

**COMPETENCIES AND SKILLS  
REQUIRED FOR  
CERTIFICATION IN  
EDUCATIONAL LEADERSHIP  
IN FLORIDA  
Second Edition, 2002**

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**Florida Educational Leadership Examination  
Competencies and Skills  
Second Edition**

The competencies and skills listed in this document will become effective with the **month year** administration of the test.

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# **SCHOOL MANAGEMENT**



## **LEADERSHIP**

### **A. Knowledge of basic leadership theories**

1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations).
2. Apply historical leadership theories (e.g., organizational theory, motivational theory, political and social systems theory) to practical situations.

### **B. Knowledge of basic principles of human motivation**

1. Identify strategies to empower constituents in making decisions that affect a school.
2. Identify motivational incentives for increasing performance and satisfaction.

### **C. Knowledge of group dynamics**

1. Identify appropriate leadership actions as they relate to stages of group development.
2. Identify the basic processes used in managing conflict.
3. Identify strategies for achieving creative thinking, problem solving, and group decision making.
4. Select activities that acknowledge the diverse characteristics and abilities of group members.

### **D. Knowledge of the change process**

1. Identify the common components of the change process.
2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.

### **E. Knowledge of influences that impact the school**

1. Identify internal and external forces and the influence they have on a school.
2. Recognize the appropriate level of sensitivity for leadership actions taken in response to internal or external forces.
3. Identify the processes of educational policy development at the state, local, and school level.
4. Identify ways an educational leader can influence educational policy development at the state, local, and school level.

### **F. Knowledge of organizing and planning**

1. Differentiate between long-term and short-term planning.
2. Select and apply planning techniques for site-based decision making.
3. Identify the purpose of vision and the shared visioning process in planning and organizational development.

## MANAGEMENT

### **A. Knowledge of proactive management**

1. Identify the characteristics of proactive management.
2. Analyze organizational problems and select the most appropriate action.
3. Identify the educational leader's role in managing resources.

### **B. Knowledge of decision-making processes**

1. Identify circumstances that call for decisive action.
2. Select appropriate activities in conducting an information search prior to making any decision.
3. Analyze gathered data to determine relevant patterns, themes, and options for appropriate action.
4. Determine appropriate action that is sensitive to the shared visions and values of the school community.

### **C. Knowledge of the effect of personal behavior on others both inside and outside the organization**

1. Analyze the consequences of a leader's actions and determine any needed adjustment in behavior.
2. Identify behaviors modeled by a leader that may positively or adversely influence the performance of others.

### **D. Knowledge of receiving and providing adequate and timely feedback for monitoring the progress and work of self and others**

1. Identify systematic evaluation techniques to assess performance of self and others.
2. Identify critical or significant events that provide information for improving performance of self and others.
3. Identify the evidence required to assess attainment of goals.
4. Identify examples of effective coaching and/or mentoring.

### **E. Knowledge of purposes and methods of delegation**

1. Identify purposes of delegation.
2. Distinguish between appropriate and inappropriate methods of delegation.

## **PERSONNEL (HUMAN RESOURCES)**

- A. Knowledge of the role of the administrator in recruiting, selecting, and inducting instructional and noninstructional personnel**
1. Identify responsibilities of administrators in recruiting, selecting, and inducting personnel.
  2. Identify job-related criteria and violations in the selection process.
  3. Identify components of an effective interview.
  4. Identify strategies that involve staff members in the selection process.
  5. Identify legitimate sources of information about prospective candidates.
  6. Identify district and school-site orientation and socialization activities.
- B. Knowledge of the organization and use of information on school personnel**
1. Identify policy and procedure for placing, maintaining, and accessing confidential and nonconfidential information on school personnel.
  2. Identify Florida laws governing Florida school personnel files and records.
- C. Knowledge of career and staff development theory and practice**
1. Identify resources, approaches, and techniques for career and staff development programs based on individual and group needs.
  2. Identify advantages and characteristics of effective career and staff development programs.
- D. Knowledge of appraisal processes and procedures**
1. Distinguish between reliable and unreliable performance appraisal criteria, methods, techniques, and resources.
  2. Distinguish between school-site and district-level performance appraisal responsibilities.
  3. Identify diagnostic, prescriptive, and remediation resources and methods to facilitate employee growth.
- E. Knowledge of processes and procedures for discipline, dismissal, and nonrenewal of school employees**
1. Identify the administrator's responsibilities in employee discipline, dismissal, and nonrenewal.
  2. Identify elements of due process involving discipline, dismissal, and nonrenewal of school employees.
  3. Distinguish grounds for just cause involving dismissal.



**F. Knowledge of the collective bargaining process and management of collective bargaining agreements**

1. Identify the state agency and state laws that regulate the collective bargaining process in Florida.
2. Identify the role of the administrator in managing collective bargaining agreements.
3. Identify negotiation and grievance procedures in the collective bargaining process.

**G. Knowledge of incentives for attracting and retaining personnel**

1. Identify the relationship between reward and motivation.
2. Identify types of intrinsic and extrinsic benefits.

# **SCHOOL COMMUNICATIONS**



## COMMUNICATIONS

### **A. Knowledge of the communication process**

1. Recognize or state the purpose of a particular communication task.
2. Identify techniques for building rapport.
3. Identify effective oral communication skills.
4. Select techniques for developing and enhancing effective communication.
5. Recognize the impact of nonverbal communication.
6. Identify optimal communication conditions.
7. Identify probable reactions to the form and content of communication.

### **B. Knowledge of the relationship between effective communication and interpersonal relationships**

1. Identify the role of communication in building relationships.
2. Recognize appropriate concern for cultural diversity when planning and implementing communications.
3. Recognize sensitive interactions.
4. Identify strategies to encourage and preserve diverse opinions.
5. Select appropriate provisions for feedback in the communication process.
6. Identify elements associated with promoting an individual's self-esteem.

### **C. Knowledge of the effects one's behavior and decisions have on other individuals and on the culture and climate of groups and organizations**

1. Recognize role differences (formal and informal) by position in organizations.
2. Recognize the impact of organizational norms on the communication process.
3. Recognize the role of communication in organizational behavior and change.

### **D. Knowledge of the purpose, presentation, and management of information**

1. Identify procedures for collecting, verifying, and compiling relevant information.
2. Recognize proper interpretation of information.
3. Select and organize information according to the target audience.

**E. Knowledge of a variety of communication techniques**

1. Identify the appropriate use of technology in the communication process.
2. Select media appropriate to a given situation.
3. Select methods appropriate to a given situation.

**F. Knowledge of effective communication skills in school-community relationships**

1. Identify information to promote school-community relationships.
2. Assess educational needs and aspirations of the school community.
3. Select strategies to promote community cooperation and partnerships.
4. Select techniques to manage controversial or negative information and/or situations.
5. Select appropriate methods and tools for building public understanding of and support for the school.

**G. Ability to write effectively on a topic**

1. Demonstrate a sense of purpose.
2. Write in a logical, clear style.
3. Use appropriate grammar and sentence structure.
4. Use language appropriate for the topic and reader.
5. Correctly apply mechanics of writing: spelling, capitalization, and punctuation.
6. Organize written material effectively.
7. Use standard English in written communication.

# **SCHOOL OPERATIONS**



## CURRICULUM

### **A. Knowledge of needs assessment and planning**

1. Identify procedures and appropriate uses of technology for conducting a systematic assessment of school needs.
2. Identify procedures and appropriate uses of technology in curriculum planning.
3. Determine discrepancies between existing and desired curriculum and instruction.
4. Identify the influence of equity and diversity issues on needs assessment and planning.
5. Identify clear goals and objectives to establish an action plan for implementation.

### **B. Knowledge of effective teaching and learning**

1. Identify research on effective teaching and learning methodology.
2. Identify theories of learning and their application in classroom practice.
3. Identify principles and practices for building a community of learners and for creating a climate for lifelong learning.
4. Identify practices in teacher planning, instructional organization, and classroom management that enhance student learning and achievement.
5. Identify instructional delivery methods that enhance student learning and achievement.
6. Select appropriate technology to enhance teaching and learning.

### **C. Knowledge of the principles of curriculum selection and development**

1. Select data sources based on needs assessment and planning for development of curriculum.
2. Identify school goals and objectives based on learner and community needs.
3. Identify functions and implications of various curriculum designs.
4. Select appropriate curriculum approaches based on human growth and development principles and the individual learner.

### **D. Knowledge of resources to achieve curricular and instructional goals**

1. Select strategies for identifying and acquiring materials, facilities, transportation, and technological and human resources available for supporting school programs.
2. Identify appropriate processes for horizontal and vertical planning.
3. Identify and apply resources to reorganize content delivery.



**E. Knowledge of the change process, curriculum implementation, and instructional innovation**

1. Identify major innovations in curriculum and instruction.
2. Identify the elements required for the successful promotion of change in the school's curriculum and instructional program.
3. Identify appropriate professional development activities and exemplary instructional strategies for staff.
4. Select effective strategies for leading others through the process of continuous change in curriculum and instruction.
5. Identify the influence of diversity in meeting the needs of all segments of the school population.
6. Identify effective strategies to communicate relevant information about curriculum to appropriate constituencies.

**F. Knowledge of the methods and principles of assessment and evaluation**

1. Identify appropriate principles and practices for program evaluation.
2. Identify appropriate principles and practices for staff evaluation.
3. Identify appropriate principles and practices for student evaluation.
4. Identify principles and practices in data collection, analysis, interpretation, and use.
5. Identify appropriate goals and measurable objectives for curriculum and instruction improvement.
6. Identify formative evaluation strategies for curriculum and instruction improvement.

## **FINANCE**

### **A. Knowledge of Florida’s funding plan for public elementary and secondary schools.**

1. Identify the major funding components of the total state school finance program.
2. Identify, interpret, and apply each of the formula factors used in computing the state and local Florida Educational Finance Program allocation.
3. Identify the requirements for school district participation in the Florida Education Finance Program.
4. Demonstrate knowledge of the adequacy and equity of the Florida Education Finance Program regarding children and taxpayers.

### **B. Ability to analyze the processes of planning, developing, implementing, and evaluating a district budget**

1. Identify the major funds in a school district’s budget.
2. Identify the major categories of financial resources available to a district beyond the state allocation.
3. Identify the interrelationship between the individual school budget and the school district budget.
4. Interpret and use the factors that cause change in the school operating budget.
5. Identify the purposes of a budget.
6. Demonstrate knowledge of the purposes of school internal funds and the proper accounting of those funds.

### **C. Knowledge and application of school finance concepts**

1. Demonstrate knowledge of and make inferences concerning model school finance plans of other states.
2. Demonstrate knowledge of and discriminate among measures of school district fiscal capacity.
3. Identify measures of educational resource need.
4. Identify major sources and characteristics of taxation used to support public education.
5. Demonstrate knowledge of equity concepts tested in major school finance litigation.
6. Identify, interpret, classify, and make inferences concerning the contributions of education to the economy.

**D. Knowledge of the processes of financial accounting, auditing, and reporting**

1. Identify methods of cost attribution.
2. Identify and discriminate among the practices, standards, and procedures of accounts used in school internal audits.
3. Discriminate among components of the accounting classification structure used by Florida school districts.
4. Identify and differentiate among practices and procedures of fiscal control and accountability of school-based funds.

**E. Knowledge of the precedence and purposes for funding public elementary and secondary education**

1. Identify federal, state, and local historical developments in public school funding.
2. Distinguish among federal, state, and local purposes in the funding of public schools.
3. Identify current trends of school finance in Florida.

## LAW

### **A. Knowledge of federal constitutional provisions that apply to the public education system**

1. Identify judicially recognized rights and responsibilities guaranteed under the First Amendment.
2. Identify judicially recognized rights and responsibilities guaranteed under the Fourth Amendment.
3. Identify judicially recognized rights and responsibilities guaranteed under the Fourteenth Amendment.

### **B. Knowledge of federal statutory and regulatory provisions that influence public education**

1. Identify legal interpretations of the purpose and intent of federal statutes prohibiting all forms of discrimination in public schools.
2. Identify exceptional education entitlements and related rights under federal statutes.
3. Identify employee and student rights and responsibilities under federal statutes.

### **C. Knowledge of state constitutional, statutory, and regulatory provisions governing the Florida public school system**

1. Identify the statutory powers and duties of the State Board of Education, Commissioner of Education, local school boards, superintendents, and principals.
2. Identify standards and procedures of state administrative law, public disclosure, record keeping, and child welfare.
3. Identify standards and procedures applicable to state certification, selection, evaluation, discipline, dismissal, and nonrenewal of school district employees.
4. Identify standards and procedures applicable to state statutory provisions for accomplished practices, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools, curriculum, and facilities.
5. Identify legal standards and procedures applicable to school accountability legislation.

### **D. Knowledge of responsibilities under the State's standards for professional ethics**

1. Identify responsibilities of educators to students.
2. Identify responsibilities of educators to parents.
3. Identify responsibilities of educators to the profession.

### **E. Knowledge of tort and contract liability as related to the operation of Florida public schools**

1. Identify legal standards of negligent tort liability applicable to school employees and districts.
2. Identify legal standards of intentional tort liability applicable to school employees and districts.
3. Identify legal standards that are applicable to site administrators in negotiating contracts for goods and services.

## TECHNOLOGY

### **A. Knowledge of various computer hardware and related technologies appropriate to the management of a school**

1. Identify the major components of computer systems.
2. Identify basic hardware components for implementing local area networks and for accessing remote electronic resources such as FERN and the Internet.
3. Identify criteria for evaluating computer hardware and related technologies appropriate to meet specific school management needs.

### **B. Knowledge of various types of software for assisting in the management of a school**

1. Evaluate and select appropriate system and application software for automating specified school management tasks.
2. Identify software for implementing local area networks and for accessing remote electronic resources such as FERN and the Internet.

### **C. Knowledge of various computer hardware and related technologies appropriate to the instructional program of a school**

1. Identify the appropriate computer hardware and related technologies required for instruction.
2. Identify appropriate criteria for evaluating computer hardware and related technologies for specified instructional purposes.

### **D. Knowledge of various types of computer software and related technologies for supporting the instructional program of a school**

1. Identify appropriate uses of software in the design and delivery of instruction.
2. Identify uses of technology in the placement of students and assessment of their progress.
3. Identify uses of integrated learning systems.
4. Identify appropriate criteria for evaluating and selecting software to achieve instructional goals.

### **E. Knowledge of management policies for the appropriate use of technological resources to serve the mission of the school**

1. Identify the legal and ethical issues and practices involved with the use of software.
2. Identify appropriate software and procedural safeguards necessary to secure and limit access to data stored on computer media.

3. Identify practices for development and support of the technological resources of a school.
4. Identify practices for development and support of the human resources of a school.

**F. Knowledge of common computer and related technological applications**

1. Identify basic word processing concepts.
2. Identify basic spreadsheet concepts.
3. Identify basic database management concepts.
4. Identify basic telecommunications concepts.
5. Identify basic presentation software concepts.
6. Identify basic multimedia and hypermedia concepts.



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