



Florida Principal Leadership Standards (FPLS) and Educational Leadership Updates

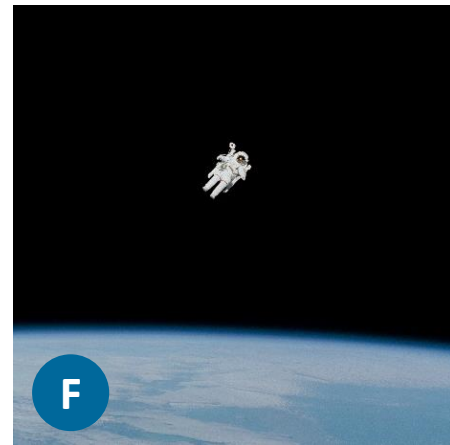
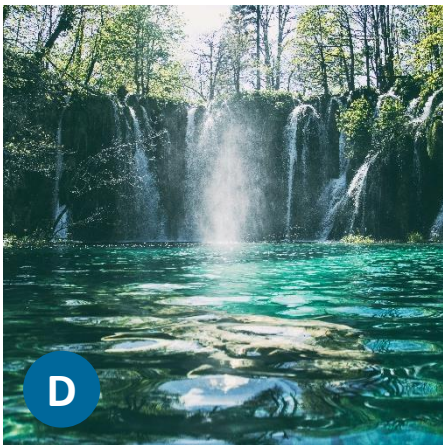
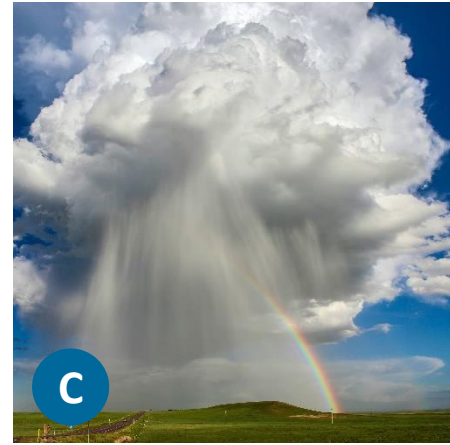
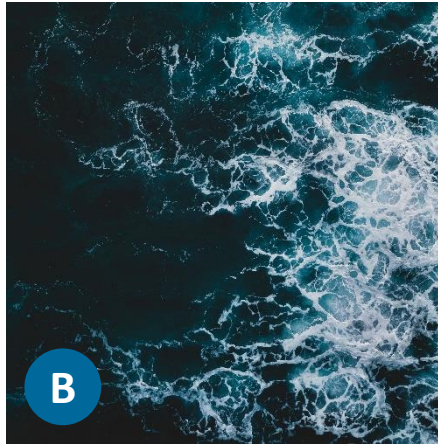
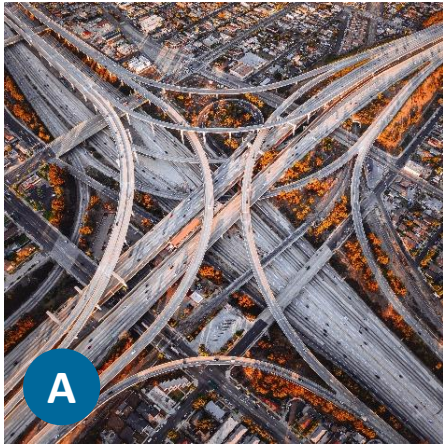
Josey McDaniel

Director of Professional Learning and
Retention

Florida Department of Education



Which one best illustrates how you are feeling right now? Why?



Agenda

- 1 SELECT Story
- 2 FPLS Draft Revisions: Setting the Stage
- 3 FPLS Stakeholder Input
- 4 FPLS Draft Revisions Overview and Feedback
- 5 Additional Updates
- 6 Questions



The School Educational Leadership Enhancement Committee Taskforce (SELECT)



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Who SELECT Is



School Educational Leadership Enhancement
Committee Taskforce (SELECT)
Steering Committee



Florida Department of
Education (FDOE)
*Members of the Division
of Educator Quality*



The Wallace
Foundation



Florida Atlantic University (FAU)
*Principal Investigators from
the Principal Preparation
Initiative (FAUPPI)*

How SELECT Came to Be


FDOE invited a broad-based, diverse group of stakeholders to participate in SELECT to

review relevant research,

analyze existing policies and practices, and

make recommendations to the commissioner

for intentional development of a Continuum of Leaders model that spans from teacher leaders to school and district leaders to state-level leaders throughout Florida.



Florida Principal Leadership Standards Draft Revisions: Setting the Stage



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FPLS Revision Mission

- Florida's new leadership standards will be updated to align with research and best practices in educational leadership as well as reflect a continuum of leadership model.

FPLS Revision Committee Outcomes

1. Review relevant and contemporary best practice research in leadership to inform development of new standards.
2. Draft measureable leadership standards reflecting a continuum beginning with assistant principals and ending with district-based instructional leaders.



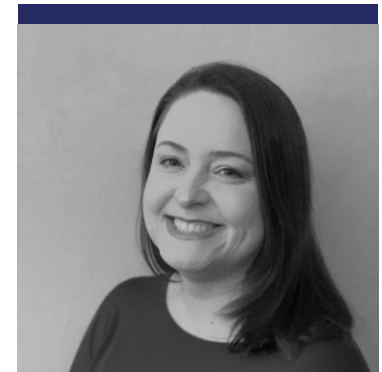
Abbey Stewart
Bureau Chief



Josey McDaniel
Director of Educator Retention



Lindsay Douglas
Program Specialist



Shannon Burgess
Program Specialist



Michele White
Executive Director, FASA



Dr. Cathy Atria
Professor of Educational Practice



Dr. Daniel Reyes-Guerra
Associate Professor

FDOE Partners and Collaborators

Phil Canto

Bureau Chief

Post-Secondary Assessment

Dan Moore

Bureau Chief

Educator Certification

Victoria Gaitanis

Bureau Chief

Bureau for Exceptional Student Education

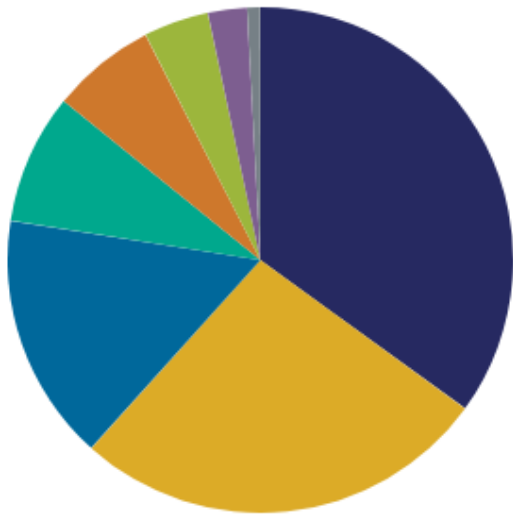
Arc of Development





FPLS Stakeholder Input

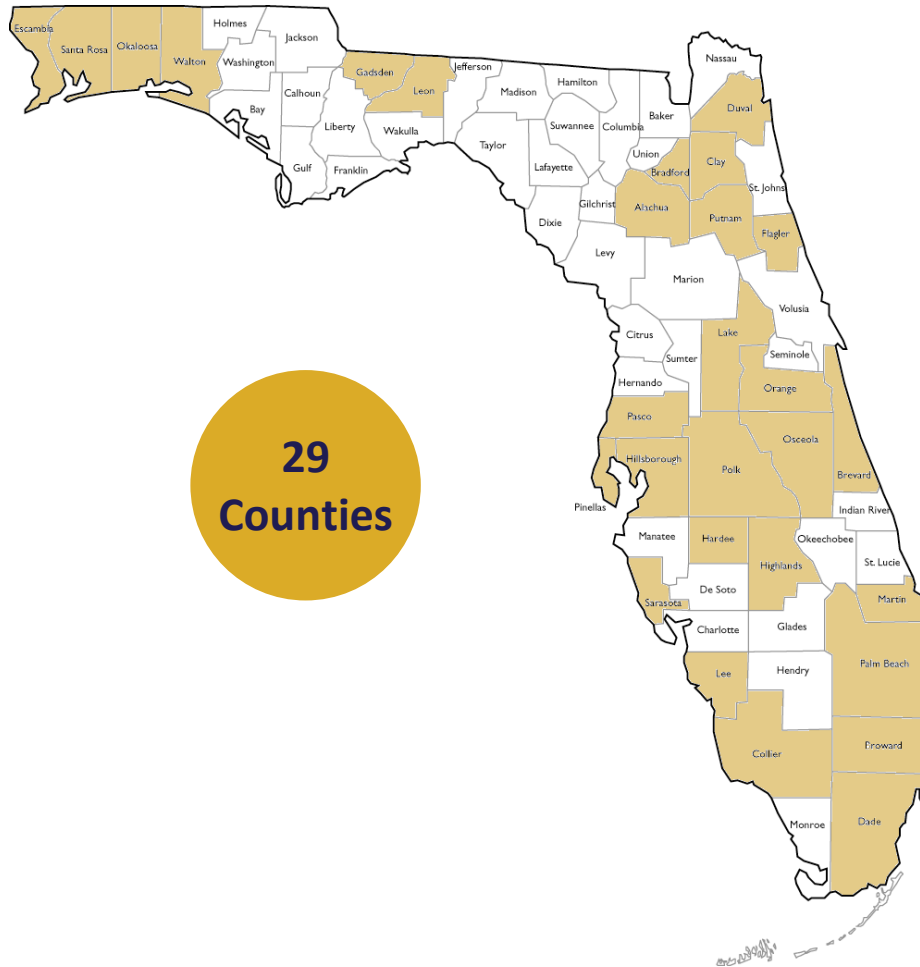
Survey Respondents



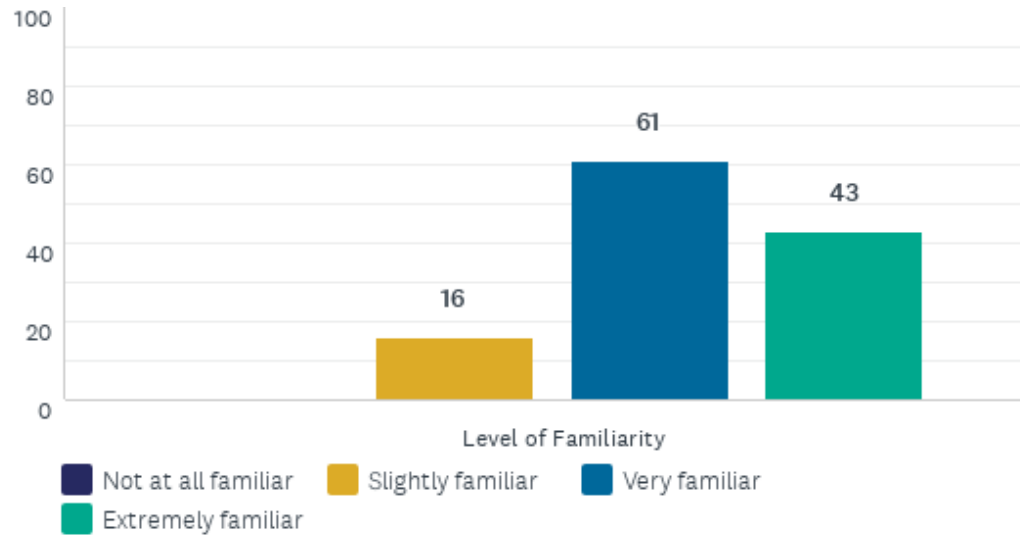
- School-based administrator (traditional public)
- District-based administrator
- School-based administrator (charter)
- Professor, instructor, or lecturer at an institution of higher education
- K-12 instructional personnel
- Other
- Dean, department head, or director at an institution of higher education
- Regional consortium representative

ROLE	RESPONSES
School-based administrator (traditional public)	42 (35.00%)
District-based administrator	32 (26.67%)
School-based administrator (charter)	19 (15.83%)
Professor, instructor, or lecturer at an institution of higher education	10 (8.33%)
K-12 instructional personnel	8 (6.67%)
Other	5 (4.17%)
Dean, department head, or director at an institution of higher education	3 (2.50%)
Regional consortium representative	1 (0.83%)
TOTAL	120

Survey Respondents

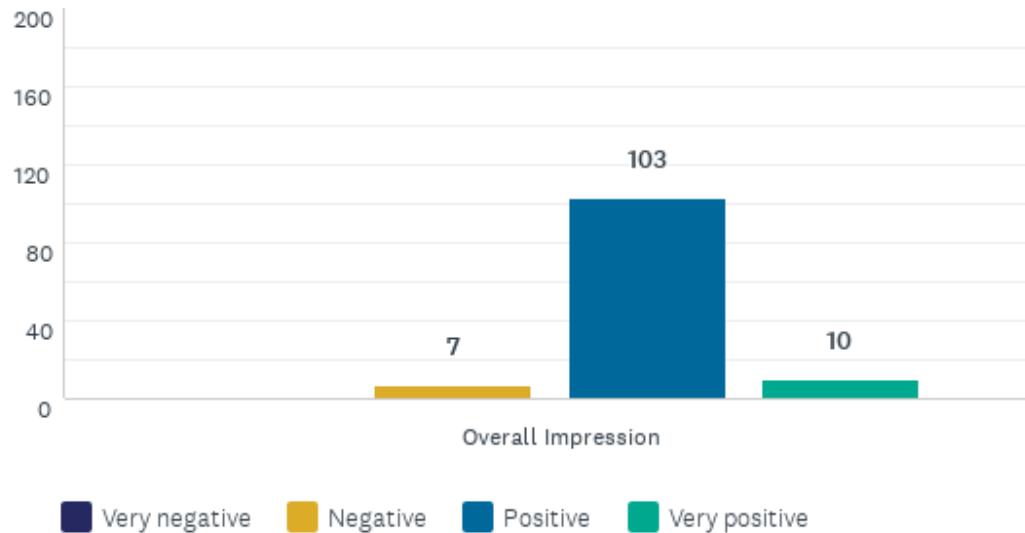


Level of Familiarity with Current Standards



FAMILIARITY	RESPONSES
Not at all familiar	0 (0.00%)
Slightly familiar	16 (13.33%)
Very familiar	61 (50.83%)
Extremely familiar	43 (35.83%)

Overall Impression of Current Standards



OVERALL IMPRESSION	RESPONSES
Very negative	0 (0.00%)
Negative	7 (5.83%)
Positive	103 (85.83%)
Very positive	10 (8.33%)

Most Identified for Elimination or Revision

Standard Level

STANDARD	ELIMINATE RESPONSES
Standard 5: Learning Environment	3 (2.50%)
Standard 6: Decision Making	3 (2.50%)
Standard 3: Instructional Plan Implementation	2 (1.67%)
Standard 4: Faculty Development	2 (1.67%)
Standard 9: Communication	2 (1.67%)

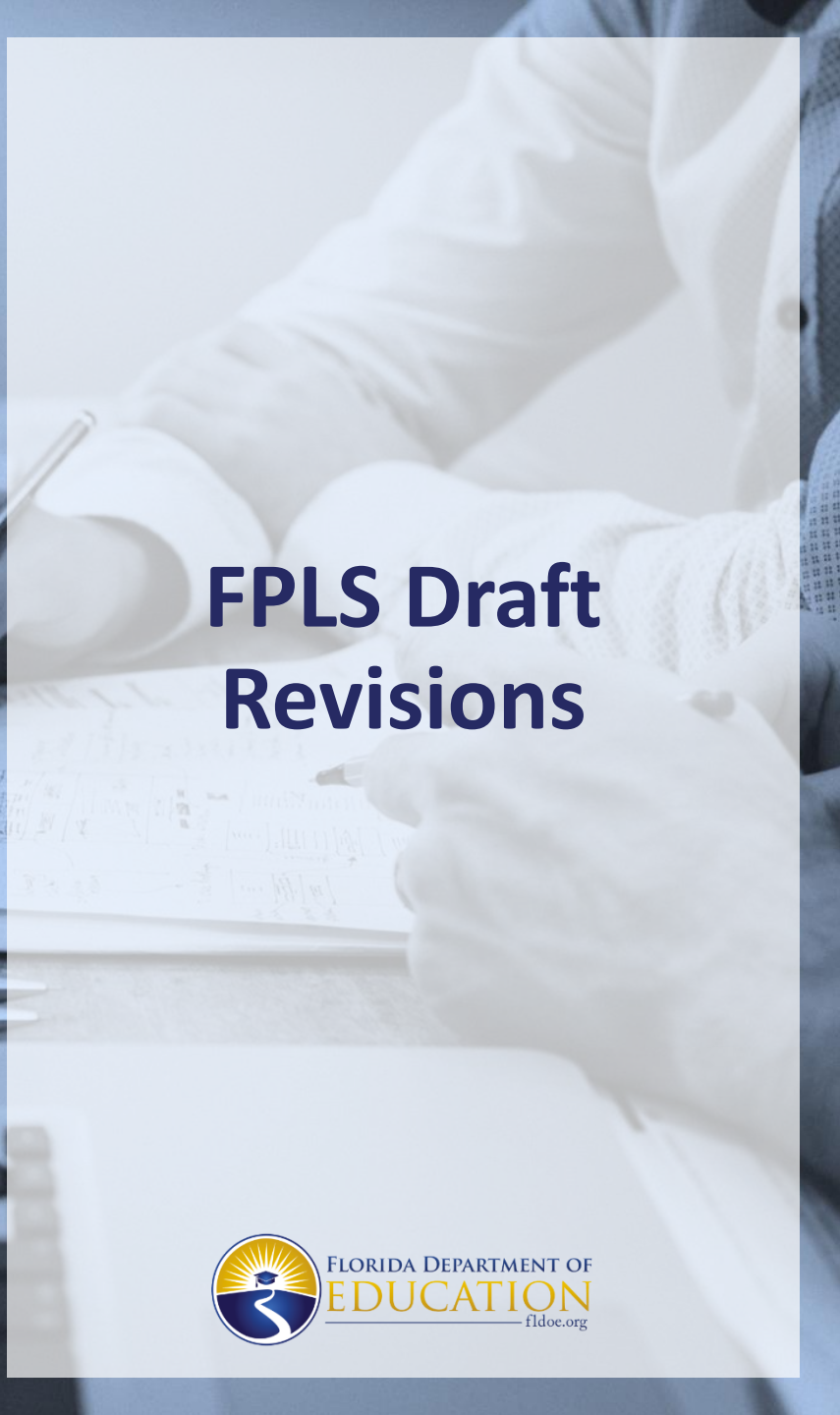
STANDARD	REVISE RESPONSES
Standard 2: Student Learning as Priority	28 (23.33%)
Standard 3: Instructional Plan Implementation	25 (20.83%)
Standard 5: Learning Environment	22 (18.33%)
Standard 1: Student Learning Results	22 (18.33%)
Standard 6: Decision Making	21 (17.50%)

Most Identified for Elimination or Revision

Descriptor Level

DESCRIPTOR	ELIMINATE RESPONSES
6e. The leader uses effective technology integration to enhance decision making and efficiency throughout the school.	12 (10.00%)
4c. The leader employs a faculty with the instructional proficiencies needed for the school population served.	11 (9.17%)
8b. The leader establishes appropriate deadlines for him/herself and the entire organization.	9 (7.50%)
5d. The leader provides recurring monitoring and feedback on the quality of the learning environment.	8 (6.67%)
10e. The leader demonstrates willingness to admit error and learn from it.	7 (5.83%)
10f. The leader demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.	7 (5.83%)

DESCRIPTOR	REVISE RESPONSES
1b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.	28 (23.33%)
3d. The leader implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school.	25 (20.83%)
3a. The leader implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.	23 (19.17%)
2a. The leader enables faculty and staff to work as a system focused on student learning.	23 (19.17%)
4c. The leader employs a faculty with the instructional proficiencies needed for the school population served.	22 (18.33%)



FPLS Draft Revisions

FPLS Revision Subcommittee

Jen Halter	Principal, Clay County District Schools
Wendell Butler, Jr.	Principal, School District of Manatee County
Dr. Melissa Fullmore	Chief Schools Officer, KIPP Jacksonville
Chad Frazier	Principal, Lake County Schools
Bree Flory	Director of Instruction, FLVS
Shane Syfrett	Director of Professional Learning, Leon County Schools
Dr. Christopher Small	Director of Educational Leadership Programs, FSU
Makeda Brome	Assistant Principal, St. Lucie Public Schools
Sarah Hall	Teacher, Seminole County Public Schools
Michele White	Executive Director, FASA
Shannon Burgess	Program Specialist, FDOE
Lindsay Douglas	Program Specialist, FDOE

FPLS Overarching Revision Themes

- Single set of standards with a differentiated set of descriptors.
- Incorporated Professional Standards for Educational Leaders (PSEL) and National Educational Leadership Preparation (NELP) language.

FPLS Draft Revisions

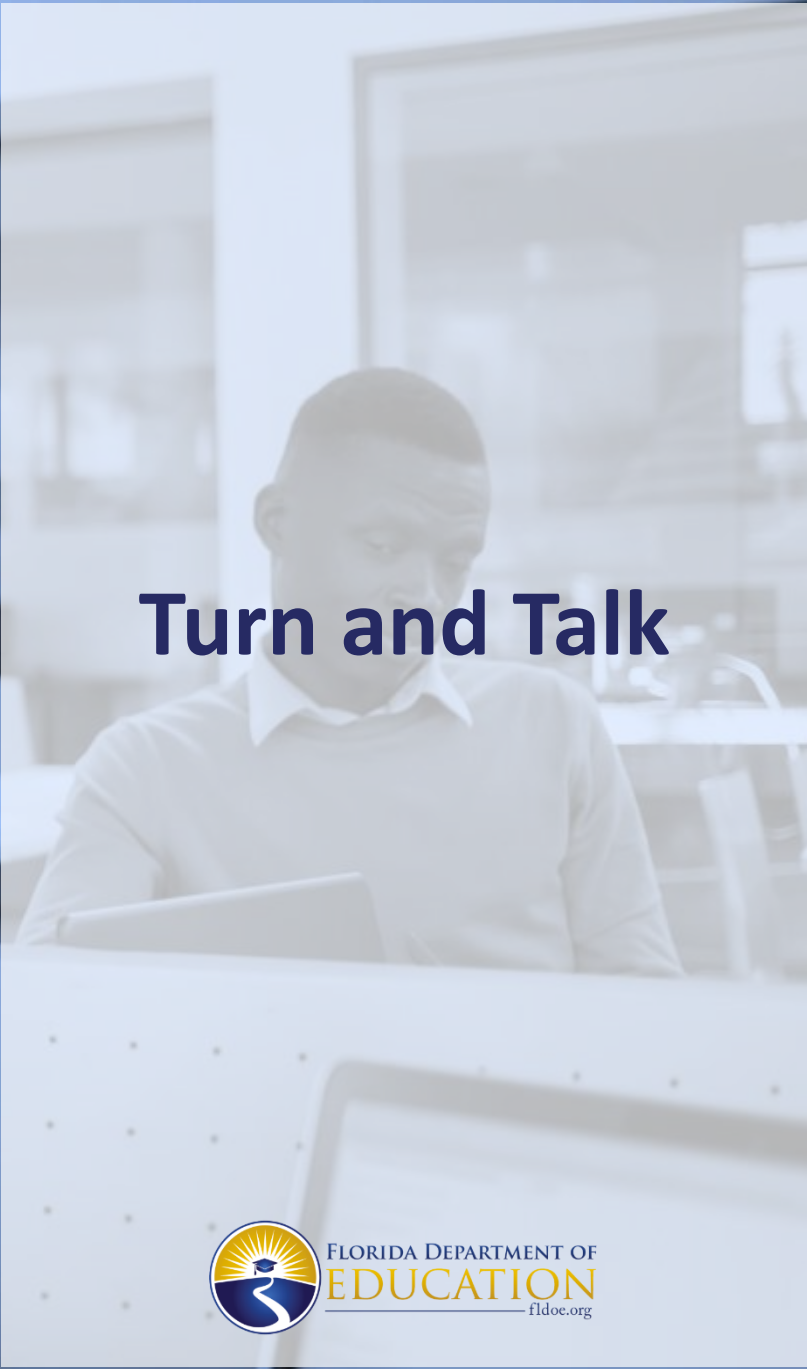
- Standards and descriptors have been re-ordered for cohesion and progression.
- Focused on creating clear, concise and specific descriptors.
- Eliminate organization of standards into domains
 - Standards will stand alone, similar to PSELs and NELPs.

Research

- CCSSO's 2015 Model Principal Supervisor Professional Standards.
- National Institute for Excellence in Teaching, 2021. "The Untapped Potential of the Principal Supervisor."
- Wallace Report, 2021. "How Principals Affect Students and Schools."
- Wallace Report, 2021. "The Role of Assistant Principals: Evidence and Insights for Advancing School Leadership."
- National Educational Leadership Standards (NELP).
- Professional Standards for Educational Leadership (PSEL).

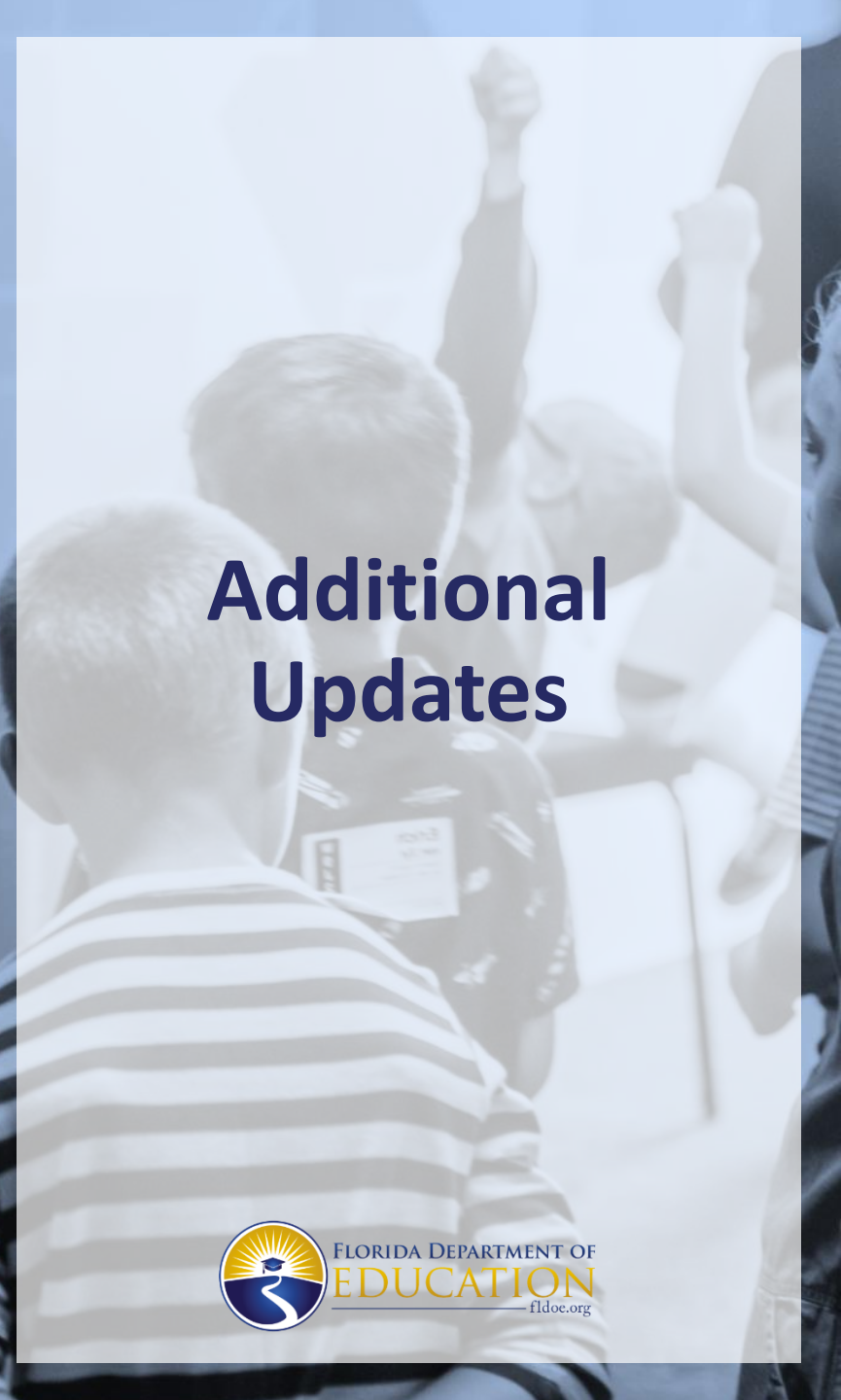
Research

- Wallace Report, 2010. “Investigating the Links to Improved Student Learning.”
- Wallace Report, 2004. “How Leadership Influences Student Learning.”
- Comprehensive Center Network, Region 7. “SEA Opportunities to Support Principals and School Leadership Teams.”
- Hornug, K.H. & Yoder, N., (2014). “What Do Effective District Leaders Do? Strategies for Evaluating District Leadership.”



Turn and Talk





Additional Updates



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Policy Updates

- 2019 – SELECT conducted a comprehensive review of s. 1012.986, F.S., William Cecil Golden Professional Development Program for School Leaders.
- Provided recommendations on how to update and strengthen policy language to reflect current leadership needs.

Policy Updates

- Defined ‘educational leader’ to mean teacher leaders, assistant principals, principals or school district leaders.
- Updated ‘collaborative network’ to include:
 - School districts
 - State-approved educational leadership programs
 - Regional consortia
 - Charter management organizations
 - State and national leadership organizations

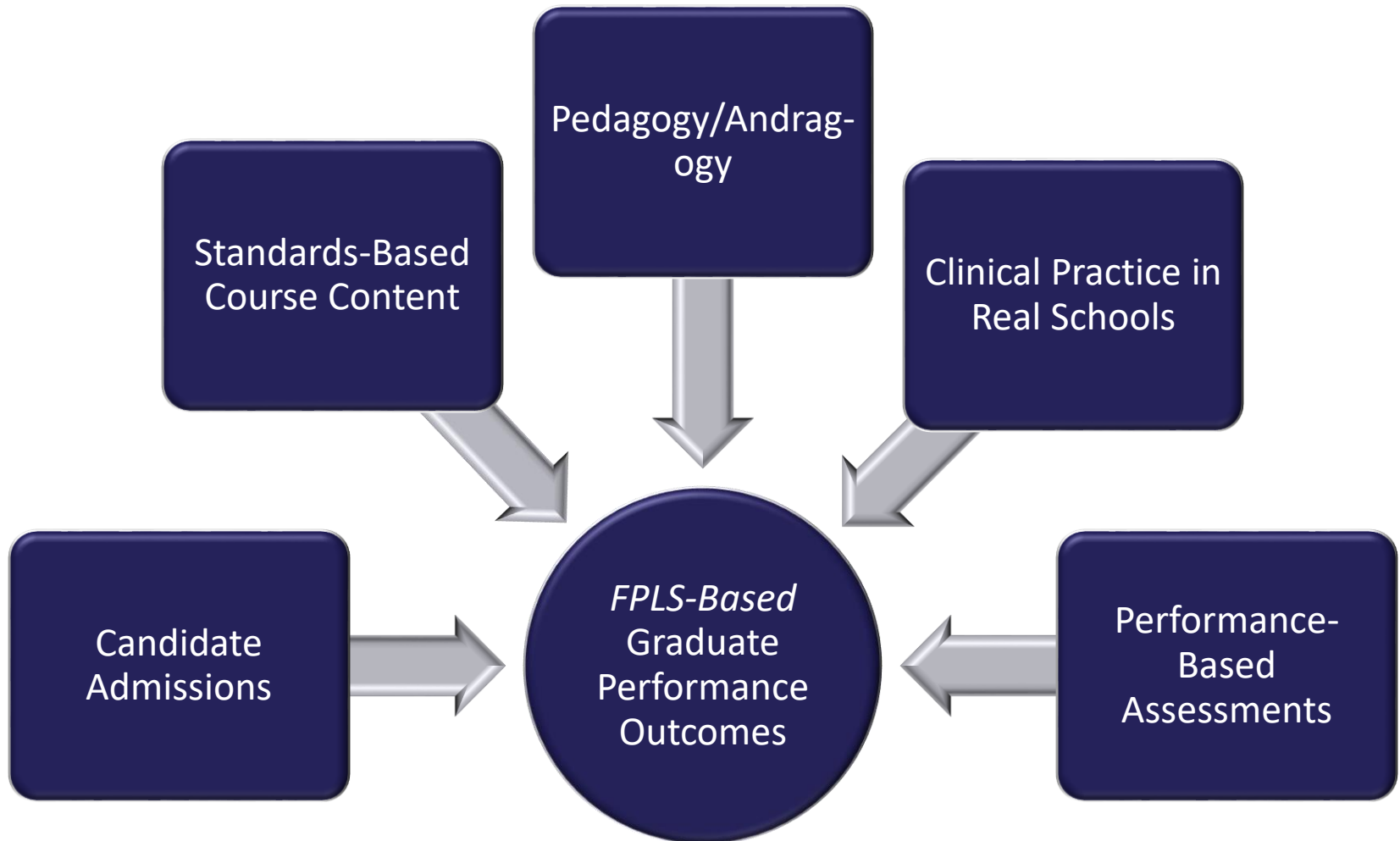
Policy Updates

- Updated professional learning priorities to include:
 - Student achievement and learning
 - Civic education
 - Coaching and mentoring
 - Mental health awareness
 - Technology in education
 - Distance learning
 - School safety

Purpose of School Leader Preparation Programs

- Increase the supply of effective school leaders.
- Produce leaders who are prepared to lead the state's diverse student population.
- Enable school leaders to facilitate development and retention.
- Produce leaders with competencies and skills necessary to achieve the state's education goals.
- Sustain the state system of school improvement and education accountability.

Quality Measures Lens for Educational Leadership



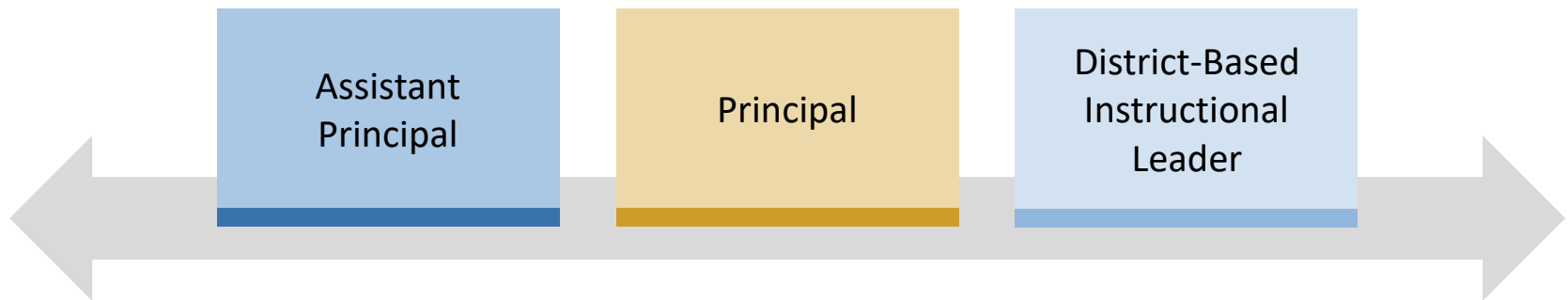
Quality Measures and Program Approval Standards

- SELECT will be meeting through 2022 to analyze and make recommendations to strengthen Level 1 and Level 2 program approval standards in alignment with Quality Measures.
- Proposed State Board adoption of program approval standards is spring 2022.

New Signature Leadership Academy

- The new academy will have multiple learning pathways differentiated along a leadership continuum.

Leadership Continuum



New Signature Leadership Academy

- Participants will be in teams of 2 or 3.
 - Assistant principal and principal team from the same school
 - A district, governing board or consortium leader
- Learning will include:
 - Instructional leadership at scale
 - B.E.S.T. Standards implementation
 - SELECT work
 - Leading for literacy
 - Holocaust standards
 - Civic literacy



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QUESTIONS?

Josey McDaniel

**Director for Professional Learning and Retention
Bureau of Educator Recruitment, Development and Retention**

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A black clothespin is attached to a white card, which is hanging from a black and white striped string. The card has the words "Thank you!" written in a blue, cursive font. The background is a solid, light blue color.

Thank
you!