

5002 - PROFESSIONAL DEVELOPMENT POLICY FOR ADMINISTRATORS

The professional development plan for new and current administrators of Odyssey Charter School, Inc. will encompass both internal and district-based in-service trainings. Administrators may also participate in professional development conducted through the National Association of Secondary School Principals; the National Association of Elementary School Principals, the College Board; the Southern Association of Colleges and Schools; ASCD and the William Cecil Golden School Leadership Development Program. The board has approved the following professional development trainings and conferences at minimum:

1. **Florida Annual State Charter School Conference** - administrators will attend state conference on an annual basis.
2. **New Administrator Development Program** - *As applicable - within the first 10-months of employment beginning July 1 - June 30th* - Newly assigned administrators will participate in the Sponsoring school district's approved professional development programs for school leaders. including, but not limited to:
 - a. budget training
 - b. observing and evaluating personnel
 - c. data-driven decision-making
 - d. curriculum development
 - e. identifying and using best practices
 - f. Integrating technology for the 21st century.
3. **Clinical Educator Training for experienced educators (Level 2)** *Annually* – This training provides quality support for developing administrators for the classroom or other educational environments such as the student services area. The Clinical Educator Program is designed to assist experienced educators as they exercise the very critical task of supporting and mentoring developing professionals in a variety of settings. This course helps develop skills for coaches and mentors in a formative observation, clinical supervision, feedback skills, and professional development planning for increased instructional effectiveness. The Florida Performance Measurement System's formative and summative processes are incorporated.
4. **Classroom Walk-through Training** - *Annually* - Provides school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection. Reflective thinking about one's practice provides an effective strategy for change and improvement by fostering a process of communication between the instructional leaders and the teacher to increase the focus on student achievement. The process provides a powerful strategy for increasing student achievement; a strategy for classroom visits that focuses on teaching and learning; methodology for analyzing the classroom for feedback purposes and use of reflective conversation for providing feedback.
5. **Budget Training for Administrators** – *Biannually and as needed Aug - Jan* - This training addresses school budgeting as it pertains to both the school's operating budget

and internal accounting policies and procedures, Red Book requirements, and checks and balances to ensure a sound budget.

6. **Master Scheduling for Administrators** – *Annually* - Administrators are trained on creating an efficient and effective master schedule that meets the national, state and district course requirements, that is financially sound and that meets class size reduction requirements.
7. **Differentiated Instruction for Administrators** – *Annually - 3 sessions* - This training helps administrators to understand how to facilitate DI by teaching teachers and coaches to use data to differentiate and individualize instruction and to create effective targeted instruction and tutoring to increase student achievement and maximize instructional time.
8. **Data-Driven Decision-Making** – *Quarterly* -Administrators learn how to analyze, extrapolate and disaggregate school data from a variety of sources and to use this data to create effective school improvement plans and increase student achievement.
9. **Developing the School's Improvement Plan** – *Annually* - This session teaches school administrators to develop a sound and effective school improvement plan to ensure an equitable and high-quality school improvement plan. This process includes data analysis, goal setting, budget planning, professional development planning and reflective practices.
10. **Technology for the Next Generation** - *Biannually* - Administrators participate in hands-on technology workshops to learn how to integrate technology into the classroom. This includes use of Promethean Boards, Safari Montage, Document Imaging Cameras, Mimeo boards, and academic software programs and utilization of a variety of online resources. The purpose is to ensure schools are growing with technology to ensure students and teachers are prepared for the expectations of the 21st century and national technology standards.
11. **Principal Chat Sessions** - *Quarterly* - Administrators meet by level (secondary, elementary) to go over pertinent topics and to share best practices. These sessions include curriculum development, standards implementation, scheduling, educational changes, innovative programs, and more. Experienced administrators share their best practices for using student achievement data with newly appointed assistant principals.
12. **Safety and Security** – *Annually Aug* - Safety and Security training will prepare administrators to prevent and protect the school and students, to handle emergency situations, to recognize potential threats, to train school staff on daily safety procedures, and to write an annual school safety plan.
13. **College Board (for 6-12 level administrators)** - College Board workshops for administrators touch on a variety of topics related to developing, managing, coaching, and coordinating an AP program, Pre-AP strategies, AP Vertical Teams, and the PSAT/NMSQT. Workshop participants learn leadership and administrative techniques

and tactics and engage in discussion with peers. Some workshops provide materials and handouts.

Evaluation of School Administrator - The Board of Directors will evaluate the principal/administrator annually. The Board will use a Comprehensive Assessment Form in order to validate principal competence and effectiveness, in accordance with the *Florida Principal Competencies*. Therein, administrative performance will be measured in terms of meeting or exceeding said competencies with emphasis in the areas of: improved student achievement; overall school site leadership; information and analysis; strategic quality planning; management of processes; human resources and customer focus. Other data included as part of the school leader's evaluation will be: results of parental involvement efforts; FSA and AYP reports in terms of continuous improvement efforts; professionalism and attendance statistics; and results of parent, and staff climate surveys.