LEADERSHIP *TAYLOR!*

The Human Resource Leadership Development Plan

William C. Golden Professional Development Program for School Leaders
Florida Regional Education Partners
Florida State University, Florida A & M University,
University of West Florida,
Panhandle Area Education Consortium

Table of Contents

Mission: *The Taylor County School District, in partnership with our community and with the support of students' families, strives to provide an equal opportunity for all children to reach their maximum potential and acquire knowledge, skills, values and attitudes needed to become contributing citizens.*

Introduction

LEADERSHIP PAEC: Developing School Leaders for the 21st Century is the response of fourteen small and rural school districts to the passage of the William Cecil Golden Professional Development Program for School Leaders, (F.S.1012.986), in 2006, by the Florida Legislature. This act included the following goals:

- Provide resources to support and enhance the principal's role as the instructional leader

- Build the capacity to increase the quality of programs for pre-service education for aspiring principals and in-service professional development for principals and principal leadership teams.

The William Cecil Golden Professional Development Program replaces the school districts' Human Resources Management Development Plan that was designed to meet the requirements of Florida Statute 231.07 adopted in 1985 and expired in 1999. In response to the new legislation, Panhandle Area Educational Consortium [PAEC] formed a taskforce of superintendents, school principals and district leaders in 2006. The taskforce consisted of Walton County Superintendent, Carlene Anderson; Deputy Superintendent Gulf County, Bill Carr; Principal Bobbie Dawson of Washington County; Calhoun County Superintendent Mary Sue Neves; Wakulla County Assistant Superintendent Beth O'Donnell; PAEC staff members: Pat Suggs, Neal Meadows, Belva Free and Shirley Eikeland. The taskforce worked for a year with representatives from the member school districts to develop the essential components of a leadership development program for aspiring, entry-level principals and career principals to encourage the development of high-performing principals to serve the students and parents of this region of Florida. In the fall of 2007, Panhandle Area Educational Consortium contracted with Dr. Hilda Cox to align the selection and development components to the new leadership standards and to integrate the elements into a comprehensive plan using the previous work of the taskforce and the latest information from the Florida Department of Education. The plan has been reviewed and modified based on feedback from district leaders and university representatives in the region and/or new information from the Florida Department of Education. The Standards for Initial and Continued Approval of School Principal Preparation Programs issued by the Florida Department of Education in September, 2007, have been inserted in full

text the first time then referenced by number thereafter. Also, an index of each standard is enclosed in the appendices.

The Taylor County School District Leadership Development Plan is a commitment on behalf of the Superintendent, the Taylor County School Board and, in partnership with the Panhandle Area Educational Consortium, Florida A & M University, Florida State University, University of West Florida and Florida School Leaders, to provide quality leadership for our schools now and in the future. Our vision is to produce leaders who have the knowledge and skills to lead quality schools and to continually improve our schools and increase student achievement.

Standard 3.1 **A formal process is in place for continually monitoring whether the principal preparation program is being implemented as designed and the desired outcomes are being achieved.**

An advisory board will be formed to include each district leader of professional development and /or human resources in the consortium and representatives from each of the partner universities in the region. Other colleges in the area, such as Troy State University and Valdosta State College that provide educational leadership programs for employees of the school districts will be invited to attend board meetings as nonvoting members. This board will meet on a quarterly basis to guide the progress and monitor the success of the program. The board will make all decisions to add or drop courses as new professional development activities become available and using the data gathered from program evaluations.

Standard 1.1.1 **The overall competency-based design for the preparation program is aligned with the Florida Principal Leadership Standards and competencies.**

The Taylor County School District fully endorses the concept that effective leadership is the key to success in student achievement. The Leadership Development Plan encompasses a comprehensive system of recruiting, selecting, and developing high performing school leaders. To this end, the district has adopted a program that will provide opportunities for the development of teacher leaders, assistant principals, teachers on special assignment, and school principals at the entry as well as career levels. The primary changes from the former Human Resources Development Plan to the current Leadership Development Plan reflect the utilization of the Florida Principal Leadership Standards versus the Florida Principal Competencies and a strong emphasis on instructional leadership [S1.1.2]. The criteria for the selection system is

keyed to the Florida Leadership Standards and the job descriptions for school level leadership positions have been revised to address these standards. The professional development component has been expanded to meet district needs and to provide professional development opportunities that combine training and application on the job keyed to the Florida Principal Leadership Standards.

Standard 1.3   **Field experience activities are designed and implemented to provide opportunities for aspiring principals to apply program knowledge and demonstrate required leadership competencies.**

The quality and strength of principal preparation is dependent upon three essential components: (1) **selecting** highly capable people with leadership potential, (2) providing a comprehensive **content** for the broad knowledge and skill base required of today's school principal and (3) creating a **context of mentoring and coaching** so that training transfers to the school site. The Leadership Development Plan will address each of these components in a competency-based model of training-practice-application and reflection to ensure competent graduates. Since the legislative act, the William Cecil Golden Professional Development Program for School Leaders, and the Florida Principal Leadership Standards are central to this plan, both are enclosed in the two pages that follow.

F.S. 1012.986
WILLIAM CECIL GOLDEN PROFESSIONAL DEVELOPMENT
PROGRAM FOR SCHOOL LEADERS

1012.986 William Cecil Golden Professional Development Program for School Leaders.--

(1) There is established the William Cecil Golden Professional Development Program for School Leaders to provide high standards and sustained support for principals as instructional leaders. The program shall consist of a collaborative network of state and national professional leadership organizations to respond to instructional leadership needs throughout the state. The network shall support the human-resource development needs of principals, principal leadership teams, and candidates for principal leadership positions using the framework of leadership standards adopted by the State Board of Education, the Southern Regional Education Board, and the National Staff Development Council. The goal of the network leadership program is to:

(a) Provide resources to support and enhance the principal's role as the instructional leader.

(b) Maintain a clearinghouse and disseminate data-supported information related to enhanced student achievement, based on educational research and best practices.

(c) Build the capacity to increase the quality of programs for pre-service education for aspiring principals and in-service professional development for principals and principal leadership teams.

(d) Support best teaching and research-based instructional practices through dissemination and modeling at the pre-service and in-service levels for both teachers and principals.

(2) The Department of Education shall coordinate through the network identified in subsection (1) to offer the program through multiple delivery systems, including:

(a) Approved school district training programs.

(b) Interactive technology-based instruction.

(c) Regional consortium service organizations pursuant to s. 1001.451.

(d) State, regional, or local leadership academies.

(3) The State Board of Education shall adopt rules pursuant to ss. 120.536(1) and 120.54 to administer this section.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

Instructional Leadership

Instructional Leadership –
High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Managing the Learning Environment –
High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Learning, Accountability, and Assessment –
High Performing Leaders monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.

Operational Leadership

Decision Making Strategies –
High Performing Leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.

Technology –
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Human Resource Development –
High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Ethical Leadership –
High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

School Leadership

Vision –
High Performing leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Community and Stakeholder Partnerships –
High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

Diversity –
High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

Selecting Instructional Leaders

The most important thing a school system can do is select effective personnel to serve its students. Having effective teachers is the primary avenue for recruiting effective instructional leaders. One research study revealed that principals who were perceived by their faculties as instructional leaders spent more years in the classroom than their counterparts.

The goal of a selection system is to attract a large group of applicants so that the school district has a choice in the selection of a school leader. As a group of applicants move through the process, an effective selection system of screening, interviewing and assessing narrows the applicants to the most qualified for the position.

Standard 1.1.3 **Customized competency-based learning plans are developed for aspiring principals using valid data gathered from self-assessment, selection, and appraisal instruments aligned with the competencies to be demonstrated in the program.**

The selection component of leadership development is based upon the criteria established by the Florida Legislature known as the Florida Principal Leadership Standards. Job descriptions for assistant principal and school principal have been revised to reflect the Florida Principal Leadership Standards. Each school has different needs and each leader has strengths and weaknesses. An effective selection process marries the needs of the school with the strengths of a leader. A site analysis is designed to identify the needs of the school and to prioritize the Florida Principal Leadership Standards that are desired to help the school reach its potential. The flow of the selection process is outlined in the diagram that follows along with a description of each step in the selection process.

Selection Process

School Board Notification or Approval

↓

School Site Analysis

↓

Advertise/ Recruitment

↓

Screening Of Applicants ➡ **Exit Point**

↓

Interviews/ Data Integration ➡ **Exit Point**

↓

Data Integration

↓

Recommend top 2-4 Candidates to Superintendent

↓

Superintendent Interviews and Recommends Candidate

↓

Approval of School Board ➡ **Exit Point**

↓

Placement, Support & Development
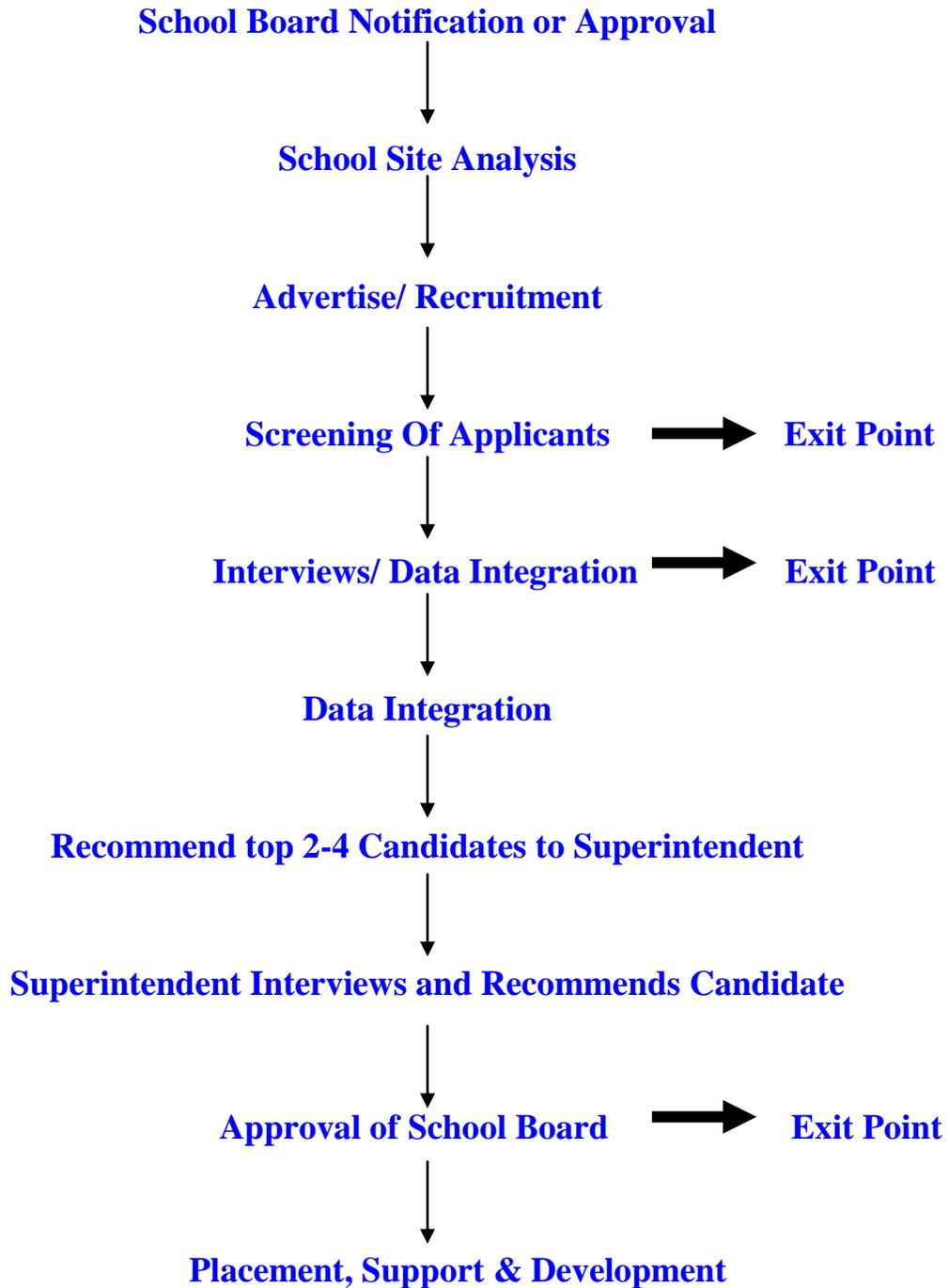
Definition of Steps in the Selection Process

School Board Notification or Approval

Once an existing position is vacated, the superintendent will decide whether to transfer a qualified person in a comparable position from within the school system to fill the leadership position or whether to advertise the position. All personnel recommendations are subject to approval by the school board. If the position is a new one for the district, the superintendent will ask human resources personnel to develop a job description that includes minimum qualifications and specific job responsibilities for the position. The superintendent will present the position to the school board for approval prior to advertising the position.

Site Analysis

Reports at each school such as the Annual Report of School Progress, Fall Student Survey, Fall Staff Survey, School Improvement Plan, and the School Grade Data provide resources for a site analysis. These reports will be used as needed by human resources personnel and the school improvement team at the school where the vacancy exists to identify relevant Florida Principal Leadership Standards. If the position is for a new school, district staff will develop a profile of the community and the students to be served and identify critical Florida Principal Leadership Standards.

Advertisement/ Recruitment

The position shall be advertised in each district school site and in the local media and, at the superintendent's direction, may be advertised outside the school district. In some school districts, the availability of a large number of talented people for leadership may be limited. In the past, schools systems have depended upon drawing leaders from the teaching ranks. However, superintendents are reporting that many high performing teachers are not applying for leadership positions because of the small differential between an experienced teacher's salary and a beginning school administrator's salary, especially when the teacher is qualifying for a pay supplement or bonus. The school leader's added responsibilities and the extra time commitment coupled with a small pay differential may not appeal to some teachers. A variety of strategies will be used by the school district to recruit administrative applicants. Those strategies include a

strong professional development program for both new and veteran administrators, strong support and accessibility from the district level for school-based administrators and identifying and encouraging teacher leaders to enter the district leadership development program. The district also commits to work toward development of an even more competitive administrative salary schedule.

Screening of Applicants

The Director of Personnel shall screen the applications using the minimum qualifications of the job description. Tools such as the Indicators of Leadership, Appendices C and D, or the Leadership Standards Assessment, www.floridaschoolleaders.org, may be used to screen the applicants with the most desirable attributes [S.1.1.3]. Applicants may use the Indicators of Leadership instrument to self-assess then request a supervising principal complete the observer assessment. Human resources personnel will notify in writing the candidates who failed to meet qualifications. Applicants may request verbal feedback from the Director of Personnel on the results of the screening process. If there is a large number of qualified applicants, the Director of Personnel may recommend the highest qualified applicants for interviews and notify the remaining applicants of the decision to proceed with the highest qualified. This is an exit point for the less qualified applicants.

Out of State Applicants

Practicing or retired school principals from outside the state of Florida may apply for positions as assistant principals in the district with evidence of eligibility for a Florida Educator's certificate with Educational Leadership endorsement. To be eligible for a school principal position, an out-of-state applicant must complete the district's Developing School Principals' program.

Interviewing

Behavioral event interviewing provides an efficient and effective method to determine performance. Predetermined questions for the interview shall be centered on the candidates' performance related to Florida Principal Leadership Standards in an attempt to gather data in an objective manner. The interview team shall consist of at least three people who are familiar with

the position and trained in interviewing techniques. If possible, at least one member of the committee shall be unfamiliar with the candidates. All candidates are asked the same questions and rated independently by the interview team consisting of at least three persons.

Data Integration

After the interview is complete, the interview team compiles a rating for each of the standards based on the sharing of data. A summary profile of each candidate is developed and the candidates ranked in order of performance on the interview.

Previous Evaluations

Previous performance is the best indicator of success in a position. Past evaluations by the applicants' supervising administrator will be reviewed by the interview team. Whenever possible, these evaluations will be carefully considered against the Florida Principal Leadership Standards.

Recommendations

Based on the results of interviews and/or other appropriate anecdotal data, the interview team reaches consensus on the top candidates to recommend to the superintendent for consideration for the position. The Director of Personnel will notify the superintendent of the interview team's decision and conduct background checks on personnel not employed in the school system. In addition, the Director of Personnel will notify the candidates not being forwarded to the superintendent as finalists for the position. This becomes the second exit point in the selection system. The interview team maintains confidentiality of the information until the superintendent makes his/her decision.

Superintendent's Interview and Decision Making

The superintendent will interview each of the final candidates for the position. He may recommend one of the candidates or reject all of the candidates. If the superintendent rejects all of the candidates, the selection process will start over. If the superintendent selects a candidate, he will recommend the candidate at the appropriate school board meeting. Upon approval of the

school board, the candidate and all other finalists are notified of the decision. This notification represents the third and final exit point for those not selected for the position.

Placement and Support

Each new school leader will be appointed a supervising or consulting principal who will provide mentoring and coaching in an effort to encourage development for higher levels of performance. Appropriate and meaningful coaching and mentoring are vital to the success of a new school leader. Data collected from the selection process about the leader will be used to develop an individualized professional development plan [S1.1.3].

Projected Need of School Leaders

For the 2007-2008 school year, the Taylor County School District has three elementary principals, one middle school principal, one high school principal, four assistant principals and two other administrators working in school leadership positions. Over the past three years, the district has hired two principals, two assistant principals and one other school level leader. Presently, there is no projected need for personnel in school leadership positions based on anticipated retirements for the next three years. However, the retirement of key district level administrative staff could change this projection.

LEADERSHIP PAEC: Developing School leaders for the 21st Century

The influence of leadership on student achievement has been well documented. However, within leadership, as well as teaching, there are generally recognized levels of performance. For example, Collins [2005] identifies five levels of leadership in his study of corporate leaders across America.

1. **Highly Capable Individual** makes productive contributions through talent, knowledge, skills, and good work habits.
2. **Contributing Team Member** contributes to the achievement of the group objectives, works effectively with others in a group setting.
3. **Competent Manager** organizes people and resources toward the effective and efficient pursuit of predetermined objectives**.**
4. **Effective Leader** catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulates the group to high performance standards**.**
5. **Executive Leader** builds enduring greatness through a paradoxical combination of personal humility plus professional will**.**

The Leadership Development Program is based upon the assumption that the skills and abilities of leadership can be learned. Participants typically enter the program as highly capable individuals and/or contributing team members according to the Collins' model. Using an effective program design of modeling, training, job-embedded application and support, the goal of leadership development is to have participants move from highly capable individuals to executive levels of leadership over a course of years.

Standard 1   **The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.**

The program's curriculum content is based upon the William Cecil Golden Leadership Development Program components, is aligned to the Florida Principal Leadership Standards and provides processes that allow the participants a setting where the practical application of knowledge is supported by a supervising principal and/or a mentor coach who gives constructive feedback and coaching. Because of the extensive, complex and changing role of the school principal, the program is offered in four phases. Each phase of the program is depicted then described on the pages that follow.

Leadership Development Program Model

High-Performing Leaders
Developmental Opportunities

**Provide continuous learning opportunities to
encourage high-performing school principals to share
their expertise and coach others.**

Career Leadership Development

**Provide continuing professional development
opportunities for career school principals to develop
knowledge and skills that impact student achievement.**

Developing School Principals

**Prepare entry-level participants to become
high-performing school leaders and to qualify
for certification as School Principals.**

2 or 3-Year Program

Aspiring Leaders

**Provide teachers and aspiring leaders with an
opportunity to develop additional leadership skills.**

*Teacher
Leaders*

Aspiring Leaders Development Program

Goal
To provide leadership training for teachers that will be useful in their jobs and to provide an avenue to recruit highly capable individuals and contributing team members into development for higher levels of leadership.

Criteria for Admission
- Masters Degree from an accredited university or college
- Full-time employee of the school district
- Holds a Florida Professional Educator's Certificate
- Three years of successful teaching experience

Curriculum

Standard 1.2.3   **Program learning opportunities and experiences include a plan for candidates to utilize the resources and tools of the William Cecil Golden Program for School Leaders (WCG)*.**

1.2   **The program provides learning opportunities and experiences that foster the understanding and application of competencies aligned with each of the Principal Leadership Standards and incorporate appropriate elements of the William Cecil Golden Leadership Development Program.**

The curriculum provides an introduction to the three areas of the Leadership Standards with a concentration on school leadership skills [S1.2]. Each of the courses has been correlated to the Florida Principal Leadership Standards [S1.2]. **A minimum of 100 in-service hours including field experiences is required to complete the program.**

Leadership Standards	Core Courses	Elective Courses	Field Experiences (Examples)
Instructional Leadership	Leading Change for School Improvement*	Peer Coaching	Lead a school improvement team. Serve as a peer coach.
School Leadership	Achieving Extraordinary Customer Relations		Plan and implement a parent involvement activity.
	Diversity in the Classroom* [online][S2.1]		Design and implement a plan to provide for inclusion.
	Facilitating Effective Teams		Lead a departmental meeting or a major committee.
Operational Leadership	The Ethical Educator* [online][S2.1]	Seven Habits of Highly Effective People	Make a presentation to peers on the contents of The Ethical Educator.

Standard 1.4.1   **Program staff has the appropriate educational background and school experiences to deliver the required learning opportunities effectively.**

All courses will be taught by qualified school, district, university leaders and/or consultants with appropriate background and experience in educational leadership. PAEC will maintain a resume for each instructor selected to deliver instruction offered by PAEC.

Standard 1.3.3   **Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.**

During the course of a year, the participants will have the opportunity for assessment of the leadership standards through in-basket activities, simulations of the principal's responsibilities and interviews. Each participant will be provided feedback on his or her performance in the assessment and provided counseling in the development of leadership goals.

Learning Process

Standard 1.3.1   **Field experiences are integrated with professional preparation.**
Standard 1.3.2   **Field experiences activities are designed to provide application, practice and reflection on concepts, skills and procedures essential for leading school improvement and improving student achievement.**

Each participant will be required to attend all sessions and to keep a journal. For any trainings attended, the participants are expected to utilize the training at the school setting in a field experience as indicated in the chart on the previous page or a suitable substitute agreed upon by the individual and the trainer [S1.3.1]. The participant will be responsible for securing a school leader to observe and to give feedback on their performance [S1.3.3.]. The results of the activity and the participant's self-reflection will be recorded in the journal. A participant who desires to enter the Developing School Principals program within two years shall receive credit for documented professional development and application at the school or district level.

Level I: Educational Leadership Certification

If a participant holds a master's degree in a field other than educational leadership and desires Florida Level I Educational Leadership certification, in accordance with SBER 6A-4.0081, participants are advised to contact a local college or university for an evaluation of their transcript and the design of a modified program of studies for certification in educational leadership. After the participant has successfully completed the university's modified program including documented application of skills at a school site and successfully presented evidence of having passed the Florida Educational Leadership Exam, the participant shall be eligible to apply for admission to the School Principal: Level II certification program offered by the district.

Program Evaluation

Standard 1.4.3 **Valid techniques have been developed to obtain candidates' feedback on the quality of the overall experience and to share the feedback with program staff to improve quality.**

The aim of program evaluation is to determine the merit and worth of a program with the results used for planning, improving or decision-making regarding program modification and continuation. The Director of Personnel or his/her designee meets quarterly with the Intern to discuss the Intern's growth and areas of developmental needs based on the Leadership Development Plan. Techniques used to obtain feedback from the candidates include formal and informal surveys, focus groups, and appraisal and follow-up data collected after each professional development activity. A workshop evaluation form is required for each participant and in-service credit is not awarded until course evaluation is completed. Feedback and evaluation responses are entered into the electronic Professional Development Connection (ePDC) system at the conclusion of each workshop/seminar. The effectiveness of each workshop or seminar is then evaluated by the Professional Development Director, the facilitator and instructor by review of the evaluations submitted for each course. Additional data to analyze the effectiveness of the program will include the number of participants who assume leadership roles both formally and informally at the school or district site. This information will be designed and collected by PAEC and used by the advisory board to modify the program as it occurs.

Level II: Developing School Principals

Target Population

Assistant Principals, Teachers on Special Leadership Assignment and Others in a Position of Leadership at the School Level

Goal

To prepare participants to become competent managers, effective instructional leaders and to become certified as Florida School Principals, Level II

Criteria for Participation

- Master's Degree, in educational leadership, educational administration or administration and supervision from an accredited college or university and a valid Florida Educator's Professional Certificate
- Four years of successful teaching experience as evidenced by two letters of recommendation, one of which must be from a supervising principal
- Hold a position of school leadership where the duties of the principal can be demonstrated

Professional Development Plan

Standard 1.1   **The Florida Principal Leadership standards and competencies are translated into a customized, competency-based developmental program that is tailored to the needs of aspiring principals.**

Each candidate will complete the Florida Principal Leadership Standards Inventory online at the Florida School Leaders website, www.floridaschoolleaders.org [S1.2.3]. Based on the results of the inventory and the data collected from the selection process, an individualized professional development plan will be agreed upon by the program director, the supervising principal and the participant [S1.1.3]. The professional development plan must include goals to increase student achievement as well as goals to address the specific learning needs of the candidate. The candidate will use the electronic Professional Development Connections (ePDC) link on the PAEC website to establish a professional development plan and to track his/her progress.

Standard 1.3.1   Field experiences are integrated within the professional preparation.

All candidates will be expected to complete comprehensive duties of the principalship as defined in the Functions and Tasks of the Principal, Appendix G, and complete on-the-job experiences to apply professional development activities as indicated in the chart on pages 23-26. Since some candidates in rural and small school districts have released time versus full-time duties in leadership, the program is designed to take a maximum of three years to complete. If a candidate is in a full-time position as an assistant principal or other administrative role at the school level, the program may be completed in two years based upon the individual professional development plan.

Support Team

Standard 1.1.5   **A qualified, experienced leadership team, including a high performing principal, guides and supervises aspiring principals during their preparation.**

Standard 1.3.3   **Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.**

Standard 1.4.1   **Program staff has the appropriate educational background and school experiences to deliver the required learning opportunities effectively.**

Standard 1.4.2   **Candidates' field experiences are supervised by principals who have dealt successfully with the issues and/or problems being addressed.**

Standard 2.2.1   **Candidates mastery of the required preparation program competencies is recorded on an ongoing basis.**

In order to provide an environment for success, each candidate shall be provided a support team consisting of experienced school leaders to include a high-performing supervising principal and a district instructional leader with school principal experience [S1.1.5].   A mentor principal may be assigned upon the direction of the district superintendent. Each member of the support team shall be provided an orientation to the program, training in assessing and giving feedback on the candidate's performance by completing the PAEC Mentoring & Coaching Program, Appendix E, or provide evidence of completion of a similar program [S1.3.3, 1.4.1]. The supervising principal has the primary responsibility of delegating functions and tasks of the principalship, Appendix G, over the course of three years that will provide multiple opportunities for a candidate to develop competency in handling the complex role of the school principal [S1.4.2]. In addition, the supervising principal is in the best position to offer feedback and coaching on a daily basis [S1.3.3]. The district leader shall ensure that the candidate is notified of available professional

development activities, that all forms and requirements of the program are completed and assist in documenting performance if requested by the supervising principal. The support team shall meet with the candidate a <u>minimum</u> of three times a year, by October 1 and before May 1, in the first two years and two times a year in the final year of documentation and development [S2.2.1].

Curriculum

Standard 1	**The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.**
1.1.2	**The program design places the greatest emphasis on the role of the school leader in improving curriculum, instruction and student achievement.**
1.1.3	**Customized competency-based learning plan includes competency-based professional development opportunities and job-embedded learning experiences appropriate to the preparation needs of aspiring principals.**
1.1.4	**These customized learning plans include competency-based professional developmental opportunities and job-embedded learning experiences appropriate to the preparation needs of aspiring principals.**
1.2	**The program provides learning opportunities and experiences that foster the understanding and application of competencies aligned with each of the Principal Leadership Standards and incorporates elements of the William Cecil Golden Leadership Development Program.**
1.2.1	**Program learning opportunities and experiences are designed to ensure mastery of competencies for improving student learning.**

The curriculum is centered on the three components of the Florida Leadership Standards: Instructional Leadership, School Leadership and Operational Leadership [S1]. The central tenet of the program is to document each candidate's proficiency in the standards with an emphasis on Instructional Leadership [S1.1.2]. To aid the candidate in developing the complex and comprehensive role of the school principal, training opportunities are available with the expectation of applying the knowledge and skills learned in the Functions and Tasks of the School Principal [S1.2.1]. <u>Each candidate must complete a minimum of 80 hours of professional development in instructional leadership and a minimum of 60 hours in both school leadership and operational leadership with a total of 240 hours over the course of a maximum of three years [S1.1.2, S1.2]</u>. Each candidate is expected to complete the minimum hours of professional development through the core courses or electives unless the candidate can document competency from previous experience or training in the specified Florida Principal Leadership

19

Standards [S1.1.4]. Candidates must also complete the 60 hours necessary to obtain the ESOL/ELL statutory requirements for administrators. These courses can be accessed online through PAEC and through face-to-face workshops as needed [S1.1.4]. A chart on the following page depicts the core curriculum with electives to customize learning experiences and the identification of William Cecil Golden Leadership Program components.

Standard 1.4   **Program learning opportunities are delivered and field experiences are supervised by qualified personnel.**

The faculty for the curriculum shall include school leaders and/or consultants with a background and experience in educational leadership at the school and/or district level. The districts, through PAEC, will access the professional partners from the WCG program, develop a cadre of trainers from within the school district it serves, and utilize qualified consultants as needed to deliver the professional development [S1.4, S1.4.1].

Standard 1.4.3   ***Valid techniques have been developed to obtain candidates' feedback on the quality of the overall experience and to share the feedback with program staff to improve quality.***

Techniques used to obtain feedback from the candidates include formal and informal surveys, focus groups, and appraisal and follow-up data collected after each professional development activity. A workshop evaluation form is required for each participant and inservice credit is not awarded until course evaluation is completed. Feedback and evaluation responses are entered into the electronic Professional Development Connection (ePDC) system at the conclusion of each workshop/seminar. The effectiveness of each workshop or seminar is then evaluated by the Professional Development Director, the facilitator and instructor by review of the evaluations submitted for each course.

Becoming A School Principal Curriculum

Standard 1.2.2 **Aspiring principals are engaged in solving on-the-job problems with greatest emphasis on the school leader's role in improving curriculum, instruction and student achievement.**

Standard 1.2.3 **Program learning opportunities and experiences include a plan for candidates to utilize the resources and tools of the William Cecil Golden [WCG] Program for School Leaders. [WCG Components denoted with an asterisk*.]**

Standard	Required Core Courses	Electives
Instructional Leadership	**Required Core Courses: Minimum of 80 Hours**	**Electives**
Instructional Leadership	Building a High-Performing Learning Culture* Facilitating Effective Teams	Administrator's Guide to Reading Building Instructional Leadership FOCUS Training Exploring K-3 Literacy Numerical Literacy
Managing The Learning Environment	Classroom Walk Thru Training* District Operations Creating Safe Schools	
Learning, Accountability and Assessment	Using Data to Improve Instruction* **OR** Prioritizing, Mapping & Monitoring the Curriculum* ESOL/ELL Training for Administrators	Learning, Accountability and Assessment
School Leadership	**Required Core Courses: Minimum of 60 Hours**	**Electives**
Vision	The School Improvement Change Process* **OR** Leading Change for School Improvement* **OR** IBM Change Toolkit*	
Community & Stakeholder Partnerships	Achieving Extraordinary Customer Relations	Creating Parent Partnerships
Diversity	Diversity in the Classroom* [Online]	
School Operations	**Required Core Courses: Minimum of 60 Hours**	**Electives**
Decision-Making Strategies	TRE-GO Problem Solving Strategies **OR** Analytic Processes*	
Technology	IBM Change Toolkit* **OR** Technology in Education*	Technology in Educational Administration
Human Resources Development	Targeted Selection/ Selecting Personnel Interaction Management Due Process for School Executives	

Florida Principal Leadership Standards & Essential Indicators
Entry Level

This chart is designed to show the relationship between the Principal Leadership Standards, the Core Curriculum and Job-Embedded Tasks [S1.1.4]. It is intended as a guide to link the essential indicators of each Leadership Standard with learning opportunities and field experiences [S1.2., S1.2.2]. The job-embedded tasks may be adjusted to meet the needs of either the individual or the school.

Principal Leadership Standards & Essential Indicators	Core Course or Learning Activity	Job-Embedded Tasks (Sample)
Instructional Leadership		
• Sets annual learning gains, goals and targets for instruction based on state standards.	Building a High-Performing Learning Culture	Analyze assessment data to set goals and targets for instruction.
• Sets high expectations for staff, teachers, students and community.	Building a High-Performing Learning Culture	Lead a school improvement team.
• Establishes a positive school culture.	Leading Change for School Improvement	Conduct a climate survey and implement plan to improve climate.
• Assesses and implements curriculum updates.	Prioritizing, Mapping & Monitoring the Curriculum	Assist a department or grade level to upgrade curriculum.
• Models professionalism, collaboration and continuous learning.	Building a High-Performing Learning Culture	Conduct a 360 degree feedback survey on these characteristics.
Managing The Learning Environment	**Core Courses**	**Job-Embedded Tasks**
• Plans & organizes work to accomplish school goals and promote learning.	In-basket Scenarios	Document evidence of organizational skills to impact learning.
• Assigns staff for effective teaching.	District Operations	Make recommendations on assignment of staff.
• Uses school's and district's resources to achieve instructional goals.	District Operations	Document the securing of resources to achieve instructional goals.
• Coaches teachers in classroom management.	Coaching for Performance	Coach a beginning teacher with classroom mgmt.

Learning, Accountability & Assessment	Core Courses	Job-Embedded Tasks
• Shares knowledge of learning strategies appropriate for subject and child development.	FOCUS on Student Achievement ESOL/ELL Training for Administrators	Coaching a new teacher.
• Uses data to assess and monitor school improvement.	Using Data to Improve Instruction	Analyze student grades and make suggestions to improve.
• Disaggregates data to assist teachers and students.	Using Data to Improve Instruction	Share disaggregated data with faculty.
• Identifies patterns and themes in data.	Using Data to Improve Instruction	Analyze discipline records and implement changes.
Vision	**Core Courses**	**Job-Embedded Tasks**
• Develops a personal vision for school.	Building a High-Performing Learning Culture	Write a personal vision for the school.
• Facilitates the development of a school vision.	Facilitating Effective Teams	Lead faculty in updating school's vision.
Community & Stakeholder Partnerships	**Core Courses**	**Job-Embedded Tasks**
• Involves a school partner in the work of the school.	Achieving Extraordinary Customer Relations	Secure a partner for school involvement.
• Handles media under district guides.	District Operations In-Basket Scenario	Respond to a request for information.
• Facilitates positive teacher-parent interactions.	Creating Parent Partnerships	Facilitate a difficult parent-teacher conference.

Diversity	Core Courses	Job-Embedded Tasks
• Works well with all.	Achieving Extraordinary Customer Relations	Document with a 360 degree feedback tool.
• Applies laws, rules, regulations & policies.	Diversity in the Classroom	Document behavioral examples of legal applications.
• Models inclusiveness.	Diversity in the Classroom	Document with a 360 degree feedback tool.
• Plans to meet the needs of minority populations.	Diversity in the Classroom	Implement a plan to address needs of minority students.
Decision-Making Strategies	**Core Courses**	**Job-Embedded Tasks**
• Makes decisions based on data and in a timely fashion.	TREGO	Document with a 360 degree feedback tool.
• Commits to decisions.	In Basket Scenario	Document with a 360 degree feedback tool
• Knows who to call for what.	District Operations	Document seeking resources for school.
• Examines options prior to decisions.	TREGO	Give behavioral example for options considered in a major decision.
• Explains decisions.	In Basket Scenario	Document with a 360 degree feedback tool
Technology	**Core Courses**	**Job-Embedded Tasks**
• Models the use of technology to expedite own work.	Technology in Educational Administration	Document an example of the use of technology, i.e. iPhone; Palm Pilot, etc.
• Completes accurate reports.	Technology in Educational Administration	Complete an FTE report.
• Integrates technology in the classroom and in professional development plans.	IBM Toolkit Technology in Education	Meet with a department or grade level and suggest ways to integrate technology.

Human Resource Development	Core Courses	Job-Embedded Tasks
• Selects effective personnel.	Targeted Selection	Serve on a teacher interview team; collect data to defend recommendation.
• Observes, coaches and supports personnel.	Peer Coaching Classroom Walk Thru	Coach a teacher to a higher level of performance.
• Appraises and documents performance.	Interaction Mgmt. Due Process for School Executives	Observe, give feedback, follow-up and document performance.
• Creates opportunities for professional growth using adult learning strategies.	District Operations	Assist one or more career teachers with a professional development plan.
Ethical Leadership	**Core Courses**	**Job-Embedded Tasks**
• Models respect, courtesy and good manners.	The Ethical Educator	Document via 360 degree feedback tool.
• Abides by the educator code of ethics.	The Ethical Educator	Make a presentation to faculty on the code of ethics.

In the pages that follow, the matrices show where each standard and each essential indicator is taught in the professional development activities [S1.2].

Matrix of Required Professional Development Showing Where the Indicators of Competency for the Principal Leadership Standards are Taught and Assessed	Principal Leadership Standards									
	Instructional Leadership	Managing the Learning Environment	Learning, Accountability, and Assessment	Decision Making Strategies	Technology	Human Resource Development	Ethical Leadership	Vision	Community and Stakeholder Partnerships	Diversity
Leadership Development Program Component	Specific Indicators of Competency Addressed for Each Standard*									
District Course: Facilitating Effective Teams	X			X				X		
District Course: Selecting Effective Personnel	X			X		X				
District Course: Achieving Extraordinary Customer Relations						X			X	
District Course: Interaction Management				X		X				X
WCG Online Module: Diversity in The Classroom										X
WCG Online Module: Ethical Leadership							X			
Leadership Academy										
SREB Trg: Building a High-Performing Learning Culture	X	X		X						
SREB Trg: Prioritizing, Mapping & Monitoring Curriculum	X	X	X							
Change Toolkit	X				X			X	X	
Classroom Walk Through	X	X	X	X	X	X				
Using Data for School Improvement	X		X							
District Course: Creating Safe Schools		X		X						
District Course: District Operations	X	X	X		X	X			X	
School Improvement Change Process	X									
Leading Change for School Improvement	X		X							
Technology In Education					X					

* Attach a copy of your district approved specific indicators of competency numbered for each Principal Leadership Standard

Matrix of Required Professional Development Showing Where the Indicators of Competency for the Principal Leadership Standards are Taught and Assessed	Principal Leadership Development Program Component									
	Fac Eff Teams	Targeted Selection	Interaction Management	District Operations	TRE-GO	SI Change Process	SREB Bldg HP Learning Culture	Using Data to Impr Instr	Change Toolkit	Classroom Walk Through
Principal Leadership Standards										
Instructional Leadership										
Sets annual learning gains, goals and targets for instruction						X	X	X	X	X
Establishes a positive school culture.						X	X			X
Assesses and implements curriculum updates.						X	X	X		X
Models professionalism, collaboration and continuous learning.				X		X	X			
Sets high expectations for staff and students.	X	X	X			X	X	X	X	X
Managing the Learning Environment										
Plans and organizes work to accomplish school goals.	X								X	
Assigns staff for effective teaching.							X			X
Coaches teachers in classroom management.			X							
Creates a safe and conducive learning environment.				X			X			
Uses school and district resources to achieve goals.				X						
Learning, Accountability, and Assessment										
Shares knowledge of learning strategies.								X		X
Disaggregates data to assist teachers and students.								X		
Identifies patterns and themes in data.				X				X		X
Uses data to assess and monitor progress.				X	X			X		X
Decision Making Strategies										
Makes timely decisions based on data.		X	X		X					X
Commits to decisions.					X					X
Knows who to call for what.	X		X							
Explains decisions.										X
Examines options prior to decisions.	X				X		X			X

Matrix of Required Professional Development Showing Where the Indicators of Competency for the Principal Leadership Standards are Taught and Assessed	Principal Leadership Development Program Component										
Principal Leadership Standards	Using Data	Targeted Selection	Interaction Mgmt	Ethical Educator	Diversity in Clrm	Technology In Education	Customer Rel	Due Process	Change Toolkit	Classroom Walk Through	District Operations
Technology											
Models the use of technology.	X			X	X	X			X	X	
Completes accurate reports using technology.	X					X			X		X
Integrates technology in the classroom.	X					X			X	X	
Human Resource Development											
Selects effective personnel.		X									X
Observes, coaches and supports personnel.			X							X	
Appraises and documents performance.								X		X	
Creates opportunities for professional growth.											X
Ethical Leadership											
Models respect, courtesy and good manners.				X							
Abides by the educator code of ethics.				X							
Applies federal, state and local policies and laws.				X				X			
Vision											
Develops a personal vision for the school.									X		
Facilitates the development of a school vision.	X										
Facilitating Effective Teams	X										
Community and Stakeholder Partnerships											
Involves a school partner in the work of the school.							X				
Facilitates positive teacher-parent interactions.							X				
Handles media using district guidelines.											X
Diversity											
Works well with all constituents.			X		X		X				
Models inclusiveness.			X		X		X				
Develops plan to meet needs of minority population.					X						X

Assessment of Mastery of the Florida Principal Leadership Standards

Standard 2.0   **Each candidate in the approved program will demonstrate all competencies identified in Statute and Rule.**

    2.1   **Methods and procedures aligned with the required curriculum have been established to assess aspiring principals' mastery of program competencies as they progress through their preparation program.**

    2.1.1   **Accurate assessments are being utilized to assess aspiring principals mastery of required curriculum competencies as they progress through their preparation program.**

    2.1.2   **Results from these assessments are used to (a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed, (b) track their progress in meeting the performance expectations for the preparation program, and (c) create a remediation plan and timeline when needed.**

    2.1.4   **All assessments are developed collaboratively and are tied to the Florida Leadership Standards and district developed competencies.**

    2.2   **A process has been developed to determine and record which candidates have successfully demonstrated mastery of all required preparation program competencies and, thus, can be endorsed for School Principal certification.**

To determine eligibility for Level II: School Principal certification, each candidate will be assessed on (a) the documentation in a portfolio, (b) having met expectations in performing the functions and tasks of the principalship, (c) the results of a 360 degree assessment on perceptions as an instructional leader and (d) successfully interview with a quality review board. Each assessment is described in the text that follows.

Progress will be linked to professional development/field experience activities described in Standard 1.0. Candidates maintain a portfolio of information and products related to their field experiences. This portfolio provides common ground for review when the leadership team meets with the candidate. Aspiring principals meet with the Director of Personnel or designee at least quarterly for informal feedback. An Individualized Leadership Learning Plan (ILLP) is developed. A copy of the plan is located as Appendix K on pages 76 & 77. The Leadership Team will meet at the end of each school term to determine progress. A remediation plan is then formulated as needed following the annual assessment and the ILLP review.

Portfolio

Each candidate shall design and maintain an electronic portfolio with supporting documentation of training and application related to the Florida Principal Leadership Standards [FPLS]. The portfolio shall be designed using the Florida Principal Leadership Standards headings to document professional development activities and the application at the school site. The portfolio shall include:

- ➢ Results from assessments of leadership skills
- ➢ Developmental goals related to student achievement and the FPLS.
- ➢ Documentation of courses completed and application in job-embedded activities.
- ➢ Documentation of the job-embedded tasks as identified on A School Principal's Functions and Tasks guide
- ➢ Evidence of having impacted student achievement in the school
- ➢ Letter of completion signed by the support team.

A rubric developed by a team of school leaders to ensure uniform assessment of the contents of the portfolio is located in Appendix F [S2.1.4]. The candidates will be provided an orientation upon entering the program with a copy of the requirements for completion and the rubric for evaluating the portfolio [S2.1.2, S1.2].

Functions and Tasks of the Principalship

Each candidate must be rated a "Met Expectations" or higher on each indicator and standard in A School Principal's Functions and Tasks, Appendix G, prior to a recommendation for program completion [S2.1.1, S2.1.4]. The support team, including the supervising principal and the district coordinator or his/her designee, has a joint responsibility to verify performance on each standard [S2.1.2].

A 360-Degree Appraisal

Each candidate will have the opportunity to receive feedback on performance through the use of a tool known as 360-degree assessment. The assessment criteria will focus on the Florida Principal Leadership Standards that are observable to others. The written feedback from the 360 appraisal will compile the perspectives of a sample of teachers, parents, district and school level leaders who have observed the performance of the candidate over a period of one year or more [S2.1.1, S2.1.4].

Quality Review Board

Standard 2.1.3   **A committee made up of school district staff and higher education institution and/or other out of district qualified persons is established to review candidates' progress on assessments, to identify any individuals who are not making adequate progress in mastering the competencies of the school principal.**

Under the auspices of the Panhandle Area Educational Consortium, regional review boards shall be established to ensure quality and integrity in the program [S3.1]. Each Review Board shall consist of an active high-performing principal, another high-performing principal and at least one university partner in educational leadership, all of whom must be from outside the participant's school district [S2.1.3]. The Board shall be provided with an orientation to the program and training in the review and assessment of the candidates [S2.2.2]. The Board shall review the participant's portfolio and interview the candidate two times during the program: once in the middle of the program and again at the end of the program. At each review, the candidate will be given oral and written feedback on their progress [S1.2.3]. At the final review, if the candidate has not met expectations for program completion, the review board shall document in writing the standards to be addressed and the timeframe in which the candidate must resubmit for completion.

Quality Assistance Program

Standard 2.3   **Methods and processes are in place to support and assess program completers' impact on school improvement and student learning using student achievement data during the first year as school principal.**

The advisory board shall utilize the Florida School Leaders website and the link to Florida School Reports to monitor the first two years of a program completer's placement as a school principal in Florida. Florida School Reports provides the information historically and currently on student achievement at each school in the state. Using this information, PAEC staff can track the impact of school principals on student learning and report on an annual basis to the advisory board. This information coupled with the process to identify and provide assistance to program completers who fail to meet district's performance standards will be used to provide assistance to individuals and to make program improvements.

Standard 2.3.1   **An accurate process has been developed to support and assess program completers' impact on school improvement and student learning using student achievement data**.

In the first year of a program completer's role as a school principal, the district superintendent or the Director of Personnel will monitor the results of school improvement actions and school achievement data. If the results are not satisfactory, the superintendent may utilize the district's

performance appraisal process to document the improvements required and may request assistance for the program completer from PAEC.

Standard 2.4   **A process is in place to provide assistance to program completers who do not meet their school district's performance expectations during their first two years as a school principal.**

If a program completer does not meet the school district's expectation within the first two years of serving in a fulltime position as a school principal, the individual will be provided an opportunity to develop an assistance plan in accordance with the district's performance appraisal system. The plan may not exceed one year of implementation.

Standard 2.4.1   **A process has been developed to identify program completers who have not met their school district's performance expectations as a school principal.**

The superintendent or designee will utilize the district's performance appraisal system to identify and confer with any program completer who does not meet the school district's performance expectations during the first two years as a school principal.   The appropriate human resources personnel will be notified of any program completer who has not met the district's performance expectation.

Standard 2.4.2   **A process is in place for a team of school district leaders and institutions of higher education staff and/or other out-of-district qualified persons to recommend what additional assistance might be provided.**

The Director of Personnel shall be responsible for interviewing the superintendent and the individual program completer to determine the areas of focus in the assistance plan. The Director of Personnel shall meet with the individual program completer and assist the individual to develop a plan of assistance. Upon request of the district, the PAEC coordinator will request the assistance of a professional partner or other out-of-district school leaders to assist in designing or implementing a plan of assistance.

Standard 2.4.3   **The results of action taken are documented.**

The plan of assistance must be documented in a professional development plan and must include the mentoring of a high-performing principal or a professional partner trained in mentoring and coaching. Once the individual has completed the plan, the Director of Personnel may assemble an evaluation team or request assistance from PAEC to form an evaluation team. The team shall consist of the superintendent or designee, a professional partner and a university partner. The

team shall review the portfolio, interview and/or observe the individual if in a leadership position, and confer with the individual's supervisor to determine if adequate progress has been made.

Continuous Improvement: Program Evaluation

Standard 3.0   **The approved program implements processes to ensure continuous program improvement.**

Standard 3.1.1   **A systematic process has been developed to continuously monitor the program's performance.**

The aim of program evaluation is to determine the merit and worth of a program with the results used for planning, improving or decision-making regarding program modification. In this program, both formative and summative types of evaluation will be utilized.

A systematic process has been developed to continuously monitor the program's performance. Admission, enrollment and completion data will be collected via the electronic Professional Development Connection (ePDC) and reported annually. An annual survey will be distributed to all administrators to collect data regarding progress and needs resulting from the individual professional development plans. The Director of Personnel will meet with the Superintendent at the beginning of the school year and as needed during the year and will conclude with a summative evaluation to determine anticipated growth, potential administrative opportunities and/or remediation, including placement rates, rehire rates and retention rates of program completers. Longitudinal data will be tracked through the PAEC ePDC for use in continuous program improvement. Program completion by participants will be documented via professional portfolios, personnel files and principal certification attainment.

Standard 3.2   **A formal process is in place for continually monitoring whether the principal preparation program is being implemented as designed and the desired outcomes are being achieved.**

Formative evaluation will occur as participants give feedback on the worth of specific types of professional development activities using survey methodology. The district plans to use the online resources of Florida School Leaders website and will develop an appropriate survey that provides meaningful feedback. This information will be designed and collected by the Director

of Personnel and can be used to modify the program as it occurs. In addition, PAEC will provide each leadership development coordinator in participating districts with an annual report of the status of participants in the Level II: Developing School Principal's program that includes each candidate's name, their position in entering the program, the date enrolled, the date exiting the program, the activities completed, the program completion date and the placement position.

Standard 3.1.2   **School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.**

The advisory board of *LEADERSHIP PAEC* will be provided with the numbers of candidates completing the program, the results of feedback surveys on the quality of professional development activities including supervision, as well as the number of unsatisfactory program completers and the main standards of deficiency. The advisory board will use this information on an annual basis to refine and modify the program.

Standard 3.2   **A formal process has been established to determine how satisfied the school district is with the level of preparedness of program completers for their first year as a school principal.**

Standard 3.3   **A formal process has been established to determine how satisfied program completers are with their level of preparedness for their first year as a school principal.**

Standard 3.2.1   **A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers.**

Standard 3.3.1   **A formal process has been developed to determine how satisfied program completers are with their preparedness.**

A summative evaluation considers the cost of the program for the number of participants and the value added to the school district. The summative evaluation will be conducted by an external evaluator, such as a university professor and graduate students with expertise in program evaluation. The evaluation process is intended to answer questions as to whether the program is perceived as providing qualified people to lead and improve schools under what conditions and costs. The evaluator will be required to interview district superintendents and other supervisory personnel in determining the level of satisfaction with program completers and recommendations for program improvement. In addition, the evaluator will be required to interview program completers to determine their level of preparedness for the first years of the principalship. A summative evaluation will occur every three to five years to coincide with the three-year cycle of program completion along with the additional two years to gain experience as a school principal.

The evaluator will have access to the Florida School Reports on the Florida School Leader's website where student performance data for each school is archived for the current year and for previous years. This information will be used to assess program completers' impact on student achievement in their first years as principal.

Standard 3.2.2   **School district staff shall review and use the results of this process to refine the design and delivery of the program to meet quality standards.**

Standard 2.3.2   **Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completers' performance as a school principal.**

Standard 3.3.2   **School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.**

The information gained and the recommendations of the evaluator will be forwarded to the advisory board to modify the program for continuous improvement. The same types of program evaluation will be used for the Leadership Development for Career Principals and High Performing Principals Development programs that follow.

Leadership Development for Career Principals & Assistant Principals

Goal

The goal of the Leadership Development for Career Principals Program is to provide continuing relevant, high quality leadership development opportunities for career school principals, assistant principals and district leaders that will lead each to a level of leadership that will increase student achievement. If a principal or assistant principal enters the position as a Competent Manager as defined in the Collins' Model, the goal of the program is to guide movement to the Effective Leader level of performance.

Participants

Participants will include career school principals, assistant principals and district leaders.

Professional Development Plan

The Career Leadership Program is designed to assist career leaders as they reflect on their leadership practice and as they identify strengths and areas for enhancement through professional development activities. The professional development plan emerges from the performance

appraisal and the principal's self-evaluation. All courses in the curriculum are electives and should be selected dependent upon the needs of the individual and the specific needs of the school or department in which he or she serves. Principals are encouraged to access the Florida School Leaders website, www.floridaschoolleaders.org, to view the sample professional development plans and to browse the resources that are available for professional development.

Curriculum

The following professional development activities are available through Panhandle Area Educational Leadership and the William Cecil Golden Leadership Development Program. Since the majority of career principals have mastered the School Operations category, the professional development activities center on School and Instructional Leadership Standards. However, this does not prevent a participant from taking advantage of new knowledge in the area of school operations. Each participant will be expected to apply learning from professional development activities to the school site through projects. In the in-service courses that are available, suggested applications are listed. Other options for learning application and demonstration include implementing an innovative practice, making a presentation at a professional conference, chairing a district or state level committee, serving on a regional or statewide taskforce, participating in a study group with peers and conducting action research at the school or district level. WCG components are designated with an asterisk*.

School Leadership	*Job Application Examples*
Analytic Processes for School Leaders*	Apply learning to a major issue at school site.
Creating Parent Partnerships*	Develop plan to develop parent partners.
Data Analysis for School Leaders*	Analyze school data for change effort.
Diversity in the Classroom*	Present ways to be inclusive to faculty.
Due Process for Executive School Leaders	Apply to school discipline and personnel transactions.
Professional Conferences and Seminars**	Use content for school application.
Technology in Education*	Develop or review technology plan for the school.
The Ethical Educator*	Apply to school decisions.
TREGO Problem Solving Strategies	Analyze a major decision using TREGO.

**Annual Leadership Conference of Panhandle Area Educational Consortium, Center for Educational Change, Elementary School Principals State Conference, Florida Association of School Administrators, Florida Association of Staff Development, Florida Leadership Academy, Florida Educational Technology Conference, Middle School Principals Conference, National Association of High School Principals, National Association of Middle School Principals, National Association of Elementary School Principals, and the Harvard's Principal Center.

Instructional Leadership	*Job Application Examples*
Aligning Classroom Assessment with High Stakes Testing*	Apply a suggested practice to the aligning of curriculum to assessment.
Balanced Leadership: First and Second Order Change*	Assess the characteristics and practices of leaders that impact change and incorporate one or more into professional development plan.
Building A High-Performing Learning Culture*	Analyze school's culture and develop a plan for improvement.
Focus on Student Achievement*	Identify and implement at least two strategies to increase student achievement at school site.
Giving Leadership to Literacy*	Share key ideas with teachers and generate ways to improve literacy in school community.
Guide to High Quality Teaching and Learning in Science*	Present key ideas to science teachers. Observe a teacher using new knowledge.
High School Principals: Breaking Ranks II	Present to high school principals in district.
IBM Change Toolkit*	Conduct action research project at school.
Leading Assessment & Instruction*	Implement one concept in improving instruction.
Leading Change for School Improvement*	Compare your efforts for leading change for school improvement and implement a plan to improve.
Meeting the Standards*	Analyze a teacher's semester plan for alignment to the standards.
Peer Coaching and School Leaders*	Serve as a peer coach for an entry-level leader.
Principal's Role in Improving Reading & Literacy*	Make a presentation to faculty regarding literacy.
Prioritizing, Mapping & Monitoring the Curriculum*	Assist teachers with mapping the curriculum.
Supporting Teaching Through Coaching & Mentoring*	Coach a teacher to higher levels of performance or train teachers to peer coach.

High-Performing School Principals' Development Program

Goal

To provide developmental opportunities that will assist high-performing principals to become executive leaders.

Participants

Through the auspices of the Panhandle Area Educational Consortium, a learning cohort of high-performing principals will be formed. Based upon each superintendent's recommendation, the participants will be selected to form a learning community. As the group progresses through each year together, they will have the opportunity to participate in discussion groups and professional development activities. The Consortium will provide an outstanding school leader, with experience as a school principal, to facilitate the learning process.

Objectives

- ➢ Build a professional network of high-performing principals.
- ➢ Provide avenues to generate new ideas.
- ➢ Renew a sense of purpose and a sense of legacy.
- ➢ Secure the tools and resources to achieve greatness for students.

Professional Development Plan

Each principal shall develop an individualized professional development plan in consultation with his or her superintendent or designee. The plan is included in the district's Board approved Professional Growth and Development Portfolio for Principals. The Florida School Leaders website at www.floridaschoolleaders.org provides some excellent examples of professional development plans for school leaders. The plan shall address the individual needs of the principal and incorporate the needs of the assigned school.

Curriculum

The following learning opportunities have been identified specifically for high-performing principals but these principals may also select any other activity that will provide new learning experiences from the Catalog of Course Descriptions. Each participant will be expected to apply learning from professional development activities to the school site through designated projects. Some options for learning application and demonstration include implementing an innovative

practice, making a presentation at a professional conference, chairing a state level committee, serving on a statewide taskforce, participating in a study group with peers, mentoring participants in the school principal program in their first year as a school principal, and conducting action research at the school or district level. The overall objective is to share learning with others.

Leadership Standards	Developmental Opportunities	Suggested Job Application
Instructional Leadership *Instructional Leadership* *Managing Learning Environment* *Learning, Accountability & Assessment*	• Balanced Leadership: First and Second Order Change* • Book Discussion Group: Good To Great by J. Collins etc. • Guide to High Quality Teaching and Learning in Science* • High School Principals: Breaking Ranks II • Commissioner's Conference for High-Performing Principals • Florida Leads Academy • Professional Conferences**	Action Research Project Study Group Action Plan for Science Dept. District Presentation or School Improvement Plan Presentation to Principals
Operational Leadership *Decision Making* *Technology* *Human Resource Dev* *Ethics*	• PAEC's Mentoring & Coaching • School Leadership and Peer Coaching* • TREGO Problem Solving • IBM Change Toolkit*	Serve as a supervising principal or mentor/coach for a new leader. Apply strategies to complex issue.
School Leadership *Vision* *Community & Stakeholder Partnerships* *Diversity*	• Commissioner's Conference for High-Performing Principals • Florida Leads Academy* • Professional Conferences**	Develop an action research for school or district. Present strategies to aspiring principals.

Professional Conferences and Seminars**: Annual Leadership Conference of Panhandle Area Educational Consortium, Center for Educational Change, Elementary School Principals State Conference, Florida Association of School Administrators, Florida Association of Staff Development, Florida Leadership Academy, Florida Educational Technology Conference, Middle School Principals Conference, National Association of High School Principals, National Association of Middle School Principals, National Association of Elementary School Principals, and the Harvard's Principal Center.

APPENDICES

Appendix A
Job Description

Assistant Principal/Teacher on Special Leadership Assignment

Job Goal: *To assist the school principal in the establishment of a positive, safe learning environment where students and staff achieve and thrive.*

Qualifications: *Master's Degree, Eligible for a Florida Educator's Certificate in Educational Leadership, Administration and Supervision, or Educational Administration, Five Years of Successful Teaching Experience at Appropriate Levels*

Job Responsibilities: The administrator assumes all responsibilities of the principal under the guidance and supervision of a certified Florida School Principal. The major job responsibilities are identified below and are handled under the direct supervision of the principal. The list is not considered comprehensive and may include other responsibilities as assigned by the principal.

Instructional Leadership:

- Assists the principal in the creation of an effective and efficient learning environment
- Collaborates with families, business and community leaders to meet the school's goals
- Uses assessment data to assist teachers and parents in meeting student needs
- Monitors student progress in areas of academic development
- Responds to diverse community interests and needs
- Mobilizes school and community resources to improve the learning environment

School Operations:

- Plans and schedules his/her own time and that of others for efficient and effective operation
- Uses critical thinking and problem solving skills to resolve issues at the school.
- Collects and analyzes data for school improvement
- Communicates effectively including the use of technology for efficiency
- Encourages the use of electronic technology for instruction
- Implements the integration of technology in the classroom
- Follows through with all assigned duties
- Models ethical behavior in all interactions as specified in the educator code of ethics

School Leadership:

- Assists the principal in the recruitment, selection and coaching of personnel
- Acts to ensure a safe, efficient, legal and effective teaching and learning environment.
- Assists in managing the school, its operations, facilities and resources to enhance learning
- Acts with integrity, fairness and honesty

Appendix B
Job Description

School Principal

Job Goal: *To ensure a positive and safe teaching and learning environment where students and staff achieve and thrive.*

Qualifications: *Master's Degree, Eligible for a Florida Professional Educator's Certificate as a Florida School Principal, Five years of successful teaching experience at appropriate levels, Three years experience in district or school level leadership*

Job Responsibilities*:*
Principal as Instructional Leader
- Provides an effective instructional program.
- Applies best practices to student learning especially in the foundation courses of reading and mathematics.
- Ensures the maximum use of resources to create a positive learning environment.
- Creates a safe, efficient, effective, and legal learning environment.
- Monitors the success of all students.
- Aligns the curriculum, instruction and assessment process to promote effective student performance.
- Uses a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants in the educational process.

Principal as Operational Leader
- Plans effectively for school improvement.
- Uses critical thinking and problem solving skills to collect and analyze data to improve the school.
- Implements the integration of technology and electronic tools into the classroom.
- Recruits and selects effective personnel.
- Nurtures through the design and implementation of professional growth plans for all staff.
- Provides feedback, coaching and mentoring to staff and future leaders.
- Acts with integrity, fairness and honesty in accordance with the educator's code of ethics.

Principal as School Leader
- Holds a personal vision for the school.
- Articulates, shares and implements a shared vision with the school community.
- Collaborates with families, businesses and community members to meet the school's goals.
- Responds to diverse community interests and needs.
- Mobilizes community resources to meet the school's needs.
- Understands, responds to and influences the personal, political, social, economic, legal and cultural relations in the classroom, the school and the community.
- Assumes accountability for the effective and efficient operation of the school.

Appendix C
Indicators of Leadership
<u>Entry Level Screening Tool: Self-Assessment</u>

Name_____ **Date**_____

District_____ **Current Position**_____

Instructions: This instrument is designed for applicants at the assistant principal or entry level of school leadership. Please use the following key to assess your experience in demonstrating the entry-level indicators of Florida's Principal Leadership Standards that follow. First, rate each indicator using the appropriate letter, then give an overall rating for the standard in bold type.

No Experience [N]   Demonstrates Occasionally [O]   Demonstrates Consistently [C]

Instructional Leadership	
Instructional Leadership -High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.	
o Takes action to initiate school improvements.	
o Confronts instructional issues.	
o Demonstrates the belief that every one can succeed.	
o Communicates positive values about the students and the school.	
o Exhibits self-confidence.	
o Knowledgeable of effective school criteria.	
o Sets high standards in the classroom	
Managing the Learning Environment- High performing leaders manage the environment, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote an efficient, legal and effective learning environment.	
o Anticipates problems and initiates action to correct or prevent problems.	
o Takes full responsibility for the outcome of any task assigned.	
o Successfully deals with problems and procedures that interfere with the school's goals.	
o Plans and organizes the work to achieve the school's goals.	
o Develops plans to achieve one' personal goals.	
o Seeks the assistance of others to carry out the tasks of the school.	
o Identifies the tasks to be done.	
o Sets priorities and plans for contingencies.	

Learning, Accountability and Assessment- High performing leaders monitor the success of all students in the leaning environment, align the curriculum, instruction and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.	
o Gathers as much data as possible before making a decision.	
o Makes sure that all information is on the table before making decisions.	
o Uses logic and intuition to derive meaning from data.	
o Sees patterns and themes in events or data.	
o Monitors the progress of students.	
o Provides additional time and instruction for students.	
o Gives feedback on performance as a peer or supervising teacher.	
Operational Leadership	
Decision-Making Strategies-High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.	
o Gathers as much data as possible before making a decision.	
o Makes sure that all information is on the table before making decisions.	
o Uses logic and intuition to derive meaning from data.	
o Sees patterns and themes in events or data.	
o Values divergent thinking.	
o Can see all sides of an issue.	
o Can identify the advantages and disadvantages of most solutions or issues.	
o Final decisions are based on analysis of options and consequences.	
Technology- High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research and communication responsibilities.	
o Understands the value of technology in schools and is aware of the use of technology to enrich curriculum, instruction and assessment.	
o Integrates technology in the classroom.	
o Utilizes technology to communicate more effectively and efficiently.	
o Utilizes technology to identify the latest research in education.	
o Develops a plan to increase the use of technology in the school.	
o Incorporates the increase in technology in professional development plans.	

Human Resources Development- High performing leaders recruit, select, nurture and where appropriate, retain effective personnel, develop mentor partnerships programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer.	
o Sets high expectations for self and others.	
o Encourages others to share their perceptions, thoughts and feelings.	
o Actively listens to another's point of view.	
o Goes to bat for people when they need support.	
o Shows appreciation for the accomplishment of others.	
o Seeks and utilizes feedback on own performance.	
o Gives feedback on the teaching performance of others.	
o Utilizes multiple data sources in guiding teacher appraisal and professional development plans.	
o Accountable for personnel decisions in regard to equality and quality.	
Ethical Leadership- High performing leaders act with integrity, fairness and honesty in an ethical manner.	
o Models respect, courtesy and good manners.	
o Communicates in an open, honest and genuine manner.	
o Commands respect of colleagues.	
o Adjusts behavior when it adversely affects others.	
o Practices reflective thinking.	
o Creates, models and implements a set of values for the school.	
o Makes decisions based on consideration of the legal, moral and ethical implications of options.	
o Acts in accordance with federal, state and local school board policies and statutes.	
o Exhibits a sense of humor.	
School Leadership	
Vision- High performing leaders have a personal vision for their school and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the community.	
o Develops, in consultation with others, a vision for the school.	
o Looks for innovative ideas, methods and programs.	
o Keeps current in educational research and effective practice.	
o Communicates the school's vision, mission and priorities to the community.	
o Understands and uses the basic concepts of the change process.	
o Develops an action plan to implement school goals.	
o Articulates and reinforces the vision and plan in written and spoken communication.	

Community and Stakeholder partnerships- High performing leaders collaborate with families, business and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.	
o Communicates the good things going on in the school.	
o Effectively facilitates group interactions.	
o Involves all members of the group in reaching consensus.	
o Intervenes or negotiates to resolve conflicts.	
o Employs visibility, accessibility and presence to influence others.	
o Addresses the needs and interests of others to build support for an idea or the school.	
o Communicates in an open, honest and genuine manner.	
o People listen and understand when he/she speaks.	
o Writes clearly so people understand the message.	
o Provides multiple opportunities to involve parents and the community in the school.	
Diversity- High performing leaders understand, respond to, and influence the personal, political, social, economic, legal and cultural relationships in the classroom, the school and the community.	
o Encourages others to share their thoughts, perceptions and feelings.	
o Actively listens to another's point of view.	
o Intervenes or negotiates to resolve conflict in the best interests of students.	
o Values divergent thinking.	
o Interacts with various cultural, ethnic, racial and special interest groups.	
o Conforms to legal and ethical standards related to diversity.	
o Defuses contentious or crisis situations.	
o Effectively facilitates interactions among diverse groups of people.	
o Works well with people of all ages, genders, ethnicity and races.	

Selection Appendix D
Indicators of School Leadership
<u>Entry Level Screening Tool: Observer-Assessment</u>

Applicant's Name_____   **Date**_____

District_____   **Current Position** _____

Instructions: This instrument is designed to assess applicants at the assistant principal or entry level of school leadership. Please use the following key to assess the applicant's demonstration of the entry-level indicators of Florida's Principal Leadership Standards that follow. First, rate each indicator using the appropriate letter, then give an overall rating for the standard in bold type.

No Experience [N]   Demonstrates Occasionally [O]   Demonstrates Consistently [C]

Instructional Leadership	
Instructional Leadership -High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.	
o Takes action to initiate school improvements.	
o Confronts instructional issues.	
o Demonstrates the belief that every one can succeed.	
o Communicates positive values about the students and the school.	
o Exhibits self-confidence.	
o Knowledgeable of effective school criteria.	
o Sets high standards in the classroom	
Managing the Learning Environment- High performing leaders manage the environment, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote an efficient, legal and effective learning environment.	
o Anticipates problems and initiates action to correct or prevent problems.	
o Takes full responsibility for the outcome of any task assigned.	
o Successfully deals with problems and procedures that interfere with the school's goals.	
o Plans and organizes the work to achieve the school's goals.	
o Develops plans to achieve one' personal goals.	
o Seeks the assistance of others to carry out the tasks of the school.	
o Identifies the tasks to be done.	
o Sets priorities and plans for contingencies.	

Learning, Accountability and Assessment- High performing leaders monitor the success of all students in the leaning environment, align the curriculum, instruction and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.	
o Gathers as much data as possible before making a decision.	
o Makes sure that all information is on the table before making decisions.	
o Uses logic and intuition to derive meaning from data.	
o Sees patterns and themes in events or data.	
o Monitors the progress of students.	
o Provides additional time and instruction for students.	
o Gives feedback on performance as a peer or supervising teacher.	

Operational Leadership

Decision-Making Strategies-High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement**.**	
o Gathers as much data as possible before making a decision.	
o Makes sure that all information is on the table before making decisions.	
o Uses logic and intuition to derive meaning from data.	
o Sees patterns and themes in events or data.	
o Values divergent thinking.	
o Can see all sides of an issue.	
o Can identify the advantages and disadvantages of most solutions or issues.	
o Final decisions are based on analysis of options and consequences.	
Comments:	
Technology- High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research and communication responsibilities.	
o Understands the value of technology in schools and is aware of the use of technology to enrich curriculum, instruction and assessment.	
o Integrates technology in the classroom.	
o Utilizes technology to communicate more effectively and efficiently.	
o Utilizes technology to identify the latest research in education.	
o Develops a plan to increase the use of technology in the school.	
o Incorporates the increase in technology in professional development plans.	

Human Resources Development- High performing leaders recruit, select, nurture and where appropriate, retain effective personnel, develop mentor partnerships programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer.	
o Sets high expectations for self and others.	
o Encourages others to share their perceptions, thoughts and feelings.	
o Actively listens to another's point of view.	
o Goes to bat for people when they need support.	
o Shows appreciation for the accomplishment of others.	
o Seeks and utilizes feedback on own performance.	
o Gives feedback on the teaching performance of others.	
o Utilizes multiple data sources in guiding teacher appraisal and professional development plans.	
o Accountable for personnel decisions in regard to equality and quality.	
Ethical Leadership- High performing leaders act with integrity, fairness and honesty in an ethical manner.	
o Models respect, courtesy and good manners.	
o Communicates in an open, honest and genuine manner.	
o Commands respect of colleagues.	
o Adjusts behavior when it adversely affects others.	
o Practices reflective thinking.	
o Creates, models and implements a set of values for the school.	
o Makes decisions based on consideration of the legal, moral and ethical implications of options.	
o Acts in accordance with federal, state and local school board policies and statutes.	
o Exhibits a sense of humor.	
School Leadership	
Vision- High performing leaders have a personal vision for their school and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the community.	
o Develops, in consultation with others, a vision for the school.	
o Looks for innovative ideas, methods and programs.	
o Keeps current in educational research and effective practice.	
o Communicates the school's vision, mission and priorities to the community.	
o Understands and uses the basic concepts of the change process.	
o Develops an action plan to implement school goals.	
o Articulates and reinforces the vision and plan in written and spoken communication.	

Community and Stakeholder partnerships- High performing leaders collaborate with families, business and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.	
o Communicates the good things going on in the school.	
o Effectively facilitates group interactions.	
o Involves all members of the group in reaching consensus.	
o Intervenes or negotiates to resolve conflicts.	
o Employs visibility, accessibility and presence to influence others.	
o Addresses the needs and interests of others to build support for an idea or the school.	
o Communicates in an open, honest and genuine manner.	
o People listen and understand when he/she speaks.	
o Writes clearly so people understand the message.	
o Provides multiple opportunities to involve parents and the community in the school.	
Diversity- High performing leaders understand, respond to, and influence the personal, political, social, economic, legal and cultural relationships in the classroom, the school and the community.	
o Encourages others to share their thoughts, perceptions and feelings.	
o Actively listens to another's point of view.	
o Intervenes or negotiates to resolve conflict in the best interests of students.	
o Values divergent thinking.	
o Interacts with various cultural, ethnic, racial and special interest groups.	
o Conforms to legal and ethical standards related to diversity.	
o Defuses contentious or crisis situations.	
o Effectively facilitates interactions among diverse groups of people.	
o Works well with people of all ages, genders, ethnicity and races.	

Appendix E

Supervising Principal's Role Description

Job Goal:

To mentor and coach assistant principals, first-year principals, intern principals and teachers on special leadership assignments to become high-performing school leaders

Qualifications

- ❏ Highly respected by peers, parents and the community as an instructional leader
- ❏ Model ethical and professional conduct
- ❏ Four years of experience as a school principal
- ❏ Demonstrated performance in upgrading and maintaining a school's performance
- ❏ Desire to leave a legacy through the development of others
- ❏ Complete the Panhandle Area Educational Consortium's Mentoring & Coaching training

Job Responsibilities

- ▪ Meet with candidate on a regular basis
- ▪ Establish an environment of trust and respect
- ▪ Delegate assignments to provide comprehensive duties of the principalship and to meet the Florida Principal Leadership Standards over the course of three years
- ▪ Model the concept of lifelong learning
- ▪ Share successful practice in the profession
- ▪ Supervise the use of journaling for reflective practice
- ▪ Coach candidate on ways to enhance performance
- ▪ Provide feedback on performance
- ▪ Use the feedback from teachers, staff, parents and students to enhance performance
- ▪ Counsel candidate on career choices
- ▪ Introduce candidate to peers and community at large.

Appendix F

PAEC'S Principal Mentoring & Coaching Program

The intent of the Principal Mentoring Program is to provide support for beginning or entry-level principals during their first year as a building level principal. A mentor principal may be assigned, at the superintendent's request, as a mentor for the newly appointed principal. The mentor must have at least four years' experience as a successful principal and must be specifically trained to be a mentor. Mentor training will be offered through the PAEC Leadership Development Program. Principal mentors will maintain a confidential relationship with the school leaders with which they are working. They will assist and support school leaders in implementation of the various components of the William Cecil Golden School Leadership Development Program in their schools. Mentoring relationships take many forms depending on the needs of the new principal and upon the direction of the superintendent. New principals are encouraged to call on their mentors often to reflect on the demands of their new role. Mentors are encouraged to assist new principals in many different ways such as:

- Ask probing questions that lead to informed choices
- Serve as a sounding board
- Provide an objective perspective
- Provide feedback and advice
- Serve as a resource for effective best practices

Recruitment of Mentors

A pool of trained, eligible mentors will be maintained at PAEC. Mentors nominated by the district superintendent to the PAEC Executive Director may be assigned to the beginning principals. Mentors will not be allowed to mentor new principals within their own districts. In an effort to minimize expense and time spent away from campus, careful consideration will be given to assign mentors from neighboring districts in close proximity to one another when possible.

Compensation for Mentors

Mentors will be compensated $1,000 for a calendar year (July 1 – June 30) from PAEC regional consortium funds for documented services that include the following:

    A. Weekly phone calls to assigned principal. (A specific time for making the call must be agreed to by both parties at the beginning of the process)

    B. Required visit to the school site at least once, every other month. (Minimum of six site visits per year)

    C. Maintain a log of activities to include phone calls and visits that will be submitted at the conclusion of the year to PAEC for payment.

Mentoring Program Guidelines

Mentoring is a dynamic, reciprocal relationship in a work environment between an advanced career incumbent and a beginner aimed at promoting the career development of both. Mentors provide protégés valuable assistance including such career functions as sponsorship, exposure, visibility, coaching, protection and challenging assignments; and such psychosocial assistance as friendship, counseling, acceptance and confirmation. In turn, the mentor has an opportunity for growth through service, which is the highest form of leadership. The mentoring process is then a mutually enhancing growth experience for both mentor and protégé. It is a learning process which combines the traditional modes of occupational learning, formal education, apprenticeship, and learning from experience and moves beyond them to include teacher, coach, trainer, positive role model, developer of talent, opener of doors, protector, sponsor and successful leader. The benefits of the mentoring program include:

- Confidence and competence
- Blending theory into practice
- Communication skills
- Tricks of the trade
- Building a collegial network

The PAEC Principal Mentoring Program will foster all of the attributes that are necessary for a beginning principal to achieve success as an instructional leader.

Appendix G

A School Principal's Functions and Tasks
Entry-Level Field Experiences

The major functions and tasks of a school principal are identified to guide a participant in the Developing School Principals Program toward a comprehensive set of duties. The tasks were originally identified by practicing principals in Florida but have been updated to incorporate indicators of the Principal Leadership Standards and the entry-level practices from Marzano's (2007) <u>Balanced Leadership</u> study. Each participant is encouraged to conduct a self-assessment and to ask his/her supervising principal to assess progress toward the completion of the functions and tasks with input from support team members. The final decision of having met expectations for each function and tasks rests with the support team. Because schools are different by level of student, geographic location and populations served and participants in the leadership development program come with varying backgrounds, the support team may modify the functions and tasks to meet participant needs or school needs.

<u>Assessment Key</u>

A   Attempted
✓ **Met Expectations for Entry Level**
E   Exceeded Expectations for Entry Level

Instructional Leadership Function	Year 1	Year 2	Year 3
Instructional Leadership:			
▪ Facilitate staff in designing, revising and updating the curriculum to consider new and better ways of doing things.			
▪ Utilize knowledge of effective curricular, instructional and assessment practices to improve teaching and learning.			
▪ Plan and organize the work to achieve school goals.			
▪ Develop or update the school's program of studies.			
▪ Facilitate the selection of textbooks and in expending funds for instructional materials.			
▪ Share knowledge of curriculum standards.			
▪ Facilitate the school accreditation process.			

Instructional Leadership Function	Year 1	Year 2	Year 3
Managing The Learning Environment:			
▪ Assign staff in accordance with the best utilization of talent and in accordance with policy and procedures.			
▪ Facilitate organized faculty meetings that promote positive results.			
▪ Ensure that teachers and staff have the necessary materials and equipment.			
▪ Plan, participate and conduct in-service workshops.			
▪ Coach and assist teachers in classroom management and in effective classroom practices.			
▪ Write or seek funding through proposals to enhance the curriculum.			
▪ Demonstrate knowledge of student services.			
▪ Access district resources to accomplish school goals.			
Learning Accountability & Assessment			
▪ Analyze information, reports and test data to make suggestions for the school's improvement.			
▪ Disaggregate data to assess the needs of special populations.			
▪ Present assessment data so that teachers and parents may understand both classroom needs and individual student needs.			
▪ Relate and compare data from different sources using logic and intuition to derive meaning from data.			
▪ Identify themes and patterns in events or data.			
▪ Develop alternate courses of action based on data.			
▪ Monitor the progress of students, assessment practices, instructional practices and curriculum.			
Development of Students & Staff			
▪ Observe in classrooms.			
▪ Confer and give feedback to teachers upon observing teaching behaviors.			
▪ Utilize the district's professional development plan to assist teachers and support staff.			
▪ Recognize and reward individual accomplishments.			
▪ Participate in parent conferences re instruction.			
▪ Deal with problems and procedures that interfere with learning.			
▪ Assist teachers in securing current, relevant information on subject matter and methodology.			

School Operations Function	Year 1	Year 2	Year 3
▪ Use performance, hard work and results as the basis for rewards and recognition.			
▪ Use performance appraisal as one basis for suggesting professional development activities.			
▪ Systematically and fairly recognizes accomplishments.			
▪ Be open to feedback on own performance			
Human Resources:			
▪ Coordinate substitute teacher procedures**.**			
▪ Utilize effective interviewing techniques in the selection of personnel**.**			
▪ Utilize district/state procedures in the selection, retention and recommendation of personnel.			
▪ Participate in the recruiting process for teachers.			
▪ Orient new personnel to the school.			
▪ Provide support for teachers.			
▪ Demonstrate the ability to give constructive feedback on the performance of staff.			
▪ Maintain personal relationship with teachers & staff.			
▪ Acknowledge personal events in lives of teachers & staff.			
▪ Seek to achieve equality and equity in staffing recommendations.			
▪ Utilize appropriate procedures when disciplining an employee.			
▪ Develop personnel needs based on school data.			
▪ Prepare annual reports on school personnel.			
▪ Manage personnel records in accord with policies and laws.			
Data Reporting & Technology:			
▪ Supervise attendance program and reporting			
▪ Accurately complete an FTE report.			
▪ Implement procedures in data processing, i.e. master schedule, grade reports, and student schedules.			
▪ Update student and faculty handbooks.			
▪ Use district policies regarding handling student records.			
▪ Utilize district MIS procedures and information.			

School Operations Function	Year 1	Year 2	Year 3
Business Management & Finance			
▪ Participate in budget meetings.			
▪ Verify incoming materials, supplies and equipment.			
▪ Utilize correct procedures for collecting, counting and depositing internal fund accounts.			
▪ Conduct school inventories of textbooks and equipment.			
▪ Utilize appropriate purchasing procedures.			
▪ Verify the preparation and maintenance of payroll.			
▪ Initiate an energy conservation program.			
▪ Develop a school budget and involve faculty in planning a school budget.			
▪ Document an audit trail for internal accounts, professional leave and travel.			
Plant Management & Support Services:			
▪ Facilitate work with the school maintenance personnel.			
▪ Write work orders for school maintenance.			
▪ Develop a system for accountability of school keys.			
▪ Learn the function and operation of heat, light, water and air conditioning systems.			
▪ Write a plan for school plant improvements and preventive maintenance.			
▪ Supervise the beautification of school grounds.			
▪ Utilize the rules for disposition of hazardous materials.			
▪ Enforce the use of safety procedures for students and staff, especially safety drills and emergency evacuations.			
▪ Supervise the maintenance of the school facility using a custodial schedule, working conditions and age of facility .			
▪ Develop a working knowledge of the school food service program.			
▪ Review the activities and work schedule of support staff and make recommendations for improvement.			

School Operations Function	Year 1	Year 2	Year 3
Decision-Making:			
▪ Take action to influence events and achieve goals.			
▪ Consider the needs and feelings of others.			
▪ Gather appropriate data for decisions.			
▪ Develop alternative courses of action based on data.			
▪ Involve others in decisions and delegate when appropriate.			
▪ Reflect an air of confidence and commitment.			
▪ Reinforce clear structure, rules and procedures.			
District Operations			
▪ Coordinate transportation issues with district personnel.			
▪ Provide information of school bus routes to parents.			
▪ Handle discipline referrals from bus personnel.			
▪ Make recommendations for improved safety of transported students.			
▪ Attend school board activities as directed by the principal.			
▪ Abe to communicate the role of the superintendent and the school board.			
▪ Able to call appropriate district staff for resources.			
▪ Participate in professional activities.			
▪ Represent the school at district meetings.			
Ethical Leadership:			
▪ Model respect, courtesy and good manners to all.			
▪ Communicate in an open, honest and genuine manner.			
▪ Model a set of values for the school.			
▪ Act in accordance with federal, state and local school board policies and procedures.			

School Leadership Function	Year 1	Year 2	Year 3
Student Services and Activities:			
▪ Has frequent contact with students.			
▪ Utilize correct procedures for student enrollment, transfer, reassignment and withdrawal.			
▪ Implement compulsory attendance laws.			
▪ Utilize policies and legal considerations in handling suspensions and expulsions.			
▪ Facilitate the involvement of state and local agencies that provide services to students and families.			
▪ Utilize the policies and laws in handling student records.			
▪ Implement state statutes regarding health and immunizations.			
▪ Use objective documentation procedures with student incidents.			
▪ Implement a full-service guidance program.			
▪ Participate in a child study team.			
▪ Participate in an exceptional student staffing procedure.			
▪ Schedule and get approval for field trips, extra curricular and fund raising activities using policies and procedures**.**			
▪ Participate in student activities.			
▪ Utilize local, state and federal laws and policies related to monitoring student activities.			
▪ Assign supervisory personnel for all student activities**.**			
▪ Supervise extracurricular activities, transportation areas, cafeteria and hallways.			
▪ Participate in the student orientation program.			
▪ Participate in ESE placement conferences.			
▪ Lead the school improvement team.			
▪ Participate in the School Advisory Council.			
▪ Reinforce clear structure, school board policies and procedures to resolve problems.			
▪ Recognize student accomplishments.			
▪ Treat all students with respect regardless of age, race, socio-economic status, ethnicity or gender.			

School Leadership Function	Year 1	Year 2	Year 3
Planning:			
▪ Develop a personal vision for the school.			
▪ Evaluate the school's improvement plan to ensure alignment with the district's mission and the results of needs assessment instruments.			
▪ Conduct a school needs assessment to prepare reports.			
▪ Develop and implement a plan for energy conservation and waste management.			
▪ Facilitate the school improvement team in visioning and planning.			
▪ Plan and conduct administrative team meetings.			
▪ Use data to document the school improvement plan.			
▪ Utilize district/community resources to fulfill the improvement plan.			
▪ Develop a personal vision for the school.			
▪ Share innovative ideas, methods and programs.			
▪ Make presentations to the school and community re the school's vision, mission and priorities.			
▪ Use the concepts of change to positively impact the vision.			
▪ Articulate and reinforce the vision and plan.			
▪ Share innovative ideas, methods and programs.			
Communications:			
▪ Maintain open lines of communication.			
▪ Be accessible to students, teachers and staff.			
▪ Plan and conduct productive faculty meetings.			
▪ Prepare reports that are clear and grammatically correct.			
▪ Make oral presentations to groups.			
▪ Handle the press according to board policies and procedures.			
▪ Implement procedures for faculty to communicate effectively with parents.			

School Leadership Function	Year 1	Year 2	Year 3
Community Relations & Stakeholder Partnerships			
▪ Attend school advisory groups, parent-teacher meetings, etc.			
▪ Make presentations to local civic groups re school issues.			
▪ Provide multiple opportunities to involve parents and the community in the school.			
▪ Make recommendations on the use of the school plant by community groups.			
▪ Utilize school board policies in the use of facility.			
▪ Effectively facilitates group meetings of teachers and community personnel.			
▪ Write articles for local news to communicate the good things going on at the school.			
▪ Negotiate conflicts in a tactful manner.			
▪ Be visible and accessible to parents and the community.			
▪ Communicate in an open and honest way.			
▪ Portray a positive image of the school.			
▪ Be effective in oral and written communication.			
▪ Write articles for local news to communicate the good things going on at the school.			
▪ Negotiate conflicts in a tactful manner.			
Diversity:			
▪ Model inclusion of all in the school's program.			
▪ Promote cohesion among students and staff.			
▪ Maintain a positive attitude toward people regardless of race, gender, ethnicity, or age.			
▪ Consider the needs of the diverse population served by the school.			
▪ Utilize policies and laws providing services for special needs students.			
▪ Involve faculty and students in meeting the needs of a multicultural student population.			

Appendix H: Portfolio Rubric

Candidate's Name_____ Date_____

☐ Supervising Principal Evaluation ☐ Instructional Director Evaluation ☐ Mentor (as requested)

CRITERIA	Meets Some Requirements	Meets All Requirements	Exceeds Requirements	Comments
Content				
FSP Leadership Assessments	Some standards evident.	All standards evident.	High levels of evidence for all standards.	
Goal Attainment	Some goals attained.	All goals attained.	Some goals exceeded expectation.	
Courses	Some courses documented with OTJ transfer.	All courses documented with OTJ transfer.	High levels of evidence of OTJ transfer in multiple courses.	
Functions & Tasks	Some of the functions and tasks completed to meet expectations.	All of the applicable functions and tasks completed to meet expectations.	Five or more of the functions exceed expectation.	
Learning Process				
Reflection	Some reflection evident	Consistent use of reflection evident.	Evidence of evaluation and application.	
OTJ Application	Little application evident.	Documentation of application.	High level of OTJ transfer.	
Feedback Utilization	Applies some feedback.	Uses feedback for improvement.	Seeks feedback from additional sources.	
Organization				
Visual Appeal	Elements not visually appealing.	Elements demonstrate appeal and originality.	Demonstrates creativity and style.	
Written Communication	Contains Errors	Error-Free	High Level of Writing Skill	
Timeliness	Late submission	On time	Early submission	

Appendix I
Catalog of Leadership Course Descriptions

Each course has been correlated to the ten Florida Principal Leadership Standards. Each course title has been **coded** to match the state's coding on the Florida School Leaders website as follows: Instructional Leadership [I], Managing the Learning Environment [M], Learning, Accountability and Assessment [L], Vision [V], Community and Stakeholder Partnerships [C], Diversity [D], Decision-Making Strategies [DM], Technology [T], Human Resource Development [H], Ethical Leadership [E]. New course offerings that foster the leadership standards will be updated as received by the district.

Course	Description	Time
Achieving Extraordinary Customer Relations C/H/D	This course introduces a model for customer relations, provides guides for dealing with difficult customers and strategies to work for positive outcomes.	2 days: 20 Hrs.
Aligning Classroom Assessment with High Stakes Testing I/H/L/DM/T/H	This online module provides school leaders with ways to align classroom assessment practices with high stakes testing. It was developed by practitioners with broad experience in managing school.	10 Hours Online
An Administrator's Guide to Content Area Reading in Science I	This module will help the school leader learn how science content is organized and represented. The content of this module clearly aligns with research in good instructional practice in science.	10 Hours Online
Analytic Processes DM	Designed for school improvement teams, this workshop helps participants organize problem solving into discreet, actionable steps. The content is based on effective problem-solvers and decision makers. Participants will experience situation appraisal, decision analysis, potential problem analysis and problem analysis.	3 Days/30Hrs
Arts in Education K-6 I/C/D	A CEC online module promoting a heightened awareness of the importance of the fine and the performing arts for teaching reading.	10 Hours
Assistant Principal Regional Academies I/H	These academies provide learning to improve student achievement through the development of a personalized leadership portfolio, working with mentors, experts and peers, using data and exploring strategies for success in reading and mathematics.	3 days 30 Hours
Balanced Leadership: First and Second Order Change I/M/H	Balanced Leadership examines the components and strategies of district and school leadership that correlates with high levels of student achievement.	

Course	Description	Time
Building A High Performance Learning Culture I/M/D	Participants will explore the concepts of ability and achievement, efficacy and effort and power and control as visible structures in the learning culture.	3 days+1 40 Hrs.
Building Instructional Leadership Teams I/M/L/DM/T/H/V	This micro-module provides an overview of the significance of instructional leadership teams at the school site. Methods for developing instructional leadership teams will be shared by presenters.	10 Hours Online
Classroom Walk-Through Training CWT for Reading CWT for Math and Science I/M/H/L/DM/T	This training provides a strategy for classroom visits that focuses on teaching and learning, methodology for analyzing the classroom and for giving feedback to teachers, the use of reflective conversation for providing feedback.	Basic [10 Hrs.] Reading [10 Hrs] Math & Science [10 Hrs.]
Commissioner's Summit for High Performing Principals	Topics will vary each year for the annual Commissioner's Summit to honor high performing principals. It is an opportunity for interaction with other high-performers and with educational policy makers.	30 Hrs.
Coaching For School Improvement I/M/H	This workshop assists leaders in transformational school improvement. They will learn how to add value various school improvement situations using a variety of strategies and techniques.	2 Days/20Hrs.
Communicating Effectively in a High-Performing School C/DM	Effective communication is the key to improving the school community. Participants learn to communicate effectively, decides who needs to know and why and how to involve people at the right times.	3 Days [2+1] 30 Hrs.
Creating Parent Partnerships C	An online module that provides ways to encourage parents to become partners with the school. The module contains ten chapters with assignments and workbook activities such as designing a parent resource center, planning a family day, designing a workshop for teachers and developing a mind map of school services.	10 Hours Online
Data Analysis for Instructional leaders L/I/M/DM/T/H	An online module that focuses on the DART model, curriculum mapping and developing a focus calendar. Participants will be able to analyze and interpret assessment data to guide instruction and to improve student performance.	15 Hours Online

Course	Description	Time
Data Analysis: A Comprehensive Overview of the Process I/L/M/DM/T/H	An online module with two options: a web-streamed video that allows the user to select the aspects of data analysis and the interpretation and implications of disaggregated data that are of the most interest or an in-depth module that takes the school leader through the process of disaggregating data.	10 Hours Online
District Operations: Your Local School District I/M/L/H/T/C	Each school district provides an overview of the scope and services available to schools in the areas of finance, transportation, curriculum, student services, personnel, exceptional student education and testing/accountability. The activity gives new leaders the opportunity to learn district policies and procedures plus how to access district resources.	10-15 Hrs. over the course of six weeks
Diversity D	This module will examine the importance of diversity and equity in a democratic society, examine ways the leader supports diversity in the school and community, build tolerance for a variety of ideas, values and cultures and examine the need for varying learning strategies for different modalities.	10 Hours Online
Doing What Encourages Students to Stay in School C/I/M	This workshop focuses on developing safety nets for students to achieve at higher levels. Participants examine the components of extra help programs, transitioning from one level of school to another, involving parents in education and make the school customer friendly.	3 Days [2+1] 30 Hrs.
Due Process for School Executives H/E	School leaders are faced with issues of due process on a daily basis in handling student discipline and personnel issues. This one-day training updates leaders on the laws and their application to the school site.	10 Hours
Ethical Leader E	This course will provide information on the professional code of ethics, how to facilitate, model and implement a set of values, and analyze decisions based on the legal, moral and ethical implications.	10 Hours Online
Exploring K-3 Literacy Leadership I	This DVD format instructional module contains three units. Module one deals with the components of a K-3 reading program. Module two deals with strategic leadership in guiding a reading program. Module three examines tools for monitoring the implementation of high quality reading programs.	2+1 Days 30 Hrs. Online

Course	Description	Time
Facilitating Effective Teams V/I/DM	This workshop is designed to identify the characteristic of a facilitative leader, to practice the skills of leading teams, to learn various decision-making options and to apply problem-solving tools to teamwork.	2-3 Days 30 Hrs.
FCIM Online Support Tool I/M/L/DM/T/H	This NEFEC online support tool provides resources for instructional leader who are in the process of using the Continuous Improvement Model or are seeking to raise their awareness of the steps in this school reform process.	
Florida Leadership Academy	A variety of topics are offered through the Academy.	Hours vary by academy.
Florida's Successful Practices Network I/M/L	A symposium for sharing successful practices in school leadership. Each participant is expected to bring a successful practice to share with other principals in his or her educational level.	2 Days 10 Hrs.
FOCUS on Student Achievement I/M/L	FOCUS develops the skills of school leaders in the use of assessment data to drive decision-making. Participants will formulate a plan, learn to optimize time, concentrate on teaching standards, utilize short- term assessments and sustain learning with tutorials, enrichment and maintenance activities.	4 Days 40 Hours
FOCUS Continuous Improvement Model I/M	This online module will allow school leaders to utilize the Continuous Improvement Model with a Plan, Do, Check and Act components.	10 Hours
Giving Leadership to Literacy I	This module focuses on providing a school structure to support students using reading to learn. Participants learn the importance of actively teaching students how to learn content.	10 Hours
High Quality Teaching and Learning in the Science Classroom I/ML/DM/T/H	The best practices in teaching science are explored n a video-interview format with Dr. Troy Sadler, UF. The video is supported by a series of vignettes that allow school leaders to science strategies being employed in professional practice.	10 Hours
High School Principals' Academy: Breaking Ranks II I/L	Participants are provided the training strategies and tools of high school reform. The goal of the training is to increase high school leaders' capacity to engage in systemic reform to improve student performance.	3 Days 30 Hrs 2 Days 20 Hrs

Course	Description	Time
IBM Change Toolkit I/T	The Change Toolkit is an online module that teaches a leader how to align learning, make data-driven decisions, examine quality teaching and learning, garner parental support and community collaboration to improve the school.	10-30 Hours
Interaction Management M/H/E	IM training provides leaders with skills to communicate more effectively and handle difficult situations regarding work habits and performance of employees. There are six modules including key concepts, improving performance, improving work habits, utilizing follow-up, maintaining improved performance and taking disciplinary action.	2 Days 20 Hrs
Leadership Development V/I/C	Leadership for Excellence is composed of eight 3-hour modules: Vision, Climate and Culture, Curriculum and Instruction, Customer Relations, Total Quality Management and Monitoring.	30 Hrs.
Leading Change by Understanding Self and Others I/L	Change is constant and so leaders must understand the forces that influence the change process. This module will address the change process and strategies to direct change for school improvement.	3 Days [2+1] 30 Hrs.
Leading 21st Century Schools: Middle Schools I	This online module focuses on the major issues facing school leaders. It provides video, challenge questions, discussion by experts and resources on the dimensions of change, new vision, educational possibilities and leadership for change.	
Literacy Leadership I	School leaders must be able to recognize good literacy instruction and observe and confer with teachers regarding effective practices. This module is designed to close the gap between what a leader knows about literacy and what must be known to provide effective literacy programs.	3 Days [2+1] 30 Hrs.
Leadership Resource Locator H	An online module for school leaders to access the various resources available in leadership development.	TBD
Meeting the Standards: Looking at Teacher Assignments and Student Work I/M/L	A workshop that provides participants the opportunity to learn a process to analyze teacher assignments and student work to determine if the assignment requires high-quality work that meets the standard.	3 Days [2+1] 30Hrs

Course	Description	Time
Mentoring & Coaching M/H	FSL provides professional partners to work in a confidential relationship with school leaders. The partner provides a network of resources, shares best practices, serves as a sounding board, provides thoughtful and timely feedback, and assists in identifying issues and potential solutions.	TBD
Middle School Principals' Academy	FASA sponsors the yearlong Middle School Principals' Academy to create a forum to share problems and successful practice, provide the knowledge to stimulate an action research project and provide access to statewide resources.	TBD
New Math Standards: What Every Principal Needs to Know I/M/L/DM/T/H	A PAEC online resource that provides instructional leaders with information about the proposed revisions to the mathematics standards for K-12 grades and offers a guide for preparing students, teachers and parents for the changes.	10 Hours
Numeracy Leadership I/M/L/DM	This module will help leaders learn to recognize effective instruction in numeracy and to encourage numeracy across the curriculum. Leaders will be able to close the gap between what they know in about numeracy and what they need to know to lead effective numeracy programs.	4 Days [3+1] 40 Hrs
Peer Coaching I/H/M/DM/T/H/V	An online module that allows the participant to explore the role of coach, understand the context of a learning community, build community and trust, give and receive feedback, and examine the protocols and models of coaching.	10 Hours
Principal Insight Instrument H/DM	The Principal Insight Instrument is an educational leader assessment developed by Gallup Process Four days of training are available for successful school leaders who would like to able to administer the instrument and give feedback to aspiring leaders.	2 Hours Interview 4 Days/40 Hours Interview Training
Principal Portal Training T	PrincipalPortal.Net is a website offering school leaders access to information, resources, policies and contracts. The module allows the participant to learn how effectively search and locate school resources. The school leader will be able to use technology such as podcasts and webcasts to obtain current research and information on hot topics.	10 Hours

Course	Description	Time
Principal As Instructional Leader in Math I/M/L/T/H	A web-based resource developed by PAEC to provide principals with materials to work with faculty in math when introducing the Classroom Walk Thru monitoring process and to show its connection to FOCUS.	
Principal As Instructional Leader in Science I/M/L/DM/T/H	A PAEC web-based resource for principals to use when introducing Classroom Walk Thru monitoring process and its connection to FOCUS.	
Principal's Role in Improving Reading and Literacy I	Key aspects of this module include the content knowledge of learning to read, suggestions on leading reading reform, and effective leadership strategies that include needs assessments, strategic planning and implementation.	10 Hours
Prioritizing, Mapping and Monitoring the Curriculum I/M/L	This module helps participants gain a deeper understanding of broad concepts of state and national standards of education. Participants will focus on the benefits of prioritizing, mapping and monitoring the curriculum.	4 Days/40 Hours
Prior Learning Inventory	The PLI is a tool to correlate prior learning to the Florida Leadership Standards. The PLI is online and once completed, a printout is available to guide professional development activities.	
Providing Focused and Sustained Professional Development I/M/H	This workshop is designed to improve the quality of professional development. Participants will examine the quality of professional development in low versus high-performing schools, learn how to structure learning for the staff and how to create learning communities.	4 Days [2+2] 40 Hrs
Reading to Inquire and Learn in Math I/M/L/DM/T/H	A PAEC web-based resource to assist the principal in understanding how math content is organized and represented along with information to emphasize reading in the math content area.	10 Hours
Reading to Inquire and Learn in Science I/M/L/DM/T/H	A PAEC web-based resource to assist the principal to understand how science content is organized and represented along with information to emphasize reading in the content area of science.	10 Hours
360 Assessment I/DM/H/E/C	360 Degree Assessment is a process for improving one's performance through the gathering of perspectives from internal and external customers regarding performance. A questionnaire is developed and customers reply via the computer and a compiled report is generated for the school leader.	10 Hours

Course	Description	Time
Seven Habits of Highly Effective People E/V	Based on Covey's book, this workshop offers the participant the opportunity to transform performance by using a principled approach, achieve long-term superior results, and use challenges and diversity to create positive change.	3 Days/30Hrs
Springfield Development Program H/DM/E	Designed for potential school leaders, the Springfield program simulates the operation of a school system. Participants take roles in the system and are able to demonstrate select skills, give and get feedback on their performance from peers, evaluate their own performance and set learning goals in leadership.	3Days+1 Day 40 Hrs
Student Achievement Data: The Basics L/I/DM/T/H	An online module that helps participants understand the terminology, the significance of disaggregating data, and how to collect, organize and present data to impact student achievement.	10 Hours
Supporting K-3 Literacy Leadership I/M/L/DM/T/H	A PAEC web-based resource that provides information on the five components of reading and strategic leadership tools to guide effective reading instruction.	10 Hours
Supporting Teachers Through Coaching & Mentoring H/I/M/DM/T/H	An on-line course provides the basic information on mentoring and coaching teachers. It gives practical strategies for developing and sustaining an environment conducive to mentoring and coaching.	10 Hours
Targeted Selection: Selecting Effective Personnel I/H/DM	This workshop provides the description of an effective and efficient selection system, provides participants the opportunity to develop interview skills and helps participants analyze and integrate data for personnel decision-making.	2 Days/20Hrs
Teaching and Learning in the Math Classroom I/M/L/DM/T/H	A PAEC web-based program that uses a video interview and vignettes of classroom activity that demonstrate high-yield strategies for math instruction.	10 Hours
Technology in Educational Administration T	An online module developed by practicing administrators gives the participant an opportunity to make effective use of technology in their administrative role.	10 Hours
Using Data to Lead Change I/L	A workshop where participants learn to consistently use data to guide decision-making related to instruction, student support and professional development. Easy-to-use processes are taught.	3Days+1/40Hrs

Appendix J
Index of Program Standards

Standard		Page(s)
1.	The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.	12, 14-21
1.1	The Florida Leadership Standards and competencies are translated into a customized, competency-based developmental program that is tailored to meet the needs of aspiring principals.	17
1.1.1	The overall competency-based design for the preparation program is aligned to the Florida Leadership Standards and competencies.	2
1.1.2	The program design places the greatest emphasis on the role of the school leader's in improving the curriculum, instruction and student achievement.	2, 19
1.1.3	Customized competency-based learning plans are developed for aspiring principals using valid data gathered from self-assessment, selection and appraisal instruments aligned with the competencies to be demonstrated in the program.	6,9,11,17, 19
1.1.4	These customized learning plans include competency-based professional development opportunities and job-embedded learning experiences appropriate to the preparation needs of aspiring principals.	19, 20, 22-25
1.1.5	A qualified, experienced leadership team, including a high-performing principal guides and supervises aspiring principals during their preparation.	18
1.2	The program provides learning opportunities and experiences that foster the understanding and application of competencies aligned with each of the Principal Leadership Standards and incorporated appropriate elements of the William Cecil Golden Program for School Leaders. (WCG)	14, 19, 22-25, 30
1.2.1	Program learning opportunities and experiences are designed to ensure mastery of competencies for improving student learning.	19
1.2.2	Aspiring principals are engaged in solving on-the-job problems with greatest emphasis on the school leader's role in improving curriculum, instruction and student achievement.	21, 22-25
1.2.3	Program learning opportunities and experiences include a plan for the candidate to utilize the resources or tools of the William Cecil Golden Program for School Leaders.	14, 17, 21, 31
1.3	Field experiences are designed and implemented to provide opportunities for aspiring principals to apply program knowledge and demonstrate required leadership competencies.	3
1.3.1	Field experiences are integrated with professional preparation.	15, 18
1.3.2	Field experiences are designed to provide application, practice and reflection on concepts, skills and procedures essential for leading school improvement and improving student achievement.	15
1.3.3	Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.	15,18
1.4	Program learning opportunities are delivered and field experiences are supervised by qualified personnel.	20
1.4.1	Program staff has the appropriate educational background and school experiences to deliver the required learning opportunities effectively.	15,18, 20
1.4.2	Candidates' field experiences are supervised by principals who have dealt successfully with the issues and/or problems being addressed.	18
1.4.3	Valid techniques have been developed to obtain candidates' feedback on the overall experience and to share the feedback with the program staff to improve program quality.	16

Standard		Page(s)
2.0	Each candidate in the approved program will demonstrate all competencies in statute and rule.	29
2.1	Methods and procedures aligned with the required curriculum have been established to assess aspiring principals' mastery of the program competencies as they progress through their preparation program.	29
2.1.1	Accurate assessments are being utilized to assess aspiring principals' mastery of required curriculum competencies as they progress through their preparation program.	29-30
2.1.2	Results from these assessments are used to (a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed, (b) track their progress in meeting the performance expectations for the preparation program, and (c) create a remediation plan and timeline where needed.	29-30
2.1.3	A committee made up of school district staff and higher education institutions and/ or other out of district qualified persons is established to review candidates' progress on assessments to identify any individuals who are not making adequate progress in mastering the competencies of the school principal.	30
2.1.4	All assessments are developed collaboratively and are tied to the Florida Leadership Standards, district development competencies and the .	29-30
2.2	A process has been developed to determine and record which candidates have successfully demonstrated mastery of all required preparation program competencies and thus, can be endorsed for School Principal Certification.	29
2.2.1	Candidates' mastery of the required preparation program competencies is recorded on an ongoing basis.	18-19
2.2.2	A plan is established by which a team of school district leaders and institutions of higher education and/ or other non-district qualified persons review each candidate to determine successful completion of the principal preparation program.	31
2.3	Methods and processes are in place to support and assess program completer's impact on school improvement and student learning using student achievement data during their first year as a principal.	31
2.3.1	An accurate process has been developed to support and assess program completers' impact on school improvement and student learning using student achievement data	31
2.3.2	Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completers' performance as a school principal.	35
2.4	A process is in place to provide assistance to program completers who do not meet their district performance expectations during their two first years as a school principal.	32
2.4.1	A process has been developed to identify program completers who have not met their district's performance expectations as a school principal.	32
2.4.2	A process is in place for a team of school district leaders and institutions of higher education staff and/or other out of district qualified persons to recommend what additional assistance might be provided.	32
2.4.3	The results of the actions taken are documented.	32

Standard		Page(s)
3.0	Continuous Improvement: The approved program implements processes to ensure continuous program improvement.	33
3.1	A formal process is in place for continually monitoring whether the principal preparation program is being implemented as designed and the desired outcomes are being achieved.	2, 31
3.1.1	A systematic process has been developed to continually monitor the program's performance.	33
3.1.2	School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	34
3.2	A formal process has been established to determine how satisfied the school district is with the level of preparedness of program completers for their first year as a school principal.	34
3.2.1	A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers.	34
3.2.2	School district staff shall review and use the results of this process to refine the design and delivery of the program to meet quality standards.	35
3.3	A formal process has been established to determine how satisfied program completers are with their level of preparedness for their first year as a school principal.	34
3.3.1	A formal process has been developed to determine how satisfied completers are with their preparedness.	34
3.3.2	School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	35

Appendix K
INDIVIDUALIZED LEADERSHIP LEARNING PLAN
Taylor County School District
2008-09 School Year

STANDARD	INDICATOR	PROFESSIONAL DEVELOPMENT	JOB EMBEDDED EXPERIENCE	SUPPORTING DOCUMENTATION	COMPLETION DATE
		ESOL/ELL			

The plan is developed on the Needs Assessment information (Ex: Florida Leadership Standards Inventory, 360 Leadership Assessment, Behavioral Event Interview, etc.) and the guidance of supervisors. Use additional sheets as needed.

Individualized Leadership Learning Plan: Leadership Candidate_____
Taylor County School District
2008-2009 School Year

SIGNATURES: Initial Agreement
_____ Name/Title/Date

_____ Name/Title/Date

_____ Name/Title/Date

SIGNATURES: Mid-year Monitoring
_____ Name/Title/Date

_____ Name/Title/Date

_____ Name/Title/Date

SIGNATURES: End of Year
_____ Name/Title/Date

_____ Name/Title/Date

_____ Name/Title/Date

Appendix L
References

Collins, J. (2005). Level 5 Leadership: The Triumph of Humility and Fierce Resolve. <u>HRB</u>, July-August. 136-146.

Collins, J (2001) <u>Good to Great: Why Some Companies Make The Leap and Others Don't</u>. HarperCollins. New York.

Waters, T. & Marzano, R.J. (2007). <u>Balanced Leadership Framework: School Leadership That Works</u>. Paper presented at ASCD March 19.

Florida Department of Education. (October 2, 2007). School Leadership Program Approval Process. A paper from the Bureau of Educator Recruitment, Development and Retention, Tallahassee, FL.

Florida Department of Education. (September, 2007). Principal Leadership Program Approval Standards. Bureau of Educator Recruitment, Development and Retention. Tallahassee, FL.

The Journey: Administrators As Instructional Leaders. (2006). An unpublished document. Panhandle Area Educational Consortium.753 West Boulevard, Chipley, FL.