



# Bay District Schools Administrative Application

Information obtained through the application process will be used for decision making, candidate selection and/or nomination by the Superintendent, as applicable. The Administrative Application is considered complete once all required information and documentation has been received by Human Resources. The deadline for receiving applications is no later than 4:30 p.m. CST on the posted closing date. Applications may be sent electronically to **careers@bay.k12.fl.us**. Incomplete applications will not be processed or considered. Do not depend on U.S. mail or the school courier system for meeting deadlines.

## INSTRUCTIONS TO APPLICANT

1. Complete and sign the fillable Administrative Application.
2. Provide a current resume that outlines the minimum qualifications of the posted position including:
  - Education
  - Relevant certifications and qualifications
  - Experience with dates including duties, responsibilities and accomplishments
  - Three (3) professional references
3. Attach education documents for the posted position (*current certifications, advanced degree transcripts, etc.*)
4. If applying for a school-based or student-centered administrative position, request a completed Supervisor's Competency Rating Form from your current or most recent supervisor.
5. Submit the completed Administrative Application and resume to Human Resources no later than 4:30 p.m. CST on the posted closing date. Applications may be sent electronically to **careers@bay.k12.fl.us**.

FULL LEGAL NAME: \_\_\_\_\_  
Last First Middle

ADDRESS: \_\_\_\_\_  
Street City State Zip

HOME PHONE: ( ) \_\_\_\_\_ CELL PHONE: ( ) \_\_\_\_\_

PERSONAL EMAIL: \_\_\_\_\_

POSITION DESIRED: \_\_\_\_\_

The following information is **OPTIONAL**:

**GENDER:**  Male  Female      **ETHNICITY:** Are you of Hispanic/ Latino Origin?  YES  NO

**RACE** (Check all races that apply):  American Indian / Alaskan Native       Multiracial       White  
 Black/ African American       Asian / Pacific Islander



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## EMPLOYMENT HISTORY

- Are you currently under contract with any Florida district?  YES  NO

If YES, please list the district: \_\_\_\_\_

- Are you currently an employee of Bay District Schools?  YES  NO

- Have you previously worked for Bay District Schools?  YES  NO

If YES, please list your supervisor: \_\_\_\_\_ and position: \_\_\_\_\_

*Beginning with your present or most recent position, list your employment history pertaining to your last three (3) positions.*

EMPLOYER:	EMPLOYER PHONE:
POSITION:	EMPLOYMENT DATES BEGIN: _____   END: _____
SUPERVISOR:	TITLE:
SUPERVISOR CONTACT INFORMATION	
PHONE:	EMAIL:

EMPLOYER:	EMPLOYER PHONE:
POSITION:	EMPLOYMENT DATES BEGIN: _____   END: _____
SUPERVISOR:	TITLE:
SUPERVISOR CONTACT INFORMATION	
PHONE:	EMAIL:

EMPLOYER:	EMPLOYER PHONE:
POSITION:	EMPLOYMENT DATES BEGIN: _____   END: _____
SUPERVISOR:	TITLE:
SUPERVISOR CONTACT INFORMATION	
PHONE:	EMAIL:



# Bay District Schools Administrative Application

Are you a veteran as defined by s.295.07, Florida Statutes and claiming Veteran's Preference?  YES  NO

*Note: In order to receive Veterans Preference, it is required that proof such as DD-214 (Military discharge papers) or its equivalent from the VA showing military status, dates of service and discharge type or other type of proof from the DD or VA MUST BE SUBMITTED WITH THIS APPLICATION. Spouses, widows, or widowers qualifying for Veterans' employment preference MUST SUBMIT with this application, the required documents in order to receive such Veterans' Employment preference.*

**If you are claiming Veteran's Preference, please indicate the provision under which you qualify. State Law currently defines "war" to include the following conflicts: Korean Conflict, Vietnam Era, Persian Gulf War, Operation Enduring Freedom and Operation Iraqi Freedom. (SB 156 - 1.01(14) Florida Statutes.)**

- A veteran of any war who has served on active duty for one day or more during a wartime period, excluding active duty for training, and who was discharged under honorable conditions from the Armed Forces of the United States of America.
- A veteran with a service-connected disability who is eligible for or receiving compensation, disability retirement, or pension under public laws administered by the U.S. Department of Veterans Affairs and the Department of Defense.
- Receipt of any Armed Forces Expeditionary Medal is qualifying for veterans' preference.
- The spouse of a veteran who cannot qualify for employment because of a total and permanent service-connected disability, or the spouse of a veteran missing in action, captured, or forcibly detained by a foreign power.
- The unmarried widow or widower of a veteran who died of a service-connected disability.

**If you state that you were "A veteran of any war....," please indicate the war here:**

- Korean Conflict: June 27, 1950 to January 31, 1955
- Vietnam Era: February 28, 1961 to May 7, 1975
- Persian Gulf War: August 2, 1990 to January 2, 1992
- Operation Enduring Freedom: October 7, 2001 to date to be determined
- Operation Iraqi Freedom: March 19, 2003 to date to be determined

## BACKGROUND INFORMATION

- Are you legally authorized to work in the United States?  YES  NO
- If offered employment by the local board of education, can and will you provide documentation that you are legally authorized to work in the United States?  YES  NO
- If applicable, will your immigration status require sponsorship for employment (e.g., H-1B visa)?  
 YES  NO  NOT APPLICABLE
- With or without reasonable accommodation, are you able to perform the essential functions of the position for which you are applying?  YES  NO



## Bay District Schools Administrative Application

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- Have you ever been arrested/convicted of a crime, found guilty, or entered a plea of no contest (nolo contendere), even if adjudication was withheld? *Failure to answer this question accurately could result in termination of employment.*  YES  NO

If YES, what charges? \_\_\_\_\_

If you answer 'YES' to any of the FOLLOWING questions, please use the space provided to give a detailed explanation, including the date of the charge, the court action, and the address of the court involved. Please note that a 'Yes' answer to these questions may not necessarily disqualify you from consideration for employment.

- Have you ever been dismissed from an employment position in the last ten years?  YES  NO
- Have you ever been asked to resign from an employment position in lieu of dismissal?  YES  NO
- Have you ever been investigated for or disciplined for misconduct related to your employment?  YES  NO
- Have you ever been convicted, pled guilty, or pled nolo contendere (no contest) to any criminal offense other than a minor traffic violation? (examples of what should be reported include, but are not limited to, a felony, misdemeanor, or DUI)?  
 YES  NO
- Have you ever received probation, deferred judgment, or any type of pre-trial adjudication?  YES  NO
- Are you currently under investigation or named in an indictment, accusation or special presentment of any offense other than a minor traffic violation?  YES  NO
- Have you ever been under investigation or charged with any violation of the Florida Code of Ethics or any similar professional inquiry?  YES  NO
- Have you ever been investigated based on a report of child abuse or neglect or suspected child abuse or neglect by a state agency?  YES  NO
- Have you ever had a report of child abuse or sexual activity involving a K through 12 student or other minor filed against you with a school district, a state or federal agency, a police agency, in a court of law, or any prior employer?  
 YES  NO



## Bay District Schools Administrative Application

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- Have you ever had a professional certificate, credential, or license (of any kind) revoked or suspended, or have you been placed on probationary status for any alleged misconduct or alleged violation of professional standards or conduct?  
 YES  NO
  - Are there any pending adverse actions against you relating to a professional certificate, credential, or license?  
 YES  NO
  - Have you ever been denied a professional license for which you applied, or granted a professional license on a conditional or probationary basis for any alleged misconduct or alleged violation of professional standards of conduct?  
 YES  NO
  - Have you ever surrendered a professional license of any kind before its expiration during an investigation or in lieu of discipline?  
 YES  NO
  - Have you ever been disciplined by any public agency responsible for licensure of any kind, including, but not limited to, educational licensure?  YES  NO
  - Have you ever failed to complete a contract for educational services in any educational or school-related position?  
 YES  NO
  - Have you ever been placed on leave by an employer or left such employment prior to the end of the employment term?  
 YES  NO
  - Have you ever had a contract non-renewed, non-extended or been dismissed from employment?  YES  NO
  - Have you ever resigned in lieu of contract non-renewal, non-extension or termination of employment?  
 YES  NO
  - Have you ever been dismissed from an employment position in the last ten years?  YES  NO
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**I hereby affirm that all information provided by me in this application is true and accurate and subject to verification by Bay District Schools. I understand that any discovery of incorrect information supplied by me could be used as basis for disqualification and/or of my application.**

\_\_\_\_\_  
*Signature of Applicant*

\_\_\_\_\_  
*Date*



# Bay District Schools Human Resources

## SUPERVISOR'S COMPETENCY RATING FORM

The applicant named below is seeking employment in an administrative or supervisory position in Bay District Schools. Please record your assessment of this applicant's performance and return this form **directly** to Bay District Schools at **careers@bay.k12.fl.us** as soon as possible.

### TO BE COMPLETED BY THE APPLICANT

*Applicant should send this form to the most recent employer or supervisor listed below.*

SUPERVISOR or EMPLOYER'S NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

PHONE NUMBER: \_\_\_\_\_ EMAIL: \_\_\_\_\_

*This form is being sent from the person listed below:*

APPLICANT NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

POSITION HELD: \_\_\_\_\_ # YEARS IN POSITION: \_\_\_\_\_

*I authorize the Supervisor addressed above to give Bay District Schools information regarding my employment, job performance and any other information which may be provided regarding job performance. I do hereby release the addressed Supervisor therewith from all liability for any damage whatsoever incurred in furnishing such information.*

\_\_\_\_\_  
*Applicant Signature*

\_\_\_\_\_  
*Date*

### TO BE COMPLETED BY THE SUPERVISOR

**I verify the information on the attached Supervisor's Competency Rating is an accurate representation of the applicant's abilities in his/her current position.**

\_\_\_\_\_  
*Supervisor Signature*

**This form must be returned by the supervisor directly to Executive Director of Human Resources:**

Bay District Schools  
Attn: Executive Director of Human Resources  
1311 Balboa Ave.  
Panama City, Florida 32401  
**careers@bay.k12.fl.us**



# Bay District Schools Human Resources

## SUPERVISOR'S COMPETENCY RATING SCALE

5=Highly Effective 4=Effective 3=Developing 2=Unsatisfactory 1=Not Evident

### DOMAIN I: STUDENT ACHIEVEMENT

The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals – knowing what's important, understanding what's needed, and taking actions that get results.

**Student Learning Results:** *Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.*

**Indicator 1.1 – Academic Standards:** The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).

**Indicator 1.2 – Performance Data:** The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.

**Indicator 1.3 – Planning and Goal Setting:** The leader demonstrates planning and goal setting to improve student achievement.

**Indicator 1.4 – Student Achievement Results:** The leader demonstrates evidence of student improvement through student achievement results.

**Specific Examples (required):**

Rating

### DOMAIN II: INSTRUCTIONAL LEADERSHIP

The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

**Instructional Plan Implementation:** *Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.*

**Indicator 2.1 – FEAPs:** The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of Florida's common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

**Indicator 2.2 – Standards-based instruction:** The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.

**Indicator 2.3 – Learning Goals Alignments:** The leader implements recurring monitoring and feedback processes to ensure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.

**Indicator 2.4 – Curriculum Alignments:** The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.

**Indicator 2.5 – Quality Assessments:** The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.

**Indicator 2.6 – Faculty Effectiveness:** The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

**Specific Examples (required):**

Rating



# Bay District Schools Human Resources

## DOMAIN III: ORGANIZATIONAL LEADERSHIP

The focus is on school operations and leadership practices that integrate operations into an effective system of education.

<b>Decision Making:</b> <i>Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.</i>		
<b>Indicator 3.1</b> – Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.		
<b>Indicator 3.2</b> – Problem Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.		
<b>Indicator 3.3</b> – Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implementing actions as needed.		
<b>Indicator 3.4</b> – The leader empowers others and distributes leadership when appropriate.		
<b>Indicator 3.5</b> – Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.		
<b>Specific Examples (required):</b>	<table border="1"><tr><td>Rating</td></tr></table>	Rating
Rating		

## DOMAIN IV: SCHOOL MANAGEMENT

The focus is on managing organization, operations, and facilities in ways that maximize the use of resources.

<b>School Management:</b> <i>Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.</i>		
<b>Indicator 3.1A</b> - Organizational skills: The leader organizes time, tasks, projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.		
<b>Indicator 3.2A</b> – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.		
<b>Indicator 3.3A</b> – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.		
<b>Specific Examples (required):</b>	<table border="1"><tr><td>Rating</td></tr></table>	Rating
Rating		





# Bay District Schools Human Resources

## DOMAIN V: COMMUNICATION

The focus is on the use of appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals.

**Communication:** *Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.*

**Indicator 3.1B – Constructive Conversations:** The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

**Indicator 3.2B – Clear Goals and Expectations:** The Leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

**Indicator 3.3B – Accessibility:** The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

**Indicator 3.4B – Recognitions:** The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

**Specific Examples (required):**

Rating

**OVERALL RATING**  
(HR use only)