# Gilchrist County School District Plan –
# Florida School Principal
# (Level 2) Certification
## North East Florida Educational Consortium
## Principal Leadership Academy

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**Directions:**

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. **Upon completion, the district shall email the template and required supporting documentation for submission to EdPrepFolio@fldoe.org**

**\*\*The district may make modifications to an approved Level II school principal preparation program at any time. A revised Level II principal preparation program shall be submitted for approval, in**

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# PROGRAM OVERVIEW

Provide a summary of the district's level II program, including the following:

**Purpose:** This program is designed to serve the district as the training ground for individuals seeking school principal certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The structure also allows the district to identify and mark skill sets of individuals in the succession plan for school principals in the district.

**Goal:** The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

**Objectives:**

1. Increase the pool of potential certified school leaders for principal vacancies

2. Ensure the pool consists of leaders who are focused on student learning and achievement, as well as on faculty development

3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and

4. Build a self-sustaining structure for leadership support.

**Overview of curriculum:** This project-based approach allows the candidate to engage in an extended (12 months minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates 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.

Because the inquiry 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 assessments that are designed to assist the candidate in developing the work of the project. All tasks and assignments and are assessed by a corresponding rubric. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completer satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

**Timeline**: Assuming there are no remediation needs, the program is designed to take 12-15 months to complete. Each cohort begins in August or September and ends the following September or October. This timeline allows for all the requirements to be met, and to provide time for an entire data cycle to occur.

**Program leaders** - Provide a description of the names and departments that have been involved in the creation of this program and who will be involved in its implementation.

| Name | Title | Role |
|------|-------|------|
| Robert G. Rankin | Superintendent | Program Design, Candidate Selection and Progress Monitoring, Mentor Selection |
| Ronda Parrish | Assistant Superintendent | Program Design, Candidate Selection and Progress Monitoring, Mentor Selection |
| Chris Pryor, Ph.D. | Manager, Leadership Programs<br><br>North East Florida Educational Consortium (NEFEC) | NEFEC Partner, Program Design and Implementation, Data Collection, Candidate Progress Monitoring |
| Mark Bracewell | NEFEC Leadership Consultant | NEFEC Partner, Program Design and Implementation, Facilitator |

# PROGRAM DESCRIPTION

This program is designed to serve the district as the primary training ground for individuals seeking school leadership certification. The program uses a blended model to deliver professional learning to certification candidates who are recommended for participation by the district superintendent. The distance learning components of the academy are housed within the NEFEC eLearning Division's Moodle Learning Management System. In addition to serving as a training venue, Moodle also serves the academy as its system for monitoring progress of candidates as they move through the requirements of the system, and as a way for candidates to document their work within the program. Moodle also serves as the tool by which reports may be generated that document district compliance with the standards of Florida's Staff Development Protocol System.

Administrator inquiry is the cornerstone of the program's curriculum.

The long-term goal of the program is to improve student achievement in the district by increasing the number of high performing school leaders.

The objectives of the program are designed to:

1. Increase the pool of potential certified school leaders for principal vacancies

2. Ensure the pool consists of leaders who are focused on student learning and achievement, as well as on faculty development

3. Recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement, and

4. Build a self-sustaining structure for leadership support.

## Program Candidate and Completer Quality

**Admission requirements and procedures meet the requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C.**

**Applicant Requirements:**
1. Must hold a Florida certificate in educational leadership (Level 1);
2. Are responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program
3. Are required to certify successful instructional leadership responsibilities by documenting:
   ● A minimum of one year as a school administrator or its equivalent
   ● A summative rating of effective or higher as measured by the Gilchrist County School District School Leader Assessment, for each of the years previously served as a school-based administrator.

**Candidate selection process:** From the pool of eligible applicants, program candidates will be chosen based on:
1. Written Letter of Intent to participate in the Level II School Leadership Program
2. Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions.

3. Letter of recommendation from candidate's principal or immediate supervisor (if the candidate is a principal)
4. Results of selection interview to be conducted by district administrator(s)
5. Results of a writing assessment based upon one or more of the applicable Florida Principal Leadership Standards.
6. The Letter of Intent, Resume, interview and writing assessment will each be assessed according to an associated rubric. Applicants for a cohort will be ranked, and available cohort slots filled according to that ranking.  The district will determine the number of slots available at any given time.

**Collecting, monitoring and reporting data on candidates, who applied to, were admitted to, and enrolled in the program.**
- The district will compile data each year on the following:
    a. Total number of program applicants
    b. Total number of applicants deemed eligible, as defined by 1.1 (a-c)
    c. Percentage of applicants who are eligible
    d. Number and percentage of eligible applicants who are admitted to the program
    e. Number and percentage of eligible applicants who exit the program prior to completion
    f. Reason(s) for each candidate's exit (for those who exit prior to completion.) Interview conducted with each exiting candidate.

These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

## Description of Program Elements

This program operates as a part of a regional cohort system for assistant principals and who desire to gain certification as a school principal in which they design and implement individual inquiry/research projects. This project-based approach allows the principal or assistant principal to engage in an extended (12-15 months minimum) study of the Florida Principal Leadership Standards that is truly job-embedded. Certification candidates work with district and consortium staff to design an inquiry project that is aligned with their School's Improvement Plan, as well as the goals and objectives of the candidate's Individual Leadership Development Plan and/or Deliberate Practice measures. Because the inquiry projects are, they are thereby 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 assessments that are designed to assist the candidate in developing the work of the project. Each assignment and assessment include a corresponding rubric, by which the task(s) is (are) assessed. The target for each assignment's rubric must be met before a candidate can proceed to the next assignment. A NEFEC staff member facilitates all coursework, activities, and assessments. The processes of collecting artifacts, documenting project progress, monitoring candidate progress, determining program completer satisfaction, evaluating program success (as well as the success of individual program components), and timely feedback from facilitators to candidates are all housed and managed within NEFEC's Moodle Learning Management System.

The elements of the NEFEC Regional Principal Leadership Academy are as follows:

1. **Florida Principal Leadership Standards Orientation:** This **three-hour training** is designed to introduce candidates to the revised (2011) Florida Principal Leadership Standards (FPLS) as well as the work of the Principal as the school's leader of learning. The training will highlight the importance of all the standards, but will place special emphasis on the learning environment, student learning, instructional planning, and faculty development (Domains 1 and 2, FPLS). The training will also include each candidate completing the Florida Principal Leadership Standards Inventory. Participants will also receive orientation to the renovated W.C. Golden (WCG) website, www.floridaschoolleaders.org

2. **Orientation to Inquiry:** This **three-hour training** is designed to introduce candidates to the inquiry process. Candidates will receive direction in choosing research topic that is aligned to student needs as revealed in their school's improvement plan, to the goals of their Individual Leadership Development Plan (ILDP), and/or their Deliberate Practice targets. They will also receive information about the academy progression, leading to certification as a Florida School Principal.

3. **Fundamentals of School Data:** This 30-hour course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. Course assignments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include: the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions as well as using Florida's School Grades Model to examine school and district data to make instructional decisions.

4. **Florida Leadership 360 Assessment:** This **self-assessment tool** was designed to align to the Florida Principal Leadership Standards and key indicators. Feedback is provided to the participants anonymously and within a secure online environment. Candidates invite supervisors, peers, teachers,

and staff to complete survey instruments that reveal perceptions of proficiency aligned with FPLS. Candidates can view printable reports displaying graphical and numerical ratings, which incorporate the candidate's competence, and importance ratings. The assessment is taken at the beginning of the academy and the data will be used to inform choices within the planning of the inquiry project, as well as for the individual professional learning opportunities in which the candidate engages.

5. **Professional Development Alternatives Module: "Teaching Students with Disabilities**: This Florida Diagnostic @ Learning Resource System (FDLRS) course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities. Content and activities focus on federal and state requirements for identification and provision of services to students with disabilities and comparison of the development and characteristics of children with disabilities to children without disabilities. Emphasis is on how to develop a universally designed and differentiated environment by identifying models of support for assisting students with disabilities in accessing the general education curricula and by implementing effective instructional methods (e.g. explicit and systematic instruction, scaffolding, modeling, visual supports, and manipulatives) in order to meet individual student needs. It includes implementation steps that must be completed at the end in order to receive the certificate for upload. **This course is available for those candidates who have not met the state requirement for 20 PL points related to meeting the needs of ESE students**.

6. **The Principles of Ethical Leadership in Education Assignment** – This scenario-based assignment asks the candidate, acting as principal and working with a team consisting of school personnel, and community members, to make and justify ethical decisions by based on the definitions of professional behavior as defined in:

   o The candidate's District School Board Policy Manual
   o The Principles of Professional Conduct for the Education Profession in Florida, and
   o Administrative Policies of the Florida High School Athletic Association

7. **Observation/Walk-Through Training:** The North East Florida Educational Consortium sponsors this introductory session on conducting teacher observation using the districts observation instrument. It addresses the difference between of objective evidence and opinion; rubric language defining performance levels; and practice observation and scoring using video.

8. **WCG Course of Choice:** Each candidate will select a course from the William Cecil Golden suite, after consideration of inventory and evaluation data. In addition, one of the structured mentor discussions requires each candidate to discuss his/her choice with the mentor and receive guidance and feedback to ensure that the choice aligns with candidate need.

9. **Inquiry Project Prospectus Development:** This is the process by which candidates decide, and seek approval of, the topic, content, methods, and desired outcomes of the inquiry project. This process is meant to be collaborative, in that the candidate interacts with program facilitators, staff from their district, staff at their school (including members of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. The desired result of this process is a project prospectus that meets the approval of the Regional Review Committee, based on a 4-point scale where a rating of "3" meets the standard and earns approval. The rubric addresses not only alignment of

the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate's prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit.

10. **Inquiry Project Implementation:** The Implementation process should take 12-15 months to complete. <u>There should be a complete cycle of data from summative to summative so that growth and/or progress can be gauged.</u> Once a candidate has earned approval of their prospectus, the project cycle begins. The implementation phase is where the job-embedded nature of this process becomes evident. Candidates who have gained project approval have projects that align very closely with their school's improvement plan goals, as well as with their ILDP and/or Deliberate Practice targets and individual evaluation data. The process follows an adapted version of the methodology of Dr. Nancy Dana, a noted teacher/principal inquiry expert from the University of Florida.

11. **Field Experiences:** Each candidate will be required to complete, in addition to the required inquiry project, a set of additional field experiences at locations other than his/her "home" school. The district must approve the design of each field experience before the candidate receives approval to participate in the experience. The field experiences must include a minimum of one experience in each grade band, other than that of the "home" school. Each field experience will be designed with the candidate's needs in mind, including, but not limited to the candidate's Deliberate Practice targets, and/or other district measures, where appropriate.

12. **Critical Incident Reflections (3):** Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. Three times during the project cycle (month 2-3, month 7-8, and month 10-11) candidates will reflect on specific occurrences that impacted the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required because of data analysis.

13. **Discussion Thread Topics:** There will be nine, separate online discussion threads and/or assignments facilitated during the project cycle. The timing of these is designed to coincide with training opportunities and/or inquiry development and implementation steps. Each discussion is facilitated by qualified personnel and housed on the Moodle LMS. Each discussion thread has an associated rubric, in which the target describes how the topic relates to not only the individual inquiry project, but also the leadership practice and learning of the candidate. Each rubric also requires the candidate to explore and post relevant resources for the benefit of the group. The discussion thread topics are:

    a. **Inquiry Project Exploration/Discussion**—Candidates will be required to submit two possible ideas for inquiry project ideas. Items should include the following: plans for implementation, timelines,

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possible barriers to success, alignment to the FPLS, and data gathered from leadership inventories and evaluations.

b. **SMART Goal Development for Strategic Planning Assignment:** Candidates again engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project.  The result of this (these) session(s) are discussed in the thread.  The discussion thread contains a rubric, in which the target includes discussion of the relevancy of the SMART goal to the topic chosen, among other elements.

c. **Difficult Conversations Simulation and Discussion**: This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. During the simulation the candidate is required to consider the complex the issue of race in the classroom, in the community, and in the broader societal landscape. The candidate takes the role of Principal at a suburban, racially and socioeconomically diverse high school, and is required to address sensitive issues such as conversations about race with students, and how teaching professionals and district staff can support those conversations. After completing the simulation, the candidate is required to post and respond to answers to questions about the experience including:
    a. How it might apply to their current or future role?
    b. What might he or she do differently if provided the opportunity?
    c. Whether unethical or unprofessional actions were in play during this simulation
    d. What professional norms were required to make good decisions in this simulation?
    e. What were the most important leadership lessons from the simulation?

d. **The Principles of Ethical Leadership in Education Assignment** – This scenario-based assignment asks the candidate, acting as principal and working with a team consisting of school personnel, and community members, to make and justify ethical decisions by based on the definitions of professional behavior as defined in:
    a. The candidate's District School Board Policy Manual
    b. The Principles of Professional Conduct for the Education Profession in Florida, and
    c. Administrative Policies of the Florida High School Athletic Association.

e. **Implementing Change (Middle School Turnaround)**: This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. This simulation asks the candidate to assume the role of a new school leader taking over a failing middle school with an entrenched staff and little community support. They must seek to get a handle on the school's finances and navigate much finger pointing. They must determine the best path to building accountability, commitment, and trust in turning this school around. After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.

f. **New Teacher Evaluation Simulation/Discussion**: This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. This simulation involves an early-career (second year) elementary school teacher.  The simulation begins following the school leader's observation of the teacher teaching a literacy lesson.  The teacher teaches directly from the teachers' manual and the lesson has no higher-level skills or thinking embedded within it.  At the same time, there has just been a new teacher evaluation rubric implemented in the district that is based on four performance levels.  The candidate, as school leader must meet with the teacher and coach

improvement to instructional practice while also helping the teacher understand that the new rubric, though no longer saying her performance is "satisfactory," the new rubric does not mean she is "unsatisfactory." After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.

g.  **Academic Goal Setting Simulation/Discussion:** This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. This simulation is based around a veteran social studies teacher in a middle school. The teacher has set goals that are not aligned with the new school goals or the Common Core standards. The candidate, as the school leader, you must decide what steps to take to try and move this teacher toward alignment with the school goals, and outside his comfort zone. After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.

h.  **Middle School Budget Challenge Simulation/Discussion:** This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. This simulation involves a middle school Principal responding to a request from the Superintendent for a 15% budget cut in two weeks. The Principal must determine the process for arriving at the cuts, who to involve in the process, and how to drive alignment around priorities. Of course, there are many conflicting perspectives to be managed, as well as a rumor mill working overtime. How will various stakeholder groups be managed to arrive at an optimal result? After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.

i.  **Community Partnerships – Digital Readiness Simulation/Discussion**: This discussion requires the candidate to complete a simulation from https://www.edleadershipsims.com/. In this simulation, co-authored with the National Parent-Teacher Association, the candidate will address communication strategies as they relate to Community Partnerships. The candidate will work with his or her leadership team and community members to optimize the roll-out of technology in their school. In an era of connectivity and connectivity gaps, being strategic about how the leader meets families and the community becomes critical to the inclusive learning community. After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.

j.  **Effective Feedback and Communicating Expectations**: This discussion thread is designed to generate collaboration and feedback around how candidates communicate expectations, intended outcomes, and progress of the project work.  The rubric for this discusses includes targets that require specific discourse about what's communicated, how it's communicated, who it's communicated to, how often, and how this communication worked (or didn't) to move the project toward its intended outcomes. The targets also require a recount of specific incidences of both feedback to teachers, and of communicating expectations.

15. **Mentor Program:** Each candidate will be assigned a mentor.  The mentor may be the candidate's principal (if the candidate is an Assistant Principal) or the candidate's immediate supervisor (if the candidate is already a principal).

   a.  **Mentor Requirements:** The Mentor should meet the following minimum criteria:
      ●  Should have a history of only Effective and Highly Effective summative administrator

performance ratings
- Should be (or have been) a principal for at least three years
- Should agree (in writing) to meet with candidate for a minimum of 30 hours during the Level II program for the purpose of reviewing candidate progress and discussing topics related to the candidate's work in the program.
- Attendance at an orientation meeting for the purpose of discussing the mentor/candidate relationship.  (NEFEC will facilitate this regionally)
- Attendance at the Inquiry Showcase (culminating activity)

b. **Mentor/Candidate Interaction Requirements:**
- Minimum total of 30 hours of interaction for the 12 to 15-month program cycle. These interactions can take the form of email, text, phone calls, face-to-face, virtual (Zoom, Adobe Connect, etc.)
- Minimum of 3 sessions during the program cycle, for the purpose of reviewing feedback from the NEFEC Regional Review Committee. (After receipt of each Regional Review Council report)
- Candidate will be required to keep a log of interactions with their mentor, using the approved form, located in the Moodle course housing all program content.

c. **Required Mentor/Mentee Discussion Topics**
- **Initial Intake:** This is an introductory meeting in which the mentor and candidate will discuss course expectations, establish regular times for meeting, and best way to contact the candidate.
- **Leading Educational Change:** The mentor and candidate will discuss the change process through the use of Alex Magaña's article Change, Setbacks and Transformation and his 6 Essential Strategies for leading change:
  ▪ Creating a sense of urgency
  ▪ Building team
  ▪ Seeking help
  ▪ Developing a shared vision
  ▪ Never letting up
  ▪ Celebrating Success
- **Succession Management:** The mentor and candidate should discuss the following questions:
  ▪ What are your key methods for developing teacher leaders?
  ▪ How do you engage great teachers, but who may be content in their classroom, are not delivering PD, and/or modeling effective practice for others?
  ▪ How are team/subject area leaders chosen?
  ▪ Why do you think this method is (or is not) effective?
  ▪ If you recognized someone whom you thought had potential as a school administrator, how might you approach the subject with him or her?
- **Effective Hiring Practices** (this discussion is conducted in conjunction with participation in at least one teacher interview process)
  ▪ How do you decide the questions to ask in an interview for a teaching position?
  ▪ What role does student data play in crafting these questions?
  ▪ What safeguards do you use to make sure you get genuine responses, as much as possible?
  ▪ Are there elements of the interview that should always include? If so, why are these

elements critical?

- ▪ How do you balance the release of a teacher during the year with the concern that may not be quality applicants to replace him/her?
- **Standards-Based Instruction:**
  - ▪ How do you monitor Standards-based Instruction?
  - ▪ What tools do you use?
  - ▪ What do you do if a teacher is not teaching the standards?
  - ▪ What procedures are required and what steps are taken?
- **School Budgeting:** How does a principal in this district operate the budget of his/her school?
  - ▪ How are dollars allocated to the school?
  - ▪ How are positions allocated?
  - ▪ How much flexibility is there in the budgeting process, and how does this work?
  - ▪ What do you do, as the principal, to ensure that PD needs are met within the budget?
  - ▪ How do you decide what PD needs get funded?
- **Review of and Feedback on Regional Review Council Segment Review:** This discussion should occur after receiving the results from each of three reviews to:
  - ▪ Review recommendations and commendations (for timeliness and quality of submissions)
  - ▪ Review feedback on content and process of the inquiry project to date
  - ▪ What next steps are needed?
- **OTHER/DIFFERENT TOPICS?  DISTRICT DISCRETION**
  d.  **Intake Meeting with Mentor:**
  - Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?
  - Candidate Evaluation Data--Examine data from the candidate's most recent
  - Candidate ILDP/Deliberate Practice—
  - Florida 360 Assessment--This is conducted in Segment 2. Examine the "blind spots" data.  Are there areas where others indicated as possible challenges that the candidate did not see?  Discuss how these data, when collected, might impact the inquiry project direction and/or choices in the William Cecil Golden suite of courses.
  - Requirements (Aligning Program with Candidate's Individual Needs-How is this defined?)
  - The candidate's inquiry project, as well as the course of choice within the William Cecil Golden required courses shall be aligned to all the following:
    - o  School/District Improvement Planning Documents
    - o  Candidate Evaluation Data
    - o  Candidate ILDP/Deliberate Practice

16. **Candidate Feedback Surveys:**  Eight surveys are conducted throughout the project cycle.  Seven of the surveys are related to specific courses, assessments, or assignments within the program.  The eighth survey is conducted upon a candidate's completion of the academy, and gauges candidate perception of the academy in general.  All surveys are designed to determine the candidate's perception of the rigor, relevance, and applicability of the program components. All data from these surveys is examined at least annually, and programmatic adjustments are considered, in part, based on these results.

17. **Regional Review Council—**The Regional Review Council convenes four times during the program cycle to conduct a review of each candidate's work to date, and provide feedback, to the candidate, the

candidate's mentor, district, and the district superintendent. The committee reviews each assignment submitted in each segment, using a "blind" review method. Each candidate receives feedback, in the form of commendation and recommendations, regarding the timeliness and quality of assessments and assignments, as well as the quality, scope, sequence and progress of the inquiry project. Committee members are veteran, high performing principals, each with at least five years of experience as a principal in a high-performing school and extensive experience in conducting administrator inquiry. The NEFEC facilitator is also required to be a current or former high-performing principal with experience in conducting administrator inquiry and serves as an advisory member to the Regional Review Committee.

The Regional Review Council serves seven basic functions:
1. To monitor candidate progress toward meeting the completion deadlines imposed within the NEFEC Regional Principal Leadership Academy
2. To gauge the quality of candidates' submissions using a system of rubrics and scales
3. To make recommendations to candidates on how they might improve submissions.
4. To report to district staff on candidate progress
5. To make a final recommendation to superintendents regarding the fitness of candidates for certification as a school principal, based on program guidelines.
6. To make recommendations concerning program improvements
7. To make recommendations concerning the improvement of individual program components

19. **Inquiry Showcase Final Presentation**: Candidates will articulate project processes, research, progression, challenges, and outcomes in a final presentation showcase. The audience for this presentation will be the other candidates in the cohort, district staff, and candidate mentors, as well as the Regional Review Committee. The rubric/scale for this presentation will serve as the review committees' "scorecard". The result of this event will be a recommendation, by the Regional Review Committee, as to the status of the candidate's successful completion of all program components. This recommendation is not solely based on the result of the showcase presentation, but the presentation certainly informs the recommendation process.

**Progress Monitoring:**

- **Candidate Progress:** The Regional Review Council will formally assess Candidate progress each quarter. The council will meet and review documentation each candidate has posted to the dedicated Moodle site. They will also review candidate progress in scheduled modules and training events during the most recent quarter. A progress report for each candidate will be produced that includes both commendations and recommendations regarding progress to date. The contents of the report will be made available to the candidate, his/her district staff representative, mentor and the district superintendent.

- **Candidates Not Making Progress:** The Regional Review Committee will make a written declaration of progress to each candidate in the district. Any candidate who is not making enough progress after the first program segment will be contacted by the program administrator, for the purpose of discussing barriers to progress and resources needed to get "back on track." After the second segment, if a candidate is not making progress, a meeting with the candidate and program administrator will be held, for the purpose of devising a specific written plan for improvement. After the third segment, if a candidate is not making progress, the plan is revisited in another formal

meeting with the program administrator, and the candidate's superintendent is informed of the possibility that the candidate may not complete the program successfully.  If a candidate, after the fourth and final segment of the program has not made progress, they have not successfully completed, and are ineligible to apply for a full calendar year.  **District staff and superintendent will also have access to the Moodle site for the candidate(s) from their district on an ongoing basis.**  They can monitor progress and provide feedback to their candidate at any time.

- **Program Assessment:** An assessment of overall program progress will be conducted annually.  The Regional Review Council will review Candidate Survey documentation, along with feedback solicited from leadership (district level.) The Council will make written commendations and recommendations.

- **Program Completion Criteria:** In order to complete the requirements of the NEFEC Regional Principal Leadership Academy, thereby qualifying for superintendent recommendation for certification as a school principal, the following criteria must be met:

  1. Successful completion of all program activities within the specified timeframe

  2. Quality of submissions must ALL meet or exceed the standard set forth by the rubric and/or scale associated with each submission.

  3. Members of the Regional Review Council must unanimously agree that all criteria for completion have been met, and that the candidate is fit, according to academy standards, for recommendation to the superintendent, as an academy completer.

  4. **ALL INDIVIDUAL AND DISTRICT SPECIFIC COMPONENTS REQUIRED BY THE CANDIDATE'S DISTRICT MUST ALSO BE MET IN ORDER FOR THE CANDIDATE TO BE RECOMMENDED BY THE SUPERINTENDENT FOR CERTIFICATION.**

**Candidate Remediation:**

- **Assessment/Assignment Remediation**: When a candidate's work on any assignment or assessment does not meet the standard established by the associated rubric, remediation must occur.  A candidate may repeat an assignment as many times as necessary to meet the standard, and it is required of the course facilitator to provide feedback and support on each submission and/or resubmission.  Failure to meet the requirements of a course embedded within the program, or the requirements of the final Action Research Project Presentation will result in the candidate repeating that course or presentation, thereby postponing eligibility for completion/certification.

**Program Remediation:**

A regional review committee will convene four times during the program, for the purpose of conducting a review of candidate progress.  Committee members will be given access to the candidates' work in the Moodle Learning Management System (LMS) Candidates who are not making progress will be required to work with their mentor to develop a remediation plan, which will be monitored by NEFEC partners and district staff.  Any candidate who is not successful in meeting the goals of his/her remediation plan and must exit the program for

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reasons related to performance will be required to wait at least one calendar year before being allowed to re-apply for the program.  Application approval of those who attempt to re-enroll is at the discretion of the district superintendent.

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# FORMS, DOCUMENTS AND RUBRICS

**INQUIRY PROJECT GUIDELINES**

The PLA Guidelines will be distributed to each candidate as a part of the initial inquiry orientation training. These guidelines delineate the minimum criteria for the candidate's inquiry project. They include instructions for project alignment with other major school and district-based efforts, for forms of data to be included, and for engaging other staff members in the work of the project. This document will be the cornerstone for a discussion with each cohort of candidates, centering on what is specifically required within the project cycle.

The candidate's inquiry project should:

● Provide evidence of alignment with all 10 of the Florida Principal Leadership Standards (FPLS);
● Place special and specific emphasis on the standards in Domains 1 and 2 (Student Achievement and Instructional Leadership);
● Be aligned with the identified learning needs of staff and students;
● Be aligned with the learning needs of the candidate, as revealed by data collected from Learning Inventories, 360 assessments, and other sources of data;
● Be aligned with goals of the School Improvement Plan for the candidate's current school;
● Be aligned with the goals of the candidate's Individual Leadership Development Plan (ILDP);
● Be aligned with the candidate's Deliberate Practice Targets, when appropriate;
● Include goals that are SMART (Specific, Measurable, Attainable, Relevant, and Time-framed);
● Be of enough scope to enable a period of study that encompasses an entire data analysis cycle (baseline data-frequent/appropriate progress monitoring, midcourse adjustments/assessments, more data collection, summative assessment);
● Provide a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;
● Include data from multiple sources, including qualitative and quantitative measures;
● Include allowances for mid-course corrections based on relevant data;
● Include specific plans for engaging other staff and stakeholders in the work of the inquiry;
● Include ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;
● Consider the need for ethical treatment of all staff, students, and stakeholders in the completion of the work; and
● Consider the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture.

[Gilchrist County School District]

## NEFEC PRINCIPAL LEADERSHIP ACADEMY
## INQUIRY PROJECT PROSPECTUS

**Candidate Name:** _____

**Inquiry Title:** *(The Formal Title of Your Inquiry-Something "catchy" would be good!)*

**Purpose:** *(What problem or challenge have you identified that is worthy of this research?)*

**Main Inquiry Question:** *(What main question do you hope to answer as a result of conducting this research?)*

**Inquiry Sub-questions:** *(What other, subsidiary questions can you think of, that need to be answered in the process of answering the main inquiry question?)*

**Method:** *(A general description of how you will conduct your research)*

**Data Collection and Analysis:** *(What types/ forms of data might you collect, and what do you hope to find? What changes do you hope to bring about as a result of conducting this inquiry? Be sure to include data on the impact of this project on the school's budget.)*

**Alignment to Student and Candidate Data:** *(To what specific School Improvement Goal(s) is your inquiry project aligned, and how? Also, how is the project aligned to your personal professional learning needs?)*

**Alignment to FPLS:** (*List how the work of this project might be aligned to EACH of the ten Florida Principal Leadership Standards,)*

**Timeline:** *(A month-by-month schedule that outlines how the project will be conducted. Be sure to include how and when you will share progress and outcomes with interested stakeholders.)*

[Gilchrist County School District]

**Regional Review Committee Inquiry Project Review Score Sheet**

This score sheet will be used by each member of the NEFEC PLA Regional Review Committee to rate each candidate's inquiry project in terms of alignment with the Florida Principal Leadership Standards, on a four-point scale. Any standards not receiving an alignment score of 2 or better must be re-submitted within a specific timeline established by the Regional Review Committee. Each standard in Domains 1 and 2 must receive an alignment score of 3 or better, or re-submission will be required. This scale and rubric will be applied to the content of an introductory presentation given before the Regional Review Council, for the purpose of approving inquiry project topics and content.

| FPLS | How Project Incorporates Standard | Comments | Mid-Point Rubric Score | Comments | Final Project Rubric Score | Comments |
|---|---|---|---|---|---|---|
| **Student Learning Results** (Must Score 3 or above) | | | | | | |
| **Student Learning as a Priority** (Must Score 3 or above) | | | | | | |
| **Instructional Plan Implementation** (Must Score 3 or above) | | | | | | |
| **Faculty Development** (Must Score 3 or above) | | | | | | |
| **Learning Environment** (Must Score 3 or above) | | | | | | |
| **Decision Making** | | | | | | |
| **Leadership Development** | | | | | | |
| **School Management** | | | | | | |
| **Communication** | | | | | | |
| **Professional and Ethical Behaviors** | | | | | | |

[Gilchrist County School District]

# Alignment of Inquiry Project to FPLS-Rubric

This document establishes alignment targets for each Florida Principal Leadership Standard. The focus of the rubric is on clear articulation of project alignment to the standards, and the candidate's use of examples of the types of work to be done within the context of the project. These examples serve the purpose, not only of illustrating alignment, but also of encouraging the candidate to consider, from the outset, the tasks to be completed within the timeframe of the proposed project.

[Gilchrist County School District]

# Alignment of Inquiry Project with Florida Principal Leadership Standards

| 4<br><br>Exceeds Target | 3<br><br>Target | 2<br><br>Below Target-Resubmit | 1<br><br>Unacceptable-Resubmit |
|---|---|---|---|
| The candidate articulates a clear, concise plan for aligning the work of the project to the specific FPLS using language from the standard and provides more than two examples that indicate alignment. There are concrete plans to make the standard an area of focus for the project. | ● The candidate articulates a clear, concise plan for aligning the work of the project with the specific FPLS.<br><br>● The language of the description of that aligned work is consistent with the language of the specific FPLS.<br><br>● There are at least two specific examples of the type of work involved by the candidate or the work of those working with the candidate is aligned with the specific FPLS. | ● There is an effort made to align the work of the project with the specific FPLS, but it is not clear and/or concise<br><br>● There is little effort made by the candidate to include language from the specific FPLS in the alignment description<br><br>● There is one example provided of the type of work that indicates alignment with the specific standard, or the two examples that are provided lack detail and/or depth of explanation | There is no evidence of alignment with the specific standard |

[Gilchrist County School District]

# Regional Review Committee Inquiry Project Quality Indicators Score Sheet

This form is used by the Regional Review Committee to record individual candidate presentation ratings concerning the quality of the inquiry project design. This is a set of ratings in addition to those related to project alignment with the Florida Principal Leadership Standards. These ratings register the degree to which the candidate's project adequately describes the rationale for the inquiry, the intended outcomes, as well as the use of data to inform decisions within the inquiry. The candidate is also asked to consider the types of professional learning that might be needed in order to meet the desired project outcomes. A score of 3 or above on each Quality Indicator must be achieved for the candidate to gain initial project approval.

This form is also used by the Regional Review Committee to give each candidate feedback on project progress during a window of time that represents the mid-point of the inquiry cycle. Each candidate is required to give a brief mid-point presentation before the committee. Data gathered by the committee using both the Quality Indicators Rubric, and the FPLS Alignment Rubric is shared with human resources personnel who have responsibility for leadership development in the candidate's district. From there, decisions regarding candidate remediation support can be made when appropriate.

Finally, the form, and its accompanying rubric, is used to score the final project presentation (also given by each candidate, before the Regional Review Council). This final score is also used to indicate the committee's recommendation that the overall project (not just the final presentation) has (or has not) met the standard of inquiry project quality determined by the NEFEC Regional Principal Leadership Academy. Candidates who successfully meet this standard, who complete all the coursework and other requirements of the NEFEC PLA, and who successfully complete the requirements set forth by their individual district, are recommended to their respective district superintendent for certification as a Florida School Principal.

[Gilchrist County School District]

| Quality Indicator | Initial Approval Rating | Comments | Mid-Point Review Rating | Comments | Project Completion Rating | Comments |
|---|---|---|---|---|---|---|
| Describe the local problem or question that prompts the study in enough detail to communicate with varying levels of stakeholders | | | | | | |
| Describe the local setting in enough detail to provide context for understanding the problem or question, in terms of school climate, demographics, personnel, historical background, and other pertinent factors. | | | | | | |
| Describe the gap(s) in practice using supporting data from multiple sources. Justify the need for the study in terms of why it is important, who will be affected, what will be the intended result, and how a positive result will impact student and staff learning. | | | | | | |
| Align the question or study with goals and objectives within the school's improvement plan, learning goals, with the candidate's Individual Leadership Development Plan (ILDP), with the candidate's Deliberate Practice goal(s), and/or other district or school-based planning documents. Justify any deviation from the alignment with a clear explanation of why the component does not meet the requirements for any of the aforementioned areas. | | | | | | |
| Articulate the rationale for choosing the problem/question and justify why there is a need for this study with clear, concise language. | | | | | | |
| List potential data sources, both quantitative and qualitative, to locate evidence that the problem/question warrants study | | | | | | |
| List potential data sources and how the data will be recorded, analyzed, shared, and stored to monitor progress of the work toward solutions to the problem/question | | | | | | |
| Include at least two relevant current citations from research literature ("Current" is defined as published within the last five years) that align with the problem/question | | | | | | |
| Include at least two "sub-questions" that arise as a result of studying the identified problem/question that align with your inquiry project. | | | | | | |
| Identify methodologies for studying these "sub-questions" including data collection, progress monitoring, and desired measurable outcomes. Create preliminary goals for measurable outcomes using a well-defined process. | | | | | | |
| Describe desired measurable outcomes for student and staff learning that result from the study | | | | | | |
| Describe and justify potential professional learning needs of CANDIDATE as a result of this study | | | | | | |
| Describe and justify potential professional learning needs of OTHERS WORKING WITH CANDIDATE in this study | | | | | | |

[Gilchrist County School District]

# Inquiry Project Approval Form

This document indicates either approval, or lack thereof, of the candidate's inquiry project proposal.  Data gathered from the initial presentation rubric and scales inform the approval decision.  Candidates who do not receive scores on the rubric that meet the target can resubmit their project for approval within a specified window of time.  Those who do not meet this deadline, or who do not meet the standard on their second submission are not included in the cohort but can resubmit when the next cohort forms.

[Gilchrist County School District]

**INQUIRY PROJECT APPROVAL FORM**

CANDIDATE NAME: _____

DISTRICT: _____ DATE: _____

The inquiry project prospectus for the above-named individual has been:

_____ Approved

_____ Declined, please re-Submit (consult your NEFEC Moodle site for specific areas of re-submission)

*If, your prospectus was declined, and you wish to re-submit, the deadline for re-submission of your prospectus is _____.

**Signature:**        _____

**Printed Name:** _____

Member, Regional Review Committee        _____

NEFEC Regional Principal Leadership Academy        _____

# Final Project Rubric

This rubric serves a dual purpose.  First, it is used by the Regional Review Committee to score each candidate's final inquiry project presentation based on the target and scale provided.  Secondly, it serves the purpose of assisting the Regional Review Committee in coming to a decision regarding overall project quality, in terms of the standard set forth by the rubric.  While certain elements within this rubric speak to the quality of the PRESENTATION, the bulk of this rubric is designed to address the quality of the project planning, process, and the degree to which the project's intended outcomes were met.

# Final Presentation Rubric

| 4 Exceeds Target | 3 Target | 2 Below Target | 1 Unacceptable |
|---|---|---|---|
| Requirements for Target are met, plus:<br>● Increased emphasis on work in Domains 1 and 2 of FPLS was evident and articulated<br>● Discussions of next steps and mid-course corrections included detail of how other staff and/or stakeholders were involved in the work<br>● Discussions of next steps were of enough specificity that candidate's ongoing interest in continuing the work of the inquiry was evident.<br>● Discussion of the inquiry indicated a high degree of transference to the candidate's day-to-day work | ● Presentation within prescribed time limit of 7-12 minutes<br>● Appropriate technology used in presentation<br>● Presentation included at least two appropriate graphic representations of data<br>● Presentation concisely detailed major efforts within the inquiry project<br>● Presentation included discussion of intended outcomes for staff and students, and specifically stated the degree to which those outcomes had been achieved.<br>● Presentation documented achievement of most of the inquiry intended outcomes and provided reasonable justification for outcomes not reached.<br>● Presentation included data that supported need for the study<br>● Presentation included indicators of how activities/tasks aligned with FPLS<br>● Presentation included a discussion of mid-course adjustments and the results of those adjustments<br>● Presentation included discussion of next steps<br>● Presentation included documentation of how student and staff learning was impacted by the inquiry<br>● Presentation included discussion of how the candidate's practice was impacted by what was learned within the inquiry | ● Presentation more than 30 seconds over or under time<br>● No technology used, or technology not properly planned<br>● Only one representation of data presented<br>● Details of major efforts presented but are difficult to understand or connect to project subject matter.<br>● Intended outcomes presented, but not related to subject matter of project, or intended outcomes for one of required groups omitted, outcomes not adequately documented<br>● Data supportive of need for study not presented clearly<br>● Only one form of data presented<br>● Insufficient documentation of alignment of activities/tasks to FPLS<br>● mid-course adjustments/next steps mentioned, but discussion was vague and/or not related to stated inquiry outcomes or inquiry topic in general.<br>● Vague discussion of how candidate's practice was impacted by the project | ● The presentation was vague, did not discuss project's target outcomes and did not address expected mid-course corrections or planned next steps.<br>● No data was presented, in any form, that indicated level of progress made to date<br>● No alignment of activities/tasks to FPLS<br>● No discussion of inquiry's impact |

[Gilchrist County School District]

# Field Experience Rubric and Directions

**Design:**  Must have three (3) parts:
1. Plan (What do you want to do/see at your field experience school, and how will exploring that help your home school?)
2. Artifacts (What do you plan to collect that will show that you've explored this area and implemented at least one idea you gathered at your home school?)
3. Implementation (What do you hope to do at your home school as a result of what you learn from the field experience?)

Each field experience design should include plans to visit the school for at least one full day, with ½ of that day spent shadowing and interviewing the principal.  Be aware that a visit of more than one day may be required in order to collect the necessary data to put a plan into action at the home school.

**Artifacts:** What did you collect that tells the story of what you learned in the field experience, and what you did (or are at least starting to do) with what you learned at your home school? Note: there is no magic number of artifacts here-the rubric states that the artifacts must be "directly related" and "presented...in a way that makes it easy to follow the work from planning to implementation."  These artifacts should tell the story of what you studied, what you learned, and what you did at your home school with what you learned. Artifacts should also include an interview with the principal and a reflection of what was learned from the minimum 1 day visit, including the ½ day shadowing experience.

**Implementation:**  This is the part where you do something with what you learned in your field experience.  This action doesn't have to be completed to meet the standard, but it does have to be underway.  Underway means that you've gone beyond just talking about what you'd like to do, to putting that plan in to motion with at least one significant step.

## NEFEC Regional Principal Leadership Program
## Field Experience Rubric

| | 1-Not Acceptable-Please Resubmit | 2--Below Standard-Please Resubmit | 3-On Standard (Ready to Proceed) | 4-Exceeds Standard |
|---|---|---|---|---|
| **Design** (**this part of the rubric must be scored BEFORE the candidate begins work in the field experience.**) | Design of field experience is vague, lacks detail. Must be re-submitted for approval before field experience can commence. | Design of field experience has detail about one or two elements (plan, artifacts, implementation) but lacks adequate detail in all three elements. **Must be re-submitted for approval before field experience can commence** | Design of field experience provides clear, concise detail about the three necessary elements (plan, artifacts, implementation) | Design of field experience has detail about all necessary elements and contains SMART goals for implementation at the candidate's home school |
| **Artifacts** | Artifacts/documentation not provided | Artifacts/documentation presented do not relate directly to the goals of the field experience, or artifacts/documents do not present a clear picture of what was attempted or accomplished. Artifacts do not include interview results or reflection from shadowing the field experience school's principal. | All artifacts/documentation is directly related to the work of the field experience, and the artifacts and documentation is presented/arranged in such a way as to make it very easy to follow the work of the project from planning through implementation. Artifacts do not include interview results or reflection from shadowing the field experience school's principal. | All artifacts/documents are directly related to the work of the field experience and are assembled in a way that is exemplary and there is documentation that the collection process was implemented in another area of the candidate's work. |
| **Implementation** | Little to no evidence of implementation at candidate's home school. | Evidence of conversations with teachers/staff about what the candidate learned in the field experience | Evidence of conversations with teachers/staff about what the candidate learned in the field experience, and of at least one significant step taken to begin implementing portions of what was learned (e.g.team planning, initial steps of plan in place) | Evidence of conversations with teachers/staff about what the candidate learned in the field experience, of steps taken to implement portions of what was learned, and of evaluation of results to date. |

1. **Must score a 3 or higher on the Design section before work can begin in the field experience.**
2. **Read the rubric carefully-particularly the language of the target (3).**

[Gilchrist County School District]

# Critical Incident Form

Three times during the project cycle, each candidate will be asked to select a "Critical Incident" that occurs within the work of the inquiry project. This "Critical Incident" should be a significant happening (not necessarily negative or problematic in nature) that impacts the progress of the inquiry in some way.  The candidate is asked to use this form to reflect on what happened, actions taken (and the result of those actions), feedback received from others, and the Leadership Standards in play during the progression of the "incident" in question.  The design of this form is to encourage the candidate to connect things that happen in the course of inquiry to a refined process for seeking and deploying solutions.  Having a systematic plan in place for thinking about-and dealing with "Critical Incidents" often makes them more manageable.

**NEFEC REGIONAL PRINCIPAL LEADERSHIP ACADEMY**

**CRITICAL INCIDENT FORM**

| |
|---|
| **Situation:  Brief Description of the Incident** |
| **Action:  What Action(s) did you take?** |
| **Relationship to Inquiry:  How did this situation impact your inquiry?** |
| **Results:  What were the results of the action you took?** |
| **Personal Reflection:  What did you do that worked?  What would you do differently?** |
| **Feedback:  What input or insight did you get from those around you? How did that feedback impact your decision?** |
| **FPLS:  What FPLS were addressed within the context of this incident?** |

[Gilchrist County School District]

# Critical Incident Rubric

| 4<br>Exceeds Target | 3<br>Target | 2<br>Below Target<br>Re-submit | 1<br>Unsatisfactory<br>Re-Submit |
|---|---|---|---|
| • Incident very clearly articulated, and candidate relates multiple ways in which the incident relates to the work of the inquiry<br><br>• Candidate articulates next steps as a result of data collected from the critical incident activity<br><br>• Candidate not only articulates "lessons learned" from the critical incident activity, but can relate putting those lessons to practice in another situation in which this new information was applied<br><br>• Candidate articulates the specific difference input from others made in the action taken in this incident, and in a subsequent incident, whether related to the inquiry or not.<br><br>• Candidate related the incident to multiple FPLS, including at least one in Domains 1 or 2. | • Incident is described clearly and concisely<br><br>• Incident relates to candidate's inquiry, and that relationship is clearly articulated<br><br>• Specific actions taken are outlined<br><br>• Impact on inquiry work is discussed thoroughly<br><br>• Results of actions are delineated, even if result was not positive<br><br>• Candidate's reflection on what did, and did not work within the actions taken were clearly articulated, as what the candidate might choose as alternate solutions<br><br>• The candidate sought the input and advice of others concerning the incident in question<br><br>• The related FPLS were clearly articulated. | • Incident described with lack of clarity<br><br>• Incident described has little relationship to work of the candidate's inquiry<br><br>• Candidate discusses actions taken, but not the result of those actions<br><br>• Candidate either discusses what worked, or what did not, but not both. Neither is discussed with much clarity.<br><br>• Candidate discusses what he/she might do differently, but not in any detail<br><br>• Candidate sought feedback, but it appears he/she did not take any action on it and did not offer a reasonable explanation for why no action was taken on feedback received.<br><br>• FPLS connection was weak, or inadequately articulated. | • Incident described has no relationship to candidate's inquiry<br><br>• Candidate does little to articulate actions taken or lessons learned<br><br>• Candidate did not seek feedback from others and did not present a plausible reason for failing to do so.<br><br>• No FPLS connections offered |

[Gilchrist County School District]

# DISCUSSION BOARD RUBRICS

# Discussion Board Rubric

Open discussion is an important and significant part of an online course. While class discussion whether online or face to face, can be characterized by free-flowing conversation, there are identifiable characteristics that distinguish exemplary contributions to class discussion from those of lesser quality. The criteria found on the rubric above will be used to assess the quality of your initial postings and responses to the postings and comments of peers during class discussion.

**Note: Initial postings** are your comments based on the discussion prompt posted by the instructor. **Responses** to others are your replies to your peers' initial postings.

| | 1<br>Resubmit | 2<br>Resubmit | 3<br>Meets the Standard | 4<br>Exceeds the Standard |
|---|---|---|---|---|
| **Critical Analysis** | Discussion postings show little or no evidence that the content is understood. Postings are largely personal opinions or feelings, or "I agree" or "Great idea," without supporting statements with concepts from course content, outside resources, relevant research, or specific real-life application. | Discussion postings repeat and summarize basic, correct information, but do not link content to outside references, relevant research or specific real-life application and do not consider alternative perspectives or connections between ideas. Sources are not cited. | Discussion postings display an understanding of the content and underlying concepts including correct use of terminology. Resources are cited. | Discussion postings display an excellent understanding of the content and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited. No more than 10% of the posting is a direct quotation. |
| **Participation in the Learning Community** | Discussion postings do not contribute to ongoing conversations or respond to peers' postings. There is no evidence of replies to questions. | Discussion postings **sometimes** contribute to ongoing conversations as evidenced by<br>• affirming statements or references to relevant research or,<br>• asking related questions or,<br>• making an oppositional statement supported by any personal experience or related research. | Discussion postings contribute to the class' ongoing conversations as evidenced by<br>• affirming statements or references to relevant research or,<br>• asking related questions or,<br>• making an oppositional statement supported by any personal experience or related research. | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including<br>• building a focused argument around a specific issue or,<br>• asking a new related question or,<br>• making an oppositional statement supported by personal experience or related research. |
| **Quality of Writing and Proofreading** | Written responses contain numerous grammatical, spelling or punctuation errors. The style of writing does not facilitate effective communication. | Written responses include some grammatical, spelling or punctuation errors that distract the reader. | Written responses are largely free of grammatical, spelling or punctuation errors. The style of writing generally facilitates communication. | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. |

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# Inquiry Project Exploration Discussion Rubric

| Criteria | 1-Resubmit | 2-Resubmit | 3-Meets the Standard | 4-Exceeds the Standard |
|---|---|---|---|---|
| Part A: Discussion of Inquiry Project Development | Post not related to development of project ideas. | Stated one possibility for project topics, but did not elaborate on details of planning, staff that might be involved, or how the project outcomes are linked to outcomes within the School Improvement Plan, Individual Leadership Development Plan (ILDP) and/or Deliberate Practice Targets | Explored one or more possible project topics in detail, including how other staff might be engaged in the work of the projected project, linkages to School Improvement Plan, ILDP, and Deliberate Practice Targets (where appropriate). | Explored multiple project possibilities (2 or more), gave detailed explanation/plans for each, plans for using the expertise of others, as well as discussing the linkages provided in the standard target (3). In addition, this rating requires that intended project outcomes be outlined for each project possibility. |
| Part B: Connection to FPLS | No linkage to FPLS | Stated linkage to FPLS, but no concise explanation of how elements of project possibilities are tied to FPLS | Stated possible project connections to FPLS, included detailed explanation; referred to FPLS in Domains 1 and 2. | Described project ideas in detail as describe in Standard Target (3); referred to FPLS in Domains 1 and 2. Majority of standards referenced and linked within discussion of project possibilities. |
| Part C: Response to Original Post | Did not respond to an original post or response included content that was unrelated to the topics | Responded to an original post by: • disagreeing • agreeing | Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material | Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies |

[Gilchrist County School District]

# Smart Goal Development Discussion Rubric

| Criteria | 1-Resubmit | 2-Resubmit | 3-Meets the Standard | 4-Exceeds the Standard |
|---|---|---|---|---|
| Part A: SMART Goal Development | Goal setting was discussed, but not in terms of goals being Specific, Measurable, Attainable, Relevant, or Time-Based | SMART Goals were identified but elements of SMART were missing, and/or the goals identified were not directly related to the stated project. | Multiple (two or more) SMART Goals are identified, containing clearly stated goals, with all elements of SMART present for each goal. Rationale is presented for aligning each SMART goal with the overall objective of the inquiry project. The post contains evidence of action steps that will be taken in order to achieve at least some of the goals presented. | Multiple (two or more) SMART Goals are identified, containing clearly stated goals, with all elements of SMART present for each goal. Rationale is presented for aligning each SMART goal with the overall objective of the inquiry project. The post contains evidence of action steps that will be taken in order to achieve each goal presented. The post contains discussion of resources (human capital and other resources) needed to carry out the action steps, as well as suggested timelines for achievement. |
| Part B: Connection of SMART Goals to School Improvement Plan (SIP) | No linkage to School Improvement Plan | Stated linkage to SIP, but no concise explanation of how elements of SMART goals are tied to the actual work of the SIP | Stated SMART goal connections to SIP, included clearly detailed explanation of how project SMART goals fit into the work of the School Improvement Plan | Stated SMART goal connections to SIP, included clearly detailed explanation of how project SMART goals fit into the work of the School Improvement Plan; talked specifically about how the achievement of the SMART goals will improve student learning in the aligned SIP areas. (Alignment of outcomes for SIP and SMART goals). |
| Part C: Response to Original Post | Did not respond to an original post or response included content that was unrelated to the topics | Responded to an original post by: • disagreeing • agreeing | Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material | Added to an original post by: • elaborating • asking a question • disagreeing with support • agreeing with additional support • referring to additional material • following up with any replies |

[Gilchrist County School District]

# Customer Satisfaction Survey

This online, anonymous survey will be administered to program completers AND district leadership contacts via a link within the Blackboard Learning Management System.  Data from this survey will be used by NEFEC staff and the Regional Review Committee to adjust and improvements to the overall structure of the NEFEC Regional Principal Leadership Academy.  The survey asks questions specific to the various elements of the academy and allows for disaggregation of data by individual program element, as well as by completer demographic.  It also allows survey completers (both participants and district staff) to give narrative feedback, if they desire to do so, on any and all aspects of the academy.

These surveys will be administered annually, at the close of each cohort's inquiry cycle.  Program improvements will be considered and implemented (when appropriate) prior to the beginning of the next cohort inquiry cycle.

# Customer Satisfaction Survey Questions

Thank you participating in the Leadership Development Program Survey being conducted by the North East Florida Educational Consortium (NEFEC) Regional Principal Leadership Academy.   The purpose of this survey is to provide NEFEC with your input so that we can build a better academy.

All your responses are confidential. Your identity will not be linked to your responses in any way. This survey will only take a few minutes for you to complete. We are collecting survey data as a part of our continuous quality improvement process.

NEFEC's Regional Principal Leadership Academy is committed to the delivery of quality training that empowers successful program completers to lead in today's schools.

1. **What is your position / title?**
   a. Area Director or above
   b. Principal
   c. Intern Principal
   d. Assistant Principal
   e. Other
2. **What Level do you administer?**
   a. Elementary
   b. Elementary Charter
   c. Middle
   d. Middle Charter
   e. High School
   f. High School Charter
   g. Center
   h.  District Office
   i. Other
3. **Years of experience as a School Based Administrator**
   a. 0-3 years
   b. 4-9 years
   c. 10-15 Years
   d. -20 Years
   e. Over 20 Years
4. **How satisfied are you with the NEFEC Regional Principal Leadership Academy?**
   a. Very Satisfied
   b. Satisfied
   c. Mildly Satisfied
   d.  Not Satisfied at All
5. **How likely would you be to recommend the NEFEC Regional Principal Leadership Academy to a friend (or colleague)?**
   a. **Very Likely**
   b. **Likely**
   c. **Not very Likely**
   d. **Would not recommend**

[Gilchrist County School District]

6. **How would you rate your satisfaction with the Leadership Program in each of the areas below?**
   1. Very Satisfied     2. Satisfied     3. Neutral     4. Dissatisfied     5. Very Dissatisfied

_____ Appropriate course offering to meet your needs
_____ Effectiveness of the training courses in improving your performance
_____ Length of courses
_____ Amount of classroom time
_____ Amount of hands-on time
_____ Training facility
_____ Course delivery (instructors' theoretical knowledge, hands-on knowledge, etc.)
_____ Facilitators' presentation/communication skills
_____ Encouragement of participation
_____ Difficulty of Courses
_____ Skills you have developed
_____ Courses were well presented
_____ Skills gained have had a direct impact on my performance
_____ eLearning Platform for online coursework
_____ Project Format
_____ Project Documentation System

**7**. What did you like about your Leadership Development Program?

**8**. What did you dislike about your Leadership Development Program?

8. How could NEFEC's Regional Principal Leadership Academy be improved?

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# Certification Recommendation Form

This form is the final documentation that recommends the candidate for state certification as a school principal OR indicates that the candidate has NOT met the requirements for certification. If the candidate has met all requirements set forth by the NEFEC Regional Principal Leadership Academy, and those by the district, then a representative of the Regional Review Committee AND the Superintendent of Schools from the candidate's district BOTH sign this certification form. The signature of a member of the Regional Review Committee indicates that the entire committee agrees that the candidate has successfully completed all requirements of the NEFEC Principal Leadership Academy. The Superintendent's signature indicates that the candidate has met all district certification requirements. The form is then forwarded to the Florida Department of Education, along with other necessary payment and documentation, to have School Principal added to the candidate's Professional Certificate. It is important to note that while receipt of certification as a Florida School Principal does carry with it credentials that are recognized statewide, it does NOT constitute the guarantee of acquisition of a position, in any district, as a principal.

If the academy and/or district requirements have NOT been met, it is indicated on the form, and the representative of the Regional Principal Leadership Academy signs the form. The Superintendent of Schools from the candidate's district is also asked to sign the form, acknowledging that the candidate did not meet the requirements. Re-entry into the academy upon formation of a subsequent cohort is, at this point, up to the candidate's district.

# CERTIFICATION RECOMMENDATION FORM

**CANDIDATE NAME: _____**

**SCHOOL: _____**

**DISTRICT: _____**

**DATE: _____**

The above-named candidate:  **(Check all that apply)**

_____ has met all requirements of the NEFEC Regional Principal Leadership Academy

_____has met all specific requirements of the district regarding Florida School Principal Certification

_____is eligible for certification as a Florida School Principal


_____is NOT eligible for certification, currently, due to the following:

      _____ the candidate has not satisfactorily completed the requirements of the NEFEC Regional Principal Leadership Academy

      _____ the candidate has not satisfactorily completed the requirements for certification set forth by the school district

**Printed Name:** _____

**Signature:** _____


Member, Regional Review Committee      _____

NEFEC Regional Principal Leadership Academy      _____

Superintendent of Schools _____ District Schools _____

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**Program Completer Tracking Form**

This form can be used by districts to track the progress of program completers, <u>once they acquire a position as a school principal.</u> The form is designed to assist with gathering data required for annual documentation required by the Florida Department of Education and for Florida's Professional Development System Protocol Evaluation. The form also allows for tracking of support mechanisms afforded principals who are underperforming and may be in need of remediation. This support may be offered through the individual's district, or through services offered by NEFEC. This data is also used to assist with annual program improvement decisions, made by the NEFEC Regional Principal Leadership Academy's Review Committee, or decisions made by the district.

Unlike other forms, this form is NOT digitized in NEFEC's Blackboard Management System. Due to the sensitive nature of the types of data being tracked, it is up to each individual district to record, analyze, and disaggregate its own data. The form is not meant to take the place of documentation of prescribed assistance for administrators in need of improvement. It is merely provided as an example of how districts may choose to arrange the compilation of the data surrounding academy completer effectiveness.

<u>If a program completer does not meet the school district's performance expectation within the first two years of serving in a fulltime position as a school principal</u>, the individual will be provided an opportunity to develop an assistance plan in accordance with the district's performance appraisal system. The plan may not exceed one year of implementation. This plan will include intensive district-based mentoring and the supplemental use of the W.C. Golden-provided ASAP Modules on each standard (for remediation). The form used for this assistance plan will be provided by each individual district.

Additionally, the NEFEC Regional Review Committee, including its university partner representative(s), will collaborate with the school district to provide support in designing or implementing a plan of assistance for program completers who have not met performance expectations

**DISTRICT FOLLOW UP DOCUMENTATION**

**SCHOOL PRINCIPAL CERTIFICATION PROGRAM COMPLETERS _____District Schools**

| COMPLETER NAME | DATE RECEIVED SCHOOL PRINCIPAL CERTIFICATION | CURRENT SCHOOL | Status Last 3 years (Retained-Removed-Moved ) | SCHOOL GRADE (Last 3 years) | Performance Eval. (Last 3 years) | Remediation Support Needed? (y or n) | Support Provided (List All Forms of Support) |
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# COURSE CURRICULUM/FPLS MATRIX

| Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS) | | |
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| **Domain/Standard** | **Course Title** | **Assessment / Activity Description** |
| **Domain 1: Student Achievement** | | |
| **1. 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; and, | **NEFEC Regional Principal Leadership Academy (NRPLA)**<br>• Inquiry Project<br>• Project Presentation | **Activity:**<br>● **The Inquiry Project** spans the entire 12-15 month time period of the **NRPLA** and all associated project activities require participants to align the project goals, with current School Improvement Plan goals, (which by definition must be based on the state's adopted student academic goals), the participant's IPDP/Deliberate Practice goals and must show linkage with each of the Florida Principal Leadership Standards.<br>**Assessment:**<br>Successful completion of each associated assignments as well as passing scores on all elements of each of the following rubrics.<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project |
| 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 indicators of student success adopted by the district and state. | **NRPLA**<br>• Fundamentals of School Data (FSD)<br>• Project Prospectus | **Activity:**<br>• **Project Prospectus**<br>• **FSD: Fundamentals of School Data:** This 30-hour course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. Course assignments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include: the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions as well as using Florida's School Grades Model to examine school and district data to make instructional decisions.<br>**Assessment:**<br>• Successful completion of FSD course and associated assessments<br>• Evidence of data analysis related to project prospectus, as well as adjustments in Project Direction as a result of findings from data.<br>• Evidence of progress reporting by candidate. Process identifies gaps in areas of strength as related to project goals for student achievement. These are reported to stakeholders by the candidate and his/her team. |

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| **2.** **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; | **NRPLA**<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project**: Rubrics for the project address this element through the following components:<br>  ○ Requires a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;<br>  ○ Requires specific plans for engaging other staff and stakeholders in the work of the inquiry<br>  ○ Includes ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;<br>  ○ Considers the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture<br>**Assessment:** Passing scores on rubrics for:<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project |
| b. Maintains a school climate that supports student engagement in learning; | **NRPLA**<br>● Implementing Change Simulation/ Discussion | **Activity:**<br>● **Implementing Change (Middle School Turnaround) Simulation/Discussion:** This discussion/simulation asks the candidate to assume the role of a new school leader taking over a failing middle school with an entrenched staff and little community support. They must seek to get a handle on the school's finances and navigate much finger pointing. They must determine the best path to building accountability, commitment, and trust in turning this school around. After completing the simulation, the candidate is required to post and respond to answers to questions about the experience.<br>**Assessment:**<br>● Posts and discussion with colleagues<br>● Copies of meeting notes with staff and stakeholders where student learning is central to the conversation |

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| c. Generates high expectations for learning growth by all students; and, | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project Prospectus**: The approval process requires work to be directly related to closing one or more achievement gaps<br>● **Inquiry Project**: Rubrics for the project address this element through the following components:<br>   ○ Requires a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;<br>   ○ Requires specific plans for engaging other staff and stakeholders in the work of the inquiry<br>   ○ Includes ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;<br>   ○ Considers the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture<br>**Assessment:**<br>● Inquiry Project Prospectus Rubric<br>● Final Presentation of Inquiry Project Rubric<br>● Samples of written feedback to teachers regarding student goal setting<br>● Minutes/Agenda/Notes from meetings related to "raising the bar" for student achievement |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project**: Rubrics for the project address this element through the following components:<br>   ○ Requires a plan for promoting the work of the project (creating "buy-in"), within the context of improving staff and student achievement;<br>   ○ Requires specific plans for engaging other staff and stakeholders in the work of the inquiry<br>   ○ Includes ongoing examination of the need for Professional Learning-both for the candidate, and for staff and stakeholders enlisted in the effort;<br>   ○ Considers the need for continuous improvement-not only in the areas of staff and student achievement, but also in the area of school community culture<br>● **Inquiry Project Prospectus**: The approval process requires work to be directly related to closing one or more achievement gaps<br>**Assessment:**<br>● Inquiry Project Prospectus Rubric<br>● Final Presentation of Inquiry Project Rubric<br>● Samples of written feedback to teachers regarding student goal setting<br>● Minutes/Agenda/Notes from meetings related to "raising the bar" for student achievement |

| Domain 2: Instructional Leadership | | |
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| **3. 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; | **NRPLA**<br>● Teacher Observation/ Evaluation Discussion w/ Mentor<br>● New Teacher Evaluation Simulation/ Discussion<br>● Observation/Walk-Through Training | **Activity:**<br>● **Teacher Observation/Evaluation Discussion** with Mentor<br>● **New Teacher Evaluation Simulation/Discussion**: The simulation begins following the school leader's observation of the teacher teaching a literacy lesson.  The teacher teaches directly from the teachers' manual and the lesson has no higher-level skills or thinking embedded within it.  At the same time, there has just been a new teacher evaluation rubric implemented in the district that is based on four performance levels.  The candidate, as school leader must meet with the teacher and coach improvement to instructional practice while also helping the teacher understand that the new rubric, though no longer saying her performance is "satisfactory," the new rubric does not mean she is "unsatisfactory."<br>● **Observation/Walk-Through Training:** The North East Florida Educational Consortium sponsors this introductory session on conducting teacher observation using the districts observation instrument.  It addresses the difference between of objective evidence and opinion; rubric language defining performance levels; and practice observation and scoring using video.<br>**Assessment:**<br>● Participation in discussion and passing scores on rubric<br>● Documentation of Mentor conversation |
| b. Engages in data analysis for instructional planning and improvement; | **NRPLA**<br>● Fundamentals of School Data | **Activity:**<br>● **Fundamentals of School Data**<br>**Assessment:**<br>● Successful completion of FSD and associated assessments<br>● Data collection and analysis related to project prospectus, mid-course adjustment, critical conversations with stakeholders, progress monitoring and other sources |
| c. Communicates the relationships among academic standards, effective instruction, and student performance; | **NRPLA**<br>● Mentor Discussions | **Activity:**<br>● **Teacher Observation/Evaluation Discussion**—thread requires Evidence<br>**Assessment:**<br>● Mentor Interaction |
| 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, | **NRPLA**<br>● PDA Module: "Teaching Students with Disabilities."<br>● Inquiry Project Prospectus<br>● Inquiry Project | **Activity:**<br>● **PDA Module: "Teaching Students with Disabilities Teaching Students with Disabilities**: This Florida Diagnostic @ Learning Resource System (FDLRS) course enables educators to develop, increase and demonstrate knowledge and skills for providing effective instruction for students with disabilities.<br>● **Inquiry Project Prospectus**<br>● **Inquiry Project**<br>**Assessment:**<br>● Certificate of Completion<br>● Project Rubric |

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| e. Ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula. | **NRPLA**<br>● Fundamentals of School Data | **Activity:**<br>● **Fundamentals of School Data**<br>**Assessment:**<br>● Successful completion of FSD and associated assessments<br>● Data collection and analysis related to project prospectus, mid-course adjustment, critical conversations with stakeholders, progress monitoring and other sources |
| **4. 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; | **NRPLA**<br>● Inquiry Project<br>● Field Experience | **Activity:**<br>● **Inquiry Project**: See 1a above for description<br>**Assessment:** Passing scores on rubrics for:<br>● Candidate field experience<br>● Final Presentation of Inquiry Project |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | **NRPLA**<br>● Teacher Observation/Evaluation Discussion<br>● Observation/Walk-Through Training | **Activity:**<br>● Documented discussion with mentor on teacher evaluation/Feedback<br>● Observation/Walk-Through Training<br>**Assessment:**<br>● Documentation/mentor log |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | **NRPLA**<br>● Discussion and Meeting with Mentor | **Activity:**<br>● Documented discussion with Mentor/Principal about succession management and hiring practices in their school. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school.<br>**Assessment**:<br>● At least one documented entry in Mentor Log regarding plans for succession management. |
| 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 tech | **NRPLA**<br>● New Teacher Evaluation Simulation<br>● Community Partnerships – Digital Readiness Simulation/ Discussion<br>● Inquiry Project | **Activity:**<br>● **New Teacher Evaluation Simulation/ Discussion**<br>● **Community Partnerships – Digital Readiness Simulation/Discussion:** This simulation/discussion, co-authored with the National Parent-Teacher Association, the candidate will address communication strategies as they relate to Community Partnerships. The candidate will work with his or her leadership team and community members to optimize the roll-out of technology in their school. In an era of connectivity and connectivity gaps, being strategic about how the leader meets families and the community becomes critical to the inclusive learning community.<br>● Inquiry Project<br>**Assessment:**<br>● After completing the simulation, the candidate is required to post and respond to answers to questions about |

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| | | the experience.<br>● Final Presentation of Inquiry Project |
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| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | **NRPLA**<br>● Difficult Conversations Simulation | **Activity: Difficult Conversations Simulation and Discussion:** During the simulation the candidate is required to consider the complex the issue of race in the classroom, in the community, and in the broader societal landscape. The candidate takes the role of Principal at a suburban, racially and socioeconomically diverse high school, and is required to address sensitive issues such as conversations about race with students, and how teaching professionals and district staff can support those conversations.<br>**Assessment:** Participation in discussion board and passing score on associated rubrics**.** |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | **NRPLA**<br>● Standards-Based Instruction Mentor Interaction<br>● Inquiry Project | **Activity:**<br>● **Standards-Based Instruction Conversation**<br>● **Inquiry Project**<br>**Assessment:**<br>● Mentor interactions<br>● Final Project Presentation |
| **5. 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; | **NRPLA**<br>● PDA Module<br>● Mentoring Interactions<br>● Field Experiences | **Activity:**<br>● **Mentoring Interactions**<br>● **Field Experiences**<br>● PDA Module: "Teaching Students with Disabilities**: See 3d above for description<br>**Assessment:**<br>● Embedded Course Assessments and Certificates of Completion<br>● Documentation of actions taken as a result of mentor interactions.<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |
| 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; | **NRPLA**<br>● Inquiry Project<br>● Field Experiences<br>● PDA Module | **Activity:**<br>● **Inquiry Project**<br>● **Field Experiences**<br>● **PDA Module: "Teaching Students with Disabilities: See 2d above for description**<br>**Assessment:**<br>● Embedded Course Assessments and Certificates of Completion<br>● Project related data analysis reflects monitoring of achievement gap closure for all subgroups<br>● Field experiences include procedures and practices for motivating students to achieve |
| c. Promotes school and classroom practices that validate and value similarities and differences among | **NRPLA**<br>● Inquiry Project<br>● Field Experiences<br>● PDA Module | **Activity:**<br>● **Inquiry Project**<br>● **Field Experiences**<br>● **PDA Module: "Teaching Students with Disabilities: See 2d above for description** |

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| students; | | **Assessment:**<br>● Embedded Course Assessments and Certificates of Completion<br>● Project related data analysis reflects monitoring of achievement gap closure for all subgroups<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | **NRPLA**<br>● Teacher Observation/ Evaluation Discussion<br>● Effective Feedback and Communicating Expectations | **Activity:**<br>● **Teacher Observation/ Evaluation Discussion**<br>● **Effective Feedback and Communicating Expectations:**<br>**Assessment:**<br>● Participation in Discussion Boards and passing score on associated rubrics |
| e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and, | **NRPLA**<br>● Inquiry Project<br>● Field Experiences | **Activity:**<br>● Inquiry Project: See 1a above for description<br>**Assessment: Passing scores on rubrics for:**<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |
| 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. | NRPLA<br>● Inquiry Project<br>● Field Experiences<br>● PDA Module | **Activity:**<br>● **Inquiry Project**<br>● **Field Experiences**<br>● **PDA Module: "Teaching Students with Disabilities: See 3d above for description**<br>**Assessment:**<br>● Embedded Course Assessments and Certificates of Completion<br>● Project related data analysis reflects monitoring of achievement gap closure for all subgroups<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |

| Domain 3: Organizational Leadership | | |
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| **6. 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; | **NRPLA**<br>● Inquiry Project Prospectus | **Inquiry Project Prospectus:** Candidate interacts with program facilitators, staff from their district, staff at their school (including members of their school leadership team and other lead teachers), their principal, and their mentor (if other than the principal) to determine the project content and processes. Candidates also have opportunities to interact with each other throughout the development process through facilitated discussion threads in the Moodle LMS. This plan must also include how emphasis within the project work will be placed on those standards in Domains 1 and 2 of FPLS. Candidates must also submit documentation of alignment to individual need as evidenced by inventory data, school improvement data, and individual evaluation data. In addition, documentation must be provided of alignment to district and school-specific student achievement goals. Any proposal not meeting or exceeding these standards will be declined and the candidate will have a limited window of time to re-submit.<br>**Assessment:** The rubric addresses not only alignment of the project to data sources that indicate individual and school need, but also the scope and sequence of the project. The facilitator gives rubric-based feedback to each candidate individually that ensures a project plan that is not only aligned to the needs of the candidate and his/her school/students, but also ensures a scope and sequence that is of sufficient depth and breadth to be meaningful and potentially impactful. To earn approval, the candidate's prospectus must include a plan for aligning the inquiry work with each of the ten Florida Principal Leadership Standards |
| b. Uses critical thinking and problem-solving techniques to define problems and identify solutions; | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project<br>● Critical Incidents Forms 1-3<br>● SMART Goal Development | **Activity:**<br>● **Inquiry Project Prospectus:** See 6a above for description<br>● **Inquiry Project:** See 1a above for description<br>● **Critical Incidents Forms 1 - 3**: Candidates will formally reflect, during the project implementation process, on what they are learning throughout the inquiry process. The first Critical Incident reflection will be around the prospectus development process. The second will be related to barriers to project implementation, and the third related to mid-course adjustment required because of data analysis.<br>● **Discussion: SMART Goal Development for Strategic Planning:** Participants engage relevant instructional staff in a discussion designed to develop a series of SMART goals that serve as the intended outcomes for the inquiry project.<br>**Assessment:** Passing scores on rubrics for:<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project |
| c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project<br>● Critical Incidents | **Activity:**<br>● **Inquiry Project Prospectus:** See 6a above for description<br>● **Inquiry Project:** See 1a above for description<br>● **Critical Incidents Forms 1 - 3**: See 6b above for description<br>● **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description |

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| revises as needed; | Forms 1-3<br>● SMART Goal Development | **Assessment:** Passing scores on rubrics for:<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project |
| d. Empowers others and distributes leadership when appropriate; and, | **NRPLA**<br>● Smart Goal Development | **Activity:**<br>● **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description<br>**Assessment:**<br>● Participation in discussion boards and passing score on all areas of associated rubrics**.** |
| e. Uses effective technology integration to enhance decision-making and efficiency throughout the school. | **NRPLA**<br>● Fundamentals of School Data | **Activity:**<br>● **Fundamentals of School Data:** This 30-hour course is designed to introduce candidates to data analysis targeted specifically to the work of the school-based leader. Course assignments are scenario-based and meant to present real-world challenges and dilemmas faced by instructional leaders where data analysis is the key link to problem solving. Topics include: the use of formative and summative data analysis to bring about instructional change, and data presented for the purpose of informing staffing and other human capital decisions as well as using Florida's School Grades Model as well as NEFEC's Electronic Data Visualizations to examine school and district data to make instructional decisions.<br>**Assessment:** Submission of course completion documentation |
| **7. Leadership Development:** Effective school leaders actively cultivate, support, and develop other leaders within the organization. | | |
| a. Identifies and cultivates potential and emerging leaders; | **NRPLA**<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project:** Requires formation of team and assignment of team members based on skills needed for the project and delegation of tasks based of areas of strength and growth needs of team members<br>**Assessment:**<br>● Completion of project |
| b. Provides evidence of delegation and trust in subordinate leaders; | **NRPLA**<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project**<br>● **Assessment:** The process of designing the inquiry project requires candidates to assemble a team and identify strengths and challenges in individual team members. |
| c. Plans for succession management in key positions; | **NRPLA**<br>● Mentor/Mentee Discussion Succession Management | **Activity:** Documented discussion with Mentor/Principal about succession management and hiring practices in their school. This discussion will occur after the candidate has observed/participated in the hiring process for at least one open position at his/her school, or a neighboring school, if no positions are open at the candidate's school.<br>**Assessment**: At least one documented entry in Mentor Log regarding plans for succession management. |

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| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | **NRPLA**<br>● Discussion: SMART Goal Development for Strategic Planning | **Activity:**<br>● **Discussion: SMART Goal Development for Strategic Planning**<br><br>**Assessment:** Participation in discussion boards and passing score on all areas of associated rubrics. |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | **NRPLA**<br>● Community Partnerships – Digital Readiness Simulation/ Discussion<br>● Implementing Change Simulation/ Discussion<br>● Mentor Interactions | **Activity:**<br>● **Community Partnerships – Digital Readiness Simulation/Discussion**<br>● **Implementing Change Simulation/Discussion**<br>● **Mentor Interactions**<br>**Assessment:**<br>● Participation in the discussion, passing scores on all areas of the associated rubrics<br>● Documentation of actions taken as a result of mentor interactions. |
| **8. 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; | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project<br>● Critical Incidents Forms 1-3 | **Activity:**<br>● **Inquiry Project Prospectus:** See 6a above for description<br>● **Inquiry Project:** See above for description<br>● **Critical Incidents Forms 1 - 3**: See 6b above for description<br>**Assessment:** Passing scores on rubrics for each of the above activities: |
| b. Establishes appropriate deadlines for him/herself and the entire organization; | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project<br>● Critical Incidents Forms 1-3<br>● SMART Goal Development | **Activity:**<br>● **Inquiry Project Prospectus:** Project timeline and action plan is required<br>● **Inquiry Project:** See 1a above for description<br>● **Critical Incidents Forms 1 - 3**: See 6b above for description<br>● **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description<br>**Assessment:** Passing scores on rubrics for:<br>● Inquiry Project Prospectus<br>● Final Presentation of Inquiry Project |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in | **NRPLA**<br>● Inquiry Project Prospectus<br>● SMART Goal | **Activity:**<br>● **Inquiry Project Prospectus:** See 6a above for description<br>● **Discussion: SMART Goal Development for Strategic Planning:** See 6b for description.<br>**Assessment:** Passing scores on rubrics for all the above |

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| school improvement and faculty development; and, | Development | |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | **NRPLA**<br>● Inquiry Project Prospectus<br>● Middle School Budget Challenge<br>● Mentor Interactions | **Activity:**<br>● **Inquiry Project Prospectus:** See 6a above for description<br>● **Middle School Budget Challenge Simulation/Discussion:** This simulation involves a middle school Principal responding to a request from the Superintendent for a 15% budget cut in two weeks. The Principal must determine the process for arriving at the cuts, who to involve in the process, and how to drive alignment around priorities.<br>**Assessment:**<br>● Passing scores on Inquiry Project Prospectus and Discussion Rubrics<br>● Documentation of actions taken as a result of mentor interactions. |
| **9. 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; | **NRPLA**<br>● Communication plan<br>● Mentor Interactions<br>● Field Experiences | **Activity:**<br>● **Communication Plan –** The candidate will create and implement a plan that includes goals, measurable strategies, and a monitoring schedule to reciprocally listen to and communicate with students, staff, parents, and community stakeholders.<br>● **Mentor Interactions** concerning communication with students, staff, parents, and community stakeholders<br>**Assessment:**<br>● Documentation of the candidate reciprocally listening to and communicate with students, staff, parents, and community stakeholders.<br>● Mentor Interactions<br>● Field experiences indicate opportunities to communicate goals to students and the community |
| b. Recognizes individuals for effective performance; | **NRPLA**<br>● Observation/Walk-Through Discussion | **Activity: Observation/Walk-Through Discussion:**<br>**Assessment:** Documented mentor interaction |
| c. Communicates student expectations and performance information to students, parents, and community; | **NRPLA**<br>● Inquiry Project Prospectus<br>● Inquiry Project | **Activity:**<br>● **Inquiry Project Prospectus**<br>● **Inquiry Project**<br>**Assessment:**<br>● Inquiry Project Prospectus requires evidence of communication with students, teachers, parents and community related to the goals and outcomes of the project<br>● Project presentation requires evidence of above. |
| d. Maintains high visibility at school and in the community and | **NRPLA**<br>● Inquiry Project Prospectus | **Activity:**<br>● **Inquiry Project**<br>● **Inquiry Project Presentation** |

| | | |
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| regularly engages stakeholders in the work of the school; | ● Inquiry Project Presentation | **Assessment:**<br>● The Inquiry Project Rubric requires evidence of engaging others in the work of the project<br>● The Inquiry Project Presentation Rubric requires evidence of how others learned/grew from the effort of doing the project |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | **NRPLA**<br>● Mentor Interactions<br>● Field Experiences | **Activity:**<br>● **Community Partnerships – Digital Readiness Simulation/Discussion Mentor Interactions**<br>● **Field Experiences**<br>**Assessment:**<br>● Participation in the discussion and passing scores on all areas of the associated rubric<br>● Documentation of actions taken as a result of mentor interactions.<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |
| f. Utilizes appropriate technologies for communication and collaboration. | **NRPLA**<br>● **All Discussion Board Interactions** | **Activity: Discussion Board Interactions**<br>**Assessment: Passing scores on all discussion rubrics** |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | **NRPLA**<br>● **Mentor Interactions** | **Activity:**<br>● **Mentor Interactions**<br><br>**Assessment:**<br>● **Artifacts that present evidence that the candidate had ongoing communication with stakeholders and took action as a result** |

| Domain 4: Professional and Ethical Behavior | | |
|---|---|---|
| **10. Professional and Ethical Behaviors:** 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.; | **NRPLA**<br>● The Ethical Educator | **Activity: The Principles of Ethical Leadership in Education Assignment** – This scenario-based assignment asks the candidate, acting as principal and working with a team consisting of school personnel, and community members, to make and justify ethical decisions by based on the definitions of professional behavior<br>**Assessment:** Completion of assignment and scores on associated rubric |
| b. Demonstrates resiliency | **NRPLA** | **Activity: Critical Incidents Forms 1 - 3**: See 6d above for description |

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| | | |
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| by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; | Critical Incidents Forms 1-3 | **Assessment:** Passing scores on rubrics for Critical Incidents: |
| 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; | **NRPLA**<br>● Inquiry Project<br>● Field Experiences<br>● PDA Module | **Activity:**<br>● **Inquiry Project**<br>● **Field Experiences**<br>● **PDA Module: Teaching Students with Disabilities**: See 3d above for description<br>**Assessment:**<br>● Embedded Course Assessments and Certificates of Completion<br>● Project related data analysis reflects monitoring of achievement gap closure for all subgroups<br>● Documentation of field experience design as well as artifacts that point to mastery of this standard |
| d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; | **NRPLA** | **Activity:** All activities associated with the course, including the William C. Golden courses. Based on the FPLS Inventory through Leadership 360, participants will take two courses within WCG in addition to those already assigned.<br>**Assessment:** Certificate of Completion of two additional WCG courses |
| e. Demonstrates willingness to admit error and learn from it; and, | **NRPLA**<br>Critical Incidents Forms 1-3 | **Activity: Critical Incidents Forms 1 - 3**: See 6b above for description<br>**Assessment:** Passing scores on rubrics for Critical Incidents: |
| f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. | **NRPLA**<br>FL Leadership 360 Assessment | **Activity:**<br>● **Florida Leadership 360 Assessment: http://www.myflorida360.com/**<br>● **Mentor Interactions**<br>**Assessment:**<br>● Mentor Interactions include review of the candidate's progress with recommendations for growth<br>● Documentation of action taken on feedback from Leadership 360 and /or other assessments |

**Indicator 1.1**: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

The following criteria must be met to receive a rating of Acceptable.

The school district describes:

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:**
    a.  **Hold a Florida certificate in educational leadership (Level 1);**
        Only applicants for whom the district Human Resources Department certifies as holding a valid certification in Educational Leadership (Level 1) will be considered for acceptance into the program. Applicants are required to provide a copy of a valid certificate stating Level 1 certification, as proof of this requirement.
    b.  **Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and**
        Each applicant is responsible for providing summative performance evaluations for the most recent two years that indicate overall performance levels of either Effective or Highly Effective. Applicants who fail to provide this documentation will not be considered for the program (pp.)
    c.  **Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;**
        Applicants are required to certify successful instructional leadership responsibilities by documenting:
        1.  A minimum of one year as a school administrator or its equivalent
        2.  A summative rating of effective or higher as measured by the Gilchrist County School District School Leader Assessment, for each of the years previously served as a school-based administrator.
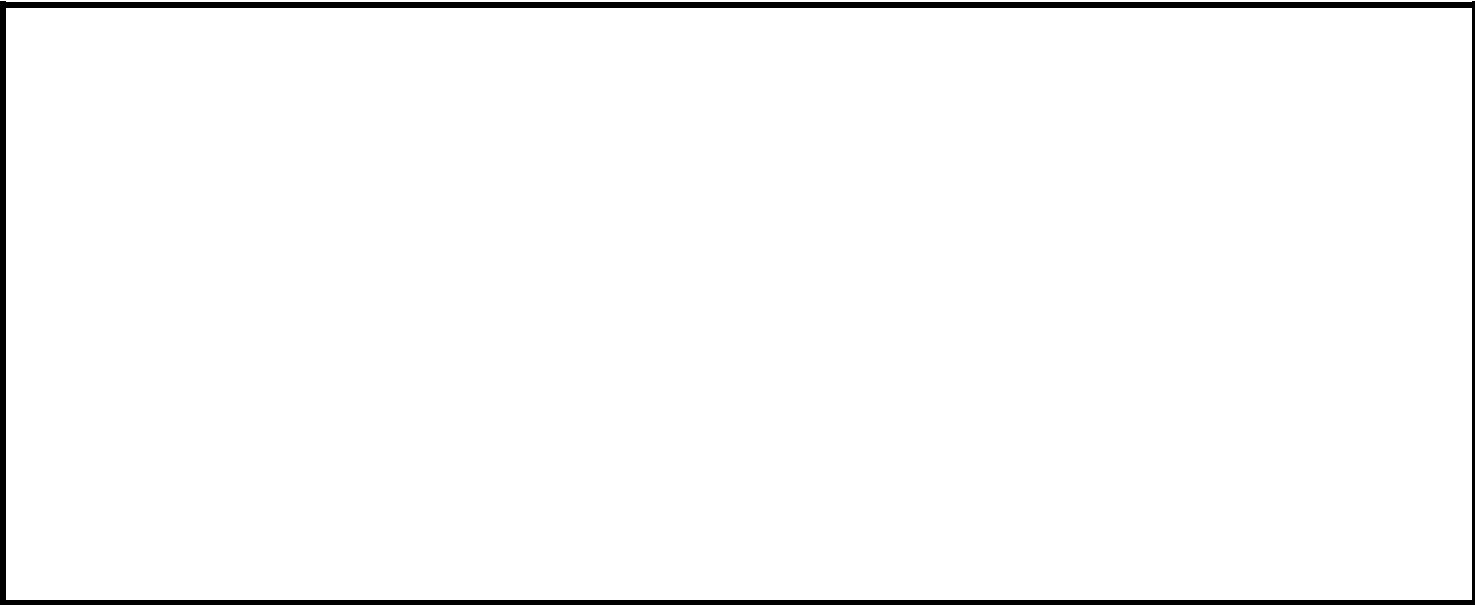2.  **Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews;**
    Selection Criteria:
    ●  Eligible applicants are those who have successfully completed all requirements as listed under 1.1
    ●  From the pool of eligible applicants, program candidates will be chosen based on:
        o  Written Letter of Intent to participate in the Level II School Leadership Program
        o  Candidate Resume' including a listing of the candidate's most recent assignments as a school-based administrator and the instructional leadership responsibilities of each of those positions
        o  The summative evaluations from the candidates prior two years
        o  The selection process will always give priority to school-based principals who have not previously obtained school principal certification. It is a goal of the Gilchrist County School District that all buildings principals either hold school principal certification or be working to obtain it.
        o  In the event that there is a limited number of slots available due to budgetary restrictions or other unforeseen occurrences, the letter of intent, resume and prior two summative evaluations will be reviewed by the Superintendent and Assistant Superintendent (giving priority to newly appointed school-based principal(s) without school principal certification), and place the candidates in rank order. The available slots will be assigned according to this ranked list.
3.  **Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.**
    ●  The district will compile data each year on the following:
        a.  Total number of program applicants
        b.  Total number of applicants deemed eligible, as defined by 1.1 (a-c)
        c.  Percentage of applicants who are eligible
        d.  Number and percentage of eligible applicants who are admitted to the program
        e.  Number and percentage of eligible applicants who exit the program prior to completion
        f.  Reason(s) for each candidate's exit (for those who exit prior to completion.) Interview conducted with each exiting candidate.
    ●  These data will be used for the purpose of making programmatic improvements, including improvements to the eligibility process, as well as to the methodologies used to select from the pool of eligible candidates.

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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.

**The following criteria must be met to receive a rating of Acceptable:**

**The school district provides:**

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:**
   a. **Title for each course within the competency-based curricula;**
   b. **Performance measure or indicator that is being assessed; and**
   c. **Title and description of critical task or assessment activity**
      See pp._____ for detail of each of the elements above.

**The school district describes:**

2. **The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986, F.S.**
      Decisions about the inquiry topic for a candidate include discussion with the candidate's mentor regarding alignment of the project content to the FPLS and student need as well as candidate evaluation data. Mentor log reflections should indicate the elements of the discussion leading to a plan that is aligned to candidate need. In addition, the rubric attached to the inquiry prospectus development process includes at least one standard related to alignment to each of the above-mentioned elements. If alignment is not clearly articulated, or misaligned in some way, resubmission of the prospectus is required.

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.;**
      Each task, assignment, and assessment are assessed via use of an associated rubric. Each rubric contains a standard of mastery to include the candidate's reflection on how the work in that task, assignment, or assessment aligns to FPLS

   b. **Personnel evaluation criteria under s. 1012.34, F.S.; and**
      Mentor conversations include required elements of candidate progress. After each of three reports from the Regional Review Council, there is a required discussion with the mentor regarding the results of the report, and the candidate's progress to date.

   c. **William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;**
      There are required elements of the William Cecil Golden program included in the program. Those elements include a "Course of Choice" that is based on a choice made by the candidate. The course is chosen only after a conversation with the mentor about the personal learning needs of the candidate, as revealed by data from the WCG FPLS Inventory, the results of a 360 assessment, and the candidate's most recent district administrator evaluation data.

4. **The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;**
      Each candidate's plan is individualized by it is inquiry based. The topic, as has been stated, is chosen based on several metrics that speak to the needs of the individual candidate, his/her students.

5. **The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and**
      This will be accomplished via rubric-driven feedback to individual candidates that is stored in a Moodle LMS. Data in this portfolio can be analyzed in real time by the candidate, the mentor, and the district, including the program facilitator. A regular schedule for feedback is established on a daily/weekly basis. In addition, Regional Review Council analyzes candidate work and gives feedback three times during the program.

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.**

Remediation will be provided by the program facilitator using regular (daily or weekly) feedback on all tasks, assignments, and assessments. District staff and candidate mentors will also participate in regular feedback sessions with candidates. These sessions are framed by progress feedback from Regional Review Council, which will convene four times during the program. Program remediation, for candidates who are not making progress, will be a collaborative effort between the district and NEFEC. Upon gathering data revealing that a candidate is not making progress, the district will be notified, and begin the process of developing a remediation plan specific to the needs of the candidate. The district and the candidate's mentor will monitor this plan.

**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.

**The following criteria must be met to receive a rating of Acceptable:**

**The school district describes:**

1. **The process of how it will collect, monitor and analyze evidence to include:**
   a. **Program candidates' field experience performance evaluations in demonstration of FPLS;**

   All field experiences and coursework in the program are evaluated using a rubric that is specific to the task, assignment, or assessment. Each rubric contains a mastery standard that aligns to the relationship of the work to the FPLS. All artifacts amassed by candidates in the program process are housed in a Moodle LMS. Performance analysis is conducted using multiple methods, involving the candidate, mentor, district staff, program facilitator, and NEFEC staff.

   b. **Number and percentage of program completers who are placed in school principal positions in Florida public schools;**

   District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked using exit interview data.

   c. **Number and percentage of program completers who are placed in school    principal positions in the school district;**

   District will compile data on candidate placement at the end of each program cohort, and monitor "movement" of candidates into principal positions annually. Data on frequency of program completers moving into principal positions, and the success rate of those who do will be monitored by the district annually. When a completer moves to another district to take a principal position, this will be tracked using exit interview data.

   d. **Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**

   District will annually review the performance of completers placed in principal positions by analyzing data from school grade results, percentage of teachers rated Effective and Highly Effective, as well as results from their district administrator evaluation.

   e. **Other data results under consideration by the district.**

**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.**

**The following criteria must be met to receive a rating of Acceptable:**

**The school district describes:**

1. **How field experience and internship placement settings are selected, utilized, and evaluated 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 highlighted in section 1012.562(1), F.S.;**

Candidates participate in a program that is inquiry-based. Inquiry subject matter is chosen by candidates in collaboration with their principal and their mentor (if other than the principal) and must earn approval, according to a scoring rubric, before work in the project can begin. The scoring rubric includes mastery standards for alignment of the project design and work to the FPLS, the goals of the school for student achievement, and the candidate's professional learning needs (as revealed by the Leadership 360 Assessment and evaluation data) The inquiry project's implementation is evaluated by a trained, qualified facilitator who scrutinizes and gives regular feedback to candidate work in assignments and assessments. These evaluations and feedback are given through the lens of a performance rubric that is attached to each task, assignment, and assessment. Each rubric has a required element of standards alignment.

2. **The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and**

Individuals who facilitate the online components of the program or who serve as members of the Regional Review Council (those who give feedback on candidate progress) must have been a principal for at least three years, have been a high-performing principal (served a school that received an A or B grade) and must have previous experience with conducting formal administrator inquiry. Candidate mentors must have at least three years' experience as a principal and have received ratings during that time of either Effective or Highly Effective. Facilitators will receive 12 hours of training related to use of the Moodle Learning Management System (LMS) and six hours of training related to giving feedback to the required inquiry elements using the associated rubrics. Mentors receive six hours of training on Effective Mentor/Protégé' Relationships, using a program developed by the National Association of Elementary School Principals (NAESP). This training will be facilitated by two NAESP nationally certified principal mentors.

Individuals who directly supervise and support candidates during field experiences will be selected based on the following minimum requirements:

a. Must be serving currently as a principal, and have at least two years of experience as a principal and have experience as a principal of a school that achieved high-performing status, OR
b. Be a recently retired principal and have experience as a principal in a high-performing school, OR
c. Be a current district-level administrator or employee of an educational service agency with at least three years of experience as the principal of a high-performing school.

Additional protocols for choosing those who supervise and support the field experiences of candidates include availability of suitable mentors in the district. If the district has no individuals who meet the criteria described in a - c above, then mentors will be sought from neighboring districts, whenever possible.

Training for mentors and others who supervise and support candidates during field experiences includes, but is not limited to:

a. Mentor training series using the NAESP Mentoring Model. Two nationally certified NAESP Principal Mentors provided by NEFEC will conduct this training. More information about NAESP Principal Mentoring Program can be found here: http://www.naesp.org/sites/default/files/mentor%20brochure%208_2011_0.pdf

Training for all mentors and supervisors in the requirements of field experiences. This training will include (but is not limited to) discussions of how to assist candidates in choosing and designing experiences that align with their leadership development needs as

well as how to use the rubrics provided to assess candidate standards proficiency in field experiences as measured by FPLS. The training will be conducted in concert with our NEFEC partners.

3.   **The plan for ensuring that candidates have high quality field experiences in a variety of purposeful PreK - 12 settings.**

Adherence to the rubric associated with each assessment and activity helps to ensure a high-quality experience for those who complete the work successfully.  Work and thought processes (especially in the inquiry design phase) that do not meet the standard set forth by the associated rubric are resubmitted after targeted feedback from the facilitator.  Variety is achieved through a program design that allows for individuality in inquiry project choice, and in the mentor experience.  Candidates are required to log a minimum number of hours meeting with their mentor to discuss and reflect on pre-determined topics.  They are also required to visit schools that contain grade bands other than the ones at their job assignment.  The purpose of these visits is to discuss the evaluation process and, when possible according to collective bargaining agreements, conduct and reflect on parallel teacher observations with trained observers at the schools they visit.

Each candidate will be required to complete, in addition to the required inquiry project, a set of additional field experiences at locations other than his/her "home" school.  The district must approve the design of each field experience before the candidate receives approval to participate in the experience. The requirements for these field experiences are as follows:
   a.   A minimum of one experience in each grade band, other than that of the "home" school (e.g., if the candidate currently works in a K-5 school, then a minimum of 1 experience each at a middle AND high school would be required, in addition to the multiple field experiences embedded in the inquiry project.)  If the candidate chooses to participate in a field experience at a 6-12 Middle/High school, one experience from each of those grade bands (6-8 and 9-12) would be required.)
   b.   If a candidate's school is a PK-12 school, the candidate would be required to design and implement a field experience that occurs in a school other than the home school for two of the grade bands (PK-5, 6-8 and/or 9-12)
   c.   Each field experience will be designed with the candidate's needs in mind, according to the results of surveys (Florida 360, FPLS Survey) and the candidate's Deliberate Practice targets, and/or other district measures, where appropriate.
   d.   Each field experience should include a "shadowing" experience, wherein the candidate follows an experienced principal for a pre-determined period of at least ½ school day. This shadowing experience should include both an interview of the person being shadowed, and a reflection of the shadowing experience.
   e.   Each field experience will be accompanied by a corresponding task.  This task is to be designed by the candidate, in conjunction with his/her mentor.  The design of the task should be such that the candidate can demonstrate mastery of the Florida Principal Leadership Standards that align to the task. The direct focus of the task should be primarily on the elements of the standards pertaining to instructional leadership. The task, at minimum, should require both a written reflection of the shadowing experience and some type of implementation of what was learned, at the candidate's home school. OR, the candidate's experience could include the candidate sharing something with the staff (teams, individuals, full faculty) of the school he/she is visiting.  The design of each task will align to the appropriate Florida Principal Leadership Standard(s) for the candidate's learning needs.
   f.   One of the field experiences should include work with students and/or programs within specialized populations that are outside the candidate's present experience. (ELL, ESE, Pre-K, CTE, etc.…)
   g.   The academy facilitator(s) will determine the mastery of skills designed within each field experience by examining artifacts and reflections presented by the candidate against a rubric designed for such a purpose.

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

**The following criteria must be met to receive a rating of Acceptable:**
**The school district describes:**
   1.   **How program candidates demonstrate the core expectations of effective school administrators during field experiences;**

Core expectations will be demonstrated through each candidate's assessment of work in the inquiry project, in associated coursework, in the quality of their reflections from their field experiences at other schools, and through reflections resulting from discussions with their mentor.  Rubrics associated with tasks, assignments, or assessments require the candidate to connect learning within the experience to the FPLS, to the needs of students at the school and/or to their own personal professional development needs.  Candidates receive regular feedback from the program facilitators regarding these connections to standards.

There is an associated rubric that corresponds to each set of field experiences.  This rubric contains elements that measure mastery in terms of:

a. Appropriateness of design of each field experience, in terms of its ability to be demonstrate elements of the Florida Principal Leadership Standards.
b. The degree to which the critical elements of the field experience were implemented at the candidate's home school
c. The degree to which this implementation demonstrates mastery of the Florida Principal Leadership Standards
d. The degree to which the candidate considered the impact of his/her new learning implementation on the staff at his/her home school, or at the school where the experience took place (if the field experience was implemented at the visited school.)

The candidate's mentor principal will score each rubric associated with a field experience and, where appropriate, the principal of field experience site. Scoring at or above level 3 on the 4-point rubric indicates mastery. Each element must be scored at level 3 for mastery for the set of associated FPLS. In a case where both the mentor and the site principal score the rubric, both scorers must agree that each rubric element scores at 3 or above for satisfactory completion to be attained. Design elements will be scored by the candidate's mentor prior to the field experience, to determine each experience's (or set of experiences') capability to demonstrate the associated FPLS. If design elements are not scored at a 3 or higher, the candidate will be asked to amend the description of the experience (with input from the mentor) until it can adequately test mastery of the associated FPLS. This process must be completed prior to the candidate embarking on the experience set.

## 2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;

Feedback on progress comes in multiple forms. First, candidates receive feedback weekly (sometimes daily) from program facilitators on quality of work and experiences based on associated rubrics. This feedback is provided for EVERY assignment, assessment and task. Secondly, three times during the project, Regional Review Council, consisting of trained, qualified administrators, convenes to conduct a "blind" review of candidate work. This review results in a report of candidate progress in terms of timeliness, quality, and inquiry project progress. The report is forwarded to the candidate, to the candidate's mentor, and to the district representative who oversees the work of the candidate. There is a required conversation and reflection with the mentor upon receipt of this report. In cases where the program remediation requirements dictate, a formal plan for improvement is implemented.

## 3. How program candidates' performance in high quality field experiences will be collected, evaluated and analyzed; and

Each candidate will use the program process to build an electronic portfolio, which will be housed within the Moodle Learning Management System, which is managed by our program partners at the North East Florida Educational Consortium. The portfolio will contain the work of the inquiry process, as well as required coursework completed by the candidate. These experiences, as previously stated, will be evaluated using a series of rubrics, especially designed for each task, assignment and assessment to gauge the quality of work through the lenses of the FPLS, needs of students at the candidate's school and the personal professional learning needs of the candidate, as expressed through his/her evaluation data. In addition to weekly/daily assessments by the program facilitator, the Regional Review Council will assess the portfolio three times during the program.

Once each quarter (at the close of each segment), a Regional Review Council (facilitated by NEFEC staff) will convene. This council consists of current and former school-based administrators with experience in high-performing schools. Part of their task will be to examine the work of candidates during that quarter. They will examine and give written feedback to three areas of each candidate's work, individually:
a. Assignments and Assessments
b. Progress and content of the Inquiry Project
c. Performance scores (from rubrics) of field experiences for each candidate

They will also receive a written report from each candidate's mentor. This report will include documentation of participation in the required number of mentoring hours for that quarter, as well as a synopsis of the mentor/protégé discussion topics (to include the required topics for that quarter.)
A rubric will be used that will have three parts:
a. Performance for the quarter on assignments and assessments
b. Progress and performance in the tasks associated with the inquiry project (this section of the rubric will include not only a score, but also written feedback from council members on project particulars)
c. Performance score for any field experiences of the candidate during that quarter. This section of the rubric will include scores for the quality of the field experience design, the quality of the associated artifacts presented, and the outcomes of

experiences, in terms of FPLS mastery.

This written report of the above elements will be submitted to the candidate, the leadership contact in the candidate's district, and the candidate's superintendent.  In addition, the electronic versions of all candidate work are stored in a Learning Management System (Moodle).  Each district contact has a login that can be used to access each candidate's work, feedback and "grade book" at any time.  A portion of each quarterly meeting of the Regional Review Council will be for the purposes of:

- Examining the quality of field experiences, and making recommendations to districts about field experience quality, in terms of design, implementation, and alignment to the Florida Principal Leadership Standards (particularly those directly related to instructional leadership.)
- Examining and reacting to candidate feedback on perception surveys of program components for that quarter.

4. **How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.**

At any time during the program that it is determined a candidate is not making progress in an assignment or assessment, the program facilitator gives targeted feedback and asks the candidate to resubmit.  There is no limit to the number of resubmissions for a given assignment, but the number of times required to complete a task, assessment, or assignment is a matter of permanent record inside the candidate's portfolio,  and can become the subject of a programmatic remediation conversation should a pattern develop.  The Regional Review Council meets three times during the program to evaluate and report on each candidate's progress, using a "blind review" process.  This process requires the committee to conduct a thorough examination of all artifacts of candidate work and give feedback in the form of commendations and recommendations.  They are charged with looking for patterns or excellence or challenge in the leadership practice of each candidate, through careful examination of coursework and inquiry implementation processes. When patterns of challenge develop, the district can initiate a process through which the candidate receives ongoing assistance in completing a remediation plan that is developed through collaboration between the candidate and his/her mentor.  Candidates who fail to meet the standard on every element of every rubric for every assignment, assessment and task cannot successfully complete the program.  Candidates who do not meet the rubric criteria for each assignment, assessment, and task by the date of the culminating activity (the inquiry research showcase) are not eligible to participate in the showcase and cannot successfully complete the academy.  Candidates who exit the program prior to successful completion may be ineligible for re-entry into the program for a period determined by the district.

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

<u>The following criteria must be met to receive a rating of Acceptable:</u>
The school district describes:
1. **The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:**

    a. **Program candidates' field experience performance evaluations in demonstration of FPLS;**
Candidate field experience evaluations are housed in the electronic portfolio within the Moodle LMS. These evaluations (according to rubrics associated with each task, assignment, and assessment) are accessible by the candidate, the program facilitator, and district staff in "real time."

Once each quarter (at the close of each program segment) the Regional Review Council will convene (facilitated by NEFEC staff). A written report of candidate's proficiency ratings (as evaluated according to rubrics designed specifically for this purpose) will be submitted to each candidate's district, and to the candidate's district superintendent. The report includes proficiency ratings (as determined through the rubric) for demonstration of the FPLS associated with the field experiences of the candidate during that quarter. Not only are individual candidate proficiencies reported to the district through this process, but aggregate ratings are reported to the district as well, for the scores of experiences. This allows the district staff to evaluate the quality of the field experiences, and thereby, to evaluate the process of pre-approval for these experiences. The quarterly reports submitted by the Regional Review Council will be sent to the candidate, the candidate's mentor, his/her district contact and the candidate's superintendent no later than one week after the conclusion of the Regional Review convening. For candidates who are making adequate progress, the results of the council feedback will be discussed, at a minimum, with the candidate's mentor. A report will be sent to the academy facilitator, documenting the particulars of this discussion. Copies of this report will be sent to the district representative and the mentor and used by the district to monitor candidate progress. For candidates who are found to not be making adequate progress in each quarter, a written plan of action will be designed with input from the candidate, his/her mentor and the district. If adequate progress is not met in two successive quarters, the superintendent will be notified, and a decision made concerning the candidate's fitness to continue the program.

    b. **Number and percentage of program completers who are placed in school principal positions in Florida public schools;**
The district will conduct exit interviews when a person leaves the district. Based on this interview, data will be collected and analyzed that reflects instances when program completers accept principal positions in other districts (in and out of state)

The district will annually compute the percentage of completers of the program who are placed in school principal positions in Florida by conducting exit interviews when completers leave the district to take principal positions in other schools in Florida. Data will be collected, and analysis will be conducted as to the stated reasons for candidate departure. The results of the analysis will be discussed in a program review at least annually and used to adjust where deemed appropriate.

    c. **Number and percentage of program completers who are placed in school principal positions in the school district;**
In partnership with NEFEC, the district will compile a report that details this information at the close of each program cohort. Adjustments to entry criteria, for example, may be made based on number/percentage of program completers being placed falls below a certain threshold determined by the district. The district will annually compute the percentage of completers of the program who are placed in school principal positions in the district. A comparison of data from those leaving the district to pursue principal positions (both in state in other districts and out of state) will be conducted annually, to determine trends, if any.

    d. **Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and**
The district will compile assessment results data on all program completers annually and use these results to make programmatic adjustments when appropriate.

The district will annually compute the percentage of past successful program completers' administrative performance evaluation scores by category, for the purpose of determining trends. These data will be used to ensure that our highest performing principals are placed in areas of greatest need.

    e. **Other data results under consideration by the district.**

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

**The following criteria must be met to receive a rating of Acceptable:**

**The program describes:**

   a. **The process it will use for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement.**

In partnership with NEFEC, the district will compile data on candidates who exited the program before completion to determine trends in exit causes. The district will also compile data on program completers in terms of number and percentage with Effective and Highly Effective ratings and school grade performance ratings (school grade). Perception data will also be collected from candidates who exit and those that complete. This perception data will be collected from both exited candidates and completers. The district with the help of NEFEC, will collect and analyze data on program applicants who were not accepted, for the purpose of refining the application procedures and requirements. All these data will be compiled annually.

The district will use these data to determine areas of strength, as well as areas of growth in the overall district program. For example, data used to determine the percentage of completers who achieve Highly Effective or Effective ratings in the district administrator evaluation system will be "drilled down" into to determine scores on individual evaluation system components. Those components will be aligned to the components of the district's Level 2 program, to assist in determining if there is a correlation between areas of strength (or challenge) within the Level 2 program and those of the evaluation system. These data will further be used to make programmatic changes, in instances when areas are found to lack strong correlation over time. In instances where there is found to be a trend toward lower evaluation scores among program completers, the course content, facilitation, and entry processes will be examined and adjusted.

   b. **Strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process.**

At the close of each 15-month cohort, a meeting of a regional program advisory council will convene for the purpose of examining programmatic survey and all other data, from candidates who exit and those who complete. In addition, information will be gathered from the program facilitator and members of the Regional Review Council The result of this meeting will be a report that lists recommendations for program adjustments/improvements. This committee will consist of district staff, program completers from current and former cohorts, and a faculty member from the University of North Florida's Educational Leadership program. Annual input on program improvements will also be sought from Dr. Nancy Dana, upon whose research the inquiry portion of the program is designed.

   c. **Roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting p-12 student learning, including how stakeholder input will be used.**

**District Representatives**—primarily responsible for recommending, determining, and implementing procedures for enhancing/improving candidate application, acceptance, screening, and mentor selection processes. Also gives input to need for new/different components that align with standards and current content relevant to school-based administrators.

**Program Facilitators**—primarily responsible for providing data on candidate performance, satisfaction, and completion. Assists in decision-making process by making recommendations on content and process enhancements. Provides guidance related to timing and sequence of tasks, assignments, and assessments.

**University Partner (UNF)**-primarily responsible as an outside expert in program alignments to FPLS and relationship to state-approved Level 1 programs.

**University Partner (UF)-**informal expert consultant on inquiry content and processes

**Program Completers**—primarily responsible for giving input to the timing and sequence of program curriculum, as well as content enhancements, in terms of the need for content relevancy to current job responsibilities of the principal.

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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: | 60 | ☐ |
| | a. Hold a Florida certificate in educational leadership (Level 1); | 60 | ☐ |
| | b. Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and | 60 | ☐ |
| | c. Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.; | 60 | ☐ |
| 1.1.2 | Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and | 60 | ☐ |
| 1.1.3 | Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program. | 60 | ☐ |

**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: | 46-59 | ☐ |
| | a. Title for each course within the competency-based curricula; | 46-59 | ☐ |
| | b. Performance measure or indicator that is being assessed; and | 46-59 | ☐ |
| | c. Title and description of critical task or assessment activity | 46-59 | ☐ |
| 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; | 61 | ☐ |

| Standard | Criteria for Transitional Program Approval | Location / Page Number | Standard Met (DOE use) |
|---|---|---|---|
| 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.; | 61 | ☐ |
| | b. Personnel evaluation criteria under s. 1012.34, F.S.; and | 61 | ☐ |
| | c. William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.; | 61 | ☐ |
| 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; | 61 | ☐ |
| 1.2.5 | The plan for analyzing candidate performance data at the individual level to ensure candidate's mastery of the curricula; and | 61 | ☐ |
| 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. | 61 | ☐ |

**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) |
|---|---|---|---|
| 1.3.1 | The school district describes: The process of how it will collect, monitor and analyze evidence to include: | | ☐ |
| | a. Program candidates' field experience performance evaluations in demonstration of FPLS; | 62 | ☐ |
| | b. Number and percentage of program completers who are placed in school principal positions in Florida public schools; | 62 | ☐ |
| | c. Number and percentage of program completers who are placed in school principal positions in the school district; | 62 | ☐ |
| | d. Results from program candidates' and program completers' performance evaluations required under s. 1012.34, F.S.; and | 62 | ☐ |
| | e. Other data results under consideration by the district. | 62 | ☐ |

**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.

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| Indicator 2.1: Field experiences are completed in a variety of 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. | | | |
|---|---|---|---|
| **Standard** | **Criteria for Program Approval** | **Location / Page Number** | **Standard Met** |
| 2.1.1 | How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and Rule 6A-4.00821,F.A.C. and in service of purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.; | 63 | ☐ |
| 2.1.2 | The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and | 63-64 | ☐ |
| 2.1.3 | The plan for ensuring candidates have field experiences in a variety of p-12 settings. | 64 | ☐ |
| Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards. | | | |
| **Standard** | **Criteria for Program Approval** | **Location / Page Number** | **Standard Met** |
| 2.2.1 | How program candidates demonstrate the core expectations of effective school administrators during field experiences. | 64-65 | ☐ |
| 2.2.2 | How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement; | 65 | ☐ |
| 2.2.3 | How program candidates' performance in high quality field experiences will be collected, evaluated and analyzed; and | 65-66 | ☐ |
| 2.2.4 | How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships. | 66 | ☐ |

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