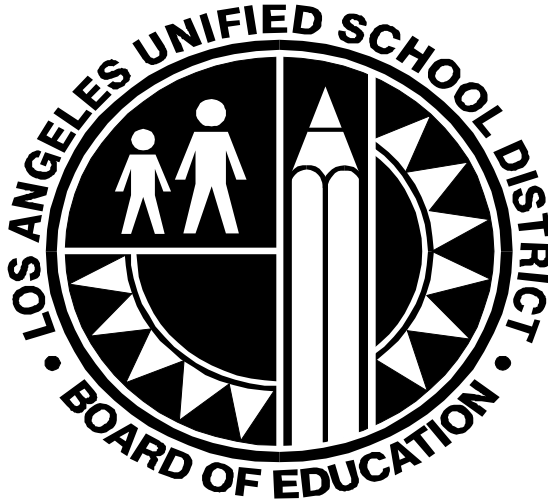


Los Angeles Unified School District
Human Resources Division
Personnel Research & Assessment Section



***CERTIFICATED ADMINISTRATIVE CANDIDATE
PORTFOLIO***

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I. INTRODUCTION TO THE PATHWAY TO LEADERSHIP

Congratulations on your decision to seek an administrative position with the Los Angeles Unified School District. The certificated administrative examination process has evolved into one that encourages transparency, self assessment, mentoring and professional development; so that qualified and talented individuals can be identified to fill leadership roles in our schools.

Human Resources recognizes that the process of building leadership in our schools begins long before the administrative examination. You are encouraged to begin the readiness dialogue with your principal at least one year in advance of participating in the examination process. The moment you decide to seek an administrative position, the District encourages you to begin informal dialogue with your principal/supervisor. The key to success is communicating your intentions with an experienced administrator (i.e., your immediate supervisor). Your supervisor should be able to offer you the opportunity to gain the prerequisite experience necessary to successfully perform as a school administrator. Your supervisor should also provide you with an objective assessment of your strengths and weaknesses in performing key administrative functions (as described in the *Success Indicators*). You also must be ready to receive constructive recommendations from your supervisor as part of the development process.

Human Resources encourages individuals to use the *Success Indicators* (pages 14 through 16 of this packet) as a professional development tool prior to participating in the administrative exam process. The *Success Indicators* are classified by behavioral dimension and are reflective of the *California Professional Standards for Educational Leaders*. The *Success Indicators* represent the key characteristics that District leaders identified as necessary for success in school leadership positions. Candidates recommended to participate in the exam process are expected to embody the characteristics described in the *Success Indicators*.

Individuals will have unlimited access to the *Portfolio* and *Success Indicators*. By being able to access the *Portfolio* and *Success Indicators*, candidates will have ample time to reflect upon their current level of expertise, seek additional experiences if needed, meet with their supervisor and complete all the materials. Candidates should also be sensitive to the time that their supervisors will have to invest in this process.

II. PORTFOLIO INSTRUCTIONS

This *Portfolio* is designed to provide you with the opportunity to reflect upon how your certificated experience has prepared you for a leadership role. Your *Portfolio* will be read by your first and second-level supervisors when completing the *Recommendation of Readiness (RoR)*. It will also help familiarize your second-level supervisor with your work experience. After participating in this process, you should have a clear idea of your areas of strength as well as the specific experiences that must be gained prior to successfully competing in the administrative examination.

In completing pages 6 through 13, write about your certificated experiences, in essay form, for each dimension. To best demonstrate your ability level in each dimension, use the *Success Indicator* questions to guide your responses. Please note that you have flexibility in determining how to structure your response for each dimension. You are not required to provide complete written responses for every question. However, you should be prepared to speak on all of the questions when you meet with your immediate supervisor. Your response for each dimension should not exceed the space provided (one page).

Completion of the Recommendation of Readiness (RoR) process:

- 1) Complete the *Portfolio* according to the instructions above.
- 2) Schedule a meeting with your current, immediate, principal-level supervisor* to discuss your readiness to effectively carry out the duties of the administrative position.
- 3) Your supervisor will be asked to consider the following when completing the *RoR*:
 - i. Your experiences and abilities as they relate to the *Success Indicator* questions.
 - ii. Your readiness to perform successfully in the targeted position as it relates to each specific dimension.
 - iii. Your written responses in your *Portfolio*.

* If you are a school-based employee, your immediate supervisor is your school principal.

NOTE: If you are not a school-based employee, your immediate supervisor must be **at or above** principal level and sign your performance evaluation (STULL).

Completion of the Recommendation of Readiness (RoR) process (continued):

- 4) Your supervisor will meet with your second-level administrator** to openly discuss your readiness to effectively carry out the duties of the administrative position. Your second-level administrator will ensure that your immediate supervisor has made their decision in a fair and impartial manner.
 - i. Your Local District Superintendent may choose to be involved in the recommendation process. Their involvement will ensure that they are aware of the candidates who will be competing in the administrative examination and potentially filling future school leadership roles.

- 5) Finally, your immediate supervisor will meet with you to discuss the recommendation decision and to collaboratively design a process for providing you with the appropriate experiences and professional development (if needed).

- 6) Once the *RoR* is completed and signed by your current, immediate, principal-level supervisor, second-level administrator and Local District Superintendent (if applicable), submit the form to the Administrative Selection Unit (ASU) by the examination filing deadline. Please note that you are not required to submit your *Portfolio* responses.

Important Note: All the information in this *Portfolio* must be true and accurate. Any misstatement of fact is a violation of District policies and may result in disciplinary measures.

** If you are a school-based employee, your second-level administrator is the Local District Director (the administrator to whom your Principal reports.)

III. CANDIDATE PORTFOLIO

EXAM TITLE: _____

NAME OF CANDIDATE: _____ EMPLOYEE NUMBER: _____

Completion of the portfolio: On the following pages, provide a response that demonstrates your experience, knowledge, skill and ability as it pertains to each of the behavioral dimensions. Use the corresponding *Success Indicator* questions (pages 14-16) to structure and guide your responses.

DIMENSION: *LEADERSHIP & INFLUENCE*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *JUDGMENT & DECISIVENESS*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *EXTRA-ORGANIZATIONAL SENSITIVITY*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *INSTRUCTIONAL LEADERSHIP*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *ANALYSIS*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *INITIATIVE & INNOVATIVENESS*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *PLANNING AND ORGANIZING*

Candidate's Response:

EXAM TITLE: _____

NAME OF CANDIDATE: _____ **EMPLOYEE NUMBER:** _____

DIMENSION: *WRITTEN & ORAL COMMUNICATION*

Candidate's Response:

IV. SUCCESS INDICATORS

The “*Success Indicators*” are classified by behavioral dimension. These questions are reflective of the *California Professional Standards for Educational Leaders* and represent key characteristics that District instructional leaders identified as necessary for success in administration. Candidates are not required to provide full written responses to every question. However, it is critical that candidates are prepared to speak on these questions when engaging in the *RoR* meeting with their immediate supervisor.

LEADERSHIP & INFLUENCE

Facilitates collaboration with stakeholders on identifying goals, developing and implementing strategies, and assessing progress toward meeting goals.

- How have you demonstrated the interpersonal skills necessary to generate trust and support from subordinates and the community?
- How have you demonstrated leadership among your peers or grade level? Have you taken on any leadership roles?
- In providing performance management, how have you communicated expectations to subordinates and provided continuous guidance and support to help them reach higher levels of performance?
- How do you go about developing and maintaining effective relationships with students, staff and community? Do you believe you have been successful in doing so?

JUDGMENT & DECISIVENESS

Makes sound decisions, reconciles differences, and suggests improvements.

- What challenges have you faced when called upon to run the school in your Principal’s absence? How have you handled those challenges?
- When have you made decisions that impact school operations? Cite some specific examples.
- When have you encountered an urgent or emergency situation that required a rapid response? Describe the situation and the steps you took to provide a resolution.
- When have you used data and research to guide a decision? What kinds of data have you worked with and how have you used that data to guide your decision making process?
- Have your decisions ever resulted in negative consequences? Cite some specific examples. How have you dealt with these instances?

EXTRA-ORGANIZATIONAL SENSITIVITY

Understands and shows sensitivity to various ethnic, cultural, linguistic, economic, and disability groups.

- How have you worked with external stakeholders, agencies and organizations in accomplishing your school's goals?
- What steps have you taken to protect the rights and confidentiality of students and staff?
- Describe a time when your ethics and/or integrity were challenged. How did you handle the situation?
- What have you done to promote equity, tolerance, and respect among all members and groups comprising the school community?

INSTRUCTIONAL LEADERSHIP

Assesses needs, develops and implements an instructional program that fully responds to the identified needs and goals, and monitors its effectiveness.

- Describe your experience mentoring and providing instructional advice to teachers.
- Describe your experience monitoring programs targeted towards specific subgroups (e.g. English Learners, Gifted and Talented, Special Education, etc.).
- What efforts have you made to involve parents in school activities and programs?
- What specifically have you done to lead students in improving their academic performance? Describe the results and the data that supports those results.

ANALYSIS

Identifies issues, secures relevant information, relates and compares data from different sources and identifies cause/effect relationships.

- Describe your experience reviewing and analyzing data to identify and address the academic weaknesses of students (i.e. scores in math, English, science, etc)? What sources of data have you used?
- Describe your experience reviewing and interpreting qualitative indicators for the purpose of improving the school community (e.g. improving attendance, suspension, school discipline issues, school safety). What decisions have you made based on this analysis?
- What steps have you taken to familiarize yourself with the school budget process?

INITIATIVE & INNOVATIVENESS

Takes action beyond what is necessarily called for in order to achieve desired goals.

- What opportunities outside the normal scope of your job responsibilities have you sought out?
- What kinds of professional development activities have you engaged in?
- Describe a time when you took the lead in offering a solution to a problem.
- Describe a time when you developed a unique or creative solution to a problem, and shared that solution with your colleagues.
- How often do you go above and beyond what was minimally required when completing a task? Cite examples.
- Describe a time when you were proactive and took steps to prevent a potential problem from occurring.

PLANNING AND ORGANIZING

Establishes a course of action for self and/or others to accomplish specific goals.

- Describe your method of prioritizing work assignments. How do you ensure that your work is completed effectively and on time?
- Describe your experience aligning fiscal, human and material resources for the purpose of supporting student learning.
- When have you put in extra time (beyond normally scheduled hours) to meet the demands of the school site?
- How do you ensure that you continuously produce high quality work in the midst of multiple demands and unexpected schedule changes?

WRITTEN & ORAL COMMUNICATION

Uses correct vocabulary, grammar, and sentence structure.

- Describe your experience speaking extemporaneously to groups (both large and small). What tactics do you use to ensure that your message is delivered clearly and accurately?
- How do you communicate expectations to parents and teachers in a manner that is easily understood?
- Describe your experience engaging in difficult conversations with parents, students and staff. How do you ensure that these conversations remain as constructive as possible?