

PERFORMER Factors Analysis (PFA) Form

Performer:	<i>ML</i>
School District:	<i>Collaborative County</i>
Superintendent:	<i>Dr. Lead Learner</i>
Coach: (if applicable)	<i>Dr. Best Practice</i>
Sponsor: (if applicable)	<i>Dr. Key Supporter</i>
Rising Stars Collaborative Director: (if applicable)	<i>Mr. Process Facilitator</i>
District Representative: (if applicable)	<i>Ms. Team Player</i>
GLISI Performance Consultant:	<i>Ms. Logic Chain</i>

1. What are the top SMART Goals and related improvement initiatives of the district? (Attach District Action Plan, School Improvement Plan, and Balanced Scorecard.)

Complete Georgia Performance Standards (GPS) training with all teachers and leaders.

Improvement in Math (Teachers have had four years of training in reading). Each school has its own plan for improving math achievement based on its data.

Science: We need a connection to the basics to develop stronger kids. This will lead to improved SAT results. We are working on a seamless approach in science from elementary to high school so there will be no deficits on the back end. We have the highest percentage gain on the SAT in the state annually, but our children are not where they should be. Our focus will be on what needs to happen at the elementary and middle school.

Social Studies: Improved map skills; quality field trips that align with the curriculum. We must help leaders realize that poverty is a daily reality for their students and the community (81% of students eligible for free and/or reduced lunch).

Focus on the writing component, both process and penmanship. There is an overlay of didactical impediment, entrenched with students' surroundings.

Technology: Students have no models or technology at home. E-rate grants have helped us upgrade software, hardware. Focus on technology related to learning with mandatory training for all staff.

PERFORMER Factors Analysis (PFA) Form

2. What position(s) is this candidate most likely preparing for?

Performer's name is "ML", an elementary school assistant principal. She has had 8 years of teaching experience as a third grade teacher and has been an assistant principal for the past two years.

ML is being prepared for a position as an elementary or middle school principal and if successful, will move into the principalship within the next two years.

3. What are the strengths of this performer?

ML is very strong instructionally and has had some experience working with teachers to improve their practice.

She analyzes and uses data herself and shares it with teachers, but has not led a data analysis team of teachers.

She is in a change process with the GPS and is assisting teachers in unpacking the standards, but does not have a strong background in assessment.

She has an engaging personality and teachers, students, and parents like her, but she has had limited experiences with collaboration.

She has capacity, compassion, and passion

She is excited about improving her leadership skills with the assistance of a Performance Coach

4. In which skills does the performer need to improve his/her performance? (Review GLISI's cross-cutting skills to prompt your responses.)

Facilitating groups in defining goals and analyzing causes

Using effective group dynamic skills and problem solving skills

Using questioning skills to motivate and manage the engagement of group members in the task at hand

Presenting information clearly, concisely and professionally

Integrating technology to increase effectiveness

Planning and managing school improvement initiatives aligned to district goals

PERFORMER Factors Analysis (PFA) Form

5. In which of GLISI's The 8 Roles of School Leaders™ is this performer expected to become proficient?
- Select as many of The 8 Roles™ as apply.
 - For each Role selected, assign a priority ranking (1 = highest, 8 = lowest)
 - For each Role selected, list Priority Performances™ this performer must practice / master (Refer to GLISI's Competency Model for Educational Leaders™ as necessary)

Select? Priority?	Role	Priority Performance(s)™
<input checked="" type="checkbox"/> <u>4</u>	1.0 - Curriculum, Assessment and Instruction (CAI) Leader	<i>is knowledgeable of best practices for developing and maintaining a standards-based instructional program; leads teachers in unwrapping performance standards and developing benchmark assessments; monitors the instructional environment relative to student learning</i>
<input checked="" type="checkbox"/> <u>1</u>	2.0 - Data Analysis Leader	<i>analyzes standardized test scores and other sources of data including disaggregating data; assists teachers in the data analysis process; Leads teachers in root cause analysis; leads teachers through the process of developing measurable improvement goals after an analysis of student and school data</i>
<input type="checkbox"/> _____	3.0 - Process Improvement Leader	
<input type="checkbox"/> _____	4.0 - Learning and Performance Development (L&PD) Leader	
<input checked="" type="checkbox"/> <u>2</u>	5.0 - Relationship Leader	<i>demonstrates an awareness of the principles of group dynamics (i.e., collaboration, conflict management, consensus building) through interactions with various groups of stakeholders; exhibits professional and ethical standards; implements effective verbal and written communication</i>

PERFORMER Factors Analysis (PFA) Form

<input type="checkbox"/> <hr/>	<i>6.0 - Performance Leader</i>	
<input checked="" type="checkbox"/> <u>3</u>	<i>7.0 - Operations Leader</i>	<i>uses technology to support district/school improvement goals and initiatives; can develop and use spreadsheets, word documents, software to support teaching and learning and organizational effectiveness</i>
<input type="checkbox"/> <hr/>	<i>8.0 - Change Leader</i>	

6. What factors / challenges internal to the school and / or district may be barriers to providing this performer the support he / she needs to master the Priority Performances? What will you do to mitigate those barriers?

Internal Barrier	Approach(es) to mitigate
<i>The district does not currently have a systemic leadership performance program for developing school and district leaders.</i>	<i>A District Representative will be assigned to support and monitor the development of the performer in the performance of the tasks during the coaching process.</i>
<i>Clear and measurable leadership performance criteria are not effectively communicated to aspiring and developing leaders in the district.</i>	<i>The District Representative and/or Sponsor will clearly explain the expectations for performance to the Performer.</i>
<i>Developing leaders are not provided sufficient opportunities to practice key leadership skills prior to their promotion to leadership positions.</i>	<i>A Sponsor will work with the Performer and Performance Coach to schedule time and provide locations, resources, data, and information needed for the Performer to practice the skills and tasks expected during the coaching process.</i>
<i>Assistant principals have been assigned tasks primarily related to school operations rather than development and supervision of the</i>	<i>The Performer will have opportunity to practice the Priority Performances™ in the real work environment performing the real</i>

PERFORMER Factors Analysis (PFA) Form

<i>instructional program.</i>	<i>work of the school.</i>
<i>Funds and resources have not been sufficiently allocated for the development of school and district leaders.</i>	<i>Superintendent will propose that professional development for aspiring and developing leaders be added to the district's budget.</i>
7. What factors / challenges <u>external</u> to the school and / or district may be barriers to providing this performer the support he / she needs to master the Priority Performances? What will you do to mitigate those barriers?	
External Barrier	Approach(es) to mitigate
<i>The county's declining tax base might result in cuts in the district's budget which may impact the district's performance coaching initiative.</i>	<i>Increasing the tax base is outside the control of the Coach and district leaders.</i>