**Santa Rosa County
District Schools**

LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM

§1012.562, F.S. – Rule 6A-5.081, F.A.C. – Form SP-IAS 2016 - Effective Date: December 2016

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. **Upon completion, the district shall email the template and required supporting documentation for submission to EdPrepFolio@fldoe.org**

**Modifications to an approved Level II school principal preparation program may be made by the district at any time. A revised Level II principal preparation program shall be submitted for approval, in accordance with Rule 6A-5.081, F.A.C.

Program Overview

Provide a summary of the district's level II program, including the following:

- Purpose
- Goal(s)
- Overview of curriculum
- Timeline
- Program leaders - Provide a description of the names and departments that have been involved in the creation of this program and who will be involved in its implementation.

This document is the response of the Santa Rosa County School District (SRCSD) to the passage of State Board Rule 6A-5.081 – Approval of School Leadership Programs, and section 1012.562, Florida Statutes, requiring submission of an electronic folio containing a description and supporting evidence of the design, delivery, curriculum content and evaluation of the specified program (school principal program), in seeking approval for said program.

The Santa Rosa County School District Principal Preparation Plan is a commitment on behalf of the superintendent, the Santa Rosa County School Board, and in partnership with the University of West Florida, and Priority Professional Development 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. Student achievement is the focus of all programs, and remains the cornerstone for our principal preparation program.

The standards for approval of school principal preparations programs issued by the Florida Department of Education in January, 2017, have been inserted in full text in this document the first time they are included in this plan, and are referenced by number hereafter. In addition, an index of each standard's location for inclusion in this plan is included on pages 31-33, and a matrix reflecting correlation between the Florida School Leadership standards, courses, and field experiences in included on pages 8-12.

Mission

Educate students for success by providing a superior, relevant education.

Vision

Our students will be productive, successful contributors to society.

Belief Statement

It is the belief of the Santa Rosa School District that principals are to be instructional leaders who are directly responsible for the level of teacher effectiveness and student learning in their schools. To that end, the Santa Rosa County School Principal Preparation Program, Level II, seeks to provide quality training to prepare future leaders in the elements set forth in state statute to be the most meaningful.

Purpose

Our Level II, Principal Preparation Program has been developed to better prepare individuals to obtain an administrative position within the Santa Rosa County School District and to provide scenario, role play, case study and field experience opportunities that lead to greater success after placement in an actual school leadership position.

The ultimate goal undergirding all of our programs is to have the impact of improving student achievement in every school, at every level. Research has indicated that school leadership is second only to that of the classroom teacher in significance to impacting student performance. With that in mind, we have set out to create a program that will prepare our future school leaders to be as successful as possible in their first school principal appointment, informed by the most credible researchers in the field from such notable sources as The Wallace Foundation, The Bill & Melinda Gates Foundation, the Rand corporation, Harvard, the University of Washington, and others.

We understand the progression of an individual from the university's Level I program, which earns an individual a *master's degree* in Educational Leadership--- to the district's Level II program, which results in the successful candidate receiving *School Principal* certification; and, we strive to ensure that program participants' knowledge from the foundational Level I program is extended and enhanced through the experiences in our Level II program.

The key leader behaviors impacting student learning are set forth in Florida state rule as the Florida Principal Leadership Standards (FPLS). The Standards are based on research establishing the skills and knowledge needed in effective schools. Our Level II School Principal Preparation Program is aligned with the FPLS and threads the themes of followship, leadership, and proactivism throughout the various elements of each course. In addition, we implement the Prior Learning Inventory of the William C. Golden online resource center and align topics found on the website with our courses for additional study.

Program Components

In our efforts to provide a meaningful and coherent program for our participants, we have embedded several key components within each of our eight core courses which we believe will prove helpful for our future leaders, both as they move through the program and as a resource after they obtain a position of school leadership for themselves. Each participant will be given the skeletal pieces of a **portfolio** which will be fleshed out individually as they complete each course in the program. The key components are found in each course and add to the consistency of material presentation and format. Participants who successfully complete these elements and compile a complete portfolio will, by doing so, have created their own study guide for the competency exam, as well as a resource guide for future use.

Our **Key Terms** graphic organizer is unique to each course and lists terms which should be familiar to future school leaders by the time they complete the courses. Each course has specific and aligned field activities or case study exercises which tie directly to the role of a school principal, as well as a reflection piece to be completed by the participant at the end of each course. It should be stated that though each course is offered with its own learning intentions and content, it is understood that the skills discussed in each are ultimately interconnected and at play simultaneously in the roles of a school principal in any given day. Thus, concepts learned in one course will flow into another course and have meaning in multiple contexts.

The Key Terms, as well as **field activities**, **case study exercises**, and course **reflections** will be components of the individual's culminating portfolio which will be one element upon which the supporting team will be able to determine successful completion by the candidates. A rubric containing success criteria for the portfolio will be distributed to participants upon entry into the program so that they may immediately identify the benchmarks they need to meet for successful completion.

Field Experiences are designed to connect with the content in each specific course and to provide the participant exposure to the day-to-day real life of school leadership.

Leadership Learning Activities that take place in the courses allow opportunities for groups of aspiring leaders to collaborate to problem-solve, delve into the research on leadership topics, and gain greater perspective by having collegial conversations on how those research components could have impact for the audiences their schools serve.

Case Studies outline scenarios from real world events in schools (PK-12) and allow the participant to consider avenues to bring resolution to the situations presented. Just as in real situations in schools, there may not be one decisive answer, but many areas to think through. Participants are encouraged to become familiar with their local School Board policies, as well as pertinent State Statutes that guide resolution in some instances. In addition, participants are advised to purchase professional development books on topics covered and to subscribe to periodicals that support growth in our profession.

Course Reflections provide an opportunity for the participant to think deeply about the content covered and key learnings from the course elements. In addition, reflections provide another avenue for transparent and shared thinking, as the support team members have opportunity to provide feedback based on notes in the portfolio areas.
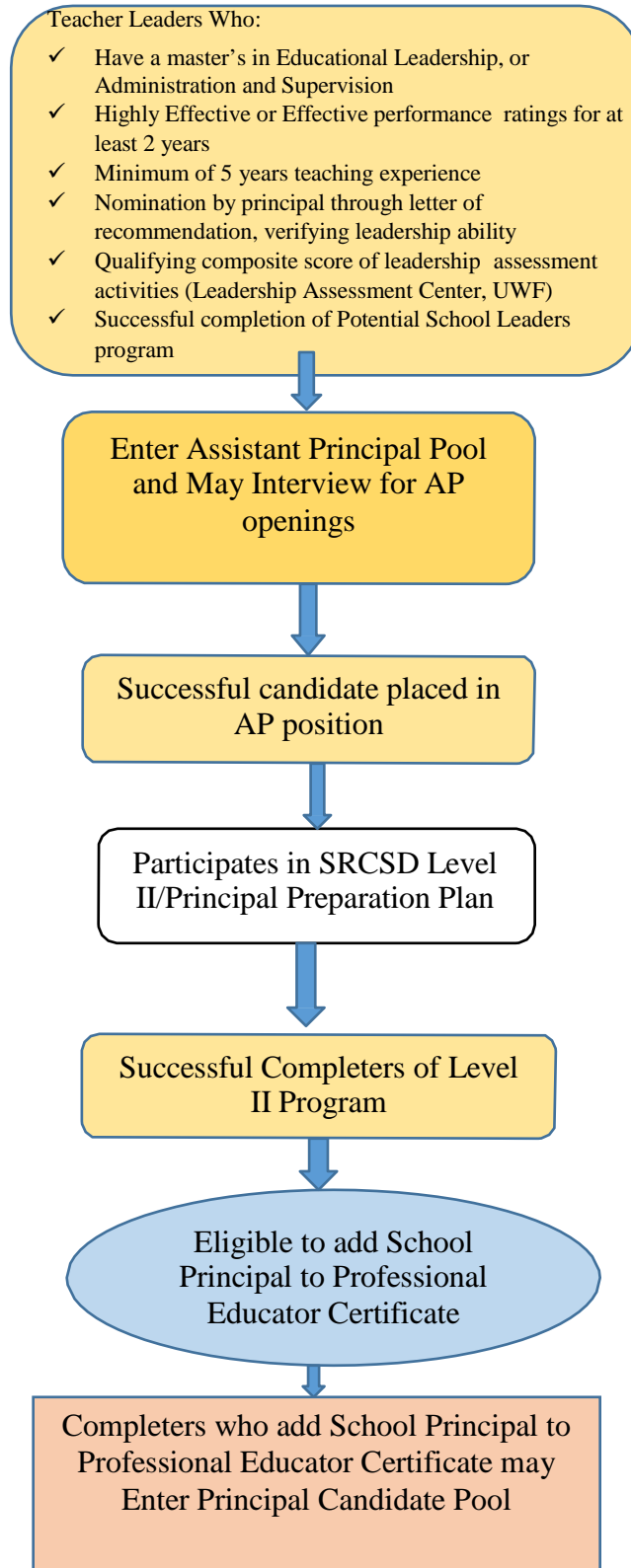
Information found in the Key Terms, field activities, exercises, case studies, and course reflections are included in the portfolio and may also be used by the participant as a study guide in preparation for the **Competency Exam** to be taken at the end of completion of the eight core courses which comprise our Level II School Principal Preparation Program. The Competency Exam is the second element upon which an individual will be able to demonstrate success to the support team.

The third leg of measurement for successful completion of our program is the **Exit Interview** with the superintendent, assistant superintendents, and district directors. These triangulated measures --- participant's portfolio of work accomplished in the coursework (including field experiences, case studies and reflections), competency exam score, and exit interview --- will provide evidence to allow us to confidently submit to FLDOE that individual's information to add *School Principal* to his/her professional teaching license and to more confidently place him/her in our candidate pool for administrative positions.

The Santa Rosa County School District desires to establish and maintain a quality school leader development program, understanding the research-based proposition that all students deserve to have a quality school experience led by a quality principal: An effective or highly effective principal can lead a school to greater achievement levels than an average or ineffective one.

In addition, we will encourage participants to be life-long learners who keep abreast of current research in our field. To that end, we plan to encourage our future school principals to subscribe to periodicals such as *The Principal, Educational Leadership, The Journal of Staff Development*, and other similar works; to purchase, read, and share books on topics of importance to educational leaders; and, to become familiar   with primary authors and researchers on specific areas of educational leadership (e.g., Fullan, Marzano, Leithwood, Hargreaves, DuFour, Covey, Robinson) .

**SANTA ROSA COUNTY SCHOOL DISTRICT
LEADERSHIP SUCCESSION PLAN**

Teacher Leaders Who:

- ✓ Have a master's in Educational Leadership, or Administration and Supervision
- ✓ Highly Effective or Effective performance ratings for at least 2 years
- ✓ Minimum of 5 years teaching experience
- ✓ Nomination by principal through letter of recommendation, verifying leadership ability
- ✓ Qualifying composite score of leadership assessment activities (Leadership Assessment Center, UWF)
- ✓ Successful completion of Potential School Leaders program

Enter Assistant Principal Pool and May Interview for AP openings

Successful candidate placed in AP position

Participates in SRCSD Level II/Principal Preparation Plan

Successful Completers of Level II Program

Eligible to add School Principal to Professional Educator Certificate

Completers who add School Principal to Professional Educator Certificate may Enter Principal Candidate Pool

Overview of Curriculum

A complete chart of courses, key terms, case studies, alignment to the FPLS and FSPA, and field experiences is found on pages 34-37; however, a list of the core courses is as follows:

- Student Achievement

- Instructional Leadership

- Development of Others: Faculty & Future Leaders

- Learning Environment

- Decision Making

- School Management

- Communication

- Professional & Ethical Behaviors

Timeline

All of the participants in our Level II Preparing Principals Program are current assistant principals and have been through prerequisite training to be at that point in their career paths. The Level II program in our district is designed, then, to take the candidate an additional year to complete. Our program is a rigorous, 120-hour certification program. At the end of the coursework, the participant will sit for an exit interview with the support team and pass a competency exam. The successful participant will have passed the competency exam, scored at proficiency or above on the exit interview, and have submitted a complete portfolio. This triangulated data on each individual will provide evidence that will support our submitting the participant's name to FLDOE for the addition of *School Principal* to his or her professional teaching certificate.

Program Leaders

Many credible individuals contributed to the creation of this program and will be involved in its implementation. They include

Tim Wyrosdick, Superintendent of Schools

Conni Carnley, Assistant Superintendent of Human Resources

Dr. Diane Kelley, Priority Professional Development

Dr. Rebecca McBride, University of West Florida

Michael Thorpe: Director of Professional Development and Instructional Technology

Liz West: Director of Human Resources

Program Candidate & Completer Quality

The following criteria must be met to receive a rating of Acceptable. The school district describes:

1. Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:
   a) Hold a Florida certificate in educational leadership (Level 1); or Administration and Supervision
   b) Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and
   c) Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;
2. Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and
3. Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

Standard 1. Program Candidates and Completer Quality

> **The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.**

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.
Admissions requirements, in accordance with 1012. 562 (3) (a), F.S., and 6A-5.081. F.A.C., to include:

In order to be admitted into the program, the participant must, at minimum, have these qualifications:

a) Hold a Florida certificate in Educational Leadership (Level I) or Florida certification in Administration and Supervision.

b) Earned a highly effective or effective summative performance under s.1012.34, F.S. for the previous two years

c) Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s.1012.34, F.S., and

d) Have a minimum of five years' teaching experience in a public school or other accredited educational entity

In addition to the above statutory requirements listed, our district values and seeks to identify, target, and recruit individuals who have a strong background in instructional leadership, human capital management, and school climate and culture building. These strengths are reflected through our Strength-Finders Assessment, through their profiles reflected in the behavioral analysis by the Assessment Center of the University of West Florida, and on their individual performance evaluations, as well as their qualifying score on District Leadership Assessments. Individuals who possess these desired skills, dispositions, and traits are highly sought after as participants in this program.

Verification of these items will occur in this manner: the candidate will provide copies of his/her

1) professional diploma reflecting Educational Leadership, or certification in Administration and Supervision

2) most recent two summative performance ratings,

3) employment history from school system screen or letter from principal verifying employment for at least 5 years.

An assistant in the office of the Assistant Superintendent for Human Resources will verify these in the MIS screens.

Candidate Selection Process:

Assistant Principals, upon approval of their position, are enrolled in the Level II Program based upon the qualifying process for entrance into the Santa Rosa County District Schools Assistant Principal Pool.

The qualifying process for entrance into our program is actually a multi-step process which allows our district to focus primarily on the quality of the candidate rather than the quantity of candidates, as it is our belief that we set our leaders up for a greater degree of success and our schools for greater improvement if we can focus on the candidates who can demonstrate those very skills, knowledge, and dispositions that allow us to leverage their considerable talents.

In the Spring of each year, notice will be made to all employees that anyone wishing to enter the Assistant Principal Pool must make application during a specified window. Qualifications for entering the Assistant Principal Pool are as previously stated as well as

1. Successful completion of the districts Potential School Leader Program (application for participation is noticed at the beginning of each school year), the administrative internship, and/or other administrative experience, as reflected in the administrative salary schedule.

2. Qualifying Composite Score on District Leadership Assessments (the applicant will be scheduled to take these assessments once their application meets the initial qualifications)
   a. Written Exercise
   b. Leadership Skill Assessment
   c. Behavioral Interview

Plan for Collecting, Monitoring, and Reporting Data on Candidates:

A spreadsheet of program participants will be created for individuals who hold the qualifying credentials. Elements on the spreadsheet will include, but not be limited to these fields:

- Date of entry into program
- Attendance at course meetings
- Date of withdrawal (if applicable)
- Reason of withdrawal (if applicable)

Success indicators on each activity in courses

- Pre/post scores for each course
- Competency exam score
- Portfolio completion grade
- Exit interview score
- Date of program completion
- Date of appointment to school leadership position

    (if within the district, we have that transaction recorded by way of school board meeting records and date of hire signature paperwork; or if outside the district as self-reported by participant, although members of our staff attempt to make contact via the participant's phone numbers and emails on record.)

The support team will meet on a regular basis to guide the progress and to monitor the success of the participants. The team will review the body of work gathered and created by each participant (case studies, field experiences, pre/post test scores) for accountability, and will sign off on participant's progress towards understanding of the principal competencies as outlined in this document. The support team will meet for this purpose to review participant work on a quarterly basis, at a minimum.

Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

The following criteria must be met to receive a rating of Acceptable:
The school district provides:
1. A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:

   a) Title for each course within the competency-based curricula;

   b) Performance measure or indicator that is being assessed; and

   c) Title and description of critical task or assessment activity

The school district describes:
2. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986, F.S.
3. Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:
   a) Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;
   b) Personnel evaluation criteria under s. 1012.34, F.S.; and
   c) William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;
4. The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;
5. The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and
6. The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.

Indicator 1.2: **The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.**

1. **A matrix** that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.050, F.A.C., including:

   a) Title for each course within the competency-based curricula;
   b) Performance measure or indicator that is being assessed; and
   c) Title and description of critical task or assessment activity

The chart below reflects our course titles, performance measures and indicators being assessed, and the titles and descriptions of experiences and activities provided to participants in our program. Field experience needs are determined by both surveys and grade level placement of assistant principals in the program. Assistant principals in the program complete field experiences and/or 100-Day Plans for school configurations unlike those of their job assignment. For instance, an assistant principal at an elementary school would complete field experiences and/or 100-Day Plans at a middle school and a high school. These experiences or internships would ensure that those individuals had exposure to a variety of PK-12 environments and school configurations, as well as opportunity to learn from activities, projects, and reflections at those other school levels. Our more experienced principals at those sites are able to serve in coaching and mentoring capacities with our APs in advance of them moving into principalships of their own, helping to build a foundation for successful first-year principals.

SCHOOL PRINCIPAL PREPARATION PROGRAM
SANTA ROSA COUNTY SCHOOL DISTRICT
Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections

The following courses have been developed as part of our training program to better prepare individuals to obtain an administrative position within the Santa Rosa County School District and to provide scenario, role play, case study and field experience opportunities that lead to greater success after placement in an actual school leadership position. ALL participants will participate in field experiences for ALL courses, in a variety of PK-12 environments to ensure experiences in numerous settings in preparation for success in any level. [Note: Due to space limitations here, the statements below represent an overview of each element. Participant Manuals for each course contain complete information on case studies, field experiences, and reflections, as well as pre-and post-tests for each course.]

COURSE TITLE	FPLS/FSLA	KEY TERMS	CASE STUDY (CS)	CS WORKSHEET	FIELD EXPERIENCE ACTIVITY
STUDENT ACHIEVEMENT	**FPLS** 1.1.a 1.1.b 1.2.a 1.2.b 1.2.c 1.2.d **FSLA** 1.1 1.2 1.3 1.4 2.1 2.3 2.4 3.5 4.5 5.1 5.2 5.4	• Leadership • 5 Key Functions of Principal Leadership • Student Achievement Data • Data Sources • Data Analysis • Data Team Process • Student Work Samples • Formative Assessment vs. Summative • Structured Self-Assessment • Goal Setting • Transformational Leadership • Instructional Leadership • Transformers • Copers • Leadership & Teacher Retention • ESEA • Effective Principal • Highly Effective Principal • Stability in Leadership • NCLB • NAESP • NASSP • ISLLC • Efficacy • Pre-service Training • School Improvement Plan •	A new principal notices discrepancies in what is written in his new school's School Improvement Plan, lesson planning, and student assignments and tasks, as well as teacher actions he observes in walk thoughs. What to do next?	Worksheet questions serve to focus participant on use of formative assessments as a means a principal could use to focus instruction; communicating vision of student achievement to faculty; recognizing self as either a transformer or a coper; and using a Harry Wong quote as a springboard for discussion with faculty of their responsibility of aligning standards, plans, and tasks.	*Create a "Student Success Plan" for fragile students* in your school to be used by either grade level chairs or team leaders. Include these elements: criteria for "fragile" label; actions needed to increase these students' academic standing; follow-up by whom; timeline to take actions; how/when students can be taken off the list; how often the cycle repeats with new students' names. [An activity within the face-to-face course has participants looking at student data to disaggregate, look at cohort groups across grade levels to identify patterns, and to create potential RTI or other intervention plans to impact achievement. Participants discuss in table groups their own thoughts and share strategies that have been implemented at their own schools in similar situations.] ALTERNATE Assignment: Documentation of an academic conversation (using the Conversation Guide) with school principal on state standards, SIP, lesson planning, student activities and tasks (as well as any instances of misalignment); compliance; use of formative assessments; data team process and monitoring of; etc.
INSTRUCTIIONAL LEADERSHIP	**FPLS** 2.3.a 2.3.b 2.3.c 2.3.d 2.3.e	• FEAPS • Instructional Climate • Student-Centered Leadership • Time Spent on Instructional Programs • Robinson's 5 leadership dimensions that have significant effect sizes on student outcomes • 3 key "leadership capabilities" • Principal as leader & participant of PD • "Rigor" in the classroom • Meta-Cognitive Approach to Learning • Deliberate Practice • Feedback	Given mock student performance data sets from a fictitious school, participants will identify and analyze the issues and trends	Worksheet questions ask participants to look at the data in two facets (grade level to grade level and in cohort groups; to look for strengths, soft spots, and strategies for improvements and how those would be shared with faculty, as well as monitoring means.	*The Level II candidate will create a Power Point presentation on "Rigor" in the classroom & present this professional development activity at a faculty meeting using best practices in adult learning theory that results in the target audience (teachers) leaving the meeting with a finished product that they will implement in the classroom (such as a lesson plan, student assessment or student project), indicating the level of rigor required as appropriate for content or grade level. These will be submitted electronically to the shared drive so that others may see and the course participant may provide.feedback..Include how having a common definition of an important and frequently used term like this can assure understanding and clarity of purpose academically. Give explicit examples of rigorous and non-rigorous assignments & activities in the classroom.* ALTERNATE assignment: Looking at a copy

	FSLA 2.1 2.2 3.1 3.2 3.3 3.4 3.6 4.1 4.2 4.3 4.4 4.5	• School Climate • School Culture			of their school's School Improvement Plan, participants are asked to go through the same steps as they did in the class, identifying strengths, soft spots, and other trends from the data in the SIP (or any more recent data), and then to think strategically about techniques to include that might improve student achievement.
DEVELOPMENT OF OTHERS (Faculty & Future Leaders)	**FPLS** 2.4.a 2.4.b 2.4.c 2.4.d 2 . 4 e 2.4.f 3.7.a 6.4 7.3 8.3 **FSLA** **3.1** **3.2** 3.3 3.4 3.5 3.6 4.5 4.6 4.7 7.1 7.2 4.2 10.1 10.2	• Shared Vision • Capacity-building • Leadership Capacity • Distributive Leadership Model • Collaborative Leadership/Collaborative Learning Environment • Professional Learning Communities (PLC) • Innovation • Succession Planning • Sustainability • Multipliers • Gap • Synergy Leadership	A new principal in a large school in a lower performing district decides to develop a leadership team and 'old guard' members clash with new ones who want an opportunity to grow. Principal must decide how to go/grow forward.	Worksheet questions focus the participant on how to promote positive participation, us of PLCs, building a sense of community/unity, use of an assignment menu to track leadership opportunities for others, leadership organizer.	*Use an "Assignment Menu" similar to the one discussed in the course (see page 36 of Participant Manual), to identify existing and emerging teacher leaders and list opportunities for them* to have leadership experience. From this conversation, develop a chart indicating faculty members who embody the skills and traits of good mentors. Then, identify faculty members who could benefit from their skills, implementation and understanding of pedagogy and content knowledge. Indicate pairs who could work well together, based on needs/support. After the pairs have worked together for a 9-week period, have them report to the Level II candidate their key take-aways from the experience. This document could also be used to track actual leadership experience and to balance out experiences for individuals in your building. ALTERNATE Assignment: Guided conversation with a principal on faculty development, implementing/monitoring taught skills, dealing with teachers who don't want to participate in PD, how have they actively developed others, and how do they support others after they've been appointed to a new position.
LEARNING ENVIRONMENT	**FPLS** 2.5.a 2.5.b 2.5.c 2.5.d 2.5.e 2.5.f **FSLA** 2.1 2.2 4.1 4.2 5.2 5.3 6.1 6.3 6.5 7.2 7.4 9.1 9.2 9.3 9.4 10.1 10.2	• Institutional Environment • Community/Connectedness • Norms/Expectations • Equity of Learning/Student Voice/Engagement • Culture • Shared Leadership • Diversity and Inclusion • Disciplinary Climate • School Climate • Social/Emotional Learning (Affective) • Alignment with Mission	Newly appointed principal replaced retiring local (former coaching) legend. Though popular politically, the former principal was no instructional leader. New principal must overcome cultural issues to move forward.	Worksheet questions focus on knowing which faculty members to see to influence early on, goals to address when first meeting new faculty, elements of alignment, etc.	The Level II candidate will arrange a professional schedule and carry out an increased number of instructional walk-throughs, followed-up with post-observation conferences and student observation data discussion with respective instructional staff. ALTERNATE assignment: The Level II candidate will engage in a guided conversation focused on faculty influencers, elements of alignment, shared leadership, and communicating a sense of value to students, as these are topics included in this course. As a result, the participant will present at a faculty meeting or department chair meeting some of the elements that emerged from this conversation that may require attention, ask for their input on a pre-developed form, and chart their responses for consideration of implementation to impact specific areas..

[SANTA ROSA COUNTY DISTRICT SCHOOLS]

DECISION MAKING	**FPLS** 3.6.a 3.6.b 3.6.c 3.6.d 3.6.e **FSLA** 6.2 6.3 8.1 8.2 6.1	• Decisional Capital • Data-Based Decision Making • Site-Based Decision Making • Shared Decision Making • 4 Options of Involvement in Decision Making • Zone of Indifference • Resilience • Bounded Ethically • Autocratic Decision • Consultative Decision • Joint Decision • Justice & Trust (as related to decision making)	A principal is having difficulty deciding between two hires for an important grade level teacher (third grade if elem/8th gr math/11th gr Language Arts). The position would also serve as department chair (or grade level chair). She'd narrowed it down to two: one seems to have better people skills; one better content knowledge. (More details in actual case) What and who should be involved in the decision making…	Worksheet focuses participants' thoughts on feting out critical information and making use of decisional capital, thinking about whom to involve in decision making that impact whole staff, and identifying any potential missing pieces of information to ask of a candidate.	Using a "Decision Tree" that the level II candidate created, the candidate will lead a committee that includes faculty, staff, and stake holders to a resolution, or apply its use to an actual recent event (e.g., delay of classes, interruption of regular bus schedule). ALTERNATE Assignment: The candidate will lead a budget review that involves faculty and/or stakeholder discussion, and come to a decision for implementation (e.g., PLC book study, PTO meeting, athletics, awards ceremony logistics).
SCHOOL MANAGEMENT	**FPLS** 3.8.a 3.8.b 3.8.c 3.8.d **FSLA** 8.1 8.2 7.2 8.3	• School Management • Allocation of Resources • Equity (as related to resources) • 3 Basic Categories of Resources • Physical Plant • Accountability • Budget Cycle • Fixed & Unanticipated Costs • Discretionary Funding • Learning-Focused Resource Allocation • 4 Key Allocation Issues Related to Learning Improvement • Time Management • 3 D's of Time Management • Parkinson's Law • Pereto's Principle	Case study has participants read a scenario about a principal handling a facility crisis (and being interrupted by angry parent) and underline principal's actions that are "managerial" in nature and circle those that are critical to resolution of the problem.	Case Study worksheet focuses attention on how principal managed his time, how to be more effective, whether his time with parent was appropriate, and delegation.	*Create a 5-year Plan for desired and/or needed facilities updates at your school. Include potential funding sources and impacts (+/-) of implementing the plan. Include workaround strategies if the event that funds don't come through or priorities shift. /use the 3 categories of new construction, maintenance & repair, and self-funded projects.* ALTERNATE assignment: Critical conversation log with district's Director of Facilities, Director of Maintenance or an AP whose major focus is facilities. Conversation guide asks about involvement of others in facilities questions, operational school management, facilities upkeep/repairs, and preparing for unforeseen situations. Candidate presents key findings from conversation log to principal and/or faculty for their information and input. The candidate shares faculty's facility input/concerns/ideas with the individual from original discussion (Director of Facilities or other).
COMMUNICATION	FPLS 3.9.a 3.9.b 3.9.c 3.9.d 3,9,e 3.9.f 3.9g FSLA 9.1 9.2 9.3 9.4 10.1	• Differentiated Strategies for Communication • Hierarchy of Effective Communications • Communication Plan • Crisis Management and the Media • Active Listening • External Feedback • Critical Feedback • 2-Way Communication • Social Media & Digital Communications • NSPRA	Mr. Johnson, a local elem (or middle or HS) principal, faces a crisis when her school is locked down by the police just before release time. How she handles communications to all stakeholders outside and inside the school at that critical time will be examined closely.	Case Study questions point participant back to points from the course about effective communications. Of interest are both the communication procedures in a crisis and how she handled the one parent who was not notified.	*Design a "Guide to Dealing with the Media in a Crisis" for your school (our district and schools do not have one currently, though they do have guides for the use of electronic devices).* Indicate specific individual and the roles they will play and when and whom they will contact with particular information, as well as what types of information will not be released. Meet with the district's assistant superintendent to show her your product and to discuss how to implement it. ALTERNATE Assignment: Participants are asked to look up their School Board policies related to social & digital media, and crisis management communications to answer key related questions, such as noting how many policies deal with digital communications, consequences for violations, and means to make these known to those they impact the most. Candidates will make a presentation (live or taped) to their student body regarding appropriate behaviors with regard to these devices, as well as to consequences for inappropriate activity.

[SANTA ROSA COUNTY DISTRICT SCHOOLS]

PROFESSIONAL and ETHICAL BEHAVIORS	FPLS 4.10.a 4.10.b 4.10.c 4.10.d 4.10.e 4.10.f FSLA 10.1 10.2 10.3 10.4	• Educator Misconduct • Professional Practices Services (PPS) • Educational Practices Commission (EPC) • Ethics in Education Act of 2008 • Principles of Professional Conduct for the Education Profession in Florida • Disqualification from Employment • DCF • N-E-A-T Process • Self-Reporting • Felony & Forfeiture of Retirement Benefits • Probable Cause • Due Diligence	Mr. Commons is a very popular and tenured teacher; his students get high test scores and he sponsors many activities on campus. However, some of his classroom chat and actions border on crass. A few students feel uncomfortable. The principal has not seen indicators of this behavior in walk throughs, but a new parent has brought this to his attention.	Case Study Worksheet questions point to materials from the course that could serve as a guide for the principal, specific Fl statutes that may be violated here, "ethical dilemma" talk.	*Create several scenarios to include in a faculty presentation on Ethics to illustrate to your teachers some common pitfalls and ways to avoid accusations of educator misconduct.* Include some of the costs of violating the Professional Conduct for the Educator Professional in Florida. Remember to include a sign-in sheet to document that your faculty members were presented the information. Make the presentation available afterwards for review by those who were absent or who wish/need to review. ALTERNATE Assignment: Participants make appointment with a principal, Assistant Superintendent for HR, a school board member, or contract contact with the goal of strengthening and deepening the participant's understanding of the types of ethical situations that can occur in the day-to-day administration of a school that s/he may not have previously considered. Record the conversation on the Conversation Guide and share with your support team (include in portfolio). Questions relate to Professional & Ethical Behaviors, ethical dilemmas they've seen, repercussions, suspicion of wrongdoing, and resources provided to staff as a result or in the process of resolving the situation.

2. **The plan and process for how training provided through the program will be aligned to the personnel evaluation criteria under 1012.34, F.S. and to the William C. Golden Professional Development Program for School Leaders in s. 1012.986, F.S.**

a) As indicated in our matrix, the courses, activities, and field experiences in each course are aligned with both the Florida Principal Leadership Standards (FPLS) and the Florida School Leader Assessment (FSLA)for the Santa Rosa School District.

b) Alignment to the personnel evaluation criteria

The focus of our district administrator evaluation system is to increase student achievement growth by improving the proficiency of instructional, administrative, and supervisory staff. Santa Rosa District Schools have a long history of high student performance. We believe this is due in part to the high expectations set by our district administrators. Consistent leadership has played a factor in this success, as well. Mr. Timothy Wyrosdick is only the fourth Superintendent to serve in our district in over sixty years. In addition, we have many district level administrators and school principals who have served in these positions over these years. Santa Rosa District Schools have an administrative staff dedicated to high expectations on the part of teachers and students. We also have tremendous support from parents and our communities in these efforts. As we redesigned our District Administrative Evaluation two years ago, we included surveys from students, teachers, and parents

The Santa Rosa District Schools District Administrator Evaluation System addresses in its core practices the Florida Educator Accomplished Practices, the Florida School Leaders Assessment, Florida Statutes, the Race to the Top MOU, and relevant research. There is a strong relationship of these elements and the core practices reflected in our administrator evaluation system. The District Administrator Evaluation Plan does include a Professional Development Plan which incorporates deliberate practice and reflection. A Professional Improvement Plan for administrators is also included as needed. This evaluation system is based on contemporary research that reveals educational leadership behaviors that, when effectively implemented have a positive impact on student learning faculty development, and school/district administrator development. It is aligned with the Florida Principal Leadership Standards – a State Board of Education rule that sets expectations for principal performance (SBE Rule 6A-5.080).

All Administrators are evaluated by their immediate supervisor annually: Assistant Superintendents are responsible for evaluating Directors and Coordinators and the Superintendent is responsible for evaluating Assistant Superintendents. Principals evaluate assistant principals. Training will be provided to all supervisors in the fall of each year on an annual basis. This training will be followed up periodically at Administrator meetings held once a month during the school year. As part of this training Administrators will cover topics including the evaluation purpose, research-base, coaching and feedback, and use of forms and timelines. This Evaluation System will be reviewed annually and the District Administrator Evaluation Committee will make recommendations for adjustments as needed.

The evaluation process for administrators begins each year with an annual orientation and update of the evaluation system. This update will be conducted annually and presented to all district and school administrators. This update is to be followed by an initial meeting between the administrator and their supervisor; the district administrator will have completed a self-assessment prior to this meeting. During this initial meeting, the administrator and supervisor will decide on two or three indicators which the administrator will focus on during the upcoming school year. This initial meeting will take place during the first nine weeks of the school year, and will be followed-up by three additional observations conducted by the supervisor where feedback will be given after each observation. One observation should take place during each of the remaining three quarters of the school year. This evaluation process will conclude with a final meeting which will take place during the summer session where the supervisor will review the administrator's final evaluation. As noted in matrices in our Appendix, our plans and processes are aligned with the FSLA, the FPLS, and the William C. Golden professional development resources.

<u>Evaluation Instrument Organization</u>

 Santa Rosa District Schools have decided to include an administrator's Professional Development Plan as part of their evaluation in place of the Deliberate Practice section of the state model. Every administrator in Santa Rosa District Schools is required to complete a Professional Development Plan. The Professional development goal will reflect disaggregated student data for the current school year, School Improvement Plan needs as well as District Strategic Plan needs. Each Professional Development Plan will provide an outcome statement at the end of each year that will identify areas of improvement and needs not met. Data from the outcome statements will be used in a continuous cycle to formulate new goals and identify areas of needed improvement for each following year's School Improvement Plan, District Strategic Plan, and individual goal statement. These plans are initiated by the end of the first quarter of the school year. A space on the PDP is provided at the top of the second page for supervisors to document ongoing support and monitoring of progress relative to the goal. This section should be completed by June 1 of each school year. The Professional Development Plan will count 15% of the total evaluation for school leaders/ administrators. A rubric has been developed and is included as part of the Professional Development Plan that will help the supervisor and administrator in determining the final evaluation of the plan. In order to receive a rating of "highly effective" or "effective" the school leader/administrator must complete the required minimum hours of professional development <u>and</u> include appropriate artifacts <u>and</u> demonstrate evidence of professional growth.

<u>Supervisor's Evaluation of the Florida Principal Leadership Standards</u>

Supervisors will evaluate administrators by rating each proficiency area of the Florida Principal Leadership Standards. Supervisors will mark each indicator below these proficiency areas as supporting documentation of the proficiency area rating. Supervisors will conduct a minimum of three informal observations of the school leader/administrator during the course of a school year. Supervisors will provide the school leader/administrator feedback after each of these observations. Observations may include scheduled and unscheduled events, walk through, meetings, and examination of materials that reflect the school leader/administrator's work or the impact of the school leader's/administrator's work on others. This section should be completed by June 1 of each school year. It will count 35% of the total evaluation for <u>all</u> school leaders/administrators.

<u>Student Performance</u>

 This section will count 35% of the total school leader/administrator evaluation. This section will be completed as soon as the data has been received and appropriately processed according to the negotiated method.

Overall Annual Evaluation Rating

 This section totals the previous four sections and identifies an overall annual evaluation rating. The supervisor must send a copy (may be electronic) of the evaluation to the administrator within 10 days of the completion of the evaluation. The supervisor must discuss the overall evaluation with the administrator. The administrator shall have the right to initiate a written response to the evaluation and the response shall become a permanent attachment to his or her personnel file. The supervisor may amend an evaluation based upon assessment data from the current school year if the data becomes available 90 days after the close of the school year.

 To determine the overall evaluation, each section will be totaled and weighted using the assigned percentages. The total evaluation will use the following ratings to determine the overall evaluation:

Highly Effective	4.00 – 3.50
Effective	3.49 – 2.25
Needs Improvement	2.24 – 1.75
Unsatisfactory	Below 1.75

Surveys

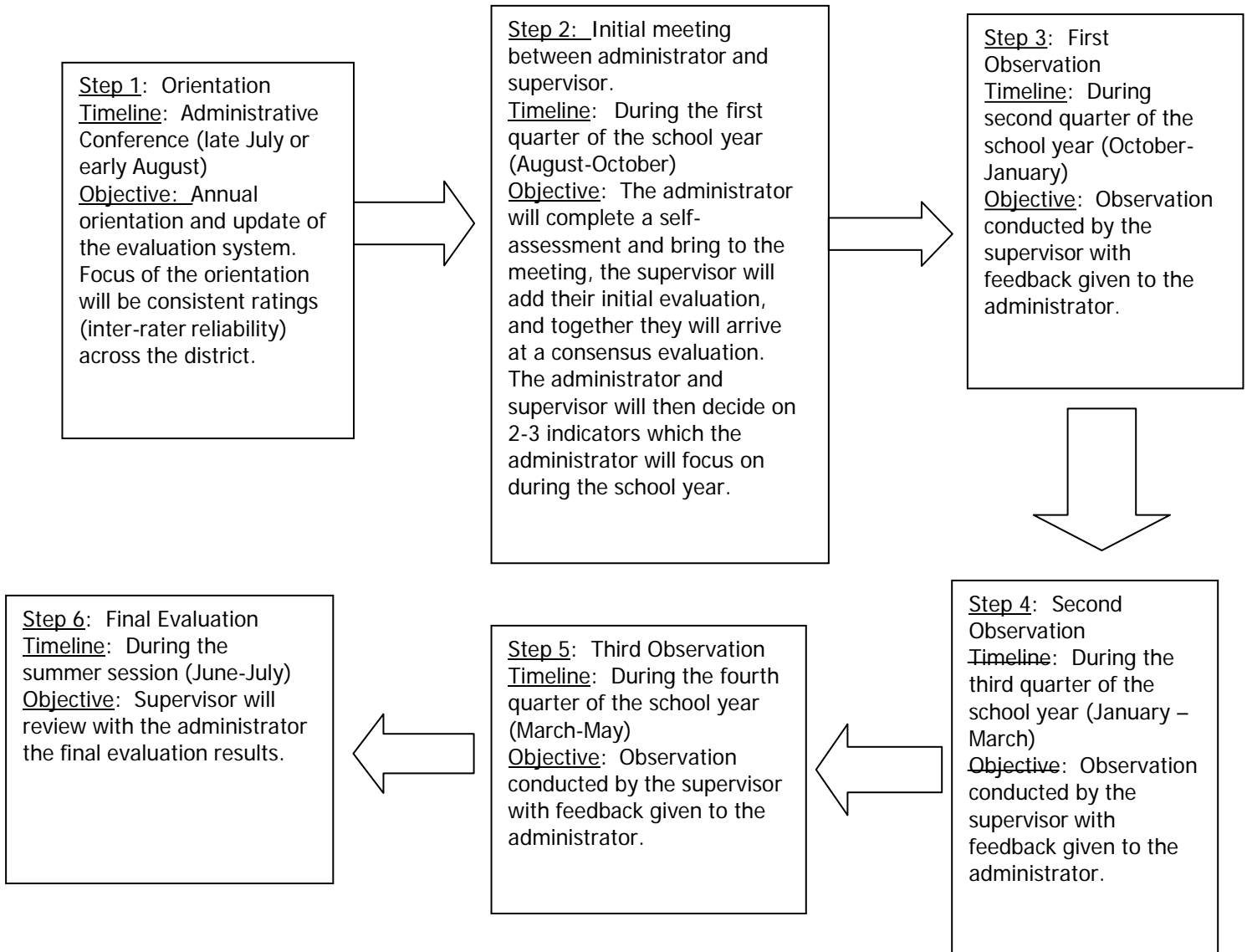The school principal evaluation includes survey data: 5% employee results, 5% student results, and 5% parent results. This section will count 15% of the total evaluation for all administrators. The Santa Rosa School District worked with the Studer Group in the construction, administration and reporting of the results of these surveys. This section should be completed by June 1 of each school year.

Administrative Evaluation System
The Evaluation Process

The Evaluation Process is a continuous activity conducted throughout the year which repeats itself on an annual basis. It involves multiple observations by the supervisor followed by feedback and dialogue with the administrator. All administrators will be evaluated by their immediate supervisor each year: principals evaluate Assistant principals, Directors evaluate principals, Assistant Superintendents evaluate Directors and Coordinators and the Superintendent evaluates Assistant Superintendents.

Step 1: Orientation
Timeline: Administrative Conference (late July or early August)
Objective: Annual orientation and update of the evaluation system. Focus of the orientation will be consistent ratings (inter-rater reliability) across the district.

Step 2: Initial meeting between administrator and supervisor.
Timeline: During the first quarter of the school year (August-October)
Objective: The administrator will complete a self-assessment and bring to the meeting, the supervisor will add their initial evaluation, and together they will arrive at a consensus evaluation. The administrator and supervisor will then decide on 2-3 indicators which the administrator will focus on during the school year.

Step 3: First Observation
Timeline: During second quarter of the school year (October-January)
Objective: Observation conducted by the supervisor with feedback given to the administrator.

Step 4: Second Observation
Timeline: During the third quarter of the school year (January – March)
Objective: Observation conducted by the supervisor with feedback given to the administrator.

Step 5: Third Observation
Timeline: During the fourth quarter of the school year (March-May)
Objective: Observation conducted by the supervisor with feedback given to the administrator.

Step 6: Final Evaluation
Timeline: During the summer session (June-July)
Objective: Supervisor will review with the administrator the final evaluation results.

c) **William C. Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.**

Since the William C. Golden Professional Development Program for School Leaders and the Florida Principal Leadership Standards are both set forth in statute, they are central to our plan and are included in the following three pages. We have included several tools from the William C. Golden professional development website, as well as other data elements, to be used in the development of the administrators Deliberate Practice target goals (DPs) for professional development and growth; the goal here is that the use of these tools will culminate in promoting success for the building level leader, and thus, a successful placement and evaluation. See Appendix L for the correlated form for a Customized Learning Plan.

1.2.3   Appendix C contains a rubric which is indicative of the process in which we plan to assess, monitor, and document each program candidate's progress and mastery of competency-based training and field experiences aligned to the FPLS (as defined in Rule 6A-5.080, F.A.C.; Personnel evaluation criteria under section 1012.34, F.S.; and the William C . Golden Professional Development Program for School Leaders, pursuant to section 1012.986, F.S).   This information is also used to document the candidate's work as s/he progresses through our program. In addition, information located there provides support for reflection and feedback conversations between the administrative support team and the candidate. Use of the common language from the evaluation rubrics that are embedded into our process helps to solidify understanding and build   knowledge for individual growth.

The Florida Principal Leadership Standards

Domain 1: Student Achievement:
Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.
  a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
  b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.
The leader:
  a. Enables faculty and staff to work as a system focused on student learning;
  b. Maintains a school climate that supports student engagement in learning;
  c. Generates high expectations for learning growth by all students; and
  d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:
Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
The leader:
  a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
  b. Engages in data analysis for instructional planning and improvement;
  c. Communicates the relationships among academic standards, effective instruction, and student performance;
  d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
  e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.
The leader:
  a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
  b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
  c. Employs a faculty with the instructional proficiencies needed for the school population served;
  d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
  e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
  f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
The leader:
  a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
  b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
  c. Promotes school and classroom practices that validate and value similarities and differences among students;
  d. Provides recurring monitoring and feedback on the quality of the learning environment;
  e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
  f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership
Standard 6: Decision Making.
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.
The leader:
  a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization.
The leader:
a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
The leader:
a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:
Standard 10: Professional and Ethical Behaviors.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.
The leader:
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
e. Demonstrates willingness to admit error and learn from it;
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

WILLIAM CECIL GOLDEN PROFESSIONAL DEVELOPMENT PROGRAM
FOR SCHOOL LEADERS
Title XLVIII
K-20 EDUCATION CODE
Chapter 1012
PERSONNEL

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.

4.The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments.

Using data from the assessments listed in previous sections (Previous years' evaluations, WCG Prior Learning Inventory, Kirkman's Seven Leadership Competencies, LIFO/Life Orientations, and/or Strength Finders 2.0), as well as individual self-assessments and reflections, we will be able to create individualized instruction using a customized learning plan for participants (Appendix L).

5.The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula (1.2.5 on checklist)

Upon entry into the program, participants receive an information packet for the program which includes success criteria, the above matrix of courses and activities aligned with FPLS, portfolio requirements, and the understanding that a minimum score of 75% success rate on each of the course components (pre/post tests and activity components, as well as attendance expectations) is expected to be considered as successful. Candidates who perform below that margin will have a remediation plan at any juncture when they do not make that mark within any course or assignment.

The district will deliver on-going support and provide a mechanism for participants to demonstrate the embedded learning (field) experiences or 100-Day Plans necessary to earn School Principal certification. A rubric with specific measurable outcomes to monitor candidates' progress is reflected in the rubric in Appendix C.

To that end, periodic check points will be in place throughout the span of our program to ascertain whether it is in the interest of the individual and the district for the participant to continue. We recognize that a great deal of time, energy and resources are invested in this process, both on the part of the participant/candidate and on the district; and as such, it is critical that this (working towards obtainment of a school leadership position) is a good fit for both parties.

A spreadsheet (See Appendix C) will be kept reflecting individual participants' scores on all coursework, and 100-Day Plans. Reflections and feedback discussions between the candidate and his/her administrative support team will be held at least quarterly. Information from this running record will provide discussion points, as will participant input regarding curriculum content and

practical application on the job. As there are eight courses that participants work through in our Level II plan (remembering that they first complete our Preparing School Leaders curriculum), performance progress discussions will include content, field experiences and/or 100-Day Plans that correspond to at least two courses per meeting. These reciprocal conversations serve both to support and grow our administrators and to inform any necessary changes to our program to better serve our needs.

6.The plan for providing documented remediation, mentoring and coaching feedback, that supports program candidate's progression throughout the program and mastery of the curricula.

Individual participants will have a district support team throughout his or her experience in the Principal Preparation Program. The support team will be comprised of the appropriate grade level director, a supervisory evaluator/ principal and a support administrator. At any point along the way a participant does not meet success criteria, members of his support team will make contact with the individual to create a support (remediation) plan to keep the participant on track through to successful completion of the program (See Appendix E).

The district's Assistant Superintendent of Human Resources, specifically, will meet with the individual who is not showing adequate progress in the program and support that individual in developing a plan for assistance. Upon request of the superintendent, the Assistant Superintendent for Human Resources 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 if/when needed.

If a **Remediation Plan** or assistance is required, it must be documented in a professional development plan and must include the mentoring of a high-performing principal or professional partner trained in mentoring and coaching. Once the individual has completed the plan, the district Assistant Superintendent of Human Resources may assemble an evaluation team. The team will consist of the Assistant Superintendent of Human Resources, a professional partner, and/or a university partner. The team will review the portfolio, interview and/or observe the individual, and confer with the individual's supervisor to determine if adequate progress has been made. Feedback to the individual related to performance opportunities for improvement is critical. Feedback that is specific and actionable will be provided in order to make a difference in the individual's leadership skills.

At the midpoint of participation, a preliminary review of the total program will be conducted by a review board consisting of the individual's support team and the Assistant Superintendent or Director for Human Resources to ensure that elements of the program are working for the participants in the manner envisioned by the team.   If revisions are needed, this would be the juncture at which they could be made.

The model of development is one of training, skills application in an administrative/school position, reflection, and feedback. If a participant is to continue, but areas of concern are indicated, a Remediation Plan will be developed. In such a case when a remediation plan is required, a meeting of the support team will be held to review the participant's progress and collaborate on strategies needed for successful remediation within the program. The team will decide what support is needed, who will provide the support and in what manner, as well as a timeline for reevaluation of the individual's performance. All remediation plans, as well as resources provided and the participant's attainment of the goals in them, will be kept in the office of the Assistant Superintendent for Human Resources.

It is planned that we will make our training sessions available in a secured digital format for participants who need to review segments for remedial purposes or for those who may have an emergency absence during the course of study. Individuals may desire to review in this format prior to their competency exam or in advance of principal interview sessions. It is envisioned that this secured digital location will also become the repository for participant's portfolio work so that team members may review and comment at any time and place that are most convenient and timely. Use of this process would also serve to reduce the volume of paperwork that must be warehoused for every cohort for our programs.

Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following criteria must be met to receive a rating of Acceptable:

The school district describes:

1. The process of how it will collect, monitor and analyze evidence to include:
    a) Program candidates' field experience performance evaluations in demonstration of FPLS;
    b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
    c) Number and percentage of program completers who are placed in school principal positions in the school district;
    d) Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and
    e) Other data results under consideration by the district.

1.3 The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s.1012.562., F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The school district describes how it will collect, monitor and analyze evidence to include:

a) **Program candidates' field experience performance evaluations in demonstration of FPLS:**

All field experiences in our Level II program are carefully aligned with both the Florida Principal Leadership Standards and the Florida School Leaders Assessment's core leadership behavior expectations. As reflected in our Matrix, each Field Experience requires the creation of a product to be included in the individual's portfolio to be reviewed and scored by members of the support team. The support team consists of the individuals listed below who will serve as mentors and provide on-sight feedback. Directors of specific grade configurations (elementary, middle, or high) in conjunction with the school principal where the candidate serves, will be the primary mentors for participants; the Assistant Superintendent for HR and the Director of Employee Evaluations will also review the Field Experiences and individual portfolios:

Assistant Superintendent for Human Resources

Director of Employee Evaluations

Director of Elementary Schools

Director of Middle Schools

Director of High Schools

Director of Workforce Development

School Principals where candidates are placed

(assistant principals' primary locations, as well as school principals for the 100-Day Plans)

All scores, to include those on field experiences, will be recorded in the individual participant's spreadsheet elements and saved to a secure shared drive. Only members of the support teams will have access to this information. Hard copies of the spreadsheet/s will be kept in the office of the Assistant Superintendent of Human Resources.

Throughout the progress of participants in the program , the support team members will be made aware of the individuals' performance through several means: updated elements of the spreadsheet on the secure shared drive, the physical record in office of the Assistant Superintendent of Human Resources, quarterly support team meetings and quarterly meetings between the candidates and mentors, and emailed elements that are below satisfactory in the course of the program (those will be flagged for action) to members of the support team.

b) **Number and percentage of program completers who are placed in school principal positions in Florida public schools**

In accordance with the plan on page five for elements on the spreadsheet of participants' information, we will keep an up-to-date spreadsheet which indicates successful completers of the program. In conjunction with these elements, we will denote when a participant has obtained a position in a Florida school so that information is readily available for extraction and reporting.

Appendix C, as well as notes from our quarterly meetings between the administrative support team, will help inform and guide these discussions as candidates progress through the program.

Again, data at the individual level is used to inform our quarterly conversations as committee members and each candidate sit together to assess performance at intervals (at least quarterly, but normally more frequently than this, as it is our culture to do so).

c) **Number and percentage of program completers who are placed in school principal positions in the school district**

It is our hope that participants of our Level II Principal Preparation Program apply for and are successfully placed in school principal positions here in our own district, reflecting a potential return on our investment by having trained principals who are capable of impacting student achievement in a positive manner placed into our schools. We will indicate on our spreadsheet when these completers are placed in one of our own district's schools as a school principal so that information, too, is readily available for extraction and reporting.

d) **Results from program candidates' and program completers' performance evaluations under s.1012.34, F. S.,**

Since our program participants are already in assistant principal positions when invited to participate in our Level II program, their performance evaluation ratings are readily available to members of our support teams (as under 1012.34, F.S.) and can easily be referenced as needed.

e) **Other data results under consideration by the district:**

Our district incorporates the use of survey data for specific categories of evaluatees. District level administrators and school principals will use parent, teacher, and student or principal surveys only. This section will count 15% of the total evaluation for all administrators.

Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS)		
Domain/Standard	**Course Title**	**Assessment / Activity Description**
Domain 1: Student Achievement		
1. **Student Learning Results:** Effective school leaders achieve results on the school's student learning goals.		
a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and,	Student Achievement See Appendix "B" Course Descriptions	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	Student Achievement	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
2. **Student Learning as a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.		
a. Enables faculty and staff to work as a system focused on student learning;	Student Achievement	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**

		See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
b. Maintains a school climate that supports student engagement in learning;	Student Achievement	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
c. Generates high expectations for learning growth by all students; and,	Student Achievement	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Student Achievement	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
Domain 2: Instructional Leadership		
3. **Instructional Plan Implementation:** Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.		
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	Instructional Leadership See Appendix "B" Course Descriptions	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
b. Engages in data analysis for instructional planning and improvement;	Instructional Leadership	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Instructional Leadership	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Instructional Leadership	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
e. Ensures the appropriate use of high quality formative	Instructional	See **Matrix of Courses Aligned to FPLS**

and interim assessments aligned with the adopted standards and curricula.	Leadership	**with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.		
a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;	Development of Others (Faculty and Future Leaders) See Appendix "B" Course Descriptions	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	Development of Others (Faculty and Future Leaders)	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
c. Employs a faculty with the instructional proficiencies needed for the school population served;	Development of Others (Faculty and Future Leaders)	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;	Development of Others (Faculty and Future Leaders)	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	Development of Others (Faculty and Future Leaders)	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Development of Others (Faculty and Future Leaders)	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.		
a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;	Learning Environment See Appendix "B" Course Descriptions	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**

b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;	Learning Environment	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
c. Promotes school and classroom practices that validate and value similarities and differences among students;	Learning Environment	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Learning Environment	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Learning Environment	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	Learning Environment	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**

Domain 3: Organizational Leadership		
6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.		
a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;	Decision Making See Appendix "B" Course Descriptions	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	Decision Making	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections Appendix F**
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up	Decision Making	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies,**

actions; and revises as needed;		**Worksheets, Field Experience Activity, and Reflections** **Appendix F**
d. Empowers others and distributes leadership when appropriate; and,	Decision Making	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Decision Making	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;	Development of Others (Faculty and Future Leaders) See Appendix "B" Course Descriptions	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
b. Provides evidence of delegation and trust in subordinate leaders;	Development of Others (Faculty and Future Leaders)	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
c. Plans for succession management in key positions;	Development of Others (Faculty and Future Leaders)	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Development of Others (Faculty and Future Leaders)	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Development of Others (Faculty and Future Leaders)	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**

8.	**School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.		
	a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;	School Management See Appendix "B" Course Descriptions	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	b. Establishes appropriate deadlines for him/herself and the entire organization;	School Management	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	School Management	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	School Management	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
9.	**Communication:** Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		
	a. Actively listens to and learns from students, staff, parents, and community stakeholders;	Communication See Appendix "B" Course Descriptions	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	b. Recognizes individuals for effective performance;	Communication	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	c. Communicates student expectations and performance information to students, parents, and community;	Communication	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
	d. Maintains high visibility at school and in the community and regularly engages stakeholders in the	Communication	See M**atrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity,**

work of the school;		**and Reflections** **Appendix F**
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Communication	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
f. Utilizes appropriate technologies for communication and collaboration; and,	Communication	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Communication	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
Domain 4: Professional and Ethical Behavior		
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.		
a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.;	Professional and Ethical Behaviors See Appendix "B" Course Descriptions	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;	Professional and Ethical Behaviors	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;	Professional and Ethical Behaviors	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Professional and Ethical Behaviors	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
e. Demonstrates willingness to admit error and learn	Professional and	See **Matrix of Courses Aligned to FPLS**

from it; and,	Ethical Behaviors	**with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Professional and Ethical Behaviors	See **Matrix of Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets, Field Experience Activity, and Reflections** **Appendix F**

Field Experiences

Standard 2. Field Experiences
The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.

Indicator 2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:
1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;
2. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and
3. The plan for ensuring that candidates have high quality field experiences in a variety of purposeful p-12 settings.

Standard 2. Field Experiences- The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.
2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.
1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-080, F.A.C., and

in service of purpose of school leader preparation programs highlighted in section 1012.562 (1)

Unique to our program is the fact that all of our Level II Principal Preparation Program participants are current assistant principals. Prior to entry into our Level II program, our participants have completed our Preparing School Leaders program, which makes them eligible to apply for and to be appointed into one of our assistant principal positions. All are in school leadership positions and are under the direct supervision of a more seasoned school leader who can help model the Florida School Principal Leadership Standards and mold the assistant principal in areas that may be opportunities for improvement. However, in order to make certain that our candidates have field experiences in a variety of P-12 settings, we plan to have them serve schools of grade level configurations other than that of their assigned locations for one quarter of their time in the program (18 weeks) through having them create 100-Day project plans for two other schools (outside their own). In other words, while for two quarters the candidate will be in his/her own school (if in a high school, for example), for one quarter, s/he will work on a project for a middle school, and for one other quarter, s/he will work on a project at an elementary school. <u>Field experiences will be held at their school sites.</u>

This relationship between current assistant principal and supervising principal serves the purposes of our program in several ways. A sitting principal is typically familiar with the protocol for completing the Florida School Leaders Assessment and can walk the assistant principal through the process as it unfolds for the assistant after his or her district-provided training has been completed. Having the close proximity while going through the process, especially for the first time, has been shown to be very beneficial for the new leader. In as far as possible, we desire to place assistant principals in buildings with principals whose strengths are complimentary to the assistant's so that the principal can go beyond being the model to being a mentor, able to mold the new leader towards the highest standards in the FSLA.

After candidate and support team assessment review, the support team will organize field experiences and/or 100-Day Plans in a variety of p-12 settings that allow candidates to have rich experience in different age levels, dynamics and school settings outside of their own. Our field experiences via ~~and quarterly rotations~~ the 100-Day Plans allow for experiences within grade level configurations in so that the individual may have experiences both within the scope of the building level in which he/she serves, as well as in areas and grade levels that are not as

familiar. Candidates will complete two 100-Day Plans at grade level configurations other than that of their assigned locations, and they will complete remaining field experiences at their assigned schools. As many of our schools (particularly those in feeder patterns) are located relatively near each other, having a participant create 100-Day Plans for another grade level or school would not pose such a barrier as to be unattainable.

All field experiences have been carefully aligned to both the FSLA and the FPLS so that we can ensure they are meaningful activities that culminate in both the school and the individual having a product or document that is useful and serves a function within the wider framework of the work of a leader.

2The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences

The direct supervisor of the assistant principal/participant is the building level principal who has himself been through a Level II Principal Program and is aware of the program expectations. Each year at the beginning of the cycle, we provide a training for those who will be involved in a supervisory or a support role to our participants in the Level II program.

The process and plan for training the individuals who serve in the critical role of mentor to the candidate begins with selection of appropriate individuals to serve in that capacity. The criteria for mentoring in our Preparing Principal Program participants requires that individuals be sitting principals or principals who have completed a Level II program who have *a demonstrated track record of improving student achievement through instructional leadership themselves*, as it is our desire that our program be tailored to developing principals who can drive better instruction. Once identified, our future mentors go through a training process which is aligned with the NAESP Six Mentor Competencies, The Wallace Foundation's recommendations from Getting Principal Mentoring Right, and the SREB's 13 Critical Factors for successful mentors. Course titles in our series for mentor training include:

1. Mentoring Others: The Foundation & Purpose

2. Change Leadership: Leadership Standards in Daily Practice

3. Finding Your Strengths

4. Adult Learning Theory Revisited

5. Quality Feedback: The Why & How

6. Best Practices in Mentorships

Once participants in our mentor preparation program have successfully completed this training, they receive a certificate in Mentorship, which is renewable in five years.

3.The plan for ensuring that candidates have high quality field experiences in a variety of purposeful p-12 settings.

The field experiences have been thoughtfully aligned with both the FPLS and the FSLA. In addition, they have been reviewed by members of the school district's central staff. The intent is that since our participants are already serving as assistant principals, they will complete the field experience requirements at their own school and/or the 100-Day Plans at schools of a different   grade configurations so that they have a variety of exposures to different school types. Our plan is that this exposure to a variety of different school (P-12) settings will provide rich experiences that not only assist the schools of placement, but serve to broaden the understanding and application of the FPLS in day-to-day action for the candidates. This will naturally involve exposure to school environments that not only serve the various elementary, middle and high schools, but that are also representative of different socio-economic, ethnic, and rural-urban-suburban areas, as well.

The design of the field experiences is such that they culminate in creation of real-world guiding documents or products that are meaningful and may be used immediately upon completion at either their own schools or at one of their choosing. Settings for participants' two 100-Day Plans will be in schools different from their own and involve actions that make meaningful impacts on student achievement for that setting, and therefore should expand the experiences of our participants as they work with a more experienced administrator on these project plans . Members of the support team may elect to   share exemplary field experience products and 100-Day Plans with other school leaders or as exemplars for future Level II cohort groups.

Each set of field experiences also has "alternate assignments" for situations in which an improvement/remediation plan or other intervention was necessary for a participant. Support team members or the Assistant Superintendent for Human Resources may design other purposes for the alternate assignments, as well.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:
1. How program candidates' demonstrate the core expectations of effective school administrators during field experiences;
2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;
3. How program candidates' performance in high quality field experiences will be collected, evaluated and analyzed; and
4. How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

2.2 Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.
1. how program candidates demonstrate the core expectations of effective school administrators during field experiences

Field experiences are tightly aligned with both the FSLA and the FPLS. However, for ease of use, a crosswalk of field experiences with the FPLS has been created aligned with each of the field experience activities. Supervising principals and members of the support team may readily review the participant's completed document or product and check to see that it indeed contains required elements. As stated on page 13, all field experiences and/or 100-Day Plans are required to be completed by all participants in the program and are to be included in the culminating portfolio of work, as well as reviewed in face-to-face meetings with the support team.

If, at any time, an administrator detects that the participant is not adhering to expectations for completion of a quality field experience, the supervising principal or member of the support team may complete a Participant Improvement Plan (see copy in appendix).

We plan to make use of the research-based **100-Day Projects** (Reeves and Allison, 2009 2010; Allison, 2011), in which our participants will have opportunity to be involved in grade levels outside their primary assignments through two 100-day projects that involve school configurations different from theirs. For example, an elementary school assistant principal would complete one 100-day project in a high school and one 100-day project in a middle school. Such projects would be individualized and focused on high-impact actions that launch a leadership

project and create early wins; these provide a vehicle through which leaders and mentors have conversational feedback around leadership behaviors and actions, innovative ideas, and to reflect and learn from outcomes of their plans in school of various grade levels. These can provide powerful tools for individual enhancement of performance and understanding of application of skills and knowledge learned through participation in our program, especially with regard to their abilities to perform the FPLS, as demonstrated through their 100-day plans.

2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement

Throughout their participation in the Level II program, participants receive feedback from members of their support team as they move through the various courses. Participant responses on pre- and post-test scores, field experiences, key term understandings, participation in 100-day plans, and case study reflections create a picture of an individual's competency towards meeting program expectations. Specific feedback regarding quality of work in each of these program elements is given as individuals progress through the coursework.

The candidate's support team will meet quarterly to discuss individual progress and quality of artifacts and self- reflection, and to plan targeted, actionable and meaningful feedback that is to be shared with the candidate at his/her scheduled individual quarterly meetings, as well. Throughout the process, participants will be visited and supported by the rounding process on the part of support team members on a weekly and monthly basis. Part of the operational culture of our district is that district leaders maintain a regular presence in the schools, so that checking in with our candidates is intuitive to that culture. The common language that is well-defined through our support team rounding, evaluation process, and professional development sessions is foundational to the success of our total program to promote the improvement of our individual leaders and our school programs overall.

In addition to the support team members meeting together to discuss progression of participants, quarterly meetings will be held between members of the support team, the candidate's mentor, and individual participants, as well, to discuss the quality of candidate experience and any concerns held by any party, with the intent always being for the positive growth of the participant.

In the event that a participant requires a Participant Improvement Form, potential strategies for improvement are recorded on that form, along with a timeline and assistance or resources that may be provided to the individual to support him or her towards successful program completion.

3.How program candidates' performance in high quality field experiences will be collected, evaluated, and analyzed

Field experiences (to include 100-Day Plans) required of all participants have been created to both simulate real-world situations that the candidate   might experience in a school principal position of his own, and to provide opportunities for creation of meaningful products, action plans, and documents that could be useful to the school now and going forward.

Field experience and 100-Day Plans, products, and documents will be included as items in the individual's portfolio   for scoring by members of the support team and the mentor principal. A crosswalk of the field experience activities and the FPLS has been created for ease-of-use by mentor principals and   members of the support teams as they review the products from the field experiences. Appendix C reflects the FSLA elements aligned to courses which may be used to guide discussion on a participant's progress during the quarterly meetings.

The candidate's support team will meet quarterly to discuss individual progress and quality of artifacts and self- reflection, and to plan targeted, actionable and meaningful feedback that is to be shared with the candidate at his/her scheduled individual quarterly meetings, as well. The candidate's mentor will also meet with the participant quarterly (at a minimum) to discuss his/her outcomes to a rubric that is at the standard of quality the district holds for sitting principals. The language reflected in Appendix C will be incorporated into these discussions for the elevation of individual performance towards meeting those specific behavioral targets.

4.How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

If a mentor principal or a member of a participant's support team determines that a field experience product or 100-Day Plan does not meet success expectations, the participant will have a Participant Improvement Plan which will outline opportunities for improvement (areas of weakness), a   timeline for completion, and support or resources that may be provided to assist the individual in   being successful going forward. In such a case, team may elect to assign the participant to   complete the "Alternate Assignments" for the field experiences that were not deemed to meet   success criteria previously. A face-to-face conference will be held to provide feedback and   support to the participant in such a situation.

<u>**Program Effectiveness**</u>

Standard 3. Program Effectiveness The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.
Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

<u>The following criteria must be met to receive a rating of Acceptable</u>:
The school district describes:
    1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
 	
        a) Program candidates' field experience performance evaluations in demonstration of FPLS;
        b) Number and percentage of program completers who are placed in school principal

positions in Florida public schools;

c) Number and percentage of program completers who are placed in school principal positions in the school district;

d) Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and

e) Other data results under consideration by the district.

3.Program Effectiveness – the program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

3.1: the program routinely and systematically examines candidate and completer performance and impact.

Annually, at the conclusion of each cohort group of program completers (typically summer), the support team members (to include mentors) and district assistant superintendent for Human Resources will meet to disaggregate candidate data and field experience quality in a formal manner. However, it should be noted that throughout the program, district -level and school-based administrators who interact with candidates are routinely observing and evaluating candidate, completer, and program quality in an informal manner.

It is not out of expectation that these observations are discussed at district leadership meetings as a matter of total quality assurance, as we consider this program integral to our overall continuous improvement model. In this instance, we are reviewing and discussing for the quality of the program, rather than the quality of the candidate.

Having input and feedback from the members who worked closely with our candidates throughout their participant experience provides vital information that would allow us to improve the content, courses, and/or field experiences as needed. For instance, we could consider whether or not too much or too little is being asked of or offered to the individuals who undertake our program.

During the review process of our program, we will look specifically for these elements:

- Program candidates' field experience performance evaluations in demonstration of FPLS

- Number and percentage of program completers who are placed in school principal positions in Florida public schools

- Number and percentage of program completers who are placed in school principal positions in the school district

- Results from program candidates' and program completers' performance evaluations required under s.1012.34, F.S.; and

- Other data results under consideration by our district.

1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including

a) program candidates' field experience performance evaluations in demonstration of FPLS
b) number and percentage of program completers who are placed in school principal positions in Florida public schools
c) number and percentage of program completers who are placed in school principal positions in the school district
d)
results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S., and
e) Other data results under consideration by the district

We create a spreadsheet of participants as soon as our cohort group is formed at the beginning of each new leadership program cycle.

Elements on the spreadsheet will include, but not be limited to these fields:

- Date of entry into program

- Attendance at course meetings

- Date of withdrawal (if applicable)

- Reason of withdrawal (if applicable)

- Success indicators on each activity in courses

- Pre/post scores for each course

- Competency exam score

- Portfolio completion grade

- Exit interview score
- Date of program completion

- Date of appointment to school leadership position

3.2 The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

The program describes:

1. **The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement**

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 modifications. In this program, both formative and summative types of evaluation will be utilized. Admission, enrollment and completion data through the department's regular staff data survey reporting processes (Survey 5) will be recorded and reported by district staff, as will elements of the WCG program. In addition, the district will collect and maintain longitudinal data to include placement rates, rehire rates, and retention rates of program completers. Documentation each year of decisions made regarding program improvements based on feedback will be kept and reported to stakeholders,

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 including a satisfaction survey, an online

survey and a scan sheet. This information will be designed and collected by the leadership development coordinator and can be used to modify the program as it occurs. In addition, the leadership development coordinator will provide the superintendent and School Board with an annual report of the status of participants in the Level II Preparing Principals Program which will include each candidate's name, their position entering the program, the date enrolled, the date exiting the program, the activities completed, the program completion date and the placement position.

The superintendent and School Board 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 participants, and the main standards of deficiency. The support team will use this information on an annual basis to refine and modify the program.

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 outside evaluator, such as a university partner 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 superintendent 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 with 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 the student performance data for each school is archived for the current and previous years. This information will be used to assess program completers' impact on student achievement in their first years as a principal.

2.Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process.

Annually, program completers, employers, other school personnel, and community partners will be invited to be a part of this process. Prior to the beginning of a new cycle, we will begin to

generate awareness of this opportunity to these parties through announcements in principals' meetings, assistant principal meetings, and school board meetings.

Of particular interest to our district are our recent program completers who may offer specific insights to the new cohort of participants, as well as to those who direct the program so that the program may continue to be strengthened and to grow to its fullest potential for creating high-performing principals through our program's quality design and process.

Key leaders from our local university partner, the University of West Florida, and our professional partners such as Priority Professional Development, will annually have opportunity to meet and review core curricula contents and exit/exam materials. As revisions are deemed necessary, they will be made and submitted for approval, in accordance with FLDOE requirements.

3.Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.

Stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting student achievement will have the following roles and responsibilities:

- Become familiar with the program elements as written in our approved Level II Preparing Principal Program
- Be responsible for interviewing individuals who have completed our Level II program
- Be responsible for interviewing principals who mentored the program participants
- Be responsible for interviewing direct supervisors of newly appointed program completers into their first principalships
- Be responsible for reviewing the Completer Survey items
- Be responsible for revising, if necessary, Completer Survey items, based upon feedback from recent completers
- Be responsible for recording any suggestions for program revision (based on interviews and feedback) and for sharing those items with the Assistant Superintendent of Human Resources

Appendix A – Checklist for Approval

Checklist for Evaluation of School Principal Preparation Programs
Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

Standard 1. Program Candidate and Completer Quality The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.			
Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.			
Standard/ Indicator	**Criteria for Transitional Program Approval**	**Location / Page Number**	**Standard Met (DOE use)**
1.1.1	Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:	p.9	☐
	a. Hold a Florida certificate in educational leadership (Level 1); or Administratioin & Supervision	p.9	☐
	b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and	p.9	☐
	c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;	p.9	☐
1.1.2	Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and	p.10	☐
1.1.3	Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.	p.10-11	☐
Indicator 1.2: The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.			
Standard	**Criteria for Transitional Program Approval**	**Location / Page**	**Standard Met**

		Number	**(DOE use)**
1.2.1	A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:	p.13 - 16	☐
	a. Title for each course within the competency-based curricula;	p.13-16	☐
	b. Performance measure or indicator that is being assessed; and	p.13-16	☐
	c. Title and description of critical task or assessment activity	p.13-16	☐
1.2.2	The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34 and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986;	p.16-20	☐
1.2.3	Process of how it will assess, monitor and document each program candidate's progress and mastery of competency-based training and field experiences aligned to:	p.16-20	
	a. Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;	p.16-20	☐
	b. Personnel evaluation criteria under s. 1012.34, F.S.; and	p.16-20	☐
	c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;	p.16-20	☐
1.2.4	The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;	p.20	☐
1.2.5	The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and	p.24	☐

Standard	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.2.6	The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate's progression throughout the program and mastery of the curricula.	p.24-25	☐

<table>
<tr><td colspan="4">Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.</td></tr>
</table>

Standard	Criteria for Transitional Program Approval	Location / Page Number	Standard Met (DOE use)
1.3.1	The school district describes: The process of how it will collect, monitor and analyze evidence to include:	p.26-28	☐
	a. Program candidates' field experience performance evaluations in demonstration of FPLS;	p.26-27	☐
	b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;	p.27	☐
	c. Number and percentage of program completers who are placed in school principal positions in the school district;	p.27	☐
	d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and	p.28	☐
	e. Other data results under consideration by the district.	p.28	☐

Appendix B.
COURSE DESCRIPTIONS
of
LEADERSHIP COURSES
for
Santa Rosa County School District's
Level II Principal Preparation Program

What follows is a synopsis of each of the eight courses in our Level II/School Principal Preparation Program, containing the titles, brief description of content, alignment to the Florida Principal Leadership Standards, and sample activities (field activities, role play, and/or simulations) for each course.

1) Student Achievement
(This course is related to FLS standards 1.1.a, 1.1.b, 1.2.a, 1.2.b, 1.2.c, 1.2.d)

In this course, we will examine the need of the school principal to understand and be able to communicate academic standards; lead for student performance and growth on statewide and district assessments; work as a system to focus on student learning; establish a climate that supports high expectations; understand and support teachers in creating quality formative and summative assessments; and use the FEAPS as a means to standardize classroom practice in the building.

Role plays and simulations may be used to emphasize situations in which action must be taken regarding data analysis, FEAPS, and a plan for improvements in key areas.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

2) Instructional Leadership
(This course is related to FLS standards 2.3.a, 2.3.b, 2.3.c, 2.3.d, 2.3.e)

This course will center around conveying credibility to demonstrate competence in all the accountability measures linked to instructional fidelity, both formal and informal (such as student achievement data, school grades, community support, attracting and retaining high quality teachers, evaluation of self and others, and growing student enrollment). We will emphasize the principal's importance in improving student achievement through an emphasis on acquiring a solid understanding of teaching and learning with a focus on outcomes. This course will assist the participant in understanding the importance of developing a strong plan for student achievement in the school that is clearly and closely linked to district objectives.

We will reference state statutes establishing the specific roles of the school principal, conduct a brief review of appropriate literature, and role play specific scenarios in which the principal is

accountable for the teaching and learning in the building. Simulations provided will include those of analyzing a mock set of school data and creating SIP goals that might serve to close gaps, among other relevant activities.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

3) Development of Others (Faculty & Future Leaders)
(This course is related to FLS standards 2.4.a, 2.4.b, 2.4.c, 2.4.d, 2.4.e, 2.4.f, 3.7.b, 3.7.c., 3.7.d, 3.7.e, 3.7.a)

This course will focus on skills needed by effective school leaders to actively cultivate, support, and develop other leaders within the organization. We will investigate the identification of emerging teacher leaders and how to nurture them; how to delegate and reflect trust in those individuals' creating a succession management plan; and developing and sustaining supportive relationships among all stakeholders.
Roll play activities might include panel discussions with simulated stakeholders related to a "hot topic" issue (such as adopting school uniforms or going to a block schedule), delegation of a task or duty and letting go of the reigns, and others.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

4) Learning Environment
(This course is related to FLS standards 2.5.a, 2.5.b, 2.5.c., 2.5.d., 2.5.e, 2.5.f.)

This course will focus on the abilities of effective school leaders to structure and monitor the school learning environment to improve student learning for all our diverse students.
Topics such as equitable opportunities for learning, diversity, monitoring and providing feedback for learning, and recognition of cultural and developmental issues related to student learning will also be addressed.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

5) Decision Making
(This course is related to FLS standards 3.6.a., 3.6.b., 3.6.c., 3.6.d., 3.6.e.)

Since effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement policies using facts and data, this course will give focus on the abilities that

support such actions: making decisions that impact the quality of student learning and teacher proficiency; critical thinking and problem-solving techniques; implementing follow-up actions; and effective use of technology to enhance decision making and efficiency throughout the campus.

Activities may include simulations of short-term situations in which problems arise requiring immediate action on the part of the principal, established or inherited situations that necessitate revision or elimination of a policy; arranging a hierarchy of actions in relation to importance or impact on student learning, and others.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

6) **School Management**
(This course is related to FLS standards 3.8.a., 3.8.b., 3.8.c., 3.8.d.)

This course will investigate the skills and information needed for school leaders to manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
Activities and simulations will be used to illustrate key themes. One such activity might involve a scenario in which the school building has suffered an extreme break in the water main, causing an entire sidewalk to burst and flood into a major hallway of the school. Participants would need to consider options with the best impact/ least disruption to the flow of instruction for students and teachers.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

7) **Communication**
(This course is related to FLS standards 3.9.a., 3.9.b., 3.9.c., 3.9.d., 3.9.e., 3.9.f., 3.9.g.)

It is widely recognized that the most successful schools are known for excellent communications with teachers, students, parents, and the community at large. This course will focus on effective two-way communications skills, the use of appropriate oral, written, and electronic communication and collaboration, as well as effective systems for building and maintaining relationships with all stakeholders.

Activities will include a crisis scenario in which decisions must be made with regard to communicating with parents; a roll play seeking to re-engage a business partner who has had a negative experience with school members in the past, and other relevant exercises.

Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

8) **Professional and Ethical Behavior**
   (This course is related to FLS standards 4.10.a., 4.10.b., 4.10.c., 4.10.d., 4.10.e., 4.10.f.)

   The last course in the series will be devoted to a vital discussion of the importance on a career (and impact to others) of one's behaviors immediately and over time. Specific Florida Statutes and School Board Policies related to ethical and professional behavior will be addressed. Activities will include case studies in which teachers have violated one or more of the Code of Ethics or the Professional Conduct for the Education Profession, as well as appropriate ramifications for those actions.
   A portion of the course will be devoted to a review of competencies covered throughout the series of courses. A culminating reflection activity included in the Participant's Journal will be submitted to the Assistant Superintendent of Human Resources for final review prior to submission of the candidates' names for certification in School Principal.

   Reflection Logs and Key Terms will be completed following the Reflection Journal and Key Term Guide sheets distributed to participants. Participants keep these information sheets in their own portfolios to be used for future reference. The administrator of this program may elect to review such portfolios at will or at particular junctures in the program.

   [Note: A report from The Wallace Center (Feb.2016), "*Improving University Principal Preparation Programs: Five Themes from the Field*," identified and commented on needed content themes recognized as gaps in some preparation programs. It is interesting to note that many of our courses cover some of those areas. That report may be found by visiting this link:
   http://www.wallacefoundation.org/knowledge-center/Pages/Improving-University-Principal-Preparation-Programs.aspx   ]

Appendix C
Santa Rosa District Schools
Administrative Evaluation System Aligned with Course Elements
[Note: These rubrics are based on the district's evaluation system, aligned to the FSLA]

Domain 1: Student Achievement 2 Proficiency Areas – 8 Indicators	COURSE TITLES	Administrator's Self - Assessment	Supervisor's Initial Assessment	Consensus Assessment	Candidate Portfolio Completion	Competency Exam Score:	Conference Notes and dates:
Proficiency Area 1 – Student Learning Results: Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.	**Course Title/s:** **STUDENT ACHIEVEMENT**	HE E NI US	HE E NI US	HE E NI US	Yes No Pending	_____	
Indicator 1.1 – Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).		HE E NI US	HE E NI US	HE E NI US			
Indicator 1.2 – Performance Data: The leader demonstrates the use of student and adult performance data to make instructional leadership decisions.		HE E NI US	HE E NI US	HE E NI US			
Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.		HE E NI US	HE E NI US	HE E NI US			
Indicator 1.4 - Student Achievement Results: The leader demonstrates evidence of student improvement through student achievement results.		HE E NI US	HE E NI US	HE E NI US			
Proficiency Area 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success.	**Course Title/s:** **INSTRUCTIONAL LEADERSHIP**	HE E NI US	HE E NI US	HE E NI US			
Indicator 2.1 - Learning Organization: The leader enables faculty and staff to work as a system focused on student learning, and engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.		HE E NI US	HE E NI US	HE E NI US			
Indicator 2.2 - School Climate: The leader maintains a school climate that supports student engagement in learning.		HE E NI US	HE E NI US	HE E NI US			
Indicator 2.3 - High Expectations: The leader generates high expectations for learning growth by all students.		HE E NI US	HE E NI US	HE E NI US			
Indicator 2.4 - Student Performance Focus: The leader demonstrates understanding of present levels of student performance based on routine assessment processes that reflect the current reality of student proficiency on academic standards.		HE E NI US	HE E NI US	HE E NI US			

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

Domain 2: Instructional Leadership 3 Proficiency Areas – 17 Indicators		Administrator's Self Assessment	Supervisor's Initial Assessment	Consensus Assessment	Candidate Portfolio Completion	Competency Exam Score:	Conference Notes and dates:
Proficiency Area 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments.	**Course Title:** **INSTRUCTIONAL LEADERSHIP**	HE E NI US	HE E NI US	HE E NI US			
Indicator 3.1 – <u>FEAPs</u>: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (FEAPs) (Rule 6A-5.065, F.A.C.), and models use of Florida's common language of instruction to guide faculty and staff's implementation of the foundational principles and practices.		HE E NI US	HE E NI US	HE E NI US			
Indicator 3.2 - <u>Standards-based Instruction</u>: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.		HE E NI US	HE E NI US	HE E NI US			
Indicator 3.3 - <u>Learning Goals Alignments</u>: The leader implements recurring monitoring and feedback processes to insure that priority learning goals established for students are based on the state's adopted student academic standards as defined in state course descriptions, presented in student accessible forms, and accompanied by scales or rubrics to guide tracking progress toward student mastery.		HE E NI US	HE E NI US	HE E NI US			
Indicator 3.4 - <u>Curriculum Alignments</u>: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.		HE E NI US	HE E NI US	HE E NI US			
Indicator 3.5 - <u>Quality Assessments</u>: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.		HE E NI US	HE E NI US	HE E NI US			

Indicator	Course Title						
Indicator 3.6 - <u>Faculty Effectiveness</u>: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.		HE E NI US	HE E NI US	HE E NI US			
Proficiency Area 4 - Faculty Development: Effective school leaders recruit, retain, and develop an effective and diverse faculty and staff; focus on evidence, research, and classroom realities faced by teachers; link professional practice with student achievement to demonstrate the cause and effect relationship; facilitate effective professional development; monitor implementation of critical initiatives; and secure and provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.	**Course Title: DEVELOPMENT OF OTHERS**	HE E NI US	HE E NI US	HE E NI US			
Indicator 4.1 - <u>Recruitment and Retention</u>: The leader employs a faculty with the instructional proficiencies needed for the school population served.		HE E NI US	HE E NI US	HE E NI US			
Indicator 4.2 - <u>Feedback Practices</u>: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.		HE E NI US	HE E NI US	HE E NI US			
Indicator 4.3 - <u>High Effect Size Strategies</u>: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.		HE E NI US	HE E NI US	HE E NI US			
Indicator 4.4 -<u>Instructional Initiatives</u>: District-supported state initiatives focused on student growth are supported by the leader with specific and observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.		HE E NI US	HE E NI US	HE E NI US			
Indicator 4.5 - <u>Facilitating and Leading Professional Learning</u>: The leader manages the organization, operations, and facilities to provide the faculty with quality resources and time for professional learning and promotes, participates in, and engages faculty in effective individual and collaborative learning on priority professional goals throughout the school year.		HE E NI US	HE E NI US	HE E NI US			
Indicator 4.6 - <u>Faculty Development Alignments</u>: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including		HE E NI US	HE E NI US	HE E NI US			

standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.							
Indicator 4.7 - <u>Actual Improvement</u>: The leader improves the percentage of effective and highly effective teachers on the faculty.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			
Proficiency Area 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.	**Course Title:** **LEARNING** **ENVIRONMENT**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			
Indicator 5.1 – <u>Student-Centered</u>: The leader maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning, and building a foundation for a fulfilling life in a democratic society and global economy by providing recurring monitoring and feedback on the quality of the learning environment and aligning learning environment practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			
Indicator 5.2 – <u>Success-Oriented</u>: The leader initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			
Indicator 5.3 - <u>Diversity</u>: To align diversity practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, the leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning, and promotes school and classroom practices that validate and value similarities and differences among students.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			
Indicator 5.4 - <u>Achievement Gaps</u>: The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps associated with student subgroups within the school.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**			

Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Domain 3 - Operational Leadership 4 Proficiency Areas – 16 Indicators		Administrator's Self - Assessment Date:	Supervisor's Initial Assessment Date:	Consensus Assessment Date:	Candidate Portfolio Completion	Competency Exam Score:	Conference Notes and dates:
Proficiency Area 6 - Decision-Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.	**Course Title: DECISION MAKING**	HE E NI US	HE E NI US	HE E NI US			
Indicator 6.1- Prioritization Practices: The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency, gathering and analyzing facts and data, and assessing alignment of decisions with school vision, mission, and improvement priorities.		HE E NI US	HE E NI US	HE E NI US			
Indicator 6.2 – Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.		HE E NI US	HE E NI US	HE E NI US			
Indicator 6.3 - Quality Control: The leader maintains recurring processes for evaluating decisions for effectiveness, equity, intended and actual outcome(s); implements follow-up actions revealed as appropriate by feedback and monitoring; and revises decisions or implements actions as needed.		HE E NI US	HE E NI US	HE E NI US			
Indicator 6.4 - Distributive Leadership: The leader empowers others and distributes leadership when appropriate.		HE E NI US	HE E NI US	HE E NI US			
Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.		HE E NI US	HE E NI US	HE E NI US			

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.	**Course Title: COMMUNICATIONS FOR SCHOOL LEADERS**	**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 7.1 - <u>Leadership Team</u>: The leader identifies and cultivates potential and emerging leaders, promotes teacher-leadership functions focused on instructional proficiency and student learning, and aligns leadership development practices with system objectives, improvement planning, leadership proficiency needs, and appropriate instructional goals.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 7.2 – <u>Delegation:</u> The leader establishes delegated areas of responsibility for subordinate leaders and manages delegation and trust processes that enable such leaders to initiate projects or tasks, plan, implement, monitor, provide quality control, and bring projects and tasks to closure.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 7.3 - <u>Succession Planning</u>: The leader plans for and implements succession management in key positions.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 7.4 - <u>Relationships</u>: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Proficiency Area 8 - School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.	**Course Title: SCHOOL MANAGEMENT**	**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 8.1 - <u>Organizational Skills</u>: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 8.2 - <u>Strategic Instructional Resourcing</u>: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Indicator 8.3 – <u>Collegial Learning Resources</u>: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.		**HE E NI US**	**HE E NI US**	**HE E NI US**		
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish		**HE E NI US**	**HE E NI US**	**HE E NI US**		

		Administrator's Self Assessment	Supervisor's Initial Assessment	Consensus Assessment	Candidate Portfolio Completion	Competency Exam Score:	Conference Notes and dates:
school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.							
Indicator 9.1 - <u>Constructive Conversations</u>: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.		HE E NI US	HE E NI US	HE E NI US			
Indicator 9.2 - <u>Clear Goals and Expectations</u>: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receive timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.		HE E NI US	HE E NI US	HE E NI US			
Indicator 9.3 - <u>Accessibility:</u> The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.		HE E NI US	HE E NI US	HE E NI US			
Indicator 9.4 - <u>Recognitions</u>: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.		HE E NI US	HE E NI US	HE E NI US			

Domain 4: The focus is on the leader's professional conduct and leadership practices that represent quality leadership.

Domain 4 - Professional and Ethical Behaviors 1 Proficiency Area – 4 Indicators		Administrator's Self Assessment	Supervisor's Initial Assessment	Consensus Assessment	Candidate Portfolio Completion	Competency Exam Score:	Conference Notes and dates:
Proficiency Area 10 - Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying	**Course Title: PROFESSIONAL AND ETHICAL BEHAVIOR**	HE E NI US	HE E NI US	HE E NI US			

informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.						
Indicator 10.1 – <u>Resiliency</u>: The leader demonstrates resiliency in pursuit of student learning and faculty development by staying focused on the school vision and reacting constructively to adversity and barriers to success, acknowledging and learning from errors, constructively managing disagreement and dissent with leadership, and bringing together people and resources with the common belief that the organization can grow stronger when it applies knowledge, skills, and productive attitudes in the face of adversity.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**		
Indicator 10.2 - <u>Professional Learning</u>: The leader engages in professional learning that improves professional practice in alignment with the needs of the school and system and demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**		
Indicator 10.3 – <u>Commitment</u>: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community.		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**		
Indicator 10.4 - <u>Professional Conduct</u>: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 6B-1.006, F.A.C.).		**HE** **E** **NI** **US**	**HE** **E** **NI** **US**	**HE** **E** **NI** **US**		

Appendix D.
Success Criteria
LEVEL II/SCHOOL PRINCIPAL PREPARATION PROGRAM

- The successful participant will be able to identify the purposes and goals of the district's **Level II Plan,** with 75% accuracy.
- The successful participant will be able to describe actions of a school leader who has a student-centered focus and a major goal **of improving student achievement** at his or her school, with 75% accuracy.
- The successful participant will be able to describe situations and/or characteristics that **reflect best practice in instructional leadership,** with 75% accuracy.
- The successful participant will be able to distinguish actions that identify, support and nurture the **development of others,** with 75% accuracy.
- The successful participant will be able to distinguish between a **school learning environment** that is conducive to positive teaching and learning and one that is not, with 75% accuracy.
- The successful participant will be able to distinguish between appropriate and inappropriate educator activities with regard to **The Code of Ethics**---and consider rationale and consequences---with 75% accuracy.
- The successful participant will be able to understand and describe the **effective decision making** as it related to school effectiveness, with 75% accuracy**.**
- The successful participant will be able to distinguish between appropriate and inappropriate **allocation of resources**, especially as it relates to equity of learning, with 75% accuracy.
- The successful participant will be able to the successful participant will be able to identify strategies for appropriate **time management**, with 75% accuracy.
- The successful participant will be able to distinguish between and know which of **SRCD's guiding documents** to reference for particular situations with 75% accuracy.
- The successful participant will be able to distinguish between categories of **facility management projects** for schools---and consider impacts and workarounds in the event of changing priorities or funding---with 75% accuracy.
- The successful participant will be able to discuss the hierarchy and functions of **communication,** with 75% accuracy.
- The successful participant will be able to distinguish between appropriate and inappropriate activities with regard to **Educator Misconduct,** with 75% accuracy**.**
- The successful participant will be able to identify the various implications of the **Florida Leadership Standards** and how they might be demonstrated in the role of school principal (as presented in scenarios, role play or other activity) with 75% accuracy
- The successful participant will be able to create a **Portfolio** reflective of the various key terms, case study assignments, and field experiences required of each course, as well as a reflection log with 75% accuracy.

Appendix E.
Level II
Principal Preparation Program
Participant Remediation Plan

Participant Name_____   Date_____

Deficiency which caused plan initiation:

_____
_____
_____
_____
_____
_____

Recommended actions to address deficiency:

_____
_____
_____
_____
_____
_____

Support or resources provided:

_____
_____
_____
_____
_____
_____

Date to review progress: _____

Results:

_____
_____
_____
_____

Support Team Members:

_____   _____
_____

SCHOOL PRINCIPAL PREPARATION PROGRAM
SANTA ROSA COUNTY SCHOOL DISTRICT
Courses Aligned to FPLS with Key Terms, Case Studies, Worksheets,

Field Experience Activity, and Reflections

The following courses have been developed as part of our training program to better prepare individuals to obtain an administrative position within the Santa Rosa County School District and to provide scenario, role play, case study and field experience opportunities that lead to greater success after placement in an actual school leadership position. [Note: Due to space limitations here, please see Participant Manual for each course for complete information on case studies, field experiences, and reflections. What is stated below is an overview of each.]

COURSE TITLE	FPLS/FSLA	KEY TERMS	CASE STUDY (CS)	CS WORKSHEET	FIELD EXPERIENCE ACTIVITY	REFLECTION
STUDENT ACHIEVEMENT	FPLS 1.1.a 1.1.b 1.2.a 1.2.b 1.2.c 1.2.d FSLA 1.1 2.1 5.2 5.1	• Leadership • 5 Key Functions of Principal Leadership • Student Achievement Data • Data Sources • Data Analysis • Data Team Process • Student Work Samples • Formative Assessment vs. Summative • Structured Self-Assessment	A new principal notices discrepancies in what is written in his new school's School Improvement Plan, lesson planning, and student assignments and tasks, as well as	Worksheet questions serve to focus participant on use of formative assessments as a means a principal could use to focus instruction; communicating vision of student achievement to	*Create a "Student Success Plan" for fragile students* in your school to be used by either grade level chairs or team leaders. Include these elements: criteria for "fragile" label; actions needed to increase these students' academic standing; who will take these actions; follow-up by whom; timeline to take	Define, give attributes of and effective principal who influences student achievement in a positive way. What has changed with regard to your understanding of student achievement that you could use in your own school to help you be a

Standard	Topics	Activity	Assessment	Assignment	Reflection Questions
4.5	• Goal Setting • Transformational Leadership • Instructional Leadership • Transformers • Copers • Leadership & Teacher Retention • ESEA • Effective Principal • Highly Effective Principal • Stability in Leadership • NCLB • NAESP • NASSP • ISLLC • Efficacy • Pre-service Training • School Improvement Plan	teacher actions he observes in walkthroughs. What to do next?	faculty; recognizing self as either a transformer or a coper; and using a Harry Wong quote as a springboard for discussion with faculty of their responsibility of aligning standards, plans, and tasks.	ALTERNATE Assignment:Documentation of an academic conversation (using the Conversation Guide) with school principal on state standards, SIP, lesson planning, student activities and tasks (as well as any instances of misalignment); compliance; use of formative assessments; data team process and monitoring of; etc.	more effective school leader?
FPLS 2.3.a 2.3.b 2.3.c 2.3.d 2.3.e **FSLA** 2.1 3.1 3.2 4.1 4.2 4.3 4.4 4.5	• FEAPS • Instructional Climate • Student-Centered Leadership • Time Spent on Instructional Programs • Robinson's 5 leadership dimensions that have significant effect sizes on student outcomes • 3 key "leadership capacities" • Principal as leader & participant of PD • "Rigor" in the classroom • Meta-Cognitive Approach to Learning • Deliberate Practice	Given mock student performance data sets from a fictitious school, participants will identify and analyze the issues and trends	Worksheet questions ask participants to look at the data in two facets (grade level to grade level and in cohort groups; to look for strengths, soft spots, and strategies for improvements and how those would be shared with faculty, as well as monitoring means.	Create a Power Point presentation on "Rigor" in the classroom & present at a faculty meeting. Include how having a common definition of an important and frequently used term like this can assure understanding and clarity of purpose academically. Give explicit examples of rigorous and non-rigorous assignments & activities in the classroom. ALTERNATE assignment: Looking at a copy of their school's School Improvement Plan,	How will you be able to use the information from this course to redefine how you think about "instructional leadership"? How can your new vision of instructional leadership assist you in developing followship in your building, particularly as related to SIP goals? Can you better qualify some of your roles as "instructional" versus "managerial" after going through the research

First column row 2 label: INSTRUCTIIONAL LEADERSHIP

Category	Standards	Vocabulary	Scenario	Worksheet/Activity	Activity	Questions
		• Feedback • School Climate • School Culture		participants are asked to go through the same steps as they did in the class, identifying strengths, soft spots, and other trends from the data in the SIP (or any more recent data), and then to think strategically about techniques to include that might improve student achievement.		materials studied in the course? How so? Can your definition of instructional leadership assist you in being more proactive than reactive? Elaborate?
DEVELOPMENT OF OTHERS (Faculty & Future Leaders)	FPLA 2.4.a 3.7.b 2.4.b 3.7.c 2.4.c 3.7.d 2.4.d 3.7.e 2.4.e 2.4.f 3.7.a FSLA 3.1 3.2 7.1 7.2 4.2 10.1 10.2	• Shared Vision • Capacity-building • Leadership Capacity • Distributive Leadership Model • Collaborative Leadership/Collaborative Learning Environment • Professional Learning Communities (PLC) • Innovation • Succession Planning • Sustainability • Multipliers • Gap • Synergy Leadership	A new principal in a large school in a lower performing district decides to develop a leadership team and "old guard" members clash with new ones who want an opportunity to grow. Principal must decide how to go/grow forward.	Worksheet questions focus the participant on how to promote positive participation, us of PLCs, building a sense of community/unity, use of an assignment menu to track leadership opportunities for others, leadership organizer.	Use an "Assignment Menu" similar to the one discussed in the course, to identify teacher leaders and list opportunities for them to have leadership experience. This document could also be used to track actual leadership experience and to balance out experiences for individuals in your building. ALTERNATE Assignment: Guided conversation with a principal on faculty development, implementing/monitoring taught skills, dealing with teachers who don't want to participate in PD, how have they actively developed others, and how do they support others after they've been appointed to a new position.	Definition and attributes of those who effectively develop faculty and future leaders, what has changed with regard to your understanding of capacity-building that you could use in your own school?

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	Standards	Topics	Scenario	Worksheet	Assignment	Reflection
LEARNING ENVIRONMENT	**FPLS** 2.5.a 2.5.b 2.5.c 2.5.d 2.5.e 2.5.f **FSLA** 2.1 6.3 6.1 5.2 7.2 10.1 10.2 4.1 4.2 9.1 9.2 9.3	• Institutional Environment • Community/Connectedness • Norms/Expectations • Equity of Learning/Student Voice/Engagement • Culture • Shared Leadership • Diversity and Inclusion • Disciplinary Climate • School Climate • Social/Emotional Learning (Affective) • Alignment with Mission	Newly appointed principal replaced local retiring local (former coaching) legend. Though popular politically, the former principal was no instructional leader. New principal must overcome cultural issues to move forward.	Worksheet questions focus on knowing which faculty members to see to influence early on, goals to address when first meeting new faculty, elements of alignment, etc.	*Research "Student Leadership Teams" (STL) and form a STL in your school. Lead the first forum; focus on students' input on how to create a stronger sense of "connectedness"* for new students. This could be for rising students or transfers during the year. Appoint special diplomats or ambassadors for both groups, brainstorm ideas to put in place for the next rising group and on-going procedures for new transfer students. ALTERNATE assignment: Guided conversation focused on faculty influencers, elements of alignment, shared leadership, communicating a sense of value to students.	Definition and attributes of a positive school learning environment; what has changed with regard to your understanding of learning environment/school climate that you could use to become a more effective school leader?
DECISION MAKING	**FPLS** 3.6.a 3.6.b 3.6.c 3.6.d 3.6.e **FSLA** 6.2 6.3 8.1 8.2 6.1	• Decisional Capital • Data-Based Decision Making • Site-Based Decision Making • Shared Decision Making • 4 Options of Involvement in Decision Making • Zone of Indifference • Resilience • Bounded Ethically • Autocratic Decision • Consultative Decision	A principal is having difficulty deciding between two hires for an important grade level teacher (third grade if elem/8th gr math/11th gr Language Arts). The position would also serve as department chair (or grade	Worksheet focuses participants' thoughts on fretting out critical information and making use of decisional capital, thinking about whom to involve in decision making that impact whole staff and	*Create a "Decision Tree" using the Root-Branch-Leaf model that could be used for the most common decisions at your school.* Decide who would find this document most helpful and the best methods to share it. ALTERNATE Assignment: Guided conversation with a principal or other key leader about their thoughts on decisional capital, data-	Definition and attributes of effective decision makers; what has changed with regard to your understanding of decision making that you could use to become a more effective school leader?

	• Joint Decision • Justice & Trust (as related to decision making)	level chair). She'd narrowed it down to two: one seems to have better people skills; one better content knowledge. (More details in actual case) What and who should be involved in the decision making…	identifying any potential missing pieces of information to ask of a candidate.	driven decision making; site-based vs shared decision-making; and examples of executing problem-solving techniques.
SCHOOL MANAGEMENT	**FPLS** 3.8.a 3.8.b 3.8.c 3.8.d **FSLA** 8.1 8.2 7.2	• School Management • Allocation of Resources • Equity (as related to resources) • 3 Basic Categories of Resources • Physical Plant • Accountability • Budget Cycle • Fixed & Unanticipated Costs • Discretionary Funding • Learning-Focused Resource Allocation • 4 Key Allocation Issues Related to Learning Improvement • Time Management • 3 D's of Time Management • Parkinson's Law • Pareto's Principle	Case study has participants read a scenario about a principal handling a facility crisis (and being interrupted by angry parent) and underline principal's actions that are "managerial" in nature and circle those that are critical to resolution of the problem.	Case Study worksheet focuses attention on how principal managed his time, how to be more effective, whether his time with parent was appropriate, and delegation.	*Create a 5-year Plan for desired and/or needed facilities updates at your school. Include potential funding sources and impacts (+/-) of implementing the plan. Include workaround strategies if the event that funds don't come through or priorities shift. /use the 3 categories of new construction, maintenance & repair, and self-funded projects.* ALTERNATE assignment: Critical conversation log with district's Director of Facilities, Director of Maintenance or an AP whose major focus is facilities. Conversation guide asks about involvement of others in facilities questions, operational school	Definition and attributes of effective school managers; what has changed with regard to your understanding of school management you could use to become a more effective school leader?

		Topics	Case Study Scenario	Case Study	Assignment	Reflection
COMMUNICATION	**FPLS** 3.9.a 3.9.b 3.9.c 3.9.d 3.9.e 3.9.f 3.9.g **FSLA** 9.1 9.2 9.3 10.1	• Differentiated Strategies for Communication • Hierarchy of Effective Communications • Communication Plan • Crisis Management and the Media • Active Listening • External Feedback • Critical Feedback • 2-Way Communication • Social Media & Digital Communications • NSPRA	Mr. Johnson, a local elem (or middle or HS) principal, faces a crisis when her school is locked down by the police just before release time. How she handles communications to all stakeholders outside and inside the school at that critical time will be examined closely.	Case Study questions point participant back to points from the course about effective communications. Of interest are both the communication procedures in a crisis and how she handled the one parent who was not notified.	management, facilities upkeep/repairs, and preparing for unforeseen situations. *Design a "Guide to Dealing with the Media in a Crisis" for your school.* Indicate specific individual and the roles they will play and when and whom they will contact with particular information, as well as what types of information will not be released. ALTERNATE Assignment: Participants are asked to look up their School Board policies related to social & digital media, and crisis management communications to answer key related questions, such as noting how many policies deal with digital communications, consequences for violations, and means to make these known to those they impact the most.	Definition and attributes of effective communications; what has changed with regard to your understanding of communications you could use to become a more effective school leader?
PROFESSIONAL and ETHICAL BEHAVIORS	**FPLS** 4.10.a 4.10.b 4.10.c 4.10.d 4.10.e 4.10.f **FSLA** 10.1	• Educator Misconduct • Professional Practices Services (PPS) • Educational Practices Commission (EPC) • Ethics in Education Act of 2008 • Principles of Professional Conduct for the Education Profession in Florida	Mr. Commons is a very popular and tenured teacher…his students get high test scores and he sponsors many activities on campus. However, some	Case Study Worksheet questions point to materials from the course that could serve as a guide for the principal, specific FL statutes that may be violated	*Create several scenarios to include in a faculty presentation on Ethics to illustrate to your teachers some common pitfalls and ways to avoid accusations of educator misconduct.* Include some of the costs of violating the Professional Conduct for the Educator	Definition and attributes (evidences) of professional & ethical behavior; what has changed with regard to your understanding of professional & ethical behavior you could use to become a more effective school leader?

| 10.2 | • Disqualification from Employment
• DCF
• N-E-A-T Process
• Self-Reporting
• Felony & Forfeiture of Retirement Benefits
• Probable Cause
• Due Diligence | of his classroom chat and actions border on crass. A few students feel uncomfortable. The principal has not seen indicators of this behavior in walk throughs, but a new parent has brought this to his attention. | here, "ethical dilemma" talk. | Professional in Florida. Remember to include a sign-in sheet to document that your faculty members were presented the information. Make the presentation available afterwards for review by those who were absent or who wish/need to review.

ALTERNATE Assignment: Participants make appointment with a principal, Assistant Superintendent for HR, a school board member, or contract contact and record the conversation on the Conversation Guide. Questions relate to Professional & Ethical Behaviors; ethical dilemmas they've seen, repercussions, suspicion of wrongdoing, resources provided to staff. |

Our Level II courses have been developed as part of our training program to better prepare individuals to obtain an administrative position within the Santa Rosa County School District and to provide scenario, role play, and field experience opportunities that lead to greater understanding and success after placement in an actual school leadership position.

Appendix G.
CRITERIA FOR PARTICIPATION
Principal Leadership Program

SANTA ROSA COUNTY SCHOOL DISTRICT
Level II Program

Applicant's Name: _____ EID #_____

Applicant for: _____ Date: _____

Application Package Screening:

Application   _____Yes   _____No

Intent Letter   _____Yes   _____No

Resume   _____Yes   _____No

Certificate   _____Yes   _____No

Letter of Recommendation   _____Yes   _____No

Prof. Development Record   _____Yes   _____No

Qualifications:

Master's Degree in Educational Leadership   _____Yes   _____No

5 years' experience in public education   _____Yes   _____No

Minimum of "Effective" on last Two Summative Perf. Evals_____Yes   _____No

Completed District Potential School Leadership Course or admin exper._____Yes_____No
Screening Committee:

_____   _____   _____

District Leadership Assessments:

Leadership Skill Assessment Score: _____

Written Assessment Score: _____

Eligible for behavior sampling interview?   _____Yes   _____No

[SANTA ROSA COUNTY DISTRICT SCHOOLS]

If no, state reason:

_____

Behavior interview score: _____

Date of last Behavior interview: _____

HR Review: _____   Date: _____

Indicators of Leadership ---360 Survey Tool

(Circle *Self, Observer,* or *Evaluator*, indicating your role in completing this form.)

Name_____ **Date** _____
Current Position_____Evaluator's Name_____

Instructions: ***Please use the following key to assess how the individual demonstrates the indicators of Florida's Principal Leadership Standards that follow. First, rate each indicator using the appropriate letter first 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 everyone 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 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.	
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.	

Name:

The Leadership Assessment Inventory

by William D. Hitt, Ph.D., Battelle

The purpose of this inventory is to help assess the performance of a manager as a leader.

The inventory includes ten items in each of ten areas:
Personal Attributes

- The Leader as a Change Agent
- Clarifying the Values
- Creating the Vision
- Positioning
- Developing the Team
- Empowering
- Coaching
- Communicating
- Measuring

Instructions: Read each statement carefully. Then respond to each item with a number from "0" through "5" according to the following scale:

5=To a very large extent
4= To a fairly large extent
3= To a moderate extent
2= To a slight extent
1= To a very slight extent
0= Not at all

1. Personal Attributes   **Score**

1. I accept and enjoy the role of leader.   ____

2. I am a self-confident person.   ____

3. I am self-motivated and self-directing.   ____

4. I have a firm sense of purpose and commitment   ____

5. I am action-oriented; I have a strong drive to accomplish and achieve.   ____

6. I am a decisive person.   ____

7. I am willing "to stand up and be counted" – even with an unpopular view.   ____

8. I am able to deal effectively with conflict.   ____

9. I am a person of integrity.   ____

10. I am continually learning, developing, and expanding.   ____

2. The Leader as a Change Agent   **Score**

1. I can envision a new reality and aid in its translation into concrete terms.   ____

2. I aim to abandon outmoded assumptions and to experiment with some alternative
    concepts.   ____

3. I am a person who can make things happen.   ____

4. I am able to shape and push an idea until it takes usable form.   ____

5. I am able to get enough power to mobilize people and resources to initiate and
    implement an innovation.   ____

6. I actively involve my people in planning for change.   ____

7. I generate an attitude that change is normal.   ____

8. I am able to gain acceptance of change with a minimum of resistance.   ____

9. I seek out and accept criticism of my ideas.   ____

10. I am able to create a pocket of excellence on my turf.   ____

3. Clarifying the Values

Score

1. I serve as a focal point of the unit in translating organizational values into reality. ____

2. I demonstrate a clear understanding of the organization's value system. ____

3. I am able to articulate and breathe life into the organization's value system. ____

4. I communicate the organization's values in terms of specific statements on specific issues. ____

5. By communicating the organizational values, I am able to provide employees with a "compass" and point them in the proper direction. ____

6. I make decisions and act in accord with the organization's value system. ____

7. I am faithful in adhering to the organization's value system. ____

8. I demonstrate consistency in actions and words. ____

9. I reward staff on the basis of their adherence to the organization's value system. ____

10. I am successful in translating the organization's values into a reality that is manifest in the staff's daily behavior. ____

4. Creating the Vision

Score

1. I demonstrate a good grasp of what the organizational unit is and how it is faring. ____

2. I demonstrate a good grasp of the goals and strategic plans of the larger organization. ____

3. I demonstrate an ability to focus on the critical issues. ____

4. I demonstrate an ability to think beyond the daily routine, to see a greater vision that ties day-to-day activities to future goals. ____

5. I demonstrate the ability to set a new direction for the organizational unit for which I am responsible. ____

6. I identify an overarching goal that captures the unique thrust of my unit and provides common purpose. ____

7. I am able to attain a clear and coherent mental picture of what the organizational unit can become. ____

8. I am able to transfer my mental picture of what the organizational unit can become to the minds of all members of the team. ____

9. I am able to obtain "ownership" of the vision on the part of all team members. ____

10. I am able to concentrate the attention of everyone in the unit on the vision. ____

5. Positioning   Score

1. I am able to provide a realistic bridge from the present to the future of the organizational unit. ____

2. I have a good grasp of the external environment as it relates to my group. ____

3. I have a good grasp of the strengths and limitations of my organizational unit. ____

4. I have a good grasp of the needs and demands of my clients. ____

5. I identify and focus on key thrust areas. ____

6. I develop annual written plans that integrate goals, action sequences, and resources. ____

7. I involve my staff in the development of plans. ____

8. I ask "what if" questions and develop contingency plans. ____

9. I review plans periodically and make adjustments as appropriate. ____

10. I have a systematic abandonment policy---I know when to "fold" in a given area. ____

6. Developing the Team   Score

1. I am able to create a team of key staff members who are jointly responsible with the manager for the unit's success. ____

2. I promote team spirit while at the same time being supportive of the goals of the larger organization. ____

3. I create an environment that fosters trust among team members. ____

4. I actively involve team members in the formulation of group goals and objectives. ____

5. I achieve among all team members a commitment to the group's goals. ____

6. I actively involve all team members in key decisions that influence their work. ____

7. I seek advice and counsel from team members. ____

8. I promote honest, sincere feedback among all members of the team. ____

9. I promote a win-win approach to conflict resolution. ____

10. I actively involve team members in evaluating group performance and deciding upon corrective action. ____

7. Empowering   Score

1. I treat people as my most important asset.   ____

2. I treat people with dignity and respect.   ____

3. I show true concern for each staff member as a person.   ____

4. I am able to perceive the needs of my people.   ____

5. I am effective in linking the needs of the individual staff members and the needs of the organization.   ____

6. I demonstrate a clear commitment to excellence.   ____

7. I am able to attract and energize people to an exciting vision of the future.   ____

8. I motivate others through enthusiasm and infectious optimism.   ____

9. I am able to bring out the best in people - lift them to their "higher selves."   ____

10. I am able to make my staff feel that they are winners.   ____

8. Coaching   Score

1. I care enough about people to take the time to build a personal relationship with them.   ____

2. I take a personal interest in the career development of each member of my group.   ____

3. I use naturally arising interactions with staff to foster learning.   ____

4. I make effective use of work assignments as a major means of developing my staff.   ____

5. I am an effective delegator.   ____

6. I give honest feedback in a timely fashion.   ____

7. I use performance appraisal as a means of teaching, not exhorting or admonishing.   ____

8. I am effective in developing my followers to become leaders.   ____

9. I am actively developing a backup for my position.   ____

10. I promote lifelong learning as "a way of life" for all members of the group.   ____

9. Communicating   **Score**

1. I am able to communicate so that the listener can understand me.   ____

2. I am a good listener.   ____

3. I give effective oral presentations.   ____

4. I can conduct effective and efficient meetings.   ____

5. I am a good writer.   ____

6. I let the team know where the organization is heading, how it plans to get there,
    and what it all means to them.   ____

7. I make my position on key issues known to the team.   ____

8. I provide my team with accurate and complete information.   ____

9. I prefer to manage by "wandering around" --- engaging in one-on-one dialogue
    with my team.   ____

10. I "walk-the-walk"--- my actions are consistent with my words.   ____

10. Measuring   **Score**

1. I have a good grasp of the nature of the system for which I am responsible. ____

2. I have a good grasp of the state of the system at any point in time.   ____

3. I have a good grasp of the relation among causal, intervening, and end-result
    variables in the system for which I am responsible.   ____

4. I am able to identify the "critical success factors" --- the limited number of areas in
    which satisfactory results will ensure successful performance.   ____

5. I collect data and information continually on the critical success factors---those
    which are operationally most important.   ____

6. I maintain a balanced view in evaluating both the tangibles and the intangibles. ____

7. I continually evaluate progress against plans.   ____

8. I conduct effective operations review meetings to evaluate overall performance. ____

9. I deal with problems in proportion to their importance.   ____

10. I am effective in taking corrective action promptly whenever accomplishments
    deviate significantly from the plan.   ____

Appendix J.   Kirtman's Seven Competencies for School Leadership (Sample Copy)

A. Complete the Self-Assessment: As a leader, you can assess yourself individually, but it would be even better if you provided a copy of this self-assessment to your entire leadership team and asked each person to complete it. In addition to people assessing themselves, they might confirm their results by checking in with a trusted colleague or supervisor to determine if others see the same strengths and areas for improvement. If it is comfortable to do so, discuss these results as a leadership group.

Kirtman's Seven Competencies for School Leadership	Self-Rating (1 to 5, 1 = needs improvement, 5 = very strong)
1. Challenges the Status Quo	1. Overall (take the average of below) ____
a. Delegates compliance tasks and does not let rules and regulations impede results	a. ____
b. Challenges traditional practices that block improvements	b. ____
c. Is willing to take risks	c. ____
d. Looks for innovations that get results	d. ____
2. Builds Trust Through Clear Communication and Expectations	2. Overall (take the average of below) ____
a. Is direct about performance expectations	a. ____
b. Follows through on all commitments	b. ____
c. Clarifies understandings in written and verbal communication	c. ____
d. Deals with conflict	d. ____
3. Creates a Commonly Owned Plan for Success	3. Overall (take the average of below)
a. Creates written plans and ensures buy in	a. ____
b. Monitors implementation of plans, adjusts based on new data, and communicates changes	b. ____
c. Ensures goals are measured	c. ____
d. Creates short- and long-term plans	d. ____
4. Focuses on Team Over Self	4. Overall (take the average of below)
a. Hires the best people for the team	a. ____
b. Commits to the development of a high-performing leadership team	b. ____
c. Builds a team environment	c. ____
d. Seeks critical feedback	d. ____
e. Empowers staff to make decisions and get results	e. ____
f. Supports the professional development of all staff	f. ____
5. High Sense of Urgency for Change and Sustainable Results in Student Achievement	5. Overall (take the average of below)
a. Is able to decisively move initiatives ahead quickly	a. ____
b. Uses instructional data to support needed change	b. ____
c. Builds systemic strategies to ensure sustainability of change	c. ____
d. Sets a clear direction for the organization	d. ____
e. Is able to deal with and manage change effectively	e. ____
6. Commits to Continuous Improvement for Self and Organization	6. Overall (take the average of below)
a. Has a high sense of curiosity for new ways to get results	a. ____
b. Changes current practices for self and others willingly	b. ____
c. Listens to all team members to change practices to obtain results	c. ____
d. Takes responsibility for own actions – no excuses	d. ____
e. Uses strong self-management and self-reflection skills	e. ____
7. Builds External Networks and Partnerships	7. Overall (take the average of below) ____
a. Sees his/her role as a leader outside of the work environment and community walls	a. ____
b. Understands his/her role as a being part of a variety of external networks for change	b. ____
c. Has a strong ability to engage people inside and outside the school in two-way partnerships	c. ____
d. Uses technology to expand and manage a network of resource people	d. ____

B. Choose One or Two Areas to Improve – Once all leaders have completed the assessment above and discussed the results as a group or with a trusted colleague, have each person pick only one or two areas to improve. Then have the group commit to the underlined steps below for improvement (from the book) and create a timeline with deadlines for each step. Note that after each general underlined step below is an example of how a leader might go about improving in *competency two*:

Here are sample steps a leader could take to improve *competency two* -- "builds trust through clear communication and expectations."
- Look at the traits listed under competency two and choose the ones you need to work on, based on any data you have (evaluations, 360 reviews, or self- or team-assessments). For example, you may find you have difficulty being direct with people which connects to the first trait, "is direct and honest about performance expectations."
- Explore why you have difficulty in this area, in this case, providing direct feedback. Are you worried about hurting relationships or are you uncomfortable pointing out areas for improvement?
- Determine the right strategies for you to improve: In this case, perhaps you need to learn to provide more direct feedback.
- Learn the new strategies: You may need to attend a training program, read a book (see The Main Idea's archives!) or have conversations to develop the strategy of providing more direct feedback.
- Repeat this process with other traits under this competency: Continue to analyze data about yourself to determine if there are other traits under *competency two* that you need to work on. For example, you might find you also need to work on the second trait, "follows through with actions on all commitments."

SCHOOL PRINCIPAL PREPARATION PROGRAM
SANTA ROSA COUNTY SCHOOL DISTRICT

The following courses have been developed as part of our training program to better prepare individuals to obtain an administrative position within the Santa Rosa County School District and to provide scenario, problem-solving, reflection, and role play opportunities that lead to greater success after placement in a school leadership position.

COURSE TITLE	Correlated FPLS and FPLA	Aligned William C. Golden Resources for Potential Use in The SRC Level II Program
Student Achievement	FPLS: 1.1.a, 1.1.b, 1.1.c, 1.2.a, 1.2.b., 1.2.c., 1.2.d. FSLA: 1.1, 1.2, 2.1., 5.2., 5.1., 4.5	• Prior Learning Inventory • Leadership Standards Inventory • Leadership Development Progress Log • Time Management Analysis Tool
Instructional Leadership	FPLS: 2.3.a, 2.3.b., 2.3.c., 2.3.d, 2.3.e FSLA: 2.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4, 4.5	• Introduction to Instructional Leadership • Data Analysis for Instructional Leaders • Designing a School Improvement Plan
Development of Others	FPLS: 2.4.a, 2.4.b, 2.4.c, 2.4.d, 2.4.e, 2.4.f, 3.7.a, 3.7.b, 3.7.c, 3.7.d, 3.7.e	• Essentials of Effective Faculty Relationships • Developing a Shared Vision • Articulating a Shared Vision

	FSLA: 3.1, 3.2, 7.1, 7.2, 4.2, 10.1, 10.2	• Nurturing a Shared Vision • Recognizing and Rewarding Accomplishments • Essentials of Brain-Based Learning • Prior Learning Inventory (share with emerging leaders) • Introduction to the Florida Leadership Standards
Learning Environment	FPLS: 2.5.a, 2.5.b, 2.5.c, 2.5.d, 2.5.e, 2.5.f FSLA: 2.1, 6.3, 6.1, 5.2, 7.2, 10.1,10.2, 4.1, 4.2, 9.1, 9.2, 9.3	• Collegiality and Building Community Creating an Effective Learning Environment • Developing an Effective School Culture • Core Values in School Culture • Strategies in Celebrating School Success
Decision Making	FPLS: 3.6.q, 3.6.b, 3.6.c, 3.6.d, 3.6.e FSLA: 6.2, 6.3, 8.1, 8.2, 6.1	• Essentials of Change Leadership • Essentials of Effective Decision Making • Principles of Mediation
School Management	FPLS: 3.8.a, 3.8.b, 3.8.c, 3.8.d FSLA: 8.1, 8.2, 7.2	• Essentials of Effective School Management • Motivation of Self and Others • Essentials of Time Management
Communications	FPLS: 3.9.a, 3.9.b, 3.9.c, 3.9.d, 3.9.e, 3.9.f, 3.9.g FSLA: 9.1, 9.2, 9.3, 10.1	• Establishing Effective Parent Relationships • Parent Partnerships in Your School • Establishing Effective Community Relationships • Community Partnerships in your School

		• Establishing Effective Business Relationships • Using Technology to Lead
Professional and Ethical Behaviors	FPLS: 4.10.a, 4.10.b., 4.10.c, 4.10.d, 4.10.e, 4.10.f FSLA: 10.1	• Morals, Values, and Ethics • Essential Principles of Diversity • The Ethical Educator

Appendix L

CUSTOMIZED LEARNING PLAN
SCHOOL PRINCIPAL PREPARATION PROGRAM

Participant Name: _____ **Date:** _____

Based on the reports generated from your completed Prior Learning Inventory
(William C. Golden Website), any 360 Survey, LIFO, or formal assessment from a supervisor
(attached), it appears that you may wish to participate in additional learning activities that will
enhance your knowledge and application of the following **Leadership Standards**:

Student Learning Results ☐

Student Learning as a Priority ☐

Instructional Plan Implementation ☐

Faculty Development ☐

Learning Environment ☐

Decision Making ☐

Leadership Development ☐

Communication ☐

Professional and Ethical Behavior ☐

The following additional modules or workshops and/or job-embedded activities are suggested in
order to assist in building knowledge and application of the standards indicated above:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

[SANTA ROSA COUNTY DISTRICT SCHOOLS]

Appendix M

Characteristics of the 100-Day Project

The 100-day project is…..	The 100-day project is not…..
A call for action over inaction to produce early results that suggest how to revise and respond.	A useless exercise in writing yet another plan that has little impact on the real work of leaders.
A "living" project management tool. The 100-day plan is not written in stone. In fact, coaches will revise it as needed at the end of coaching sessions.	Put in a file after it is written or tossed into a trash can once the project is executed.
Action that clearly aligns with the mission of the organization.	Based on goals and strategies different from the coachee's organization. Leaders already have many important projects on their plates that they need to start or revitalize. Pick one you feel passionate about.
A single place where leaders personally record and track the actions they plan to take to move their project forward.	An accountability document written to comply with mandates.
A starting point for every coaching conversation.	A plan submitted to the coach, never to be consulted and revised.
A learning journal that captures and holds historical information about what it took to implement the project.	An exercise that reduces time available for learning and reflection.

SAMPLE 100-Day Project

Project Title: Teacher Leadership Through Action Research

Date	Action
6/27/09	Share my vision of how action research develops teacher leaders. Obtain feedback via a survey done in the staff meeting.
6/27/09	Start of 100-day leadership plan
6/30/09	Look at student achievement data and establish baseline scores.
7/3/09	Invite volunteer teachers to team up as the first to do action research on one of three strategies: grading, teacher assignment, and common formative assessment.
7/7/09	Provide professional development on how to conduct action research.
7/14/09	Teams calendar the events of their project.
7/14/09	Teams develop their agreements and protocols for their project.
7/17/09	Teams prepare project progress presentation for stakeholders.
7/22/09	Analyze policies and procedures that affect all three areas.
7/28/09	Distribute findings and refer again to the vision that paints a picture of hope.
8/4/09	Teams begin the action research project. Identify action research questions and methods.
8/7/09	Support and feedback meeting for teams.
8/13/09	Identify milestones for tracking small wins.
9/1/09	Visit classrooms as projects begin. Start to collect impact stories as students respond.
9/4/09	Strategy team check-in and midcourse corrections.
9/7/09	Update superintendent and senior leadership team.
9/11/09	Second presentation from action research teams, focused on evidence of student learning, engagement, and faculty morale.
9/15/09	Teams meet to refine procedures and protocols.
9/18/09	Second assessment of student learning in targeted areas.
9/22/09	Analysis of data with a focus on evidence of student learning, engagement, and faculty morale.
9/27/09	Technology support person conducts a comparative analysis looking at student achievement, engagement, and morale in the classes that did not use the strategies.
10/1/09	Action research teams meet to analyze and interpret the data.
10/3/09	Announce with complete transparency what worked, what failed. What did we learn? How will next semester be different? What can we apply now on a school-wide or system-wide basis?
10/6/09	Debrief of lessons learned with the core action research teams, including feedback on the impact and the process.

Appendix O

Comparison of Strategies for
Two 100-Day Projects with the Same Aim

School Principal A: "Build teacher networks that use data to improve student achievement."	School Principal B: "Build teacher networks that use data to improve student achievement."
Strategy 1: Provide professional development about school-based Data Teams and the five-step process to all teachers.	Strategy 1: Revise the schedule to ensure three hours of common planning time for teachers of the same courses to meet together.
Strategy 2: Identify grade-level Data Team leaders and provide them with specialized training for efficiently running Data Team meetings.	Strategy 2: Select four courses in math and language arts in which teachers will develop and give common assessments on the Power Standards.
Strategy 3: Hold an "in house" data fair at the end of the first quarter so teams can share their strategies and results so far.	Strategy 3: Share the results of this work through multiple public methods, for example, prominently displayed Data Wall, presentation to school board, write-up in parent newsletter, presentations by the teachers at faculty development meetings.

(Resource: *Activate: A Leader's Guide to People, Practices, and Processes*, 2011, The Leadership and Learning Center, pages, 34, 35, and 37)