
Protocol Standards and Evidence



3.1.6 Leadership Development Checklist

District: _____ Reviewer: _____ Date: _____

Revised: Summer 2010

Confidential

3.1.6. Leadership Development

The district plans, implements, and continuously improves a state-approved, competency-based system of professional learning that develops, maintains, and improves the leadership competencies and skills of employees as instructional leaders.

1. CORE CURRICULUM CONTENT

THE CURRICULUM CONTENT DELIVERED IN EACH APPROVED PROGRAM IS BASED ON COMPETENCIES ALIGNED WITH THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS AND INCLUDES ALL OTHER STATE-MANDATED REQUIREMENTS.

1.1 THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS AND COMPETENCIES ARE TRANSLATED INTO A CUSTOMIZED, COMPETENCY-BASED DEVELOPMENTAL PROGRAM THAT IS TAILORED TO THE NEEDS OF ASPIRING PRINCIPALS

INDICATOR	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.1. Competency-Based Design: The overall competency-based design for the preparation program is aligned with the Florida Principal Leadership Standards and competencies</p>	<p>Ask for and review:</p> <ul style="list-style-type: none"> ➤ District’s Leadership Development Program and any approved amendments or corrections as per requirements of Rule 6A-5.081, F.A.C. ➤ List of participants, current and previous ➤ Other documentation of the ongoing implementation of the program <p><i>Describe how this district ensures a leadership development program that provides ongoing, continuous improvement of the skills and knowledge of school and district leaders.</i></p> <p><i>Tell us about your Level 1 system.</i></p> <p><i>Tell us about your Level 2 system.</i></p>

Notes:

Rate this indicator according to the previous judgment unless the District’s approved Leadership Development Program has been amended or corrected.

Rating: _____

1.1.2. Improving Student Achievement: The program design places greatest emphasis on the role of the school leader in improving curriculum, instruction and student achievement.

Notes:

Rate this indicator according to the previous judgment unless the District’s approved Leadership Development Program has been amended or corrected.

Rating: _____

INDICATOR	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.3 Customized Learning Plans. Customized competency-based learning plans are developed for aspiring principals using valid data gathered from self-assessment, selection, and appraisal instruments aligned with the competencies to be demonstrated in the program.</p>	<p>Review Individual Learning Plans selected from different levels of schools and geographic areas of the district (at least 10 and up to 10% of total). Examine self-assessment data basis and appraisal instruments.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	
<p>1.1.4. Content of Learning Plans: These customized learning plans include competency-based professional development opportunities and job embedded learning experiences appropriate to the preparation needs of aspiring principals.</p>	<p>Review selected completed learning plans.</p>
<p>Notes:</p> <p style="text-align: right;">Rating: _____</p>	

INDICATOR	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.1.5. Leadership Team: A qualified, experienced leadership team, including a high performing principal, guides and supervises aspiring principals during their preparation.</p>	<p>Review qualifications of each member of the leadership team.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

1.2 THE PROGRAM PROVIDES LEARNING OPPORTUNITIES AND EXPERIENCES THAT FOSTER THE UNDERSTANDING AND APPLICATION OF COMPETENCIES ALIGNED WITH EACH OF THE PRINCIPAL LEADERSHIP STANDARDS AND INCORPORATE APPROPRIATE ELEMENTS OF THE W. CECIL GOLDEN SCHOOL LEADERSHIP DEVELOPMENT PROGRAM.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
1.2.1. Improving Student Learning: Program learning opportunities and experiences are designed to ensure mastery of competencies for improving student learning.	Review professional learning or field experiences of participants. Check to ensure mastery levels are specified and that content addresses or leads to improving student learning. Documentation may include, where appropriate, tools and/or resources for the William Cecil Golden School Leadership Development Program.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
1.2.2. On-The-Job Problems: Aspiring principals are engaged in solving on-the-job problems with greatest emphasis on the school leader's roles in improving curriculum, instruction, and student achievement.	Review program for on-the-job problems and content related to curriculum, instruction, and student achievement. Documentation may include, where appropriate, tools and/or resources for the William Cecil Golden School Leadership Development Program.

Notes:

Rating: _____

1.3 FIELD EXPERIENCES ARE DESIGNED AND IMPLEMENTED TO PROVIDE OPPORTUNITIES FOR ASPIRING PRINCIPALS TO APPLY PROGRAM KNOWLEDGE AND DEMONSTRATE REQUIRED LEADERSHIP COMPETENCIES.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
1.3.1. Integrated Field Experiences: Field experiences are integrated with professional preparation.	Review program and selected portfolios for field experiences throughout the program that are linked directly to the professional learning for participants. Placement of field experiences may be shown on a matrix or curriculum map.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
1.3.2. Application and Practice: Field experiences are designed to provide application, practice, and reflection on concept skills, and procedures essential for leading school improvement and improving student achievement.	Review field experiences throughout the program and in selected portfolios for application, practice, and reflection as well as the link to improving the school and student achievement levels.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
1.3.3. Feedback and Coaching: Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.	Check selected portfolios for coaching and feedback during field experiences. Examine the assignment to all participants in field experiences of a coach or mentor.
<p data-bbox="111 293 210 332"><u>Notes:</u></p> <p data-bbox="1774 730 2024 771">Rating: _____</p>	

1.4 PROGRAM LEARNING OPPORTUNITIES ARE DELIVERED AND FIELD EXPERIENCES ARE SUPERVISED BY QUALIFIED PERSONNEL.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.1. Program Staff: Program staff has the appropriate education background and school experience to deliver the required learning opportunities effectively.</p>	<p>Review qualifications of current program staff including:</p> <ol style="list-style-type: none"> 1. Administrative position(s) held in K-12 settings (examples: vice-principal, principal, director in an educational setting where supervision of teachers was a major responsibility of the position, etc.) 2. Years of experience in each position included.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.2. Supervision: Candidate’s field experiences are supervised by principals who have dealt successfully with the issues and/or problems being addressed.</p>	<p>Review qualifications of current program staff including 1.4.1 plus certification that appropriate successful experiences related to the field experience goals.</p>

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>1.4.3. Candidate Feedback: Valid techniques have been developed to obtain candidates’ feedback on the quality of the overall experience and to share the feedback with program staff to improve program quality.</p>	<p>Review process descriptions and the completed forms/instruments used to obtain candidate feedback on field experiences.</p>
<p><u>Notes:</u></p> <div style="text-align: right;">Rating: _____</div>	

2. CANDIDATE PERFORMANCE

EACH CANDIDATE IN THE APPROVED PROGRAM WILL DEMONSTRATE ALL COMPETENCIES IDENTIFIED IN THE CORE CURRICULUM

2.1 METHODS AND PROCEDURES ALIGNED WITH THE REQUIRED CURRICULUM HAVE BEEN ESTABLISHED TO ASSESS ASPIRING PRINCIPALS' MASTERY OF PROGRAM COMPETENCIES AS THEY PROGRESS THROUGH THEIR PREPARATION PROGRAM.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.1. Accurate Assessments: Accurate assessments are being utilized to assess aspiring principals' mastery of required curriculum competencies as they progress through their preparation program.</p>	<p>Review assessment instruments currently being used. Compare with descriptions in the plan and verify they are adequate to measure the required curriculum competencies.</p>

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.2. Use of Results: Results from these assessments are used to a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed b) track their progress in meeting the performance expectations for the preparation program, and c) create a remediation plan and timeline where needed.</p>	<p>Review selected portfolios to document feedback provided to aspiring principals, district records tracking progress in meeting expectations, and remediation plans and timelines.</p>

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.3. Candidate Progress Committee: A Committee made up of school district staff and higher education institution and/or other out of district qualified persons is established to review candidates' progress on assessments to identify and individuals who are not making adequate progress in mastering the competencies of the school principal.</p>	<p>Review current Candidate Progress Committee and records/minutes of meetings held to date.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	
Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.1.4. Assessment Development: All assessments are developed collaboratively and are tied to the Florida Leadership Standards, district developed competencies and the comprehensive duties of the school principal.</p>	<p>Review notes/documentation on the process used to develop all assessments and the links of the assessments to the Florida Leadership Standards, district developed competencies and the comprehensive duties of the school principal.</p>
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

2.2 A PROCESS HAS BEEN DEVELOPED TO DETERMINE AND RECORD WHICH CANDIDATES HAVE SUCCESSFULLY DEMONSTRATED MASTERY OF ALL REQUIRED PREPARATION PROGRAM COMPETENCIES AND, THUS, CAN BE ENDORSED FOR SCHOOL PRINCIPAL CERTIFICATION.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
2.2.1. Candidate Mastery: Candidates' mastery of the required preparation program competencies is recorded on an ongoing basis.	Review assessment system documentation for the process used to determine both candidate progress and mastery demonstration for each standard and verification that the system is being used as described.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
2.2.2. Candidate Review: A plan is established by which a team of school district leaders and institutions of higher education and/or other non-district qualified persons review each candidate to determine successful completion of the principal preparation program.	Review plan and documentation that the plan is being implemented as described.

Notes:

Rating: _____

2.3 METHODS AND PROCEDURES ARE IN PLACE TO SUPPORT AND ASSESS PROGRAM COMPLETER'S IMPACT ON SCHOOL IMPROVEMENT AND STUDENT LEARNING USING STUDENT ACHIEVEMENT DATA DURING THEIR FIRST YEARS AS A SCHOOL PRINCIPAL.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.3.1. Assessing Impact: An accurate process has been developed to support and assess program completers' impact on school improvement and student learning using student achievement data.</p>	<p>Review plan and documentation that the plan is being implemented as described, addresses completer's impact on school improvement and student learning using student achievement data during the first years as a school principal, includes data elements and indicators, and collects and maintains these data over time for the purposes of program improvement.</p>

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>2.3.2. Use of Collected Data: Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completer's performance as a school principal.</p>	<p>Review plan and documentation that the plan is being implemented as described, and that the data are used to improve the design and delivery of the professional development program for administrators. Examples may include summaries of the data on a periodic basis with an action plan stemming from the results that targets program improvements.</p>

Notes:

Rating: _____

2.4 A PROCESS IS IN PLACE TO PROVIDE ASSISTANCE TO PROGRAM COMPLETERS WHO DO NOT MEET THEIR SCHOOL DISTRICT'S PERFORMANCE EXPECTATIONS DURING THEIR FIRST TWO YEARS AS A SCHOOL PRINCIPAL...

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
2.4.1. Non-performing Completers: A process has been developed to identify program completers who have not met their school district's performance expectations as a school principal.	Review documentation that the district is identifying non-performing completers within their first 2 years after completing the program. Note: this remediation plan is only required when the candidate is employed in the district where the program was completed.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
2.4.2. Additional Assistance: A process is in place for a team of school district leaders and institution of higher education staff and/or other out-of-district qualified persons to recommend what additional assistance might be provided.	Review the plan and documentation that the district is using a collaborative process addressing how completer improvement will be assessed within the remediation process. The process should include both university faculty and district staff and how additional support and/or professional learning will be provided for their program completers in their first 2 years after completing the program.

Notes:

Rating: _____

3. CONTINUOUS IMPROVEMENT

THE APPROVED PROGRAM IMPLEMENTS PROCESSES TO ENSURE CONTINUOUS PROGRAM IMPROVEMENT

3.1 A FORMAL PROCESS IS IN PLACE FOR CONTINUALLY MONITORING WHETHER THE PRINCIPAL PREPARATION PROGRAM IS BEING IMPLEMENTED AS DESIGNED AND THE DESIRED OUTCOMES ARE BEING ACHIEVED.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
3.1.1. Continuous Monitoring: A systematic process has been developed to continuously monitor the program’s performance.	Review documentation that the district is collecting and reporting annually the following data for continued approval purposes as required in Rule 61-5.081: <ul style="list-style-type: none">A. Admission, enrollment and completion data through the department’s regular staff data survey reporting processes (Survey5).B. Elements of the WCG Program through the department’s regular professional development data survey reporting process.C. Longitudinal data that includes placement rates, rehire rates, and retention rates of program completers. Check to ensure that the district is using these data for continuous program improvement. Check to ensure that the district collects and maintains data for Criteria 3.2 and 3.3 for use in this process.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
<p>3.1.2. Refining the Program: School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.</p>	<p>Review the plan and documentation of the process for collecting and analyzing data required under Standard 3. Check for:</p> <ol style="list-style-type: none"> 1. Annual evaluation process and dissemination of results noting strengths and weaknesses, including a timeline. 2. Composition (position of the members, e.g. Professional Development Director, Assistant Dean, program coordinator) of the team involved in the data analysis and who will make recommendations for programmatic change. 3. Collaborative partnerships with universities/colleges involvement. 4. Annual documentation of decisions made on program improvement that are based on results from the data analyses.
<p><u>Notes:</u></p> <p style="text-align: right;">Rating: _____</p>	

3.2 A FORMAL PROCESS HAS BEEN ESTABLISHED TO DETERMINE HOW SATISFIED THE SCHOOL DISTRICT IS WITH THE LEVEL OF PREPAREDNESS OF PROGRAM COMPLETERS FOR THEIR FIRST YEAR AS A SCHOOL PRINCIPAL.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
3.2.1. School District Satisfaction: A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers.	Review the plan and documentation of the process for regularly obtaining and maintaining data on school district satisfaction with program completers. Data should be related to program curriculum and/or expected outcomes.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
3.2.2. Refining the Program-2: School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	Review the plan for and reports of: <ol style="list-style-type: none"> 1. Sharing results of data analyses on school district satisfaction with program completers with staff responsible for delivering the program and supervising candidates, and 2. Using the data for continuous improvement.

Notes:

Rating: _____

3.3 A FORMAL PROCESS HAS BEEN ESTABLISHED TO DETERMINE HOW SATISFIED PROGRAM COMPLETERS ARE WITH THEIR LEVEL OF PREPAREDNESS FOR THEIR FIRST YEAR AS A SCHOOL PRINCIPAL.

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
3.3.1. School District Satisfaction: A formal process has been developed to determine how satisfied program completers are with their level of preparedness.	Review the plan and documentation of the process for regularly obtaining and maintaining data on program completer satisfaction after their first year as a school principal. Data should be related to program curriculum and/or expected outcomes.

Notes:

Rating: _____

Indicator	DOCUMENTS, QUESTIONS, AND PROBES
3.3.2. Refining the Program-3: School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	Review the plan for and reports of: <ol style="list-style-type: none"> 1. Sharing results of data analyses on program completer satisfaction with staff responsible for delivering the program and supervising candidates, and 2. Using the data for continuous improvement.

Notes:

Rating: _____