

Florida Principal Leadership Standards

**Capstone Presentation
Florida Charter School Conference
October 2023**

**Presented by
School Leadership Program Fellows,
Cohort 2**





Purpose of Capstone Project:

- Considered to be the most important of an entire construction project.
- School Leaders Fellowship:
 - Develop the professional capacity
 - 10 Florida Principal Leadership Standards, grouped into categories which can be considered domains of effective leadership.
 - Form the foundation for school leader preparation
 - Set forth as Florida's core expectations for effective school administrators

Why:

- Inadequately trained administrators can have a huge impact on students and staff.
- Growth and development in the development of skills required to perform administrative duties
- Increase capacity for leading a charter school.

School Leaders Fellowship - Cohort 1:

- What was learned about the Florida Principal Leadership Standards through the School Leaders Fellowship Project?
- How will knowledge be applied to daily role as administrators?

Domain 1: Student Achievement

Presented by Group 1:

Olivia Bernal, bernal@academircharterschoolwest.com *team spokesperson

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Domain 1: Student Achievement

Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.

Standard 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.



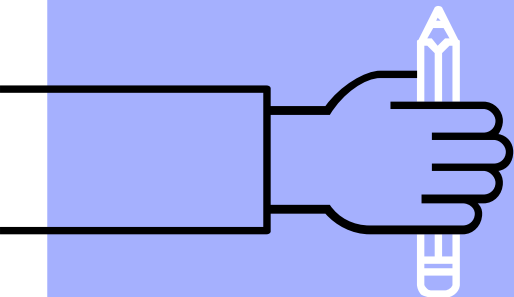
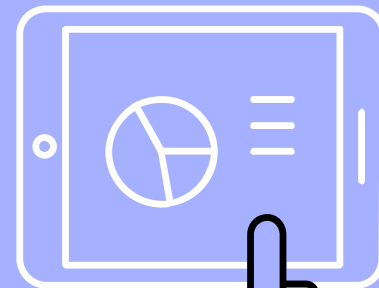
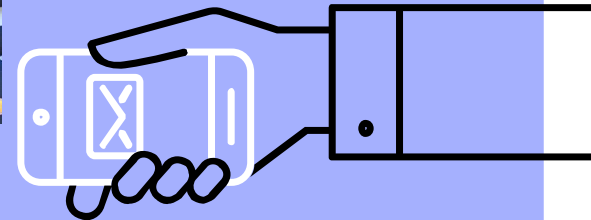
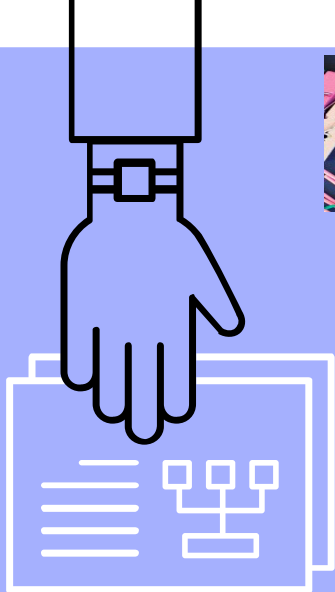
Capstone Project Group 1

Florida Principal Leadership Standards: Domain 1

Presented by:

Olivia Bernal
Valeria Blandino
Dianet De Armas

November 14, 2022



Florida Principal Leadership Standards

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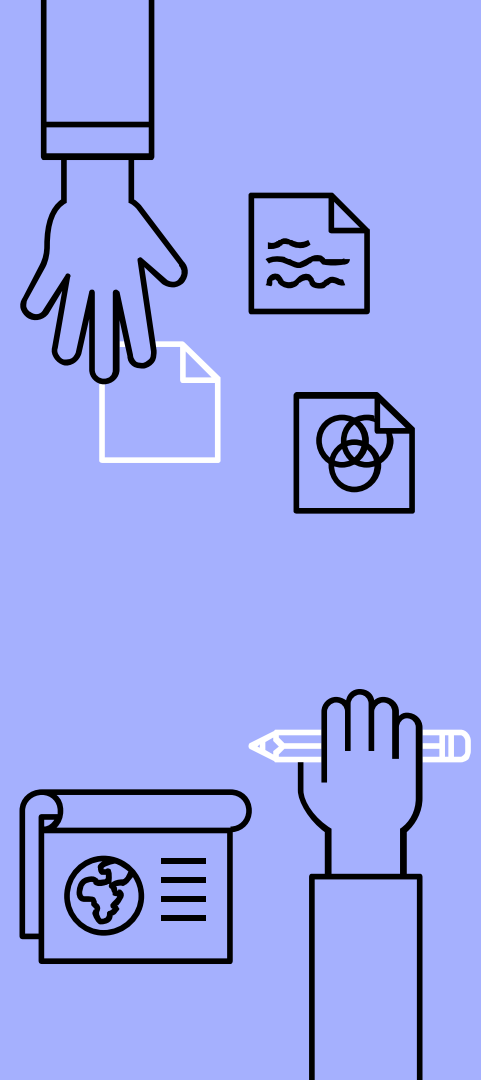
Purpose of Standards

The Standards are set forth in rule as Florida's core expectations for effective administrators. The standards are based on research on multi-dimensional school leadership, and represent skill sets and knowledge base needed in effective schools.

2

Structure of Standards

There are ten Standards grouped into categories, which are broken down into domains of effective leadership. Each Standard has a title and includes descriptors that clarify and define the Standards.



Domain 1: Student Achievement

Standard 1: Student Learning Results

Effective school leaders achieve results on the school's learning goals.

The Leader:

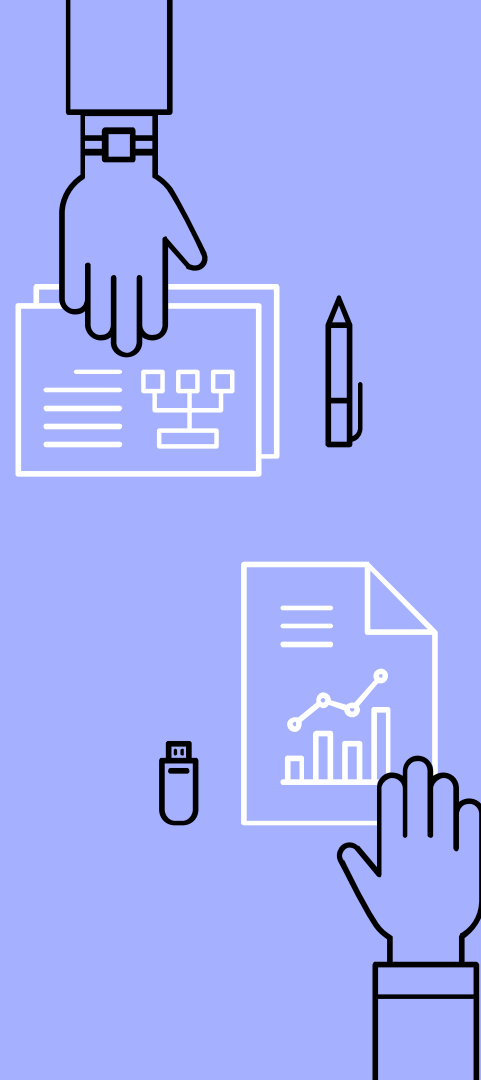
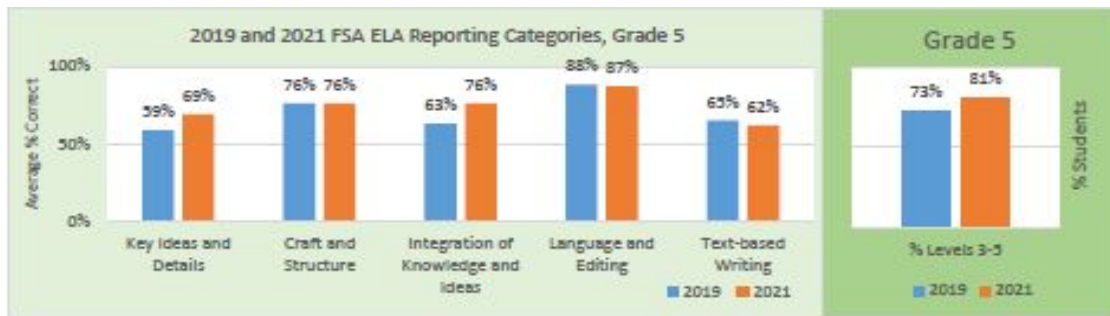
The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula

Students 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.



Leader Who Analyzes Trends in Data

Analyze ELA data for strengths and weaknesses



Leader Action Plan

- Analyzed school data for strengths and weaknesses to make instructional data driven decisions. Develop school-wide instructional strategies to increase student achievement including a data evaluation process outline intervention specific evaluation tools to progress monitor.
- Created and monitored remediation and enrichment classes for 105 5th grade students utilizing flexible scheduling and instructional focus calendars resulting in 81% of the students achieving reading proficiency on the 2021 FSA.
- Disaggregated School FSA results, conducted data chats with 5th grade teachers and developed a crunch time plan for our instructional coach to support teachers and monitor their instructional planning, pacing, instruction aligned to standards, DI, and interventions thereby increasing ELA proficiency from 73% to 81% on the 2021 FSA.
- Provide teacher with opportunities to participate in PLC and Book studies helping teachers to build their instructional capacity in engaging struggling readers, and implementing active reading strategies.



Standard 1: Student Learning Results

Highly Effective Leaders Exhibit the following behaviors or actions

- School leader extracts data on standards associated with courses in the master schedule from the course descriptions and monitor for actual implementation.
- Lesson plans are monitored for alignment with correct standards.
- Communicates with faculty on the role of state standards in curriculum, lesson planning, and tracking student progress.
- Analyses of trends and patterns in student performance over time are reflected in presentations to faculty on instructional improvement needs.
- Analyses of trends and patterns in evaluation feedback on faculty proficiencies and professional learning needs are reflected in presentations to faculty and individual teachers on instructional improvement needs.
- Leader's presentations to parents and stakeholders the schools goals for student achievement
- The leader generates and presents recurring updates on the status of plan implementation, progress toward goals and for student achievement
- The leader communicate with faculty and students the progress made progress to teacher and student capacity to make further gains.





🌐 When poll is active, respond at PollEv.com/valeriablandino377

📱 Text **VALERIABLANDINO377** to **37607** once to join

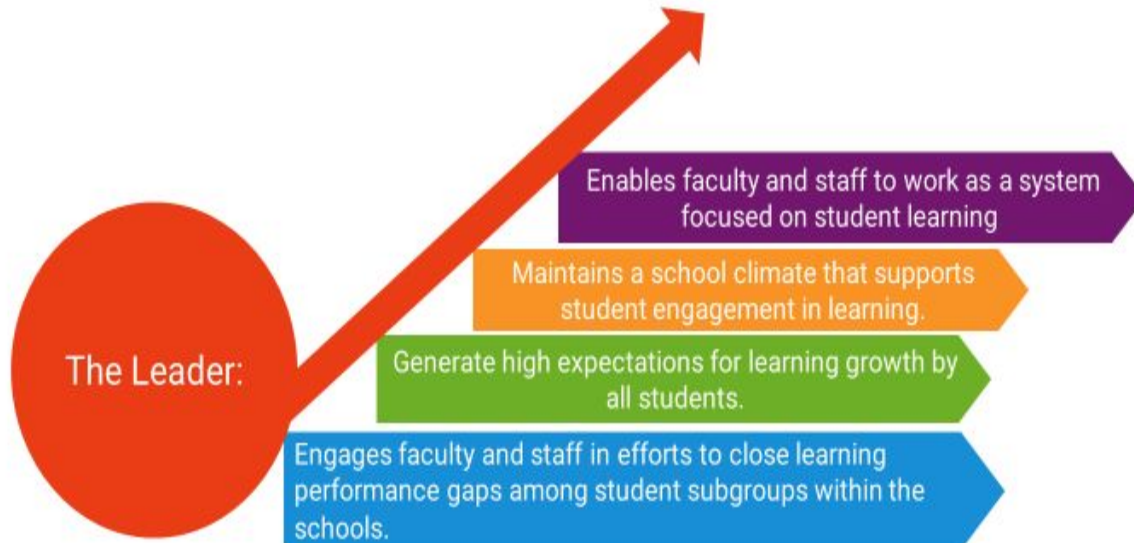
Effective school leaders achieve results on the school's student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development, and implementation of quality standards-based curricula except:

- A. Uses Performance Data
- B. Planning and Goal Setting
- C. School Climate
- D. Student Achievement Results

Domain 1: Student Achievement

Standard 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.



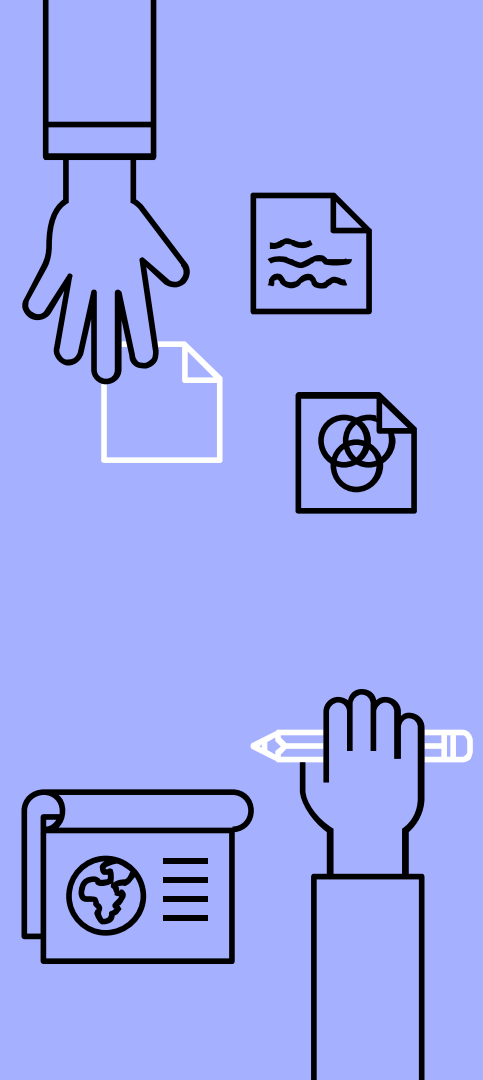
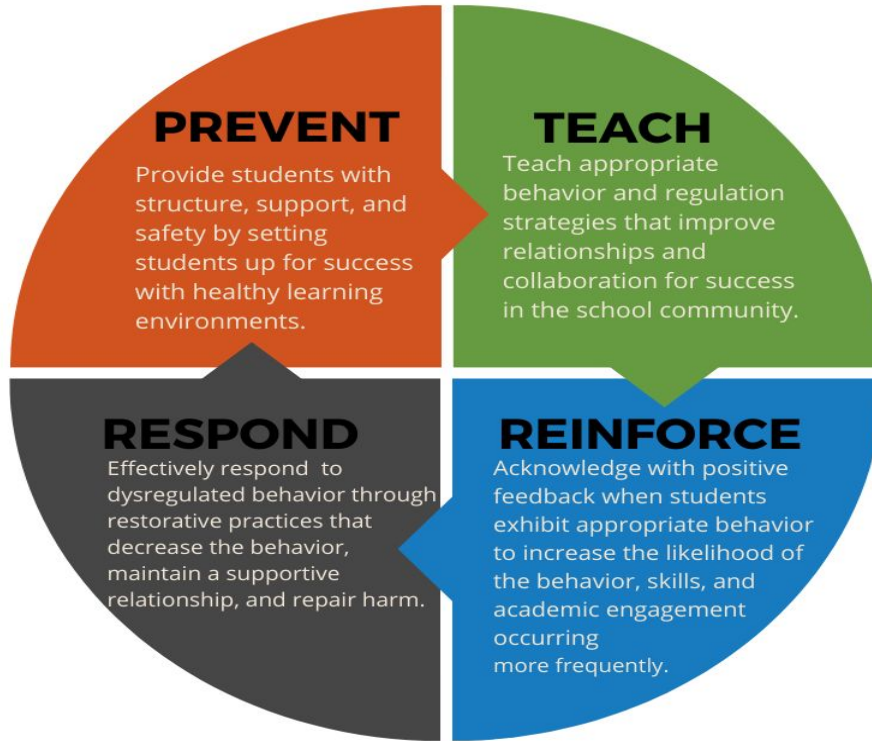
Standard 2: Student Learning as a Priority

Highly 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.

- Enables faculty and staff to work as a system focused on student learning;
- Maintains a school climate that supports student engagement in learning;
- Generates high expectations for learning growth by all students; and
- Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.



Creating a Positive School Climate





Respond at PollEv.com/valeriablandino377

Text **VALERIABLANDINO377** to **37607** once to join, then **A or B**

Effective school leaders demonstrate that student learning is their top priority by setting high expectations for learning growth by all students.

Loading...

True | A

False | B

Resources to Develop Leadership Skills that Impact Student Achievement:

The School Principal as Leader

The School Principal as Leader Guiding Schools to Better Teaching and Learning

How Principals Affect Students and Schools

THE PRINCIPAL STORY PROJECT: Resources to help you develop school leadership

<https://youtu.be/kVBep8tcvBI>



RESEARCH REPORT

How Principals Affect Students and Schools

A Systematic Synthesis of Two Decades of Research

Josh A. Glass
APPROXIMATELY 100
UNIVERSITIES

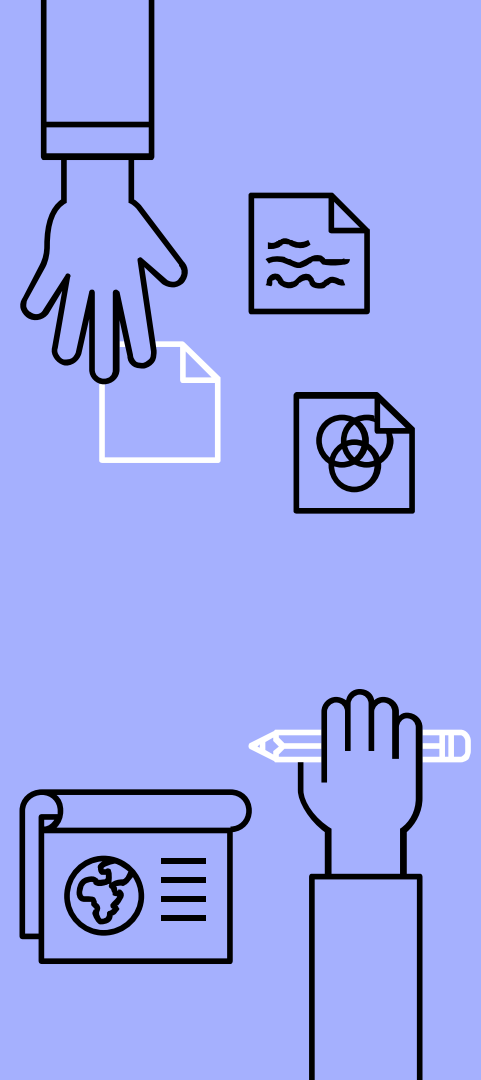
Anna J. Lippé
UNIVERSITY OF CALIFORNIA
SAN DIEGO

Constance A. Lynch
UNIVERSITY OF CALIFORNIA
SAN DIEGO

February 2021

Commissioned by
Wallace

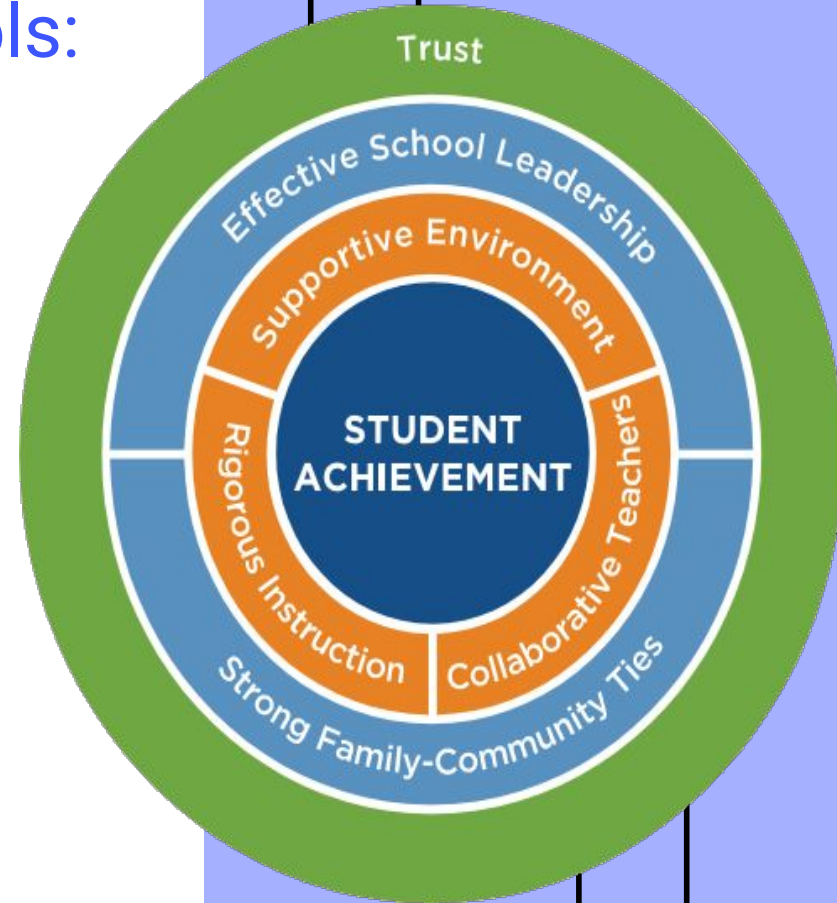
*The Wallace Foundation



Framework for Great Schools:

Research shows that schools strong in the six areas are far more likely to improve student learning.

The **Effective School Leader** inspires the school community with a clear instructional vision and effectively distributes leadership to realize this vision.



**LEADERSHIP IS AN ABILITY TO GET
EXTRAORDINARY ACHIEVEMENT
FROM ORDINARY PEOPLE
- BRIAN TRACY**



Domain 2: Instructional Leadership

Presented by Group 2:

John Galeani jgaleani@gocademy.com *team spokesperson

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Alyssa Gibson agibson@traditionprep.org

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Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Standard 4: Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Standard 5: Learning Environment

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

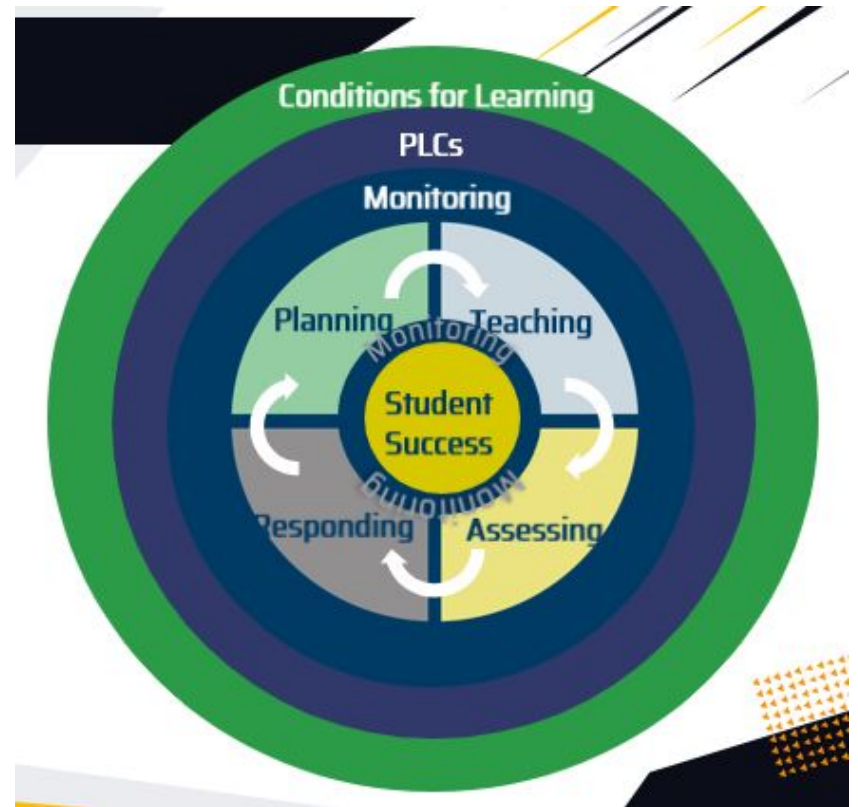
Standard 3: Instructional Planning

The Core of the CSUSA Ed. Model for Continuous Improvement is Student Success.

Teachers **plan** engaging lessons to **teach** through their collaborative **PLCs**.

Teachers **respond** to **assessment** data to support students throughout the year.

Progress **monitoring** of effectiveness is ongoing.






Conditions for Learning

Professional learning community (PLC)

An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators

 **TRADITION**
PREPARATORY HIGH SCHOOL

Teacher PLC Planning Guide Teacher Name: _____

1. What standard(s) are you focusing on this week?
2. What content resource(s) are you using this week?
3. How are you using highly effective/engaging strategies from the engagement cube & rubric?
4. How are you differentiating instruction this week? Please provide at least one example.
5. What parents did you contact last week? How & why did you contact those parents?
6. Do you have any academic/behavioral student concerns? What steps have you taken to remedy the situation? (If a student has a D/F, there needs to be a timely parent phone call.)
7. What support do you need from CRTs, admin, or your fellow teachers this week?
8. What standard(s) are you planning to focus on next week?

Data

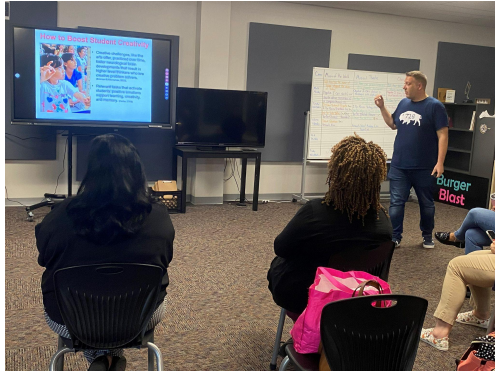
Last Week's Standard	Pre-Test Data		Post-Test Data	
	Number Students Proficient	Total Number of Students	Number Students Proficient	Total Number of Students
Period 1	/	%	/	%
Period 2	/	%	/	%
Period 3	/	%	/	%
Period 4	/	%	/	%
Period 5	/	%	/	%
Period 6	/	%	/	%
Period 7	/	%	/	%

Data Reflection:

1. What is something you feel like you could improve on?
2. What is something you are proud of? 🍌

This Week's Standard	Pre-Test Data		Students I am targeting in Small Groups this week
	Number Students Proficient	Total Number of Students	
Period 1	/	%	
Period 2	/	%	
Period 3	/	%	
Period 4	/	%	
Period 5	/	%	
Period 6	/	%	
Period 7	/	%	

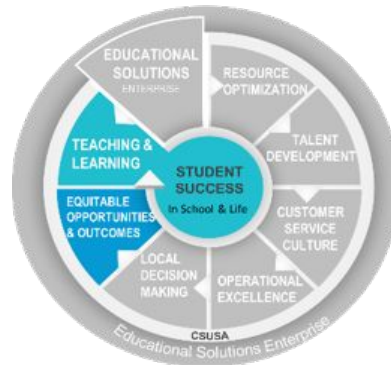
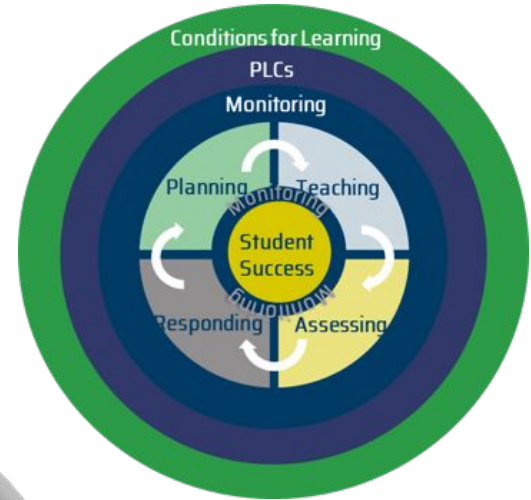
Teaching/ Professional Development



August	<ul style="list-style-type: none"> • Goal Setting and Tracking Progress • Committee Meeting • Progress Learning (USATestPrep)
September	<ul style="list-style-type: none"> • Data Chats (Overview) • NWEA Data Chats • Standards Based Mastery/Tracking • Committee Meeting • PD Day – PLP's, Mobile Classroom, Stations to represent topics above.
October	<ul style="list-style-type: none"> • Lesson Planning/Engagement Strategy • Lesson Planning Part 2/Engagement Strategy • PD Day – Small Groups, Stations
November	<ul style="list-style-type: none"> • Collaborative Learning/Engagement Strategy • Cooperative Learning/Engagement Strategy • Blended Learning/<i>Instructional Software Celebrations</i>
December	<ul style="list-style-type: none"> • Finalizing Gradebooks • Holiday Feast
January	<ul style="list-style-type: none"> • PD Day – Discipline and Behavior, How to Read NWEA Reports, Data Tracking and Decision Making, PLP Updates • Committee Meeting • Data Chats (NWEA Analysis) • Data Chats (Goal Setting)
February	<ul style="list-style-type: none"> • Lesson Planning/Engagement Strategy • Lesson Planning/Engagement Strategy • Committee Meetings/<i>Instructional Software Celebrations</i> • PD Day: Standard Tracking Updates, Monthly Data Tracking, Test-taking strategies
March	<ul style="list-style-type: none"> • Test Prep/Crunch-time Calendars • Writing Across the Curriculum • Committee Meetings/<i>Instructional Software Celebrations</i> • PD Day: Positive Behavior Support, Training for Testing, Practice/Review Strategies

Assessing and Responding

- **Weekly Pre-Test data drives our small groups and identifies the level at which our students are performing.**
- **Weekly Post-Test data informs us whether or not students are mastering standards or if additional instruction is necessary.**





What are you teaching your teachers?

Standard 4: Faculty Development

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

In one word, describe how we can develop our staff?

Join by Web



- 1 Go to **PollEv.com**
- 2 Enter **MONICASUAREZ341**
- 3 Respond to activity

Join by Text



- 1 Text **MONICASUAREZ341** to **37607**
- 2 Text in your message

Standard 4: Faculty Development

Millennials and Generation Z....

- Want purpose
- **Seek Development**
- **Want Coaches, not bosses**
- **Want ongoing conversations**
- Don't want a manager who fixates on their weakness
- It's not my job it's my life

Standard 4: Faculty Development

Individual Professional Development Plans

Positive and Constructive Feedback

- See It - Success
- See It - Model & Gap
 - See the Model
 - See the Gap
- Name It - New Action Step
- Do It - Plan and Practice
- Do It - Follow Up



Standard 5: Learning Environment

Effective school leaders structure and monitor a school learning

1. 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;
2. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
3. Promotes school and classroom practices that validate and value similarities and differences among students;
4. Provides recurring monitoring and feedback on the quality of the learning environment;
5. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and
6. 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.

Equity

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;

Equality



Equity



Recognizes and uses **diversity as an asset** in the development and implementation of procedures and practices that **motivate all students** and improve student learning;



Valuing learning for all

Provides recurring monitoring and feedback on the quality of the learning environment;

Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being; and

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.

**ESE, MLL, and
meeting students
where they are**

Domain 3: Organizational Leadership

Presented by Group 3:

Yakup Ustaomer yustaomer@rivercityscience.org *team spokesperson

Erica Leatherbarrow eleatherbarrow@rivercityscience.org

Bethany Johnson, bjohnson0903@gmail.com

Domain 3: Organizational Leadership

Standard 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.

Standard 7: Leadership Development

Effective school leaders actively cultivate, support, and develop other leaders within the organization.

Standard 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.

Standard 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.

Domain 4: Professional and Ethical Behavior

Presented by Group 4:

Jeffrey Colavecchio jeffrey.colavecchio@pbcharterschools.org *team spokesperson

Ilya Soroka ceo@gocademy.com

Domain 4: Professional and Ethical Behavior

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.



**Questions from the audience
about the
School Leaders Fellowship Project**

Facilitator: Lynn Norman-Teck, FCSA Executive Director