



MASTER PLAN

LEADERSHIP DEVELOPMENT

2023-2024

Chief: Saemone Hollingsworth, Office of Academics

Director: Christine Semisch, Leadership Development

Contact(s): Dawn Azcarate

Course Group Number: 10454815

Purpose/Intention

The following plan is based on behaviors of successful principals and assistant principals identified in the newly adopted Florida Educational Leadership Standards and the updated Broward Assessment for School Administrators. The plan aims to develop administrators and provide professional learning in the eight Florida Educational Leadership Standards in order to move leaders along the continuum from their current practice to that of the most effective school leaders. Figure 1. Shows an overview of the Florida Educational Leadership Standards, the new standards adopted by the State Board of Education in October 2022.

Figure 1. Standards Overview. Source: [The Florida Educational Leadership Standards](#)

1	Professional and Ethical Norms <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i>
2	Vision and Mission <i>Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>
3	School Operations, Management and Safety <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>
4	Student Learning and Continuous School Improvement <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i>
5	Learning Environment <i>Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.</i>
6	Recruitment and Professional Learning <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>
7	Building Leadership Expertise <i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.</i>
8	Meaningful Parent, Family and Community Engagement <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.</i>

Needs Assessment

Broward County’s Leadership Development Master Plan is aligned to the Florida Educational Leadership Standards which are based on contemporary research on multi-dimensional school leadership and represent skill sets and knowledge bases needed in effective schools. This needs assessment forms the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Through F.S. 6A-5.080 The Florida Educational Leadership Standards, the state acknowledged the importance of professional development and identified educational leadership standards aimed at providing safe learning environments for students and teachers alike. Therefore, principals have access to professional development data, reports and resources for all faculty and staff at their school

site via the district’s PLMS. Therefore, principals may access completion data, implementation plans, and have the ability to assign and recommend professional learning activities that support implementation of new learning to individuals and groups of individuals at their school site. Principals and assistant principals attend weekly and monthly meetings designed to formulate collective efficacy practices throughout the district. Information and presentations are frequently shared to encourage and support the facilitation of implementation at school sites. Select principals and assistant principals from each level (ES, MS, HS and Combo) are members of the Professional Learning Coordinating Counsel and serve as liaisons with PDSS and share information and updates with their peer cohort at regularly scheduled district-sponsored meetings.

Baseline Data

Baseline data below was collected from the 2021/22 Broward Assessment of School Administrators (BASA) annual evaluation tool. The overall district-wide aggregate data for all Principals and Assistant Principals was collected for each of the four domains of the Florida Principal Leadership Standards as indicated below. Data will be updated once evaluations for the 2022/2023 school year are finalized in the fall of 2023. The 23/24 BASA assessment will be revised to reflect the Florida Educational Leadership Standards adopted in late 2022.

	Percent Highly Effective	Percent Effective	Percent Needs Improvement	Percent Unsatisfactory
22/23 Data	Pending	Pending	Pending	Pending
21/22 Data	63%	37%	<1%	<1%
20/21 Data	72%	28%	<1%	<1%

The tables below and on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

Desired Outcomes and Performance Indicators

Desired Outcome: Standard 1: Professional and Ethical Norms Target Audience: Principals and Assistant Principals Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.			
Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Effective educational leaders hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. • Effective educational leaders acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. • Effective educational leaders accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the 	<ul style="list-style-type: none"> • Effective educational leaders hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. • Effective educational leaders acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. • Effective educational leaders accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the 	<ul style="list-style-type: none"> • Effective educational leaders hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. • Effective educational leaders acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. • Effective educational leaders accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the 	<ul style="list-style-type: none"> • Effective educational leaders hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies. • Effective educational leaders acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S. • Effective educational leaders accept accountability for all students by identifying and recognizing barriers and their impact on

<p>well- being of the school, families, and local community.</p> <ul style="list-style-type: none"> • Effective educational leaders act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources and all other aspects of leadership set forth in this rule. 	<p>well- being of the school and families.</p> <ul style="list-style-type: none"> • Effective educational leaders act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources and all other aspects of leadership set forth in this rule. 	<p>well- being of the school.</p> <ul style="list-style-type: none"> • Effective educational leaders act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources and all other aspects of leadership set forth in this rule. 	<p>the academic success of students.</p> <ul style="list-style-type: none"> • Effective educational leaders act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school’s resources and all other aspects of leadership set forth in this rule.
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Desired Outcome: Standard 2: Vision and Mission
 Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

2A: Performance Indicators for Assistant Principals

<ul style="list-style-type: none"> • Effective assistant principals assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective assistant principals collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. • Effective assistant principals collaborate, support, and model the development and 	<ul style="list-style-type: none"> • Effective assistant principals assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective assistant principals collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. • Effective assistant principals collaborate, support, and model the development and 	<ul style="list-style-type: none"> • Effective assistant principals assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective assistant principals collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. • Effective assistant principals collaborate, support, and model the development and 	<ul style="list-style-type: none"> • Effective assistant principals assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective assistant principals collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students. • Effective assistant principals collaborate, support, and model the development and
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<p>implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.</p> <ul style="list-style-type: none"> • Effective assistant principals assist and support the development and implementation of systems to achieve the vision and mission of the school—consistently reflecting and adjusting when applicable. • Effective assistant principals consistently recognize individuals for contributions toward the school vision and mission 	<p>implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.</p> <ul style="list-style-type: none"> • Effective assistant principals assist and support the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. • Effective assistant principals consistently recognize individuals for contributions toward the school vision and mission 	<p>implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.</p> <ul style="list-style-type: none"> • Effective assistant principals assist and support the development and implementation of systems to achieve the vision and mission of the school. • Effective assistant principals recognize individuals for contributions toward the school vision and mission 	<p>implementation of a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students.</p> <ul style="list-style-type: none"> • Effective assistant principals assist and support the development and implementation of systems to achieve the vision and mission of the school.
2B: Performance Indicators for Principals			
<ul style="list-style-type: none"> • Effective school principals collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective school principals collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic 	<ul style="list-style-type: none"> • Effective school principals collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective school principals collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic 	<ul style="list-style-type: none"> • Effective school principals collaborate with school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective school principals collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic 	<ul style="list-style-type: none"> • Effective school principals collaborate in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies. • Effective school principals collaborate with members of the school using academic data to develop and promote a vision focused on successful learning and the academic development of students.

<p>development of all students.</p> <ul style="list-style-type: none"> • Effective school principals collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students. • Effective school principals strategically develop and implement systems to achieve the vision and mission of the school—consistently reflecting and adjusting when applicable. 	<p>development of all students.</p> <ul style="list-style-type: none"> • Effective school principals collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of student groups. • Effective school principals strategically develop and implement systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. 	<p>development of students.</p> <ul style="list-style-type: none"> • Effective school principals collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of students. • Effective school principals strategically develop and implement systems to achieve the vision and mission of the school—reflecting and adjusting when applicable. 	<ul style="list-style-type: none"> • Effective school principals collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of students. • Effective school principals strategically develop and implement systems to achieve the vision and mission of the school
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Desired Outcome: Standard 3: School Operations, Management and Safety
 Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

3A: Performance Indicators for Assistant Principals

<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices. • Effective assistant principals collaborate with the school principal to manage scheduling and resources by 	<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting and decision making. • Effective assistant principals collaborate with the school principal to manage scheduling by assigning instructional personnel to roles 	<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to manage the school’s fiscal resources in a responsible and ethical manner. • Effective assistant principals collaborate with the school principal to manage scheduling assigning instructional personnel to roles and responsibilities that optimize their professional capacity 	<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities. • Effective assistant principals organize time, tasks, and projects to protect school personnel’s work and learning, to optimize productivity and student learning.
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<p>assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.</p> <ul style="list-style-type: none"> • Effective assistant principals organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. • Effective assistant principals collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective assistant principals utilize best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders. • Effective assistant principals inform the 	<p>and responsibilities that optimize their professional capacity to address all students' learning needs.</p> <ul style="list-style-type: none"> • Effective assistant principals organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning. • Effective assistant principals collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective assistant principals utilize best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders. • Effective assistant principals inform the school community of current local, state, and federal laws, 	<p>to address all students' learning needs.</p> <ul style="list-style-type: none"> • Effective assistant principals organize time, tasks, and projects effectively to protect school personnel's work and learning, to optimize productivity and student learning. • Effective assistant principals collaborate with school leaders to utilize data, technology, and communication to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective assistant principals utilize conflict resolution, constructive conversations and management for stakeholders related to school needs. • Effective assistant principals inform the school community of current local, state, and federal laws, regulations to promote the safety, success and well-being of all students and adults. • Effective assistant principals collaborate with the school principal to develop 	<ul style="list-style-type: none"> • Effective assistant principals collaborate with school leaders to deliver actionable information to improve the quality and efficiency of operations and management to include safety. • Effective assistant principals utilize conflict resolution, constructive conversations, and management for related to school needs. • Effective assistant principals inform the school community of current local, state, and federal laws, regulations to promote the safety of all students and adults. • Effective assistant principals collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel and families are safe. • Effective assistant principals collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.
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<p>school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success and well-being of all students and adults.</p> <ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation. • Effective assistant principals develop and maintain effective relationships with the district office and governing board. • Effective assistant principals collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe. • Effective assistant principals collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. 	<p>regulations, and best practices to promote the safety, success and well-being of all students and adults.</p> <ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management. • Effective assistant principals develop and maintain effective relationships with the district office. • Effective assistant principals collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe. • Effective assistant principals collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective assistant principals collaborate with the school principal to implement a continuous 	<p>effective relationships with feeder schools for enrollment management.</p> <ul style="list-style-type: none"> • Effective assistant principals develop effective relationships with the district office. • Effective assistant principals collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe. • Effective assistant principals collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective assistant principals collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. 	<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to evaluate specific concerns for safety and security within the school environment.
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<ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment. • Effective assistant principals collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. 	<p>improvement model to evaluate specific concerns for safety and security within the school environment.</p> <ul style="list-style-type: none"> • Effective assistant principals collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism. 		
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3B: Performance Indicators for Principals

<ul style="list-style-type: none"> • Effective school principals manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices. • Effective school principals manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students’ learning needs. • Effective school principals organize 	<ul style="list-style-type: none"> • Effective school principals manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices. • Effective school principals manage scheduling and resources by assigning instructional personnel to roles and responsibilities to address all students’ learning needs. • Effective school principals organize time, tasks, and projects effectively to protect school personnel’s work and 	<ul style="list-style-type: none"> • Effective school principals manage the school’s fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making. • Effective school principals manage scheduling by assigning instructional personnel to roles and responsibilities to address students’ learning needs. • Effective school principals organize time, tasks, and projects to protect school personnel’s work and student learning. 	<ul style="list-style-type: none"> • Effective school principals manage the school’s fiscal resources in a responsible and ethical manner, engaging in budgeting and decision-making. • Effective school principals manage scheduling and resources. • Effective school principals organize time, tasks, and projects to optimize productivity and student learning. • Effective school principals utilize data, technology, and communication to deliver actionable information to improve the quality
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<p>time, tasks, and projects effectively to protect school personnel’s work and learning, as well as their own, to optimize productivity and student learning.</p> <ul style="list-style-type: none"> • Effective school principals utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective school principals Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders. • Effective school principals inform the school community of current local, state, and federal laws regulations and best practices to promote the safety, success and well- being of all students and adults. • Effective school principals develop and maintain effective relationships 	<p>learning, as well as their own, to optimize productivity and student learning.</p> <ul style="list-style-type: none"> • Effective school principals utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective school principals Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders. • Effective school principals inform the school community of current local, state, and federal laws regulations and best practices to promote the safety, success and well- being of all students and adults. • Effective school principals develop and maintain effective relationships with feeder and connecting schools for enrollment management and 	<ul style="list-style-type: none"> • Effective school principals utilize data, technology, and communication to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning. • Effective school principals utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs. • Effective school principals inform the school community of current local, state, and federal laws regulations to promote the safety, success and well- being of all students and adults. • Effective school principals develop and maintain effective relationships with feeder for enrollment management. • Effective school principals develop effective relationships with the district office. • Effective school principals create and maintain systems and structures that 	<p>and efficiency of operations and management to include safety, climate, and student learning.</p> <ul style="list-style-type: none"> • Effective school principals utilize and coach best practices in conflict resolution, constructive conversations and management related to school needs. • Effective school principals inform the school community of current local, state, and federal laws regulations and best practices to promote the safety, success and well- being of all students and adults. • Effective school principals develop relationships with the district office. • Effective school principals promote school security to ensure that students, school personnel and families are safe. • Effective school principals ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective school principals evaluate specific concerns for safety and security
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<p>with feeder and connecting schools for enrollment management and curricular and instructional articulation</p> <ul style="list-style-type: none"> • Effective school principals develop and maintain effective relationships with the district office and governing board. • Effective school principals create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe. • Effective school principals ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective school principals utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment. • Effective school principals collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions. 	<p>curricular and instructional articulation</p> <ul style="list-style-type: none"> • Effective school principals develop and maintain effective relationships with the district office and governing board. • Effective school principals create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe. • Effective school principals ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective school principals utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment. • Effective school principals collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism. 	<p>promote school security to ensure that students, school personnel, families and community are safe.</p> <ul style="list-style-type: none"> • Effective school principals ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C. • Effective school principals evaluate concerns for safety and security within the school environment. • Effective school principals create and implement policies that address chronic absenteeism. 	<p>within the school environment.</p>
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DESIRED OUTCOME: Standard 4: Student Learning and Continuous Improvement: Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

4A: Performance Indicators for Assistant Principals

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Effective Assistant Principals assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students • Effective Assistant Principals monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan. • Effective Assistant Principals collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration and enrichment plan focused on learning. • Effective Assistant Principals engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps. 	<ul style="list-style-type: none"> • Effective Assistant Principals assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of students • Effective Assistant Principals monitor and ensure the school’s learning goals and classroom instruction are aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan. • Effective Assistant Principals collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration and enrichment plan focused on learning. • Effective Assistant Principals engage in data analysis to inform instructional planning and improve learning for student subgroups and minimize or eliminate achievement gaps. 	<ul style="list-style-type: none"> • Effective Assistant Principals assist with the implementation of systems and structures that enable instructional personnel to promote high expectations for the academic growth of students. • Effective Assistant Principals monitor and ensure that classroom instruction is aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan. • Effective Assistant Principals collaborate with teachers and the school leadership team to create an intervention, acceleration and enrichment plan focused on learning. • Effective Assistant Principals engage in data analysis to improve learning for student subgroups and minimize achievement gaps. • Effective Assistant Principals utilize progress monitoring to gather student performance data and identify areas that need improvement. 	<ul style="list-style-type: none"> • Effective Assistant Principals assist with the implementation of systems and that enable instructional personnel to promote high expectations for the academic growth of students. • Effective Assistant Principals work to ensure classroom instruction is aligned to the state’s student academic standards, and the district’s adopted curricula and K-12 reading plan. • Effective Assistant Principals create an intervention, acceleration and enrichment plan focused on learning. • Effective Assistant Principals engage in data analysis to improve learning for student subgroups. • Effective Assistant Principals gather student performance data. • Effective Assistant Principals plan to implement the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all

<ul style="list-style-type: none"> • Effective Assistant Principals utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and provide coaching to improve student learning. • Effective Assistant Principals support and openly communicate the need for, process for and outcomes of improvement efforts. • Effective Assistant Principals ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. 	<ul style="list-style-type: none"> • Effective Assistant Principals utilize progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and provide coaching to improve student learning. • Effective Assistant Principals support and communicate the need for, process for and outcomes of improvement efforts. • Effective Assistant Principals ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. 	<ul style="list-style-type: none"> • Effective Assistant Principals support the process for and outcomes of improvement efforts. • Effective Assistant Principals ensure the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. 	<p>instructional personnel.</p>
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4B: Performance Indicators for Principals

<ul style="list-style-type: none"> • Effective school principals create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students. • Effective school principals ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, 	<ul style="list-style-type: none"> • Effective school principals create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of students. • Effective school principals ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, 	<ul style="list-style-type: none"> • Effective school principals create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of students. • Effective school principals ensure alignment of classroom instruction to the state's student academic standards, and the district's 	<ul style="list-style-type: none"> • Effective school principals create climate and culture of high expectations. • Effective school principals ensure alignment of classroom instruction to the state's student academic standards, and the district's adopted curricula • Effective school principals develop a structure that enables school personnel to focus on providing
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<p>and the district’s adopted curricula and K-12 reading plan.</p> <ul style="list-style-type: none"> • Effective school principals develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student academic needs. • Effective school principals promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps. • Effective school principals ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. • Effective school principals manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and 	<p>and the district’s adopted curricula and K-12 reading plan.</p> <ul style="list-style-type: none"> • Effective school principals develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student academic needs. • Effective school principals promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps. • Effective school principals ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. • Effective school principals manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and 	<p>adopted curricula and K-12 reading plan.</p> <ul style="list-style-type: none"> • Effective school principals develop a structure that enables school personnel to work and focus on providing evidence-based intervention, and enrichment that meet student academic needs. • Effective school principals promote the effective use of data analysis with school personnel and provide coaching to improve student learning and minimize or eliminate achievement gaps. • Effective school principals ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. • Effective school principals manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement. • Effective school principals ensure and monitor the 	<p>evidence-based intervention.</p> <ul style="list-style-type: none"> • Effective school principals promote the effective use of data analysis with school personnel. • Effective school principals ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S. • Effective school principals manage uncertainty, risk, competing initiatives and the dynamics of change. • Effective school principals ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.
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<p>encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.</p> <ul style="list-style-type: none"> • Effective school principals ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. 	<p>encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.</p> <ul style="list-style-type: none"> • Effective school principals ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel. 	<p>implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.</p>	
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Desired Outcome: Standard 5: Learning Environment Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

5A: Performance Indicators for Assistant Principals

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment. • Effective Assistant Principals facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Effective Assistant Principals deliver timely, actionable, and ongoing feedback about instructional 	<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment. • Effective Assistant Principals facilitate a system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Effective Assistant Principals deliver timely, actionable, and ongoing feedback about instructional practices driven by 	<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment. • Effective Assistant Principals facilitate a system that establishes a culture of learning, which includes policies to address student misconduct in a unbiased manner. • Effective Assistant Principals deliver timely, actionable feedback about instructional practices driven by standards-aligned content to 	<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment. • Effective Assistant Principals establish a culture of learning, which includes addressing student misconduct. • Effective Assistant Principals deliver feedback about instructional practices driven by standards-aligned content • Effective Assistant Principals support instructional personnel to

<p>practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.</p> <ul style="list-style-type: none"> • Effective Assistant Principals support instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps. 	<p>standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.</p> <ul style="list-style-type: none"> • Effective Assistant Principals support instructional personnel to recognize, understand and respond to student needs to minimize achievement gaps. 	<p>support and coach the development of instructional personnel's knowledge and skills.</p> <ul style="list-style-type: none"> • Effective Assistant Principals support instructional personnel to recognize and respond to student needs to minimize achievement gaps. 	<p>recognize and respond to student needs.</p>
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5B: Performance Indicators for School Principals

<ul style="list-style-type: none"> • Effective school principals develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. • Effective school principals cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Effective school principals deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support 	<ul style="list-style-type: none"> • Effective school principals develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. • Effective school principals cultivate and protect a system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner. • Effective school principals deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the 	<ul style="list-style-type: none"> • Effective school principals develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. • Effective school principals cultivate a system that establishes a culture of learning, which includes policies to address student misconduct in a positive, fair, and unbiased manner. • Effective school principals deliver timely feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional 	<ul style="list-style-type: none"> • Effective school principals develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment. • Effective school principals establish a culture of learning, which includes policies to address student misconduct in and unbiased manner. • Effective school principals provide feedback about instructional practices driven by standards-aligned content. • Effective school principals provide opportunities for instructional personnel to
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<p>and coach the development of instructional personnel's knowledge and skills.</p> <ul style="list-style-type: none"> Effective school principals provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps. 	<p>development of instructional personnel's knowledge and skills.</p> <ul style="list-style-type: none"> Effective school principals provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize achievement gaps. 	<p>personnel's knowledge and skills.</p> <ul style="list-style-type: none"> Effective school principals provide opportunities for instructional personnel to recognize, understand student needs to minimize achievement gaps. 	<p>recognize student needs.</p>
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Desired Outcome: Standard 6: Recruitment and Professional Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

6A: Performance Indicators for Assistant Principals

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> Effective Assistant Principals assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. Effective Assistant Principals attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking 	<ul style="list-style-type: none"> Effective Assistant Principals assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote achievement and the academic success of all students. Effective Assistant Principals attend to personal learning and effectiveness by engaging in professional learning, modeling self-reflection practices, and seeking and being receptive to feedback. 	<ul style="list-style-type: none"> Effective Assistant Principals assist with hiring, developing, and supporting effective and caring instructional personnel with the professional capacity to promote achievement and the academic success of students. Effective Assistant Principals attend to personal learning and effectiveness by engaging in professional learning, modeling self-reflection practices. Effective Assistant Principals collaborate 	<ul style="list-style-type: none"> Effective Assistant Principals assist with hiring and developing instructional personnel with the professional capacity to promote achievement. Effective Assistant Principals attend to personal learning and effectiveness by engaging in professional learning, modeling self-reflection practices. Effective Assistant Principals collaborate with the school principal to identify instructional personnel needs,

<p>and being receptive to feedback.</p> <ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement. • Effective Assistant Principals collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. • Effective Assistant Principals collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. • Effective Assistant Principals support the school principal in monitoring and 	<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy and data analysis for instructional planning and improvement. • Effective Assistant Principals collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan. • Effective Assistant Principals collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to need-based opportunities for growth, guided by understanding of professional and adult learning strategies. • Effective Assistant Principals support the school principal in monitoring professional learning linked to district- and school-level goals to foster continuous improvement. 	<p>with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, and data analysis.</p> <ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal and content or grade-level leads to develop a professional learning plan based on the needs of instructional personnel and students. • Effective Assistant Principals collaborate with the school principal to develop school personnel’s professional knowledge and skills by providing access to opportunities for growth. • Effective Assistant Principals support the school principal in monitoring and evaluating professional learning linked to school-level goals to foster continuous improvement. • Effective Assistant Principals collaborate with the school principal to monitor professional practice, and provide timely, actionable, and ongoing feedback to 	<p>including standards-aligned content, evidence-based pedagogy.</p> <ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to develop a professional learning plan. • Effective Assistant Principals collaborate with the school principal to develop school personnel’s professional knowledge and skills. • Effective Assistant Principals support the school principal in monitoring and evaluating professional learning. • Effective Assistant Principals collaborate with the school principal to provide timely, actionable, and ongoing feedback to instructional personnel. • Effective Assistant Principals collaborate with the school principal to utilize time and resources to establish a culture of collaboration. • Effective Assistant Principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning.
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<p>evaluating professional learning linked to district- and school-level goals to foster continuous improvement.</p> <ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. • Effective Assistant Principals collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability • Effective Assistant Principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes. 	<ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement. • Effective Assistant Principals collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability • Effective Assistant Principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes. 	<p>instructional personnel.</p> <ul style="list-style-type: none"> • Effective Assistant Principals collaborate with the school principal to utilize time and resources to establish a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability • Effective Assistant Principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice. 	
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6B – Performance Indicators for School Principals

<ul style="list-style-type: none"> ● Effective school principals recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students. ● Effective school principals attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback ● Effective school principals identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement. ● Effective school principals develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed. 	<ul style="list-style-type: none"> ● Effective school principals recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote achievement and the academic success of all students. ● Effective school principals attend to personal learning and effectiveness by engaging in professional learning, modeling self-reflection practices, and seeking and being receptive to feedback ● Effective school principals identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy and data analysis for instructional planning and improvement. ● Effective school principals develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan. ● Effective school principals develop school personnel’s professional knowledge and skills 	<ul style="list-style-type: none"> ● Effective school principals recruit, hire, develop, support effective and caring instructional personnel with the professional capacity to promote achievement and the academic success of students. ● Effective school principals attend to personal learning and effectiveness by engaging in professional learning, modeling self-reflection practices, and seeking feedback. ● Effective school principals identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, and data analysis. ● Effective school principals develop a school-wide professional learning plan based on the needs of students. ● Effective school principals develop school personnel’s professional knowledge and skills by providing access to opportunities for growth. ● Effective school principals monitor professional learning linked to school-level 	<ul style="list-style-type: none"> ● Effective school principals hire instructional personnel with the professional capacity to promote achievement. ● Effective school principals attend to personal learning and effectiveness by engaging in professional learning. ● Effective school principals identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy. ● Effective school principals develop a professional learning plan. ● Effective school principals develop school personnel’s professional knowledge and skills. ● Effective school principals monitor and evaluate professional learning. ● Effective school principals monitor professional learning. ● Effective school principals provide timely, actionable, and ongoing feedback instructional improvement. ● Effective school principals provide time and resources to establish a culture of
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<ul style="list-style-type: none"> • Effective school principals develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies. • Effective school principals monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement. • Effective school principals monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. • Effective school principals provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. • Effective school principals adhere to the professional learning standards 	<p>by providing access to need-based opportunities for growth, guided by understanding of professional and adult learning strategies.</p> <ul style="list-style-type: none"> • Effective school principals monitor professional learning linked to district- and school-level goals to foster continuous improvement. • Effective school principals monitor professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement. • Effective school principals provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. • Effective school principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in 	<p>goals to foster continuous improvement.</p> <ul style="list-style-type: none"> • Effective school principals monitor professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel. • Effective school principals provide time and resources to establish a culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability. • Effective school principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes. 	<p>collaboration to the shared educational vision, mission, and core values of the school.</p> <ul style="list-style-type: none"> • Effective school principals adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.
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<p>adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.</p>	<p>professional practice and evaluating impact on student outcomes.</p>		
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Desired Outcome: Standard 7: Building Leadership Expertise Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

7A: Performance Indicators for Assistant Principals			
Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Effective Assistant Principals develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content. • Effective Assistant Principals collaborate with the school principal to cultivate a diverse group of emerging teacher leaders. • Effective Assistant Principals develop capacity in teacher leaders and hold them accountable. • Effective Assistant Principals plan for and provide opportunities for mentoring new personnel. 	<ul style="list-style-type: none"> • Effective Assistant Principals develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice. • Effective Assistant Principals collaborate with the school principal to cultivate a diverse group of emerging teacher leaders. • Effective Assistant Principals develop capacity in teacher leaders and hold them accountable. • Effective Assistant Principals plan for and provide opportunities for mentoring new personnel. 	<ul style="list-style-type: none"> • Effective Assistant Principals develop and support open, productive working relationships among school and teacher leaders to build professional capacity and improve instructional practice. • Effective Assistant Principals collaborate with the school principal to cultivate a group of emerging teacher leaders. • Effective Assistant Principals develop capacity in teacher leaders. • Effective Assistant Principals plan for and provide opportunities for mentoring new personnel. 	<ul style="list-style-type: none"> • Effective Assistant Principals develop working relationships among school and teacher leaders to build professional capacity and improve instructional practice. • Effective Assistant Principals develop capacity in teacher leaders. • Effective Assistant Principals plan for opportunities for mentoring new personnel.

7B: Performance Indicators for School Principals

<ul style="list-style-type: none"> • Effective school Principals develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content. • Effective school Principals cultivate current and potential school leaders and assist with the development of a pipeline of future leaders. • Effective school Principals develop capacity by delegating tasks to other school leaders and holding them accountable. • Effective school Principals plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel. 	<ul style="list-style-type: none"> • Effective school Principals develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice. • Effective school Principals cultivate current and potential school leaders. • Effective school Principals develop capacity by delegating tasks to other school leaders and holding them accountable. • Effective school Principals plan for and manage staff turnover providing opportunities for effective induction and mentoring of school personnel. 	<ul style="list-style-type: none"> • Effective school Principals develop and support open, productive working relationships among school leaders and other personnel to build professional capacity and improve instructional practice. • Effective school Principals cultivate current and potential school leaders. • Effective school Principals develop capacity by delegating tasks to other school leaders. • Effective school Principals plan for and manage staff turnover providing opportunities for effective induction of school personnel. 	<ul style="list-style-type: none"> • Effective school Principals develop working relationships among school leaders and other personnel to build professional capacity and improve instructional practice. • Effective school Principals cultivate current school leaders. • Effective school Principals develop capacity by delegating tasks to other school leaders. • Effective school Principals plan for and manage staff turnover.
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7C: BRIDGES Observation System

<ul style="list-style-type: none"> • The leader focuses on the effectiveness of instruction by becoming a credentialed observer, and reviewing observation data with 	<ul style="list-style-type: none"> • The leader focuses on the effectiveness of instruction by becoming a credentialed observer and reviewing observation data with 	<ul style="list-style-type: none"> • The leader focuses on the effectiveness of instruction by becoming a credentialed observer, reviewing observation data with 	<ul style="list-style-type: none"> • The leader attempts to focus on the effectiveness of instruction by becoming a credentialed observer • The leader evaluates faculty
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<p>administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction</p> <ul style="list-style-type: none"> • The leader evaluates, monitors, and provides timely, constructive feedback to faculty on the effectiveness of instruction with the goal of positively impacting student achievement • The leader implements practices to ensure inter-rater reliability (IRR) • The leader observes teacher accurately based on research-based rubrics and provides timely, appropriate, and effective feedback focused on teacher growth 	<p>administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction.</p> <ul style="list-style-type: none"> • The leader evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction • The leader implements practices to ensure inter-rater reliability (IRR) 	<p>administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction</p> <ul style="list-style-type: none"> • The leader evaluates, monitors, and provides feedback to faculty on the effectiveness of instruction 	<p>on the effectiveness of instruction</p>
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Desired Outcome: Standard 8: Meaningful Parent, Family and Community Engagement

Target Audience: Principals and Assistant Principals Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

8A: Performance Indicators for Assistant Principals

Level 4	Level 3	Level 2	Level 1
<ul style="list-style-type: none"> • Effective Assistant Principals understand, value, and employ the community’s cultural, social, and intellectual context and resources. • Effective Assistant Principals model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders. • Effective Assistant Principals maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders. • Effective Assistant Principals consistently recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community. • Effective Assistant Principals utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance. 	<ul style="list-style-type: none"> • Effective Assistant Principals understand, value, and employ the community’s cultural, social, and intellectual context and resources. • Effective Assistant Principals model and advocate for respectful communication practices between school leaders, parents, and students. • Effective Assistant Principals maintain high visibility and accessibility, and actively listen and respond to parents and students. • Effective Assistant Principals recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community. • Effective Assistant Principals utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance. 	<ul style="list-style-type: none"> • Effective Assistant Principals understand, value, and employ the community’s cultural, social and resources. • Effective Assistant Principals model and advocate for respectful communication practices between school leaders and parents. • Effective Assistant Principals maintain high visibility and accessibility, and actively listen to parents and students. • Effective Assistant Principals recognize parents, students, and other stakeholders for contributions and engagement inconsistently that enhance the school community. • Effective Assistant Principals utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations. 	<ul style="list-style-type: none"> • Effective Assistant Principals understand the community’s cultural, social context and resources. • Effective Assistant Principals model respectful communication practices between school leaders, parents, and students. • Effective Assistant Principals maintain high visibility and actively listen to parents and students. • Effective Assistant Principals utilize appropriate technologies and other forms of communication to partner with parents, students, and families.

8B: Performance Indicators for Assistant Principals

<ul style="list-style-type: none"> • Effective school Principals understand, value, and employ the community’s cultural, social, and intellectual context and resources. • Effective school Principals model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders. • Effective school Principals maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders. • Effective school Principals consistently recognize parents, students and other stakeholders for contributions and engagement that enhance the school community. • Effective school Principals utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance. 	<ul style="list-style-type: none"> • Effective school Principals understand, value, and employ the community’s cultural, social, and intellectual resources. • Effective school Principals model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders. • Effective school Principals maintain high visibility and accessibility, and actively listen and respond to parents, students. • Effective school Principals recognize parents, students and other stakeholders for contributions and engagement that enhance the school community. • Effective school Principals utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance. 	<ul style="list-style-type: none"> • Effective school Principals understand, value, and employ the community’s cultural and social resources. • Effective school Principals model and advocate for respectful communication practices between school leaders, parents, and students. • Effective school Principals maintain high visibility and accessibility, and actively listen to parents and students. • Effective school Principals recognize parents, students and other stakeholders for contributions and engagement inconsistently that enhance the school community. • Effective school Principals utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations. 	<ul style="list-style-type: none"> • Effective school Principals understand, the community’s cultural and social and resources. • Effective school Principals model respectful communication practices between school leaders, parents, and students. • Effective school Principals maintain high visibility and accessibility, and actively listen to parents and students. • Effective school Principals utilize appropriate technologies and other forms of communication to partner with parents, students, and families.
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Data Collection Plan			
Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Attendance and Perception Data from LAB Appraisal Form	At the conclusion of each course	Leadership Development Course Organizer
2. Participants' Learning	Varies by course to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks	One time per course	Course Facilitators
3. Organizational Supports	District Departments observations, records and requests for assistance and support	On-going	District Level Staff, Directors of Teaching and Learning, Leadership Development Staff
4. Participants' Practice	District-wide Broward Assessment of School Administrators (BASA) District-wide District Assessment of School Administrators (DASA)	Annually	Leadership Development Supervisor
5. Student Outcomes	District Value-Added Model (VAM) Student Achievement Scores	Annually	Leadership Development Supervisor

Evaluation Plan		
Level 1 – Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End of Year Evaluation</u>
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)	Review of LAB Professional Learning Appraisal Form Report	LAB Professional Learning Appraisal Form Report
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)	Review of LAB Professional Learning Appraisal Form Report	LAB Professional Learning Appraisal Form Report
District Leadership Preparation and Support Program Participants	Review of LAB Professional Learning Appraisal Form Report	LAB Professional Learning Appraisal Form Report
Level 2 – Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End of Year Evaluation</u>
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks
District Leadership Preparation and Support Program Participants	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching, and feedback, pre and post-tests, job-embedded tasks

Level 3 – Organizational Supports		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End of Year Evaluation</u>
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support
District Leadership Preparation and Support Program Participants	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support
Level 4 – Participants Use of New Knowledge		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End of Year Evaluation</u>
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)		District-wide Broward Assessment of School Administrators (BASA) End of Year Participant Perception Data based on Survey Results
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)		District-wide Broward Assessment of School Administrators (BASA) End of Year Participant Perception Data based on Survey Results
District Leadership Preparation and Support Program Participants		District-wide District Assessment of School Administrators (DASA) End of Year Participant Perception Data based on Survey Results

Level 5 - Student Learning Outcomes		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End of Year Evaluation</u>
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)		District Value-Added Model (VAM) Student Achievement Scores
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)		District Value-Added Model (VAM) Student Achievement Scores
District Leadership Preparation and Support Program Participants		District Value-Added Model (VAM) Student Achievement Scores