1. **Student Achievement ~~Results~~: Effective school leaders make student learning their top priority and achieve results on the school's student learning goals.** *They demonstrate proficiency in:*
   - *prioritizing time, energy, and resources on student learning*
   - *development and implementation of quality standards-based curricula*
   - *data analysis for instructional improvement*
   - *planning and goal setting focused on student achievement*
   - *sharing evidence of student improvement.*

2. ***Instructional Leadership: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning and assessments*. *They demonstrate proficiency in:*
   - *understanding student learning requirements, academic standards, and research-based instructional strategies that lead to student learning*
   - *communicating understanding of the links between academic standards, effective multi-tiered instruction, and student performance*
   - *monitoring the transla~~ti~~on of ~~ing~~ standards into student accessible language*
   - *modeling and promoting the use of formative and interim assessments and other data to align and improve ~~a~~ rigorous and culturally relevant curriculum and instruction.*
   - *utilizing Rule 6A-5.065 F.A.C., the Educator Accomplished Practices (FEAPs) and a common language of instruction to promote an effective continuous instructional improvement process and to establish high expectations for the quality of instruction and professional responsibility*
   - *~~monitors and evaluates the implementation of effective multi-tiered instruction~~*
   - *~~institutionalizes effective integration of technology for improved student learning~~*

3. ***Human Resource Development* Effective school leaders recruit, retain and develop effective faculty and staff.** *They demonstrate proficiency in:*
   - *providing ongoing and timely formal and informal feedback to faculty and staff~~colleagues~~ for the purpose of improving individual professional practice and organizational climate and performance,*
   - *linking professional practice with student achievement to demonstrate cause and effect relationships*
   - *identifying faculty and staff proficienc~~yies~~ needs and facilitating effective professional ~~development~~ learning focused on school and individual priority needs*
   - *focusing improvement plans and deliberate practice on evidence, research, and classroom realities faced by teachers*
   - *monitoring implementation of critical faculty development initiatives*
   - *participating in and leading ongoing school based professional ~~development~~ learning,*
   - *enabling effective use of collegial learning processes and modeling coaching and mentoring,*
   - *~~recruiting and retaining effective and highly effective classroom teachers,~~*
   - *improving the evaluation ratings of instructional personnel*
   - *use of the district's evaluation system criteria and procedures and contemporary research on effective instructional practices to implement quality continuous improvement*
   - *~~develops, promotes and actively participates in job-embedded differentiated professional development learning including the use of technology to nurture a high performing team~~*
   - *~~institutionalizes effective integration of technology for improved student learning~~*
   -

4. *Decision Making; Effective school leaders manage a decision making process that is based on vision, mission and improvement priorities using facts and data, and monitor the effectiveness of decisions and decision processes.* *They demonstrate proficiency in:*
   - *giving priority attention to decision processes that impact the quality of student learning and teacher proficiency*
   - *gathering and analyzing data, using critical thinking, and problem solving techniques to inform the problem defining and solution identifying process*
   - *using timely, effective, and transparent processes for making decisions ~~and articulating who makes which decisions~~*
   - *empowering others and distributing leadership when appropriate by distinguishing when to employ delegated decision-making, consensus decision-making, leader-made decisions after input, or leader directed decisions*
   - *communicating, explaining, and reflecting on decisions*
   - *evaluating decisions for effectiveness, equity, intended and actual outcomes, follow-up actions, and revisions as needed*
   - *incorporating data-driven decision making with effective technology integration to analyze school results*

5. *Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization*. *They demonstrate proficiency in:*
   - *identifying and cultivating potential future leaders,*
   - *mentoring emerging leaders to assume key leadership functions,*
   - *providing evidence of delegation and trust in sub-ordinate leaders*
   - *~~inspiring growth in emerging leaders within the school community~~*
   - *planning for succession management in key positions*
   - *developing sustainable relationships between school leaders and parents, community, higher education, and business leaders*
   - *promoting and supporting teacher–leadership functions focused on instructional proficien~~t~~cy and student learning*

6. *School Management. Effective school leaders manage the organization, operations, and facilities ~~and resources~~ in ways that maximize~~s~~ the use of resources ~~in an instructional organization and~~ to promote a safe, efficient, legal, and effective learning environment*. *They demonstrate proficiency in:*
   - *task and project organization, implementation, and delivery*
   - *establishing appropriate deadlines for themselves and the entire organization*
   - *organizing schedules, time, and resource allocations in ways that promote collegial efforts for school improvement and faculty development*
   - *~~organizing time and projects effectively with clear objects and coherent plans~~*
   -
   - *~~prioritizing quality on targeted improvements over superficial coverage of everything.~~*
   - *effectively managing and delegating tasks ~~and consistently demonstrate fiscal efficiency~~*
   - *~~organizing time and projects effectively with clear objects and coherent plans~~*
   - *providing fiscal stewardship by completing projects on schedule and on budget*

7. *Communication ~~and~~ .Collaboration. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals and build and maintain*

relationships with students, faculty, parents, and community. *They demonstrate proficiency in:*

- *actively listening to and learning from students, staff, parents, and community* *stakeholders*
- *recognizing individuals for good work*
- *maintaining high visibility at school and in the community*
- ~~*regular communications to staff and community that keeps all stakeholders*~~ *regularly engag~~ing~~ stakeholders~~ed~~ in the work of the school*
- *analyzes input and feedback*
- *utilizes appropriate technologies for communication and collaboration*
- *assisting teachers in using technology to access, analyze, and interpret student performance data and communicating student performance information to students, parents, and community*

8. **Cultural Competence~~Diversity~~: Effective school leaders articulate and implement explicit values that promote an agenda of equality, fairness and respect among staff and students while creating a school environment that projects leadership beyond the school and into the wider community to improve student learning.~~recognize and value differences among staff and students and create a school environment that maintains high expectations for every student and capitalizes upon diversity to improve student learning.~~** *They demonstrate proficiency in:*
   - *creating school ~~structures~~ cultures that promote effective learning experiences for students and staff from diverse backgrounds*
   - *advocating for equity and social justice*
   - *models and promotes cultural competence*
   - *implements practices and policies that employ diversity as a learning tool for all students.*
   - *engages ~~empowers~~ all students to succeed by promoting and maintaining a multicultural school environment that is nurturing, validating and inclusive.*
   - *responding to and influencing the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community in ways that result in student achievement*

9. **Personal Professional Learning Effective school leaders stay informed on current research in education and leadership and apply professional ~~development~~learning to improve results on individual, school, and district improvement plans.** *They demonstrate proficiency in:*
   - *engaging in professional ~~development~~ learning ~~opportunities~~ that improves ~~their personal~~ professional practice in~~and~~ alignment with the needs of the school system*
   - *generating a professional ~~development~~ learning focus in their schools ~~and districts~~ that is clearly linked to the system-wide strategic objectives and the school improvement plan*

10. **Professional and Personal Ethical Behaviors. Effective school leaders demonstrate personal behaviors consistent with community values and morals, are resilient ~~in pursuit of student success,~~ and promote integrity, fairness, equity and social justice.** *They: ~~demonstrate proficiency in:~~*
   - *comply~~ing~~ with legal requirements and adhere~~ing~~ to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and6B-1.006, F.A.C., to fulfill the expected obligations to the students, the public and the education profession*
   - ~~*exercising tolerance for different points of view, respecting the time and presence of others, and maintaining a willingness to admit error and learn from it*~~
   - ~~*meeting commitments and acting in service of the best interest of the students, staff, and community*~~
   - ~~*demonstrating emotional self-control*~~

- *demonstrates explicit improvements in performance based on evaluation and formative feedback*
- *demonstrate resiliency by* reac*tings* constructively to barriers to success and *handles* disagreement and dissent with leadership *constructively*
    - *respecting the cultural background of student, parents, and faculty in addressing school improvement and student achievement issues*