AGENDA

REGULAR SCHOOL BOARD MEETING

GADSDEN COUNTY SCHOOL BOARD
MAX D. WALKER ADMINISTRATION BUILDING
35 MARTIN LUTHER KING, JR. BLVD.
QUINCY, FLORIDA

October 26, 2021

6:00 P.M.

THIS MEETING IS OPEN TO THE PUBLIC

1.   CALL TO ORDER

2.   OPENING PRAYER

3.   PLEDGE OF ALLEGIANCE

4.   RECOGNITIONS

<u>ITEMS FOR CONSENT</u>

5.   REVIEW OF MINUTES – **SEE ATTACHMENT**

    a.   September 20, 2021, 6:00 p.m. – Special School Board Meeting

    b.   September 28, 2021, 4:00 p.m. – School Board Workshop

    c.   September 28, 2021, 6:00 p.m. - Regular School Board Meeting

    d.   October 12, 2021, 6:00 p.m. – Special School Board Meeting

    ACTION REQUESTED: The Superintendent recommends approval.

6.   PERSONNEL MATTERS (resignations, retirements, recommendations, leaves of absence, terminations of services, volunteers, and job descriptions) **SEE PAGE #3**

    a.   Personnel 2021 – 2022

    ACTION REQUESTED: The Superintendent recommends approval.

7.   EDUCATIONAL ISSUES

    a.   University of Florida / Florida Department of Education Flamingo Literacy Matrix - **SEE PAGE #6**

       Fund Source: N/A
       Amount: N/A

    ACTION REQUESTED: The Superintendent recommends approval.

b.   PAEC Professional Learning Catalog 2021 - 2022 – **SEE PAGE #14**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

c.   Level II School Principal Preparation Program 2021 - 2022 – **SEE PAGE #18**

Fund Source: N/A
Amount: N/A

ACTION REQUESTED: The Superintendent recommends approval.

ITEMS FOR DISCUSSION

8.   EDUCATIONAL ITEMS BY THE SUPERINTENDENT

9.   SCHOOL BOARD REQUESTS AND CONCERNS

10.   ADJOURNMENT

THE SCHOOL BOARD OF GADSDEN COUNTY

35 Martin Luther King, Jr. Blvd
Quincy, Florida 32351
Main: (850) 627-9651 or Fax: (850) 627-2760
www.gadsdenschools.org

Elijah Key, Jr.
Superintendent
keye@gcpsmail.com

"Putting Children First"

October 26, 2021

The School Board of
Gadsden County, Florida
Quincy, Florida 32351

Dear School Board Members:

I am recommending that the attached list of personnel actions be approved, as indicated. I further recommend that all appointments to grant positions be contingent upon funding.

Item 6A Instructional and Non-Instructional Personnel 2021-2022

The following reflects the total number of full-time employees in this school district for the 2021-2022 school term, as of October 26, 2021.

Description Per DOE Classification	DOE Object#	#Employees October 2021
Classroom Teachers and Other Certified	120 & 130	305.00
Administrators	110	57.00
Non-Instructional	150, 160, & 170	368.00
		730.00

Sincerely,

Elijah Key, Jr.
Superintendent of Schools

AGENDA ITEM 6A, INSTRUCTIONAL AND NON INSTRUCTIONAL 2021-2022

INSTRUCTIONAL

Name	Location	Position	Effective Date
Braithwaite, Patricia	HMS	Teacher	09/27/2021
Dasher, Laportia	GCHS	Teacher	10/11/2021
Howard Jr., Darrell	GCHS	Teacher	09/01/2021
Loman, Jessica	JASMS	Teacher	10/12/2021
Randolph, Jalia	GCHS	School Counselor	10/01/2021
Sellers, Terri	GCHS	Reading Coach	09/21/2021

NON INSTRUCTIONAL

Name	Location	Position	Effective Date
Andreo-Garcia, Brenda	GBES	Secretary	10/04/2021
Curry, Andreka	GCHS	Secretary	09/21/2021
Hill, Khelsii	JASMS	Social Worker	09/29/2021
James, Ewanya	GBES	School Food Service Worker	09/07/2021
Moore, Herbert	GCHS	Attendance Assistant	09/28/2021
Richardson, Natasha	Headstart	Health Service Coordinator	10/11/2021
Riley Jr., Johnny	Maintenance	Maintenance Supervisor	10/04/2021
Rispress, Devin	GCHS	Attendance Assistant	09/28/2021
Walker, Victor	WGMS	Educational Paraprofessional	09/21/2021
Winbush, Sadrick	WGMS	School Food Service Worker	09/15/2021

REQUESTS FOR LEAVE, RESIGNATION, TRANSFERS, RETIREMENTS, TERMINATIONS OF EMPLOYMENT:

LEAVE

Name	Location/Position	Beginning Date	Ending Date
Gant, Kayla	HMS/Teacher	10/01/2021	01/03/2022
Hills, Kecia	Headstart/Hippy Coordinator	09/14/2021	10/18/2021
Jimenez, Yessenia	SSES/Educational Paraprofessional	10/11/2021	11/12/2021
Shannon, Keysha	HMS/Custodial Assistant	09/20/2021	06/17/2022
Thomas-Gilliam, Roslyn	GWM/Teacher	10/01/2021	02/04/2022

RESIGNATION

Name	Location	Position	Effective Date
Anderson, Sarah	JASMS	Custodial Assistant	09/20/2021
Coombs, Tammy	Transportation	Bus Driver	10/08/2021
Curry, Andreka*	GCHS	Educational Paraprofessional	09/20/2021
Fitzgerald, Tamra	GCHS	Teacher	09/27/2021
Gray, Ursula	SSES	Teacher	09/24/2021
Hall, Brenda	HMS	Secretary	09/30/2021
Hatfield, Daren	GBES	Teacher	10/08/2021
Johnson, Wineisha	SSES	Teacher	10/25/2021
Radford, Gloria	JASMS	Custodial Assistant	10/11/2021
Rispress, Devin*	GCHS	Educational Paraprofessional	09/27/2021
Rolle, Carlos	HMS	Teacher	09/29/2021
Safford, Judson	SSES	Teacher	11/12/2021
Starks, Jeffrey	SSES	Teacher	10/22/2021
Walker, Victor*	WGMS	Educational Paraprofessional (PT)	

*Resigned to accept another position within the District

TRANSFERS

Name	Location/Position Transferring From	Location/Position Transferring To	Effective Date
Baker, Annette	JASMS/School Counselor	HMS/School Counselor	10/20/2021
Gordon, Stenet	GEMS/Custodial Assistant	JASMS/Custodial Assistant	10/20/2021

RETIREMENTS

Name	Location	Position	Effective Date
Colston, Rowena	GTC	Teacher	10/25/2021
Hatfield, Daren	GBES	Teacher	10/08/2021

TERMINATIONS

Name	Location	Position	Effective Date
Monroe, Patrice	HMS	Teacher	10/27/2021
Moore, Miracle	Transportation	Bus Aide	09/27/2021

OUT OF FIELD

Name	Location	Area Out of Field	Number of Periods
Arnold, Angel	HMS	Elementary Education	All Periods
Brathwaite, Patricia	HMS	Elementary Education	All Periods
Brown, Joy	JASMS	Exceptional Student Education	All Periods
Dasher, LaPortia	GCHS	English	All Periods
Denton, April	WGMS	Science	All Periods
Edwards, Akeyria	GWM	Elementary Education	All Periods
Pringley, Brandi	SSES	Elementary Education	All Periods
Sellers, Terri	GCHS	Reading	All Periods
Simmons, Laquadra	GCHS	Exceptional Student Education	All Periods
Williams, Derrick	GWM	Exceptional Student Education	All Periods

SUBSTITUTES

Teachers
Carter, Dominica
Dowdell, Michael
Lindsey, Jada
Mejia Portillo, Diana
Redding, Carlos
Smith, Pauline

Custodial/SFS Worker
Radford, Gloria
Winbush, Sadrick

SFS
Golden, Helen

SUMMARY SHEET
RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7a_____

DATE OF SCHOOL BOARD MEETING: October 26, 2021

TITLE OF AGENDA ITEM: University of Florida /Florida Department of Education Flamingo Literacy Matrix

DIVISION: Professional Learning (PL)

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

Gadsden has been selected by the Florida Department of Education to be a participating district in the 2021-2022 launch of the University of Florida (UF) Flamingo Literacy Matrix as a route for Reading Endorsement for GCPS Teachers required to be Reading Endorsed or interested in earning their Reading Endorsement.

Created in collaboration with Just Read, Florida! and the Florida Department of Education, the Flamingo Literacy Matrix is a competency-based professional development system for educators to: teach reading effectively, diagnose reading problems, and intervene appropriately using evidence-based methods and is an approved add-on plan for the Florida Reading Endorsement. The courses will be offered **online** for ease of access. Each concept presented in the Literacy Matrix includes content and job-embedded strategies across all 5 Competencies. Please see the attached Literacy Matrix document for additional information.

FUND SOURCE:	N/A
AMOUNT:	N/A
PREPARED BY:	Ella-Mae Daniel
POSITION:	Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

THE SCHOOL BOARD OF GADSDEN COUNTY

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Elijah Key
Superintendent

"Putting Children First"

APPROVAL OF

University of Florida

FLAMINGO LITERACY MATRIX 2021-2022
A ROUTE TO READING ENDORSEMENT

Prepared by
University of Florida Lastinger Center
University of Florida Literacy Matrix
Website: http://literacymatrix.com/
Contact: Shaunté Duggins, Ph.D.
shaunte@coe.ufl.edu
Office: 352-273-3654

Recommended to the Gadsden County District School Board on October 26, 2021.

_____

Elijah Key, Superintendent

Approved by the Gadsden County District School Board on October 26, 2021

_____

Leroy McMillan, Board Chairman

Cathy S. Johnson	Steve Scott	Leroy McMillan	Charlie D. Frost	Karema D. Dudley
DISTRICT NO. 1	DISTRICT NO. 2	DISTRICT NO. 3	DISTRICT NO. 4	DISTRICT NO. 5
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UF Flamingo Literacy Matrix Course Descriptions and Objectives
An Approved Route for Reading Endorsement

The UF Flamingo Literacy Matrix is an online professional development system. Educators can select the competency or competencies needed for Reading Endorsement. Regardless of competency needs, all participants will complete the Big Picture.

Big Picture (20 Professional Learning Hours)
The Big Picture is a prerequisite for the Literacy Matrix. It provides a comprehensive overview of the reading process with a focus on the features of effective instruction to meet student needs. The strand investigates learning disabilities such as dyslexia. A Conceptual Framework is introduced that is linked to Competencies 1-5. After successful completion of the Big Picture, educators will have access to the competency or competencies needed for Reading Endorsement.

- **Foundations**
  - Examine the reading process.
  - Develop an understanding of a Conceptual Framework of learning to read.
  - Learn about reading research and how to identify best practices.
- **Assessment**
  - Explore the four purposes of assessment.
  - Learn about various types of assessments.
  - Develop an understanding of the conditions of assessment.
- **Instruction**
  - Learn about classroom arrangement for literacy instruction.
  - Explore the essential components of a comprehensive reading program.
  - Explore individualized instruction.
  - Develop an understanding of the features of effective instruction.
  - Learn about effective questioning techniques.
- **Intervention**
  - Explore how to individualize instruction for students with special needs.
  - Learn about the simple view of reading and how this theory drives reading intervention.
  - Investigate learning disabilities such as dyslexia.
  - Learn about tiered instructional practices.

Competency 1: Foundations of Reading (60 Professional Learning Hours)

Educators will develop substantive understanding of six components of reading as a process: comprehension, oral language, phonological awareness, phonics, fluency, and vocabulary.

Phonological Awareness
- Develop a deeper understanding of phonological awareness.
- Learn the difference between phonological sensitivity and phonemic awareness.
- Learn why phonological skills are so important to the development of reading, particularly at the phoneme level.
- Learn how to pronounce the sounds of the English language in a way that will help children develop phonemic awareness and decoding skills.

Early Decoding
- Develop a deeper understanding of word recognition and decoding
- Learn why word reading skills, including decoding, are critically important to the development of reading.

Advanced Decoding
- Review the fundamentals of early word reading.
- Develop a deeper understanding of word recognition and decoding with more challenging words
- Learn how word reading skills, including recognizing high frequency words, decoding, and learning to read irregular words, are affected by dyslexia

Fluency
- Develop a deeper understanding of reading fluency
- Learn why reading fluency is so important to the development of reading proficiency.

Vocabulary
- Develop a deeper understanding of vocabulary
- Learn why vocabulary is so important to the development of reading.

Comprehension
- Develop a deeper understanding of comprehension
- Learn why comprehension is so important to the development of reading.

Competency 2: Instructional Practices (60 Professional Learning Hours)

Educators will scaffold student learning by applying the principles of research-based reading instruction and integrating the six components of reading. Educators will engage in the systematic problem-solving process.

Phonological Awareness
- Learn general guidelines for effective phonological awareness instruction.
- Examine skills within phonological sensitivity and phonemic awareness.
- Explore phonological sensitivity and phonemic awareness activities.
- Learn to implement effective phonemic awareness instruction. And,
- Plan for and implement multisensory activities that promote the development of phonemic awareness, with a small group of students in your classroom.

Early Decoding
- Enhance your understanding of decoding, word recognition, and phonics instruction
- Learn general guidelines for effective decoding instruction
- Explore phonics activities to promote decoding at both the single syllable and multi-syllable word levels
- Plan for and implement a lesson with students in your classroom based on data you obtain through assessment.

Advanced Decoding
- Develop a deeper understanding of word recognition and decoding
- Learn methods for instruction in decoding multisyllabic words.

Fluency
- Enhance your understanding of fluency instruction.
- Learn general guidelines for effective fluency instruction.
- Explore fluency activities.
- Plan for and implement a fluency lesson with students in your classroom.

Vocabulary
- Enhance understanding of vocabulary instruction.
- Learn general guidelines for effective vocabulary instruction.
- Explore vocabulary activities.
- Plan for and implement a vocabulary lesson with students in your classroom.

Comprehension
- Enhance understanding of comprehension instruction.
- Learn general guidelines for effective comprehension strategy instruction.
- Explore comprehension activities.
- Plan for and implement a comprehension lesson with students in your classroom.

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Competency 3: Assessment (60 Professional Learning Hours)

Educators will understand how to select and administer appropriate assessments and analyze data to inform reading instruction to meet the needs of all students. Educators will engage in the systematic problem-solving process.

Phonological Awareness
- Learn general guidelines for phonological awareness assessment.
- Examine why phonological awareness assessment is important.
- Explore phonological awareness assessments.
- Administer an assessment with a student(s) and determine the next step for instruction.

Early Decoding
- Learn general guidelines for assessing word-reading skills.
- Examine why assessment of word-recognition skills is important.
- Explore various assessments of word recognition and decoding, and Administer a word reading assessment with a student to determine the next steps for instruction.

Advanced Decoding
- Explore specific diagnostic assessments you can use to measure word recognition and decoding skills, particularly for older readers.
- Learn how to use data to meet specific student needs in word recognition and decoding
- Understand the basic "red flags" for dyslexia in older students.

Fluency
- Learn general guidelines for fluency assessment.
- Examine why fluency assessment is important.
- Explore fluency assessments
- Administer a fluency assessment with a student in your classroom and determine next steps for instruction

Vocabulary
- Learn general guidelines for vocabulary assessment.
- Examine why vocabulary assessment is important.
- Explore vocabulary assessments.
- Administer a vocabulary assessment with a student or students in your classroom and determine next steps for instruction.

Comprehension
- Learn general guidelines for comprehension assessment.
- Examine why comprehension assessment is important.
- Explore comprehension assessments
- Administer a comprehension assessment with a student(s) and determine next steps for instruction.

Competency 4: Intervention (60 Professional Learning Hours)

Educators will have a broad knowledge of students from differing profiles in order to understand and apply research-based instructional practices by differentiating process, product, and context. Educators will engage in the systematic problem-solving process.

Phonological Awareness
- Examine why phonemic awareness intervention is important.
- Learn why intervention should focus on phonemic awareness rather than phonological sensitivity.
- Learn specific guidelines for phonemic awareness intervention.
- Plan for, and implement, phonemic awareness intervention for a small group of students in your classroom.

Early Decoding
- Examine why intervention in word reading skills is important
- Learn general guidelines for implementing intervention for specific word reading difficulties
- Plan for and implement intervention for a small group of students in your classroom.

Advanced Decoding
- Develop a deeper understanding of word recognition and decoding.
- Learn how word reading skills, including decoding, are affected by dyslexia
- Learn methods for intervention for students who struggle with decoding.

Fluency
- Examine why fluency intervention is important.
- Learn general guidelines for effective fluency intervention.
- Plan for and implement fluency intervention with student(s) in your classroom.

Vocabulary
- Examine why vocabulary intervention is important.
- Learn general guidelines for effective vocabulary intervention.
- Plan for and implement vocabulary intervention with student(s) in your classroom.

Comprehension
- Examine why comprehension intervention is important.
- Learn general guidelines for effective comprehension intervention
- Plan for and implement comprehension intervention with student(s) in your classroom.

Competency 5: Demonstration of Accomplishment (60 Professional Learning Hours)

Educators will, through two case study modules and a comprehensive practicum module, demonstrate knowledge of the components of reading, as well as assessments and data analysis, to implement a comprehensive research-based reading plan of instruction for all students. Educators will engage in the systematic problem-solving process.

- Use results of various assessment measures to inform and/or modify instruction.
- Use assessment and data analysis to monitor student progress and guide instruction over time to ensure an increase in student learning.
- Demonstrate differentiation of instruction for all students utilizing a variety of instructional materials.
- Demonstrate research-based instructional practices for facilitating comprehension by developing students' phonological awareness, word recognition, fluency, and vocabulary skills.
- Plan and implement evidence-based, developmentally appropriate instructional approaches.
- Produce blendable sounds.
- Submit a videotaped lesson of administering an assessment with a student.
- Submit a videotaped lesson of explicit and systematic instruction with a small group of students virtually or face-to-face.
- Reflect on personal practice to identify areas of development and growth in order to better meet the needs of all students.

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. _____7b_____

DATE OF SCHOOL BOARD MEETING: October 26, 2021

TITLE OF AGENDA ITEM: PAEC Professional Learning Catalog 2021-2022

DIVISION: Professional Learning

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The PAEC Professional Learning Catalog with 2021-2022 revisions is being submitted for approval with summary of amendments.

FUND SOURCE: N/A

AMOUNT: N/A

PREPARED BY: Ella-Mae Daniel

POSITION: Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

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http://www.gadsdenschools.org/

Elijah Key
Superintendent
keye@gcpsmail.com

"Putting Children First"

APPROVAL OF

The Panhandle Area Educational Consortium Professional Learning Catalog,
2021-2022.

Prepared by
Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, FL 32428

Recommended to the Gadsden County District School Board on October 26, 2021.

_____
Elijah Key, Superintendent

Approved by the Gadsden County District School Board on October 26, 2021

_____
Leroy McMillan, Board Chairman

Cathy S. Johnson	Steve Scott	Leroy McMillan	Charlie D. Frost	Karema D. Dudley
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PAEC Professional Development Center
Summary of Amendments
to Professional Learning Catalog
2021-2022

Page(s)	Description of Amendment
71	Next Generation Sunshine State Standards and/or Common Core Standards – Title and Language Amended to Florida Content Standards Component 2-007-001
25, 30, 41, 74, 80, 105, 139, 143, 151, 157, 163, 166, 199	Updated Florida Professional Development Standards for Existing High-Quality Components
35	Clinical Education – Complete Component Revision Component Number 7-501-001
97, 161	Updates to Language for Mathematics and Science Subject Content
New Components	
67	Florida's Comprehensive Health Education Components Component Number: 1-005-001 Replaces Subject Content: Health and Safety Subject Content
47	Emergent Literacy for VPK Instructors – Online Professional Learning Component Number: 1-408-004
54	English Language Learners in the VPK Classroom – Online Professional Learning Component Number: 1-408-006
77	Implementing the Florida Standards in Pre School Classrooms: 3 Years Old to Kindergarten – Online Professional Learning Component Number: 1-408-007
89	Integrating the Standards: Phonological Awareness – Online Professional Learning Component Number: 1-408-008
92	Language and Vocabulary in the VPK Classroom – Online Professional Learning Component Number: 1-408-004
98	Mathematical Thinking for Early for Early Learners – Online Professional Learning Component Number: 1-408-009
114	OEL Language and Vocabulary Training Project Targeted Strand – Coach Track Component Number: 1-408-001
117	OEL Language and Vocabulary Training Project Targeted Strand – Teacher Track Component Number: 1-408-002
120	OEL Language and Vocabulary Training Project Universal Strand – Coach Track Component Number: 1-408-003
126	Physical Education Instruction Component Number: 2-011-001
133	Reading Endorsement Option: Foundational Skills to Support Reading for Understanding: Knowledge Building – Combined Competences One and Two Component Number: 1-013-011

147	Reading Strategies: General Component Number: 2-013-001
195	Virtual Learning Instructional Methodology Component Number: 2-408-001
697	Technology to Support Reading Comprehension - PDA
Revised Components	
505	Differentiating Reading Instruction for Students: Making it Explicit PDA – objectives update and revised component number
562	Foundations of Exceptional Education: Revised language about counting for SWD Strategies 20 hours, revised component number, objectives update
564	Name Change: Inclusive Practices for the Developmentally Appropriate PreK Classroom – Change To – Developmentally Appropriate Practices in Inclusive Pre-K Settings
596	Technology for Student Success: Assistive Technology – Changed To – Introduction to Assistive Technology

PAEC
Panhandle Area
Educational Consortium

SUMMARY SHEET

RECOMMENDATION TO SUPERINTENDENT FOR SCHOOL BOARD AGENDA

AGENDA ITEM NO. ___*7c*_____

DATE OF SCHOOL BOARD MEETING: October 26, 2021

TITLE OF AGENDA ITEM: Level II School Principal Preparation Program, 2021-2022

DIVISION: Professional Learning

X This is a CONTINUATION of a current project, grant, etc.

PURPOSE AND SUMMARY OF ITEM:

The revised Level II School Principal Preparation Program, 2021-2022 is submitted for approval. The Florida Department of Education approval letter is being submitted to show that it has received state approval.

FUND SOURCE:	N/A
AMOUNT:	N/A
PREPARED BY:	Ella-Mae Daniel
POSITION:	Director, Professional Learning

INTERNAL INSTRUCTIONS TO BE COMPLETED BY PREPARER

_____ Number of ORIGINAL SIGNATURES NEEDED by preparer.

SUPERINTENDENT'S SIGNATURE: page(s) numbered _____

CHAIRMAN'S SIGNATURE: page(s) numbered _____

REVIEWED BY: _____

THE SCHOOL BOARD OF GADSDEN COUNTY

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Main: (850) 627-9651 or Fax: (850) 627-2760
http://www.gadsdenschools.org/

Elijah Key
Superintendent

"Putting Children First"

APPROVAL OF

The Level II School Principal Preparation Program, 2021-2022.

Prepared by

GCPS Professional Learning Services

and

Panhandle Area Educational Consortium
Professional Development Center
Panhandle Area Educational Consortium
753 West Boulevard
Chipley, FL 32428

Recommended to the Gadsden County District School Board on October 26, 2021.

Elijah Key, Superintendent

Approved by the Gadsden County District School Board on October 26, 2021.

Leroy McMillan, Board Chairman

Cathy S. Johnson	Steve Scott	Leroy McMillan	Charlie D. Frost	Karema D. Dudley
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2021-2022

LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM

1012.562, F.S. – Rule 6A-5.081, F.A.C. - Form SP-IAS 2016 – Effective Date: March 27, 2018

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PROGRAM OVERVIEW

PURPOSE:

The Gadsden County Public Schools (GCPS) Level II School Principal Preparation vision states, "Advancing Schools and Communities for Student Success." GCPS' mission is, "To provide a continuum of shared services that elevate student achievement through all consortium school districts."

Therefore, in order to achieve both the vision and mission of GCPS, it recognizes the need for principals who are instructional leaders at each and every one of the 11 rural district schools. The purpose of the GCPS Level II School Principal Preparation Program is to develop school leaders who promote the expertise of

GOALS:

Program is designed to prepare promising school leaders for Level II Principals Certification. Some of the program mirrors the research and work of the Commissioner's Leadership Academy (CLA).

The goal of the GCPS Level II School Principal Preparation Program is to provide a job-embedded and research-based program for aspiring school principals in order to:

- prepare leaders to lead a school where learning is a priority and the school learning goals are based on state adopted standards and District curricula

- deepen knowledge and skill in data analysis for instructional planning and improvement

- deepen knowledge and skill in identifying high quality instruction along with the professional learning necessary to support teachers' own learning

- deepen skills in observation, analysis and feedback through on-site support, coaching and modeling; and, develop school leaders' skills in providing targeted feedback for teacher growth

- deepen knowledge and skills in effective organizational management, using a decision-making process that is based on vision, mission and improvement priorities using facts and data.

- deepen an understanding of the necessary personal and professional behaviors needed to be consistent with quality practices in education and as a community leader

1

OVERVIEW OF CURRICULUM:

What knowledge do we want the participants to have and what skills do we want them to be able to demonstrate? Participants who successfully completes this program will demonstrate mastery of the Florida Principal Leadership Standards (FPLS). The curriculum for the Principal Leadership Academy Level II Program will immerse participants in a Professional Learning Community wherein participants engage in the FPLS's through research-based book studies, collegial conversations, presentations from experts, reflection and feedback, and the completion and presentation of an Action Research Learning Project. Participants will be placed in situations/field experience that will force them to demonstrate effective decision making to improve student achievement, the ability to communicate with all stakeholders (students, teachers, parents, and community), demonstrate professional behavior in difficult situations, follow-through, and the ability to foster a positive school cultural.

To address the standards with individual participants, the Gadsden County Public Schools (GCPS) Level II School Principal Preparation Program has been designed based on ongoing needs assessment of candidates, with the input of effective senior school leaders and district leadership members. This will be done formally on a quarterly basis and informally on a weekly basis. Moving forward, the plan will undergo continuous revisions approved by the Florida Department of Education and will improve as additional participants' professional learning needs emerge.

Delivery

How and how well is the knowledge and practice provided for school leaders? What strategies and modeling will be provided for the participants?

The GCPS Level II School Principal Preparation Program is based upon the ten Florida Principal Leadership Standards along with the experience and knowledge of the district's high performing administrators. The vision for the Level II Principal Leadership Program is to provide a program that is abundant with job-embedded and research-based opportunities for quality professional learning and experiences in an environment of reflection, collaboration and action. Mentors and learning facilitators for all parts of the Level II School Principal Preparation Program are carefully chosen for their demonstrated abilities and areas of expertise.

The program uses a variety of delivery models. These include field experience opportunities during the workday at a variety of school sites, PLC's, face-to-face presentations, Learning Walks, and mentoring sessions. Mentors will provide professional learning and support, as well as share in program oversight and improvements moving forward. In addition to live opportunities, the program also includes online learning involving both instructor-facilitated and self-paced and monitored courses. GCPS will also incorporate shadowing experiences in different districts and at different grade levels to broaden the candidates' exposure to diverse populations.

Follow-up

What follow up is provided to ensure that administrators use the skills and knowledge gained through the programs?

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The Gadsden County Public Schools (GCPS) Level II School Principal Preparation Program includes ongoing and consistent coaching and mentoring opportunities for participants by effective veteran principals and district administrators (see Appendices A, K, and I). These mentors will ensure that each candidate demonstrates proficiency in the ten Florida Principal Leadership Standards and develops the ability to build the expertise of teachers to provide outstanding, standards-based instruction to every student, every day. In addition to coaching and mentoring follow-up, the plan includes a multitude of web- based courses and resources through GCPS and the William Cecil Golden Program.

Evaluation

What evaluation occurs to ensure that the training experiences resulted in school leader use in their schools and improvements in student learning as a direct outcome?

Assessments, surveys, reflections from field experiences, and other portfolio artifacts are utilized in preparing and revising individual growth plans for program participants. Mentor feedback will provide ongoing formative assessment and the District's Administrative Assessment System summative evaluations will be used to improve the quality of instruction and experiences provided by the participation.

PROGRAM LEADERS

The following individuals were involved in the design and creation of the GCPS School Principal Preparation Program:

- John T. Selover, PAEC Executive Director

- Dr. Maria Pouncey, PAEC Administrator of Instructional Services

- Mary Sue Neves, PAEC Leadership Consultant

- Vicki Davis, Calhoun County Assistant Superintendent

- Neva Miller, Calhoun County Blountstown Middle School Principal

- Lori Price, Gulf County Director of Instruction

- Cheryl McDaniel, Jackson County Assistant Superintendent

- Gay Lewis, Liberty County Director of Instructional Services

- Angela Walker, Wakulla Director of Human Resources

- Bill Lee, Washington County, Directors of Operation

- Ella-Mae Daniel, Gadsden County, Director of Professional Learning Services

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PROGRAM CANDIDATE & COMPLETER QUALITY

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.

ADMISSION REQUIREMENTS AND PROCEDURES:

Candidates for the GCPS Level II School Principal Preparation Program will complete a program application delineating the program admission requirements. Written verification and approval that the candidate has met the requirements will be provided by the Department of Human Resources.

School Principal Preparation Program Requirements:
- 5 years of successful classroom teaching experience, as evidenced by minimum score of Effective or higher on District's Educators evaluations
- Hold a current Florida Educational Leadership Certificate
- Appointment as Assistant Principal, Dean for a minimum of three (3) years
- Effective or Highly Effective summative performance as measured by the evaluation system in section 1012.34, F.S.
- Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in section 1012.34, F.S.
- Two letters of recommendation, one being from immediate supervisor
- Comprehensive Leadership Rating Instrument (Appendix B), completed by 3 individuals who have worked with the candidate. The individuals will be selected by the HR Director and the rating instrument form submitted directly to the HR Director for scoring upon completion. A minimum score of 150 is required to continue in the selection process.

In addition, School Principal Program Requirements require candidates to also:
- Demonstrate strong leadership and management skills and experience
- Demonstrate a commitment to school improvement through interviews and recommendations
- Demonstrate evidence of the capacity to influence change and motivate adult leaders.

Once a candidate has been verified to have met minimum requirements, a multi-step process will take place to ensure that all candidates selected have the capacity to drive success. The selection process will be as follows:

Step 1: Written Performance Assessment (Appendix C). Candidates will submit a written assessment on a varying issue in Educational Leadership and Policy. This assessment will ask the candidates to provide a resolution or address an issue that they may face.

Step 2: Behavioral-based interview panel (Appendix D). Candidates will participate in a panel interview with district leaders and educational stakeholders to assess their knowledge on the FPLS and accompanying experiences. Candidates must respond in the STAR format. This assessment will require candidates to expound on their leadership experience and dispositions as an educational leader.

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Step 3: Experience in Leadership Assessment (Appendix E). Candidates must complete an Experience in Leadership Assessment conducted by the HR Director and Professional Learning Coordinator. This assessment will test candidate's knowledge in varying leadership roles such as prioritizing, managing adults, and conflict resolution. The score from each activity will be combined for a final score and a rating of "Exceeding", "Proficient", "Emerging", or "Not Accepted" will be assigned (Appendix F). Candidates must have a rating of Emerging or higher to be accepted.

Step 4: The HR Leader, Superintendent, Assistant Superintendent, or Director of Professional Learning will conduct reference calls in addition to the required 3 letters of recommendation from supervising educational leaders

1.1.3   Data on participants who applied, who were accepted, and who are participating will be   collected annually by the HR Director and reported to the Superintendent of Schools. If data shows that the number of applicants does not meet foreseeable future Principal vacancies, recruitment efforts will be refined to gain a larger pool of potential applicants. Data on participants who were accepted and participating will be evaluated to determine which candidate sources are most effective and to identify high-potential candidates. Efforts to duplicate successful sources and conditions creating high-potential candidates using data collected will be made. The District will annually collect and report participant progress to FLDOE via the Information Database Requirements Volume II Survey 5 reporting of Data Element #217638. The data will be used to evaluate screening and program effectiveness.

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Indicator1.2: 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.

Please see the Program Plan matrix below, describing 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:

- Title for each course within the competency-based curricula;
- Performance measure or indicator that is being assessed; and
- Title and description of critical task or assessment activity

A project-based approach is used, which allows the candidate to engage in an extended (15-month minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidate's work with district and consortium staff to design and implement an inquiry/research project and complete coursework that is aligned with their School Improvement Plan, the goals and objectives of the candidate's Individual Leadership Development Plan, and/or their Deliberate Practice measures.

Each candidate completes a culminating Action Research Project which they enact over the course of at minimum one school semester, but typically over the course of a school year. These projects require collaboration with at minimum two additional school district employees outside the candidate's current placement. This ensures the candidate brings experiences from multiple PK-12 settings to the project implementation. These Action Research Projects are designed to engage the candidate in exploring a critical problem of practice of interest to the school district, either in their own school, in their school feeder cluster, or in the district. Using data to identify the problem of practice and hypothesize a goal, candidates implement a program or evaluate a current program and present their final outcomes to the Superintendent's Leadership Team.

All the curriculum components of the project require candidates to engage in field experiences that are relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of purpose of school leader preparation programs. Every curriculum component requires both written documentation as well as job-embedded evidence as evaluated by the candidates supervising and mentor principals, and the HR Leadership Team.

Because the inquire projects are individualized, they are customizable and adjustable to meet the leadership development needs of the candidate throughout the inquiry cycle. The process of inquiry project development and implementation is supported by activities and assignments and are assessed by a corresponding rubric. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completer satisfaction, evaluation program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within PAEC's Schoology Learning Management System.

Candidates will create and maintain an electronic portfolio over the course of the program to demonstrate mastery of the FPLS.

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Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS)

The support and activities are designed to build a knowledge base and scaffold the candidate to be adequately prepared to complete the project as outlined in the FPLS Matrix. The activities, trainings, and assessments are sequential and designed to engage participants in actively learning the Florida Principal Leadership Standards and demonstrating that knowledge through task performance, engagement in materials, and ultimately presenting their project for feedback and reflection.

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Domain/Standard	Course Title	Assessment / Activity Description
Domain 1: Student Achievement		
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	Unpacking the Standards & Learning Progressions	Unpacking the Standards activity **Lead by:** Curriculum Developers District and/or PAEC Staff **Description:** Participants will gain a deeper understanding of state standards, the learning progression of students, and how to evaluate instruction in relation to how the district's adopted curriculum is implemented in the classroom. Emphasis will be placed on providing feedback to teachers on collaborative planning, instruction, and instructional decision making. Participants will utilize knowledge gained to plan and implement a professional development with teachers at their current school. Participants will observe how learning progressions are utilized in the classrooms of the teachers attending their professional development. Participants will produce their training materials, learning progressions produced by teachers, and a reflection of classroom implementation. **Assessment** Participants will utilize knowledge gained to plan and implement a professional development with teachers at their current school. Participants will observe how learning progressions are utilized in the classrooms of the teachers attending their professional development. Participants will produce their training materials, learning progressions produced by teachers, and a reflection of classroom implementation. **Feedback:** Feedback will be provided by mentor principal and district staff throughout the implementation of this activity. Formal feedback will be provided quarterly.
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	Data-Driven Decision-Making Action Research Project	School Improvement Plan Activity **Lead by:** Director of School Improvement and Assessment, DOE Workshop **Description:** A critical component of the WCG Program is to provide

indicators of student success adopted by the district and state.		resources to enhance the instructional leadership of the principal. During this activity, participants will gain a deeper understanding of district, state and international assessments and how to utilize assessment data to guide the school improvement process. Participants will utilize this knowledge to conduct a needs assessment and create a School Improvement Plan. *Participants will present the needs assessment and plan to the cohort group as part of an inquiry-based project. **Assessment:** Participants will utilize this knowledge to conduct a needs assessment and create a School Improvement Plan. Participants will present the needs assessment and plan to the cohort group as part of the action-research project. (Appendix G-1) **Feedback:** Feedback will be provided by peers, mentor principals and district staff.
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;	District Teacher Evaluation Book Study: Hattie's Visible Learning"	Intentional Instructional Leadership-Focus: Developing Teachers **Lead by:** Mentor Principals **Description:** Participants will review John Hattie's Visible Learning and other teaching strategies that have a high impact on student learning, which may include a passion for teaching, monitoring impact on students, teacher clarity, building strong relationships, evidence based teaching, and strong professional development. Participants will engage in a critical component of the WCG Program by viewing researched-based instructional strategies and will choose three high impact strategies to observe at their current school. Through classroom observations, participants will monitor

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	Observe High Performing Teachers	for evidence of these strategies within their current staff. Participants will provide examples of how teachers are utilizing these strategies in their classrooms. They will select three teachers that are implementing the strategies well, and three that need improvement. They will utilize this control group to develop a professional development plan for the teachers that need improvement, using the research, and the lead teachers who are successful in the researched area. **Assessment/Feedback:** Feedback will be ongoing and will be provided by peers, mentor principals and district staff.
	Finding and "Leveraging Voice (ELL)" Leadership Scenario	**Feedback:** Virtual Discussion and feedback.
b. Maintains a school climate that supports student engagement in learning;	District Teacher Evaluation Training Climate Building	Intentional Instructional Leadership: Coaching on Engagement Lead by: Mentor Principals **Description:** In peer groups, participants will deepen their knowledge of effective instructional strategies as defined by the District teacher evaluation instrument. These instructional strategies are based on the research on effective instruction. *Participants will engage in a critical component of the WCG Program by viewing researched-based instructional strategies and will review strategies such* as: Effective use of pacing, Physical movement, Academic Games/Friendly Competition, Relevancy to student lives/experience, and Demonstrating Enthusiasm. They will research and discuss what engagement looks like, examining the difference between observing student engagement and observing student compliance. They will discuss how to provide meaningful feedback and

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		coaching to teachers in order assist them in increasing student engagement. **Assessment/Feedback:** Feedback will be ongoing and will be provided by peers, mentor principals and district staff.
c. Generates high expectations for learning growth by all students; and,	Data-Driven Decision-Making Action Research Project PLC: "Dweck's Growth Mindset" Action Research Project	School Improvement Plan Activity: Including All Students in the Improvement Goal Lead by: Mentor Principals and Peers **Description:** This activity will emphasize the importance and power of a growth mindset. Participants will review Carol Dweck's definition and research of growth mindset. They will discuss and review the implications of how teachers communicate expectations and feedback to students in order to recognize and celebrate growth. Participants will be provided with the FSA ELA and Math data report for priority schools. In subject based teams they will examine the provided data to classify students into subgroup which will include: gender, racial or ethnic identification, socioeconomic status, students with disabilities, ELL students, and migrant students. Participants will examine the data for high-expectancy students, low-expectancy students, and will investigate any data trends associated with the students. Participants will write School Improvement Plan goals that reflect learning growth that includes all students. Through this activity and discussion, participants will engage in meaningful dialogue about closing learning performance gaps among targeted student subgroups based on data needs. **Assessment:** Participants will utilize this knowledge to disaggregate data by subgroups and create a School Improvement Plan

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		Feedback: Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district and/or PAEC staff.
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.	Data-Driven Decision-Making Participant's School Improvement Plan	School Improvement Plan Activity: Including All Students in the Improvement Goal Lead by: Mentor Principals and Peers **Description:** This activity will emphasize the importance and power of a growth mindset. *Participants will review Carol Dweck's definition and research of growth mindset.* They will discuss and review the implications of how teachers communicate expectations and feedback to students in order to recognize and celebrate growth. Participants will be provided with the FSA ELA and Math data report for priority schools. In subject based teams they will examine the provided data to classify students into subgroup which will include: gender, racial or ethnic identification, socioeconomic status, students with disabilities, ELL students, and migrant students. Participants will examine the data for high-expectancy students, low-expectancy students, and will investigate any data trends associated with the students. Participants will write School Improvement Plan goals that reflect learning growth that includes all students. In addition, participants will discuss instructional strategies that will support the goals of closing learning performance gaps and how to lead these discussions with teachers. Through this activity and discussion, participants will engage in meaningful dialogue about closing learning performance gaps among targeted student subgroups based on data needs. **Assessment:** Participants will utilize this knowledge to disaggregate data by

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		subgroups and create a School Improvement Plan (Appendix G-2) **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
	"Finding and Leveraging Voice (ELL): Leadership Scenario	**Feedback:** Virtual discussions

Domain 2: Instructional Leadership		
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.		
a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;	District Teacher Evaluation	Intentional Instructional Leadership: Teacher Evaluation Lead by: Mentor Principals and Peers **Description:** Participants will review the Florida Educator Accomplished Practices (FEAPs) in tandem with the District Teacher Evaluation Instrument and will develop a crosswalk of how the FEAPs are evaluated. They will discuss their crosswalk and the common language of the evaluation and assist teachers in accomplishing these practices.
	Instructional Walk Throughs	**Assessment:** *Instructional Rounds with Community of Leaders Program (COLA) trained facilitators will be done by participants, utilizing group-established 'look-fors' in the instructional focus while in the classroom to improve implementation of the Florida Educator Accomplished Practices.* **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals, and Instructional Rounds facilitators.
	"Difficult Conversation: Race" Leadership Scenario	**Feedback:** Virtual feedback and discussions.

b. Engages in data analysis for instructional planning and improvement;	Data-Driven Decision-Making	School Improvement Plan Activity: Including All Students in the Improvement Goal
		Lead by: Mentor Principals and Peers
		Description: This activity will emphasize the importance and power of a growth mindset. *Participants will review Carol Dweck's definition and research of growth mindset. They will*
	PLC: "Mindset"	*discuss and review the implications of how teachers communicate expectations and feedback to students in order to recognize and celebrate growth.* Participants will be provided with the FSA ELA and Math data report for priority schools. In subject based teams they will examine the provided data to classify students into subgroup which will include: gender, racial or ethnic identification, socioeconomic status, students with disabilities, ELL students, and migrant students. Participants will examine the data for high-expectancy students, low-expectancy students, and will investigate any data trends associated with the students. Participants will write School Improvement Plan goals that reflect learning growth that includes all students. In addition, participants will discuss instructional strategies that will support the goals of closing learning performance gaps and how to lead these discussions with teachers. Through this activity and discussion, participants will engage in meaningful dialogue about closing learning performance gaps among targeted student subgroups based on data needs.
		Assessment: Participants will utilize this knowledge to disaggregate data by subgroups and create a School Improvement Plan (Appendix G-2)
		Feedback: Feedback will be ongoing through collegial conversations and will

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		be provided by peers, mentor principals and district staff.
c. Communicates the relationships among academic standards, effective instruction, and student performance;	Learning Walks / Level II Cohort	Intentional Instructional Leadership: Learning Walks Lead by: Mentor Principals and Peers **Description***: Participants will be placed in an instructional leadership cohort for learning walks.* This cohort will meet quarterly for the duration of the Level II program. During these learning walks, participants will review courses taught in the Level II program, state standards, learning progressions, and instructional strategies. Through classroom observation and discussion, participants will deepen their knowledge on how to provide effective feedback and have critical conversations with teachers to impact instruction and student performance. **Assessment/Feedback:** Feedback is provided through collegial conversations during the Level II program. Participants will be surveyed on an annual basis to reflect on how their instructional leadership has changed as a result of participating in the cohort.
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and,	Unpacking the Standards & Learning Progressions-District	Unpacking the Standards: Rigor and Relevance **Lead by:** Curriculum Developers and District Staff **Description:** Participants will gain a deeper understanding of rigor and cultural relevance as it relates to the state standards, the learning progression of students, and how to identify rigor and cultural relevance within effective instruction. Emphasis will be placed on providing feedback to teachers on increasing rigor and providing culturally relevant experiences. Participants will utilize knowledge gained to plan and implement a professional development with teachers at their current school.

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	WIDA Workshop by Dr. Carol Garris	Participants will observe how rigor and cultural relevance are utilized in the classrooms to maintain student engagement and investment in learning in order to close achievement gaps. *WIDA workshop by PAEC* **Assessment:** Participants will produce their training materials, examples of rigor and relevance at their schools, and a reflection of classroom implementation **Feedback:** Feedback will be provided by mentor principal, district and PAEC staff throughout the implementation of this activity.
e. Ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.	Unpacking the Standards & Learning Progressions-District	<u>Unpacking the Standards: Monitoring and Assessment</u> **Lead by:** Curriculum Developers and District and/or PAEC Staff **Description:** *Participants will participate in investigating effective use of formative and summative assessment through classroom observation and teacher coaching.* They will determine what effective and ineffective use of formative and summative assessment looks like and will discuss how to coach teachers to use assessment effectively. Emphasis will be placed on providing feedback to teachers in this area. Participants will utilize knowledge gained to plan and implement a professional development with teachers at their current school. Participants will observe how assessments and progress monitoring are utilized by teachers to guide and differentiate instruction in order to close achievement gaps. **Assessment:** Participants will produce their training materials, data collected during their investigation of assessment, and a reflection of classroom implementation **Feedback:** Feedback will be provided by mentor principal and district and

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		PAEC staff throughout the implementation of this activity.
Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.		
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;	Professional Learning for your School District PD	Professional Learning: A Focus on Instructional Practice **Lead by:** Curriculum Developers and District Staff **Description:** *Participants will discuss at their tables how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data.* Teacher data can be collected through a school-wide instructional needs assessment or through analyzing teacher evaluation results. Participants will discuss how a school-wide DPP can improve instructional practice. **Assessment/Feedback:** Feedback will be provided through collegial conversations during the activity
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;	District Teacher Evaluation "New Teacher Evaluation" Leadership Scenario	Intentional Instructional Leadership: Meaningful Feedback **Lead by:** Peers and Mentor Principals **Description:** In peer groups, participants will bring their most recent classroom walkthroughs and feedback. Participants will discuss how to lead instruction using meaningful feedback. Participants will discuss the importance of pre and post conferences during the observation and evaluation process. They will also discuss courageous conversations and how important it is to have these conversations. **Assessment:** Participants will write and share a reflection on a recent courageous conversation. **Feedback:** Feedback will be ongoing and will be provided by peers, mentor principals and district staff.

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| c. Employs a faculty with the instructional proficiencies needed for the school population served; | Professional Learning for your School | Professional Learning: A Focus on Instructional Practice
Lead by: Curriculum Developers and District and/or PAEC Staff
Description: Participants will discuss at their tables how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data. Teacher data can be collected through a school-wide instructional needs assessment or teacher evaluation data. Participants will discuss how a school-wide DPP can improve instructional practice. Discussion will include dialogue about Title I school needs, how to provide professional development to meet needs of faculty based on the needs assessment of student data coupled with teacher effectiveness. We will look at various schools throughout our district and discuss the similarities and differences of their unique needs.
Assessment: Participant will conduct a needs assessment of their current school teacher evaluation data to provide data for development of a school-wide DPP.
Feedback: Feedback will be provided through collegial conversations during the activity |
|---|---|---|
| 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; | Professional Learning for your School | Professional Learning: A Focus on Instructional Practice
Lead by: Curriculum Developers and District and/or PAEC Staff
Description: Participants will discuss at their tables how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data. Teacher data can be collected through a school-wide |

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		instructional needs assessment or teacher evaluation data. Participants will discuss how a school-wide DPP can improve instructional practice. Discussion will include dialogue about Title I school needs, how to provide professional development to meet needs of faculty based on the needs assessment of student data coupled with teacher effectiveness. We will look at various schools throughout our district and discuss the similarities and differences of their unique needs. Assessment: *Participant will conduct a needs assessment of their current school teacher evaluation data to provide data for development of a school-wide DPP.* **Feedback:** Feedback will be provided through collegial conversations during the activity
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and,	"Cultural Competency" Leadership Scenario	Professional Learning: A Focus on Culturally Relevant Instructional Practice **Lead by:** Curriculum Developers and District and PAEC Staff **Description:** Participants will discuss at their tables how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data. Emphasis will be placed on providing feedback to teachers on differentiated instruction and providing culturally relevant experiences. Participants will discuss how they encourage teachers to incorporate cultural relevance in the classroom. Participants will reflect on their discussion and how the discussion validated or changed their current way of thinking when it comes to planning professional development for their teachers. Discussion will include dialogue about ensuring that the

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		professional developments are culturally relevant and differentiated as well in order to maintain engagement and investment from faculty. **Assessment:** Participant will conduct a needs assessment of their current school teacher evaluation data and student climate survey to provide data for development of a school-wide DPP for improvement of culturally relevant and differentiated instruction. **Feedback:** Feedback will be provided through collegial conversations during the activity, and via a self-reflection at the conclusion of the activity. **Feedback:** Virtual discussions.
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.	Professional Learning for your School	Professional Learning: Making it a Priority with Time and Resources **Lead by:** District Staff, Mentor Principals and Peers **Description:** Participants will discuss at their tables how they prioritize professional development at their school. Through this collegial conversation, participants will discuss how to create a professional learning plan that is driven by their school-wide needs assessment. They will also discuss how to budget for professional learning on their campus. Participants will be provided a sample needs-assessment and budget allocations and will work together to create a professional learning plan and budget to support the plan. **Assessment:** Participants will be provided a sample needs-assessment and budget allocations and will work together to create a professional learning plan and budget to support the plan. **Feedback:** Feedback will be provided through collegial conversations during the activity, and through a group discussion at the conclusion of the activity.

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Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

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;	Leading Diverse Populations to Success	Leading Diverse Populations to Success Lead by: District and PAEC Staff **Description:** Participants will engage in a panel discussion led by experts in the following areas: ESE/RTI, ELL, migrant students, refugee students, diversity, and homeless. The discussion will center around the School Improvement process, and how to identify, address, and provide support to students to ensure a safe, respectful and inclusive student-centered learning environment. Participants will also work together to compile resources and develop a training to be provided to teachers at their school. **Assessment:** Participants will reflect on the panel discussion as it relates to their school needs assessment and climate survey in order to identify areas for professional development at their school. **Feedback:** Feedback will be provided by mentor principals and district staff. **Feedback:** Virtual discussions.
	"Difficult Conversations: Race" Leadership Scenario	
	"Cyberbullying" Leadership Scenario	
	"Student Support: Transgender" Leadership Scenario	**Feedback:** Virtual discussions
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;	Professional Learning/District Teacher Evaluation	Professional Learning: A Focus on Culturally Relevant Instructional Practice **Lead by:** Curriculum Developers and District Staff **Description:** *Before participation in this session participants will complete the WCG Diversity Module.* Participants will then discuss at their tables the module and how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and
	DOE WCG Diversity Module	

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		student data. Emphasis will be placed on providing feedback to teachers on differentiated instruction and providing culturally relevant experiences. Participants will discuss how they encourage teachers to incorporate cultural relevance in the classroom. Participants will reflect on their discussion and how the discussion validated or changed their current way of thinking when it comes to planning professional development for their teachers. Discussion will include dialogue about ensuring that the professional developments are culturally relevant and differentiated as well in order to maintain engagement and investment from faculty. **Assessment:** Completion of WCG Module Assessment and written reflection on honoring diversity, promoting human rights, and preventing discrimination and harassment **Feedback:** Feedback will be provided through collegial conversations during the activity, and via a self-reflection at the conclusion of the activity.
c. **Promotes school and classroom practices that validate and value similarities and differences among students;**	Professional Learning	Professional Learning: A Focus on Culturally Relevant Instructional Practice **Lead by:** Curriculum Developers and District Staff **Description:** *Before participation in this session participants will complete the WCG Diversity Module.* Participants will then discuss at their tables the module and how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data. Emphasis will be placed on providing feedback to teachers on differentiated instruction and providing culturally relevant experiences.

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	"Cultural Competence: ELS" Leadership Scenario	Participants will discuss how they encourage teachers to incorporate cultural relevance in the classroom. Participants will reflect on their discussion and how the discussion validated or changed their current way of thinking when it comes to planning professional development for their teachers. Discussion will include dialogue about ensuring that the professional developments are culturally relevant and differentiated as well in order to maintain engagement and investment from faculty. **Assessment:** Completion of WCG Module Assessment and written reflection on honoring diversity, promoting human rights, and preventing discrimination and harassment **Feedback:** Feedback will be provided through collegial conversations during the activity, and via a self-reflection at the conclusion of the activity. **Feedback:** Virtual Discussions
d. Provides recurring monitoring and feedback on the quality of the learning environment;	Professional Learning/District Teacher Evaluation	Professional Learning: A Focus on Culturally Relevant Instructional Practice **Lead by:** Curriculum Developers and District Staff **Description:** Participants will discuss at their tables how they utilize the Deliberate Practice Plans (DPP) at their school. Through this collegial conversation, participants will discuss how to implement a school-wide DPP that is driven by both teacher and student data. Emphasis will be placed on providing feedback to teachers on differentiated instruction and providing culturally relevant experiences. Participants will discuss how they encourage teachers to incorporate cultural relevance in the classroom. Participants will reflect on their discussion and how the discussion

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		validated or changed their current way of thinking when it comes to planning professional development for their teachers. Discussion will include dialogue about ensuring that the professional developments are culturally relevant and differentiated as well in order to maintain engagement and investment from faculty. **Assessment/Feedback:** Feedback will be provided through collegial conversations during the activity, and via a self-reflection at the conclusion of the activity.
e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and,	Data-Driven Decision Making	School Improvement Plan Activity: Including All Students in the Improvement Goal **Lead by:** Mentor Principals and Peers **Description:** This activity will emphasize the importance and power of a growth mindset. Participants will review Carol Dweck's definition and research of growth mindset. They will discuss and review the implications of how teachers communicate expectations and feedback to students in order to recognize and celebrate growth. Participants will be provided with the FSA ELA and Math data report for priority schools. In subject based teams they will examine the provided data to classify students into subgroup which will include: gender, racial or ethnic identification, socioeconomic status, students with disabilities, ELL students, and migrant students. Participants will examine the data for high-expectancy students, low-expectancy students, and will investigate any data trends associated with the students. In addition, participants will discuss instructional strategies that will support the goals of closing learning performance gaps and how to lead these discussions with teachers. Through this activity and discussion, participants will engage in

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		meaningful dialogue about closing learning performance gaps among targeted student subgroups based on data needs. **Assessment:** Participants will write School Improvement Plan goals that reflect learning growth that includes all students. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
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.	Leading Diverse Populations to Success Panel discussions	Leading Diverse Populations to Success **Lead by:** Mentor Principals Description: *Participants will engage in a panel discussion led by experts in the following areas: ESE/RTI, ELL, migrant students, refugee students, diversity, and homeless. The discussion will center around the School Improvement process, and how to identify, address, and provide support to students to ensure a safe, respectful and inclusive student-centered learning environment. Participants will also work together to compile resources and develop a training to be provided to teachers at their school.* **Assessment:** Participants will reflect on the panel discussion as it relates to their school needs assessment and climate survey in order to identify areas for professional development at their school. **Feedback:** Feedback will be provided by mentor principals and district staff.
Domain 3: Organizational Leadership		
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;	Organizational Leadership	Student Centered Decision Making, **Lead by:** Mentor Principals and District Staff **Description:** This activity will focus on five areas that correlate with student learning and teacher quality: • Hiring Process

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		• Student Data by Teacher • Master Schedule • Certification • Teacher Evaluation Data **Assessment:** Participants will develop ten interview questions. They will participate in a discussion about how hiring teachers is the most important part of being a Principal. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
b. Uses critical thinking and problem-solving techniques to define problems and identify solutions;	Organizational Leadership	Student-Centered Decision-Making **Lead by:** Mentor Principals and District Staff **Description:** This activity will continue the focus on teacher quality, and will examine the prior year data in order to define areas of need and identify solutions: • Student Data by Teacher • Master Schedule • Certification • Teacher Evaluation Data They will participate in a discussion about how to maximize student learning through the master schedule by utilizing the strengths of their teachers. **Assessment:** Participants will share with the group a time when they identified an issue, developed a plan to address it, and had positive student results based on their efforts. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;	Organizational Leadership	Student-Centered Decision-Making **Lead by:** Mentor Principals and District Staff **Description:** This activity will continue the focus on teacher quality, and the school improvement process. Participants will examine the prior year

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		data in order to define areas of need and identify solutions:
		• Student Data by Teacher • Master Schedule • Certification • Teacher Evaluation Data They will participate in a discussion about how to maximize student achievement as it relates to the continuous school improvement cycle and ways to include teachers in the goal setting, implementation, follow up and revision process. **Assessment:** Participants will share with the group a time when they identified an issue, developed a plan to address it, and had positive student results based on their efforts. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
d. Empowers others and distributes leadership when appropriate	Organizational Leadership Panel Discussion	Developing a School Leadership Team **Lead by:** *Mentor Principals Panel* Description: This activity will be a discussion panel on how Principals develop and utilize their leadership teams. **Assessment:** Participants will develop a leadership team of their own and will define roles and responsibilities of each member. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.	Organizational Leadership	Developing a Schoolwide Technology Plan (5 year) **Lead by:** District Staff/TIS/Level II Participants **Description:** This will be an inquiry-based activity wherein groups research their current Schoolwide Technology Plan and present how technology is used effectively to enhance efficient decision making.

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		Assessment: Participants will present their School wide Technology Plan (5 year). Feedback: Feedback will be provided by District/PAEC staff.
Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.		
a. Identifies and cultivates potential and emerging leaders;	Organizational Leadership	Developing and Cultivating a School Leadership Team **Lead by**: *Mentor Principals Panel* Description: This activity will be a discussion panel on how Principals develop and utilize their leadership teams. **Assessment**: Participants will develop a leadership team of their own and will define roles and responsibilities and qualifications of each member. **Feedback**: Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
b. Provides evidence of delegation and trust in subordinate leaders;	Organizational Leadership	Reflecting on your School Leadership Team **Lead by**: Level II Participants and District Staff **Description**: This activity will allow participants to reflect on the leadership teams they have built. They will discuss what data they will collect to provide evidence of delegation and trust in those teacher leaders. **Assessment**: Participants will develop a collective list of data points that could be used as evidence of delegation and trust in subordinate leaders. **Feedback**: Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
c. Plans for succession management in key positions;	Organizational Leadership	Developing and Cultivating a School Leadership Team **Lead by**: *Mentor Principals Panel* **Description**: This activity will be a discussion panel on how Principals develop and utilize their leadership

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		teams. This discussion will include how leadership teams have changed throughout their careers and the decisions they made to invest in emerging leaders in order to plan for succession in key positions. **Assessment:** Participants will develop a leadership team of their own and will define roles and responsibilities of the leadership team and qualifications of each member. Participants will define how they will invest in others in order to plan for succession management in key positions. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
d. **Promotes teacher-leadership functions focused on instructional proficiency and student learning; and,**	Organizational Leadership	Developing a School Leadership Team: Teacher Leaders *Lead by: Mentor Principals Panel* **Description:** This activity will be a discussion panel on how Principals utilize data to develop their leadership teams such as: teacher evaluation instrument, FSA data, progress monitoring data, and other local and state assessment data. **Assessment** Participants will develop a leadership team of their own and will define roles and responsibilities of each member. **Feedback:** Feedback will be ongoing through collegial conversations and will be provided by peers, mentor principals and district staff.
e. **Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.**	Organizational Leadership	Sustainable and Supportive School Partnerships *Lead by: Mentor Principals Panel* Description: This discussion will be centered around relationships among stakeholder groups such as: School Advisory Councils, PTO, Business Partners, Volunteers and higher education institutions.

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		Assessment: Participants will reflect on the stakeholder groups named above and the importance of each. **Feedback:** Feedback will be ongoing through collegial conversations.
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;	PLC: "Smart Leaders Smarter Teams"	*PLC: "Smart Leaders, Smarter Teams"* **Lead by:** PAEC **Description:** This PLC will occur during the quarterly Level II Cohort meetings. Sections of the books will be organized and discussed based on the topics of the cohort. **Assessment:** Participants will complete a self-assessment and will reflect on section of the books at the beginning of each meeting. **Feedback:** Feedback will be ongoing through collegial conversations.
b. Establishes appropriate deadlines for him/herself and the entire organization;	PLC: "Smart Leaders, Smarter Teams"	PLC: "Smart Leaders, Smarter Teams" **Lead by:** PAEC Description: This PLC will occur during the quarterly Level II Cohort meetings. Sections of the books will be organized and discussed based on the topics of the cohort. **Assessment:** Participants will complete a self-assessment and will reflect on section of the books at the beginning of each meeting. F **Feedback:** eedback will be ongoing through collegial conversations.
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and,	Management of Resources	Staffing and Budgeting **Lead by:** District Staff Discussion Panel **Description:** This discussion will be centered around resource allocation and management in the following areas: • Staffing • Base budget • Federal Projects • School Improvement • Instructional Materials • Technology • Media

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		District staff will discuss the policies and procedures in utilizing school funds in accordance with the Florida Red Book. **Assessment:** Participants will create a mock staffing plan in groups and present their plans. **Feedback:** Feedback on the mock budget presentations will be provided by participants and district staff.
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.	Management of Resources	Staffing and Budgeting **Lead by:** District Staff Discussion Panel Description: This discussion will be centered around resource allocation and management in the following areas: • Staffing • Base budget • Federal Projects • School Improvement • Instructional Materials • Technology • Media District staff will discuss the policies and procedures in utilizing school funds in accordance with the Florida Red Book. **Assessment:** Participants will use their mock staffing plan and school improvement plan to identify instructional priorities and budget professional development and resources for maximum impact. **Feedback:** Feedback on the mock budget presentations will be provided by participants and district staff.
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;	Communication 101	Conduct a panel discussion with high performing school principals form PAEC districts to share, "What Great Principals Do Differently" **Lead by:** District Staff Description: Panel discussion will occur during one of the bi—monthly Level II Cohort meetings.

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		Assessment/Feedback: Assessment/Feedback will be ongoing through collegial conversations and District administrator feedback
b. Recognizes individuals for effective performance;	Communication 101 -Building Relationships -Positive School Climate	Panel discussion with high performing school principals form PAEC school districts. Topics include: actively listening, timely communication, positive recognition, communicating expectations, beginning of the year activities, high visibility at school and in community, critical conversations, school communication plan, social media, and district and state requirements. **Assessment;** Participants will create a communication plan based on their own leadership style and the school community in which they serve. Feedback will be ongoing through collegial conversations and District administrator feedback
c. Communicates student expectations and performance information to students, parents, and community;	Communication 101	Conduct a panel discussion with high performing school principals form PAEC districts to share, "What Great Principals Do Differently" **Description:** Topics include: actively listening, timely communication, positive recognition, communicating expectations, beginning of the year activities, high visibility at school and in community, critical conversations, school communication plan, social media, and district and state requirements. **Assessment:** Participants will create a communication plan based on their own leadership style and the school community in which they serve. **Feedback:** Feedback will be ongoing through collegial conversations Feedback will be ongoing through collegial conversations and District administrator feedback.

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d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;	Organizational Leadership	Sustainable and Supportive School Partnerships **Lead by:** Mentor Principals Panel **Description:** This discussion will be centered around relationships among stakeholder groups such as: School Advisory Councils, PTO, Business Partners, Volunteers and higher education institutions. **Assessment:** Participants will reflect on the stakeholder groups named above and the importance of each. **Feedback:** Feedback will be ongoing through collegial conversations.
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.	Organizational Leadership	Sustainable and Supportive School Partnerships Lead by: Mentor Principals Panel Description: This discussion will be centered around relationships among stakeholder groups such as: School Advisory Councils, PTO, Business Partners, Volunteers and higher education institutions. **Assessment:** Participants will reflect on the stakeholder groups named above and the importance of each. **Feedback:** Feedback will be ongoing through collegial conversations.
f. Utilizes appropriate technologies for communication and collaboration; and,	Communication 101	Conduct a panel discussion with high performing school principals form PAEC districts to share, "What Great Principals Do Differently" **Description:** Topics include: actively listening, timely communication, positive recognition, communicating expectations, beginning of the year activities, high visibility at school and in community, critical conversations, school communication plan, social media, and district and state requirements. **Assessment:** Participants will create a communication plan based on their own leadership style and the school community in which they serve.

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		Feedback: Feedback will be ongoing through collegial conversations and District administrator feedback.
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	Communication 101	Conduct a panel discussion with high performing school principals form PAEC districts to share, "What Great Principals Do Differently **Description:** Topics include: actively listening, timely communication, positive recognition, communicating expectations, beginning of the year activities, high visibility at school and in community, critical conversations, school communication plan, social media, and district and state requirements. **Assessment:** Participants will create a communication plan based on their own leadership style and the school community in which they serve. Feedback will be ongoing through collegial conversations and District administrator feedback

Professional and Ethical Behavior: 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.;	Professional and Ethical Behavior Attorney Holly Dincman, Esq. Face to Face Workshop	Attorney presentation on Professional and Ethical Behaviors Lead by: District/PAEC Staff, and Attorney Description: In this group activity, participants will receive the code of ethics for administrators, instructional staff, and non-instructional staff. In addition, participants will receive the applicable District union contracts that are negotiated by the aforementioned bargaining groups. Participants will be given various employee scenarios related to the code of ethics and contract language. Groups will determine if the employee is in compliance or out of compliance based on the individual's contract. Assessment/Feedback: Groups will share their findings and will receive feedback and further explanation from

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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;	Professional and Ethical Behavior	Mentor Panel Discussion Focus on: Skills that are essential to leadership success: 1) Self-Awareness 2) Self-Management 3) Social Awareness 4) Relationship Management Participants will explore how to react constructively to disagreement, dissent with leadership, and how to coach others through this as well. Assessment/Feedback: Feedback will be provided through collegial conversations during the activity, and through a group discussion at the conclusion of the activity.

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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;	Professional and Ethical Behavior	Mentor Panel Discussion Skills that are essential to leadership success: 1) Self-Awareness 2) Self-Management 3) Social Awareness 4) Relationship Management Participants will explore how to react constructively to disagreement, dissent with leadership, and how to coach others through this as well. Assessment: Feedback will be ongoing through collegial conversations. Participants will be challenged to continually learn, commit and do and will engage in collegial conversations about the cycle of improvement and how the study of this habit changed their previous way of thinking
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d. Engages in professional learning that improves professional practice in alignment with the needs of the school system;	Professional and Ethical Behavior	Mentor Panel Discussion

Lead by: District/PAEC Staff

Description: Participants will engage in dialogue regarding renewal, growth and change. They will discuss the principle and the process that enables us to move toward continuous improvement as individuals, as individual schools, and as a school system. They will deepen their understanding of the upward spiral and will explore where they are with three things that make up continuous improvement:
1)   To Learn – PLCs/Book Studies/Cohort/Professional Learning Opportunities, feedback from Administrator performance evaluations, seeking out Mentors and experts
2)   To Commit – Complete the administrator Deliberate Practice Plan
3)   To Do – Show up to PLCs, Engage in Book Studies, Cohort meetings, and seek out Professional Learning Opportunities, Continue to work on the work

Assessment:

Feedback will be ongoing through collegial conversations. Participants will be challenged to continually learn, commit and do and will engage in collegial conversations about the cycle of improvement and how the study of this habit changed their previous way of thinking |

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e. Demonstrates willingness to admit error and learn from it; and,	Professional and Ethical Behavior	Mentor Panel Discussion
		Description: Participants will participate in mentor panel discussion. 1) Self-Awareness 2) Self-Management 3) Social Awareness 4) Relationship Management Participants will explore honesty in work relationships, mistakes in the workplace, and how mistakes can often be a catalyst to change in self and others. **Assessment:** Participants will complete a self-assessment at the beginning of the panel discussion **Feedback** will be ongoing through collegial conversations. Participants will be challenged to continually learn, commit and do and will engage in collegial conversations about the cycle of improvement and how the study of this habit changed their previous way of thinking

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f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Professional and Ethical Behavior	
		Lead by: District/PAEC Staff

Description: Participants will engage in dialogue regarding renewal, growth and change. They will discuss the principle and the process that enables us to move toward continuous improvement as individuals, as individual schools, and as a school system. Through collegial conversations, participants will share with each other specific examples of times when they were challenged to continually learn, commit and do. They will focus on the areas in which they have showed improvement and will discuss the process they had to go through to get there. They will deepen their understanding of the upward spiral and will explore where they are with three things that make up continuous improvement:
4) To Learn – PLCs/Book Studies/Cohort/Professional Learning Opportunities, feedback from Administrator performance evaluations, seeking out Mentors and experts
5) To Commit – Complete the administrator Deliberate Practice Plan
6) To Do – Show up to PLCs, Engage in Book Studies, Cohort meetings, and seek out Professional Learning Opportunities, Continue to work on the work

Assessment/Feedback: Feedback will be ongoing through collegial conversations, participants will share with each other specific examples of times when they were challenged to continually learn, commit and do. They will provide feedback to each other on the examples in a discussion format. |

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Standard 2. Field Experiences
The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.

Indicator 2.1: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

Participants in the PAEC Level II School Principal Preparation Program will participate in three field experiences in program Year 1, specifically at each of the elementary, middle, and high school levels. These internship placements will be with recognized effective/veteran administrators as recommended by the Superintendent. The field experiences will include specific areas needing improvement based on the selection interviews, self- assessments, and comprehensive leadership feedback instrument.

During Year 2 of the program, participants will engage in three field experiences with recognized effective/veteran principals who are selected based upon effective performance. The field experiences during Year 2 will also include areas in need of improvement based on reviews of administrative evaluations and self-assessments. In addition to field experiences, candidates will experience time shadowing effective school principals.

The field experiences are related to the activities identified within this plan. There is always the possibility that participants in this program might not become Principals at the same grade span that they are serving as Assistant Principals. Therefore, the range in field experiences should be varied and cover as many areas within the PreK-12 grade span as possible. The grade levels addressed in the field experiences will be reviewed throughout the program to ensure that all candidates have experience with multiple grade spans. If additional field experiences are utilized to demonstrate competency on the various indicators, the plan will be submitted to the administrator overseeing the field experience for review. Mentors and other involved persons will also be included in the review process in order to determine the quality and the information submitted.

All field experiences will be aligned with the FPLS and the performance appraisal system used in. Experience will be documented the Field Experience Documentation Form (Appendix I).

All school leaders who mentor and support candidates during their field experiences are scrutinized and evaluated relative to the Florida School Principal Standards and the competencies in the PAEC Level II School Principal Preparation Program. PAEC will provide training for mentors and principal/district supervisors. Topics will include constructive feedback, documentation, coaching, remediation procedures/requirements, and plan protocol. Mentors selected must have effective or higher evaluations as an administrator for a minimum of 3 years and agree to a 2-year commitment.

A survey will be completed by participants to reflect on their field experiences, mentors, and supervisors in order to evaluate mentor and program effectiveness. Evaluation methods include candidate field experience performance evaluations and demonstration of FPLS, results from program candidate performance evaluations, anecdotal notes and information provided by supervising principals, participant portfolio artifacts including reflections of lessons learned during field placements and internships, and program online surveys and evaluations.

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Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.

All field experiences will be designed to give the candidate opportunities to develop leadership skills and to meet the needs of the school at which they are completing the activity. All activities and experiences will be reviewed using the rubric associated with the School-based Administrator's Evaluation Instrument. The evaluation instrument is aligned to the FPLS. The evaluation instrument is the State approved instrument.

The District Director of Human Resources will monitor program participant progress throughout the field experiences and internships via ongoing discussion and debriefing with supervising and mentor school leaders. Program participants will add reflections of lessons learned during each of three field experiences per year to the Leadership Portfolio. Frequent portfolio reviews and formative discussions will be conducted by the supervising principal, mentor principal, and district administrators. In June of program Year 1 and Year 2, participants will present the outcomes of the full-year Action Research Project to senior district staff and directors and defend the Year 1 and Year 2 portfolio (see Appendix G for rubric)

When program candidates are not successful during field experiences, internships, appropriate assistance and support will be extended by PAEC, District Human Resources, and experienced school principal mentors. A Coaching Plan Meeting will be held (see Appendix J). A Principal Leadership Improvement Plan (Appendix K & L) will be generated to address area(s)/standard(s) in need of additional professional learning and actions to be taken, including additional field experience(s)/internship(s) if appropriate. The participant's mentor will be responsible for monitoring the Individual Learning Plan and provide feedback. In addition to guidance and assistance from district stakeholders, the use of professional learning resources through available district modules and assessments including those provided by the William Cecil Golden Program will be utilized. PAEC's Leadership Director will be responsible for monitoring the remediation of participants.

In addition to the program leadership Individual Learning Plan and portfolio, personnel evaluation of each participant will be conducted annually via the District Evaluation System. Criteria is delineated in the 2017-18 PAEC Administrative Evaluation System Template submitted to FLDOE.

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PROGRAM EFFECTIVENESS

Standard 3. Program Effectiveness
The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

PAEC is committed to sustaining a research-based District Level II School Principal Preparation Program that includes routine opportunity for continuous program improvement. The effectiveness of program candidates and completers will drive evidence-based decisions to determine areas for program improvement. The School District of will annually collect and examine the data related to participants' field experience, performance evaluations, and the percentage (including the total number of completers) of those completers who are placed in a principal position within our school district and the percentage and total number of those placed as principals in other Florida school districts. This information will be available to the Florida Department of Education upon request.

Climate Survey information from the schools at which the participants are assigned as principal will be used to gather information from parents, staff, teachers and students related to the principal. Additionally, The District Leadership Team and stakeholders from the community will be involved in the program evaluation process through the School and District Advisory Boards. The plan will be presented to these groups for evaluation purposes. Input gathered from these groups will be a part of the review process on an annual basis. Input will be used to make adjustments or enhancements to the program as deemed necessary.

All stakeholders involved in developing and refining the School Principal Preparation Program will review the data collected at the end of each cohort training period. All adjustments, additions, and deletions within the program will be presented to the stakeholders to review the impact those adjustments might have on the overall integrity of the program. All stakeholder input will be gathered and reviewed by those making the final determinations to guard against compromising any portion of the training modules. The program will be reviewed and, as necessary, revised annually.

Indicator 3.2: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

PAEC's Director of Learning and the Director of Human Resources will annually collect data from supervising and mentor principals, participant portfolios, Principal Preparation Program Completer Evaluation (Appendix M), and Completer Annual Leadership Evaluations to prepare an Institutional Program Evaluation Plan (IPEP).

Analysis of the evaluation plan will be conducted by the District Level II School Principal Preparation Program Core Team to identify areas of strength and areas for growth for program improvement. Once initial analysis has been completed, additional stakeholders will be invited to engage in the decision-making process to determine strategies and programmatic changes to enhance outcomes and the capacity to impact PreK-12 student learning. Identified additional stakeholders to be invited to engage in this process include the review of the surveys mentioned in the prior section will be conducted through a joint effort of the Human Resources and Professional Development Departments. The data will be reviewed to not any concerns related to specific activities, field experiences, and/or classroom presentations. If such concerns are noted, those sections will be reviewed for possible adjustments to better meet the needs of the program, the participants, and the district.

Data related to student achievement will also be reviewed to assess the impact of the participant during the program and after program completion. Evaluations of the participants will be examined and analyzed to determine the areas of growth and the areas that may be rated lower than effective. These areas will then be reviewed within the program to identify activities or experiences that may need to be added or adjusted to provide a better support and a higher level of mastery for the participants.

Participant scores on the FPLS will be compared to the pre and post program evaluations to determine if the scoring is sufficiently robust. Once the data is amassed, the stakeholders will be provided with data and potential adjustments through the District Leadership Team and the Panhandle Area Educational Consortium Leadership Level II Preparation Committee. Input will be requested for adjustments to forms, procedures, and processes. All stakeholders involved in developing and refining the School Principal Preparation Program will review the data collected at the end of each cohort training period. All adjustments, additions, and deletions within the program will be presented to the stakeholders to review the impact those adjustments might have on the overall integrity of the program. All stakeholder input will be gathered and reviewed by the district HRMD team and this team will make the final determinations to guard against compromising any portion of the training modules. The program will be reviewed and, as necessary, revised annually.

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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:	p. 4	☐
	a. Hold a Florida certificate in educational leadership (Level 1);	p. 4	☐
	b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and	p. 4	☐
	c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34,	p. 4	☐
1.1.2	Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and	p. 5	☐
1.1.3	Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.	p. 5	☐

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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:	pp. 6 – 39	☐
	a. Title for each course within the competency-based curricula;	pp. 6 – 39	☐
	b. Performance measure or indicator that is being assessed; and	pp. 6 – 39	☐
	c. Title and description of critical task or assessment activity	pp. 6 – 39	☐
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;	pp.8,9,10,20,21,22	☐
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:		
	a. Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;	p. 6,7, 70	☐
	b. Personnel evaluation criteria under s. 1012.34, F.S.; and	p. 40	☐
	c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;	p. 41	☐
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;	p. 6 p. 52 (Appendix E),	☐
1.2.5	The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and	p. 41	☐
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.	p. 41	☐

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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)
	The school district describes: The process of how it will collect, monitor and analyze evidence to include:	pp. 40-43	☐
	a. Program candidates' field experience performance evaluations in demonstration of FPLS;	p. 40	☐
	b. Number and percentage of program completers who are placed in school principal positions in Florida public schools;	p. 42	☐
1.3.1	c. Number and percentage of program completers who are placed in school principal positions in the school district;	p. 42	☐
	d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and	p. 42	☐
	e. Other data results under consideration by the district.	p. 43	☐

APPENDIX B
LEVEL II PRINCIPAL COMPREHENSIVE LEADERSHIP RATING INSTRUMENT

APPLICANT NAME_____

Use the ratings below to score each element.
1=Never   3=Seldom   5=Sometimes   7=Most of the time   10=Always   N/O=Not **Observed**

Identifies and discusses with teachers what effective teaching and learning skills look like.	
Designs, implements and evaluates a plan for the achievement of annual learning gains, SIP goals and other targets.	
Is building a positive school culture for learning and achieving education excellence.	
Plans and monitor the accomplishment of strategic goals.	
Develops, administers and evaluates policies that provide a safe school environment.	
Ensures that material, financial and human resources are used appropriately in meeting priorities and goals.	
Develops and nurtures internal and external partnerships to support student academic success.	
Regularly assesses the level of customer satisfaction as means of identifying improvement opportunities.	
Uses a variety of problem-solving techniques and decision – making skills to resolve problems.	
Delegates task clearly and appropriately and follows-up on progress of the task.	
Focuses on student learning as a driving force for all decisions.	
Uses, promotes and develops a plan for the integration of technology	
Sets high expectations for and monitors the performance of all teachers and staff.	
Personally demonstrates and makes decisions based on legal, moral and ethical standards.	
Facilitates the development and implementation of a shared vision and strategic plan for school that places student and faculty learning at the center.	
Monitors and assesses instructional programs, activities and materials using multiple sources of data.	
Monitors and assesses instructional programs, activities and materials using multiple sources of data.	
Demonstrates an understanding and follows the components of an effective change process.	
Demonstrates the ability to build and maintain positive inter-personal relations	
Functions and is viewed as a knowledgeable instructional leader in the school.	
Models professionalism, collaboration and continuous learning.	
Demonstrates commitment and does "whatever it takes" to get the job done.	
Recognizes and responds to multicultural, gender, racial and ethnic needs in the school and community.	
Oral communication is clear, focused and grammatically correct.	
Written communication is clear, focused and grammatically correct.	
TOTAL	

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After considering scores on the rubric, please check one of the four choices:

____This applicant is ready to be a principal. I highly recommend this person for acceptance into level 2. If this applicant is accepted into the level 2 Program, I will provide him/her with the necessary support.

____This applicant has potential to be a principal and would benefit from the Level 2 Program. If this applicant is accepted into the Level 2 Program, I will provide him/her with the necessary support.

____This applicant would benefit from additional experience as an Assistant Principal before moving into the Level 2 Program. If this applicant is accepted into the Level 2 Program, I will provide him/her with the necessary support.

____I am not comfortable recommending this applicant for Level 2 at this time.

Signature_____ Title_____

Date_____

For District Office Use Only: Applicant Score _____/250 points possible

Appendix C

Principal Pool Process
Written Performance Assessment Sample Writing Prompts

Please explain your definition of inclusion and discuss what steps a teacher takes in changing his/her instructional strategies and actions to include other-abled students. Please focus upon differentiation as you respond to this prompt.

Elementary:
Please discuss the successes and dynamics of the most effective IEP conference team of which you were a part. Please focus upon participants, their roles, and their association with / relationship to the needs of the child about whom the team was meeting.
Please provide a comparison of due process in handling special education students' behavioral referrals versus handling general education students' referrals. Please consider steps, content of talk with students, communication with teachers, communication with parents, and the limits and nature of specific consequences you might issue to students whose behavior requires change.

Middle School:
Please provide an analysis of the emotional, physical, intellectual, and social changes that middle school students bring with them to school and how the adults in a middle school can and should shape the learning environment to maximize academic success with these students.
Please discuss your view of end of course / semester examinations for middle school students and a rationale for the weight such summative assessments should carry in the successful completion of a course/class.
For what reasons do you believe parents and children migrate toward charter/private school options instead of enrolling in public middle schools? What changes should/must public schools make to ensure that students and their families remain connected to public middle schools?

High School:
At your core (experience, beliefs) who are you as an educator? How do your experience and beliefs inform you potential for leadership in a secondary school? How will your leadership benefit student and staff benefit our school?
High schools are morphing, daily, in how they are responding to adolescent learning needs. Please discuss early college enrollment, dual enrollment, virtual learning, home schooling, competency credit through testing/demonstration, early graduation, simultaneous earning of HS diplomas and Associate's degrees, technology certifications, and/or community-based training.
How should a high school balance its academic effectiveness and reputation with its athletic/co-curricular reputation? When these are out of balance, what measures should school leadership take to rebalance these? Should one be more important? Why?

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Leadership Written Assessment Rubric

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides minimal evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 2 level provides partial evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 3 level provides effective evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 1 level provides extensive evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards

Appendix D
Behavioral-based Interview Rubric

Score of 1	Score of 2	Score of 3	Score of 4
A response at the 1 level provides minimal evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 2 level provides partial evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 3 level provides effective evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards	A response at the 1 level provides extensive evidence of the candidate's potential to demonstrate skills and behaviors required to meet the Florida Principal Leadership Standards

APPENDIX E

EXPERIENCE IN LEADERSHIP ASSESSMENT

CONGRATULATIONS! THE COUNTY HAS PROMOTED YOU AS THE NEW PRINCIPAL OF ANYWHERE SCHOOL. ANYWHERE SCHOOL CURRENTLY HAS TWO ASSISTANT PRINCIPALS' EACH WITH THREE YEARS OF EXPERIENCE.   ONE OF THE ASSISTANT PRINCIPALS APPLIED FOR THE JOB YOU NOW HAVE, BUT THE COUNTY WAS LOOKING TO BRING IN SOMEONE WITH A DIFFERENT PERSPECTIVE. THE SCHOOL AT WHICH YOU WORK HAS 800 STUDENTS AND IS COMPRISED OF FIVE BUILDINGS, CONNECTED BY COVERED OUTSIDE WALKWAYS. THE STAFF IS COMPRISED OF 43 TEACHERS WITH THE MAJORITY HAVING TAUGHT BETWEEN FIVE AND 20 YEARS. YOU HAVE ONE CONFIDENTIAL SECRETARY WITH WHOM YOU HAVE CREATED A GOOD WORKING RELATIONSHIP. YOU HAVE A HEAD CUSTODIAN WHO HAS BEEN IN THE POSITION FOR 25+ YEARS AND IS RATHER SET IN HIS WAYS, AND THE TWO OF YOU HAVE HAD SOME TENSE CONVERSATIONS ABOUT THE PERFORMANCE OF HIS CUSTODIAL STAFF. SCHOOL STARTS AT 8:25AM WITH TEACHERS REPORTING AT 7:40AM AND THE LAST BELL RINGS AT 2:55PM WITH TEACHERS WORKING UNTIL 3:10PM. LUNCHES FOR STUDENTS/TEACHERS ARE SERVED FROM 11:40AM TO 1:00PM. ADMINISTRATIVE HOURS ARE 7:30AM TO 4:00PM. SCHOOL HAS BEEN IN SESSION FOR TWO WEEKS. IT IS WEDNESDAY AT APPROXIMATELY

1:00PM.

THE FOLLOWING EVENTS ARE ON YOUR TO DO LIST OR ARE BROUGHT TO YOU DURING THE DAY. FOR EACH EVENT:

1. D E T E R M I N E THE URGENCY AS EITHER URGENT (U) OR NOT URGENT (NU)
2. DETERMINE THE IMPORTANCE AS EITHER IMPORTANT (I) OR NOT IMPORTANT (NI)
3. DETERMINE THE PRIORITY WITH WHICH YOU WOULD RESOLVE THESE EVENTS, 1 REPRESENTING WHAT YOU WOULD DO FIRST AND 10 WITH WHAT YOU WOULD DO LAST. USE EACH NUMBER ONLY ONCE.
4. IN THE BOX PROVIDED, BRIEFLY ANSWER THE QUESTIONS ASKED.

A. YOU NEED TO WRITE A SCHOOL CONNECTS PHONE MESSAGE TO PARENTS INTRODUCING YOURSELF AND INVITING THEM TO OPEN HOUSE NEXT TUESDAY. THE MESSAGE NEEDS TO BE SENT TONIGHT AND CAN BE EITHER HUMAN VOICE-RECORDED OR COMPUTER-GENERATED VOICE-RECORDED. 1.) WRITE THE MESSAGE THAT WILL BE SENT. 2.) INDICATE WHETHER YOU WILL USE A HUMAN VOICE-RECORDING OR COMPUTER GENERATED RECORDING.			
A. SCHOOLS CONNECTS MESSAGE:	URGENCY	IMPORTANCE	PRIORITY

B. You were just informed that during lunch, two teachers got into a screaming match in the teachers' lounge and both used inappropriate language toward each other. Their rooms are next to each other, and they teach in the same department. The rumor is, the argument is due to one teacher talking to her students about the other teacher's poor teaching. While other teachers witnessed this outburst, no students were present. 1.) How do you handle the situation? 2.) Would you recommend any disciplinary action and, if so, what would it be?

B. Teacher Disagreement:	Urgency	Importance	Priority

C. You received a text that lightening has been detected within 3 miles and it is starting to rain. 1.) What do you do?

C. Lightening Alert:	Urgency	Importance	Priority

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D. WHEN YOU ACCEPTED THE JOB, THE COUNTY PROVIDED YOU WITH A COPY OF THE CLIMATE SURVEY BELOW. THE COUNTY WOULD LIKE TO KNOW HOW YOU PLAN TO IMPROVE DATA. YOU HAVE UNTIL THE END OF THE WEEK TO RESPOND. 1.) WHAT DOES THE DATA SHOW YOU? 2.) GIVE SOME IDEAS OF HOW YOU WOULD CHANGE IT.

Parent Ultimate Question (Range from 9 to 1)										
School Year	'14-'15	'13-	'12-	'11-	'10-	'09-	'08-	'07-	'06-'07	'05-'06
Anywhere School	6.1	6.2	6.2	6.3	6.4	6.6	6.3	6.4	6.5	6.5
Smoking	1	2	1	1	2	2	1	2	2	2
Drugs	5	4	4	4	4	4	4	3	4	3
Fights	1	1	1	2	2	1	2	1	2	2
Bullying	5	4	4	3	3	2	3	3	2	2
Communication from School/Teachers										

D. CLIMATE SURVEY	URGENCY	IMPORTANCE	PRIORITY

E. COACHES ARE VERY DIFFICULT TO FIND AT ANYWHERE SCHOOL. MR. S, A FIRST YEAR TEACHER AND ALUMNUS, WAS HIRED TO TEACH MATH AND COACH THE BOYS' AND GIRLS' TRACK TEAM, PROVIDED HE HAS COMPLETED ALL REQUIRED PAPERWORK/CERTIFICATIONS PRIOR TO THE FIRST DAY OF THE SEASON. A FORMER TRACK STAR AT ANYWHERE SCHOOL HIMSELF, MR. S ASSUMED THAT HE WAS FULLY QUALIFIED BUT FAILED TO GET ALL THE PAPERWORK SUBMITTED BEFORE TRYOUTS STARTED. DURING THE PAPERWORK PROCESS, HE NOTICED THAT HIS CPR CARD HAD EXPIRED, SO HE IMMEDIATELY REGISTERED FOR THE NEXT AVAILABLE WORKSHOP IN THREE WEEKS. HOWEVER, IN ORDER TO "EXPEDITE" THE APPLICATION PROCESS, HE CHANGED THE DATES ON HIS OLD CARD TO MAKE IT APPEAR VALID, FIGURING THAT HE WOULD EVENTUALLY MEET THIS REQUIREMENT. THE ATHLETIC DIRECTOR FOUND THE DISCREPANCY AND HAS JUST NOTIFIED YOU OF IT. 1.) WHAT ARE YOU GOING TO DO? 2.) WHAT ARE THE ISSUES?

E. TRACK ISSUES:	URGENCY	IMPORTANCE	PRIORITY

ONCE YOU HAVE COMPLETED THE ABOVE ACTIVITY, PLEASE LIST THE ORDER OF PRIORITY, USING THE LETTER ASSOCIATED WITH THE TASK, BELOW.

PRIORITY	TASK LETTER (A-J)
#1	
#2	
#3	
#4	
#5	

RUBRIC

DELEGATION: CANDIDATE IS ABLE TO UNDERSTAND THAT NOT ALL JOBS NEED TO BE PERFORMED BY THE PRINCIPAL. CANDIDATE UNDERSTANDS WHICH JOBS TO DELEGATE TO OTHERS.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

REASONING: CANDIDATE USES SOUND REASONING IN ALL ANSWERS.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

URGENCY: CANDIDATE UNDERSTANDS WHAT IS URGENT AND WHAT IS NOT URGENT AND CLARIFIES POSITION WITH SOUND REASONING.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

IMPORTANT: CANDIDATE UNDERSTANDS WHAT ISSUES ARE IMPORTANT AND NOT IMPORTANT AND CLARIFIES POSITION WITH SOUND REASONING.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

PRIORITIZING: CANDIDATE PRIORITIZES IN A MANNER THAT PUTS STUDENTS AND SCHOOL FIRST. SOUND REASONING IS USED IN THE PRIORITIZATION OF ISSUES.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

ETHICS: CANDIDATE UNDERSTANDS ETHICAL ISSUES AND USES SOUND REASONING TO DEAL WITH ETHICS ISSUES IN THE SCHOOL.

STRONGLY AGREE (5)	AGREE (4)	SLIGHTLY AGREE (3)	SLIGHTLY DISAGREE (2)	DISAGREE (1)	STRONGLY DISAGREE (0)

Appendix F
Principal Pool Process
Overall Rubric Scoring

Participant Name	Interview Score (1-4)	Writing Score Average (1-4)	In-Box Score Average (1-5)	Overall Score Total

Overall Rubric Scoring

12-13 Points: Exceeding

9-11 Points: Proficient

6-8 Points: Emerging

1-5 Points: Not Accepted

APPENDIX G-1
ACTION RESEARCH PROJECT TOPIC SUBMISSION FORM

Domain I: Student Achievement

Candidate: _____

District_____ Date_____

Topic Selected written in SMART
FORMAT:_____
_____
_____

Brief Description:

_____
_____
_____
_____
_____

APPENDIX G-2A
ACTION RESEARCH PROJECT UPDATE

Domain 2: Instructional Leadership

Candidate_____

District_____ Date_____

Topic_____

Candidate's analysis of school's or district's infrastructure, culture/climate, and/or community and the effect of these factors on student achievement:

_____
_____
_____
_____

Data examined to identify specific focus and direction of SA Project (List origin of data, i.e. web-address):

_____
_____
_____
_____

INCLUDE YOUR DATA CHARTS/GRAPHS:

Project Goals:

_____
_____
_____
_____

Project Objectives:

_____
_____
_____
_____

APPENDIX G-2B
ACTION RESEARCH PROJECT UPDATE

Domain 3: Organizational Leadership

Candidate_____

District_____ Date_____

Topic_____

Research reviewed in identifying strategies:

_____

_____

_____

Learning strategies selected to meet goals of Action Research Project:

_____

_____

_____

Organizational strategies selected to meet goals of Action Research Project:

_____

_____

_____

_____

APPENDIX G-2C
ACTION RESEARCH PROJECT UPDATE

Domain 4: Professional and Ethical Behavior

Candidate_____

District_____ Date_____

Topic_____

Copy of Individual Leadership Development plan submitted to district (*Attach*)

Methods used in monitoring Research Action Project:

_____

_____

_____

How SA Project is to be evaluated:

_____

_____

_____

_____

Lessons learned:

_____

_____

_____

_____

FPLS Addressed:

_____

_____

_____

_____

APPENDIX G-3

DISTRICT LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM
ACTION RESEARCH EVALUATION RUBRIC

ELEMENT	1 Very Limited	2 Limited/Basic	3 Proficient	4 Highly Proficient
PROJECT DESIGN: Demonstrates understanding and use of available data to improve school practice, programs, teaching, and/or learning for every student	is not clearly linked to an identified problem(s) does not follow a data-driven process or logical sequence of activities to address the identified problem	describes in little depth a process to systematically address the identified problem(s) follows a loose sequence of activities to address the identified problem shows some understanding of a data-driven systematic process to improve school practice	describes a process to systematically address the identified problem(s) follows a logical sequence of activities to systematically address the identified problem	follows a detailed systematic process and logical sequence of activities shows a depth of understanding of a data-driven systematic process to improve school practice, programs, teaching, and/or learning for every student
DATA-DRIVEN PROCESS: Uses multiple sources of data to identify a problem or obstacle that is specifically related to improving school practice, programs, teaching and/or learning for every student	is missing or does not focus on a specific problem or obstacles to improving school practice, programs, teaching and/or learning for every student is not supported by data from a variety of sources	is vague and problem or obstacle is not clearly stated related to improving school practice, programs, teaching and/or learning for every student is insufficiently supported by data from a variety of sources	describes the problem or obstacle related to improving school practice, programs, teaching and/or learning for every student is supported by sufficient sources of data from a variety of sources	is clear, well-articulated, and explicitly describes the problem or obstacle related to improving school practice, programs, teaching and/or learning for every student is supported by multiple sources of data
ACTION PLANNING: Develops and follows a plan of action to address the problem or obstacle that is logical, strategic, and aligns to the vision, mission, and goals of the school and district	is minimally developed or does not include vision, mission, goals, objectives, and/or improvement strategies and activities does not include actions that logically address the identified problem or obstacle	is loosely aligned to the vision, mission, goals, objectives, improvement strategies and activities indicates a somewhat logical approach with implementation activities and timelines that address the identified problem or obstacle	makes basic connections to the vision, mission, goals, objectives, improvement strategies and activities provides detail and addresses most facets of the identified problem or obstacle includes some evaluation activities and timelines to assess progress and results identifies needed resources	aligns the improvement strategies and activities to the vision, mission, goals, objectives systematically addresses all identified facets of the problem or obstacle explains specific implementation activities and timelines includes formative and summative evaluation activities and timelines to assess progress and results identifies the needed resources
FINAL PRESENTATION: Develops final presentation that is complete, well explained, and organized in a scholarly manner	is poorly organized; does not include most/all required components does not follow required content specifications exhibits poor verbal communication skills	is organized and includes most required components content is addressed but provides marginal detail satisfactory oral communication skills	follows required format and includes required components content specifications addressed; provides details and elaboration well spoken; solid oral communication skills	follows required format, includes all components, and is extremely well organized content specifications thoroughly addressed, and provides extensive details and elaboration excellent oral communication skills

SCORING SCALE:

Below Expectations <10 Points   Meets Expectations 10-12 Points   Exceeds Expectations 13-16 Points

APPENDIX H

Principal Preparation Program
Principal Shadowing Reflection Exercise

Candidate_____

District_____ Date_____

Mentor_____

School Name and Grade Level_____

Principal of school visited_____

District_____

Domain and Standard(s) targeted by mentor and participant

_____

_____

The shadowing experience is to broaden the insights regarding different administrative and instructional levels.

Reflection should include context (who, where & when), activities, processes, FPLS addressed, outcomes, and lessons learned.

Reflection:

_____

_____

_____

_____

Lessons Learned:

_____

_____

_____

_____

Take Home:

_____

_____

_____

_____

APPENDIX I

Principal Preparation Program
Field Experience Reflection Exercise

Candidate_____

District_____ Date_____

Mentor_____

School Name and Grade Level

_____

Description of Field Experience

_____

_____

_____

_____

Domain and Standard(s) targeted by mentor and participant

_____

The field experience is to give participants practical experience in the Florida Leadership Standards.

Reflection should include context (who, where & when), activities, processes, FPLS addressed, outcomes, and lessons learned.

Reflection:

_____

_____

_____

_____

Lessons Learned:

_____

_____

_____

_____

Take Home:

_____

_____

_____

_____

APPENDIX J:
COACHING PLAN MEETING NOTES

Participant Name:_____ Date: _____

Reference to Areas of Concern Discussed (note leadership standard):

_____

_____

Discussion (attach a second page if additional space is needed):

_____

_____

_____

_____

_____

_____

_____

_____

Current Action Plan Adjustment/Next Steps:

_____

_____

_____

Date for Next Monthly Meeting to Discuss Progress: _____

Participant Name (print)	Participant Signature	Date
Participant's Mentor (print)	Participant's Mentor Signature	Date
DLT Member (print)	DLT Member Signature	Date
DLT Member (print)	DLT Member Signature	Date

NOTE: This document is intended to capture a summary of the meeting and should not be considered a transcript. DLT (District Leadership Team) will include the District HR Director.

APPENDIX K:
PRINCIPAL LEADERSHIP STANDARDS IMPROVEMENT PLAN

Participant Name: _____ Date: _____

Area in Need of Improvement (note leadership standard):

_____

_____

Required Prescribed Actions:
✓ Meet with HR Director & Mentor Principal.
✓ Meet with PAEC Leadership Facilitator.

Additional Action Items based on Individual Situation:

_____

_____

_____

_____

Target Date for Review: _____

Participant Name (print)	Participant Signature	Date
Participant's Mentor (print)	Participant's Mentor Signature	Date
DLT Member (print)	DLT Member Signature	Date
DLT Member (print)	DLT Member Signature	Date

Appendix L
PRINCIPAL LEADERSHIP STANDARDS IMPROVEMENT PLAN

REVIEW MEETING NOTES

Participant Name: _____ Date: _____

Reference to Areas of Improvement Discussed (note leadership standard):

_____

_____

Purpose of meeting:

_____

_____

_____

Discussion (attach a second page if additional space is needed):

_____

_____

_____

_____

_____

Next Action:

_____

_____

Date for Next Meeting to Discuss Progress: _____

Participant Name (print)	Participant Signature	Date
Participant's Mentor (print)	Participant's Mentor Signature	Date
DLT Member (print)	DLT Member Signature	Date
DLT Member (print)	DLT Member Signature	Date

NOTE: This document is intended to capture a summary of the meeting and should not be considered a transcript.

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APPENDIX M
SCHOOL PRINCIPAL LEVEL II PREPARATION PROGRAM

SUCCESSFUL COMPLETION FORM
Administrative Candidate: _____

Work Site: _____ **Beginning Date** _____ **Ending Date** _____

All expectations of the School Principal Preparation Program _____ Met _____ Not Met

Describe any deviations from expectations below:

Expectation   Deviation   Indicator(s)

_____

_____

_____

_____

Recommendation:

All Florida Principal Leadership Standards successfully demonstrated

_____Mastery

_____Non-Mastery

Recommend Level II School Principal certification _____Yes _____ No

Summary Statement (Optional):

Leadership Development Team Signatures

_____   _____
Supervising Principal   Date

_____   _____
District Staff Supervising Member   Date

_____   _____
Director, Human Resource Development   Date

_____   _____
Candidate   Date

DISTRICT LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM
YEAR 1 PORTFOLIO EVALUATION RUBRIC

Inadequate or Not Evidenced 0 Points	Below Expectation 1 Point	Meets Expectation 2 Points	Exceeds Expectation 3 Points
Provides inadequate evidence or fails to address the standard or required activity	*Addresses the standard or required activity, but provides inadequate evidence of mastery or completion*	*Addresses the standard and provides adequate evidence to assess mastery of the standard or completion of the required activity*	*Fully addresses the standard and provides crystal-clear evidence to assess mastery of the standard or completion of the required activity*

APPENDIX O

DISTRICT LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM
YEAR 2 PORTFOLIO EVALUATION RUBRIC

Inadequate or Not Evidenced 0 Points	Below Expectation 1 Point	Meets Expectation 2 Points	Exceeds Expectation 3 Points
Provides inadequate evidence or fails to address the standard or required activity	Addresses the standard or required activity, but provides inadequate evidence of mastery or completion	Addresses the standard and provides adequate evidence to assess mastery of the standard or completion of the required activity	Fully addresses the standard and provides crystal-clear evidence to assess mastery of the standard or completion of the required activity

PART I:
FLORIDA PRINCIPAL LEADERSHIP STANDARDS
(YEAR 2 REQUIREMENT: 20 Support Team-approved artifacts)

DOMAINS	FLORIDA PRINCIPAL LEADERSHIP STANDARDS	Inadequate or NOT Evidenced	Below Expectation (1) point	Meets Expectation (2) points	Exceeds Expectation (3) points
STUDENT ACHIEVEMENT	1. Student Learning Results				
	2. Student Learning as a Priority				
INSTRUCTIONAL LEADERSHIP	3. Instructional Plan Implementation				
	4. Faculty Development				
	5. Learning Environment				
ORGANIZATIONAL LEADERSHIP	6. Decision Making				
	7. Leadership Development				
	8. School Management				
	9. Communication				
PROFESSIONAL & ETHICAL BEHAVIOR	10. Professional and Ethical Behaviors				

PART I SCORING SCALE:

Below Expectations <14 Points   Meets Expectations 15-25 Points   Exceeds Expectations 25-30 Points

Richard Corcoran
Commissioner of Education

October 1, 2021

Elijah Key
Superintendent
Gadsden County School District
35 Martin Luther King Jr. Boulevard
Quincy, Florida 32351-4411

Dear Superintendent Key:

Thank you for submitting Gadsden County School District's Level II School Principal Preparation Program for review; your district program is approved. The department appreciates your continued leadership for the benefit of all of our students and teachers.

Section 1012.562, Florida Statutes, and Rule 6A-5.081, Florida Administrative Code, establish criteria and procedures for the initial and continued approval of Level II programs. Approval shall be for a period of five years.

Should you have questions or concerns, please contact me at Abbey.Stewart@fldoe.org or at 850-245-9608, or Josey McDaniel at Josey.McDaniel@fldoe.org or at 850-245-0558.

Sincerely,

Abbey Stewart
Chief, Bureau of Educator Recruitment, Development & Retention

AS/jm

cc: Ella-Mae P. Daniel, Director, Professional Learning

JACOB OLIVA
CHANCELLOR OF PUBLIC SCHOOLS