

GADSDEN SCHOOL DISTRICT LEVEL II PRINCIPAL CERTIFICATION PROGRAM (PCP) 2016-2017

**Pending FLDOE Approval;
submitted 04/24/17**



Gadsden's Leadership...

preparing tomorrow's Principals to deliver breakthrough results while equipping them with the skills to build thriving schools where teachers grow and students excel.

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Superintendent

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Deputy Superintendent

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Human Resources Director

**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**

Gadsden Level II School Principal Preparation Program

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District Overview

a. Purpose

Successful completion of Gadsden's Principal Preparation Program will lead to Level II School Principal Certification. The time it will take to achieve Level II certification is dependent upon a comprehensive experience directly related to the participant's role and responsibilities. The purpose of the Gadsden School District Level II Principal Certification Program [PCP] is two-fold:

1. To provide resources to support and enhance the principal's role as the instructional leader, and
2. To build the capacity to increase the quality of programs for pre-service education for aspiring principals and professional development for principals and principal leadership teams.

The goals of the program include the following:

1. To prepare participants to become competent managers, effective instructional leaders and certified Level II Florida School Principals.
2. To assist each participant in identifying his/her strengths and developmental needs in relationship to leadership roles and responsibilities.
3. To provide professional growth experiences and support in all competencies relevant to the Florida Principal Leadership Standards.
4. To provide the participant with continuous improvement opportunities through support, assistance, and constructive, as well as, timely formative feedback from experienced, high-performing, accomplished instructional leaders of learning (the support team).
5. To enrich the participant's pre-identified areas of development while assisting them with successful completion of program requirements for a district principal position.
6. To collect the information necessary to make an informed decision regarding the Florida School Principal certification and future administrative positions.

The Panhandle Area Education Consortium's Student Achievement through Instructional Leadership [SAIL] Level II Principal Preparation Program, representing fourteen small and rural school districts, has been updated in response to the passage of the Florida Department of Education Initial Program Approval Standards for School Principal Programs pursuant to s. 1012.562(1), F.S.

This act includes the following goals:

- Provide resources to support and enhance the principal's role as an instructional leader.
- Provide on the job field experiences to correlate to the Florida Principal Leadership Standards and elements.
- Develop a student achievement research project utilizing school/district data.

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In response to the 2017 guidelines, the Panhandle Area Education Consortium (PAEC) developed a task force consisting of a deputy superintendent, a school principal, district leaders and members of the PAEC staff. The taskforce included: Calhoun County Assistant Superintendent, Vicki Davis; Calhoun County Blountstown Middle School Principal, Neva Miller; Liberty County Assistant Superintendent, Seth Geiger; Jackson County Deputy Superintendent, Cheryl McDaniel; Gadsden County Human Resources Director, Pauline West; Wakulla County Human Resources Director, Angela Walker; PAEC Consultant, Karen Wells; and PAEC staff members - Dr. Maria Pouncey, Anthony Cooley, and Mary Sue Neves. The taskforce worked together to align the selection and development components to the Florida Principal Leadership Standards, F.S.1012.562 and to integrate the elements into a comprehensive plan using the work of the taskforce and the latest information from the Florida Department of Education.

The Gadsden School District PCP is a commitment on behalf of the Superintendent and the district leadership team, consisting of instructional and human resource leaders as well as veteran principals. The team was selected in January 2017 and tasked with reviewing and updating the specific district plan based on requirements as mandated in §1012.562, F.S. – Rule 6A-5.081, F.A.C.. More importantly, the team’s greatest role is to produce leaders who have the knowledge and skills to lead quality schools while demonstrating continuous improvement and increasing student achievement.

b. Gadsden District Principal Certification Program Advisory Board

The district team involved in the creation of this program and/or who will also be involved in its implementation will include:

- Pauline West, Human Resources Director/Staff Development Coordinator;
- Dr. Pink Hightower, Deputy Superintendent;
- Rose Raynak, Federal Programs Director;
- Roger P. Milton, Superintendent of Schools;
- Juanita Ellis, Principal;
- Mary Sue Neves, PAEC Leadership Facilitator, Retired Superintendent and Principal.

Beyond the individuals identified for Gadsden’s implementation, an advisory board has been formed to include each district leader of professional development and human resources in the consortium. This board will meet twice annually to guide the progress and monitor the success of the program. The board will make decisions to alter courses as new professional development activities become available using the data gathered from program evaluations. Post-secondary representations may be invited to board meetings to provide additional insights to include but not be limited to Florida State University, Florida Agricultural and Mechanical University, Grand Canyon University, and University of Phoenix for input and partnership opportunities. The advisory board is in place for continually monitoring whether the PCP is being implemented as designed and the desired outcomes are being achieved.

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The Gadsden County School District fully endorses the concept that effective leadership is the key to success in student achievement. The PCP encompasses a comprehensive system of recruiting, selecting, and developing high performing school leaders. To this end, the district has adopted a program that will provide opportunities for the development of teacher leaders, deans, assistant principals, teachers on special assignments, and school principals at the entry as well as career levels.

c. The Curriculum

The PCP reflects an increased emphasis on strong instructional leadership. The criteria for the selection system is aligned to the Florida Principal Leadership Standards. Job descriptions for school level leadership positions have also been revised to address the standards. The program reflects an expanded professional development component which meets district needs and provides opportunities that combine training and application of on-the-job demonstrating mastery of the standards.

The program design places the greatest emphasis on the role of the school leader in improving curriculum, instruction and student achievement. The plan includes competency-based professional development opportunities and job-embedded learning experiences appropriate to the preparation needs of aspiring principals. The plan is aligned with each of the Florida Principal Leadership Standards and incorporates elements of the William Cecil Golden Leadership Development Program. The PCP experiences are designed to ensure mastery of competencies for improving student learning.

The Panhandle Area Educational Consortium (PAEC), offers Student Achievement through Instructional Leadership [SAIL], a Level II Preparation Academy, to prepare candidates for school leadership roles and Level II Principal Certification. PAEC's SAIL Academy Level II PCP is customized to meet the needs of school leaders in the state of Florida including member districts. The curriculum which is a standards-driven (FPLS) and competency-based program will provide the requisite knowledge, skills, and abilities for successful candidates to assume the roles of high performing principals.

The goal of this program is to build a viable pipeline for school districts and prepare a pool of highly qualified administrators. Candidates will demonstrate their performance on a variety of job-embedded administrative duties/field experiences. The specified field experience will be assessed by the SAIL facilitator in collaboration with the site-based supervisor/mentor.

The PCP addresses each of these components in a competency-based model of training-practice-applications and reflections to ensure competent graduates. Since the legislative act, the William Cecil Golden Leadership Development Program for School Leaders, and the Florida Principal Leadership Standards are central to this plan, both are noted in the pages that follow. [1.2.2]

William Cecil Golden Professional Development Program for School Leaders.

(1) Florida’s public schools require high-performing instructional leaders that possess and utilize the competencies and skills necessary to successfully lead the improvement of student achievement. The William Cecil Golden School Leadership Development Program was established to provide a high quality, competency-based, customized, comprehensive and coordinated statewide professional development system for current and emerging school 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 program is aligned with and supports Florida's Principal Leadership Standards, the standards of Learning Forward (formally National Staff Development Council), State Board of Education, and the Southern Regional Education Board for high quality professional development. 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 previously 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](#).

The Florida School Leaders Assessment

Gadsden District will also implement the Florida School Leader Assessment (FSLA) processes to provide:

- *Guides to self-reflection* on what’s important to success as a school leader
- *Criteria for making judgments* about proficiency that are consistent among raters
- *Specific and actionable feedback* from colleagues and supervisors focused on improving proficiency
- *Summative evaluations* of proficiency and determination of performance levels

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The Florida School Leaders Assessment

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what's important, understanding what's needed, and taking actions that get results.

**Domain 1: Student Achievement
2 Proficiency Areas – 8 Indicators
This domain contributes 20% of the FSLA Score**

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.

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

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

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

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

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.

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.

Indicator 2.2 - School Climate: The leader maintains a school climate that supports student engagement in learning.

Indicator 2.3 - High Expectations: The leader generates high expectations for learning growth by all students.

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.

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
This domain contributes 40% of the FSLA Score**

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.

Indicator 3.1 – FEAPs: 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.

Indicator 3.2 - Standards-based Instruction: The leader delivers an instructional program that implements the state's adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.

Indicator 3.3 - Learning Goals Alignments: 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.

Indicator 3.4 - Curriculum Alignments: The leader implements systemic processes to insure alignment of curriculum resources with state standards for the courses taught.

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Indicator 3.5 - Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Indicator 3.6 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

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.

Indicator 4.1 - Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Indicator 4.2 - Feedback Practices: 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.

Indicator 4.3 - High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.

Indicator 4.4 - Instructional Initiatives: 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.

Indicator 4.5 - Facilitating and Leading Professional Learning: 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.

Indicator 4.6 - Faculty Development Alignments: 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 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 - Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

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.

Indicator 5.1 - Student-Centered: 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.

Indicator 5.2 - Success-Oriented: 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.

Indicator 5.3 - Diversity: 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.

Indicator 5.4 - Achievement Gaps: 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.

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

This domain contributes 20% of the FSLA Score

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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.

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.

Indicator 6.2 – Problem-Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.

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.

Indicator 6.4 - Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

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.

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.

Indicator 7.1 - Leadership Team: 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.

Indicator 7.2 – Delegation: 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.

Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.

Indicator 7.4 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

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.

Indicator 8.1 - Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Indicator 8.2 - Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

Indicator 9.1 - Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Indicator 9.2 - Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida's common language of instruction and appropriate written and oral skills, communicates student expectations and performance

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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.

Indicator 9.3 - Accessibility: The leader maintains high visibility at school and in the community, regularly engages stakeholders in the work of the school, and utilizes appropriate technologies for communication and collaboration.

Indicator 9.4 - Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

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

This domain contributes 20% of the FSLA Score

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 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 – Resiliency: 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.

Indicator 10.2 - Professional Learning: 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.

Indicator 10.3 – Commitment: The leader demonstrates a commitment to the success of all students, identifying barriers and their impact on the wellbeing of the school, families, and local community.

Indicator 10.4 - Professional Conduct: 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.).

Standard 1: Program Candidate & Completer Quality

The Gadsden Principal Certification Program [PCP] insures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 students are provided high quality instruction to meet high standards for academic achievement.

Professional development begins with the selection of highly capable employees. The goal of the selection system is to attract a large group of applicants so that the district has a choice in the selection of a school leader. As a cadre of candidates moves through the process, an effective selection system of screening, interviewing and assessing narrows the applicant's pool to the employment of the most qualified for the position.

The Gadsden PCP consistently applies admission requirements in accordance with section 1212.562, F.S., and 6A-5.081, F.A.C. [1.1.1]

To be admitted into the Gadsden PCP, each candidate must:

1. Hold a valid Florida certificate in educational leadership (Level 1);
2. Earn a highly effective or effective summative performance evaluation under s. 1012.34, F.S.;
3. Perform satisfactorily on instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.
4. Complete district administrative application to include two written recommendations;
5. Provide documentation of satisfactorily completing of an entry-level leadership program which may include written performance assessments and targeted selection panel interviews;
6. Be successfully admitted into the PAEC SAIL Level II Leadership Academy. [1.1.2]

Out of state applicants may apply for positions with evidence of eligibility for a Florida Educator's certificate reflecting Educational Leadership coverage area. Out of state applicants must complete the District's PCP within the first two years of hire.

At the conclusion of each academic year, The Director of Human Resources will collect, monitor and report data on candidates who applied to, were admitted to and enrolled in the Gadsden PCP. Additional procedural details are included in Standard 3: Program Effectiveness. [1.1.3]

Matrix 1.2.1 - 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,	<i>Student Achievement Action Research Project¹(evidenced by School Improvement Plan)</i>	Develop Student Achievement Action Research Project <ul style="list-style-type: none"> • Serve on school improvement team • Provide copy of Board-approved SIP. • Attend and participate in annual District SIP preparation day including subsequent school board meeting. • Provide copy of sign-in sheet for professional development
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.	<i>Student Achievement Action Research Project (evidenced by student data)</i>	<ul style="list-style-type: none"> • Disaggregate and analyze student data as indicated in the approved district teacher evaluation plan for student growth & achievement relative to assignment. • Serve on School Improvement Team • Provide a presentation to stakeholders regarding student data and attach copy of presentation.
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;	PAEC SAIL Workshop- <i>“Making Student Learning a Priority”</i>	<ul style="list-style-type: none"> • Shadow High Performing School Principal and/or Field Experience with reflection²

¹ All courses indicated in italic indicate additional Field Experience tied to the Deliberate Practice piece.

² Reflection exercises will be logged as indicated on PCP-10 and the Participant Portfolio.

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		as indicated on PCP-10 and in Participant Portfolio.
b. Maintains a school climate that supports student engagement in learning;	PAEC SAIL Workshop- <i>“Making Student Learning a Priority”</i> and/or Kagan Cooperative Learning	<ul style="list-style-type: none"> Shadow High Performing School Principal and/or Field Experience with reflection. Complete portfolio reflection exercise and/or successfully complete Kagan Cooperative Learning Training and Lead as a Kagan Site Volunteer Coordinator or follow-up job shadow with reflection.
c. Generates high expectations for learning growth by all students; and,	PAEC SAIL Workshop- <i>“Making Student Learning a Priority”</i>	<ul style="list-style-type: none"> Shadow High Performing School Principal and/or Field Experience with reflection
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	PAEC SAIL Workshop- <i>“Making Student Learning a Priority”</i> and/or closing the achievement gap via the annual equity plan overview with equity coordinator.	<ul style="list-style-type: none"> Shadow High Performing School Principal and/or Field Experience with reflection Workshop Reflection Exercise (a-d)
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. ³		
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	PAEC SAIL Workshop <i>“Instructional Implementation and/or Understanding and Implementing the FEAPs”</i>	<ul style="list-style-type: none"> Workshop reflection exercise (a-e) Follow up/Student Achievement Action Research Project Meet quarterly with mentor for FEAPs implementation discussion
b. Engages in data analysis for instructional planning and improvement;	PAEC SAIL Workshop <i>“Instructional Implementation”</i>	<ul style="list-style-type: none"> Follow up/Student Achievement Action Research Project

³ The Florida Executive Development Program when available and affordable may be used as a substitute for this section.

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<p>c. Communicates the relationships among academic standards, effective instruction, and student performance;</p>	<p>PAEC SAIL Workshop <i>“Instructional Implementation”</i></p>	<ul style="list-style-type: none"> • Follow up/Student Achievement Action Research Project
<p>d. Implements the District adopted curricula and State adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,</p>	<p>PAEC SAIL Workshop <i>“Instructional Implementation”</i></p>	<ul style="list-style-type: none"> • Follow up/Student Achievement Action Research Project
<p>e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.</p>	<p>PAEC SAIL Workshop <i>“Instructional Implementation”</i></p>	<ul style="list-style-type: none"> • Follow up/Student Achievement Action Research Project
<p>4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</p>		
<p>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;</p>	<p>PAEC SAIL Workshop <i>“Faculty Development”</i></p> <ul style="list-style-type: none"> • Courageous Conversations • Classroom Walkthrough <p>And/or Kagan Cooperative Learning</p> <p>And/or FLDOE Commissioners Leadership Academy</p>	<ul style="list-style-type: none"> • Workshop reflection exercise (a-f) • Follow up Field Experience with reflection of: Completion of the Commissioners Leadership Academy • <i>or</i> Provide an in-service for instructional staff, utilizing cooperative learning strategies with a focus on at least one school improvement goal to include an analysis of feedback from all in-service participants.
<p>b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;</p>	<p>PAEC SAIL Workshop <i>“Faculty Development”</i></p> <ul style="list-style-type: none"> • Courageous Conversation • Classroom Walkthrough 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection • Provide 3 or more pre-conference, observation and post-conference per semester with oversight and feedback from assigned PCP Supervising Principal. • <i>or</i> Completion of the Commissioners Leadership Academy
<p>c. Employs a faculty with the instructional proficiencies needed for the school population served;</p>	<p>PAEC SAIL Workshop <i>“Faculty Development”</i></p> <ul style="list-style-type: none"> • Targeted Selection 	<ul style="list-style-type: none"> • Feedback from mock interviews and/or an approved staffing/allocation plan. • <i>or</i> Completion of the Commissioners Leadership Academy

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<p>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;</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • Courageous Conversations • Classroom Walkthrough 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection • <i>or</i> Completion of the Commissioners Leadership Academy
<p>e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • WIDA • ESOL Training and/or • Cooperative Learning/ Kagan or • AVID 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection • <i>or</i> Completion of the Commissioners Leadership Academy
<p>f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • Professional Learning Community Training 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection
<p>5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.</p>		
<p>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;</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • WIDA • ESOL Training • BPIE • CPI • Safe Schools Training 	<ul style="list-style-type: none"> • Workshop reflection exercise (a-d) • Follow up Field Experience with reflection
<p>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;</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • WIDA • ESOL Training • BPIE • UDL Book study 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection
<p>c. Promotes school and classroom practices that validate and value similarities and differences among students;</p>	<p>PAEC SAIL Workshop “<i>Faculty Development</i>”</p> <ul style="list-style-type: none"> • WIDA • ESOL Training • BPIE 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection

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d. Provides recurring monitoring and feedback on the quality of the learning environment;	PAEC SAIL Workshop “ <i>Faculty Development</i> ” <ul style="list-style-type: none"> • Courageous Conversations • Classroom Walkthrough 	<ul style="list-style-type: none"> • Follow up Field Experience with reflection or • Completion of the FLDOE Commissioner’s Leadership Academy.
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,	PAEC SAIL Workshop- “ <i>Making Student Learning a Priority</i> ”	<ul style="list-style-type: none"> • Follow up Field Experience with reflection or • Completion of Commissioner’s Leadership Academy • Workshop reflection exercise
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.	PAEC SAIL Workshop “ <i>MTSS Training</i> ”	<ul style="list-style-type: none"> • Participating and Leading the MTSS process with reflection • Workshop reflection exercise
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;	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> • Follow up and reflection with mentor
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> • Follow up and reflection with mentor
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> • Follow up and reflection with mentor
d. Empowers others and distributes leadership when appropriate; and,	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> • Follow up and reflection with mentor
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> • Follow up and reflection with mentor
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;	Mentor 101(mentor and aspiring leader)	<ul style="list-style-type: none"> • Stakeholder survey
b. Provides evidence of delegation and trust in subordinate leaders;	Mentor 101	<ul style="list-style-type: none"> • Stakeholder survey
c. Plans for succession management in key positions;	Mentor 101	<ul style="list-style-type: none"> • Stakeholder survey
d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,	Mentor 101	<ul style="list-style-type: none"> • Stakeholder survey

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e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	Mentor 101	<ul style="list-style-type: none"> Stakeholder survey
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;	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> Follow up and reflection with Supervising Principal/Mentor Shadow High Performing School Principal with reflection
b. Establishes appropriate deadlines for him/herself and the entire organization;	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> Follow up and reflection with Supervising Principal/mentor Shadow High Performing School Principal with reflection
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	SAIL/District In Basket Exercise	<ul style="list-style-type: none"> Follow up and reflection with Supervising Principal/mentor
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	District Training	<ul style="list-style-type: none"> Assist mentor with development of school budget with reflection of training
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;	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> WCG reflection (a-g) Reflection of climate survey results
b. Recognizes individuals for effective performance;	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection; artifacts may include sample recognition programs, newspaper articles, web-sites, social media, etc.
c. Communicates student expectations and performance information to students, parents, and community;	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection

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f. Utilizes appropriate technologies for communication and collaboration; and,	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection to include a review of district technology plan.
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	WCG “Effective Communication Skills”	<ul style="list-style-type: none"> Follow up Field Experience with reflection; copy of faculty/staff meeting agenda/minutes
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.;	PAEC SAIL Workshop- “Legal Issues/Ethical Training.”	<ul style="list-style-type: none"> Workshop reflection
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;	Mentor 101	<ul style="list-style-type: none"> Follow up and reflection with mentor and/or Deliberate Practice Form
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;	Mentor 101	<ul style="list-style-type: none"> Development/revision of School Improvement Plan
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	PAEC Annual Leadership Conference and/or other professional leadership conferences	<ul style="list-style-type: none"> Follow up and reflection and/or climate survey results; ePDC
e. Demonstrates willingness to admit error and learn from it; and,	Mentor 101	<ul style="list-style-type: none"> Follow up and reflection with mentor
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Mentor 101	<ul style="list-style-type: none"> Annual evaluation

Standard 2: Field Experiences

Field experience activities are designed and implemented to provide opportunities for aspiring principals to apply program knowledge and demonstrate required leadership competencies. The quality and strength of the PCP is dependent upon three essential components:

1. Selecting highly capable people with leadership potential,
2. Providing comprehensive content for the broad knowledge and skills required of today's school principal and,
3. Creating mentoring and coaching content so that training transfers to the school site.

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All candidates will be expected to complete comprehensive duties of the principalship and complete on-the-job experiences [Field Experiences] to apply professional development activities as indicated in the Matrix. [1.2.3] Because some candidates in rural and small school districts are afforded release time versus full-time duties in leadership, the program is designed to take a maximum of two years to complete. If a candidate is in a full-time position or other administrative or quasi-administrative role at the school level, the program may be completed in two years based upon the individual professional development plan. [2.1.1]

Professional Development Opportunities

As part of the PCP, the District encourages and funds specific professional development training opportunities for the PCP participants to attend. Participants will be notified when opportunities arise. Included (however, not limited to) each year are:

- PAEC Summer Leadership Conference,
- PAEC Educational Leadership Academy,
- The Assistant Principal's Conference,
- DOE and Professional Partners – Academies, Conferences, Workshops,
- SACS Review Training,
- ESOL for Administrators,
- Facilitative Leadership,
- Classroom Walk-Through Training,
- Curriculum Standards,
- Other job-embedded trainings to build leadership capacity and demonstrate standards as preparation for district Principals.

Scheduled Activities

The Gadsden PCP is designed to ensure that each completer possesses the required knowledge, skills and professional behaviors relevant for professional practices in school leadership.

The PCP content consists of six sets of scheduled activities:

1. Orientation;
2. Diagnostic Leadership Assessment;
3. On-the-Job Field Experiences;
4. Documentation of required leadership competencies and program components;
5. Support for team goal setting, observations and discussion meetings; and
6. On-going relevant job-embedded training and professional development focused on the FPLS.

- 1. Orientation** – Prior to beginning their roles, all PCP participants and members of the support teams will receive an orientation regarding the program's guidelines, expectations and requirements. A similar orientation will be provided to the School Board and all administrative staff that's involved. The focus for PCP participants will be on the rationale and procedures for the program in addition to leadership

assessments and Florida Principal Leadership Standards. Emphasis will be on all participants regarding their respective roles in the program. The orientation program will be delivered by the Human Resources Director or designee with input from experienced Principals and other appropriate district leaders and system stakeholders.

- 2. Diagnostic Leadership Assessment** – At the beginning of each school year, PCP participants will be administered an assessment activity to determine their relative strengths and areas of development. Each participant will complete a Self-Appraisal using the District Florida Principal Leadership Assessment.

Participants may also be asked to complete personality/leadership characteristics (Gallup Principal Perceiver) and/or technical knowledge assessments at their own expense. Upon request by the PCP participant, results from these additional assessment activities may be considered in determining the special training needs of the participant.

- 3. On-the-Job Field Experience** – Each participant will participate in a comprehensive leadership experience as deemed appropriate to the assessed skill level and be provided an opportunity to further develop the essential leadership skills necessary to transition from an early career/entry level administrator to becoming an effective well-prepared instructional leader. These skills will be demonstrated in a full-time, on-the-job, school-based environment.

- 4. Program Components** – Participants will complete an online Deliberate Practice Plan [DELIBERATE PRACTICE PLAN] via ePDC based on the self-assessment and support team assessment. Prior administrative appraisals may be used where appropriate. Evidence of reflective practices, prescriptive professional development training, as well as evidence of successful on-the-job experiences will be used to document effective demonstration of leadership competencies. The Principal Leadership Standards Rating Form and assignments will be used to further define mastery of required competencies that align with the Florida Principal Leadership Standards.

- 5. Support Team Meetings** – In addition to the guidance provided by the immediate supervising administrator, the participant will also benefit from having a support team. Each participant's support team meets at least three times per year to discuss experiences and progress of training goals and learning objectives. At these meetings, the participant shares critical incidents and/or events experienced on the job and benefits from the formative feedback and counsel provided by the experienced

administrators on the support team. Participants should be encouraged to share both positive and negative learning experiences.

At each meeting, there is a review of progress, suggestions for developmental activities or opportunities for updating the DELIBERATE PRACTICE PLAN and PCP Portfolio.

6. PCP Training - Participants will receive training throughout the PCP experience. This training is based on the Florida Principal Leadership Standards and the functions, role and responsibilities of the principal position in Gadsden County. The primary focus is on individual leadership development that supports faculty building and teacher success that results in improved student growth and achievement. An effort will be made to individualize, to the degree possible, the training for each participant, based upon assessments, inventories, the DELIBERATE PRACTICE PLAN, support team observations and special development training needs. Learning/growth opportunities will include experiences in three basic areas:

1. **Classroom-Based Training** will be provided through a variety of resources, professional organizations, and higher education partners or affiliates. During the first year, these seminars, academies, workshops and online modules will provide research-based knowledge to make candidates aware of the FPLS.
2. **Job Specific Training** will be provided to fully inform the participant of the policies, procedures, and practices essential to the function(s) of a school principal. These may consist of district shadowing experiences, various district orientations and training sessions, to include the PAEC SAIL Academy and conferences/seminars/workshops covering such critical topics as:
 - a. School Finance/Budget/Allocations;
 - b. Curriculum Programs;
 - c. Facilities, Transportation, and Food Service;
 - d. Human Resources and Employment Law;
 - e. ESOL for Administrators;
 - f. Labor Relations and Union Contracts;
 - g. Student Support Services;
 - h. Vocational, Technical, Adult and Career Education;
 - i. Federal and State Programs; legislation governing public school organizations;
 - j. Management Information Services and Technology Resources;
 - k. Exceptional Student Education;
 - l. Professional Development and FLDOE Professional Development Protocol Site Review; Learning Forward (formally National Staff Development Standards);
 - m. Overview of System Organization, Policies, Procedures, and Comprehensive Planning;
 - n. Safety;
 - o. Parental and Community Involvement.

3. **School Site Training/Field Experiences** shall provide the PCP participant with relevant on-the-job learning experiences. These experiences shall take place primarily on site but may include visits to other school sites within or outside of the district. All experience shall be guided by the Supervising Principal/mentor and may include shadowing of other effective experienced principals and/or assignment of projects applicable to the leadership learning process.

The Supervising Principal/Mentor is responsible for assigning the field experiences and providing the PCP participant with opportunities to learn and grow through various methods and avenues on a continuing basis. The participant will periodically update the Supervising Principal regarding selected field experiences and status of learning opportunities reflected by the level of leadership development. The PCP participant may participate in the following learning-teaching roles under the direction of the Supervising Principal/Mentor to use as documentation of the required competencies.

- a. Observation and Demonstration
- b. Delegated Assignment
- c. Supervised Assignment
- d. Cooperative Assignment
- e. Structured Study
- f. Informal Independent Study
- g. Discussion and Reflection

Support Team

To provide an environment for success, each candidate shall be provided a support team consisting of a minimum of three experienced school leaders:

- A high-performing **supervising** principal,
 - Has the primary responsibility of delegating functions and tasks of the principalship.
 - Provides feedback and coaching.
 - May be a retired principal.
 - Guides and supervises aspiring principals during their preparation.
- A **mentor** with principal experience, and
 - May be a retired or active employee in the region willing to devote time to the process and the candidate.
 - May assist the candidate in documenting applied learning from professional development activities.
 - Offers advice and suggestions to aid the development of the candidate.
 - Assists the principal in observing the functions and tasks.
 - Must have appropriate educational background and/or school experience to deliver the required learning opportunities effectively.
- A district instructional leader **support**.

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- Notifies candidate of available professional development activities, which all forms and requirements of the program are completed.
- Assists in documenting performance if requested by the supervising principal.

Each member of the support team shall be provided an orientation to the program, training in assessing and giving feedback on the candidate's performance by completing the PAEC Mentoring and Coaching Program, or by completion of a similar program or the district PCP orientation. The support team shall meet with the candidate a minimum of three times a year, by October 1 and before May 1. Each participant will be required to attend all sessions and keep a journal.

Each of the following plays a significant role in the PCP and has specific responsibilities, but not limited to, the following:

Responsibilities of the Superintendent or Deputy Superintendent

The Superintendent will have the following responsibilities in the PCP:

1. Forward participant's readiness letter to the Human Resources Director;
2. Approve the candidate's support team members recommended by the Supervising Principal;
3. Address any issues that arise during program implementation;
4. Review completed portfolios and discuss candidate's status, accomplishments, and/or performance deficiencies with the Human Resources Director;
5. Assess status, where appropriate, with Supervising Principal, Support Team Members and Human Resources Director to determine successful completion; a one-year extension of the program may be granted under the special circumstances;
6. Make the final Florida School Principal Level II Certification recommendation decision or recommend to drop the participant from the program and non-reappoint as an Assistant Principal; may reassign in non-administrative position for the subsequent school year.

Responsibilities of Human Resources Director

The Human Resources Director or designee will have the following responsibilities in the Principal Certification Program:

1. Coordinate/facilitate PCP guidelines/implementation;
2. Plan/deliver the program orientation session;
3. Participate in the support team training;
4. Provide portfolio materials;
5. Notify candidates of participation in professional development activities, trainings, workshops, conferences and academies relevant to program requirements and job responsibilities;
6. Conduct mid-program review and assessment;
7. Review completed program portfolio for demonstration of leadership competencies and program requirements and sign-off if approved;

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8. Return incomplete program portfolios to participants for further review with Supervising Principal/Mentor and Support Team Members; provide remediation, corrections and/or additional documentation where necessary;
9. Forward portfolio to Superintendent for final review and approval for recommendation of Florida School Principal Level II Certification, program extension, or discontinuance in program and non-reappointment as Assistant Principal;
10. Survey participants, principals and support team for end-of-program assessment and possible revision;
11. Update as necessary to meet state and district requirements.

Responsibilities of the Supervising Principal/Mentor⁴

The Supervising Principal/Mentor will have the following responsibilities in the PCP:

1. Recommend the other administrators for the support team, in consultation with the Superintendent;
2. Submit the letter to the Superintendent naming the team being recommended;
3. Participate in the program orientation and training for support team members;
4. Schedule and conduct the planning meeting for the participant;
5. Complete, in consultation with the other support team members, the FPLS assessment on the participant and assist participant with DELIBERATE PRACTICE PLAN;
6. Facilitate, update, and maintain the PCP Portfolio timeline and requirements;
7. Maintain a Support Team Observation Log [PCP - 12];
8. Schedule, conduct and document the goal review team meetings [PCP - 11];
9. Provide support and assistance to the participant as needed;
10. Complete each of the required ongoing evaluations of the participant;
11. Schedule and conduct the year-end performance review of the participant;
12. Sign and submit the completed portfolio to the Human Resources Director for review and approval to forward to the Superintendent for final recommendation of Principal Certification, extension of program, or discontinuance of program and non-reappointment as Assistant Principal;
13. Complete program assessment survey and return to Human Resources Director.

Responsibilities of Support Team Members [Mentor and District Leader]

The following are responsibilities of the support team members:

1. Participate in the program orientation and training provided for support team members;
 - a. Training for support team members will be determined by the Human Resources Director and may include topics such as Managing Performance, Interaction Management, Conflict Resolution, Coaching and Formative Feedback Skills. Training may be provided by the district or by outside

⁴ The Supervising Principal/Mentor will receive supplemental compensation based on the current supplemental salary schedule at the time that the portfolio is completed and forwarded to the HR Director.

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consultants (regional consortia, FLDOE educational partners, higher education/community business partners, private consulting agencies)

2. Participate in the planning meeting;
3. Provide support, formative feedback and assistance to the participant, as needed based on observations and assessment of performance;
4. Complete Strengths and Developmental Needs Worksheet Form [PCP - 5] in consultation with Supervising Principal and assist participant with DELIBERATE PRACTICE PLAN [PCP-8];
5. Maintain a Support Team Observation Log [PCP - 12];
6. Complete and return program survey/assessment forms [PCP-14], [PCP-15];
7. Attend all goal review meetings, providing feedback and sign-off;
8. Contribute to the ongoing evaluation of the participant;
9. Verify successful completion of program (final sign-off) [PCP-13].

Each support team member will have the responsibility of conducting observations of those skills which he/she was assigned during the planning meeting. The observations will occur in accordance with the schedule agreed upon at the planning meeting. It is anticipated that each team member will complete at least one observation per semester; however, the supervising principal should observe the participant often throughout the year.

The support team member should conduct the observation in an informal manner and in the spirit of providing assistance and formative feedback to the participant. The team member should remember that his/her role is primarily one of support and feedback, not formal/summative evaluation.

The results of each observation should be recorded in the Support Team Observation Log [PCP-12] by the support team member. Entries in the log should include the date of the observation, the observation setting, the competency or goal being observed, and a brief summary of what was observed. A copy of each support team member's log will be included in the portfolio at the subsequent support team meeting.

Responsibilities of the PCP Participant

The following are responsibilities of the participant regarding the PCP:

1. Read and sign PCP Letter/Statement of Understanding regarding program requirements;
2. Discuss the PCP expectations and requirements with the supervising principal and submit program participation request letter to Superintendent and HR Director indicating readiness to begin the program;
3. Participate in the orientation provided for all PCP participants;
4. Attend and participate in the planning meeting;
5. Complete Participant Self-Appraisal;
6. Initiate work on DELIBERATE PRACTICE PLAN and goal setting collaboratively with Supervising Principal and Support Team; provide feedback regarding program needs/concerns and field experiences/learning opportunities;

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7. Maintain a log of activities/accomplishments using the Leadership Standards Competency Logs and provide relevant supporting evidence behind the appropriate log;
8. Attend and participate in all review meetings;
9. Participate in the individualized training opportunities identified by the Supervising Principal and support team and/or recommended by the Human Resources Director;
10. Complete all additional required assignments to demonstrate Florida Principal Leadership Standards and to meet program requirements;
11. Attend and participate in the year-end performance review;
12. Successfully demonstrate mastery of each of the leadership standards striving to attain an overall “Effective” rating on final summative assessment;
13. Achieve significant progress toward accomplishing all individual goals;
14. Complete program assessment survey and return to Human Resources Director.
15. Prepare and deliver an Action Research Power Point to the district support team at conclusion of principal certification program

Preparing for the Planning Meeting

The following steps will occur prior to the initial planning meeting of the PCP participant and support team.

1. Within the first 10 workdays following appointment as a participant, the Supervising Principal will identify the support team members.
2. Within the first 20 workdays following appointment, the Supervising Principal/Mentor will notify the participant and support team members of the time and place for the planning meeting.
3. Prior to the planning meeting the Supervising Principal/Mentor will collect the data necessary to complete a diagnostic profile on the participant. The Supervising Principal/Mentor will provide as many of the following data sources as are available:
 - a. Assessment results;
 - b. Personality and/or leadership inventory results;
 - c. Previous performance appraisal results;
 - d. Interview with the participant’s previous supervisor;
 - e. Technical knowledge assessment results;
 - f. Targeted selection interview results;
 - g. Interview with the participant;
 - h. Personal knowledge of participant’s previous assignments and work style.
4. Prior to the planning meeting, the supervising principal/mentor will convene a meeting of the entire support team. The supervising principal will share with the team all the diagnostic information available on the participant, and the team will collaborate on the completion of The Strengths and Developmental Needs Worksheet [PCP-5].
5. Prior to the planning meeting, the supervising principal/mentor will ask the participant to complete a self-appraisal of strengths and developmental needs, using

the PCP Participant Self-Appraisal Form [PCP-6]. The participant will bring the completed self-appraisal form and learning inventory report to the planning meeting.

Conducting the Planning Meeting

Within the first 30 workdays following acceptance into the program, each participant will meet with his/her support team for an initial planning meeting. The following activities will occur during the initial planning meeting.

1. The participant will be asked to share the results of his/her self-appraisal. Previous performance appraisals may also be considered.
2. The participant and support team members will review the Strengths and Developmental Needs Worksheet [PCP-5] and PLI. The support team members and the participant will discuss past experiences, the lack of experience in each leadership competency area may indicate a developmental need. For instance, if the participant has not had experience with developing budgets, this would indicate a developmental need which the DELIBERATE PRACTICE PLAN [PCP-8] would need to address.
3. The support team will identify three to six goals related to the participant's developmental needs.
4. The support team and participant will identify the specific training/leadership developmental experiences which will be provided. This information will be recorded on the DELIBERATE PRACTICE PLAN [PCP-8].
5. The support team will review with the participant the Leadership Standards for Entry Level/Early Career Principal based on the FLDOE Florida Principal Leadership Standards. The purpose of this activity is to assure that the participant is aware of his/her specific performance expectations as they align with the competency level of leadership program standards. The support team will review with the participant the criteria that will be applied in reaching a decision regarding Florida School Principal Certification. Certification Eligibility requires:
 - a. A satisfactory rating or above on each of the leadership standards (performance appraisal and program requirements);
 - b. Demonstrate significant progress on all the DELIBERATE PRACTICE PLAN [PCP-8] goals;
 - c. Complete all activities and assignments that demonstrate competency in each of the leadership standards;
 - d. Receiving supervising principal/mentor and support team "sign-off;"
 - e. Receive program portfolio approval by the Human Resources Director; and
 - f. Receive final approval and recommendation for Principal Certification by the Superintendent.
6. The support team members will discuss and agree upon what observations each team member will make and how those observations will contribute to decisions regarding whether mastery of the leadership standards have been demonstrated.
7. The participant and support team members will agree upon a meeting schedule. This meeting schedule will vary based on the participant's past experiences and identified

developmental needs. However, as a minimum, the participant and the support team will be scheduled to meet three times per year.

8. The participant and support team will complete a PCP Support Meeting Schedule Form [PCP-11]
9. Upon completion of the planning meeting, the following materials will be placed in the PCP Portfolio:
 - a. A copy of the completed Strengths and Developmental Needs Worksheet [PCP-5] and the PLI report;
 - b. A copy of the Meeting Schedule Form [PCP-11];
 - c. A copy of the DELIBERATE PRACTICE PLAN [PCP-8];
 - d. A copy of the Self-Assessment [PCP-6] using the Appraisal Form.

Conducting the PCP Meetings

PCP meetings will occur at least three times a year. During each of the meetings, the following activities will occur: [1.2.4]

1. The support team members will meet without the participant present to discuss information related to his/her performance. At these meetings, the support team members also will discuss the participant's performance relative to the competencies listed on the Florida Principal Leadership Standards. Any area(s) where the participant has demonstrated competence will be rated by the supervising principal. Also, to be noted are areas where the participant has either: (1) not demonstrated satisfactory performance and/or (2) demonstrated unprofessional, inappropriate, and/or unacceptable behavior.

One purpose of these meetings will be to provide an opportunity for each support staff member to share with other support staff members the results from the observations he/she conducted since the planning meeting or previous PCP meeting. Based upon these observations, the support staff members will plan their strategy for providing feedback to the participant.

2. The participant will then meet with the support team members. This segment of the meeting will begin with the participant sharing information relative to his/her self-assessment of progress. The participant will: (1) share areas of accomplishment, (2) identify specific leadership standards which he/she believes have been demonstrated; and (3) identify any areas where he/she is experiencing difficulty or requests further development.
3. The supervising principal/mentor will share with the participant the support team members' perceptions concerning the same three areas (listed in #2 above) where the participant conducted his/her self-assessment and completed the learning inventory.
4. The support team and participant will update the DELIBERATE PRACTICE PLAN. Updating will require:

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- a. Indicating any observed progress relative to a developmental need,
- b. Identifying new training/developmental experiences relative to a previously identified developmental need, and/or identifying new developmental needs.

The supervising principal may also use the performance appraisal ratings results to modify the DELIBERATE PRACTICE PLAN.

5. Additional activities and assignments will be discussed and implemented where further development is indicated. The Leadership Competency Rating Form and associated indicators will provide the opportunity to enhance required Leadership Standards to meet program requirements.
6. The support team and participant will verify the date for the next PCP meeting.
7. By the end of each PCP meeting, the following notations or entries will be made in the PCP Portfolio:
 - a. The DELIBERATE PRACTICE PLAN will have been updated;
 - b. Support Team Observation Logs [PCP-12] will have been added;
 - c. Supportive evidence of performance competency may have been added by either the participant or support team members.

The PCP Portfolio

Each participant will have a PCP portfolio. The portfolio will be originated during the planning meeting and will be updated at each PCP meeting. The supervising principal will have responsibility for facilitating, updating and managing the program portfolio requirements. The PCP participant will maintain responsibility for collecting evidence to demonstrate competency in the required leadership standards and demonstrating through leadership performance their ability to become an effective Principal. [1.2.5, 1.2.6]

The portfolio will consist of a notebook or file into which the following materials will be placed:

1. A copy of the documents use in the planning meeting [PCP-1, PCP-3, PCP-4, PCP-5];
2. Assessment, inventory forms and information;
3. DELIBERATE PRACTICE PLAN;
4. Copies of all Support Team Observation Logs [PCP-12]
5. Any required materials, products, or evidence which exemplify the participant's performance (other documentation may be at the discretion of the supervising principal, participant or support team members);
6. A copy of the FPLS Assessment Form [PCP-6];
7. A copy of the Florida School Principal Certification Recommendation Form (PCP-13).

End of Principal Certification Program [PCP] Participant Evaluation

The following procedures will be used to conduct the evaluation of the PCP for each participant. [1.3.1]

1. The Supervising Principal/Mentor will finalize rating the leadership standards and competencies from the FPLS Assessment Form [PCP-6]. A “Needs Improvement” ratings after year one will be given opportunities for correction and/or further development throughout the program and prior to final program evaluation; various leadership development training sources (WCG online modules/ASAP, higher education collaborative training partnerships, leadership academies, professional conferences, district-driven professional development requirements, etc.) will be used to assess and assist the participant in meeting required leadership program competencies and/or individual program extension remediation plans.
2. The Supervising Principal/Mentor will schedule a final summary PCP review meeting; participants will include only the Supervising Principal and the PCP participant.
3. The Supervising Principal/Mentor will share with the participant during the final summary PCP meeting the rating results from the FPLS Assessment Form [PCP-6] as well as results of previous additional opportunities for development, where appropriate.
4. The Supervising Principal/Mentor will give the participant an opportunity to discuss their program success or needs and present information or documentation that reflects a different level of performance should the participant not agree with any of the ratings.
5. The participant will have an opportunity to include a statement to accompany the form if he/she so desires.
6. The Supervising Principal/Mentor will complete the Florida School Principal Certification Recommendation Form [PCP-13]; support team members will be asked for input into the final approval process indicated by their signatures.
7. The Supervising Principal/Mentor will insert in the PCP Portfolio the completed copy of the FPLS Assessment Form [PCP-6] and the Florida School Principal Certification Recommendation Form [PCP-13].
8. The completed portfolio will be forwarded to the Human Resources Director for review of program components and subsequently to the Superintendent for approval.
9. The Superintendent will make the final decision regarding recommendation for Level II Florida School Principal Certification.
10. If the PCP participant is not recommended for certification (due to extenuating circumstances determined by Supervising Principal/Mentor, Human Resources Director, Support Team or Superintendent) the Superintendent may allow the participant one additional year to complete the program’s requirements, either with the same support team or a new team.

Administrator Training

New demands for school leaders and the changing face of school leadership require specialized knowledge and skills of Principals. The ongoing process of producing effective

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instructional school leaders who demonstrate standards that affect school change, prioritize faculty development and impact student achievement involves continuous leadership development on behalf of the learner, the supervising administrator, and the district.

Training for administrators will focus on providing relevancy in the standards for school leaders as well as ongoing support of Principals as instructional leaders. In accordance with the Florida Department of Education's William Cecil Golden Leadership Development Program, Florida Principal Leadership Standards, and the School Board of Gadsden County Leadership Program, leadership development opportunities appropriate for individuals' experiences and developmental needs will be provided for all levels of administrators. Results from Performance Appraisals, legislative mandates, School Improvement Plans and DELIBERATE PRACTICE PLANS will also be used to identify district-wide leadership professional development training needs. Periodic interest surveys and needs assessments for professional training topics will be conducted to assist in the Human Resources, Recruitment, and the Professional Development Department's planning process for professional development offerings.

Administrator Recertification

All school-level and certain district-level administrators are expected to hold and maintain a valid five-year Educator's Certificate reflecting the appropriate administrative coverage. District and/or PAEC in-service workshops and ongoing professional development training, conferences, and courses may be used to accumulate the required 120 in-service points to renew the administrator's Florida Educator Certificate. Professional Development components aligned with the Florida Principal Leadership Standards and may be listed and described in the district's Master In-service Plan. The ePDC is used to notify, register and record activities that result in the assignment of in-service points for certificate renewal.

Standard 3: Program Effectiveness

"Continuous improvement and professional growth" is the guiding philosophy of the Gadsden observers/evaluators and personnel, is critical to program evaluation. The Principal Certification Program [PCP] is designed to ensure that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by an annual submission of an intuitional program evaluation plan [eIPEP] that includes specific data for program candidates and completers. [1.3]

Participant and program survey/assessment forms [PCP 14-16] will be completed by the PCP participant/AP or the first-year Principal (after completing the program) and the supervising New Principal Mentor.

The compilation of results of participant and program surveys/assessments, as well as the participant's performance appraisal/leadership assessment will be used to plan, strengthen and further define program components and leadership development opportunities. When appropriate, a committee comprised of various program stakeholders may be convened to review program data and make necessary revisions for continuous improvement. The

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Superintendent and School Board will be apprised of revisions and results of program assessment.

The Human Resources Director will gather data on specific elements of the Florida School Leader Assessment and the PCP. Feedback is used to improve the quality of future actions or depth of understanding on performance expectations and program goals. The following represents the means of gathering feedback through specific surveys, purpose, timelines and target audience.

PCP Evaluation	Purpose	Timeline/Deadline	Target
A. Orientation Survey	Evaluation of PCP Orientation	Immediately after PCP Orientation	PCP Program Participants and Supervising Administrators
B. PCP Administrator Survey	Evaluation of PCP Effectiveness	End of Each Year of PCP	AP/New Principal/PCP Participant
C. First Year Principal Survey	To be completed by PCP Participant after first year of principalship	Effectiveness of PCP Program	First year principal

The following surveys [PCP 14-16] will be distributed as indicated in the chart above:

PCP-14: Evaluation of PCP Orientation

To be completed by PCP Program Participants and Supervising Administrators.

Directions: Please reflect on your experience with today’s session and rate the experience by placing an “x” in the appropriate column following each item.

	Highly Effective	Effective	Needs Improvement	Unsatisfactory
Extent in which the session advanced my knowledge about the program.				
Extent to which I was actively engaged as a learner.				
Extent to which I am confident about being a program participant.				
Extent to which the training provided an appropriate level of interaction with other participants.				
Extent to which training material was helpful to my learning.				
Extent to which I believe I will be supported through follow-up and help by the project staff.				
Overall Rating of the Session				

Return completed form to Human Resources Director.

PCP-15: Administrator Survey of the Principal Certification Program

PCP-15: Administrator Survey of the Principal Certification Program

To be completed during year following PCP completion by PCP participant.

Completer _____ School/Site _____

Dates of Program _____ - _____

Current Position _____ Date _____

Note: All comments are welcome. If a rating of Needs Improvement/Unsatisfactory is given, you must give an appropriate explanation of how that component can be improved upon.

	HE	EF	NI	U
1. The requirements of my Principal Certification Program were aligned with the FPLS.				
2. I received appropriate orientation to the PCP and its requirements.				
3. I received sufficient support and assistance through either a mentor, support team or another administrator.				
4. The requirements of my PCP were relevant to my individual needs in developing leadership capacity and meeting leadership competencies.				
5. A variety of face-to-face, online and combination trainings, classes, workshops, and conferences have been made available to me to sustain or enhance my professional growth.				
6. I received sufficient “on-the-job” opportunities and field experiences to better prepare me for the principalship.				
7. My graduate coursework prepared me for the duty requirements and responsibilities of a school board administrator.				
8. I received appropriate feedback from my mentor, support team or other administrator as I completed the PCP.				

Comments:

Return completed form to Human Resources Director.

PCP-16: First Year Principal Survey

Note: To be completed by PCP Completer after first year of principalship.

Name of First-Year Principal: _____ School/Site _____

Year(s) of PCP Program _____ - _____ Year of 1st year Principalship _____

Date _____

	HE	EF	NI	U
1. The content of the PCP provided preparation rated as:				
2. As a first-year principal, I would rate the support and assistance that I received from my Supervising Principal as:				
3. The preparation I received in the PCP enhanced my knowledge, skills and abilities as a new Principal to successfully impact school improvement and student growth should be rated as:				

4. Recommendations for improving the content of the PCP:

5. Recommendations for improving Support Team and Supervising Principal experiences:

6. Please list the challenges encountered during first year as a principal: (Such as: Personnel, Student Discipline, SIP Plans, Data Analysis, Budget, School Law, Legal, Parent Complaints, Extra-curricular, etc.):

7. Recommendations for improving the PCP:

Return completed form to Human Resources Director.

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Annual Human Resources Director Data Collection

The following data will be collected and tracked each year by the Human Resources Director to determine program effectiveness. At the conclusion of each academic year, The Director of Human Resources will collect, monitor and report data on candidates who applied to, were admitted to, and enrolled in the Gadsden PCP.

PCP Applicants & Year Applied	PCP Completer	Year Completed	Year Placed as Principal (In/Out of District)	Annual Evaluation Rating	Honors/School Grades/Etc.
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Program Forms, Required Documents and Due Dates

All program forms will be completed and placed in the PCP Portfolio.

Form	Description	Due Date
PCP-1	Participant Information	August 30
PCP-2	Welcome Letter and Statement of Understanding	August 30
PCP-3	Protocol/Checklist	N/A
PCP-4	Timeline for Leadership Development	N/A
PCP-5	Strengths and Developmental Needs Worksheet (<i>The Supervising Principal and Support Team Members collaboratively determine the participant's Strengths and Developmental Needs based upon response on the PLI and Self-Appraisal Form directly aligned with FPLS.</i>)	September 15
PCP-6	Participant Self-Appraisal Form – Completes FPLS Principal Appraisal Short-Form	August 30
PCP-7	PAEC SAIL Application	August 30
PCP-8	DELIBERATE PRACTICE PLAN – This is an on-going reflective process which will be updated through-out the two-year program; the participant will initially develop the DELIBERATE PRACTICE PLAN based on the PCP-5, PCP-6 and PCP-7(PLI).	September 30
PCP-9	Leadership Standards Assessment Matrix – This document will be used by the Supervising Principal to define the methods used to determine the levels of leadership competency attained after year one in the program; ratings will be based upon observations, field experiences, and completion of professional development activities associated with the developmental needs of the participant. Recommendations for further development will be listed and	On-going – to be completed by the end of the program.

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	at the end of year two in the program, final satisfaction of recommendations will be indicated.	
PCP-10	FPLS Documentation log to list activities and place support documents (evidence and products) behind each corresponding log.	Ongoing – documentation of evidence for each FPLS.
PCP-11	Support Meeting Schedule Form – To be completed by Supervising Principal or Support Team Member at each meeting. Program requires at least 3 meetings per year.	Complete at each meeting
PCP-12	Support Team Observation Log – To be completed by Support Team Member for each observation made. Team Members will conduct observations at least once per semester. Supervising Principal observations will be regular and ongoing.	Complete after each observation.
PCP-13	Florida School Principal Certification Recommendation – This form will be completed by the Supervising Principal and participant’s support team; upon submission of PCP Portfolio recommendation form to the HR Director.	Complete at Final Review.
PCP-14	Evaluation of PCP Orientation	Immediately following PCP Orientation
PCP-15	Administrative Survey of PCP	End of 1 st year of PCP
PCP-16	First Year Principal Survey	Following 1 st year as principal by PCP completer

PCP-1: Preparing New Principals Program

Participant Information

Biographical Information

PCP Participant Name _____

Title _____ School _____

School Year 20____ - 20 ____

Beginning date of PCP Program _____ 20 ____

Completion date of PCP Program _____ 20 ____

Support Team Members _____

Supervising Principal _____

Support Team Member _____

Support Team Member _____

Please send a copy of this completed form to the Gadsden County Human Resources Director.

PCP-2: Welcome Letter and Statement of Understanding

Welcome Principal Certification Program [PCP] Participant,

The Gadsden County School District Level II Principal Certification Program (PCP) is designed as an 18-24-month leadership training program for new Assistant Principals and/or Principals to develop knowledge and skills that characterize effective and highly competent instructional leaders.

The program focus is based on state and district requirements aligned with the Florida William Cecil Golden Program and the Florida Principal Leadership Standards and will provide orientation, support and assistance to new administrative employees who qualify for the program. Program components will include job specific responsibilities and organizational experiences and expectations that promote a positive school climate, develop classroom teachers and leaders, improve student growth and achievement, and provide opportunities for professional career goals and continuous improvement of the individual, program, and organization.

The timeline that it takes to achieve Level II Principal Certification is dependent upon the participant's comprehensive experience as it directly relates to his/her specific job responsibilities and the individual's ability to successfully demonstrate the leadership competencies as outlined in the PCP requirements. Options are available to request an extension of the training program should extreme circumstances exist that prohibit successful completion with the two-year time.

Final recommendations for successful program completion are made by the Supervising/Mentor Principal with input from Support Team Members and the Human Resources Director. Subsequently, successful completion of the PCP will lead to the Superintendent's recommendation of Level II Principal Certification.

Reappointment in an AP position for the school year immediately following completion of the PCP is contingent upon meeting the requirements below:

- Effective overall performance appraisal ratings during the PCP,
- Successful completion of program/portfolio requirements documenting leadership competency in all program areas,
- Recommendation by Supervising Principal/Mentor, Support Team and Human Resources Director, and
- Superintendent's approval and recommendation for Level II Principal Certification.

Failure to successfully complete the leadership training program will result in a recommendation for withdrawal from the program and will affect the participant's eligibility for reappointment as an AP in the district.

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The PCP was developed and structured to help ensure that the program participant receives the necessary support and assistance to become an effective instructional leader prepared to serve in a Principal position. Therefore, it is the school district's desire and intent to fully support your beginning administrative experience and provide you with the tools and resources you need to demonstrate and enhance your leadership skills. We welcome your participation in the PCP and invite you to contact us if you have any questions and/or concerns.

Respectfully,

Roger P. Milton
Superintendent

Pauline West
HR Director

My signature below signifies that I have read and understand the conditions and requirements of the PCP described above.

PCP Participant Signature

Date

PCP-3: Level II Principal Certification Program (PCP) Protocol Checklist



CHECKLIST

Participant	Writes a letter to the Superintendent indicating intent to participate in the district PCP and complete PAEC Sail application with supporting documentation attached. (cc: District Human Resources Director/PAEC SAIL Facilitator)
Participant	Signs Statement of Understanding
Supervising Principal/Mentor	Meets with Human Resources Director and recommends other administrators for Support Team (with Superintendent's approval)
Supervising Principal/Mentor	Submits Support Team names – in writing – to Superintendent.
Human Resources Director	Schedules/conducts orientation meeting for PCP participant (Participant, Supervising Principal and Human Resources Director must attend.)
Participant	Completes Participant Information Form in Portfolio [PCP-1].
Supervising Principal/Mentor	Schedules/conducts planning meetings for PCP participant and Support Team (follow requirements in program guidelines).
Participant	Completes Self-Appraisal (PCP-6).
Participant	Works with Support Team to complete Strengths and Developmental Needs Worksheet [PCP-5]
Participant	Begins online DELIBERATE PRACTICE PLAN [PCP-8] with input from Support Team based on assessments.
Participant and Support Team	Completes the Goal Review Form [PCP-5] for each area of development on the DELIBERATE PRACTICE PLAN and PCP-8 /Self-Appraisal (should set @ least 3 goals).
Supervising Principal/Mentor & Support Team	Works together to complete (as ongoing process) and FPLS Assessment Form [PCP-6) after year one and again at the end.
Supervising Principal	Maintains/updates and oversees and the PCP Portfolio with participant and Support Team Members.
Participant & Support Team	Maintains the Support Team Schedule Form [PCP-11) and the Support Team Observation Log [PCP-12)
Supervising Principal	Schedules and conducts Support Team meetings.

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	Participant	Works on completing ALL program requirements. MUST provide verification of completion of all courses to receive PCP and/or in-service credit.
	Supervising Principal/Mentor & Support Team	Completes ALL required Support Team meetings, observations and evaluations as required in program guidelines.
	HR Director	Surveys participants, Principal and Support Team for mid-program review of standards assessment.
	Participant	Completes, if determined by Principal, additional requirements in identified areas.
	Supervising Principal/Mentor	Reviews and finalizes Competency Dimensions and verifies successful demonstration by signing the FPLS Assessment Form (PCP-6) after year and at the end.
	Supervising Principal/Mentor and Participant	Signs Florida School Principal Certification Recommendation Form [PCP-13] and forwards to Human Resources Director.
	Human Resources Director	Reviews, approves, signs PCP program completion form and forward to Superintendent.
	Superintendent	Recommends Level II Principal Certification.

PCP-4: PCP Timeline for Leadership Development

Year ONE	Entry First 30-60 days	Entry to Mid-Year After 60 Days in Program	Mid-Year to End-of-Year
	<ol style="list-style-type: none"> 1. PCP Intent Letter and completed PAEC Sail Application with associated supporting documentation attached to Superintendent /Human Resources Director/PAEC SAIL Facilitator. 2. Sign Statement of Understanding. 	<ol style="list-style-type: none"> 1. Begin Program Leadership Development Training Requirements 2. Begin Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas. 3. Assess Goals/Continue Work on 	<ol style="list-style-type: none"> 1. Continue Leadership Developmental Training Requirements. 2. Continue PCP Portfolio Documentation 3. Continue District PCP activities. 4. Continue Field Experiences 5. Continue Support Team Meetings 6. Continue Observations/Support Team Log

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	<ol style="list-style-type: none"> 3. Supervising Principal Recommends Support Team. 4. Program Orientation for Participant, Supervising Principal, and Support Team Members. 5. Complete Participant Information Form. 6. Support Team/Participant Planning Meeting. 7. Complete Self-Assessment. 8. Support Team Completes Strengths/Needs Worksheet. 9. Begin online DELIBERATE PRACTICE PLAN/Develop Goals with Support Team 10. Assign Field Experiences. 11. Begin PCP Portfolio Documentation. 12. Begin Observations 	<ol style="list-style-type: none"> DELIBERATE PRACTICE PLAN. 4. Continue Support Team Meetings- Feedback and Revision to DELIBERATE PRACTICE PLAN 5. Continue Assigned Field Experiences. 6. Continue Observations and Maintain Support Team Observation Log. 7. Required District Professional Development. 8. Continue PCP Portfolio Documentation. 9. Mid-Year Participant/ Program Review Meeting. 	<ol style="list-style-type: none"> 7. Assess Goals/Revise DELIBERATE PRACTICE PLAN Where Needed 8. Continue Work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas 9. Mid-Program Leadership Standards Competency Indicators Evaluation. 10. Support Team Review Form 11. End of First Year Participant and Program Review Meeting 12. Administrative Performance Appraisal 13. PCP-6 FPLS Standards Assessment.
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Year Two	Beginning	Beginning to Mid-Year	Mid-Year to End-of-Year
	<ol style="list-style-type: none"> 1. FPLS Assessment 2. Determine 2nd year growth/needs areas 3. Assess goals/revise DELIBERATE PRACTICE PLAN where needed 4. Continue work on Principal Leadership Standards and Competency Indicators for Identified Developmental Areas 5. Continue leadership development training requirements. 6. Continue PCP Portfolio documentation. 7. Continue district program PD activities. 8. Continue field experiences. 9. Continue support team meetings. 10. Support Team continue observations/ support team log. 	<ol style="list-style-type: none"> 1. Continue Leadership Development Training requirements. 2. Continue work on Principal Leadership Standards and competency indicators for identified developmental areas. 3. Continue PCP Portfolio documentation. 4. Continue district program PD activities. 5. Continue field experiences. 6. Continue support team meetings. 7. Support team continue observations and support team log. 8. Mid-year participant/ program review. 	<ol style="list-style-type: none"> 1. Continue Leadership development training requirements. 2. Continue work on Principal Leadership standards. 3. Continue District Program PD. 4. Continue field experiences. 5. Complete all requirements for PCP portfolio. 6. Final assessment rating of competency on PCP-6. 7. Support team completes all observations. 8. Final support team meeting/forms. 9. Conduct end of year review. 10. Complete program survey. 11. Supervising Principal submits program completion/ recommendation to Human Resources Director for review. 12. Superintendent recommends for

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			Level II principal certification. 13. PCP Program completer applies for school principal certification. 14. Administrative Performance appraisal.
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PCP-5: Strengths and Developmental Needs Worksheet: FSLA Short Form

PCP-6: Participant Self-Assessment: FPLS Short- Form Worksheet

Participant _____ Date _____

Support Team Member Completing Form _____

Form completed by: _____

(Participant – Self Assessment or Supporting Team Member – Needs Worksheet)

- PCP-5: The evaluator articulates a perspective of strength and growth needs for the leader.
- PCP-6: The self-assessment will be used to specifically identify improvement priorities.

Mark (X) in the appropriate column for a skill area **ONLY** if the participant has a significant strength or significant developmental need in the area listed.

**Florida School Leader Assessment (FSLA)
Conference Summary/Proficiency Status Update - Short Form**

Leader:
Supervisor:
This form summarizes feedback about proficiency on the indicators, standards, and domains marked below based on consideration of evidence encountered during this timeframe:

Domain 1: Student Achievement				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 1.1 – Academic Standards	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.2 – Performance Data	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.3 – Planning and Goal Setting	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 1.4 - Student Achievement Results	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 2.1 - Learning Organization	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.2 - School Climate	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.3 - High Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 2.4 - Student Performance Focus	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 2: Instructional Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.				
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 3.1 - FEAPs	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.2- Standards based Instruction	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.3 - Learning Goals Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.4 - Curriculum Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.5 - Quality Assessments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 3.6 - Faculty Effectiveness	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 4.1 - Recruitment and Retention	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.2- Feedback Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

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Indicator 4.3 - High effect size strategies	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.4 - Instructional Initiatives	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.5 - Facilitating & Leading Prof. Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.6 –Faculty Development Alignments	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 4.7 - Actual Improvement	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 5.1 - Student Centered	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.2 - Success Oriented	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.3- Diversity	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 5.4 - Achievement Gaps	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 3 - Organizational Leadership				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
<i>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 6.1- Prioritization Practices	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.2- Problem Solving.	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.3 - Quality Control	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.4 - Distributive Leadership	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 6.5 - Technology Integration	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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.				
Indicator 7.1- Leadership Team	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.2 - Delegation	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.3 - Succession Planning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 7.4 - Relationships	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
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.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Indicator 8.1 - Organizational Skills	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.2- Strategic Instructional Resourcing	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 8.3 – Collegial Learning Resources	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Proficiency Area 9 - Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				

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Indicator 9.1— Constructive Conversations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.2 - Clear Goals and Expectations	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.3 - Accessibility	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 9.4 - Recognitions	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Domain 4 - Professional and Ethical Behaviors				
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory				
Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on an indicator, assign a proficiency level by checking one of the four proficiency levels. If not being rated at this time, leave blank.</i>				
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 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.				
	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.1 – Resiliency	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.2 - Professional Learning	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.3 - Commitment	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Indicator 10.4 – Professional Conduct	<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

NOTES:

PCP-7: PAEC SAIL Level II Application

<p>Commitment If selected to be a member of the “PAEC SAIL Level II Preparation Academy”, I understand I am making a commitment for 10 months. In order to successfully complete the Level I Aspiring Leaders program, I agree to participate in all scheduled sessions and understand attendance is required. I am required to meet the State Board Rule: 6A.5.081 and PAEC entrance requirements before entering the program.</p>		
<p><input type="checkbox"/> IMPORTANT: Please place an X in the box if you agree to the above commitment. Do not proceed unless you agree to comply with the above statement.</p>		
<p>Date: _____</p>		
<p>Please complete the following and save before proceeding to each section. Use the tab key or arrow to move between fields.</p>		
<p>INDIVIDUAL INFORMATION:</p>		
Last Name:	Personal Information #:	
First Name:	Middle Initial:	
School/Department:	Position:	
Home Street Address:		
City:	State:	Zip:
Home Phone: N/A	Cell Phone:	
Work Phone:	Extension:	
Email Address:		
<p>TEACHING EXPERIENCE/CERTIFICATION</p>		
Years of Teaching Experience:		
What is your highest degree?		
<p>Check the certification on your teaching certificate: _____ Ed. Leadership, _____ Educational Administration or _____ Administration-Supervision (One of these certification areas is mandatory to be eligible for the Level I Prep program)</p>	<p>Have passed the FELE <input type="checkbox"/> Yes <input type="checkbox"/> No (If you have not taken or passed the FELE, you are not eligible for the program)</p>	
Certification Area(s)*:		
Have completed all the criteria for admissions? <input type="checkbox"/> Yes <input type="checkbox"/> No		

Attach the following to your application:

- *Attach a copy of your teaching certificate with Educational Leadership, Educational Administration or Administration/Supervision**
- **Attach the last 3 years of your evaluations (must be effective or high effectively)**
- ***Attach 2 reference letters, one from your principal/supervisor.**

Applicant Signature _____

Date _____



*Advancing Schools and Communities for Student Success
 “Every Child, Every Day”*

PCP-8: Deliberate Practice Form (DP) from FSLA

Participant will initially develop the DP based on the PCP-5 and PCP-6 via the District Administrative Evaluation. Feedback from support team, self, and a completed PLI will provide substance for the DP. A printed copy should be included in the PCP Portfolio and should be updated throughout the PCP process.

Deliberate Practice: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the FSLA Domain Scores to determine a summative leadership score.

Deliberate Practice (DP) Proficiency Area(s) and Target(s) for School Leader Growth
<p><u>Deliberate Practice Priorities:</u> The leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended.</p> <ul style="list-style-type: none">• The target of a deliberate practice process describes an intended result and will include “scales” or progress points that guide the leader toward highly effective levels of personal mastery;• The leader takes actions to make discernible progress on those priority goals; monitors progress toward them, uses the monitoring data to adjust practice, and provides measurable evidence of growth in personal mastery of the targeted priorities.• The evaluator monitors progress and provides feedback.• <u>The targets are “thin slices” of specific gains sought</u> – not broad overviews or long term goals taking years to accomplish.• Deliberate practices ratings are based on comparison of proficiency at a “start point” and proficiency at a designated “evaluation point”. The start point data can be based on a preceding year FSLA evaluation data on a specific indicator or proficiency area, or determined by school leader and evaluator either at the end of the preceding work year or at the start of the new work year in which the DP targets will be used for evaluation. <p><u>Relationship to other measures of professional learning:</u> Whereas FSLA indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and indicator 10.2 addresses the leader’s pursuit of learning aligned with a range of school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership practices that impact student learning. The DP learning processes establish career-long patterns of continuous improvement and lead to high quality instructional leadership.</p> <p><u>Selecting Growth Targets:</u></p> <p>Growth target 1: An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.</p> <p>Growth target 2: An issue related to a knowledge base or skill set relevant to instructional leadership selected by leader).</p> <p>Growth target 3-4: Optional: additional issues as appropriate.</p> <ul style="list-style-type: none">• The addition of more targets should involve estimates of the time needed to accomplish targets 1 and 2. Where targets 1 and 2 are projected for mastery in less than half of a school year, identify additional target(s). <p>The description of a target should be modeled along the lines of learning goals.</p> <ul style="list-style-type: none">• A concise description (rubric) of what the leader will know or can do• Of sufficient substance to take at least 6 weeks to accomplish• Includes scales or progressive levels of progress that mark progress toward mastery of the goal. <p>Rating Scheme</p> <ul style="list-style-type: none">• Unsatisfactory = no significant effort to work on the targets• Needs Improvement = evidence some of the progress points were accomplished but not all the targets• Effective = target accomplished• Highly effective = exceeded the targets and able to share what was learned with others

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Sample:

Target: Leader will be able to provide feedback to classroom teachers on the effectiveness of learning goals with scales in focusing student engagement on mastery of state standards.

Scales:

Level 3: Leader develops and implements a process for monitoring the alignment of classroom assessments to track trends in student success on learning goals.

Level 2: Leader develops and implements a process for routinely visits classes and engaging students in discussion on what they are learning and compares student perceptions with teacher's learning goals.

Level 1: Leader can locate standards in the state course description for each course taught at the school and completes the on-line module on Learning Goals (both at www.floridastandards.org) and engages teachers in discussion on how they align instruction and learning goals with course standards.

Deliberate Practice Growth Target

School Leader's Name and Position: _____
Evaluators Name and Position: _____
Target for school year: _____
Date Growth Targets Approved: _____
School Leader's Signature: _____
Evaluator's Signature _____
Deliberate Practice Growth Target #: ____ (Insert target identification number here, the check one category below) <input type="checkbox"/> District Growth Target <input type="checkbox"/> School Growth Target <input type="checkbox"/> Leader's Growth target
Focus issue(s): Why is the target worth pursuing? _____
Growth Target: <i>Describe what you expect to know or be able to do because of this professional learning effort.</i> _____
Anticipated Gain(s): What do you hope to learn? _____
Plan of Action: A general description of how you will go about accomplishing the target. _____
Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor your progress. If you goal 1. 2. 3.
Notes: _____

PCP-10: DP Support Team [Mentor] Documentation Log and Review Form

Directions: The participant and Support Team Members will complete one form for each goal listed on the DELIBERATE PRACTICE PLAN. Goals should be also align with the School Improvement Plan goals. Successful completion of the PCP requires documentation of (via collaborative identification) successful achievement of at least 3 goals.

Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences through the SAIL Academy from an assigned mentor. Mentor will provide feedback and advice, as well as, serve as a resource for effective best practices in instructional leadership.

Participant _____ Date _____

Goal:

Applicable Leadership Competency Area:

Recommended Leadership Development Experiences and/or Activities:

Review Goal, Provide Comments in Goal Status, and Date/Initial:

Goal Review Status Comments: Date ____ Initials ____

Goal Review Status Comments: Date ____ Initials ____

Goal Review Status Comments: Date ____ Initials ____

Lead Questions

THE SITUATION:

- Describe the event, situation or occurrence in an objective manner.
- What is the background of the matter?
- Were there other outside factors impacting the situation?

MY ACTIONS:

- Describe the actions you took in this situation.
- What role did you play in the matter (i.e. leader, facilitator, coach, etc.)?
- What “tools” did you use to examine the situation?
- What Florida Principal Leadership Standards (FPLS) were used?

THE RESULTS:

- Describe the results of your action in this situation.
- What impact did the results of your actions have on other actions of the school?
- Were there any unanticipated consequences? If so, describe.
- Why did it happen the way it did?
- What follow-up actions are needed?

MY LEARNINGS:

- How do I feel about my actions?
- What did I learn from this experience?
- Would I have done anything differently?
- How did I increase my understanding of leadership through this situation?
- Which FPLS were addressed?

Upon Completion of Goal:

Signatures:

Supervising Principal/Mentor _____

Support Team _____

Support Team _____

PCP Participant _____

Date _____

Attach all supporting evidence/documentation behind each Goal in PCP Portfolio.

PCP-11: Support Team Meeting Schedule Form

To be completed by Supervising Principal/Mentor or Support Team Member at each meeting. Program requires at least 3 meetings per year.

Participant _____

Support Team Members _____

Meeting	Date	Support Team Members Initials
Planning Meeting		
PCP Meeting		
PCP Meeting		
PCP Meeting		
PCP Meeting		
PCP Meeting		
PCP Meeting		
PCP Meeting		
End of Program Evaluation Meeting		

Comments:

PCP 12: Support Team Observation Log

Directions: To be completed by Support Team Member for each observation made. Team Members will conduct observations at least once per semester. Supervising Principal observations will be regular and ongoing. Program will NOT be approved until ALL observations are documented.

Participant:

Team Member:

Activity Observed:

Standards/Competencies Observed:

Competencies Met:

Competencies Not Met:

Recommendations (Professional Development/Field Experiences/Etc.)

Additional Comments by Observer

Signature of Observer _____ Date _____

PCP 13: FPLS Certification Recommendation

Participant Name _____

School/Site _____ SY _____

Requirements: (To be completed by Supervising Principal/Mentor)

_____ Participant has received an EF or HE rating on each of the Domains on the FPLS Evaluation.

_____ Participant demonstrated significant progress on his/her Deliberate Practice Goals.

Recommendations:

Supervising Principal/Mentor: Choose applicable statement.

I recommend _____ for School Principal Certification.

I recommend _____ continue to the program for one additional year for the following reason(s):

I recommend _____ withdraw from the training program.

Support Team Members:

I recommend _____ for School Principal Certification.

Print Name _____ Signature _____

Print Name _____ Signature _____

Print Name _____ Signature _____

Summary Statement:

If applicable, please explain reasons for recommendation of extension or withdrawal.

Signatures

We respectfully submit the PCP Portfolio to the Superintendent for approval:

Supervising Principal/Mentor _____ Date _____

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HR Director _____ Date _____

PCP Participant _____ Date _____

Superintendent

Certification Statement

My signature below signifies approval of recommendation of School Principal Certification:

Superintendent's Signature _____ Date _____

Extension Statement

My signature below signifies approval of recommendation of PCP extension for one year.

Superintendent's Signature _____ Date _____

Please return completed form to Human Resources Director.
Human Resources will submit FLDOE BEC e-form.

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.

FPLS Rating Rubrics

Domain 1 - Student Achievement

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards.

Narrative: Student achievement results in the student growth measures (SGM) segment of evaluation represent student results on specific statewide or district assessments or end-of-course exams. The leadership practice segment of the evaluation, through the proficiency areas and indicators in this domain, focuses on leadership behaviors that influence the desired student results.

Narrative: This proficiency area focuses on the leader’s knowledge and actions regarding academic standards, use of performance data, planning and goal setting related to targeted student results, and capacities to understand what results are being obtained. This proficiency area is aligned with Florida Principal Leadership Standard #1.

Narrative: Standards-based instruction is an essential element in the state’s plan of action for preparing Florida’s students for success in a 21st century global economy. This indicator is focused on the leader’s understanding of what students are to know and be able to do. School leaders need to know the academic standards teachers are to teach and students are to master.

Note: Every credit course has specific academic standards assigned to it. Common Core Standards and Next Generation Sunshine State Standards (NGSSS) assigned to each course are found at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Every faculty meeting and staff development forum is focused on student achievement on the Common Core Standards and NGSSS, including periodic reviews of student work. The leader can articulate which Common Core Standards are designated for implementation in multiple courses.	The link between standards and student performance is in evidence from the alignment in lesson plans of learning goals, activities and assignments to course standards. The leader is able to recognize whether or not learning goals and student activities are related to standards in the course descriptions.	Common Core Standards and NGSSS are accessible to faculty and students. Required training on standards-based instruction has been conducted, but the link between standards and student performance is not readily evident to many faculty or students. Assignments and activities in most, but not all courses relate to the standards in the course descriptions.	Classroom learning goals and curriculum are not monitored for alignment to standards or are considered a matter of individual discretion regardless of course description requirements. The leader is hesitant to intrude or is indifferent to decisions in the classroom that are at variance from the requirements of academic standards in the course descriptions. Training for the faculty on standards-based instruction does not occur and the leader does not demonstrate knowledge of how to access standards.

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<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation. Lesson plans are monitored for alignment with correct standards. Agendas, memoranda, etc. reflect leader's communications to faculty on the role of state standards in curriculum, lesson planning, and tracking student progress. Common Core Standards shared by multiple courses are identified and teachers with shared Common Core Standards are organized by the leader into collegial teams to coordinate instruction on those shared standards. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Lesson plans identify connections of activities to standards. Teacher leaders' meeting records verify recurring review of progress on state standards. Students can articulate what they are expected to learn in a course and their perceptions align with standards in the course description. Teachers routinely access course descriptions to maintain alignment of instruction with standards. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 1.1

Highly Effective:	Effective:	Needs Improvement:	Unsatisfactory:
Do you routinely share examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement on the Common Core Standards or NGSSS?	How do you support teachers' conversations about how they recognize student growth toward mastery of the standards assigned to their courses?	How do you monitor what happens in classrooms to insure that instruction and curriculum are aligned to academic standards?	Where do you find the standards that are required for the courses in your master schedule?

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

Narrative: This indicator addresses the leader's proficiency in use of student and adult performance data to make instructional leadership decisions. What does test data and other sources of student performance data related to targeted academic goals say about what is needed? What does data about teacher proficiency or professional learning needs indicate needs to be done? The focus is what the leader does with data about student and adult performance to make instructional decisions that impact student achievement.

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Rating Rubric

<p>Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader can specifically document examples of decisions in teaching, assignment, curriculum, assessment, and intervention that have been made on the basis of data analysis. The leader has coached school administrators in other schools to improve their data analysis skills and to inform instructional decision making.</p>	<p>The leader uses multiple data sources, including state, district, school, and classroom assessments, and systematically examines data at the subscale level to find strengths and challenges. The leader empowers teaching and administrative staff to determine priorities using data on student and adult performance. Data insights are regularly the subject of faculty meetings and professional development sessions.</p>	<p>The leader is aware of state and district results and has discussed those results with staff, but has not linked specific decisions to the data.</p> <p>Data about adult performance (e.g. evaluation feedback data, professional learning needs assessments) are seldom used to inform instructional leadership decisions.</p>	<p>The leader is unaware of or indifferent to the data about student and adult performance, or fails to use such data as a basis for making decisions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Data files and analyses on a wide range of student performance assessments are in routine use by the leader. • Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs. • Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty on instructional improvement needs. • Leader's agendas, memoranda, etc. reflect recurring attention to performance data and data analyses. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers use performance data to make instructional decisions. • Department and team meetings reflect recurring attention to student performance data. • Teacher leaders identify changes in practice within their teams or departments based on performance data analyses. • Teacher leaders make presentations to colleagues on uses of performance data to modify instructional practices. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 1.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you aggregate data about teacher proficiencies on instructional practices to stimulate dialogue about what changes in instruction are</p>	<p>How do you verify that all faculty have sufficient grasp of the significance of student performance data to formulate rational improvement plans?</p>	<p>By what methods do you enable faculty to participate in useful discussions about the relationship between student performance data and the</p>	<p>How much of the discussions with district staff about student performance data are confusing to you and how do you correct that?</p>

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needed in order to improve student performance?		instructional actions under the teachers' control?	
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Indicator 1.3 – Planning and Goal Setting: The leader demonstrates planning and goal setting to improve student achievement.

Narrative: Knowing the standards and making use of performance data is expected to play a significant role in planning and goal setting. This indicator is focused on the leader's alignment of planning and goal setting with improvement of student achievement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader routinely shares examples of specific leadership, teaching, and curriculum strategies that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful new initiatives supported by quality planning and goal setting.	Goals and strategies reflect a clear relationship between the actions of teachers and leaders and the impact on student achievement. Results show steady improvements based on these leadership initiatives. Priorities for student growth are established, understood by staff and students, and plans to achieve those priorities are aligned with the actual actions of the staff and students.	Specific and measurable goals related to student achievement are established, but these efforts have yet to result in improved student achievement or planning for methods of monitoring improvements. Priorities for student growth are established in some areas, understood by some staff and students, and plans to achieve those priorities are aligned with the actual actions of some of the staff.	Planning for improvement in student achievement is not evident and goals are neither measurable nor specific. The leader focuses more on student characteristics as an explanation for student results than on the actions of the teachers and leaders in the system.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Clearly stated goals are accessible to faculty and students. Agendas, memoranda, and other documents reflect a comprehensive planning process that resulted in formulation of the adopted goals. Leader's presentations to faculty provide recurring updates on the status of plan implementation and progress toward goals. Leader's presentations to parents focus on the school goals for student achievement. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Faculty members are able to describe their participation in planning and goal setting processes. Goals relevant to students and teachers' actions are evident and accessible. Students are able to articulate the goals for their achievement which emerged from faculty and school leader planning. Teachers and students track their progress toward accomplishment of the stated goals. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

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Reflection Questions for Indicator 1.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What methods of sharing successful planning processes with other school leaders are most likely to generate district-wide improvements?	How will you monitor progress toward the goals so that adjustments needed are evident in time to make "course corrections?"	How do you engage more faculty in the planning process so that there is a uniform faculty understanding of the goals set?	How are other school leaders implementing planning and goal setting?

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

Narrative: Engagement with the standards, using data, making plans and setting goals are important. This indicator shifts focus to the leader's use of evidence of actual improvement to build support for continued effort and further improvement.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
A consistent record of improved student achievement exists on multiple indicators of student success. Student success occurs not only on the overall averages, but in each group of historically disadvantaged students. Explicit use of previous data indicates that the leader has focused on improving performance. In areas of previous success, the leader aggressively identifies new challenges, moving proficient performance to the exemplary level. Where new challenges emerge, the leader highlights the need, creates effective interventions, and reports improved results.	The leader reaches the required numbers, meeting performance goals for student achievement. Results on accomplished goals are used to maintain gains and stimulate future goal setting. The average of the student population improves, as does the achievement of each group of students who have previously been identified as needing improvement.	Accumulation and exhibition of student improvement results are inconsistent or untimely. Some evidence of improvement exists, but there is insufficient evidence of using such improvements to initiate changes in leadership, teaching, and curriculum that will create the improvements necessary to achieve student performance goals. The leader has taken some decisive actions to make some changes in time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement, but additional actions are needed to generate improvements for all students.	Evidence of student improvement is not routinely gathered and used to promote further growth. Indifferent to the data about learning needs, the leader blames students, families, and external characteristics for insufficient progress. The leader does not believe that student achievement can improve. The leader has not taken decisive action to change time, teacher assignment, curriculum, leadership practices, or other variables in order to improve student achievement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader generates data that describes what improvements have occurred. Agendas, memoranda, and other documents for faculty and students communicate the progress made and relate that progress to teacher and student capacity to make further gains. 		<ul style="list-style-type: none"> Teachers routinely inform students and parents on student progress on instructional goals. Posters and other informational signage informing of student improvements are distributed in the school and community. Team and department meetings' minutes reflect attention to evidence of student improvements. Other impact evidence of proficiency on this indicator. 	

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<ul style="list-style-type: none"> Evidence on student improvement is routinely shared with parents. Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 1.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you share with other school leaders how to use student improvement results to raise expectations and improve future results?	How do you engage students in sharing examples of their growth with other students?	How do you engage faculty in routinely sharing examples of student improvement?	What processes should you employ to gather data on student improvements?

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.

Narrative: This proficiency area is aligned with Florida Principal Leadership Standard #2. A learning organization has essential elements regarding the behavior of people in the organization. When all elements are present and interacting, productive systemic change is possible. This proficiency area is focused on the degree to which learning organization elements exist in the school and reflect the following priorities on student learning:

- Supports for personal mastery of each person’s job focus on job aspects related to student learning
- Team learning among faculty is focused on student learning
- Processes for exploring and challenging mental models that hamper understanding and progress on student learning are in use
- A shared vision has student learning as a priority
- Systems thinking is employed to align various aspects of school life in ways that promote learning

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.

Narrative: Are the elements of a learning organization present among the adults in the school? Are the learning organization elements focused on student learning? Is the system in operation at the school engaging faculty in improving results for under-achieving subgroups? This indicator addresses the systemic processes that make gap reduction possible. Is the leader proficient in building capacity for change?

Note: Indicator 5.4 from Florida Principal Leadership Standard #5 addresses actual success in reducing achievement gaps.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are focused on improving student learning results. Positive trends are evident in closing learning performance gaps among all student subgroups within the school. There is evidence that the interaction among the elements of the learning organization deepen the impact on student learning. The leader routinely shares with colleagues throughout the district the	The leader’s actions and supported processes enable the instructional and administrative workforce of the school to function as a learning organization with all faculty having recurring opportunities to participate in deepening personal mastery of competencies, team learning, examination of mental models, a shared vision, and systemic thinking. These fully operational capacities are focused on improving all students’ learning <u>and</u> closing learning performance gaps among student subgroups within the school.	The leader’s actions reflect attention to building an organization where the essential elements of a learning organization (i.e. personal mastery of competencies, team learning, examination of mental models, shared vision, and systemic thinking) are emerging, but processes that support each of the essential elements are not fully implemented, or are not yet consistently focused on student learning as the priority, or are not focused on closing learning performance gaps among student subgroups within the school.	There is no or minimal evidence of proactive leadership that supports emergence of a learning organization focused on student learning as the priority function of the organization. Any works in progress on personal mastery of instructional competencies, team learning processes, examinations of mental models, a shared vision of outcomes sought, or systemic thinking about instructional practices are not aligned or are not organized in ways that impact student achievement gaps.

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connections between practices and processes)?		their priority function, what gaps do you need to fill in your supporting processes and what leadership actions will enable all faculty and staff to get involved?	Communities, and Lesson Studies)?
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Indicator 2.2 – School Climate: The leader maintains a school climate that supports student engagement in learning.

Narrative: “Climate” at a school is determined by how people treat one another and what is respected and what is not. School leaders who promote a school climate where learning is respected, effort is valued, improvement is recognized, and it is safe to acknowledge learning needs have provided students support for sustained engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader ensures that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school. Respect for students' cultural, linguistic and family background is evident in the leader's conduct and expectations for the faculty. The leader is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students. School-wide values, beliefs, and goals are supported by individual and class behaviors through a well-planned management system.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and recurring monitoring) establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thoughts and actions of all staff and students. Policies and the implementation of those policies result in a climate of respect for student learning needs and cultural, linguistic and family background. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are consistently applied throughout the school.	Some practices promote respect for student learning needs and cultural, linguistic and family background, but there are discernible subgroups who do not perceive the school climate as supportive of their needs. The school climate does not generate a level of school-wide student engagement that leads to improvement trends in all student subgroups. The leader provides school rules and class management practices that promote student engagement and are fairly implemented across all subgroups. Classroom practices on adapting the learning environment to accommodate the differing needs and diversity of students are inconsistently applied.	Student and/or faculty apathy in regard to student achievement and the importance of learning is easily discernible across the school population and there are no or minimal leadership actions to change school climate. Student subgroups are evident that do not perceive the school as focused on or respectful of their learning needs or cultural, linguistic and family background or there is no to minimal support for managing individual and class behaviors through a well-planned management system.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader organizes, allocates, and manages the resources of time, space, and attention so that the needs of all student subgroups are recognized and addressed. There are recurring examples of the leader's presentations, documents, and actions that reflect respect for students' cultural, linguistic and family background. The leader maintains a climate of openness and inquiry and supports student and faculty access to leadership. 		<ul style="list-style-type: none"> Classroom rules and posted procedures stress positive expectations and not just "do not(s)." All student subgroups participate in school events and activities. A multi-tiered system of supports that accommodates the differing needs and diversity of students is evident across all classes. 	

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<ul style="list-style-type: none"> • The school's vision, mission, values, beliefs, and goals reflect an expectation that student learning needs and cultural, linguistic and family backgrounds are respected and school rules consistent with those beliefs are routinely implemented. • Professional learning is provided to sustain faculty understanding of student needs. • Procedures are in place and monitored to ensure students have effective means to express concerns over any aspect of school climate. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Students in all subgroups express a belief that the school responds to their needs and is a positive influence on their future well-being. • Walkthroughs provide recurring trends of high student engagement in lessons. • Student services staff/counselors' anecdotal evidence shows trends in student attitudes toward the school and engagement in learning. • Teacher/student/parent survey or questionnaire results reflect a school climate that supports student engagement in learning. • The availability of and student participation in academic supports outside the classroom that assist student engagement in learning. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 2.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others benefit from your knowledge and skill in establishing and maintaining a school climate that supports student engagement in learning?</p>	<p>What strategies have you considered that would ensure that the school's identity and climate (e.g., vision, mission, values, beliefs, and goals) actually drives decisions and informs the climate of the school?</p> <p>How could you share with your colleagues across the district the successes (or failures) of your efforts?</p>	<p>How might you structure a plan that establishes and maintains a school climate of collaboration, distributed leadership, and continuous improvement, which guides the disciplined thought and action of all staff and students?</p>	<p>What might be the importance of developing a shared vision, mission, values, beliefs, and goals to establish and maintain a school climate that supports student engagement in learning?</p>

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Indicator 2.3 – High Expectations: The leader generates high expectations for learning growth by all students.

Narrative: The leader who expects little from students and faculty will get less than they are capable of accomplishing. “Every child can learn” takes on new meaning when supported by faculty and school leader expectations that students can and will learn a lot...not just a minimum to get by. Expecting quality is a measure of respect.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader incorporates community members and other stakeholder groups into the establishment and support of high academic expectations. The leader benchmarks expectations to the performance of the state's, nation's, and world's highest performing schools. The leader creates systems and approaches to monitor the level of academic expectations. The leader encourages a culture in which students are able to clearly articulate their diverse personal academic goals.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent monitoring schedule) creates and supports high academic expectations by empowering teachers and staff to set high and demanding academic expectations for every student. The leader ensures that students are consistently learning, respectful, and on task. The leader sets clear expectations for student academics and establishing consistent practices across classrooms. The leader ensures the use of instructional practices with proven effectiveness in creating success for all students, including those with diverse characteristics and needs.</p>	<p>The leader creates and supports high academic expectations by setting clear expectations for student academics, but is inconsistent or occasionally fails to hold all students to these expectations. The leader sets expectations, but fails to empower teachers to set high expectations for student academic performance.</p>	<p>The leader does not create or support high academic expectations by accepting poor academic performance. The leader fails to set high expectations or sets unrealistic or unattainable goals. Perceptions among students, faculty, or community that academic shortcomings of student subgroups are explained by inadequacy of parent involvement, community conditions, or student apathy are not challenged by the school leader.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School Improvement Plan targets meaningful growth beyond what normal variation might provide. • Test specification documents and state standards are used to identify levels of student performance and performance at the higher levels of implementation is stressed. • Samples of written feedback provided to teachers regarding student goal setting practices are focused on high expectations. • Agendas/Minutes from collaborative work systems (e.g., Data Teams, Professional Learning Communities) address processes for “raising the bar.” • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Rewards and recognitions are aligned with efforts for the more difficult rather than easier outcomes. • Learning goals routinely identify performance levels above the targeted implementation level. • Teachers can attest to the leader's support for setting high academic expectations. • Students can attest to the teacher's high academic expectations. • Parents can attest to the teacher's high academic expectations. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			

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<input type="checkbox"/> Highly Effective	<input type="checkbox"/> Effective	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 2.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you considered using that would increase the professional knowledge opportunities for colleagues across the school district in the area of setting high academic expectations for students?	How might you incorporate community members and other stakeholder groups into the establishment and support of high academic expectations?	What are 2-3 key strategies you have thought about using that would increase your consistency in creating and supporting high academic expectations for every student?	What might be some strategies you could use to create or support high academic expectations of students?

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.

Narrative: Lots of talk about high expectations, goal setting, working hard, rigor, and getting results is important, but leaders need to know where students' actual performance levels are to be able to track real progress. Knowing annual test results is useful, but it is not enough. What does the leader do to know whether progress is being made or not and whether "mid-course" corrections are required?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Assessment data generated at the school level provides an on-going perspective of the current reality of student proficiency on academic standards. There is evidence of decisive changes in teacher assignments and curriculum based on student and adult performance data. Case studies of effective decisions based on performance data are shared widely with other leaders and throughout the district.	Each academic standard has been analyzed and translated into student-accessible language and processes for tracking student progress are in operation. Power (high priority) standards are widely shared by faculty members and are visible throughout the building. Assessments on student progress on them are a routine event. The link between standards and student performance is in evidence from the posting of	Standards have been analyzed, but are not translated into student-accessible language. School level assessments are inconsistent in their alignment with the course standards. Power (high priority) standards are developed, but not widely known or used by faculty, and/or are not aligned with assessment data on student progress. Student work is posted, but does not reflect proficient work throughout the building.	There is no or minimal coordination of assessment practices to provide on-going data about student progress toward academic standards. School level assessments are not monitored for alignment with the implementation level of the standards. No processes in use to analyze standards and identify assessment priorities. No high priority standards are identified and aligned with assessment practices.

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	proficient student work throughout the building.		
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Documents, charts, graphs, tables, and other forms of graphic displays reflecting students' current levels of performance are routinely used by the leader to communicate "current realities." • Documents, charts, graphs, tables, and other forms of graphic displays reflect trend lines over time on student growth on learning priorities. • Teacher schedule changes are based on student data. • Curriculum materials changes are based on student data. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty track student progress practices. • Students track their own progress on learning goals. • Current examples of student work are posted with teacher comments reflecting how the work aligns with priority goals. • Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

Reflection Questions for Indicator 2.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What data other than end of year state assessments would be helpful in understanding student progress at least every 3-4 weeks?	What data other than end of year state assessments would be helpful in understanding student progress on at least a quarterly basis?	What data other than end of year state assessments would be helpful in understanding student progress on at least a semi-annual basis?	What data other than end of year state assessments would be helpful in understanding student progress?

Domain 2 - Instructional Leadership

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.

Narrative: School leaders do many things. Domain 2 of the FSLA addresses a core of leader behaviors that impact the quality of essential elements for student learning growth. The skill sets and knowledge bases employed for this domain generate 40% of the FSLA Score. The success of the school leader in providing a quality instructional framework, appropriately focused faculty development, and a student oriented learning environment are essential to student achievement.

Narrative: Proficiency Area 3 is focused on Florida Principal Leadership Standard #3 (FPLS). Aligning the key issues identified in the indicators into an efficient system is the leader's responsibility. This area stresses the leader's proficiency at understanding the current reality of what faculty and students know and can do regarding priority practices and goals.

Indicator 3.1 – FEAPs: The leader aligns the school's instructional programs and practices with the Florida Educator Accomplished Practices (Rule 6A-5.065, F.A.C.) and models use of the Florida common language of instruction to guide faculty and staff implementation of the foundational principles and practices.

Narrative: Indicator 3.1 is focused on the school leader's understanding of the Florida Educator Accomplished Practices (FEAPs) and ability to use Florida's common language of instruction. To be effective participants in school, district and statewide communities of practice working collegially for high quality implementation of the FEAPs, educators at the school level must be able to communicate and organize their efforts using the terms and concepts in the FEAPs and the Florida common language of instruction. This indicator is about the school leader's proficiency in making that happen by using a core set of expectations (the FEAPs) and terminology (the common language) to guide and focus teacher discussions on instructional improvements. Florida's common language of instruction is used so that educators in Florida use the core terms in the same way and with a common understanding.

Note: The FEAPs, a FEAPs brochure, and Florida's common language may be explored at <http://www.floridaschoolleaders.org>.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The instructional program and practices are fully aligned with the FEAPs. Faculty and staff implementation of the FEAPs is consistently proficient and professional conversations among school leadership and faculty about instruction use the Florida common language of instruction and the terminology of the FEAPs. The leader's use of FEAPs and common language resources results in all educators at the school site having access to and making use of the FEAPs and common language.	The leader's use of FEAPs content and terms from the common language is a routine event and most instructional activities align with the FEAPs. Coordinated processes are underway that link progress on student learning growth with proficient FEAPs implementation. The leader's use of FEAPs and common language resources results in most faculty at the school site having access to and making use of the FEAPs and common language. The leader uses the common language to enable faculty to	The leader demonstrates some use of the FEAPs and common language to focus faculty on instructional improvement, but is inconsistent in addressing the FEAPs. The leader's use of FEAPs and common language resources results in some faculty at the school site having access to and making use of the FEAPs and common language. There are gaps in alignment of ongoing instructional practices at the school site with the FEAPs. There is some correct use of terms in the common	There is no or minimal evidence that the principles and practices of the FEAPs are presented to the faculty as priority expectations. The leader does not give evidence of being conversant with the FEAPs or the common language. The leader's use of FEAPs and common language resources results in few faculty at the school site having access to and making use of the FEAPs and common language.

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Teacher-leaders at the school use the FEAPs and common language.	recognize connections between the FEAPs, the district's evaluation indicators, and contemporary research on effective instructional practice.	language but errors or omissions are evident.	
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader's documents, agendas, memorandum, etc. make reference to the content of the FEAPs and make correct use of the common language. School improvement documents reflect concepts from the FEAPs and common language. The leader can articulate the instructional practices set forth in the FEAPs. Faculty meetings focus on issues related to the FEAPs. The leader's monitoring practices result in written feedback to faculty on quality of alignment of instructional practice with the FEAPs. The leader's communications to parents and other stakeholders reflect use of FEAPs and common language references. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers are conversant with the content of the FEAPs. Teachers can describe their primary instructional practices using the terms and concepts in the FEAPs. Teachers use the common language and attribute their use to the leader providing access to the online resources. School level support programs for new hires include training on the FEAPs. FEAPs brochures and excerpts from the common language are readily accessible to faculty. Faculty members are able to connect indicators in the district's instructional evaluation system with the FEAPs. Sub-ordinate leaders (e.g. teacher leaders, assistant principals) use FEAPs and common language terms accurately in their communications. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 3.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How are you able to provide specific feedback to teachers on improving proficiency in the FEAPs and/or common language?	How do you recognize practices reflected in the FEAPs and/or common language as you conduct teacher observations?	Do you review the FEAPs and/or common language resources frequently enough to be able to recall the main practices and principles contained in them?	Do you know where to find the text of the FEAPs and common language?

Indicator 3.2 – Standards-Based Instruction: The leader delivers an instructional program that implements the state’s adopted academic standards (Common Core and NGSSS) in a manner that is rigorous and culturally relevant to the students by:

- **aligning academic standards, effective instruction and leadership, and student performance practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals, and**
- **communicating to faculty the cause and effect relationship between effective instruction on academic standards and student performance.**

Narrative: Florida’s plan of action for educating our children for the 21st century is based on standards-based instruction. Course descriptions specify the standards that are to be learned in each course. All of the course content in courses for which students receive credit toward promotion/graduation is expected to be focused on the standards in the course description. This indicator addresses the leader’s proficiency at making sure all students receive rigorous, culturally relevant standards-based instruction by aligning key practices with the state’s academic standards (Common Core, NGSSS, and Access Points). The leader does what is necessary to make sure faculty recognize and act on the cause and effect relationship between good instruction (i.e., research-based strategies, rigorous, culturally relevant,) on the “right stuff” (the state standards adapted based on data about student needs). Note: Course descriptions and the standards for each course may be explored at www.floridastandards.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Processes exist for all courses to ensure that what students are learning is aligned with state standards for the course. The leader has institutionalized quality control monitoring to ensure that instruction is aligned with the standards and is consistently delivered in a rigorous and culturally relevant manner for all students. Teacher teams coordinate work on student mastery of the standards to promote integration of the standards into useful skills. The leader provides quality assistance to other school leaders in effective ways to communicate the cause and effect relationship between effective standards-based instruction and student growth.	Processes exist for most courses to ensure that what students are learning is aligned with state standards for the course. Instruction aligned with the standards is, in most courses, delivered in a rigorous and culturally relevant manner for all students. The leader routinely monitors instruction to ensure quality is maintained and intervenes as necessary to improve alignment, rigor, and/or cultural relevance for most courses. Collegial faculty teamwork is evident in coordinating instruction on Common Core standards that are addressed in more than one course.	Processes exist for some courses to ensure that what students are learning is aligned with state standards for the course. Instruction is aligned with the standards in some courses. Instruction is delivered in a rigorous manner in some courses. Instruction is culturally relevant for some students. The leader has implemented processes to monitor progress in some courses, but does not intervene to make improvements in a timely manner.	There is limited or no evidence that the leader monitors the alignment of instruction with state standards, or the rigor and cultural relevance of instruction across the grades and subjects. The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum and instruction that are culturally, racially, or ethnically insensitive and/or inappropriate. The leader does not know and/or chooses not to interact with staff about teaching using research-based instructional strategies to obtain high levels of achievement for all students.
Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • The leader’s faculty, department, grade-level meeting agendas, minutes, and other documents focus on the alignment of curriculum and instruction with state standards. 		<ul style="list-style-type: none"> • Faculty members routinely access or provide evidence of using content from www.floridastandards.org • Faculty has and makes use of the list of standards associated with their course(s). 	

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<ul style="list-style-type: none"> • School Improvement Plan goals and actions are linked to targeted academic standards. • The leader's presentations to faculty on proficiency expectations include illustrations of what "rigor" and "culturally relevant" mean. • Monitoring documents indicate frequent review of research-based instructional practices regarding alignment, rigor and cultural relevance. • Results of monitoring on research-based instruction are used to increase alignment to standards, rigor, and/ or cultural relevance. • School's financial documents reflect expenditures supporting standards-based instruction, rigor, and/or cultural relevance. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Activities and assignments are aligned with standards applicable to the course and those connections are conveyed to students. • Teachers can describe a school wide "plan of action" that aligns curriculum and standards and provide examples of how they implement that plan in their courses. • Teachers attest to the leader's efforts to preserve instructional time for standards-based instruction. • Teachers attest to the leader's frequent monitoring of research-based instructional practices and application of those practices in pursuit of student progress on the course standards. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures might you establish to increase your ability to help your colleagues lead the implementation of the district's curriculum to provide instruction that is standards-based, rigorous, and culturally relevant?</p> <p>What can you share about your leadership actions to ensure that staff members have adequate time and support, and effective monitoring and feedback on proficiency in use of research-based instruction focused on the standards?</p>	<p>In what ways can you offer professional learning for individual and collegial groups within the school or district that illustrate how to provide rigor and cultural relevance when delivering instruction on the standards?</p> <p>How do you engage teachers in deliberate practice focused on mastery of standards-based instruction?</p>	<p>What might be 2-3 key leadership strategies that would help you to systematically act on the belief that all students can learn at high levels? How can your leadership in curriculum and instruction convey respect for the diversity of students and staff?</p> <p>How might you increase the consistency with which you monitor and support staff to effectively use research-based instruction to meet the learning needs of all students?</p> <p>What are ways you can ensure that staff members are aligning their instructional practices with state standards?</p>	<p>Where do you go to find out what standards are to be addressed in each course? How might you open up opportunities for all students to meet high expectations through your leadership in curriculum and instruction? Do you have processes to monitor how students spend their learning time? In what ways are you monitoring teacher implementation of effective, research-based instruction? In what ways are you monitoring teacher instruction in the state's academic standards?</p>

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Indicator 3.3 – Learning Goals Alignments: 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 rubric to guide tracking progress toward student mastery.

Narrative: “Learning goals” is a high-effect size strategy that uses scales or progressive levels to monitor student growth on the way to mastery of a state academic standard. Learning goals typically take 2-9 weeks of student time to master so are more comprehensive than daily objectives. The essential issue is that the teacher creates “scales” or levels of progress toward mastery of the learning goal. Teacher and students use those scales to track progress toward mastery of the goal(s). This indicator addresses the leader’s proficiency at monitoring and providing feedback on teacher and student use of priority learning goals with scales. The leader is expected to go beyond low levels of monitoring that address whether the teacher provides such goals and attends to the levels of student understanding and engagement with the learning goals. Do the students pursue those goals? Do they track their own progress? Is celebrations of success on learning goals focused on how success was achieved more than that is was obtained?

Note: Beginning in the 2012-13 school year, professional learning about learning goals and sample learning goals may be explored at www.floridastandards.org, www.floridaschoolleaders.org, and www.startwithsuccess.org.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Recurring leadership involvement in the improvement in quality of daily classroom practice is evident and is focused on student progress on priority learning goals. Routine and recurring practices are evident that support celebration of student success in accomplishing priority learning goals and such celebrations focus on how the success was obtained. The leader routinely shares examples of effective learning goals that are associated with improved student achievement. Other leaders credit this leader with sharing ideas, coaching, and providing technical assistance to implement successful use of learning goals in standards-based instruction.</p>	<p>Clearly stated learning goals accompanied by a scale or rubric that describes measurable levels of performance, aligned to the state’s adopted student academic standards, is an instructional strategy in routine use in courses school wide. Standards-based instruction is an evident priority in the school and student results on incremental measures of success, like progress on learning goals, are routinely monitored and acknowledged. The formats or templates used to express learning goals and scales are adapted to support the complexity of the expectations and the learning needs of the students. Clearly stated learning goals aligned to state or district initiatives in support of student reading skills are in use school wide.</p>	<p>Specific and measurable learning goals with progress scales, aligned to the state’s adopted student academic standards in the course description, are in use in some but not most of the courses. Learning goals are posted/provided in some classes are not current, do not relate to the students current assignments and/or activities, or are not recognized by the students as priorities for their own effort. Learning goals tend to be expressed at levels of text complexity not accessible by the targeted students and/or at levels of complexity too simplified to promote mastery of the associated standards. Processes that enable students and teachers to track progress toward mastery of priority learning goals are not widely implemented throughout the school.</p>	<p>Clearly stated priority learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are <u>not</u> systematically provided across the curriculum to guide student learning, <u>or</u> learning goals, where provided, are <u>not</u> aligned to state standards in the course description. The leader engages in minimal to non-existent monitoring and feedback practices on the quality and timeliness of information provided to students on what they are expected to know and be able to do (i.e. no alignment of learning goals with state standards for the course). There are minimal or no leadership practices to monitor faculty practices on tracking student progress on priority learning goals.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative</u></p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or</p>	

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<p><u>examples</u> of such evidence may include, but are not limited to the following:</p>	<p>community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of learning goals with scales to engage students in focusing on what they are to understand and be able to do. • The leader's practices on teacher observation and feedback routinely address learning goals and tracking student progress. • The leader provides coaching or other assistance to teachers struggling with use of the learning goals strategy. • Procedures are in place to monitor and promote faculty collegial discussion on the implementation levels of learning goals to promote alignment with the implementation level of the associated state standards. • Leader's communications to students provide evidence of support of students making progress on learning goals. • Progress monitoring of adult and student performance on targeted priority learning goals is documented, charted, and posted in high traffic areas of the school. • Evidence of the leader's intervention(s) with teachers who do not provide learning goals that increase students' opportunities for success. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Clearly stated learning goals accompanied by a scale or rubric that describes levels of performance relative to the learning goal are posted or easily assessable to students. • Teams or departments meet regularly to discuss the quality of learning goals with scales being employed and adapt them based on student success rates. • Teacher lesson plans provide evidence of the connection of planned activities and assignments to learning goals. • Teacher documents prepared for parent information make clear the targeted learning goals for the students. • Students are able to express their learning goals during walkthroughs or classroom observations. • Students are able to explain the relationship between current activities and assignments and priory learning goals. • Lesson study groups and other collegial learning teams routinely discuss learning goals and scales for progression • Methods of both teachers and students tracking student progress toward learning goals are evident. • Celebrations of student success include reflections by teachers and students on the reasons for the success • Teachers can identify the learning goals that result in the high levels of student learning. • Other impact evidence of proficiency on this indicator
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What specific strategies have you employed to measure improvements in teaching and innovations in use of learning goals and how can you use such measures as predictors of improved student achievement?</p>	<p>What system supports are in place to ensure that the best ideas and thinking on learning goals are shared with colleagues and are a priority of collegial professional learning?</p>	<p>To what extent do learning goals presented to the students reflect a clear relationship between the course standards and the assignments and activities students are given?</p>	<p>What have I done to deepen my understanding of the connection between the instructional strategies of learning goals and tracking student progress?</p>

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Indicator 3.4 – Curriculum Alignments: Systemic processes are implemented to ensure alignment of curriculum resources with state standards for the courses taught.

Narrative: Academic standards are determined at the state level and the curriculum used to enable students to master those standards is determined at the district and school level. Curriculum must be aligned with the standards if it is to support standards-based instruction. Curriculum resources may or may not be fully aligned with the standards assigned to a specific course. The learning needs of students in specific classes may require additional or adapted curriculum materials to address issues of rigor, cultural relevance, or support for needed learning goals. School leaders maintain processes to monitor the appropriateness and alignment of curriculum to standards and intervene to make adjustments as needed to enable students to access curriculum that supports the standards.

Note: Where gaps or misalignments are noted by the processes addressed in this indicator, the leader's actions relevant to Indicator 8.2 (Strategic Instructional Resourcing) should be addressed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards and impact on student achievement and supports replacing resources as more effective ones are available.</p> <p>The leader is proactive in engaging other school leaders in sharing feedback on identification and effective use of curriculum resources that are associated with improved student achievement.</p> <p>Parents and community members credit this leader with sharing ideas or curriculum supports that enable home and community to support student mastery of priority standards.</p>	<p>Specific and recurring procedures are in place to monitor the quality of alignment between curriculum resources and standards.</p> <p>Procedures under the control of the leader for acquiring new curriculum resources include assessment of alignment with standards.</p> <p>Curriculum resources aligned to state standards by resource publishers/developers are used school wide to focus instruction on state standards, and state, district, or school supplementary materials are routinely used that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>Processes to monitor alignment of curriculum resources with standards in the course descriptions are untimely or not comprehensive across the curriculum.</p> <p>Efforts to align curriculum with standards are emerging but have not yet resulted in improved student achievement.</p> <p>Curriculum resources aligned to state standards by text publishers/developers are used school wide to focus instruction on state standards, but there is no to minimal use of state, district, or school supplementary materials that identify and fill gaps, and align instruction with the implementation level of the standards.</p>	<p>There are no or minimal processes managed by the leader to verify that curriculum resources are aligned with the standards in the course descriptions.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> Curriculum is presented to faculty and students as the content reflected in course descriptions rather than the content in a textbook. School procedures for acquisition of instructional materials include assessment of their usefulness in helping students' master state standards and include processes to address gaps or misalignments. Course descriptions play a larger role in focusing course content than do test item specification documents. 		<ul style="list-style-type: none"> Teachers can describe the strengths and weaknesses of primary texts in regard to alignment with standards in the state course description. Students are able to characterize text books and other school provided resources tools as aids in student mastery of course standards. Pacing guides focus assignments and activities planned for students on learning goals and state standards rather than coverage of chapters in a text. 	

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<ul style="list-style-type: none"> • Agendas, meeting minutes, and memoranda to the faculty make evident a focus on importance of curriculum being a vehicle for enabling students to master standards in the course description. • Media center acquisitions reflect a systematic effort to build curriculum supports that support student mastery of content standards at various levels of implementation. • NGSSS and Common Core standards are routinely used to frame discussions on the quality and sufficiency of curriculum support materials. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Documents can be presented that inform of the alignment between curriculum resources and standards for the course. • Teachers can identify supplementary material used to deepen student mastery of standards. • Parent feedback/questionnaire results indicate recognition that the school is focused on standards-based instruction rather than covering topics or chapters. • Student feedback/questionnaire results indicate recognition that the curriculum is focused on what students are to understand and be able to do. • Results on student growth measures show steady improvements in student learning. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What system is in place to ensure that your best ideas and thinking on using curriculum to enable students to master standards are shared with colleagues, particularly when there is evidence at your school of improved student achievement?</p>	<p>What specific school improvement strategies have you employed to measure improvements in teaching and innovations in curriculum that serve as predictors of improved student achievement?</p>	<p>How can you monitor whether the activities and assignments student get that involve use of curriculum resources are aligned with learning goals and standards?</p>	<p>Do you know which standards are addressed in your curriculum?</p>

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Indicator 3.5 – Quality Assessments: The leader ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Narrative: How do we know what our students already know, what they need to know, and how they are doing as we move forward with instruction? The school leader needs “assessment literacy” to address these questions. Where indicator 1.2 addresses the leader’s proficiency in use of student performance data, this indicator focuses on actions taken at the school site to generate interim assessment data and make sure faculty use formative assessment practices to monitor and adjust instruction. Assessment of student progress toward academic standards is an important aspect of tracking student progress. Leaders need to make use of data on interim and formative assessments to guide goal setting and progress monitoring. They need to provide teachers access to quality assessments and promote teacher use of formative assessments as a routine strategy. The leader needs on-going assessment data to inform a variety of decisions regarding such issues as resource allocations, student and teacher schedules, professional learning impacts, and adjustments in plans.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement.</p> <p>Formative assessments are part of the school culture and interim assessment data is routinely used to review and adapt plans and priorities.</p>	<p>The leader systematically seeks, synthesizes, and applies knowledge and skills of assessment literacy and data analysis.</p> <p>The leader routinely shares knowledge with staff to increase students’ achievement. Formative assessment practices are employed routinely as part of the instructional program.</p> <p>The leader uses state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions. These specific and observable changes result in increased achievement for students.</p>	<p>The leader haphazardly applies rudimentary knowledge and skills of assessment literacy and is unsure of how to build knowledge and develop skills of assessment literacy and data analysis.</p> <p>The leader inconsistently shares knowledge with staff to increase student achievement.</p> <p>There is inconsistency in how assessment data are used to change schedules, instruction, curriculum, or leadership.</p> <p>There is rudimentary use of assessment data from state, district, school, and classroom.</p>	<p>The leader has little knowledge and/or skills of assessment literacy and data analysis.</p> <p>There is little or no evidence of interaction with staff concerning assessments.</p> <p>The leader is indifferent to data and does not use data to change schedules, instruction, curriculum or leadership.</p> <p>Student achievement remains unchanged or declines.</p> <p>The leader does not use assessment data from state, district, school, and classroom.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Documents for faculty use that set clear expectations for the use of formative assessments to monitor student progress on mastering course standards • Samples of written feedback provided to teachers regarding effective assessment practices. • Collaborative work systems’ (e.g., data teams, professional learning communities) agendas and minutes reflect recurring engagements with interim and formative assessment data. • Faculty meeting agendas and minutes reflect attention to formative and interim assessment processes. • Classroom walkthrough data reveals routine use of formative assessment practices in the classrooms. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can describe interactions with the leader where effective assessment practices are promoted. • Teachers’ assessments are focused on student progress on the standards of the course. • Teachers attest to the leader’s efforts to apply knowledge and skills of effective assessment practices. • Teachers can provide assessments that are directly aligned with course standard. • Teachers attest to the leader’s frequent monitoring of assessment practices. • Student folders and progress tracking records reflect use of formative data. 	

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<ul style="list-style-type: none"> • Assessment rubrics are being used by the school. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Documents are in use that informs teachers of the alignment between standards and assessments. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you engage other school leaders in sharing quality examples of formative assessment and use of interim assessment data?</p> <p>What procedures might you establish to increase your ability to help your colleagues provide professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How might you engage teacher leaders in sharing quality examples of formative assessment practices with other faculty?</p> <p>How can you provide ongoing professional learning for individual and collegial groups within the district focused on applying the knowledge and skills of assessment literacy, data analysis, and the use of state, district, school, and classroom assessment data to improve student achievement?</p>	<p>How are you systematically seeking, synthesizing, and applying knowledge and skills of assessment literacy and data analysis? In what ways are you sharing your knowledge with staff to increase all students' achievement?</p> <p>In what ways are you using state, district, school, and classroom assessment data to make specific and observable changes in teaching, curriculum, and leadership decisions to increase student achievement?</p>	<p>How are you expanding your knowledge and/or skills of assessment literacy and data analysis?</p> <p>What strategies have you considered that would increase your interaction with staff concerning assessments?</p> <p>How are you using your knowledge and skills of assessment literacy to change schedules, instruction, and curriculum or leadership practices to increase student achievement?</p>

Indicator 3.6 – Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.

Narrative: School leaders are responsible for monitoring the effectiveness of classroom teachers. This indicator addresses the proficiency and focus of the leader’s monitoring processes to maintain awareness of faculty effectiveness and the use of monitoring data to improve student and faculty performance. The focus here is on monitoring teacher use of strategies supported by contemporary research, teacher proficiency on issues contained in the district’s teacher evaluation system, what teachers do to improve student achievement, and faculty proficiency on the FEAPs.

Note: Indicator 3.1 is focused on the leader’s grasp of the FEAPs whereas this indicator focuses on monitoring the faculties’ grasp of the FEAPs. Indicator 4.2 is focused on the leader’s use of monitoring data to provide timely feedback.

Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader’s monitoring process generates a shared vision with the faculty of high expectations for faculty proficiency in the FEAPs, research-based instructional strategies, and the indicators in the teacher evaluation system. The leader shares productive monitoring methods with other school leaders to support district wide improvements.</p>	<p>The leader’s effectiveness monitoring process provides the leader and leadership team with a realistic overview of the current reality of faculty effectiveness on the FEAPs, the indicators in the teacher evaluation system, and research-based instructional strategies. The leader’s monitoring practices are consistently implemented in a supportive and constructive manner.</p>	<p>The district teacher evaluation system is being implemented but the process is focused on procedural compliance rather than improving faculty proficiency on instructional strategies that impact student achievement. The manner in which monitoring is conducted is not generally perceived by faculty as supportive of their professional improvement.</p>	<p>Monitoring does not comply with the minimum requirements of the district teacher evaluation system. Monitoring is not focused on teacher proficiency in research-based strategies and the FEAPs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Schedules for classroom observation document monitoring of faculty. • Records or notes indicate the frequency of formal and informal observations. • Data from classroom walkthroughs is focused on high-effect size strategies and other FEAPs implementation. • Notes and memorandum from follow-up conferences regarding feedback on formal or informal observations reflect attention to FEAPs issues and research-based practices. • Agendas for meetings address faculty proficiency issues arising from the monitoring process. • The leader meets with teachers to provide feedback on their growth in proficiency on instructional strategies. • Leadership team agendas or memoranda focused on issues arising from monitoring. • Principal’s resource allocation actions are adjusted based on monitoring data. 		<ul style="list-style-type: none"> • The teachers document that the leader initiated professional development focused on issues arising from faculty effectiveness monitoring. • Teacher-leader meeting agendas or memoranda reflect follow-up actions based on feedback from leadership monitoring on FEAPs, teacher evaluation indicators, or research-based strategies. • Lesson study, PLC, or teacher team work is initiated to address issues arising from monitoring process. • Teachers can describe the high-effect size instructional strategies employed across the grades and curriculum and how they are adapted in the teacher’s classroom to meet student needs. • Data and feedback from school leader(s) generated from walkthroughs and observations are used by teachers to revise instructional practices. • Other impact evidence of proficiency on this indicator. 	

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<ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 3.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you convey to highly effective teachers specific feedback that would move them toward even higher levels of proficiency?</p> <p>How do you engage highly effective teachers in sharing a vision of high quality teaching with their colleagues so that there is no plateau of "good enough"?</p>	<p>How do you improve your conferencing skills so your feedback to teachers is both specific enough to be helpful and perceived as support rather than negative criticism?</p>	<p>How do you restructure your use of time so that you spend enough time on monitoring the proficiency of instructional practices and giving feedback to be an effective support for the faculty?</p>	<p>How do you improve your own grasp of what the FEAPs require so that your monitoring has a useful focus?</p>

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 provide timely feedback to teachers so that feedback can be used to increase teacher professional practice.

Narrative: This proficiency area is aligned with FPLS standard 4. It moves the focus from “what is the current reality” of faculty proficiency to continuous progress toward what the faculty can achieve with effort and focus.

Indicator 4.1 – Recruitment and Retention: The leader employs a faculty with the instructional proficiencies needed for the school population served.

Narrative: The focus of this indicator is on the leader’s actions to staff the school with the best faculty possible for the needs of the school population. It addresses actions taken to anticipate staffing needs, seek out quality applicants, and efforts to retain quality staff once on the faculty.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader tracks the success of her or his recruitment and hiring strategies, learns from past experience, and revisits the process annually to continually improve the process. The leader engages in a variety of traditional and non-traditional recruitment strategies and then prioritizes based on where they find their most effective teachers. Effective recruiting and hiring practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader works collaboratively with the staff in the human resources office to define the ideal teacher based upon the school population served. The leader is sensitive to the various legal guidelines about the kind of data that can be sought in interviews. A hiring selection tool that helps interviewers focus on key instructional proficiencies that are aligned with the teacher evaluation criteria is developed and effectively utilized. A hiring process is clearly communicated including how staff is involved.</p>	<p>The leader relies on the district office to post notices of vacancies and identify potential applicants. Efforts to identify replacements tend to be slow and come after other schools have made selections. Interview processes are disorganized, not focused on the school’s needs, and do not improve from year to year.</p>	<p>The leader approaches the recruitment and hiring process from a reactive rather than a proactive standpoint. Consequently, the process may not be well thought out, is disjointed, and not aligned with key success criteria embedded within the teacher evaluation documents essential to organizational success. No coherent plan or process is employed to encourage quality staff to remain on the faculty.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> The leader maintains an updated assessment of the instructional capacities needed to improve faculty effectiveness and uses that assessment in filling vacancies. Samples of hiring documents (e.g., posting notices, interview questions with look/listen for’s) that identify highly desirable instructional proficiencies needed in teacher applicants. Documentation that the recruitment and select process is subjected to an in-depth review and evaluation for continuous improvement purposes. 		<ul style="list-style-type: none"> Teachers can describe a hiring process that incorporates a specific focus on essential instructional proficiencies needed for the school population served. Teachers confirm that a critical part of the hiring process includes an evaluation of the effectiveness of the process. Teacher leaders are involved in monitoring staffing needs and providing input to the leader. 	

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Indicator 4.2 – Feedback Practices: The leader monitors, evaluates proficiency, 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.

Narrative: Where indicator 3.6 focuses on monitoring to maintain awareness of faculty effectiveness, this indicator focuses on the use of the monitoring process to provide quality and timely feedback to teachers. The feedback processes need to deepen teacher understanding of the impact of their practices on student learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback. The entire organization reflects the leader's focus on accurate, timely, and specific recognition of proficiency and improvement in proficiency.</p> <p>The focus and specificity of feedback creates a clear vision of what the priority instructional goals are for the school and the cause and effective relationship between practice and student achievement on those priority goals.</p> <p>The leader balances individual recognition with team and organization-wide recognition.</p>	<p>The leader provides formal feedback consistent with the district personnel policies, and provides informal feedback to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of instructional practices.</p> <p>Corrective and positive feedback is linked to organizational goals and both the leader and employees can cite examples of where feedback is used to improve individual and organizational performance.</p>	<p>The leader adheres to the personnel policies in providing formal feedback, although the feedback is just beginning to provide details that improve teaching or organizational performance, or there are faculty to whom feedback is not timely or not focused on priority improvement needs.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than a collegial exchange of perspectives on proficiency.</p>	<p>There is no or only minimal monitoring that results in feedback on proficiency. Formal feedback, when provided, is nonspecific. Informal feedback is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Rubrics that distinguish among proficiency levels on evaluation indicators are used by the leader to focus feedback needed improvements in instructional practice. • Samples of written feedback provided teachers regarding prioritized instructional practices. • Documentation of an instructional monitoring schedule that supports frequent instructional monitoring by the school's administrative staff. • The leader implements a schedule that results in frequent walkthroughs and observation of teaching and learning • School improvement plan reflects monitoring data analyses. • Evidence the leader has a system for securing feedback from teachers specific to prioritized instructional practices. • The leader's use of time results in at least 2 work days a week spent on monitoring instructional issues (i.e. "watching the 		<ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations. • Teachers report recognition as team members and as individuals. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback. • Feedback to teachers, over the course of the year, is based on multiple sources of information (e.g. observations, walkthroughs, videos, self-reflections, lesson studies, PLCs, assessment data,) and from more than one person. 	

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<p>game”) and providing specific and actionable feedback on instructional practices.</p> <ul style="list-style-type: none"> • The leader provides feedback that describes ways to enhance performance and reach the next level of proficiency. • Feedback reflects judgment on proficiency, not just a “yes-no” checklist approach. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Teacher leaders have opportunities to observe colleagues teaching practices and provide feedback. • Feedback and evaluation data is used by teachers to formulate growth plans. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance and that of the school? What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them? To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused and constructive feedback support teachers in improving their instructional practice?</p>

Indicator 4.3 – High effect size strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size strategies.

Narrative: Teaching is a complex process. The “right thing to do” varies with conditions in the classroom. However, teachers need proficiency on a core repertoire of high importance strategies. These are strategies all teachers are expected to be able to use effectively. This indicator is focused on the leader’s proficiency in focusing faculty attention on improvement of those “high effect size” strategies – those with higher probabilities of causing student growth when done correctly and in appropriate circumstances.

Note: Department lists of high-effect size strategies are posted at www.fldoe.org and www.floridaschoolleaders.org

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide positive and corrective feedback on the implementation of high effect size strategies. As a result, the correct and appropriate implementation of high effect size instructional strategies across the curriculum and grades is a routine part of the learning environment for all students.</p> <p>The entire organization reflects the leader’s focus on accurate, timely, and specific recognition of correct and appropriate implementation of high effect size strategies.</p> <p>The leader balances individual recognition on high effect size strategies with team and organization-wide recognition.</p>	<p>In addition to the formal feedback consistent with the district evaluation system indicators, the leader provides recurring informal feedback on high effect size strategies to reinforce proficient performance and highlight the strengths of colleagues and staff.</p> <p>The leader has effectively implemented a system for collecting feedback from teachers as to what they know, what they understand, where they make errors, and when they have misconceptions about use of high effect size strategies.</p> <p>Corrective and positive feedback on high effect size strategies is linked to organizational goals.</p> <p>Both the leader and employees can cite examples of where feedback on high effect size strategies is used to improve individual and organizational performance.</p>	<p>The leader adheres to the district evaluation system requirements for providing formal feedback on high effect size strategies, but the feedback is general rather than providing details that improve teaching or organizational performance related to high effect size strategies.</p> <p>The leader tends to view feedback as a linear process; something they provide teachers rather than two way communications where the leader also learns from the teachers’ expertise.</p>	<p>The leader is not aware of the high effect size strategies expected to be used in district schools or fails to communicate them to faculty.</p> <p>Feedback on high effect size strategies is rare, nonspecific, and not constructive.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Professional learning supports on the high effective size strategies are readily available to faculty. • Samples of written feedback provided teachers high effect size instructional strategies. • Walkthrough and observation practices are designed to emphasize feedback on use of high effective size strategies. • School improvement plan includes actions to improve proficiency in high effect size strategies. 		<ul style="list-style-type: none"> • Teachers can attest to regularly scheduled formal and informal observations with feedback on high effect strategies. • Teachers report recognition as team members and as individuals for quality work on high effect strategies. • Teachers describe feedback from the leader in terms of recognizing instructional strengths and suggestions to take their teaching to a new level. • Teachers report that leader uses a combination of classroom observation and teacher-self assessment data as part of the feedback on high effect size strategies. 	

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<ul style="list-style-type: none"> • Evidence the leader has a system for securing specific feedback from teachers on their implementation of high effect size strategies correctly and in appropriate circumstances. • Documentation of an instructional monitoring schedule that supports frequent (every other week) instructional monitoring of high effect size strategies. • The leader provides feedback that describes ways to enhance performance on high effect size strategies and reach the next level on same. • The leader manages schedules that enable teachers to make observational rounds or view video examples of other teachers using the high effect size strategies. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • High effect size strategies provided through various state and district initiatives are employed by teachers to whom the initiatives apply. • Departments routinely discuss their capacity to implement the high effect strategies applicable to their subject area. • Teachers are afforded opportunities to observe mentor teachers using the high effect size strategies. • Lesson study teams use the process to improve application of high effect strategies to the content of targeted lessons. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p> 	

Reflection Questions for Indicator 4.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How frequently do teachers recognize that your feedback is directly linked to improving both their personal performance on high effect size strategies and as well as the organizational performance?</p> <p>What might you do to ensure that they see this important connection?</p>	<p>What are some examples of focused, constructive, and meaningful feedback on high effect size strategies that you provide to your staff? How does this support their learning?</p>	<p>In what ways do you currently recognize faculty in providing feedback and affirmation to them on high effect size strategies?</p> <p>To what extent do you acknowledge the efforts of teams, as well as that of individuals?</p>	<p>How can frequent, focused and constructive feedback support teachers in improving their instructional practice?</p>

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Indicator 4.4 - Instructional Initiatives: 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. Initiatives include:

- **Monitoring Text Complexity:** The school leader monitors teacher implementation of instructional processes involving complex text with embedding of close reading and rereading of complex text as a routine event incorporating these two processes:
 - writing in response to text
 - text-based discussions with students
- **Interventions:** The school leader routinely uses teacher-collected student response data to determine effectiveness of instruction and interventions school-wide, grade-wide, class-wide, and specific to student sub-groups. (MTSS)
- **Instructional Adaptations:** The school leader routinely engages teachers collaboratively in a structured data-based planning and problem-solving process in order to modify instruction and interventions for accelerated student progress and to monitor and evaluate the effect of those modifications. (MTSS)
- **ESOL Strategies:** The school leader monitors the school and classrooms for comprehensible instruction delivered to ESOL students and the utilization of ESOL teaching strategies appropriate to the students in the class. (ESOL)]
- **Other District Supported Initiatives:** The school leader monitors the school and classrooms for comprehensive implementation of all other instructional initiatives supported by the district as relevant to this school.

Narrative: The Department of Education and/or district-supported initiatives focused on improving student performance require school leader support to be successful at the school site. This indicator addresses the leader's proficiency in supporting such initiatives. Indicator 4.4 also focuses on professional learning needed to implement priority initiatives.

Note: District and FLDOE websites provide support and information about priority initiatives.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
All initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. The leader monitors teachers' implementation of the initiative, tracks the impact of the initiative on student growth, and shares effective practices and impacts with other school leaders.	Most of the district and state initiatives are implemented across the grades and subjects as appropriate with full fidelity to the components of each initiative. Reading Complexity and MTSS are routine instructional processes in all classes and at all levels of instruction. ESOL strategies are routinely employed with all ELL students.	Some initiatives are implemented across the some of the grades and subjects as appropriate with work in progress to implement the components of each initiative. The leader relies on teachers to implement the initiatives and is seldom involved in monitoring or providing feedback on the impact of the initiative's	District and state supported initiatives are not supported by the leader with any specific plans, actions, feedback or monitoring. The leader is unaware of what state and district initiatives are expected to be implemented at the school.

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	The leader is conversant with the impact the initiative is expected to have and monitors teacher and student implementation of the elements of the initiative.	implementation on student growth.	
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. Illustrative examples of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The initiatives being pursued are explicitly identified and access to supporting resources is provided. Leader's agendas, memoranda, etc. reflect presentations to faculty on the targeted initiatives. A Multi-tiered System of Supports (MTSS) and Response to Intervention (RtI) is fully implemented and the leader monitors regularly to sustain implementation. The leader monitors practices in areas where subject specific strategies are expected and provides feedback on the effective use of such strategies (e.g. ESOL strategies) Reading Strategies from Just Read, Florida! are implemented. The leader can identify all of the initiatives in use and describe how progress is monitored for each. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Classroom teachers describe how they implement the various initiatives. Video exemplars that support implementing the initiatives are routinely used by faculty. Online resources and technology supports that deepened understanding of the initiatives are used by faculty. State or district web-based resources aligned with the initiatives are regularly accessed by faculty, Teachers have participated in professional development associated with the initiative and implemented the strategies learned. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>			

Reflection Questions for Indicator 4.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you engage your faculty in communities of practice where practices related to the initiatives are shared with faculty in other schools or districts?	How do you use monitoring of these initiatives to identify faculty professional development needs that, if addressed, would improve the quality of implementation?	How do you communicate with district and state resources to learn more about what these initiatives can contribute to my school?	How do you find out what initiatives should be implemented?

Indicator 4.5 – Facilitating and Leading Professional Learning: 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.

Narrative: Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Professional learning on-the-job is an essential aspect of effective schools. School

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leaders who manage the school in ways that support both individual and collegial professional learning get better outcomes than those who do not. The leader's personal participation in professional learning plays a major role in making professional learning efforts pay off. This indicator addresses the leader's role as a leader in professional development.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader uses a variety of creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies.</p> <p>The leader is personally involved in the learning activities of the faculty in ways that both show support and deepen understanding of what to monitor.</p> <p>The entire organization reflects the leader's focus on accurate, timely, and specific professional learning that targets improved instruction and student learning on the standards in the course descriptions.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>The leader provides recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs.</p> <p>The leader removes barriers to time for professional learning and provides needed resources as a priority.</p> <p>Participation in specific professional learning that target improved instruction and student learning is recognized by the faculty as a school priority.</p> <p>Leadership monitoring of professional learning is focused on the impact of instructional proficiency on student learning.</p>	<p>Less than a majority of the faculty can verify participation in professional learning focused on student needs or faculty proficiency at high effect size strategies.</p> <p>Time for professional learning is provided but is not a consistent priority.</p> <p>Minimal effort expended to assess the impact of professional learning on instructional proficiency.</p> <p>Leadership monitoring of professional learning is focused primarily participation with minimal attention given to the impact of instructional proficiency on student learning.</p>	<p>Focused professional development on priority learning needs is not operational.</p> <p>Few faculty members have opportunities to engage in collegial professional development processes on the campus.</p> <p>Individual professional learning is not monitored and is not connected to the school improvement plan or student learning needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development. • Documents generated by or at the direction of the leader establish a clear pattern of attention to collegial professional development. • Schedules provide evidence of recurring time allocated for professional learning. • Technology is used to provide easy and recurring access to professional learning. • Budget records verify resources allocated to support prioritized professional learning. • Documents generated provide evidence that administrators are monitoring faculty participation in professional learning. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty members describe an organizational climate supportive of professional learning and can provide examples of personal involvement. • Minutes and/or summary records of lesson study teams, book study groups, and/or PLCs provide evidence that these collegial opportunities are active on the campus. • Agendas, documents, or anecdotal records of teams and/or department meetings reflect recurring engagement in professional learning. • Information on the availability of professional learning is easily accessible for faculty. • Other impact evidence of proficiency on this indicator. 	

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<p>Scale Levels: <i>(choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>
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Reflection Questions for Indicator 4.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies have you implemented so that you spread your learning about providing professional learning for individual and collegial groups within your school to your colleagues across the school system?	What might be some creative ways to provide professional learning for individual and collegial groups focused on deepening subject matter knowledge and proficiency at high effect size strategies?	As you think about your leadership in providing professional learning, what are key strategies for you to consider that would help you provide recurring opportunities for professional learning for individual and collegial groups focused on issues directly related to faculty proficiency at high effect size strategies and student learning needs?	How would you describe your efforts to make certain that your professional learning is focused on student needs or faculty proficiency at high effect size strategies?

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Indicator 4.6 – Faculty Development Alignments: 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 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.**

Narrative: Faculty development has many aspects. This indicator addresses the leader's proficiency at developing faculty capacity to implement culturally relevant differentiated instruction by aligning the various faculty developments processes and practices with certain key issues (Standards-based content, research-based methods, data for planning, etc. as specified in the text of the standard.)

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has demonstrated a record of differentiated professional learning for faculty based on student needs.</p> <p>The leader has developed a system of job-embedded professional learning that differentiates training and implementation of instructional priorities based on teacher needs, which help retain proficient and highly exemplary staff.</p> <p>The leader routinely shares professional learning opportunities with other schools, departments, districts, and organizations.</p>	<p>Professional learning includes a plan for the implementation of the prioritized instructional needs (e.g., research-based instruction, data analysis, instructional technology, culturally relevant) aligned to school improvement plan and some effort has been made to differentiate (coaching, mentoring, collaborative teams, coaching) and embed professional development to meet the needs of all faculty members. The leader is able to use data from evaluation of instructional personnel to assess proficiencies and identify priority needs to support and retain proficient and exemplary faculty members.</p>	<p>The leader attempts to implement all of the priority instructional needs without a plan for doing so.</p> <p>The leader is aware of the differentiated needs of faculty and staff members, but professional development is only embedded in faculty meetings at this time, rather than incorporating the use of collaboration, study teams, etc. in order to meet the unique needs of staff.</p>	<p>Professional learning is typically "one size fits all," and there is little or no evidence of recognition of individual faculty needs or matching of faculty needs to student achievement needs. Consequently, retaining proficient and exemplary staff is problematic.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> • Documentation that professional learning is determined on the basis of student achievement and teacher competency data. • Evidence that professional learning includes culturally relevant instructional practices. • Faculty meetings focus on professional learning related to the schools instructional priorities. • The leader examines data on teacher proficiencies and identifies needs that are subsequently addressed by professional learning. 	<ul style="list-style-type: none"> • Staff describes ways that professional learning is culturally relevant to the population served and differentiated to meet their unique instructional needs. • Lesson study groups and PLCs have explicitly stated goals and a focus for their collegial learning. • Teachers can articulate a process that helps them develop individualized learning plans. • Faculty requests for professional learning are filtered to ensure that they relate to identified needs within the school improvement plan. 		

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<ul style="list-style-type: none"> Technology resources are provided to maximize faculty access to online learning and sharing video exemplars for quality instructional practices. Individualized professional development plans approved by the principal are clearly aligned with school improvement priorities. Meeting agendas and memorandum to faculty provide evidence of on-going monitoring of the implementation of critical initiatives (e.g., data analysis, text complexity), standards-based instructional program, multi-tiered system of supports, and differentiated instruction. The leader's documents and agendas provide evidence of guiding faculty toward deeper understanding of the cultures of students in the school and how instruction is adapted to improve student engagement in learning. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers can identify their learning needs as they relate to student learning needs. Faculty can demonstrate their use of course descriptions as the source of learning goals and objectives. Faculty can provide evidence of culturally relevant and differentiated instruction. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 4.6

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?	What system do you use to prioritize learning needs and empower faculty to create individual learning plans?	What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?	In what ways are professional learning opportunities linked to individual faculty needs?

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Indicator 4.7 – Actual Improvement: The leader improves the percentage of effective and highly effective teachers on the faculty.

Narrative: An indicator required by 1012.34 F.S., the focus is on whether the accumulated impact of the leader's actions result in positive trend lines on teacher effectiveness. Evidence gathered from proficiency area #3 provide a base line that, along with teacher rating in the district's teacher evaluation system and student growth measures, enable assessment of whether actual improvement in teacher's proficiency is occurring.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The percentage of teachers rated effective or highly effective increases while the percentage rated needs improvement for two consecutive years declines. Student growth measure and instructional practice ratings are in substantial agreement for at least 75 percent of the faculty.	The percentage of teachers rated effective or highly effective increases or remains stable within five percentage points of the prior year, but there is evidence of specific improvements in student growth measures or proficiency in high effect size strategies.	There is no evidence of improvement in student growth measures for the majority of the teachers rated as effective, needs improvement, or unsatisfactory. There is significant variation between teachers' student growth measures and principal's assessment of instructional practices.	The percentage of teachers rated effective or highly effective declines and cannot be explained by changes in staff membership. There is no evidence of improvement in student growth measures for the majority of the teachers rated as needs improvement or unsatisfactory.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on student growth measures and identifies those making demonstrable progress. Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members on high effect size strategies and identifies those making demonstrable progress. Documents generated by or at the direction of the leader establish that the leader tracks the progress of faculty members rated as needs improvement or unsatisfactory and can identify specific areas of improvement. The leader tracks student growth data and teacher assessment data aligned to learning goals to track actual improvement in teacher performance and maintains records of the percentage of staff showing growth over time. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> The percentage of teachers rated highly effective increases. The percentage of teachers rated effective increases. The percentage of teachers previously rated as needing improvement (developing) or unsatisfactory decreases. The percentage of teachers ranking at or above the district average on student growth measures increases. The percentage of teachers with highly effective rating on high effect size instructional strategies increases. Lesson studies produce revised lessons with improved student outcomes. Tracking of learning goals produces data and trend lines showing improvement in teacher effectiveness. State and district tests show improved student performance. VAM scores in teacher assessment show improvement and trend lines show improvement in percentage of results based on VAM scores. Other impact evidence of proficiency on this indicator. 		
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

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Enter data here:

Reflection Questions for Indicator 4.7

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How well aligned are your assessments of instructional practice with the results of student growth measures?</p> <p>In what ways are you assisting the better performing teachers to improve as much as you are assisting the lower performers?</p>	<p>How would you describe your efforts to improve instruction?</p> <p>In what ways are you providing feedback on instructional practice that result in improved student learning for those teachers most in need of growth?</p>	<p>How would you describe your efforts to understand what instructional improvements are needed and then communicate that in useful ways?</p> <p>What information are you collecting to help you know what is or is not happening in the classrooms where teachers need improvement?</p>	<p>How are you making a difference in the quality of teaching in your school?</p> <p>What are some of the strategies you are employing that help you be aware of where the greatest problems are in terms of instructional proficiency?</p>

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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.

Narrative: This proficiency area is aligned with FPLS standard 5. Much of what student's experience in school is a result of decisions and actions by the adults in the school. Learning environments that are success oriented, student centered, treat diversity as an asset, and focus on eliminating achievement gaps support students preparation for fulfilling lives.

Indicator 5.1 – Student Centered: 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.

Narrative: School leaders who monitor what students experience by being enrolled in the leader's school have better insights on how to make the system work than those who do not monitor impact of policies and practices on students. It is the leader's responsibility to know whether student life is equitable, respectful, and supportive of engagement in learning.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader provides clear, convincing, and consistent evidence that they ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all and shares these practices with others throughout the district. Involves the school and community to collect data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides clear evidence that they create and maintain a learning environment that is generally conducive to ensuring effective teaching practices and learning, although there may be some exceptions. Collects data on curricular and extra-curricular student involvement to assure equal opportunity for student participation.	The leader provides limited evidence that they create a safe school either in planning or actions. Collects data on curricular and extra-curricular student involvement.	The leader provides little to no evidence that s/he make plans for a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise. Does not collect data on curricular and extra-curricular student involvement.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documents that establish safe, respectful, and inclusive school-wide common expectations for students and staff. Agendas, meeting minutes, etc., show recurring attention to student needs. The leader's documents reveal a pattern of examining student opportunities for achieving success Leader has procedures for students to express needs and concerns direct to the leader. The leader provides programs and supports for student not making adequate progress. School policies, practices, procedures are designed to address student needs. 		<ul style="list-style-type: none"> Teachers can describe a specific policies, practices, and procedures that result in a safe, respectful, and inclusive student-centered learning environment. Student questionnaire results reflect satisfaction with school attention to student needs and interests. Counseling services and safe school programs (e.g. anti-bullying") are implemented. Tutorial processes are provided and easily accessible by students. Teachers receive training on adapting instruction to student needs. 	

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<ul style="list-style-type: none"> Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Extended day or weekend programs focused on student academic needs are operational and monitored Parent questionnaire results reflect satisfaction with schools attention to student needs and interests. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What practices have you engaged in to increase professional knowledge opportunities for colleagues across the school system regarding your efforts to ensure the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	What evidence would you accept you were ensuring the creation and maintenance of a learning environment conducive to successful teaching and learning for all?	How would you describe your efforts to provide clear evidence that you create and maintain a learning environment that is generally conducive to ensure effective teaching and learning, although there may be some exceptions?	What strategies are you intentionally implementing to create and maintain a safe and respectful environment to ensure successful teaching and learning or addresses safety concerns as they arise?

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Indicator 5.2 - Success Oriented: Initiates and supports continuous improvement processes and a multi-tiered system of supports focused on the students' opportunities for success and well-being.

Narrative: The issues in 5.1 focus on monitoring how school policy and practice affect the quality of student lives. This indicator shifts focus from those broad issues to what happens at the school that creates opportunities for student success and students' perceptions that school life is organized to do something good for them. School should be rigorous and demanding but also implemented in ways that create recurring opportunities for success.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Through all grades and subjects a multi-tiered system of supports is operational providing core universal supports (research-based, high-quality, general education instruction and support; screening and benchmark assessments for all students, and continuous data collection continues to inform instruction).</p> <p>Where student are not successful on core instruction, problem solving is employed to identify and implement targeted supplemental supports (data based interventions and progress monitoring).</p> <p>Where targeted supplemental supports are not successful, intensive individual supports are employed based on individual student needs.</p> <p>Skillful problem solving to ensure staff have adequate time and support, and effectively monitoring teacher's effective use of research-based instruction.</p>	<p>Problem solves skillfully (e.g., conceptualizing, applying, analyzing, synthesizing, and/or evaluating information) to provide adequate time, resources, and support to teachers to deliver the district's curriculum to all students. Celebrations of student success are common events and are focused on recognition of the methods and effort expended so students understand what behaviors led to the success. Most grades and subject track student learning growth on priority instructional targets. MTSS operational across the grades and subjects.</p>	<p>Problem solving efforts are unskillfully used to provide adequate time, resources, and support to teachers to deliver the district's curriculum and state's standards to students.</p> <p>Celebrations of student success are provided but are inconsistent in focusing on how/why students succeeded.</p> <p>MTSS operational in some classes.</p>	<p>No actions other than use of slogans and exhortations to succeed are taken by the leader to address practices and process that actually enable success. MTSS not operational.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Agendas, memorandum, and other documents provide direction on implementation of MTSS. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> Teachers' records reveal data-based interventions and progress monitoring. 	

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<ul style="list-style-type: none"> Agendas, memorandum, and other documents reflect recurring discussion with faculty on continuous progress monitoring practices. The leader recognizes the accomplishments of individual teachers, student, groups and the whole school via newsletters , announcements, websites, social media and face-to-face exchanges) Leader solicits student input on processes that support or hamper their success. Leader does surveys and other data collections that assess school conditions that impact student well-being. Data collection processes are employed to collect student, parent, and stakeholder perception data on the school supports for student success. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teacher-directed celebrations of student success identify causes of success. Supplemental supports are provided in classes. Faculty and student describe the leader as one who is genuinely committed to student success in school and life. Faculty teams, departments, grade levels or collegial learning teams who have worked together on student success are recognized. Teacher and student tracking of progress results in data on student success. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) <i>Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</i></p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What supports do you need to provide to deepen the faculty's capacity to provide intensive individual supports?</p> <p>How do you share effective continuous progress practices with other school leaders?</p>	<p>How do you enable teachers proficient at MTSS to share the process with other teachers?</p> <p>What continuous progress practices should be shared with the entire faculty?</p>	<p>How do you monitor instructional practice to assess the quality of implementation of MTSS?</p> <p>How do you monitor the impact of targeted supplemental supports?</p> <p>What barriers to student success are not being addressed in your school?</p>	<p>How do you obtain training on what the MTSS model requires and how do you convey the expectations inherent in the model to your faculty?</p>

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Indicator 5.3 – Diversity: 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.

Narrative: “Diversity practices” refers to the capacity of teachers and school leaders to recognize the many variations in students that impact learning growth (e.g. learning processes, prior learning experiences, family and cultural backgrounds); implement practices that respect diversity in learning needs (e.g. multi-tiered system of supports) and make adjustments at the classroom level that make use of student strengths and promote growth needs.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader shares with others throughout the district strategies that help them put into action their belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader provides an instructional program where recurring adaptations in instructional to address variations in student learning needs, styles, and learning strengths are routine events in all classes.</p>	<p>The leader systematically acts on the belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>Classroom practices consistently reflect appropriate adjustments based on cultural, racial, ethnic backgrounds of students.</p> <p>The leader’s expectations that teachers adapt instructional strategies to meet individual student needs are an accepted part of the shared vision of the leader and faculty.</p>	<p>The leader inconsistently acts on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff.</p> <p>The leader has taken some actions that set expectations for teachers adapting instructional strategies to meet individual student needs and such individualization is evident in some but not most classes.</p>	<p>The leader limits opportunities for all students to meet high expectations by allowing or ignoring practices in curriculum, instruction, and assessment that are culturally, racially, or ethnically insensitive and/or inappropriate.</p> <p>Takes no actions that set expectations for teachers adapting instructional strategies to meet individual student needs.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Documents that support the use of diversity as an asset in the development and implementation of procedures and practices. • Agendas, memorandum, etc., reflecting recurring attention at faculty meetings to capacity to recognize diversity issues and adapt instruction accordingly. • Leader’s actions in providing professional learning for faculty that deepens understanding of a range of diversity issues and evidence of monitoring for implementation in the classroom of appropriate diversity practices. • School policies, practices, procedures that validate and value similarities and differences among students. • The school leader collects and reviews agenda and minutes from departmental or team meetings to monitor attention to diversity issues in pursuit of student learning growth. • Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can describe a specific policies, practices, and procedures that validate and value similarities and differences among students. • Professional development opportunities are provided for new teachers regarding ways to adapt instruction to address diversity issues in the student body and community. • Student questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • Parent questionnaire results reflect belief that their individual characteristics are respected by school leader and faculty. • A multi-tiered system of supports (MTSS) is implemented in the classrooms in ways that respect and make adjustments for diversity factors. • The school provides an interactive website for students, parents, and the community designed to be “user friendly” and sensitive to diversity issues in the community, providing 	

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	<p>information of interest to various segments of the school community</p> <ul style="list-style-type: none"> • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What procedures might you establish to increase your ability to help your colleagues develop curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	What strategies might you employ so that you could share with others throughout the district practices that help them put into action your belief that all students can learn at high levels by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you increase the consistency with which you act on the belief that all students can learn at high levels by sometimes leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?	How might you expand the opportunities for all students to meet high expectations by leading curriculum, instruction, and assessment that reflect and respect the diversity of students and staff?

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Indicator 5.4 – Achievement Gaps: 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.

Narrative: Where indicator 5.3 is focused on the broad array of diversity factors that impact success of individual students and student sub-groups, indicator 5.4 focuses on academic growth of specific sub-groups whose academic performance lags behind what they are capable of achieving. The leader is expected to prepare the faculty to do what is needed to meet the academic improvement needs of the sub-group(s).

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader has created a self-regulating system based on data that guarantees regular and predictable success of all sub-groups, even if conditions change from one year to another.</p> <p>Achievements gaps have been eliminated or substantially minimized with trend lines consistently moving toward elimination of such gaps.</p>	<p>Processes to minimize achievement gaps within all impacted sub-groups are employed for all sub-groups with positive trend lines showing reduction of gaps for all subgroups.</p> <p>The leader consistently applies the process of inquiry and/or has enabled development of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>Sub-groups within the school and associated with achievement gaps have been identified and some processes are underway to understand root causes.</p> <p>Some actions to minimize the gaps have been implemented but either do not reach all sub-group students or have inconsistent or minimal results.</p> <p>The leader inconsistently applies the process of inquiry and/or has enabled only limited efforts to develop of processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>	<p>The leader does not identify nor implement strategies to understand the causes of sub-group achievement gaps. No changes in practices or processes have been implemented under the leader's direction that is designed to address achievement gaps. The leader does not apply the process of inquiry and/or develop processes that generate greater understanding of the school's current systems and their impact on sub-group academic achievement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader uses statistical analyses identifying academic needs of sub-group members. • Written goals are developed and provided to faculty that focus on reducing or eliminating achievement gaps for students in under-performing sub-groups and for students with disabilities. • Documents reflecting the leader's work in deepening faculty understanding of cultural and development issues related to improvement of academic learning growth by sub-group students. • The leader develops school policies, practices, procedures that validate and value similarities and differences among students. • Leader's actions in support of engaging sub-group students in self-help processes and goal setting related to academic achievement. 		<ul style="list-style-type: none"> • Faculty and staff can describe the school-wide achievement goals focused on narrowing achievement gaps and relate how that implement those goals to impact individual students. • Under-achieving sub-group students are enrolled in advanced classes and presented with high expectations. • Teachers can describe specific policies, practices, and procedures that help them use culture and developmental issues to improve student learning. • Faculty and staff can explain how goals eliminate differences in achievement for students at different socioeconomic levels. • English language learners, and students with disabilities • Teacher records reflecting tracking sub-group student progress on targeted learning goals related to academic achievement. 	

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<ul style="list-style-type: none"> • The leader personally engages students in under-performing sub-groups with support, encouragement, and high expectations. • Leader's take actions in aligning parent and community resources with efforts to reduce achievement gaps. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Student questionnaire results (from sub-group students) reflecting recognition of school efforts to improve their academic performance. • Parent questionnaire results from sub-group parents reflecting recognition of school efforts to improve student achievement. • Lesson study groups focused on improving lessons to impact achievement gap. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> <p>Enter data here:</p>	

Reflection Questions for Indicator 5.4

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
What strategies might you employ to increase your ability to help your colleagues understand how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment, etc.) in order to improve student achievement?	What are one or two critical steps you could take that would shift your examination of culture to a point that they become a self-regulating system based on data that guarantees regular and predictable success even if conditions change?	How might you systematically apply the process of inquiry to develop methods of generating greater understanding of the cultures of individuals within the building and how the elements of culture are impacted by the current systems (e.g., curriculum, instruction, assessment) to improve student achievement?	Why do sub-groups students like those in your school not perform as well as similar groups in other schools? In what ways might you demonstrate greater understanding of cultures and their impact on the current systems in your school to improve student learning?

Domain 3: Organizational Leadership

Narrative: This domain addresses proficiencies that impact the quality of a broad array of school operations. The focus is applying these proficiencies to improve student achievement, instructional leadership, and professional conduct.

Narrative: This proficiency area is aligned to FPLS standard #6. How decisions are made can be as important as what decisions are made. The leader's proficiency at balancing the various aspects of decision-making is the focus of this area.

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.

Narrative: Leaders make many decisions. Those that impact student learning and teacher proficiency require priority attention. The focus is the leader's ability to make sure that decisions on student learning and faculty proficiency are not lost among the lower priority issues or given inadequate attention because of all the other things leaders do.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader produces clear, convincing, and consistent evidence that demonstrates an understanding of learning, teaching, and student development to inform all decisions and continuously uses this information to enhance teaching and learning.</p> <p>The leader produces clear, convincing, and consistent evidence that, on an ongoing basis, all decisions are made in a way that promotes the school's vision and mission.</p> <p>Effective decision-making practices are frequently shared with other administrators and colleagues throughout the system.</p>	<p>The leader's decisions consistently demonstrate an understanding of learning, teaching, and student development.</p> <p>The leader produces clear evidence of making most decisions in a way that supports the school's vision and mission regarding student learning and faculty proficiency.</p>	<p>The leader provides limited evidence that demonstrates understanding of learning, teaching, and student development to inform decisions or is inconsistent in using this information to enhance decisions about teaching and learning.</p> <p>The leader produces limited evidence that the school's vision and mission impacts decision making.</p>	<p>The leader provides little or no evidence that demonstrate awareness of learning, teaching, and student development to inform decisions.</p> <p>The leader produces little to no evidence of making decisions that are linked to the school's vision and mission.</p> <p>Decisions adverse to student growth and/or faculty development are made.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> The school's vision and mission statement developed under this leader is focused on student growth and improving faculty proficiency. Staff evaluations and professional development documents emphasize student learning or faculty proficiency growth. 		<ul style="list-style-type: none"> Teachers can describe a decision-making process that reflects an emphasis on vision, mission, student learning, and teacher proficiency requirements. Teachers can recall decisions that were made resulting in changes to their teaching schedule to support student learning. Team and department meeting minutes reflect student learning and faculty proficiency as priority issues. 	

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<ul style="list-style-type: none"> • Documents showing the development and modification of teacher and student schedules are based on data about student needs. • Leader's meeting schedules reflect recurring attention to student learning and faculty proficiency issues. • Artifacts substantiating school improvement and curriculum review/revision are based on student learning needs or assessments of teacher proficiency. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Sub-ordinate leaders give priority attention to issues impacting student learning and teacher proficiency. • Principal's secretary prioritizes mail based on relation to student learning and faculty growth. • Office staff handles routine events to protect leader's time for instructional and faculty development issues. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 6.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What procedures have you established to increase professional knowledge opportunities for colleagues across the school system?</p> <p>How do you promote and foster continuous improvement with new staff? What changes might you make to your decision-making process for further improvement?</p>	<p>What system do you use to prioritize learning needs and empower faculty to create individual learning plans?</p> <p>How might you reinforce and establish your efforts so that direct reports and your entire school community understand the link between decisions and your priorities?</p>	<p>What strategies have you employed to meet the learning needs of your faculty, from novice to veteran to expert?</p> <p>Why is it necessary to explicitly reference your vision and mission, even though they are visibly posted in high traffic areas of your school?</p>	<p>How should your awareness of learning, teaching, and student development inform decisions?</p> <p>How might you better align your decisions with the vision and mission of your school?</p>

Indicator 6.2 – Problem Solving: The leader uses critical thinking and data-based problem solving techniques to define problems and identify solutions.

Narrative: Problem solving is an essential support to decision making. The leader’s skill in using thinking skills and data to define problems and identify solutions is the focus here.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader demonstrates the ability to construct a clear and insightful problem statement with evidence of relevant contextual factors.</p> <p>The leader identifies multiple approaches for solving a problem and proposes one or more solutions/hypotheses that indicate a deep comprehension of the problem. The solutions are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem.</p> <p>The leader’s evaluation of solutions is comprehensive and includes all of the following: history of the problem, logic/reasoning, feasibility and impact of the solution.</p> <p>The solution is implemented in a manner that addresses each of the contextual factors of the problem. A thorough review of the results is conducted to determine need for further work.</p>	<p>The leader demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors and the problem statement is adequately detailed.</p> <p>The leader identifies multiple approaches for solving a problem.</p> <p>The leader’s solutions are sensitive to contextual factors as well as at least one of the following: ethical, logical, or cultural dimensions of the problem.</p> <p>Evaluation of solutions is adequate and includes: history of the problem, reviews logic and reasoning, examines feasibility of solution, and weighs impact.</p> <p>The solution is implemented and the results reviewed with some consideration for further work.</p>	<p>The leader is beginning to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but the problem statements are superficial or inconsistent in quality.</p> <p>Typically, a single “off the shelf” solution is identified rather than designing a solution to address the contextual factors.</p> <p>The solution is implemented in a manner that addresses the problem statement but ignores relevant factors. Results are reviewed with little, if any, consideration for further work.</p>	<p>The leader demonstrates a limited ability to identify a problem statement or related contextual factors.</p> <p>Solutions are vague or only indirectly address the problem statement.</p> <p>Solutions are implemented in a manner that does not directly address the problem statement and are reviewed superficially with no consideration for further work.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Samples of problem statements, contextual factors, recommended approaches, proposed solutions, evaluation, and review with consideration for further work are presented. • A well-established problem-solving process can be described by the leader. • Data records reveal the range of problems addressed and after-implementation data collections. • Reports and newsletters to stakeholders inform of problems addressed and the impact of solutions implemented. • Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teachers can personally attest to the problem-solving skills of the leader. • Teachers report a high degree of satisfaction with the problem-solving process established by the leader. • Teacher and/or students describe participating in problem solving led by the school leader. • Multi-tiered System of Supports (MTSS) is fully operational in classrooms. • Sub-ordinate leaders are engaged in data-based problem solving. 	

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	<ul style="list-style-type: none"> Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 6.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the things you learned about problem solving that will influence your leadership practice in the future?	What can you do to enable your sub-ordinate leaders to be more effective in problem solving?	What are some specific recollections (data) that come to mind that define your thinking about effective problem solving?	How would you describe your problem solving process?

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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 implementing actions as needed.

Narrative: Decisions are made....but there is a follow-up process. What was the impact of the decisions? The focus here is the leader's follow-up on decisions and capacity to make revisions where needed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
The leader can provide clear and consistent evidence of decisions that have been changed based on new data. The leader has a regular pattern of decision reviews and "sun setting" in which previous decisions are reevaluated in light of the most current data. There is a culture of open acknowledgement of undesired outcomes in which the leader and everyone in the organization can discuss what is not working without fear of embarrassment or reprisal.	The leader has a record of evaluating and revising decisions based on new data. Review of decision and follow-up actions are consistently timely.	The leader has some processes for acquiring new information on impact of decisions and appears to be willing to reconsider previous decisions, but does not have a clear or consistent record of making changes where needed or as soon as needed.	There is little or no evidence of reflection and reevaluation of previous decisions. Sub-ordinate leaders are not encouraged to evaluate prior decisions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Examples of documents related to previous decisions that indicate re-evaluation in light of emerging data or trends. • Evidence that re-evaluations in light of emerging data or trends resulted in changes or adjustments in actions. • A well-articulated problem-solving process can be produced. • Principal's work schedule reflects time for monitoring the implementation of priority decisions. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers can attest to having participated in a re-evaluation of a decision based on emerging trends and data. • Teachers report confidence in the decisions being made by the leader. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of leader's decisions. • Sub-ordinate leaders' records reveal time committed to gathering data and following up on impact and implementation of the sub-ordinate leaders' decisions. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 			

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Reflection Questions for Indicator 6.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How do you continue to clarify the decision-making process in a dynamic, changing environment?	Why is it necessary for you as a school leader to reevaluate prior decisions and programs in light of emerging research, personal experience, and changing situations?	What will you do from now on to ensure previous decisions and programs are revisited and evaluated on a routine basis?	When do you take time with your leadership team to reflect on decisions that have been made? In what ways do you evaluate decisions on the basis of student achievement?

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Indicator 6.4 – Distributive Leadership: The leader empowers others and distributes leadership when appropriate.

Narrative: A school is too complex for one person to make all decisions. Some of the functions of leadership must be shared with others. Developing capacity for success in a workforce requires enabling other people to be responsible for meaningful decisions. The leader's capacity to share the "right stuff" and distribute decision making among other appropriate staff is the focus here.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Innovation and improvement in instructional processes, faculty development, or school operations have resulted from distributive leadership.</p> <p>The leader encourages staff members to accept leadership responsibilities outside of the school building.</p> <p>The leader incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers.</p>	<p>The leader creates opportunities for staff to demonstrate leadership skills by allowing them to assume leadership and decision-making roles.</p> <p>The leader supports the decisions made as part of the collective decision-making process.</p> <p>Decision-making delegations are clear: Sub-ordinates know what decisions are made by the leader, which by the leader after input from others, and which are delegated to sub-ordinates to decide.</p>	<p>Some well-understood leadership roles other than the school principal are functioning and contributing to effective and timely decisions on some school priorities, but there are recurring delays in reaching decisions on other issues.</p> <p>Decisions are often rushed or made without appropriate input due to lack of planning and implementation of development activities by staff members.</p>	<p>There is no or only minimal evidence that anyone other than the principal has a meaningful role in making timely decisions.</p> <p>The leader rarely seeks input on significant issues from a variety of stakeholder groups (e.g. faculty leaders, teachers, student, parents, community, or business leaders).</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>	<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		
<ul style="list-style-type: none"> • Organizational charts or other documents reveal how leadership is distributed and informs who is involved in what. • School improvement plan process reflects involvement by a variety of parties. • Evidence of shared decision-making and distributed leadership is present in leader's memorandums, e-mails, and other communications. • Leader's communication to faculty and stakeholders recognizes the role of those to whom leadership functions were distributed. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Sub-ordinate leaders and teacher leaders report meaningful roles in decision making. • Minutes, agendas, and other records of meetings held by sub-ordinate leaders reflect their involvement in significant decision making. • Teachers are able to identify which colleagues have a leadership or decision making role in any given issue. • Teacher and or parent surveys reflect satisfaction with access to sub-ordinate and teacher leaders rather than requiring access only to the principal. • Other impact evidence of proficiency on this indicator. 		
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p style="text-align: center;"> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			

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Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

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Reflection Questions for Indicator 6.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>To what extent do you have a systematic process in place for delegating authority to subordinates?</p>	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	<p>What factors prevent you from releasing responsibilities to staff?</p>

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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.

Narrative: Technology was a separate standard in the 2005 Florida Principal Leadership Standards (FPLS). By 2011 the state had made great strides toward accepting technology into the schools. In the 2011 FPLS, technology moved from a separate general “pro-technology” standard to focused applications of technology embedded in several standards. This indicator focuses on technology integration and the leader’s use of technology to improve decision-making processes in several priority areas.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader mentors other school leaders on effective means of acquiring technology and integrating it into the decision- making process.</p> <p>The leader provides direct mentoring and coaching supports so that new staff and new sub-ordinate leaders are quickly engaged in effective use of technology supports needed to enhance decision-making quality.</p>	<p>Technology support for decision- making processes is provided for all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p> <p>Engages sub-ordinate leaders in developing strategies for coaching staff on integration of technology.</p>	<p>Technology support for decision- making processes is provided for some, but not all of the staff involved in decision making on school instructional and faculty improvement efforts.</p> <p>Technology integration supports some, but not all of the following processes: decision-making prioritization, problem solving, decision evaluation and distributed leadership.</p>	<p>There is no or only minimal evidence that decision-making prioritization, problem solving, decision evaluation or distributed leadership processes are supported by technology integration.</p> <p>Decision making is not supported by a well-understood system of procedures to identify problems and generate solutions.</p> <p>Technology integration does not support data exchanges, project management, and feedback processes.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School improvement plan reflects technology integration as a support in improvement plans. • Leader has a technology integration plan used to provide technology supports to the degree possible with available resources. • School website provides stakeholders with information about and access to the leader. • Technology tools are used to aid in data collection and analyses and distribution of data findings. • Evidence that shared decision -making and distributed leadership is supported by technology. • Technology used to enhance coaching and mentoring functions. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Sub-ordinate leaders integrate technology into their work functions and use technology to streamline the process. • Data from faculty that supports decision making and monitoring impact of decisions are shared via technology. • PowerPoint presentations, e-mails, and web pages of faculty members support involvement in decision making and dissemination of decisions made. • Faculty use social network methods to involve students and parents in data collection that supports decision making and to inform stakeholders of decisions made. • Other impact evidence of proficiency on this indicator. 	

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<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>
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Reflection Questions for Indicator 6.5

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for integrating new technology so that faculty and students are keeping pace with the communications and thinking supports used in the emerging global economy?	<p>How might you increase the range and scope of technology integration to support communications and information acquisition processes used by faculty and staff?</p> <p>How might the technology improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to support increased use of technology to support efficiency in communication and decision-making processes?</p> <p>How might you use the function of delegation to empower staff and faculty at your school to make more proficient use of technology integration?</p>	What factors prevent you from supporting technology integration??

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.

Narrative: This proficiency area aligns to Standard 7. Leaders are developed by other leaders. This is a process critical to an organization's capacity to improve over time and sustain quality processes. This proficiency area focuses on what leaders do to develop leadership in others.

Indicator 7.1 – Leadership Team: 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.

Narrative: The FPLS are based on a presumption that the school leader works with and through a team of other people to insure coordination and focus of school operations and improvements. Leadership teams get things done!

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The participants in the school's leadership team function independently with clear and efficient implementation of their role(s) and work in a collegial partnership with other leadership team participants to coordinate operations on student growth and faculty development.</p> <p>Leadership development processes employed by the school leader are shared with other school leaders as a model for developing quality leadership teams.</p> <p>The leader has specifically identified at least two emerging leaders in the past year, and has entered them into the ranks of leadership training or provided personal mentoring on site.</p> <p>Other school leaders cite this leader as a mentor in identifying and cultivating emergent leaders.</p>	<p>Those who are assigned or have accepted leadership functions have consistent support from the school leader in focusing their efforts on instructional improvement and faculty development.</p> <p>The leader has specifically identified and cultivated potential and emerging leaders for the major functions of the school.</p> <p>The leader has personally mentored at least one emerging leader to assume leadership responsibility in instructional leadership or at an administrative level, with positive results.</p>	<p>The leader has identified staff for leadership functions, follows district personnel guidelines for accepting applications for new leaders, but has not implemented any systemic process for identifying emergent leaders, or is inconsistent in application of such a process.</p> <p>The leader provides some training to some of the people assigned leadership functions, but does not involve staff other than those in the designated roles.</p>	<p>The leader does not recognize the need for leadership by other people. Staff with leadership titles (e.g., department heads, team leaders, deans, assistant principals) has little or no involvement in processes that build leadership capacities.</p> <p>Persons under the leader's direction are unable or unwilling to assume added responsibilities.</p> <p>There is no or only minimal evidence of effort to develop leadership potential in others.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. Illustrative examples of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	

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<ul style="list-style-type: none"> Organizational charts identify the leadership roles and team members. The leader has a system for identifying and mentoring potential leaders. The leader can cite examples in which s/he coached several emerging leaders to assume greater levels of responsibility within the organization. Minutes, e-mails, and memorandums reflecting exchanges among leadership team members are focused on school improvement goals, student growth, and faculty development. The leader's communications to faculty and stakeholders reflect recognition of the leadership team. Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> Teachers at the school can describe informal and formal opportunities to demonstrate and develop leadership competencies. Teachers at the school report that leadership development is supported and encouraged. Current leadership team members can describe training or mentoring they receive from the school leader regarding leadership. Teachers can describe processes that encourage them to be involved in school improvement and prepare for leadership roles. Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 7.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How do you provide guidance and mentorship to emerging leaders outside of your personal job description and leadership responsibilities? How would you describe the system you use to ensure that emerging leaders pursue job opportunities when they are available? How might you embed this preparation into their job duties, and what changes will you need to make to help build such leadership capacity at your school?</p>	<p>How have you designed the school improvement process to develop leadership capacity from existing faculty?</p> <p>What strategies and lessons might you impart to your direct reports to better prepare them for expanded leadership opportunities?</p>	<p>What process do you employ to encourage participation in leadership development?</p> <p>When do you release responsibility to your assistants to own key decisions? How do you leverage school improvement activities to build leadership capacity for assistants and emerging teacher leaders?</p>	<p>What process is available to you that help you screen and develop potential leaders? How might you spend time explicitly preparing your assistants to assume your role as principal? What steps would you take to spend more time in preparing your assistants to assume your role as principal?</p>

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Indicator 7.2 – Delegation: The leader establishes delegated areas of responsibility for sub-ordinate 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.

Narrative: Leadership teams engage other skilled people in the business of the school. However, involvement does not insure effective organizations. This indicator focuses on the distribution of responsibility and whether sub-ordinate leaders have been delegated all that is needed to succeed.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Staff throughout the organization is empowered in formal and informal ways. Faculty members participate in the facilitation of meetings and exercise leadership in committees and task forces; other employees, including noncertified staff, exercise appropriate authority and assume leadership roles where appropriate. The climate of trust and delegation in this organization contributes directly to the identification and empowerment of the next generation of leadership.</p>	<p>There is a clear pattern of delegated decisions, with authority to match responsibility at every level in the organization. The relationship of authority and responsibility and delegation of authority is clear in personnel documents, such as evaluations, and also in the daily conduct of meetings and organizational business.</p>	<p>The leader sometimes delegates, but also maintains decision-making authority that could be delegated to others. Clarity of the scope of delegated authority is inconsistent from one delegation to another. Actions taken by those to who tasks are delegated are sometimes overruled without explanation.</p>	<p>The leader does not afford subordinates the opportunity or support to develop or to exercise independent judgment. If delegation has occurred there is a lack of clarity on what was to be accomplished or what resources were available to carry out delegated tasks.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • A Responsibility Matrix or chart of "who does what" provides evidence that the leader trust others within the school by identifying how leadership responsibilities are delegated to other faculty members on his or her staff. • The leader's processes keep people from performing redundant activities. • The leader has crafted "job descriptions" for sub-ordinate leaders' roles that clarify what they are to do and have the delegated authority to do. • Communications to delegated leaders provide predetermined decision-making responsibility. • Documents initiating projects and tasks identify personal responsibility for success at the beginning of the project. • Delegation and trust are evident in personnel evaluations. • Delegation and trust are evident in the school improvement plan as a variety of school staff are identified as being directly responsible for various components of the planning effort. • Meeting minutes provide evidence of delegation and trust being extended to select members of the faculty. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers report that areas of delegated responsibility include authority to make decisions and take action within defined parameters. • Faculty and staff can cite examples of delegation where the leader supported the staff member's decision. • Faculty report that building leaders express high levels of confidence in their capacity to fulfill obligations relevant to the shared task of educating children. • Staff to whom responsibility has been delegated in turn delegates appropriate aspects of their tasks to other staff thus expanding engagement. • Other impact evidence of proficiency on this indicator. 	

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<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>
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Reflection Questions for Indicator 7.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
To what extent do you have a systematic process in place for delegating authority to subordinates?	<p>How might you increase the range and scope of tasks and responsibilities you delegate to key individuals or teams?</p> <p>In what areas do faculty and staff bring expertise that will improve the quality of decisions at your school?</p>	<p>Under what circumstances would you be willing to release increased decision-making authority to your staff and faculty?</p> <p>How might you use the function of delegation to empower staff and faculty at your school?</p>	What factors prevent you from releasing responsibilities to staff?

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Indicator 7.3 – Succession Planning: The leader plans for and implements succession management in key positions.

Narrative: When the leader is off campus – who is in charge? When the leader changes jobs or retires, who is prepared to take over? What about the school’s sub-ordinate leaders? Who takes over for them? Succession planning is building relationships and preparation processes for involving others in ways that prepare them to move into key positions as they become vacant.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the leader systematically evaluates the success of the succession program, making adjustments as needed and engaging sub-ordinate leaders in succession management processes in their own areas of responsibility. Central office personnel rely upon this leader to share highly successful succession planning practices with other leaders throughout the district.</p>	<p>The leader proficiently implements a plan for succession management in key positions that includes identification of key and hard-to-fill positions for which critical competencies have been identified.</p> <p>In conjunction with central office staff, the leader identifies and evaluates applicant pools, collects information on competency levels of employees in identified applicant pools and identifies competency gaps.</p> <p>Based on an analysis of these gaps, the leader develops and uses programs and strategies for smooth succession including temporary strategies for getting work done during vacancy periods.</p>	<p>Inasmuch as the leader understands the need to establish a plan for succession management, the plan remains simply that - a plan - as thoughts about the plan and its component parts have yet to be implemented.</p> <p>The leader primarily relies on central office staff to identify and evaluate applicant pools, the competency levels of employees in identified applicant pools, and the competency gaps.</p> <p>Little to no effort on the part of the leader is made to increase the competency level of the potential successor leaders within the faculty or such efforts are limited in scope.</p>	<p>The leader takes little or no actions to establish a plan for succession management. Staff are hired to fill vacancies in key positions that do not possess the critical instructional capabilities required of the school, which compromises the school’s efforts to increase student academic achievement, and no processes to remedy the trend are taken.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Documents generated by or at the direction of the leader establish a clear pattern of attention to individual professional development that addresses succession management priorities. • The leader has processes to monitor potential staff departures. • The leader accesses district applicant pools to review options as soon as district processes permit. • Informal dialogues with faculty routinely explore their interests in expanded involvement and future leadership roles. • Leader has documents or processes to inform potential leaders of the tasks and qualifications involved in moving into leadership roles. • A succession management plan that identifies succession problems, key and hard-to-fill positions for which critical 		<ul style="list-style-type: none"> • Select teachers can attest to having been identified into applicant pools for leadership in key and hard-to-fill positions that may develop in the future. • Select teachers report that the principal has identified various competency levels needed for key or hard-to-fill leadership positions. • Select teachers describe providing the leader feedback as to gaps in their personal competency for which the leader has developed professional learning experiences. • Teachers can describe transparent processes for being considered for leadership positions within the school. • Sub-ordinate leaders engage other faculty in competency building tasks that prepare them for future leadership roles. • Other impact evidence of proficiency on this indicator. 	

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<p>competencies have been identified, and key contacts within the school community.</p> <ul style="list-style-type: none"> • Other leadership evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 7.3

Reflection Questions			
Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in succession management practices?</p> <p>What have you prepared to assist your successor when the time comes?</p>	<p>In what ways are you interacting with central office personnel to share highly effective succession planning practices with other leaders throughout the district?</p> <p>What are some of your strategies you have employed that help your school get work done during vacancy periods?</p>	<p>What are the key components of within your succession management plan?</p> <p>What might be the one or two personal leadership practices to which you will pay particular attention as you implement your succession management plan?</p>	<p>In what ways would a plan for succession management be helpful to you as you move to replace key and hard-to-fill positions at your school?</p>

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Indicator 7.4 – Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Narrative: This is a fundamentally important skill set. Leaders get quality work done through other people. The skill set of relationship building, including networking and engaging others in a shared vision, are hallmarks of quality leaders.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
While maintaining on-site work relationships with faculty and students as a priority, the leader finds ways to develop, support, and sustain key stakeholder relationships with parent organizations, community leaders, and businesses, and mentors other school leaders in quality relationship building. The leader has effective relationships throughout all stakeholder groups and models effective relationship building for other school leaders.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) networks with all key stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) in order to cultivate, support, and develop potential and emerging leaders. Leader has effective collegial relationships with most faculty and subordinates.	The leader is inconsistent in planning and taking action to network with stakeholder groups (e.g., school leaders, parents, community members, higher education, and business leaders) to support leadership development. Relationship skills are employed inconsistently.	The leader makes no attempt to or has difficulty working with a diverse group of people. Consequently, the leader does not network with individuals and groups in other organizations to build collaborative partnerships in support of leadership development.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Documentation can be provided describing the leader's plan—with goals, measurable strategies, and a frequent-monthly-monitoring schedule—to develop sustainable and supportive relationships with key stakeholder groups in support of potential and emerging leaders. Documentation can be provided as to the relationships with other building leaders the leader has established in support of potential and emerging leaders within the school. Documentation can be provided as to the relationships with parents, community members, higher education, and business leaders the leader has established in support of potential and emerging leaders within the school. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Parents report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Community members report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Higher education members within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Business leaders within the area report that the leader has developed sustainable and supportive relations with them in support of potential and emerging leaders at the school. Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

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Reflection Questions for Indicator 7.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
In what ways might you further extend your reach within the district to help others throughout the district benefit from your knowledge and skill in establishing relationships among key stakeholder groups?	What strategies are you employing so you can share your experiences relative to establishing relationships with key stakeholders to support potential and emerging leaders?	In what ways are you working to establish networks with key stakeholder groups to cultivate and support potential and emerging leaders in your school?	How might your relationships with faculty and key stakeholder groups help to cultivate and support potential and emerging leaders in your school?

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.

Narrative: This proficiency area aligns with Standard 8. A school is an “organization.” School leaders manage implementation of many rules, regulations, and policies. However, the “organization” is the people working together to provide learning to students. What leaders do to manage those people and the environment in which they work is the focus of this area.

Indicator 8.1 – Organizational Skills: The leader organizes time, tasks, and projects effectively with clear objectives, coherent plans, and establishes appropriate deadlines for self, faculty, and staff.

Narrative: Time, tasks, and projects all need organization to have the desired impact. This indicator focuses on the key aspects of organization essential to school success.

Rating Rubric

<p>Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.</p>	<p>Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.</p>	<p>Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.</p>	<p>Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.</p>
<p>The leader uses project management as a teaching device, helping others understand the interrelationship of complex project milestones throughout the organization. The leader uses complex project management to build system thinking throughout the organization. Project plans are visible in heavily trafficked areas, so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources. Successful project results can be documented.</p>	<p>Project management documents are revised and updated as milestones are achieved or deadlines are changed. The leader understands the impact of a change in a milestone or deadline on the entire project, and communicates those changes to the appropriate people in the organization. Task and project management and tracking of deadlines are routinely monitored with an emphasis of issues related to instruction and faculty development.</p>	<p>Project management methodologies are vague or it is unclear how proposed project management tools will work together in order to help keep tasks and projects on time and within budget. The impact of changes in an action plan or deadline is inconsistently documented and communicated to people within the organization.</p>	<p>There is little or no evidence of time, task or project management focused on goals, resources, timelines, and results.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Examples of projects that have been adjusted based on the input from a variety of sources. • Examples of timely completion of learning environment improvement projects focused on issues like safety, efficiency, effectiveness, or legal compliance. • Examples of multiple projects and timelines managed by the leader by strategically delegating time, resources, and responsibilities. 		<ul style="list-style-type: none"> • Reports that require teacher input are submitted on time and in compliance with expectations. • Sub-ordinate leaders’ records reveal specific levels of fiscal support to projects delegated to them and processes for tracking the expenses are implemented. • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe ongoing projects and tasks. 	

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<ul style="list-style-type: none"> • School Improvement Plan implementation records reveal planning of tasks with clear stages of progress and timelines to measure progress. • Leadership responsibility matrix or chart describes how management of tasks and projects are allocated and reflects monitoring tasks. • School financial information showing meeting deadlines and procedures and processes for assessing the adequacy of fiscal resources budgeted to tasks. (Is there a way to recognize when funds will run short or if there will be an excess which can be repurposed?) • Examples of “systems planning tools” (e.g., tree diagram, matrix diagram, flowchart, PERT Chart, Gant Chart) are used that display the chronological interdependence of the project events that unfold over time. • Tasks and reports for parties outside the school are monitored for timely completion. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Random sampling (informal interviews) with teachers reveals consistent capacity of staff to describe how school leadership monitors work in progress and due dates. • Minutes, agendas, records and/or anecdotal information from teachers reveal the preponderance of teacher meetings have clear objectives or purposes focused on system instructional goal, professional learning, or improvement planning. • School-wide teacher questionnaire results related to school management issues reflect awareness of a positive impact of organization on school operations. • Teachers are aware of time and task management processes and contribute data to them. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>	

Reflection Questions for Indicator 8.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How much of your work on organization of time and projects is reactive to establish conformity with deadlines and short term situations and how much is proactive focused on creating capacity for continuous improvement.?</p> <p>Are you able to identify and articulate to others the systemic connections between the various projects and tasks you manage?</p>	<p>To what extent are tasks and major tasks delineated in your overall project design? What might you do to emphasize the most important components over minor tasks?</p> <p>How do you distinguish between the support needed for high priority projects and tasks that impact student achievement or faculty development and compliance with projects that have fixed due dates for parties outside the building?</p>	<p>How do you ensure unanticipated changes do not derail or prevent completion of key projects at your school?</p> <p>How do you monitor whether work needed to meet deadlines is proceeding at a necessary pace?</p>	<p>What changes in your practice are needed to ensure necessary projects are identified, realistically designed, carefully implemented, and supported with sufficient time and resources?</p> <p>How do you distribute workloads so the appropriate people are involved and with sufficient clarity on goals and timeframes to get work done?</p>

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Indicator 8.2 – Strategic Instructional Resourcing: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.

Narrative: Resources are always limited. How well a leader does at putting resources where they are needed and when they are needed to support instructional goals is the focus here. Do teachers and students get what they need when they need it?

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader regularly saves resources of time and money for the organization, and proactively redeploys those resources to help the organization achieve its strategic priorities. Results indicate the positive impact of redeployed resources in achieving strategic priorities. The leader has established processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.</p>	<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize all available dollars to achieve strategic priorities. The leader has a documented history of managing complex projects, meeting deadlines, and keeping budget commitments. The leader documents a process to direct funds to increase student achievement that is based on best practice and leveraging of antecedents of excellence in resources, time, and instructional strategies.</p>	<p>The leader sometimes meets deadlines, but only at the expense of breaking the budget; or, the leader meets budgets, but fails to meet deadlines. The leader lacks proficiency in using the budget to focus resources on school improvement priorities.</p> <p>Resources are not committed or used until late in the year or are carried over to another year due to lack of planning and coordination.</p> <p>The leader makes minimal attempts to secure added resources.</p>	<p>The leader has no clear plan for focusing resources on instructional priorities and little or no record of keeping commitments for schedules and budgets.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School financial information shows alignment of spending with instructional needs. • Documents are provided to faculty that indicate clear protocols for accessing school resources. • School Improvement Plan and spending plans are aligned. • Leader's documents reveal recurring involvement in aligning time, facility use, and human resources with priority school needs. • Schedules and calendars for use of the facility reflect attention to instructional priorities. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • School-wide teacher questionnaire results reveal satisfaction with resources provided for instructional and faculty development. • Staff receipt books, activity agreements, and fundraiser requests reflect priority attention to instructional needs. • Teachers can describe the process for accessing and spending money in support of instructional priorities. • Teachers can provide examples of resource problems being taken on by school leadership as a priority issue to be resolved. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p> </p>			

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Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases to student achievement?	To what extent are faculty and staff aware of your budgeting expectations? How are your budgeting expectations delineated, published, and communicated?	Have there been instances in which you failed to meet deadlines or where expenditures resulted in budget overruns? What did you learn from that experience and how did you apply lessons from it?	When resources are limited, what actions do you take as the school leader to allocate them most efficiently?

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Indicator 8.3 – Collegial Learning Resources: The leader manages schedules, delegates, and allocates resources to provide recurring systemic support for collegial learning processes focused on school improvement and faculty development.

Narrative: Team learning is an essential element in a learning organization. Does the leader provide needed supports to collegial learning? Are barriers to success removed? Everyone working in isolation reduces the probability of improvements. Collegial processes need resource support. This indicator assesses the leader's proficiency at providing that support.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader leverages knowledge of the budgeting process, categories, and funding sources to maximize the impact of available dollars on collegial processes and faculty development.</p> <p>Results indicate the positive impact of deployed resources in achieving a culture of deliberate practice focused on school improvement needs.</p> <p>The leader has established processes to support collegial processes and faculty development through grants, business or higher education partnerships, and/or community resourcefulness.</p>	<p>The leader has established routines regarding allocation of time and facility resources that result in wide faculty participation in collegial processes and faculty development.</p> <p>School fiscal resources are allocated to support collegial processes and faculty development.</p> <p>Clear delegations of responsibility are evident that involve highly effective faculty in sustaining collegial processes and faculty development.</p>	<p>The leader lacks proficiency in using budget, work schedules, and/ or delegation of involvement to focus time and resources on collegial processes and faculty development.</p> <p>There is a lack of sustained and focused resource allocation on these issues.</p>	<p>The leader has little or no record of making plans or keeping commitments to provide resources or build schedules of events that support collegial processes and faculty development.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • School financial information identifies resources employed in support of collegial learning. • Procedures for collegial groups to reserve rooms for meetings are provided to all faculty. • Protocol for accessing school resources to support collegial learning needs. • School Improvement Plan reflects role(s) of collegial learning teams. • Leader's memorandums, e-mails, and other documents reflect support for team learning processes both on-campus and via digital participation on communities of practice. • Master schedules are modified to promote collegial use through common planning times. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Teachers routinely recount examples of collegial work, team learning or problem solving focused on student achievement. • Lesson study groups, PLC's, and other forms of collegial learning teams are operational. • School-wide teacher questionnaire results reflect teacher participation in collegial learning groups. • Teachers' professional learning plans incorporate participation in collegial learning. • Department, team, or grade level meetings devote a majority of their time to collegial learning processes. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			

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Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 8.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How would you describe the systematic method for pursuing grants, partnerships, and combining community resources you have implemented to support increases in the quality of collegial processes?	<p>To what extent are faculty and staff aware of your focus on collegial processes?</p> <p>How are faculty given opportunities to request or recommend time or resource allocations that support collegial processes and faculty development?</p>	<p>Have there been instances in which you failed to act on opportunities to support collegial processes or faculty development?</p> <p>What did you learn from that experience and how did you apply lessons from it?</p>	When resources are limited, what actions do you take as the school leader to reallocate them to the high impact functions like collegial processes and faculty development?

Proficiency Area 9. Communication: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by:

- Practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
- Managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; and
- Recognizing individuals for good work; and maintaining high visibility at school and in the community.

Narrative: The “voice of the school” represents a core set of communication processes that shape perceptions about the school – the leader’s communications central among them. The leader must manage the “voice of the school” so clear, coherent and accurate information flows to faculty, students, and stakeholders. The perceptions of those involved in the success of the school need to be heard, acknowledged, and understood.

Indicator 9.1 – Constructive Conversations: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

Narrative: Skillful “speaking” is important. So is skillful listening. People can engage in conversation on many things, but some things are more important to school improvement than others. Making sure speaking and listening occurs on the important issues is a leader’s task.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>In addition to the practices at the effective level, the highly effective leader routinely mentors others within the district to effectively employ key active listening skills (e.g. wait time, paraphrasing, asking clarifying questions) when interacting with diverse stakeholder groups about high achievement for all students.</p> <p>There is evidence of the leader making use of what was learned in constructive conversations with others in the leader’s subsequent actions, presentations, and adjustments to actions.</p>	<p>The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) and reciprocally listens to and communicates with students, parents, staff, and community using multiple methods (i.e., oral, written, and electronic) to seek input/ feedback and to inform instructional and leadership practices.</p> <p>The leader systematically communicates with diverse stakeholders about high achievement for all students.</p>	<p>The leader’s involvement in regard to listening to and communicating with students, parents, staff, and community is primarily unplanned and/or initiated by others rather than the leader “reaching out.”</p> <p>The leader has only a few methods to seek input/feedback with the intent to inform instructional and leadership practices.</p> <p>The leader’s communications with stakeholders about high achievement for all students are not carefully planned and implemented.</p>	<p>The leader’s visibility within the community is virtually non-existent; conducts little to no interactions with stakeholders regarding the work of the school.</p> <p>The leader is isolated from students, parents, staff, and community and engages in no or minimal listening to and communicating with them to seek input/feedback and inform instructional and leadership practices.</p> <p>The leader avoids engaging faculty and/or stakeholders in conversations on controversial issues that need to be addressed in the interest of school improvement.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative</u></p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative</u></p>	

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<p><u>examples</u> of such evidence may include, but are not limited to the following:</p>	<p><u>examples</u> of such evidence may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> • Samples of communication methods used by the leader. • A School Improvement Plan that demonstrates knowledge of the specific school community and the impact of community factors on learning needs of students and faculty. • A school-wide plan to engage families and community in understanding student needs and participating in school improvement efforts. • Evidence of opportunities for families to provide feedback about students' educational experiences. • Logs of community interaction (e.g., number of volunteers, community members in the school, telephone conversations and community presence at school activities). • Leader writes articles for school or community newspapers. • Leader makes presentations at PTSA or community organizations. • Leader hosts informal "conversations" with faculty, parents, and/or business leaders to share perceptions about the school and pertinent educational issues. • The leader can identify influential "opinion leaders" in the school community and has processes for engaging them in school improvement efforts. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Students confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Faculty members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Parents and community members confirm that the leader is a good listener and effectively uses a wide variety of methods of communication to describe expectations and seek input/feedback. • Local newspaper articles report involvement of school leader and faculty in school improvement actions. • Letters and e-mails from stakeholders reflect exchanges on important issues. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 9.1

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>How might you further expand your influence over your colleagues within the district relative to the implementation of effective listening and communication techniques?</p>	<p>What support might you provide your colleagues within the school that would help them become as capable in the area of listening and communicating as you?</p>	<p>How would you describe your efforts to implement a plan to communicate with various stakeholders within your school community?</p> <p>What might be some of the things you are taking away from this experience that will influence your communication practice in the future?</p>	<p>How might listening with the intent to learn from students, staff, parents, and community stakeholders be beneficial to the successful operation of the school?</p>

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Indicator 9.2 – Clear Goals and Expectations: The leader communicates goals and expectations clearly and concisely using Florida’s common language of instruction and appropriate written and oral skills, communicates student expectations and performance information to students, parents, and community, and ensures faculty receives timely information about student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions.

Narrative: Proficiency in the competencies addressed in this indicator impacts success on many other indicators. The most successful school leaders are able to provide clear goals and expectations on every aspect of school operations and instructional leadership. You need to do the “school leader’s two step.” Having clear goals and expectations is step one, communicating them so others can act on them is step two.

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>Clear evidence communication on goals and expectations is present, including open forums, focus groups, surveys, personal visits, and use of available technology.</p> <p>Ensures that all community stakeholders and educators are aware of the school goals for instruction, student achievement, and strategies and progress toward meeting these goals.</p> <p>The leader coaches others within the district to effectively employ the Florida common language of instruction in communicating school goals and expectations.</p>	<p>The leader conducts frequent interactions with students, faculty, and stakeholders to communicate and enforce clear expectations, structures, and fair rules and procedures.</p> <p>Utilizes a system of open communication that provides for the timely, responsible sharing of information with the school community using a variety of formats in multiple ways through different media in order to ensure communication with all members of the school community.</p> <p>Is proficient in use of the Florida common language of instruction to align school goals with district and state initiatives.</p>	<p>Expectations and goals are provided and communicated in a timely, comprehensible and actionable form regarding some student and faculty performance issues.</p> <p>Designs a system of open communication that provides for the timely, responsible sharing of information to, from, and with the school community on goals and expectations, but it is inconsistently implemented.</p> <p>Has a limited capacity to employ Florida’s common language of instruction in aligning school goals and expectations with district and state initiatives.</p>	<p>Expectations and goals regarding student and faculty performance are not provided or are not communicated in a timely, comprehensible and actionable form.</p> <p>The leader’s actions demonstrate a lack of understanding of the importance of establishing clear expectations, structures, rules, and procedures for students and staff.</p> <p>Uses terms in the Florida common language of instruction incorrectly thus misleading others.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Evidence of visibility and accessibility (e.g., agendas of meetings, newsletters, e-mail correspondence, appointment book, etc.) is provided. • Evidence of formal and informal systems of communication that include a variety of formats (e.g., written, oral) in multiple ways through different media (e.g., newsletter, electronic) used to communicate goals and expectations for how to accomplish the goals. • School safety and behavioral expectations are accessible to all. • Dissemination of clear norms and ground rules for standards-based instruction and Multi-tiered System of Supports (MTSS) is provided. 		<ul style="list-style-type: none"> • Faculty routinely access www.floridastandards.org to align course content with state standards. • Staff survey results reflect awareness and understanding of priority goals and expectations. • Parent survey results reflect understanding of the priority academic improvement goals of the school. • Parents’ communications to the school reflect understanding of the goals and expectations that apply to their children. • PTSA/Booster club operations and participation addresses support for school academic goals. • Student survey results reflect understanding of goals and expectations that apply to the students. 	

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<ul style="list-style-type: none"> • School Improvement Plan is based on clear actionable goals. • Leader is able to access Florida's common language of instruction via online resources. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • Sub-ordinate leaders use Florida's common language of instruction. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 9.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional strategies have you established to diffuse your practices on goals and expectations among your colleagues across the school system?</p> <p>How does feedback from key stakeholder groups inform the work of the school?</p>	<p>How might you articulate to faculty the benefits that could be gained by the school if parents and community members understood the rationale for most decisions on goals and expectations?</p>	<p>How might you improve your consistency of interactions with stakeholders regarding the work of the school?</p> <p>Knowing that some teachers and parents are reluctant to initiate conversations with school leaders, what strategies have you employed or considered in which you—as the leader—would initiate communication on priority goals and expectations?</p>	<p>What are your priority goals for school improvement?</p> <p>How do you know whether others find them clear and comprehensible?</p>

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Indicator 9.3 – Accessibility: 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.

Narrative: Leaders need to be seen by those they are to lead...and those who are asked to engage in rigorous effort on the leader's goals need access to the leader. While leaders must manage their time, they must also make sure those who need access can get it in reasonable ways and timeframes. In a 21st century technological society use of social networking and other technologies to promote accessibility is a valuable leadership competency.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to the practices at the effective level, the leader initiates processes that promote sub-ordinate leaders access to all through a variety of methods stressing the need for engagement with stakeholder groups. The leader serves as the "voice of the school" reaching out to stakeholders and advocating for school needs. The leader mentors other school leaders on quality processes for accessibility, engaging stakeholders, and using technologies to expand impact.	Leader provides timely access to all through a variety of methods using staff and scheduling practices to preserve time on instructional priorities while providing processes to enable access for parents and community. Leader is consistently visible within the school and community focusing attention and involvement on school improvement and recognition of success. Stakeholders have access via technology tools (e.g., e-mails, phone texts, video conferencing, websites) so that access is provided in ways that do not minimize the leader's time for instructional leadership and faculty development.	Leader's actions to be visible and accessible are inconsistent or limited in scope. Limited use of technology to expand access and involvement. Leadership is focused within the school with minimal outreach to stakeholders.	Leader is not accessible to staff, student, or stakeholders and does not engage stakeholders in the work of the school. Leader has low visibility to students, staff, and community.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> • Leader's work schedule reflects equivalent of two work days a week in classrooms and interacting with students and teachers on instructional issues. • Meeting schedules reflect frequency of access by various stakeholders. • Executive business partnerships engaging local business leaders in ongoing support of school improvement. • E-mail exchanges with parents and other stakeholders. • Websites or weblogs provide school messaging into the community. • Leader's participation in community events. • Leader has established policies that inform students, faculty, and parents on how to get access to the leader. • Leader monitors office staff implementation of access policies to insure timely and responsive accessibility. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • School office staff have effective procedures for routing parents and stakeholders to appropriate parties for assistance and informing the leader when direct involvement of the leader is necessary. • Sub-ordinate leaders' involvement in community events where school issues may be addressed. • "User friendly" processes for greeting and determining needs of visitors. • Newspaper accounts reflecting leader's accessibility. • Teacher and student anecdotal evidence of ease of access • Parent surveys reflect belief that access is welcomed. • Office staff handles routine requests for access in ways that satisfy stakeholders' needs without disrupting leader's time on instructional issues, but gives school leader timely notice when his/her personal involvement should occur without delay. • Other impact evidence of proficiency on this indicator. 	

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<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>
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Reflection Questions for Indicator 9.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
How can you involve subordinate leaders as high visibility assets of the school?	What uses can you make of modern technology to deepen community engagement and expand your accessibility to all?	How can you assess what students, faculty, and stakeholders think of your level of accessibility?	What work habits would you need to change to be more visible to students, faculty, and stakeholders?

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Indicator 9.4 – Recognitions: The leader recognizes individuals, collegial work groups, and supporting organizations for effective performance.

Narrative: Leading is about enabling others to succeed. Recognition of the successes and contributions of others is a key leadership function. Recognition from the leader is motivating and focusing. The recognition needed is more than “good job.” It identifies what people did to generate the success being recognized. Recognizing the way in which people succeed encourages them to continue those practices and informs others “by what methods” they may do the same.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
In addition to meeting effective level criteria, the leader utilizes recognition reward, and advancement as a way to promote the accomplishments of the school. Shares the methods that lead to success with other leaders. Engages community groups in supporting and recognizing rigorous efforts to overcome past failures.	The leader systematically (e.g., has a plan, with goals, measurable strategies, and a frequent-monthly-monitoring schedule) recognizes individuals for praise, and where appropriate rewards and promotes based on established criteria. Recognizes individual and collective contributions toward attainment of strategic goals by focusing on what was done to generate the success being celebrated.	The leader uses established criteria for performance as the primary basis for recognition, and reward, but is inconsistent or untimely in doing so, with some people deserving of recognition not receiving it.	The leader does not celebrate accomplishments of the school and staff, or has minimal participation in such recognitions.
Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or status of the faculty and staff. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> Faculty meeting agendas routinely include recognitions of progress and success on goals. Rigorous effort and progress points of collegial work groups are recognized and the methods they employed shared. Samples of recognition criteria and reward structures are utilized. Documents (e.g. written correspondence, awards, agendas, minutes, etc.) supporting the recognition of individuals are based on established criteria. Communications to community groups are arranged recognizing student, faculty, and school accomplishments. Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> Teachers attest to the leader's recognition of them as individuals and as team members. Teachers describe feedback from the leader that acknowledges specific instructional strengths or improvements. Teachers report that the leader uses a combination of methods to promote the accomplishments of the school. Students report both formal and informal acknowledgements of their growth. Bulletin boards or other media display evidence of student growth. Other impact evidence of proficiency on this indicator. 	
Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:			
<input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory			
Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):			

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Reflection Questions for Indicator 9.4

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What might be some of the potential benefits that would come from you sharing your talents in this area with your colleagues in the district?	In what ways are you utilizing the recognition of failure as an opportunity to improve? How do you enable those that make progress to share "by what method" they did so?	How might you compare your beliefs about the importance of providing individual and collective praise to your actual practice? What do you want to be most aware of as you make future plans in this area?	As you assess the importance of acknowledging failures and celebrating accomplishments, what assumptions are guiding you?

Domain 4 - Professional and Ethical Behavior

Narrative: This domain is focused on the professional integrity and dedication to excellence of the school leader. The indicators in this domain focus on behaviors essential to success as a school leader.

Narrative: There are two broad proficiency areas that are the focus of evaluation of behavior and ethics. One is approached as Proficiency Area 10 of the FSLA which is focused on Florida Principal Leadership Standard #10 (FPLS). The indicators in proficiency area 10 address resiliency, professional learning, commitment, and conduct. The other major professional behavior area, Deliberate Practice, is a separate metric, scored separately and, when combined with the overall FLSA score, generates the Leadership Practice Score.

Indicator 10.1 – Resiliency: The leader demonstrates resiliency in pursuit of student learning and faculty development by:

- **staying focused on the school vision,**
- **reacting constructively to adversity and barriers to success,**
- **acknowledging and learning from errors,**
- **constructively managing disagreement and dissent with leadership,**
- **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.**

Narrative: The lead indicator in this FSLA domain is focused on resiliency. Leadership takes strength of character and a capacity to “weather the storm(s)” to get quality results. It includes learning from mistakes and sticking with it until you get it right.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising “good mistakes” where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future.</p> <p>The leader encourages constructive dissent in which multiple voices are encouraged and heard; the final decision is made better and more broadly supported as a result.</p> <p>The leader is able to bounce back quickly from adversity while remaining focused on the vision of the organization.</p> <p>The leader offers frank acknowledgement of prior personal and organizational</p>	<p>The leader readily acknowledges personal and organizational failures and offers clear suggestions for personal learning.</p> <p>The leader uses dissent to inform final decisions, improve the quality of decision-making, and broaden support for his or her final decision.</p> <p>The leader admits failures quickly, honestly, and openly with direct supervisor and immediate colleagues.</p> <p>Non-defensive attitude exists in accepting feedback and discussing errors and failures.</p> <p>There is evidence of learning from past errors. Defined structures and processes are in place for eliciting input.</p> <p>Improvement needs noted in the leader's previous</p>	<p>The leader is able to accept evidence of personal and organizational failures or mistakes when offered by others, but does not initiate or support the evidence gathering.</p> <p>Some evidence of learning from mistakes is present.</p> <p>The leader tolerates dissent, but there is very little of it in public.</p> <p>The leader sometimes implements unpopular policies unenthusiastically or in a perfunctory manner.</p> <p>The leader tolerates dissent, but there are minimal to no systemic processes to enable revision of levels of engagement, mental models, and/or misconceptions.</p> <p>The leader is aware of improvement needs noted in previous evaluations, but has</p>	<p>The leader is unwilling to acknowledge errors.</p> <p>When confronted with evidence of mistakes, the leader is defensive and resistant to learning from mistakes.</p> <p>The leader ignores or subverts policy decisions or initiatives focused on student learning or faculty development that are unpopular or difficult.</p> <p>Dissent or dialogue about the need for improvements is absent due to a climate of fear and intimidation and/or apathy.</p> <p>No evidence or reference to previous leadership evaluations is present in the leader's choices of tasks and priorities.</p>

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<p>failures and clear suggestions for system-wide learning resulting from those lessons. The influence of previous evaluations has a positive impact not only on the leader, but on the entire organization.</p>	<p>evaluations are explicitly reflected in projects, tasks, and priorities.</p>	<p>not translated them into an action plan.</p>	
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • The leader offers frank acknowledgement of prior personal and organizational failures and clear suggestions for system-wide learning resulting from those lessons. • The leader builds resilience in colleagues and throughout the organization by habitually highlighting and praising "good mistakes" where risks were taken, mistakes were made, lessons were learned, and both the individual and the organization learned for the future. • The leader demonstrates willingness to question district authority and policy leaders appropriately with evidence and constructive criticism, but once a district decision is made, fully supports, and professionally implements organizational policy and leadership decisions. • The leader recognizes and rewards thoughtful dissent. • The leader's previous evaluations are explicitly reflected in projects, tasks, and priorities. • The leader offers evidence of learning from dissenting views • Improvement plans reflect changes in leadership practices. (either from one year to the next or amending of current plans based on new insights). • The leader accepts and implements leadership and policy with fidelity and district and state initiatives are represented by the leader in a thorough way citing the student data, research base, and performance goals relevant to these initiatives. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Faculty, staff, parents, and community members express perceptions that their concerns and dissent receive fair consideration and are welcome input from the leader even when they disagree with policies or practices being implemented. • Faculty or students share anecdotes of practices/policies they previously challenged or resisted but, due to principal's resilience, they have changed ways of working without acting in dysfunctional or harmful ways to others within the organization. • The principal's resilience in pursuit of school improvements has generated a school climate where faculty and staff feel comfortable voicing concerns and disagreements and perceive that their concerns are treated as a basis for deepening understanding. • Previously resisted policies and practices are now perceived by faculty or students as appropriate and are being implemented with fidelity. • Results of staff, student, or community questionnaire regarding the leader's vision and impact on school improvement efforts. • Changes advocated by the leader and implemented despite resistance have had a positive impact on student growth. • Faculty and staff describe the school leader as unwavering in commitment to raising student achievement. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank: <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p>			
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>			

Reflection Questions for Indicator 10.1

Reflection Questions			
Highly effective	Effective	Needs Improvement	Unsatisfactory
<p>What additional insights are you gaining about the challenges of reconciling points of view disagreements and fully supporting and executing</p>	<p>How might you reconcile your opinions with final decisions in supporting and implementing organizational policy and leadership decisions?</p>	<p>When or how is it appropriate to challenge policy and leadership decisions, if at all? What leadership practices, structures, and processes could</p>	<p>How do you deal with decisions with which you are uncomfortable? Do you think about the impact when unpopular or difficult policy</p>

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<p>organizational policy and leadership decisions? What additional insights have you gained about the value of supporting processes that enable faculty to reflect on and modify their own mental models based on evidence rather than assumptions?</p>	<p>How can you help your staff grow to acknowledge and implement systems for gaining multiple perspectives in decision-making?</p>	<p>you put in place that would help staff know that dissent is welcomed as part of an informed decision-making process?</p>	<p>decisions are undermined, ignored, or executed with public disagreement or lack of enthusiasm from yourself or your staff? What needs to be done to establish enough trust that faculty and staff feel free to present opposing views with you in an open, sharing way?</p>
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Indicator 10.2 – Professional Learning: 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.

Narrative: Professional learning is addressed in several FSLA indicators, each from a different perspective. Indicator 4.5 is focused on what the leader does to engage faculty in meaningful professional learning (which includes being involved in what the faculty is learning). Indicator 4.4 focuses on professional learning needed to implement priority initiatives. Indicator 4.6 addresses alignment of faculty professional learning with improvement of instruction. The Deliberate Practice metric concentrates on a very few issues where the leader drives for deep learning and personal mastery of a few “thin slices.” Indicator 10.2 is focused on the impact of the leader’s professional learning – does the leader’s learning result in improved performance?

Rating Rubric

Highly Effective: Leader’s actions or impact of leader’s actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader’s actions or impact of leader’s actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader’s actions or impact of leader’s actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader’s actions or impact of leader’s actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
Performance improvements linked to professional learning are shared with other leaders thus expanding impact. The leader approaches every professional learning opportunity with a view toward multidimensional impact. Knowledge and skills are shared throughout the organization and with other departments, schools, and districts. Rather than merely adopting the tools of external professional learning, this leader creates specific adaptations so that learning tools become part of the culture of the organization and are “home-grown” rather than externally generated. The leader provides evidence of leverage, applying each learning opportunity throughout the organization. This leader creates forms, checklists, self-assessments, and other tools so that concepts learned in professional development are applied in the daily lives of teachers and leaders throughout the organization.	The leader routinely shows improvement in areas where professional learning was implemented. The leader engages in professional learning that is directly linked to organizational needs. The priority is given to building on personal leadership strengths. The leader personally attends and actively participates in the professional learning that is required of other leaders in the organization. The leader personally attends and actively participates in the professional learning required of teachers. There is clear evidence of the actual application of personal learning in the organization. Where learning has not been applied within the organization, this leader rigorously analyzes the cause for this and does not continue investing time and money in professional learning programs that lack clear evidence of success when applied in the organization.	The leader demonstrates some growth in some areas based on professional learning. The leader actively participates in professional learning, but it is reflective of a personal agenda rather than addressing the strategic needs of the organization. The leader attends professional learning for colleagues, but does not fully engage in it and set an example of active participation. The leader has given intellectual assent to some important learning experiences, but can give only a few specific examples of application to the organization.	There is no or only minimal impact of professional learning on the leader’s performance. The leader might introduce a professional learning program, but does not participate in the learning activities along with the staff. The leader is not strategic in planning a personal professional learning focus aligned with the school or district goals. Even on those rare occasions when the leader engages in professional learning, the purpose appears to be merely collecting information rather than reflecting on it and applying it to the organization. Professional learning is an expense, not an investment in constructive improvements.
Leadership Evidence of proficiency on this indicator may be seen in the leader’s behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:		Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students, and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:	
<ul style="list-style-type: none"> The leader is an active participant in professional learning provided for faculty. 		<ul style="list-style-type: none"> Teachers’ anecdotal evidence of the leader’s support for and participation in professional learning. 	

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<ul style="list-style-type: none"> • The leader’s professional growth plan includes professional learning topics that are directly linked to the needs of the school or district. • Evidence the leader has applied lessons learned from the research to enhance personal leadership practices. • Case studies of action research shared with subordinates and/or colleagues. • Forms, checklists, self-assessments, and other learning tools the leader has created that help the leader apply concepts learned in professional development. • Membership and participation in professional learning provided by professional organizations. • The leader shares professional learning with other school leaders. • Other leadership evidence of proficiency on this indicator. 	<ul style="list-style-type: none"> • The frequency with which faculty members are engaged in professional learning with the school leader. • Changes in student growth data, discipline data, etc., after the leader’s professional development. • Teachers can articulate professional learning shared by the leader after the leader’s professional learning was implemented. • Other impact evidence of proficiency on this indicator.
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>	
<p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p> 	

Reflection Questions for Indicator 10.2

Highly Effective	Effective	Needs Improvement	Unsatisfactory
<p>What has been most effective in creating a focus on professional learning? How might you lead this effort across the district? How have you synthesized new professional learning into existing learning for more sophisticated application? How have you applied this learning to support and encourage the growth of other leaders? How will you leverage your professional learning throughout the school, district, and beyond?</p>	<p>To what degree do you explicitly identify the focus areas for professional development in faculty and grade level/department meetings?</p> <p>How will you determine whether application of your own professional learning is impacting student achievement and the school as a whole?</p> <p>How are you adjusting application when clear evidence of success is not apparent?</p>	<p>How are you investing your professional learning and applying it to your school on daily basis? How do you apply this learning in multiple leadership venues?</p>	<p>What steps can you take to participate in professional learning focused on school and district goals with your staff?</p> <p>What steps can you take to begin to apply professional learning to your daily work?</p>

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Indicator 10.3 – Commitment: 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.

Narrative: Leaders are committed to carrying out the role of school leader in ways that benefit others: Students – faculty – community. Barriers to having that impact are not seen as reasons to give up but as problems to be solved.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>The messaging and support systems of the effective principal are expanded to engage parents and the community at large in participating in actions that promote student success and mitigate or eliminate multiple barriers to success. The principal's actions on behalf of students form a foundation of mutual respect between students, faculty and the community.</p>	<p>There are programs and processes within the school that focus all students on the importance of success in school and multiple tiers of support to assist them in overcoming barriers to success. Positive slogans and exhortations to succeed are supported with specific and realistic guidance and supports on how to succeed and overcome barriers. The schools vision of success for all students is shared with the community at large.</p>	<p>The leader demonstrates professional concern for students and for the development of the student's potential but implementation of processes to identify barriers to student success have limited scope and have resulted in actions to mitigate those barriers and provide supports for success only for some students. There are gaps in processes that engage all faculty in understanding the student population and the community in which they live. Some student sub-groups do not perceive the school as focused on their best interests.</p>	<p>Other than slogans and exhortations to do better, there is minimal or no evidence of principal leadership being employed to implement the FEAPs and FPLS for the benefit of students in the school, and the leader is not perceived by staff, students, or community as a sincere and effective advocate for the students.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p>	
<ul style="list-style-type: none"> • Agenda, memorandum, and other documents show a recurring emphasis on student success with specific efforts to remove barriers to success. • Agenda, memorandum, and other documents show a recurring emphasis on deepening faculty understanding of the students and the community in which they live. • The leader can describe the challenges present in the students' lives and provide specific examples of efforts undertaken to support student success. • Barriers to student achievement or faculty development are identified in the SIP, and strategies are implemented to address them. • Other leadership evidence of proficiency on this indicator. 		<ul style="list-style-type: none"> • Student results show growth in all sub-groups. • Faculty members' anecdotal evidence describes a leader focused on and committed to student success. • Parent and community involvement in student supports are plentiful and address the needs of a wide range of students. • Student work is commonly displayed throughout the community. • News reports in local media draw attention to positive actions of students and school. • Other impact evidence of proficiency on this indicator. 	
<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p>			
<p> <input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory </p>			

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Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):

Reflection Questions for Indicator 10.3

Highly Effective	Effective	Needs Improvement	Unsatisfactory
What actions are needed to sustain the role of the school in generating a community wide effort to insure students succeed?	What outreach can you initiate to expand the involvement of parents and community leaders in supporting student success and deepening understanding of the barriers and actions that mitigate them?	Have you presented an effective challenge to perceptions that student apathy or lack of parent involvement are acceptable explanations for lack of success by some students or sub-groups?	Do you know enough about the students and the community in which they live to recognize the barriers that prevent success by all of the students?

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Indicator 10.4 – Professional Conduct. The leader Adheres to the Code of Ethics (Rules 6B-1.001) of the Education Profession in Florida and to the Principles of Professional Conduct for the education profession (Rules 6B-1.006, F.A.C.).

Narrative: State Board Rules define specific expectations for the conduct and ethical behaviors for Florida educators.

Rating Rubric

Highly Effective: Leader's actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
<p>There is clear, convincing, and consistent evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida, and inspires others within the organization to abide by that same behavior. The leader clearly demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community, as a result the leader achieves and sustains the highest degree of ethical conduct and serves as a model for others within the district.</p>	<p>There is clear evidence that the leader values the worth and dignity of all people, the pursuit of truth, devotion to excellence (i.e., sets high expectations and goals for all learners, then tries in every way possible to help students reach them) acquisition of knowledge, and the nurture of democratic citizenship. The leader's primary professional concern is for the student and for the development of the student's potential. Therefore, the leader acquires the knowledge and skills to exercise the best professional judgment and integrity. The leader demonstrates the importance of maintaining the respect and confidence of his or her colleagues, of students, of parents, and of other members of the community. As a result the leader adheres to the prescribed ethical conduct.</p>	<p>The leader's behaviors enable recurring misunderstanding and misperceptions about the leader's conduct and ethics as expressed in the Code and Principles. There are segments of the school community whose developmental needs are not addressed and leadership efforts to understand and address those needs is not evident. The leader has only a general recollection of issues addressed in the Code and Principles and there is limited evidence that the school leader abides by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida.</p>	<p>The leader's patterns of behavior are inconsistent with the Code of Ethics, Rule 6B-1.001, or disciplinary action has been initiated based on violation of the Principles of Professional Conduct, Rule 6B-1.006.</p>
<p>Leadership Evidence of proficiency on this indicator may be seen in the leader's behaviors or actions. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Samples of written feedback from teachers regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • Samples of written feedback provided by parents regarding the leader's judgment and/or integrity on issues related to the learning environment, instructional improvement or school organization. • School improvement plan's focus on student success and evidence of actions taken to accomplish such plans. • School safety and behavioral expectations promoted by the leader for the benefit of students. • Other leadership evidence of proficiency on this indicator. 		<p>Impact Evidence of leadership proficiency may be seen in the behaviors or actions of the faculty, staff, students and/or community. <u>Illustrative examples</u> of such evidence may include, but are not limited to the following:</p> <ul style="list-style-type: none"> • Teacher, student, parent anecdotal evidence reflecting respect for the principal's ethics and conduct. • Recognition by community and parent organizations of the principal's impact as a role model for student and adults in the community. • Parent or student questionnaire results. • Other impact evidence of proficiency on this indicator. 	

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<p>Scale Levels: (choose one) Where there is sufficient evidence to rate current proficiency on this indicator, assign a proficiency level by checking one of the four proficiency levels below. If not being rated at this time, leave blank:</p> <p><input type="checkbox"/> Highly Effective <input type="checkbox"/> Effective <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory</p> <p>Evidence Log (Specifically, what has been observed that reflects current proficiency on this indicator? The examples above are illustrative and do not reflect an exclusive list of what is expected):</p>
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Reflection Questions for Indicator 10.4

Highly Effective: Leaders' actions or impact of leader's actions relevant to this indicator exceed effective levels and constitute models of proficiency for other leaders.	Effective: Leader's actions or impact of leader's actions relevant to this indicator are sufficient and appropriate reflections of quality work with only normal variations.	Needs Improvement: Leader's actions or impact of leader's actions relevant to this indicator are evident but are inconsistent or of insufficient scope or proficiency.	Unsatisfactory: Leader's actions or impact of leader's actions relevant to this indicator are minimal or are not occurring, or are having an adverse impact.
How might you expand your influence within the district so that others achieve and sustain your high degree of ethical conduct?	What might be some strategies you could pursue that would inspire others within the organization to demonstrate your level of ethical behavior?	How might you be more overt in demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?	In what ways are you demonstrating that you abide by the spirit, as well as the intent, of policies, laws, and regulations that govern the school and the education profession in the state of Florida?

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:	Page 10	<input type="checkbox"/>
	a. Hold a Florida certificate in educational leadership (Level 1);	Page 10	<input type="checkbox"/>
	b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and	Page 10	<input type="checkbox"/>
	c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;	Page 10	<input type="checkbox"/>
1.1.2	Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and	Page 10	<input type="checkbox"/>
1.1.3	Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.	Page 10 & 31	<input type="checkbox"/>

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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 Number	Standard Met (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:	Pages 11-16	<input type="checkbox"/>
	a. Title for each course within the competency-based curricula;	Pages 11-16	<input type="checkbox"/>
	b. Performance measure or indicator that is being assessed; and	Pages 11-16	<input type="checkbox"/>
	c. Title and description of critical task or assessment activity	Pages 11-16	<input type="checkbox"/>
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;	Pages 4-9	<input type="checkbox"/>
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:	Pages 16-28	
	a. Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;	Pages 16-28	<input type="checkbox"/>
	b. Personnel evaluation criteria under s. 1012.34, F.S.; and	Pages 16-28	<input type="checkbox"/>
	c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;	Pages 16-28	<input type="checkbox"/>
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;	Page 25, Page 41	<input type="checkbox"/>

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1.2.5	The plan for analyzing candidate performance data at the individual level to ensure candidate’s mastery of the curricula; and	Page 26, Page 41	<input type="checkbox"/>
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.	Page 26, Page 41	<input type="checkbox"/>
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.			
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:	26	<input type="checkbox"/>
	a. Program candidates’ field experience performance evaluations in demonstration of FPLS;	Pages 11-16	<input type="checkbox"/>
	b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;	Pages 28-32	<input type="checkbox"/>
	c. Number and percentage of program completers who are placed in school principal positions in the school district;	Pages 28-32	<input type="checkbox"/>
	d. Results from program candidates’ and program completers’ performance evaluations required under s. 1012.34, F.S.; and	Pages 28-32	<input type="checkbox"/>
	e. Other data results under consideration by the district.		<input type="checkbox"/>