



WAKULLA EDUCATIONAL LEADERSHIP ACADEMY-WELA

HANDBOOK

WAKULLA COUNTY SCHOOLS

2023 / 2024

<https://www.wakullaschooldistrict.org>

Dear Wakulla Educational Leadership Academy Members:

Welcome to the Wakulla County School District's Educational Leadership Academy (WELA). The WELA program is a high achieving, high expectation academy. Over the course of the academy, you are going to experience many different areas of work required to keep a school district functioning. The knowledge gained during this instructional period will enable you to more fully appreciate the challenges associated with a school system. Your attendance at this Academy indicates your willingness to be involved with our ongoing efforts to improve the Wakulla School District on behalf of our students.

You will learn more about our school district and the people who work in it. We believe our success in educating children is dependent upon a strong relationship and partnership with our employees and community. The more we get to know each other, the more we can accomplish together. A side benefit to this Academy is the new friendships that will be developed over the course of the next few months.

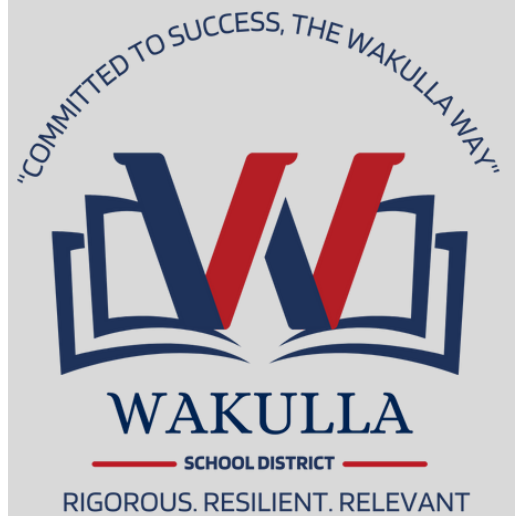
The Wakulla County School District is committed to being actively involved with our stakeholders. We will continue to face challenges inherent to the education profession, but I am confident that all of us, working together, can effectively manage these future challenges.

Working together; there are no limits to what we can accomplish. We will make a positive difference.

Respectfully,

Bobby Pearce

Superintendent of Schools



Empowering
students,
families, and
communities
to support
student
learning and
growth
through
RIGOR,
RESILIENCY,
and
RELEVANCE.

SUPERINTENDENT: ROBERT PEARCE

Bobby Pearce was raised in Wakulla County, Florida. He earned a bachelor's and master's degree from Florida State University. He brings a wealth of education experience with almost 30 years of dedicated public-school service. He has been described by many as being a "teacher's teacher" having moved up through the ranks from teacher to elected Superintendent. Commissioner of Education Pam Stewart and Senator Bill Montford recognized Bobby Pearce for completion of Florida Superintendent training and subsequent receipt of State certification.

Superintendent Pearce worked as a teacher, a coach and was later selected as school principal at Medart Elementary School. While principal at Medart Elementary School, his school earned eleven consecutive Florida DOE "A" ratings.

In 2012 he was appointed as the Assistant Superintendent of Administration for Wakulla County and was elected in November 2012 as The Superintendent of Wakulla County School District.

Superintendent Pearce believes leadership defines the culture of organizations. He knows that working together to combine proven tradition with innovation; we can adapt and thrive as the nation and state undergo education reform. His passion for the profession coupled with strong business acumen provides a foundation where teams working together build high achieving successful schools and school systems.

His Fundamental Leadership Beliefs include:

- Applying lessons learned from successful business administration and efficiently allocating resources are essential components for being a good steward for taxpayers.
- Leading by example and encouraging all stakeholders to be a part of the decision-making process will insure equitable capital distribution.
- Recruiting and retaining faculty and staff of the highest caliber and character are what our children deserve as they face the challenges of tomorrow's workforce and rigor of higher education.
- Maintaining a safe, secure, and clean environment for all students, faculty and staff is foundational to achievement.
- Preserving a school culture that is built on family, trust and mutual respect will create a school and school system where people enjoy working and learning together.

He and his wife, Jan have two children, Tucker, and Becca.



THE WAKULLA EDUCATIONAL LEADERSHIP ACADEMY (WELA) OVERVIEW

The Wakulla Educational Leadership Academy is a comprehensive leadership preparation program designed for highly motivated individuals, who are currently teaching in Wakulla County, who are aspiring to become school or district administrators. The Academy targets key learning and provides the candidate with the content knowledge and hands-on experiences necessary to be successful as an instructional leader.

The Wakulla County School District has offered Leadership Development opportunities on-site since October 2006. Our stakeholders and aspiring leaders want to learn more about the operations and procedures of their School System. This School Years' WELA will provide a positive learning experience offering stakeholders an inside view of their school district. In essence, a multi-faceted hands-on overview of what it takes to provide a well-rounded developmentally appropriate educational program. Ultimately the cooperation and understanding generated by the WELA will assist our stakeholders, especially aspiring leaders, as we strive to educate our students.

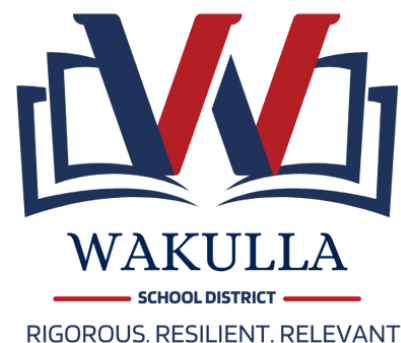
Your commitment to this program is your first step towards demonstrating your leadership abilities. Once you have completed WELA, your performance and participation results will become a part of your resume' to be included in your application for all future Targeted Selection opportunities. The WELA program will give other administrators the opportunity to contribute their observations of your ability to work with others, take direction, interact with students of all ages, and use the necessary overall skills to be an effective leader.

Each time you are on a school campus, an administrator will be asked to send me an evaluation of your performance. The evaluations will be shared with you for opportunities of growth and improvement. Remember, this program is about providing you with opportunities. What you do with those opportunities is up only to you. Good luck! I look forward to working with each of you.

Sincerely,

Lori Sandgren

Executive Director of Human Resources



Wakulla Educational Leadership Academy

Wakulla County School District

Lori Sandgren
Executive Director of Human Resources
Office Number: 850-926-0065 ext. 9401 Fax: 850-926-0002
E-mail: lori.sandgren@wcsb.us

Mailing Address:
Lori Sandgren
c/o Wakulla County School District
P.O. Box 100
Crawfordville, FL 32327

PROGRAM GOALS

- Prepare candidates with the critical leadership standards, core values, knowledge and skills that all leaders must possess as schools move from change to sustainability.
- Provide candidates with relevant and meaningful professional development to achieve and demonstrate competency in all of the Florida Principal Leadership Standards.
- Prepare candidates to fulfill the responsibilities associated with all administrative positions.
- Prepare the aspiring leaders to be highly effective instructional leaders.
- Equip candidates with the tools necessary to assess their own leadership strengths and weakness in order to develop personal, long term professional development plans.
- Provide candidates with on-the-job training opportunities.
- Allow candidates to get a glimpse of district administrators and the responsibilities associated with each job.
- Provide candidates with a clear understanding of the eligibility requirements to participate in the dean pool selection process.
- Provide candidates an understanding of targeted selection and how to make it work using S.T.A.R.

History of Florida Principal Leadership Standards

In 1985, Florida Statutes outlined 19 Principal Competencies in the Management Training Act. With the sunset of the law in 1999 requiring Human Resources Management and Development (HRMD) programs based on the 19 Competencies, the state was required to develop new leadership standards. A Commissioner's Educational Leadership Summit was held in September 2002 to bring together business, higher education, and school district leaders to discuss "educational leadership." Outcomes of the Summit:

- Agreement to develop new educational leadership standards modeled after the Educator Accomplished Practices,
- A set of standards would become state rule backed up with sample key indicators at each level-entry, career, and high performing
- Student achievement was the underlying target for the work being done, Creation of "Standards Working Group" to research and draft standards, Peer review process to promote stakeholder involvement.

A series of meetings were held in 2003 with representatives of school principal and higher education groups, along with selected school administrators. Revisions to the standards and sample key indicators were made as a result of the meetings. Over 200 participants from 40 counties participated in the development of the standards. In addition, all current school principals in the state were sent the recommended standards and were asked to comment on them, along with representatives of Florida Association of School Administrators (FASA), Florida Association of District School Superintendents (FADSS), Florida Association of Professors of Educational Leadership (FAPEL), and Florida Department of Education (FDOE).

In April 2005, the Florida Principal Competencies were replaced by the Florida Principal Leadership Standards, State Board of Education (SBE) 6B-5.0012. They serve as the state's standards that Florida school leaders must demonstrate in preparation programs and in school administrator evaluations. Florida Principal Leadership Standards were adopted into rule (6 A-5.080) by the State Board in 2006-07, and Educational Leadership and School Principal Certification programs were redesigned to implement the new standards in 2008 and then again in 2011. By defining our state's standards for leadership, we communicate to teachers, principals, and parents our vision and our standard for effective educational leadership in Florida. The FPLS guide principal's leadership of our schools and impact leadership preparation programs, the Florida Educational Leadership Examination (FELE), principal professional development programs, principal recruitment, selection, and evaluation programs.

The FPLS currently form the basis for all of Florida's leadership preparation programs and will establish the core practices for leadership appraisal systems under the state's Race to the Top plan.



WELA TO DO LIST:

1. Job Shadow a principal at a different level/Date: _____.
 - a. I will assign the job shadowing administrator and date. You will see an email confirmation.
 - b. Write a reflection of the job shadow experience.
2. Write 1 article to be published in both newspapers: Wakulla Sun and Wakulla News.
 - a. Send an article to me to proof and picture if needed. I will send it to the newspaper.
3. Attend Staff or AP Meeting/Date you attended: _____.
 - a. Write a reflection of the meeting
4. Attend ONE School Board Meeting/Date you attended: _____.
 - a. Write a reflection of the meeting
5. Assist with TWO school events after hours at a different level.
 - a. You pick the events and contact the school administration.
 - b. Name of events/date: _____
 - c. Write a reflection of each event, what you did to assist and your thoughts.
6. Manage bus radio at an Elementary School from 3:00pm-5:30pm for ONE day.
 - a. Date: _____
 - b. Elementary School participants may complete at their home school.
 - c. Secondary School participants will need to arrange a time with an Elementary administrator.
 - d. Write a reflection of the meeting.
7. Job Shadow the Discipline Office at Wakulla High School for half day.
 - a. I will assign the job shadowing date and time. You will see an email confirmation.
 - b. Date: _____
 - c. Write a reflection of the job shadowing experience.

Appointments HR will arrange for you:

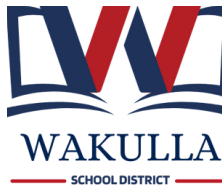
1. Principal Job Shadow
2. Tour of WI/Visit with WHS Discipline Office
3. Working in Cafeteria

ETHICS STATEMENT:

If I checked an item above, it has been completed with fidelity and professionalism.

Participant Signature: _____ Date: _____

Principal Signature: _____ Date: _____



WELA 23/24

MEETING			
Preliminary Meeting and Overview/ Introduction/Timeline/Requirements	February 8th	4:15-5:15	School Board Room
Who's Who, Who Does What Teacher Contract/Handbooks	February 26	4:15-5:30	Room 117
FEAPS, and Evaluation	March 13th	4:15-5:30	Room 117
Ethics and Professional Practices	March 27th	4:15-5:30	Room 117
Conducting an Investigation	April 2nd	4:15-5:30	Room 117
Mock Interviews (schedule to be sent out)	April 15th	7:30am	Room 117
Dean Pool (schedule to be sent out)	April 22nd	7:30am	School Board Room

The Florida Principal Leadership Standards

PURPOSE:

The standards are set forth in rules as Florida's core expectations for effective school administrators. These evidence-based standards form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems.

Standard	Comprised of a title and description, a particular professional expectation of school-based leaders
Descriptors	Assistant Principal
	Requirements for assistant principals to demonstrate mastery of the standard
	School Principal
	Requirements for school principals to demonstrate mastery of the standard

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>

The Florida Principal Leadership Standards

(1) Purpose and Structure of the Standards.

(a) Purpose. The purpose of these standards is to establish Florida's expectations for effective school administrators. These evidence-based standards form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems. In this rule, school administrators means those persons described in Section 1012.01(3)(c), F.S.

(b) Structure. There are eight (8) standards, each comprised of a title, description, and role-based descriptors that further clarify and define the work required to demonstrate mastery of the standard.

(2) The Florida Educational Leadership Standards.

(a) Standard 1. Professional and Ethical Norms. Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. All school administrators:

1. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, Florida Administrative Code (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;

2. 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.;

3. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and

4. 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.

(b) 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.

1. Assistant principals:

a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. 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;

c. Collaborate, support, and model the development and 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;

d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

2. School principals:

a. 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.

b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;

c. 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;

d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

(c) 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.

1. Assistant principals:

a. 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;

The Florida Principal Leadership Standards

b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. 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;

d. 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;

e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;

f. 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;

g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. 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;

j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

2. School principals:

a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. 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;

d. 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;

e. 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;

f. 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;

g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;

j. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

(d) Standard 4. Student Learning and Continuous School Improvement. Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

The Florida Principal Leadership Standards

1. Assistant principals:

- a. 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;
- b. 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;
- c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;
- d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;
- e. 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;
- f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and
- g. 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.

2. School principals:

- a. 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;
- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. 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 needs;
- d. 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;
- e. 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.;
- f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and
- g. 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.

(e) 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.

1. Assistant principals:

- a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;
- b. 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;
- c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and
- d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

2. School principals:

- a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;
- b. 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;
- c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

The Florida Principal Leadership Standards

d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

2. School principals:

a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;

b. 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;

c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and

d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

(f) 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.

1. Assistant principals:

a. 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;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. 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;

d. 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;

e. 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;

f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;

g. 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;

h. 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; and

i. 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.

2. School principals:

a. 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;

b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;

c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;

d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;

e. 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;

The Florida Principal Leadership Standards

- f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;
- g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;
- h. 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; and
- i. 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.

(g) 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.

1. Assistant principals:

- a. 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;
- b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;
- c. Develop capacity in teacher leaders and hold them accountable; and
- d. Plan for and provide opportunities for mentoring new personnel.

2. School principals:

- a. 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;
- b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;
- c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and
- d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

(h) Standard 8. Meaningful Parent, Family, and Community Engagement. 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. All school administrators:

- 1. Understand, value, and employ the community's cultural, social, and intellectual context and resources;
- 2. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;
- 3. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;
- 4. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and
- 5. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11, 11-22-22.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPS)

The Florida Department of Education revised the list of accomplished practices for educators in 2011 based on current educational research, legislative mandates, and evaluation criteria. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices (FEAPs) form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel evaluation systems.

The Accomplished Practices are based upon and further describe three (3) essential principles:

- a. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
- b. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- c. The effective educator exemplifies that standard of the profession.

FLORIDA ACCOMPLISHED EDUCATOR PRACTICES

1) Purpose and Foundational Principles.

(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

(2) The Florida Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Florida Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

1) Purpose and Foundational Principles.

(a) Purpose. The Florida Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

(b) Foundational Principles. The Accomplished Practices are based upon and further describe four (4) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.
4. The effective educator acknowledges that all persons are equal before the law and have inalienable rights, and provides instruction that is consistent with the principles of individual freedom as outlined in Section 1003.42(3), F.S.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPS)

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students while ensuring that the learning environment is consistent with s. 1000.071, F.S.;
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals; and,
- j. Creates a classroom environment where students are able to demonstrate resiliency as outlined in Rule 6A-1.094124, F.A.C.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ questioning that promotes critical thinking;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and,
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and,
- f. Applies technology to organize and integrate assessment information.

(b) Continuous Improvement, Responsibility and Ethics.

1. Continuous Professional Improvement. The effective educator consistently:

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;

DEAN POOL SELECTION PROCESS

1) Must have the following credentials:

a. Have and Educational Leadership degree on certificate (indicates passing of FELE) OR have evidence of completion of half of the courses required for leadership degree and successfully graduated from WELA or be "in good standing" if WELA was offered during the present year.

b. Three (3) years of effective or higher teaching experience as evidenced on a teacher evaluation or letter from Principal during the year being represented.

2) Complete the Dean Pool Selection application online with ALL the requirements ON TIME.

3) Include in application two (2) letters of reference: 1 from present Supervisors (1 must be from Principal or direct Supervisor if a principal is not your supervisor) and 1 from another Administrator in the District.

4) List of leadership roles at your school in the past three (3) years and what your specific role was. Anything listed is open for questions from the administrative selection panel.

5) Letter from you stating why you would like to be an Administrator.

6) Targeted Selection will be used for interviewing candidates.

7) Interview will be 30 minutes. Points possibly deducted for going over 30 minutes.

8) The selection panel will consist of approximately five (5) Administrators.

9) Each candidate will have a summative score from the collection of all panel members and the top half will be in the Dean Pool.

10) Once the top half of the pool has been created, any candidate can be selected for a dean's position with or without an interview. Dean Positions are not advertised. The Dean Pool is the advertisement for all Dean(s)Position.

11) Candidates will remain in the Dean Pool for 1 year or until the next Dean Pool is created. At that time, candidates must reapply to be considered.

12) All interviews and scores are public record.

13) Once a candidate is selected as a Dean from the Dean Pool, he or she does not have to participate in the Dean Pool again.

14) Associate Deans are teachers on special assignments and not considered a part of the Dean Pool.

15) Any current Assistant Principal in or out of the County may be considered for any of the Dean positions.

You MUST participate in WELA to participate in the mock interview.

Put yourself out there! Stand out from others in a positive way. The best place to start being a leader is in your own classroom and at your own school. Start there then spread your wings!

Targeted Selection Interview

The **S.T.A.R.** method is based on Targeted Selection Interviewing methodology (TSI), a theory that is based on the belief that a job candidate's past performance is the best predictor of their future behavior in a similar situation. By using TSI questions, employers can best discover if that candidate has the characteristics and skills the employer is seeking for a specific opening.

Although there are several ways to answer TSI questions, one of the most straightforward approaches that can be readily mastered is the S.T.A.R. method which is made up of:

- S** – (Situation) Describe the Situation that fits the question you have been asked
- T** – (Task) Briefly state what your Task was in relation to the situation
- A** – (Action) State what Actions you took and finally,
- R** – (Result) What Results happened due to your efforts.

The idea behind targeted selection interviewing is to ensure the candidates demonstrate their skills and experience which will qualify them for the role. Targeted selection is identifying a situation that the candidate has been in and the process they have worked through to reach the result.

Research this!



DOCUMENT REVIEW

- ☐ Personnel Handbook
- ☐ Equity Handbook
- ☐ Teacher Contract
- ☐ School Board Policy 2.0
- ☐ School Board Policy 6.0

1. Write about a few things that you were surprised to know:
2. List any information that is confusing or conflicting in your opinion:
3. Record information that you discovered to be obsolete or out-date information:
4. Record any information that will cause you to alter the way you do things:
5. Record information that you discovered to be challenging as an administrator....what would be difficult for you to follow:
6. If you were an Administrator, what are a few key points that you would be sure to share with your faculty?
7. If you could change two things in the document you read, what would those two points be?
8. What questions do you have?



REFLECTIONS & INSIGHTS FROM PRESENTERS

Date of session: _____ Presenter & Title: _____

1. What surprised you about this presenter?
2. From your perspective, how does this Presenter or Department impact our school district the most significantly?
3. How does this presenter or department impact you personally?
4. What hurdles or challenges (if any) do you think an Administrator might have when making decisions involving this a specific department? What considerations need to be made?
5. Does this specific area interest you for future opportunities if they should ever come up? Why or why not?
6. What questions do you still have that were not addressed?



REFLECTIONS & INSIGHTS FROM EVENTS

Date of Event: _____ School: _____

Activity: _____ Contact Person for Activity: _____

1.What was the general purpose of the activity?

2.What did you learn that you did not know before attending or participating at this event?

3.What was the general organization: who facilitated, who participated, who all was involved?

4.If you were asked to reorganize the event, what would you do differently?

5.What Administrator was present during the event and what role did that person have?

6.What questions do you have about the event?

REFLECTIONS & INSIGHTS FROM EVENTS AT YOUR SCHOOL

Date of Event: _____ School: _____

Activity: _____ Contact Person for Activity: _____

- 1.What was the general purpose of the activity?

- 2.What did you learn that you did not know before attending or participating at this event?

- 3.What was the general organization: who facilitated, who participated, who all was involved?

- 4.If you were asked to reorganize the event, what would you do differently?

- 5.What Administrator was present during the event and what role did that person have?

- 6.What questions do you have about the event?

CAFETERIA REFLECTION

Date: _____

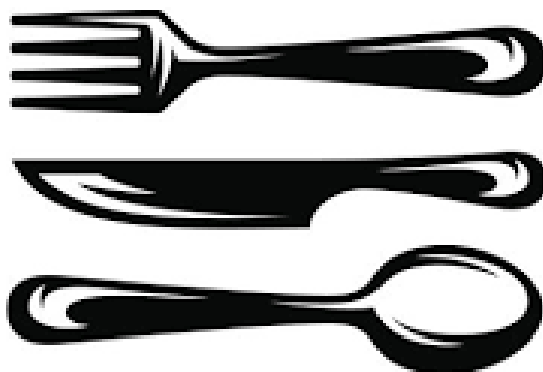
School: _____

Food Service Manager: _____

Time arrived: _____

Time left: _____

1. What was your primary role while working in the cafeteria?
2. What was more difficulty, breakfast, or lunch? Why?
3. What things surprised you about this experience?
4. What was your favorite part of the day? Why?
5. How will you apply this experience to be a better leader?
6. If you were the Administrator at the school you visited, is there anything that you saw that could improve the overall production or flow of cafeteria procedures?



PRINCIPAL JOB SHADOW REFLECTION

Date: _____ School: _____

Administrator(s) shadowed: _____

Time arrived: _____ Time left: _____

- 1. Provide an overview of schedule of what your day looked like:
- 2. What was your favorite part of your day?
- 3. What are some of the things that surprised you about administrative duties at this level?
- 4. What did you dislike the most about this experience?
- 5. How is this level different from the level you are at now?
- 6. From your one-day experience at this level, what did you notice to be the most challenging for the Administrators?
- 7. What are your “take a ways?”
- 8. How will you apply this experience to be a better leader?



BUS RIDE REFLECTION

Date: _____ Bus Driver: _____ Bus #: _____

Time you boarded the Bus: _____ Time the Bus left school: _____

Time the last child was dropped off: _____

1. Approximately how many students were on the bus: _____

2. Approximately how many students sat in each seat: _____

3. Approximately how many stops did the bus make: _____

4. What was the overall behavior of the students? Explain:

5. Did you notice any students who seemed to keep to themselves? Explain:

6. How did the Bus Driver handle discipline:

7. How will you apply this experience to be a better leader?

8. If you were the Bus Driver, what would you do differently?

9. What questions do you have?



Core Beliefs of Extraordinary Bosses

The best Managers have a fundamentally different understanding of workplace, company, and team dynamics. See what they get right.

Business is an ecosystem, not a battlefield.

1. Average bosses see business as a conflict between companies, departments, and groups.

Extraordinary bosses see business as a symbiosis where the most diverse firm is most likely to survive and thrive. They naturally create teams that adapt easily to new markets and can quickly form partnerships with other companies, customers ... and even competitors.

A company is a community, not a machine.

2. Average bosses consider their company to be a machine with employees as cogs.

Extraordinary bosses see their company as a collection of individual hopes and dreams, all connected to a higher purpose. They inspire employees to dedicate themselves to the success of their peers and therefore to the community—and company—at large.

Management is service, not control.

3. Average bosses want employees to do exactly what they're told.

Extraordinary bosses set a general direction and then commit themselves to obtaining the resources that their employees need to get the job done. They push decision making downward, allowing teams form their own rules and intervening only in emergencies.

My employees are my peers, not my children.

4. Average bosses see employees as inferior, immature beings who simply can't be trusted if not overseen by a patriarchal management.

Extraordinary bosses treat every employee as if he or she were the most important person in the firm. Excellence is expected everywhere, from the loading dock to the boardroom. As a result, employees at all levels take charge of their own destinies.

Motivation comes from vision, not from fear.

5. Average bosses see fear--of getting fired, of ridicule, of loss of privilege--as a crucial way to motivate people.

Extraordinary bosses inspire people to see a better future and how they'll be a part of it. As a result, employees work harder because they believe in the organization's goals, truly enjoy what they're doing and (of course) know they'll share in the rewards.

Core Beliefs of Extraordinary Bosses

Change equals growth, not pain.

1. Average bosses see change as both complicated and threatening, something to be endured.

Extraordinary bosses see change as an inevitable part of life. While they don't value change for its own sake, they know that success is only possible if employees and organization embrace new ideas and new ways of doing business.

Technology offers empowerment, not automation.

2. Average bosses adhere to the old IT-centric view that technology is primarily a way to strengthen management control and increase predictability.

Extraordinary bosses see technology to free human beings to be creative and to build better relationships. They adapt their back-office systems to the tools, like smartphones and tablets, that people want to use.

Work should be fun, not mere toil.

3. Average bosses buy into the notion that work is, at best, a necessary evil.

Extraordinary bosses see work as something that should be inherently enjoyable—and believe therefore that the most important job of manager is, as far as possible, to put people in jobs that can and will make them truly happy.

