Titles—Standards:
1) **Instructional Leadership and Accountability**
2) **Systems Leadership**
3) **Decision Making**
4) **Human Resource Development**
5) **Professional and Personal Ethical Behaviors**
6) **Diversity**
7) **Communication and Collaboration**

June 16, 2011

Guiding Principles

1. The effective leader collaboratively develops, communicates, and implements a comprehensive vision that is shared and supported by all stakeholders.

2. The effective leader cultivates a central educational mission that is democratic, creative, and <u>focused on</u> maximiz<u>ing</u>es learning for students and staff in all areas: academic, personal, social, and emotional.

2. The effective leader cultivates a central educational mission that is democratic, creative, and focused on maximizing learning for students and staff in all areas: academic, personal, social, and emotional.

3. The effective leader establishes a culture of achievement for all students and staff to raise the achievement levels for all students while striving to eliminate the achievement gap.

<u>Instructional Leadership and Accountability</u>

The effective leader prioritizes teaching and learning as the primary focus of the organization.

The effective leader:

- Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, <u>best</u> instructional practices, ~~student learning and assessment~~ <u>and assessment of student needs</u>.
- Works collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, best instructional practices, and assessment of student needs.

- Systematically observes, evaluates and provides constructive feedback and support to optimize teacher performance and student learning.

- Actively engages all participants in the continuous improvement process.

- Models and promotes the use of assessments and other data to align and improve a rigorous and culturally relevant curriculum.

- Builds capacity of school professionals to employ culturally relevant strategies that promote student learning and staff performance.

Comment [j1]: I disagree with changing the assessment of children to assessing their needs. What is being measured is their academic growth, not their needs. Examining the data generated by the assessment will yield information about their needs. BS

Comment [j2]: I am not understanding how the word capacity is used here? I might be missing something. Is this measureable? AB

Comment [j3]: Consider listing this as the 5th bullet instead of last. Seems more appropriate in terms of logical sequence. MH

- Monitors the implementation of high quality, differentiated instruction to improve student learning.

- Monitors the implementation of high quality, differentiated instruction to improve student learning.

- ~~The leader u~~Utilizes technology for data analysis and accountability to increase student learning.

- Utilizes technology for data analysis and accountability to increase student learning.

- ~~The leader u~~Utilizes Rule 6A-5.065 F.A.C., the Educator Accomplished Practices (aka FEAP~~s~~S) ~~(6A-5.065)~~ to promote a common language and to establish high expectations for the quality of instruction and professional responsibility.

- Utilizes Rule 6A-5.065 F.A.C., the Educator Accomplished Practices (aka FEAPs) to promote a common language and to establish high expectations for the quality of instruction and professional responsibility.

- ~~Builds capacity of school professionals to employ culturally relevant strategies that promote student learning and staff performance.~~
- Move the previous bullet to the fifth bullet of this section.

Systems Leadership

The effective leader draws upon the diversity, interdependence and interconnectivity of all systems within the organization to maximize student learning and create a safe, inclusive and equitable learning environment.

The effective leader:
- Identifies and prioritizes system needs and employs effective project, resource, fiscal, and time management techniques to best meet those needs.

- Utilizes change management processes to optimize efficiency throughout the educational community.

- Implements appropriate crisis management strategies to reach desired outcomes.

Decision Making
The effective leader develops and applies a successful, transparent and collaborative system for decision making.
The effective leader:
The effective leader

- Places top priority on teaching and learning.

- Seeks to anticipate and prevent problems.

- Solicits and considers input from stakeholders.

- Ensures that decisions are based on relevant, accurate, and timely information leading to fair and equitable outcomes.

- Identifies and implements timely and effective problem resolution measures.

- Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions to stakeholders.

- Communicates, explains, and reflects on decisions, intended outcomes, actual outcomes, and follow-up actions.

- Utilizes technology to improve the efficiency of the decision making process.

Human Resource Development
The effective leader recruits, hires, develops, and retains high performing, diverse personnel.
The effective leader:
The effective leader:

- Participates in the development of professional growth plans based on observation, collaborative reflection and student learning data-.

- Actively identifies and cultivates emerging leaders.

- Develops, supports and actively participates in job-embedded, differentiated professional development to nurture a high performing team (§101-2.98 F.S., School Community Professional Development Act).

- Develops, supports and actively participates in job-embedded, differentiated professional development to nurture a high performing team (§1012.98 F.S., School Community Professional Development Act).

- Promotes differentiated professional development for staff including the use of technology for innovative instructional strategies.

- Promotes differentiated professional development for staff including the use of technology for innovative instructional strategies.
-

- Identifies staff in need of improvement, develops appropriate intervention strategies and provides support to improve performance.

<u>Professional and Personal Ethical Behaviors</u>

The effective leader demonstrates and promotes integrity, fairness, equity and social justice through modeling emotional intelligence, cultural competence, and legal compliance by adhering to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C., to fulfill the expected obligations to the students, the public and the education profession.

Comment: We use the term social justice in the Professional and Personal Ethical Behaviors standard, but used the term "social equity" in the Diversity standard. I believe we need to be consistent with our terminology. MH

<u>Diversity</u>

The effective leader values differences among staff and students and creates a school environment that maintains high expectations for every student and that capitalizes upon diversity to improve student learning.

The <u>effective</u> leader:

- Creates school structures that promote positive learning experiences for students and staff from diverse backgrounds.

- Advocates for social equity.

- Models and promotes cultural competence.

- Implements practices and policies that employ diversity as a learning tool for all students.

- Empowers all students to succeed by promoting and maintaining a multicultural school environment that is nurturing, validating and inclusive.

Communication and collaboration
The effective leader utilizes appropriate oral, written, and electronic communication and collaboration skills to build and maintain relationships and accomplish system goals.

The effective leader:
The effective leader:

- Engages in effective communication between and among students, staff, district, families and community partners.
- Actively listens and analyzes input and feedback in a collaborative decision-making process.
- Utilizes appropriate technologies for communication and collaboration.

General Comments

Do we want to list each standard in a particular order? I would prefer we give weight or "order" to each standard. AB & ST

I am a strong believer in reviewing both the data and the current research before making a decision. Leadership behavior has been studied in depth, and I know we spent a good amount of time at our very first meeting reviewing the latest work.

- I believe that we should take the time to review that research in light of the work we have done. Does alignment exist? Have we over-emphasized or under-emphasized certain areas based on our preferences? Have we left important elements outs?

- Perhaps a crosswalk comparing our current work with the FPLS, ISLLC, NLNS and Reeves work would give us the assurance that these important questions have been answered.

- Additionally....GA-5.081 requires that we incorporate the elements of the William Cecil Golden Program for School Leaders. Have we incorporated these elements into our standards?

- I have evaluated principals and other leaders for the past 20 years and tend to view the standards in terms of how I will hold leaders accountable for accomplishing them. For purposes of overall fairness, it is important that we set clear and explicit expectations.

- Finally, have we focused enough on the area of student achievement? It is clear that our policy makers in Washington and Tallahassee have high expectations regarding our performance. Do our standards reflect that emphasis? I remind us all that the new legislation (Student Success Act) requires that 50% of the evaluation of a leader be based on student learning gains. JJ