

**BRADFORD COUNTY  
SCHOOL DISTRICT**

**2008 - 2009**

**DISTRICT LEADERSHIP DEVELOPMENT  
AND PRINCIPAL CERTIFICATION  
PROGRAMS**

*SUPERINTENDENT:*  
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BCSB Approved June 23, 2008

**Mission:**

**Our Responsibility-Quality Education for ALL Students!**

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## Checklist for Evaluation of School Principal Preparation Programs Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

These standards and associated criteria reflect statutory requirements of section 1012.986, Florida Statutes, and revisions to Chapter 6A-5.081, F.A.C., adopted by the Florida State Board of Education in May 2007. Additional information concerning the program approval process may be obtained through the Bureau of Educator Recruitment, Development and Retention, 850.245.0435.

Standard 1. Core Curriculum Content			
The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.			
1.1 The Florida Principal Leadership Standards and competencies are translated into a customized, competency-based developmental program that is tailored to the needs of aspiring Principals.			
Criteria for Transitional Program Approval	Required Elements	Type of Documentation	Location/ Page #
1.1.1 The overall competency-based design for the preparation program is aligned with the Florida Principal Leadership Standards and competencies.	Program documentation (matrix, curriculum map, other tool) reflects planned professional development through which the candidate can practice and fully demonstrate each of the Florida Principal Leadership Standards.	Narrative: Background & Need	13
1.1.2 The program design places greatest emphasis on the role of the school leader in improving curriculum, instruction and student achievement.	Program documentation (matrix, curriculum map, other tool) reflects multiple opportunities for the candidate to practice application of knowledge with the purpose of improving curriculum, instruction and student achievement.	Crosswalk of PLA Training-Table A	18
1.1.3 Customized competency-based learning plans are developed for aspiring principals using valid data gathered from self-assessment, selection, and appraisal instruments aligned with the competencies to be demonstrated in the program.	The process for developing and monitoring an individual learning plan based on assessed needs of the candidate and the required competencies is described. Copies of self assessment, appraisal, and other instruments utilized in the process are included.	Crosswalk with PLA Inventories and Self-Assessments- <b>Highlighted</b> Table A	18

1.1.4	These customized learning plans include competency-based professional development opportunities and job embedded learning experiences appropriate to the needs of aspiring principals.	The sample of a customized learning plan is included showing the professional development/learning activities and the process by which they are: 1. based on the results of the needs assessment, 2. integrated into a candidate's job duties, and 3. addressing ESOL/ELL and other statutory requirements in school principal training	Narrative-Program Design	20-25
1.1.5	A qualified, experienced leadership team, including a high performing principal, guides and supervises aspiring principals during their preparation.	Documentation certifies the qualifications of each member of the leadership team, and specifies the teams' responsibilities in relationship to program objectives. Monitoring tools or appraisal instruments to be used by the team are included here, or referred to if same instrument(s) utilized and included under Standard 2.	Narrative— Support Team	23, Appendix CC Support Team Document Form
<b>1.2 The program provides learning opportunities and experiences that foster the understanding and application of competencies aligned with each of the Principal Leadership Standards and incorporate appropriate elements of the W. Cecil Golden School Leadership Development Program.</b>				
1.2.1	Program learning opportunities and experiences are designed to ensure mastery of competencies for improving student learning.	Appropriate professional development or field experience descriptions include the activities or experiences that provide the candidate with the opportunity to demonstrate mastery of each required competency. Documentation includes where appropriate tools and/or resources of the William Cecil Golden School Leadership Development Program are incorporated.	Narrative-Program Design  Fl Leadership Stds	20-27  Appendix B
1.2.2	Aspiring principals are engaged in solving on-the-job problems with greatest emphasis on the school leader's roles in improving curriculum, instruction, and student achievement.	Activities are placed throughout the program that engage aspiring principals in solving on-the-job problems specifically related to curriculum improvement and student achievement. Documentation includes where activities are planned and where appropriate tools and/or resources of the William Cecil Golden School Leadership Development Program are incorporated.	Narrative-Program Design  Fl Lead. Standard Correlates to Job Tasks	20-27  Appendix V-Y

<b>1.3 Field experiences are designed and implemented to provide opportunities for aspiring principals to apply program knowledge and demonstrate required leadership competencies.</b>				
1.3.1	Field experiences are integrated with professional preparation.	Program documentation shows field experiences throughout the program which are linked directly to planned professional development. Placement of field experiences may be shown on the matrix or curriculum map.	Narr.-Prog Design, School Bd Mtg and Shadowing Forms, Fl Lead. Stds-Job Tasks Correlates	20-27, Appendix Z –AA Appendix V-Y
1.3.2	Field experiences are designed to provide application, practice, and reflection on concept skills, and procedures essential for leading school improvement and improving student achievement.	Field experience descriptions clearly describe application, practice, and reflection on concept skills based on Florida Principal Leadership Standards and the goals of school and student achievement improvement.	Narr.-Prog Design, School Bd Mtg and Shadowing Forms, Fl Lead. Stds-Job Tasks Correlates	20-27, Appendix Z –AA Appendix V-Y
1.3.3	Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.	Field experience descriptions clearly describe processes and tools for monitoring the aspiring principals' progress by providing timely feedback and guidance on their performance in specific activities and overall progress in demonstration of the principal leadership standards.	Narrative-Prog Design  Support Team Form	23  Appendix BB
<b>1.4. Program learning opportunities are delivered and field experiences are supervised by qualified personnel.</b>				
1.4.1	Program staff has the appropriate education background and school experience to deliver the required learning opportunities effectively.	Program documentation includes background information to verify qualifications for all program staff. Information should include 1. administrative position(s) held in K-12 settings (examples: vice-principal, principal, director in an educational setting where supervision of teachers was a major responsibility of the position, etc.) 2. years of experience in each position included	Support Team Documentation Form	Appendix BB
1.4.2	Candidates' field experiences are supervised by principals who have dealt successfully with the issues and or problems being addressed.	Field experience supervisors' documentation includes information from 1.4.1. and certification that appropriate successful experiences related to the field experience goals was earned.	Support Team Documentation Form	Appendix BB

1.4.3 Valid techniques have been developed to obtain candidates' feedback on the quality of the overall experience and to share the feedback with program staff to improve program quality.	The process and instrument(s) used to obtain candidate feedback on field experiences is included in field experience descriptions.	District Inservice Evaluation Form	Appendix DD
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**Standard 2. Candidate Performance**  
Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

2.1. Methods and procedures aligned with the required curriculum have been established to assess aspiring principals' mastery of program competencies as they progress through their preparation program.

Criteria for Transitional Program Approval	Required Elements	Type of Documentation	Location/ Page #
2.1.1 Accurate assessments are being utilized to assess aspiring principals' mastery of required curriculum competencies as they progress through their preparation program.	Assessment instruments must be included in program documentation. Each instrument used must clearly reflect the leadership standards that are being assessed by that instrument. The system for recording and tracking candidate assessment results is described. Explanation should include program staff responsibilities, data collection and management processes, and monitoring tools (if applicable).	Narrative-Portfolio  Administrative Performance Appraisal Form	22,25  Appendix L
2.1.2 Results from these assessments are used to a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed b) track their progress in meeting the performance expectations for the preparation program, and c) create a remediation plan and timeline where	A systematic process is described that provides candidates with specific information on their progress in mastering each of the Florida Principal Leadership Standards. Progress should be linked to professional development/field experience activities described in standard 1. Explanation should include how candidates can access the information and at what point progress results will be used for development of a candidate's	Narrative-  Administrative Performance Appraisal Form	22,25  Appendix L

	needed.	remediation plan.		
2.1.3	A Committee made up of school district staff and higher education institution and/or other out of district qualified persons is established to review candidates' progress on assessments to identify any individuals who are not making adequate progress in mastering the competencies of the school principal.	Program documentation should describe the membership and responsibilities of the committee in relation to expected outcomes and individual candidate progress.	Narrative-Completion Criteria	22,25,27
2.1.4	All assessments are developed collaboratively and are tied to the Florida Leadership Standards, district developed competencies and the comprehensive duties of the school principal.	Program description includes the process, including specific collaboration for development of assessments. Links to FPL Standards, district-developed competencies and duties of the school principal may be described in narrative form, shown on the professional development matrix, or on assessment instruments themselves.	Administrative Performance Appraisal Form	Appendix L
<b>2.2</b>	<b>A process has been developed to determine and record which candidates have successfully demonstrated mastery of all required preparation program competencies and, thus, can be endorsed for School Principal Certification.</b>			
2.2.1	Candidates' mastery of the required preparation program competencies is recorded on an ongoing basis.	Assessment system documentation includes clear requirements for determining both candidate progress and demonstration at the mastery level for each standard.	Narrative-Portfolio	22,25
2.2.2	A plan is established by which a team of school district leaders and institutions of higher education and/or other non-district qualified persons review each candidate to determine successful completion of the principal preparation program.	Program documentation should describe the membership and responsibilities of the committee in relation to required outcomes and individual candidate program completion.	Narrative-Assessment Evaluation	22,25
<b>2.3</b>	<b>Methods and processes are in place to support and assess program completer's impact on school improvement and student learning using student achievement data during their first years as a school principal.</b>			
2.3.1	An accurate process has been developed to	Data elements and indicators are described for use in this	Program Narrative:	26

	support and assess program completers' impact on school improvement and student learning using student achievement data.	process. A method for collecting and maintaining these data over time for purposes of program improvement is described.	Note Fl. School Report	
2.3.2	Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completers' performance as a school principal.	The process for using these data to affect the planning of professional development for program completers is included.	Program Narrative: Note Fl. School Report	26
<b>2.4</b>	<b>A process is in place to provide assistance to program completers who do not meet their school district's performance expectations during their first two years as a school principal.</b>			
2.4.1	A process has been developed to identify program completers who have not met their school district's performance expectations as a school principal.	A descriptive plan is provided on how the program will identify those program completers who have not met performance expectations as a school principal within their first two (2) years after completing the program. This remediation plan is only required when the candidate is employed in the district where the program was completed.	Narrative-Completion Criteria, Principal Development Plan	25  Appendix M-N
2.4.2	A process is in place for a team of school district leaders and institution of higher education staff and/or other out-of-district qualified persons to recommend what additional assistance might be provided.	A collaborative process is articulated for how completer improvement will be assessed within the remediation process that has been established for the program. This plan will include both university faculty and district staff and how additional support and/or professional development will be provided for their program completers in their first two (2) years of completing the program.	Narrative-Completion Criteria, Principal Development Plan	25  Appendix M-N
2.4.3	The results of the actions taken are documented.	The process of how the results of the remediation plans will be documented and used for program improvement purposes is articulated.	Narrative-Completion Criteria, Principal Development Plan	25  Appendix M-N

### Standard 3. Continuous Improvement

The approved program implements processes to ensure continuous program improvement.

3.1. A formal process is in place for continually monitoring whether the principal preparation program is being implemented as designed and the desired outcomes are being achieved.

Criteria for Transitional Program Approval	Required Elements	Type of Documentation	Location/ Page #
<p>3.1.1 A systematic process has been developed to continuously monitor the program's performance.</p>	<ol style="list-style-type: none"> <li>1. The district will collect and report annually the following data for continued approval purposes as required in Rule 6A-5.081:                             <ol style="list-style-type: none"> <li>A. Admission, enrollment and completion data through the department's regular staff data survey reporting processes (Survey 5).</li> <li>B. Elements of the WCG Program through the department's regular professional development data survey reporting process (Survey 5)</li> </ol> </li> <li>2. The district will collect and maintain for continued approval, longitudinal data that includes placement rates, rehire rates, and retention rates of program completers.</li> <li>3. The district will maintain data for all elements of Standard 2 for use in continuous program improvement.</li> <li>4. The district will collect and maintain data for Criteria 3.2 and 3.3 for use in this process</li> </ol>	<p>Program Narrative-Note</p>	<p>27</p>
<p>3.1.2 School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.</p>	<p>A formal process is articulated for collecting and analyzing data required under Standard 3. The following must be included in the description of this process:</p> <ol style="list-style-type: none"> <li>1. A narrative describing the annual evaluation</li> </ol>	<p>Program Narrative-Assessment and Evaluation</p>	<p>22,25</p>

	<p>process and dissemination of results noting strengths and weaknesses; including a timeline</p> <ol style="list-style-type: none"> <li>2. Composition (positions of the members, e.g. Prof. Dev. Director, Asst. Dean, program coordinator) of the team involved in the data analysis and who will make recommendations for programmatic change.</li> <li>3. A plan for collaborative partnerships with universities/colleges involvement is included.</li> <li>4. Documentation each year of decisions made regarding program improvement are based on results of this process.</li> </ol>		
<b>3.2 A formal process has been established to determine how satisfied the school district is the level of preparedness of program completers for their first year as a school principal.</b>			
3.2.1	A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers.	The process for regularly obtaining and maintaining data regarding the level of satisfaction of school district personnel with appropriately placed program completers is described. Data should be related to program curriculum and/or expected outcomes.	<p>Program Narrative:Note</p> <p>Inservice Evaluation Form</p> <p>26</p> <p>Appendix DD</p>
3.2.2	School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	A formal process is articulated for: <ol style="list-style-type: none"> <li>1. sharing results with staff responsible for delivering the program and supervising candidates, and</li> <li>2. using the data for continuous improvement</li> </ol>	<p>Program Narrative:Note</p> <p>Inservice Evaluation Form</p> <p>26</p> <p>Appendix DD</p>
<b>3.2 A formal process has been established to determine how satisfied program completers are with their level of preparedness for their</b>			

first year as a school principal			
3.3.1 A formal process has been developed to determine how satisfied program completers are with their preparedness.	The process for regularly obtaining and maintaining data regarding the level of satisfaction of program completers with their level of preparation is described. Data should be related to program curriculum and/or expected outcomes.	Program Narrative:Note  Inservice Evaluation Form	26  Appendix DD
3.3.2 School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.	A formal process is articulated for: 1. sharing results with staff responsible for delivering the program and supervising candidates, and 2. using the data for continuous improvement	Program Narrative:Note  Inservice Evaluation Form	26  Appendix DD

**Bradford County Principal Leadership Plan**  
**Program Narrative**

## **NEFEC's Principal Leadership Academy Background and Need**

The new landscape of standards-based education - where students require the best instruction for success and individual schools are held accountable, rewarded, and punished financially for student achievement - has created an overwhelming need for a different kind of leadership in America's public schools. The school principal is now expected to lead instructional reform and innovative best practices in teaching, facilitate curriculum alignment to student academic achievement needs through regular and rigorous data investigation and stay on the cutting-edge of professional development for all staff, while motivating teachers and students and managing everything from schedules to the school budget. This all describes the school leader that embodies the attributes of Bass and Avolio's transformational leader (1985), the data-to-design-to-measurement leader found in Deming's original Six Sigma studies, and the six main areas of school leadership documented in the Florida Principal Leadership Standards (adopted in 2005).

This kind of skill-building and preparation for the new school principalship requires a dedicated, collaboratively designed academy for learning to lead. The academy design must include: a process for the identification of potential academy candidates from current teacher-leaders; a collaborative university/district effort to recruit future school leaders from educational leadership certification programs and other non-traditional routes to education; a rigorous selection process; and a job-embedded series of connected leadership learning experiences that may be applied to and measured in the learner's current work.

Finally, for the 2007-2008 school year, the Bradford School District has four elementary principals, one middle school principal, one high school principal, eight assistant principals and six other administrators working in school leadership positions. Over the past three years, the district has hired one principal, three assistant principals and two other school level leaders. Presently, there is a projected need of two for personnel in school leadership positions based on anticipated retirements for the next three years. However, the retirement of key district level administrative staff could change this projection.

To fill the need for high quality principals equipped to handle the new landscape of education, NEFEC created the Principal Leadership Academy (PLA) through partnerships with a number of entities responsible for school leadership professional development and certification. These partners include: The Center for School Improvement at the University of Florida's College of Education; the Crown Consortium; Educational Management Consultant Services; the Florida Center for Interactive Media at Florida State University; the University of North Florida's College of Education, and the Florida Department of Education's (FDOE) W.C. Golden Professional Partners, a network of retired, high-performing principal mentors.

### **Principal Leadership Academy Background, Goals, and Objectives:**

The NEFEC PLA is founded on the three-level model of principal leadership originally proposed and outlined by the state in the Florida Principal Leadership Standards (Adopted April, 2005). NEFEC districts created and adopted the framework and the rigorous activities contained therein as a central component in their leadership training. The purpose of the academy is to provide a structured, competency-based program for initial as well as continued leadership development. NEFEC's PLA design and standards alignment has served to inform many districts and the state of Florida in efforts to formulate leadership development plans.

The long term *goal* of NEFEC's PLA is to improve student achievement in the ten NEFEC districts by increasing the number of high-performing school leaders. The *objectives* of the three-level model are to (1) increase the potential pool of certified school leaders for assistant principal and principal vacancies; (2) ensure the pool consists of leaders who are instructionally focused and equipped with the knowledge and skills to lead schools in need of improvement (high needs schools); (3) fill assistant principal and principal vacancies in high needs schools with candidates who have successfully completed the PLA; (4) recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement; (5) build a self-sustaining academy structure for leadership support; and (6)

increase student achievement as evidenced by a reduction of schools classified as in need of improvement.

### **Introduction**

The programs in this document are designed to prepare individuals for school based leadership. The completion of a program in no way ensures the individual of placement in an administrative position. Individuals desiring a position as a school administrator must apply in accordance with the district policies and procedures governing selection.

### **Leadership Awareness and Recruitment Program**

The district is committed to hiring the most effective individuals to lead its schools. We recognize the importance of the school leader in student achievement. Additionally, we recognize the impending attrition among the ranks of school leaders. Our intention is to begin early to identify, nurture, and guide those individuals with leadership potential.

Therefore, each year the district will conduct sessions designed to recruit individuals that show an interest in school leadership.

The sessions will include but not be limited to the following areas:

- The William Cecil Golden (WCG) Program: The Big Picture
- Introduction to the Florida Principal Leadership Standards
- Certification Requirements for Educational Leadership and School Principal

Additionally, the Northeast Florida Educational Consortium will collaborate with Crown Consortium and the William Cecil Golden Professional Partners to provide a forum for local universities and colleges (such as University of North Florida, University of Florida, and St. Leo) and districts to share ideas and recruitment strategies. These meetings will occur each semester and held in a central area of the region. The first meeting was held on April 4<sup>th</sup>, 2008 and included a discussion of the progression of Level 1 participants into district Level 2 training opportunities.

### **Level 1: Educational Leadership Certification Program**

Individuals desiring Level 1 Educational Leadership Certification must complete the state requirements in a university/college Florida DOE approved program.

Reference: SBE Rule: 6A-5.081

A district may wish to create their own Alternative Educational Leadership Certification Program However, this must follow the guidelines referenced in SBE Rule: 6A-5.081 (Attachment: Ancillary M 7- Educational Leadership Certification Rubric)

### **Principal Leadership Academy Structure:**

The underlying support structure of all three levels of the NEFEC PLA is the use of mentors. Participants are mentored primarily through W.C. Golden Professional Partners in collaboration with district leadership directors. NEFEC collaborates with W.C. Golden Professional Partners to match Partners with the needs of PLA participants. Professional Partners maintain a confidential relationship with the school leaders they are assigned and are there to assist and support school leaders in implementing the various instructional reform initiatives in their schools. The main roles of the Professional Partners include but are not limited to: provide thoughtful and timely feedback, assist in the establishment of professional learning communities, provide follow-up support and assistance for all PLA learning experiences, and assist in the design and implementation of principal-led action research studies.

The *context* of the professional development opportunities is based on Lev Vygotsky's idea that individuals truly learn when they are in a forum in which they may communicate that learning to others, receiving feedback and questions to further guide their learning (1934), which finds its roots in the theory of social constructivism, has helped to solidify the notion that an individual's understanding of new learning can only be truly measured once they then explain the learning to another. This social contextualization is the basis on which the PLA cohort model is formed. Thus, the professional development with which the learners engage is made up of learning for which the *individual participant* is held accountable (Level 2A); learning applications for which an *instructional team*, led by a lead teacher or administrator, is held accountable

(Level 2B); and schoolwide accountability for student learning in the principal-led, action research of Level 3. This program becomes a self-sustaining cycle when Level 3 graduates choose to become mentors and trainers for participants in Levels 2A and 2B.

Equally important to each training module is the *content*, which is based upon the Florida Principal Leadership Standards (Appendix A). Please refer to Table A for a crosswalk of PLA Components and the Florida Principal Leadership Standards.

Table A. Crosswalk of Principal Leadership Academy Training Components and Florida Principal Leadership Standards	Principal Leadership Standards									
	Instructional Leadership	Managing the Learning Environment	Learning, Accountability, and Assessment	Decision Making Strategies	Technology	Human Resource Development	Ethical Leadership	Vision	Community and Stakeholder Partnerships	Diversity
Leadership Development Program Component and Partner	Specific Indicators of Competency Addressed for Each Standard*									
Prior Learning Inventory (CEC) - Level IIA	X	X	X	X	X	X	X	X	X	X
WCG Standards Inventory (NEFEC) - Level IIA	X	X	X	X	X	X	X	X	X	X
The Big Picture Module (CEC) - Level IIA	X	X	X	X	X	X	X	X	X	X
Classroom Walk-Through Training Version 2 (24/7) - Level IIA	X	X	X	X	X	X				
Data Analysis for Instructional Leaders (DAFIL/NEFEC)- Level IIA	X		X	X	X			X		
Ethical Leadership (EMCS and ASAP) - Level IIA	X	X	X	X	X	X	X	X	X	X
Human Resources (EMCS) - Level IIA	X	X	X	X	X	X	X	X	X	X
Managing the Learning Environment (PEP) - Level IIA	X	X	X	X	X	X	X		X	
Prior Learning Inventory (CEC) - Level IIB	X	X	X	X	X	X	X	X	X	X
WCG Standards Inventory (NEFEC) - Level IIB	X	X	X	X	X	X	X	X	X	X
The Big Picture Module (CEC) - Level IIB	X	X	X	X	X	X	X	X	X	X
IBM Change Toolkit (DOE and Microsoft) - Level IIB	X	X	X	X	X	X	X	X	X	X
Classroom Walk-Through PD3 Training (24/7) - Level IIB	X	X	X	X	X	X				
Data Analysis for Instructional Leadership Teams (NEFEC) - Level IIB	X	X	X	X	X	X				
SREB School Vision and Culture (WCG Partners) - Level IIB	X	X	X	X	X	X	X	X	X	X
SREB Prioritizing, Mapping & Monitoring the Curriculum (WGC Partners)- Level IIB	X	X	X	X	X	X	X	X	X	X
Literacy Leadership (NEFEC) - Level IIB	X	X	X	X	X	X	X	X	X	X
Leadership Team Portfolio (WCG Partners and NEFEC)- Level IIB	X	X	X	X	X	X	X	X	X	X
Prior Learning Inventory (CEC) - Level III	X	X	X	X	X	X	X	X	X	X
WCG Standards Inventory (NEFEC) - Level III	X	X	X	X	X	X	X	X	X	X
The Big Picture Module (CEC) - Level III	X	X	X	X	X	X	X	X	X	X
IBM Change Toolkit (DOE and Microsoft) - Level III	X	X	X	X	X	X	X	X	X	X
Introduction to Administrator Action Research/Inquiry (NEFEC and UF) - Level III	X	X	X	X	X	X	X	X	X	X
Administrator Action/Research/Inquiry (NEFEC and UF) - Level III	X	X	X	X	X	X	X	X	X	X
Administrator Mentoring (NEFEC and WCG Partners) - Level III	X	X	X	X	X	X	X	X	X	X
Project Presentation (PK, UF and NEFEC Inquiry Showcase) - Level III	X				X	X				

\* Attach a copy of your district approved specific indicators of competency numbered for each Principal Leadership Standard

## **Leadership Development Program Levels**

## **I. Entry Criteria**

1. Completed Application for Leadership Development Program along with successful completion of the educational requirements stated therein.
2. Enrolled in and at least halfway through a Florida approved Educational Leadership Certification Program.
3. Evidence of willingness to commit personal time to designated program activities that may occur outside the individual's work day.
4. Demonstration and documentation of on-the-job leadership experiences and professional development activities as stated in initial application.
5. Superintendent approval of application.

## **II. Program Design**

**Level 2A** – This level is designed to provide aspiring school leaders opportunities to increase their understanding of the role of the principal and to acquire information and skills needed to fulfill the entry level responsibilities of the position. The primary goal will be on achieving and demonstrating competency in the Florida Principal Leadership Standards with special emphasis on:

- a) Learning, Accountability and Assessment
- b) Managing the Learning Environment
- c) Human Resource Development
- d) Technology
- e) Ethical Leadership
- f) Diversity

Level IIA of the PLA consists of skill-building and practice for real-world school leadership. Teacher leaders, assistant principals and beginning principals work in cohorts over the course of a year to analyze and apply the ten Florida Principal Leadership Standards and six ISLLC Standards to their practice and to learn practical school leadership knowledge imparted by high-performing principals. These professional development sessions provide aspiring school leaders opportunities to increase their understanding of the role of the principal and to acquire information and skills needed to fulfill the entry level responsibilities of the position.

The training experiences incorporate multiple standards. Therefore, the participant will observe, participate and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation (Please refer to Table 2A).

### ***Support Team for Level 2A and 2B***

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal, the district leadership director, a principal mentor (which could be a WC Golden Professional Partner, Attachment: Ancillary M 4: Region 2 Professional Partners). This team could include a representative of the NEFEC Principal Leadership Academy or a representative of Crown Consortium. Additionally, a Level 3 completer of the NEFEC Principal Leadership Academy may be used to support Level 2B APs and principals through their training. The support team will meet a

minimum of three times an academic year to guide the candidate's professional development. The purpose of these meetings will be to provide feedback and mentoring to each of the candidates as they progress through training. Participants may wish to provide evidence of knowledge application through the attachment labeled Appendix D- Critical Incident Form. This form allows a participant to reflect on applied learning experiences as they happen.

### **III. Other Training/Leadership Experiences and Activities** *NEFEC's Principal Leadership Academy Component and Partner*

- Prior Learning Inventory (CEC)
- WCG Standards Inventory (NEFEC)
- The Big Picture Module (CEC)
- Classroom Walk-Through Training Version 2 (24/7)
- Data Analysis for Instructional Leaders (DAFIL/NEFEC)
- Ethical Leadership (EMCS and ASAP)
- Human Resources (EMCS)
- Managing the Learning Environment (PEP)

The following is a list of other learning experiences that the district may use in concert with NEFEC's PLA Level 2A:

1. Completion of the following assessments with book study follow-up:
  - a) Principal Insight (Gallup)
  - b) WC Golden Principal Leadership Standards Inventory ([www.floridaschoolleaders.org](http://www.floridaschoolleaders.org))
  - c) Additionally, the participant may complete a Myers Briggs Type Indicator
2. Required attendance and analysis of 2 school board meetings (Appendix AA- School Board Analysis Form).
3. District-identified WC Golden resources (other than those found in the PLA framework)
4. Required attendance of District Leadership Development in the following areas :
  - a) Orientation to Bradford County's leadership development program
  - b) Overview of functions of all school and system departments, programs
  - c) Study of the principal position job analysis, competencies, and dimensions/life themes of highly effective principals
  - d) Orientation to the Florida School Leaders (FSL) ([www.floridaschoolleaders.org](http://www.floridaschoolleaders.org)) website, especially the Program Overview, the Prior Learning Inventory, and the Leadership Resource Locator (NEFEC Principal Leadership Academy Orientation/Overview)
  - e) Introduction to the Florida Principal Leadership Standards (NEFEC Principal Leadership Academy Orientation/Overview)
  - f) Classroom Walkthrough Training with [www.FloridaSchoolLeaders.org](http://www.FloridaSchoolLeaders.org) website follow-up (Attachment Ancillary M 8- CWT Trainers Statewide) and may also include:
    - g) Assistant Principal's Forum, Council on Educational Change (CEC) – assistant principals only

5. Two days of assistant principal shadowing experiences and written summary/analysis (Attachment: Appendix Z)
6. Participation in school improvement activities and School Advisory Council training
7. Participation in at least three of the following: (District may require some training below)
  - a) Facilitating Effective Teams or similar team problem-solving model
  - b) Clinical Educator Training
  - c) ESE/Section 504 Legal Requirements
  - d) In-depth training and demonstrated use of at least one of the following instructional strategies: Differentiated Instruction, Technology Integration, Reading First, Florida Reading Initiative, SUMS, CRISS
  - e) Southern Regional Education Board (SREB) Modules (Additional to those listed in the NEFEC Principal Leadership Academy, Attachment: Ancillary M 9- SREB Trainers for Region 2)
  - f) Online ASAP Diversity Module- Free for Florida districts (Attachment: Ancillary M 2 and 3)
  - g) Florida's Continuous Improvement Model Training with FSL website support module

#### **IV. Completion Criteria**

Upon successful completion of the following items, an individual is eligible to apply for assistant principal.

1. A portfolio that documents all of the required Level 2A activities, workshops, and trainings and evidence of job-embedded application of learning
2. Evidence of Florida Department of Education Certification in Educational Leadership
3. Completed Individual Leadership Development Plan from [www.FloridaSchoolLeaders.org](http://www.FloridaSchoolLeaders.org) (Attachment: Ancillary M 6: Using the WC Golden Website to Produce an ILDP)

#### **V. Assessment and Evaluation of the Program**

The NEFEC Principal Leadership Academy is assessed through participant satisfaction and perception surveys (housed and distributed through [www.zoomerang.com](http://www.zoomerang.com)), content knowledge practice tests (Educational Impact 360 Assessment and FELE online practice housed on our NEFEC BlackBoard site) and through individual workshop evaluation forms.

The entire academy is evaluated from the data gathered through these assessments, observations and third-party interviews conducted by Dr. Laura Hassler-Lang (Florida State University) and Dr. Marcia Lamkin (University of North Florida).

NOTE: Bradford County will use the standard inservice evaluation form for district workshops, on-line and face-to-face experiences for evaluation of the Bradford program components (Appendix DD).

## **Level 2B: School Principal Certification and Professional Development**

### **I. Entry Criteria**

1. Currently holds a valid Florida Certificate in Educational Leadership (State-approved Level program)
2. Completion of Level 2A Program
3. Is a current Assistant Principal or Principal
4. Is selected using an objective selection process, to participate in the School Principal Certification Program (Appendix BB)

### **II. Program Design**

**Level 2B** – focuses on leadership skill development necessary to complete an approved district principal certification program and provides the experienced principal with additional tools to support instructional leadership development for Florida’s Principal Leadership Standards. Emphasis will be on achieving and demonstrating competency in the following standards:

- a) Instructional Leadership
- b) Decision Making Strategies
- c) School Vision and Culture
- d) Building Community and Stakeholder Partnerships

The training experiences incorporate multiple standards. Therefore, the participant will observe, participate and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation.

#### *Support Team for Level 2A and 2B*

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal, the district leadership director, a principal mentor (which could be a WC Golden Professional Partner, Attachment: Ancillary M 4: Region 2 Professional Partners). This team could include a representative of the NEFEC Principal Leadership Academy or a representative of Crown Consortium. Additionally, a Level 3 completer of the NEFEC Principal Leadership Academy may be used to support Level 2B assistant principals and principals through their training. The support team will meet a minimum of three times an academic year to guide the candidate’s professional development. The purpose of these meetings will be to provide feedback and mentoring to each of the candidates as they progress through training. Participants may wish to provide evidence of knowledge application through the attachment labeled Appendix D-Critical Incident Form. This form allows a participant to reflect on applied learning experiences as they happen.

### III. Training/Leadership Experiences and Activities

#### *NEFEC's Principal Leadership Academy Component and Partner*

- Prior Learning Inventory (CEC)
- WCG Standards Inventory (NEFEC)
- The Big Picture Module (CEC)
- IBM Change Toolkit (DOE and Microsoft)
- Classroom Walk-Through PD3 Training (24/7)
- Data Analysis for Instructional Leadership Teams (NEFEC)
- SREB School Vision and Culture (WCG Partners)
- SREB Prioritizing, Mapping & Monitoring the Curriculum (WGC Partners)
- Literacy Leadership (NEFEC) Leadership Team Portfolio (WCG Partners and NEFEC)

*The following is a sample required list of learning experiences that may be used in concert with NEFEC's PLA Level 2B:*

1. Completion of the following assessments and resulting professional development plan (Attachment: Ancillary M 6- Using the Florida School Leaders Website to Create an ILDP):
  - a) Professional Enhancement Program (If current role is Assistant Principal- NEFEC funded, Crown Consortium Trained)
  - b) Florida Principal Leadership Standards Inventory (FloridaSchoolLeaders.org website) and follow-up
  - c) Florida 360 Assessment (Attachment: Appendix J- Crown /NEFEC/PAEC/Heartlands-Funded Assessment through Educational Impact)
2. 3-5 days of principal shadowing experiences and written summary/analysis (Attachment: Appendix I).
3. District-identified WC Golden resources (Other than those found in the PLA framework)
4. Participation in at least one of the following Florida School Leaders sponsored activities
  - a) School Leadership Academy (Council for Educational Change)
  - b) Florida Association of School Administrators (FASA) Middle School Academy – Principals only
5. Participation in at least three of the following:
  - a) Interaction Management (Development Dimensions International)
  - b) Facilitating Effective Teams or similar team problem-solving model
  - c) ESE/Section 504 Legal Requirements
  - d) Reciprocal Teaching (for Florida Reading Initiative Schools)
  - e) IBM Change Toolkit Training for Leadership Teams
  - f) School Law Update

6. Collective bargaining agreements and analysis school board policies (NOTE: This would be a district-specific area that you would have to provide alignment. See Attachment: Appendix B- Matrix for Principal Certification PD)

#### **IV. Completion Criteria**

Upon completion of the following items, an individual is eligible to apply for a principal position and School Principal certification.

1. Successful completion of two years as an Assistant Principal
2. A portfolio that documents the individual's application of key learning to their school improvement initiatives
3. Satisfactory annual performance evaluation
4. Letters of recommendation from other leaders or teachers and staff
5. Superintendent approval of completion
6. Assistance to any failing to meet the district's performance expectation will be provided as follows:

The superintendent or designee will utilize the district's performance appraisal system to identify and confer with any program completer who does not meet the school district's performance expectations during the first two years as a school principal. The appropriate human resources personnel will be notified of any program completer who has not met the district's performance expectation.

The Director of Human Resources shall be responsible for interviewing the superintendent and the individual program completer to determine the areas of focus in the assistance plan. The Director of Human Resources shall meet with the individual program completer and assist the individual to develop a plan of assistance. Upon request of the district, the PLA/NEFEC coordinator will request the assistance of a professional partner or other out-of-district school leaders to assist in designing or implementing a plan of assistance.

The plan of assistance must be documented in a professional development plan (Appendix M-N) and must include the mentoring of a high-performing principal or a professional partner trained in mentoring and coaching. Additional training utilizing 360 Degree Resources can be chosen by leadership standards needs (Appendix O-U).

#### **V. Assessment and Evaluation of the Program**

The NEFEC Principal Leadership Academy is assessed through participant satisfaction and perception surveys (housed and distributed through [www.zoomerang.com](http://www.zoomerang.com)), content knowledge practice tests (Educational Impact 360 Assessment and FELE online practice housed on our NEFEC BlackBoard site) and through individual workshop evaluation forms.

The entire academy is evaluated from the data gathered through these assessments, observations and third-party interviews conducted by Dr. Laura Hassler-Lang (Florida State University) and Dr. Marcia Lamkin (University of North Florida).

NOTE: Bradford County will use the standard inservice evaluation form for district workshops, on-line and face-to-face experiences for evaluation of the Bradford program components (Appendix DD). The principals and directors will review this annually.

In the first year of a program completer's role as a school principal, the district Superintendent/designee and the Director of Personnel will monitor the results of school improvement actions and school achievement data.

The district Superintendent/designee and the Director of Personnel the Florida School Leaders website and the link to Florida School Reports will be used to monitor the first two years of a program completer's placement as a school principal in Florida. Florida School Reports provides the information historically and currently on student achievement at each school in the state.

### **Level 3: High Performing Principal**

#### **I. Entry Criteria**

1. Must be a current principal (Recommended 3 or more years)
2. Demonstrated competency in all Florida Principal Leadership Standards
3. Completed Application for Level 3 Program
4. Superintendent Recommendation
5. Willingness to mentor Level 2A and 2B participants formally (serving on the district support team) or informally (meeting individually with participants of Level 2A and 2B Programs)

#### **II. Program Design**

**Level 3** – focuses on the development of high performing principals who have demonstrated competency in all Florida Principal Leadership Standards and provides the participant with the opportunity to establish goals in a collaborative effort with their supervisor. Emphasis will be on:

- a) Developing of a learning project around the implementation of a school reform effort that will result in increased student achievement
- b) Developing high performing principals to serve as mentors to aspiring and beginning principals
- c) Preparing high performing principals to deal with challenging professional growth opportunities

#### **III. Training/Leadership Experiences and Activities**

*NEFEC's Principal Leadership Academy Level 3*

Level 3 is designed to help the experienced and effective educational leader mentor others and lead an on-site inquiry project that positively impacts student achievement. The results of the inquiry project are shared statewide through NEFEC's Summer Leadership Conference, Florida Staff Development Conference and nationally through the American Educational Research Association Annual Conference.

*University of Florida Partnership in NEFEC's Level 3 Inquiry*

Our partner, The Center for School Improvement (located at the University of Florida's College of Education), introduces and facilitates the inquiry process with our principals from all 15 member districts. Dr. Nancy Dana has collaborated to develop and provide research-based principal-led inquiry training.

1. In order to accomplish the areas stated in the Program Design, principals will use the items in the FSL Principal's Toolkit
  - a) Individual Leadership Development Plan
  - b) Leadership Development Progress Log
  - c) Principal Leadership Standards Inventory
  - d) Professional Development Portfolio
2. Participation and Application of Florida School Leaders sponsored programs
  - h) IBM Change Toolkit
  - i) "Building 21<sup>st</sup> Century Schools," Microsoft

#### **IV. Completion Criteria**

The completion criteria for Level 3 are determined by the district.

This will include:

- Completion and presentation of the principal-led school wide inquiry project at one statewide forum (NEFEC Principal Leadership Academy participants).
- Superintendent Approval for Graduation
- Mentoring Hours with Level 2A and 2B principals for a time to be determined by the district. This may occur during and after the Level 3 Inquiry project.
- The possibility of compensation will be explored for future completers through Title II or other district funds.

NOTE: All required state data collection will be compiled by the Department of Human Resources and sent to the MIS Department for processing and input.