limited to, the following:

--The supervisor/superintendent does not agree with the write up the administrator has presented.

--The supervisor/superintendent would like to add to or clarify the administrator’s summary.

--The supervisor/superintendent wants to document certain information that was discussed to assure it is part of the record.

If the supervisor/superintendent chooses to complete an additional End-of-Year Conference Form or attach additional documentation, each additional page will be initialed and dated by both parties.

Documentation

For non-tenured administrators and principals who are on the Active portion of the cycle, the following must be kept in the individual administrator’s personnel file:

--Goal Setting Plan

--Post-Observation Conference Forms

--End-of-Year Conference/Reflection Form (with evidence attached if desired)

For tenured administrators on the Inactive portion of the cycle, the following must be kept in the individual administrator’s personnel file:

--Goal Setting Plan

--End of Year Conference/Reflection Form (and documentation if desired)

Administrators should have copies of all of the above.

Flexibility

Because the purpose of this process is leader development, it is designed to be flexible. The need to modify the process/cycle could include, but not be limited to the following scenarios:

--A very experienced, non-tenured administrator might only stay on the non-tenured plan for one or two years, and then be moved to the three year cycle. (This does not mean that he/she has gained tenure in the legal sense.)

--A tenured administrator could remain on the Active portion for two, three, or more consecutive years for a variety of reasons.

--An administrator could be moved from the Active portion of the cycle to the Inactive portion, meaning that Active portion of the cycle would be postponed for a year. This could be done due to an extended leave of absence, an administrator pursuing an advanced degree, or other extenuating circumstances.

Appeals

While it is the hope that administrators and supervisors/superintendent will agree as to what occurred during an observation, on acceptable progress toward achieving goals, or on any other aspect of the program, it is possible that disagreement could occur. Should this happen, the administrator has the right to add an addendum to any written record to present the information he/she deems appropriate. The addendum is to be stapled to the document in question and the supervisor is to write on the original document that an addendum has been attached. This will be kept in the administrator’s personnel file along with the other documentation from the LEADER Development Program for that year.