

USFSP COE Candidate Learning Outcomes	NCATE/ELCC STANDARDS	Florida Principal Leadership Standards (6B-5.012) (May2005)	FELE COMPETENCIES
<p>1. Candidates will develop, articulate, and implement a critical vision for their school that will promote success for all students.</p> <p>2. Candidates will evidence current knowledge of subject matter.</p>	<p><u>NCATE/ELCC STANDARD 1 VISIONARY LEADERSHIP</u></p> <p>1.1 Develop a Vision</p> <p>1.1.a. Develop a vision of learning for a school that promotes the success of all students. 1.1.b. Base vision on relevant knowledge & theories, including but not limited to an understanding of learning goals in a pluralistic society, diversity of learners & learners' needs, schools as interactive social & cultural systems, & social & organizational change.</p> <p>1.2 Articulate a Vision</p> <p>1.2.a. Demonstrate ability to articulate components of vision for a school & leadership processes necessary to implement & support vision. 1.2.b. Demonstrate ability to use data-based research strategies & strategic planning processes that focus on student learning to inform development of a vision, drawing on relevant information sources such as student assessment results, student & family demographic data, & analysis of community needs. 1.2.c. Demonstrate ability to communicate vision to staff, parents, students, & community members through use of symbols, ceremonies, stories, & other activities.</p> <p>1.3 Implement a Vision</p> <p>1.3.a. Formulate initiatives necessary to motivate staff, students, & families to achieve school's vision. 1.3.b. Develop plans & processes for implementing vision (e. g., articulating vision & related goals, encouraging challenging standards, facilitating collegiality & teamwork,</p>	<p><u>VISION FPL 3(a)</u></p> <p>High performing leaders have a personal vision for their school and the knowledge, skill and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</p> <ul style="list-style-type: none"> • Facilitates the development and implementation of a shared vision and strategic plan for the school that places student and faculty learning at the center. • Relates the vision, mission, and goals to the welfare of students. • Develops a community of learners centered on student learning • Articulates the school's vision, mission and priorities to the community. • Articulates and reinforces the vision in written and spoken communications • Aligns instructional objectives and curricular goals with the shared vision. • Works with faculty and other stakeholders to identify needs. • Establishes plans to accomplish goals. • Creates conditions that motivate staff, students and families to achieve the school's vision. • Uses basic concepts of the change process. 	<p><u>LEADERSHIP</u></p> <p>A. Knowledge of basic leadership theories A.1. Apply current concepts of leadership (e.g., systems theory, change theory, situational leadership, visionary leadership, transformational leadership, learning organizations). A.2. Apply historical leadership theories (e.g., organizational theory, motivational theory, political & social systems theory) to practical situations.</p> <p>F. Knowledge of organizing & planning F.1. Differentiate between long-term & short-term planning. F.2. Select & apply planning techniques for site-based decision making. F.3. Identify purpose of vision & shared visioning process in planning & organizational development.</p>

	<p>structuring significant work, ensuring appropriate use of student assessments, providing autonomy, supporting innovation, delegating responsibility, developing leadership in others, & securing needed resources).</p> <p>1.4 Steward a Vision</p> <p>1.4.a. Demonstrate understanding of role that effective communication skills play in building a shared commitment to vision.</p> <p>1.4.b. Design or adopt a system for using data-based research strategies to regularly monitor, evaluate, & revise vision.</p> <p>1.4.c. Assume stewardship of vision through various methods.</p> <p>1.5 Promote Community Involvement in the Vision</p> <p>1.5.a. Demonstrate ability to involve community members in the realization of vision & in related school improvement efforts.</p> <p>1.5.b. Acquire & demonstrate skills needed to communicate effectively with all stakeholders about implementation of vision.</p>	<ul style="list-style-type: none"> • Recognizes external influences that impact upon the school. 	<p>B. Knowledge of basic principles of human motivation</p> <p>B.1. Identify strategies to empower constituents in making decisions that affect a school.</p> <p>B.2. Identify motivational incentives for increasing performance & satisfaction.</p> <p>C. Knowledge of group dynamics</p> <p>C.1. Identify appropriate leadership actions as they relate to stages of group development.</p> <p>C. 2. Identify basic processes used in managing conflict.</p> <p>C. 3. Identify strategies for achieving creative thinking, problem solving, & group decision making.</p> <p>C. 4. Select activities that acknowledge diverse characteristics & abilities of group members.</p> <p>D. Knowledge of change process</p> <p>D.1. Identify common components of change process.</p> <p>D.2. Select examples of organizational conditions or leadership actions that create positive attitudes toward change.</p>
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<p>2. Candidates will evidence current knowledge of subject matter.</p>	<p><u>NCATE/ELCC STANDARD 2</u> <u>INSTRUCTIONAL LEADERSHIP</u></p> <p>Standard 2.1 Promote Positive School Culture 2.1.a. Assess school culture using multiple methods & implement context-appropriate strategies that capitalize on diversity (e. g., population, language, disability, gender, race, socio-economic) of school community to improve school programs & culture.</p> <p>Standard 2.2 Provide Effective Instructional Program</p> <p>2.2.a. Demonstrate ability to facilitate activities that apply principles of effective instruction to improve instructional practices & curricular materials.</p> <p>2.2.b. Demonstrate ability to make recommendations regarding design, implementation, & evaluation of a curriculum that</p>	<p><u>INSTRUCTIONAL LEADERSHIP</u> FPL 1(a)</p> <p>Instructional Leadership. High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.</p> <ul style="list-style-type: none"> • Works with staff, teachers, parents and students to achieve annual learning gains, school improvement goals, and other targets. • Uses multiple sources of data to plan and assess instructional improvement. • Engages staff in ongoing study of current best practices. • Bases curricular decisions on 	<p><u>CURRICULUM</u></p> <p>A. Knowledge of needs assessment & planning A.1. Identify procedures & appropriate uses of technology for conducting a systematic assessment of school needs. A.2. Identify procedures & appropriate uses of technology in curriculum planning. A.3. Determine discrepancies between existing & desired curriculum & instruction. A.4. Identify influence of equity & diversity issues on needs assessment & planning. A.5. Identify clear goals & objectives to establish an action plan for implementation.</p> <p>B. Knowledge of effective teaching & learning B.1. Identify research on effective</p>
<p>5. Candidates will promote instruction which maximizes student learning.</p>			

fully accommodates learners' diverse needs.
2.2.c. Demonstrate ability to use & promote technology & information systems to enrich curriculum & instruction, to monitor instructional practices & provide staff assistance needed for improvement.

Standard 2.3 Apply Best Practice to Student Learning

2.3.a. Demonstrate ability to assist school personnel in understanding & applying best practices for student learning.
2.3.b. Apply human development theory, proven learning & motivational theories, & concern for diversity to learning process.
2.3.c. Demonstrate understanding of how to use appropriate research strategies to promote environment for improved student achievement.

2.4 Design Comprehensive Professional Growth Plans

2.4.a. Design & demonstrate ability to implement well- planned, context-appropriate professional development programs based on reflective practice & research on student learning consistent with school vision & goals.
2.4.b. Demonstrate ability to use strategies such as observations, collaborative reflection, & adult learning strategies to form comprehensive professional growth plans with teachers & other school personnel.
2.4.c. Develop & implement personal professional growth plans that reflect a commitment to life-long learning.

- research, applied theory, and informed practice.
- Sets high expectations and standards for the academic and social development of all students.
- Demands content and instruction that ensures student achievement of established standards.
- Provides instructional leadership with consideration for the community's values, goals, social needs and changing conditions.
- Demonstrates knowledge of research on instructional effectiveness.
- Demonstrates knowledge of student performance evaluation.
- Develops learning communities in the school.
- Develops skills necessary for the planning and implementation of change for effective student learning.
- Assesses the curriculum needs in a particular setting.
- Develops curriculum aligned to state standards based upon the needs of students, the community and the goals of the school.
- Creates a positive culture for learning.
- Creates conditions that enhance the staff's desire and willingness to focus energy on achieving educational excellence.
- Coaches to improve teaching and learning.
- Models professionalism, collaboration and continuous learning.
- Understands, recognizes and provides resources for a) balanced reading instruction, b) curriculum integration, c) active teaching and learning strategies, d) standards-based instructional programs, e) the use of technology for instructional purposes, f) aligning classroom

teaching & learning methodology.
B.2. Identify theories of learning & their application in classroom practice.
B.3. Identify principles & practices for building a community of learners & for creating a climate for lifelong learning.
B.4. Identify practices in teacher planning, instructional organization, & classroom management that enhance student learning & achievement.
B.5. Identify instructional delivery methods that enhance student learning & achievement.
B.6. Select appropriate technology to enhance teaching & learning.

C. Knowledge of principles of curriculum selection & development
C.1. Select data sources based on needs assessment & planning for development of curriculum.
C.2. Identify school goals & objectives based on learner & community needs.
C.3. Identify functions & implications of various curriculum designs.

C.4. Select appropriate curriculum approaches based on human growth & development principles & individual learner.

D. Knowledge of resources to achieve curricular & instructional goals
D.1. Select strategies for identifying & acquiring materials, facilities, transportation, and technological & human resources available for supporting school programs.
D.2. Identify appropriate processes for horizontal & vertical planning.
D.3. Identify & apply resources to reorganize content delivery.

E. Knowledge of change process, curriculum implementation, & instructional innovation
E.1. Identify major innovations in curriculum & instruction.
E.2. Identify elements required for successful promotion of change in school's curriculum & instructional program.
E.3. Identify appropriate professional development activities & exemplary instructional strategies for staff

<p>2. Candidates will evidence current knowledge of subject matter.</p> <p>3. Candidates will foster a culture that promotes positive organizational health.</p> <p>9. Candidates will make use of assessment to inform their decisions and actions.</p>	<p><u>NCATE/ELCC STANDARD 3 ORGANIZATIONAL MANAGEMENT</u></p> <p>3.1 Manage the Organization 3.1.a. Demonstrate ability to optimize learning environment for all students by applying appropriate models & principles of organizational development & management, including research & data driven decision-making with attention to indicators of equity, effectiveness, & efficiency. 3.1.b. Develop plans of action for focusing on effective organization & management of fiscal, human, & material resources, giving priority to student learning, safety, curriculum, & instruction. 3.1.c. Demonstrate ability to manage time effectively & deploy financial & human resources in ways that promote student achievement.</p> <p>3.2 Manage Operations 3.2.a. Demonstrate ability to involve staff in conducting operations & setting priorities using appropriate & effective needs assessment, research-based data, & group process skills to build consensus, communicate, & resolve conflicts in order to align resources with organizational vision. 3.2.b. Develop communications plans for staff that includes opportunities for staff to develop their family & community collaboration skills. 3.2.c. Demonstrate an understanding of how to apply legal principles to promote educational equity & provide a safe, effective, & efficient facilities.</p> <p>Standard 3.3 Manage Resources 3.3.a. Use problem-solving skills & knowledge of strategic, long-range, & operational planning (including applications of technology) in effective, legal, & equitable use of fiscal, human, & material resource allocation & alignment that focuses on teaching & learning. 3.3.b. Seek new resources to facilitate learning. 3.3.c. Apply & assess current technologies for school management, business procedures, & scheduling.</p>	<p><u>MANAGING THE LEARNING ENVIRONMENT FPL 1(b)</u></p> <p>High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, and effective learning environment.</p> <ul style="list-style-type: none"> • Develops and administers policies that provide a safe school environment. • Establishes operational plans and processes to accomplish strategic goals. • Ties the daily operations of the school to school and student learning goals. • Identifies and analyzes the major sources of fiscal and nonphysical resources for the school including business and community resources. • Acquires and manages financial and material assets, and capital goods and services, allocating resources according to school priorities. • Develops an efficient budget planning process that is driven by school priorities and involves staff and community. • Demonstrates ability to identify and organize resources to achieve curricular and instructional goals. • Demonstrates techniques and organizational skills necessary to lead/manage a complex and diverse organization • Plans and schedules one's own 	<p><u>MANAGEMENT</u></p> <p>A. Knowledge of proactive management A.1. Identify characteristics of proactive management. A.2. Analyze organizational problems & select most appropriate action. A.3. Identify educational leader's role in managing resources.</p> <p>C. Knowledge of effect of personal behavior on others both inside & outside organization C.1. Analyze consequences of a leader's actions & determine any needed adjustment in behavior. C.2. Identify behaviors modeled by a leader that may positively or adversely influence performance of others.</p> <p>D. Knowledge of receiving & providing adequate & timely feedback for monitoring progress & work of self & others D.1. Identify systematic evaluation techniques to assess performance of self & others. D.2. Identify critical or significant events that provide information for improving performance of self & others. D.3. Identify evidence required to assess attainment of goals. D.4. Identify examples of effective coaching and/or mentoring.</p> <p>E. Knowledge of purposes & methods of delegation E.1. Identify purposes of delegation. E.2. Distinguish between appropriate & inappropriate methods of delegation.</p> <p><u>FINANCE</u></p> <p>A. Knowledge of Florida's funding</p>
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		<p>and others' work so that resources are used appropriately, and short- and long-term priorities and goals are met.</p> <p><u>DECISION MAKING STRATEGIES</u> <u>FPL 2(a)</u></p> <p>High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.</p> <ul style="list-style-type: none"> • Is results oriented. • Frames, analyzes, and resolves problems using appropriate problem solving techniques and decision making skills. • Views events and problems from multiple perspectives. • Uses multiple sources of data to inform decisions. • Makes decisions based on the moral and ethical implications of policy options and political strategies. • Recognizes situations that require forcefulness and self-confidence in making decisions. • Delegates authority and responsibility clearly and appropriately to accomplish organization goals. • Promotes student learning as a driving force for curriculum, instruction, and institutional decision-making. • Becomes aware of an unsettled 	<p>plan for public elementary & secondary schools</p> <p>A.1. Identify major funding components of total state school finance program.</p> <p>A.2. Identify, interpret, & apply each of formula factors used in computing state & local Florida Education Finance Program allocation.</p> <p>A.3. Identify requirements for school district participation in Florida Education Finance Program.</p> <p>A.4. Demonstrate knowledge of adequacy & equity of Florida Education Finance Program regarding children & taxpayers.</p> <p>B. Ability to analyze processes of planning, developing, implementing, & evaluating a district budget</p> <p>B.1. Identify major funds in a school district's budget.</p> <p>B.2. Identify major categories of financial resources available to a district beyond state allocation.</p> <p>B.3. Identify interrelationship between individual school budget & school district budget.</p> <p>B.4. Interpret & use factors that cause change in school operating budget.</p> <p>B.5. Identify purposes of a budget.</p> <p>B.6. Demonstrate knowledge of purposes of school internal funds & proper accounting of those funds.</p> <p>C. Knowledge & application of school finance concepts</p> <p>C.1. Demonstrate knowledge of & make inferences concerning model school finance plans of other states.</p> <p>C.2. Demonstrate knowledge of & discriminate between measures of school district fiscal capacity.</p> <p>C.3. Identify measures of educational resource need.</p>
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		<p>question or undesirable situation, breaks it into parts, and examines those parts before proceeding to problem solving.</p> <ul style="list-style-type: none"> • Reaches logical conclusions and making high quality, timely decisions based on the best available information. • Involves family and community in appropriate policy implementation, program planning, and assessment 	<p>C.4. Identify major sources & characteristics of taxation used to support public education. C.5. Demonstrate knowledge of equity concepts tested in major school finance litigation. C.6. Identify, interpret, classify, & make inferences concerning contributions of education to economy.</p> <p>D. Knowledge of processes of financial accounting, auditing, & reporting D.1. Identify methods of cost attribution. D.2. Identify & discriminate between practices, standards, & procedures of accounts used in school internal audits. D.3. Discriminate between components of accounting classification structure used by Florida school districts. D.4. Identify & differentiate between practices & procedures of fiscal control & accountability of school-based funds.</p> <p>E. Knowledge of precedence & purposes for funding public elementary & secondary education E.1. Identify federal, state, & local historical developments in public school funding. E.2. Distinguish between federal, state, & local purposes in funding of public schools. E.3. Identify current trends of school finance in Florida.</p> <p><u>LAW</u> A. Knowledge of federal constitutional provisions that apply to public education system A.1. Identify judicially recognized rights</p>
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			<p>& responsibilities guaranteed under First Amendment.</p> <p>A.2. Identify judicially recognized rights & responsibilities guaranteed under Fourth Amendment.</p> <p>A.3. Identify judicially recognized rights & responsibilities guaranteed under Fourteenth Amendment.</p> <p>B. Knowledge of federal statutory & regulatory provisions that influence public education</p> <p>B.1. Identify legal interpretations of purpose & intent of federal statutes prohibiting all forms of discrimination in public schools.</p> <p>B.2. Identify exceptional education entitlements & related rights under federal statutes.</p> <p>B.3. Identify employee & student rights & responsibilities under federal statutes.</p> <p>C. Knowledge of state constitutional, statutory, & regulatory provisions governing Florida public school system</p> <p>C.1. Identify statutory powers & duties of Florida Board of Education, Secretary of Education, local school boards, superintendents, & principals.</p> <p>C.2. Identify standards & procedures of state administrative law, public disclosure, record keeping, & child welfare.</p> <p>C.3. Identify standards & procedures applicable to state certification, selection, evaluation, discipline, dismissal, & nonrenewal of school district employees.</p> <p>C.4. Identify standards & procedures applicable to state statutory provisions for accomplished practices, compulsory school attendance, sexual harassment, charter schools, alternative schools, safe schools,</p>
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			<p>curricula, & facilities.</p> <p>C.5. Identify legal standards & procedures applicable to school accountability legislation.</p> <p>E. Knowledge of tort & contract liability as related to operation of Florida public schools</p> <p>E.1. Identify legal standards of negligent tort liability applicable to school employees & districts.</p> <p>E.2. Identify legal standards of intentional tort liability applicable to school employees & districts.</p> <p>E.3. Identify legal standards that are applicable to site administrators in negotiating contracts for goods & services.</p> <p>COMMUNICATION</p> <p>A. Knowledge of communication process</p> <p>A.1. Recognize or state purpose of a particular communication task.</p> <p>A.2. Identify techniques for building rapport.</p> <p>A.3. Identify effective oral communication skills.</p> <p>A.4. Select techniques for developing & enhancing effective communication.</p> <p>A.5. Recognize impact of nonverbal communication.</p> <p>A.6. Identify optimal communication conditions.</p> <p>A.7. Identify probable reactions to form & content of communication.</p> <p>B. Knowledge of relationship between effective communication & interpersonal relationships</p> <p>B.1. Identify role of communication in building relationships.</p> <p>B.2. Recognize appropriate concern for cultural diversity when planning & implementing communications.</p> <p>B.3. Recognize sensitive interactions.</p> <p>B.4. Identify strategies to encourage &</p>
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			<p>preserve diverse opinions.</p> <p>B.5. Select appropriate provisions for feedback in communication process.</p> <p>B.6. Identify elements associated with promoting an individual's self-esteem.</p> <p>C. Knowledge of effects one's behavior & decisions have on other individuals & on culture & climate of groups & organizations</p> <p>C.1. Recognize role differences (formal & informal) by position in organizations.</p> <p>C.2. Recognize impact of organizational norms on communication process.</p> <p>C.3. Recognize role of communication in organizational behavior & change.</p> <p>D. Knowledge of purpose, presentation, & management of information</p> <p>D.1. Identify procedures for collecting, verifying, & compiling relevant information.</p> <p>D.2. Recognize proper interpretation of information.</p> <p>D.3. Select & organize information according to target audience.</p> <p>E. Knowledge of a variety of communication techniques</p> <p>E.1. Identify appropriate use of technology in communication process.</p> <p>E.2. Select media appropriate to a given situation.</p> <p>E.3. Select methods appropriate to a given situation.</p> <p>G. Ability to write effectively on a topic</p> <p>G.1. Demonstrate a sense of purpose.</p> <p>G.2. Write in a logical, clear style.</p> <p>G.3. Use appropriate grammar & sentence structure.</p>
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<p>1. Candidates will develop, articulate, and implement a critical vision for their school that will promote success for all students.</p> <p>2. Candidates will evidence current knowledge of subject matter.</p> <p>5. Candidates will promote instruction that maximizes student learning.</p> <p>8. Candidates will engage in reflective practices to enable them to plan appropriately for their own professional development.</p>	<p><u>NCATE/ELCC STANDARD 1 VISIONARY LEADERSHIP</u></p> <p><u>NCATE/ELCC STANDARD 2 INSTRUCTIONAL LEADERSHIP</u></p> <p><u>And</u></p> <p><u>NCATE/ELCC STANDARD 3 ORGANIZATIONAL MANAGEMENT</u></p>	<p><u>HUMAN RESOURCE DEVELOPMENT FPL 2(c)</u></p> <p>High performing leaders recruit and select effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.</p> <ul style="list-style-type: none"> • Uses multiple data sources to plan for individual professional development. • Utilizes a variety of supervisory models to improve teaching and learning. • Applies adult learning 	<p><u>PERSONNEL/HUMAN RESOURCES</u></p> <p>A. Knowledge of role of administrator in recruiting, selecting, & inducting instructional & non-instructional personnel</p> <p>A.1. Identify responsibilities of administrators in recruiting, selecting, & inducting personnel.</p> <p>A.2. Identify job-related criteria & violations in selection process.</p> <p>A.3. Identify components of an effective interview.</p> <p>A.4. Identify strategies that involve staff members in selection process.</p> <p>A.5. Identify legitimate sources of information about prospective candidates.</p> <p>G.4. Use language appropriate for topic & reader.</p> <p>G.5. Correctly apply mechanics of writing: spelling, capitalization, & punctuation.</p> <p>G.6. Organize written material effectively.</p> <p>G.7. Use standard English in written communication.</p>
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		<p>strategies to professional development.</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the methods and principles of personnel evaluation. • Sets high expectations and standards for the performance of all teachers and staff. • Creates a staff culture of continuous learning tied to student learning and other school goals. • Hires and retains high-quality teachers and holds them responsible for student learning. • Works with staff so they have the skills to ensure that all students are engaged in active learning. • Connects professional growth plans and professional development to individual teacher and school learning goals • Provides opportunities for teachers to think, plan, and work together. • Pursues improvement of his/her own professional development. 	<p>A.6. Identify district & school-site orientation & socialization activities.</p> <p>B. Knowledge of organization & use of information on school personnel B.1. Identify policy & procedure for placing, maintaining, & accessing confidential & non-confidential information on school personnel. B.2. Identify Florida laws governing Florida school personnel files & records.</p> <p>C. Knowledge of career & staff development theory & practice C.1. Identify resources, approaches, & techniques for career & staff development programs based on individual & group needs. C.2. Identify advantages & characteristics of effective career & staff development programs.</p> <p>D. Knowledge of appraisal processes & procedures D.1. Distinguish between reliable & unreliable performance appraisal criteria, methods, techniques, & resources. D.2. Distinguish between school-site & district-level performance appraisal responsibilities. D.3. Identify diagnostic, prescriptive, & remediation resources & methods to facilitate employee growth.</p> <p>E. Knowledge of processes & procedures for discipline, dismissal, & non-renewal of school employees E.1. Identify administrator's responsibilities in employee discipline, dismissal, & non-renewal. E.2. Identify elements of due process involving discipline, dismissal, & non-</p>
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			<p>renewal of school employees. E.3. Distinguish grounds for just cause involving dismissal.</p> <p>F. Knowledge of collective bargaining process & management of collective bargaining agreements F.1. Identify state agency & state laws that regulate collective bargaining process in Florida. F.2. Identify role of administrator in managing collective bargaining agreements. F.3. Identify negotiation & grievance procedures in collective bargaining process.</p> <p>G. Knowledge of incentives for attracting & retaining personnel G.1. Identify relationship between reward & motivation. G.2. Identify types of intrinsic & extrinsic benefits in public school funding.</p>
<p>2. Candidates will evidence current knowledge of subject matter.</p> <p>7. Candidates will provide the leadership to collaborate with families and other community members to mobilize resources that promote student learning.</p>	<p><u>NCATE/ELCC STANDARD 4 COLLABORATIVE LEADERSHIP</u></p> <p>4.1 Collaborate with Families and Other Community Members 4.1.a. Demonstrate ability to bring together resources of family members & community to positively affect student learning. 4.1.b. Demonstrate ability to involve families in education of their children based on belief that families have best interests of their children in mind. 4.1.c. Demonstrate ability to use public information & research-based knowledge of issues & trends to collaborate with families & community members. 4.1.d. Apply understanding of community relations models, marketing strategies &</p>	<p><u>COMMUNITY AND STAKEHOLDER PARTNERSHIPS FPL 3(b)</u></p> <p>High performing leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.</p> <ul style="list-style-type: none"> • Addresses student and family conditions affecting learning. • Identifies major opinion leaders in the community and their relationships to school goals 	<p><u>COMMUNICATION</u></p> <p>F. Knowledge of effective communication skills in school-community relationships F.1. Identify information to promote school-community relationships. F.2. Assess educational needs & aspirations of school community. F.3. Select strategies to promote community cooperation & partnerships. F.4. Select techniques to manage controversial or negative information and/or situations. F.5. Select appropriate methods & tools for building public understanding of & support for school.</p>

	<p>processes, data-based decision-making, & communications theory to create frameworks for school, family, business, community, government, & higher education partnerships.</p> <p>4.1.e. Develop various methods of outreach aimed at business, religious, political, & service organizations.</p> <p>4.1.f. Demonstrate ability to involve families & other stakeholders in school decision-making processes, reflecting an understanding that schools are an integral part of larger community.</p> <p>4.1.g. Demonstrate ability to collaborate with community agencies to integrate health, social, & other services.</p> <p>4.1.h. Develop comprehensive program of community relations & demonstrate ability to work with media.</p> <p>4.2 Respond to Community Interests and Needs</p> <p>4.2.a. Demonstrate active involvement within community, including interactions with individuals & groups with conflicting perspectives.</p> <p>4.2.b. Demonstrate ability to use appropriate assessment strategies & research methods to understand & accommodate diverse school & community conditions & dynamics.</p> <p>4.2.c. Provide leadership to programs serving students with special & exceptional needs.</p> <p>4.2.d. Demonstrate the ability to capitalize on diversity (cultural, ethnic, racial, economic, & special interest groups) of school community to improve school programs & meet diverse needs of all students.</p> <p>4.3 Mobilize Community Resources</p> <p>4.3.a. Demonstrate understanding of & ability to use community resources, including youth services, to support student achievement, solve school problems, & achieve school goals.</p> <p>4.3.b. Demonstrate how to use school resources & social service agencies to serve community.</p> <p>4.3.c. Demonstrate understanding of ways to use public resources & funds appropriately & effectively to encourage</p>	<p>and programs.</p> <ul style="list-style-type: none"> • Articulates the school's vision, mission and priorities to the community. • Demonstrates concern for the image of the school via impressions created by the students and staff, and manages these impressions and public information about the school. • Shares leadership and decision-making with others in the community. • Mobilizes the resources of families, business, and community members in support of the school's goals. • Develops and sustains family-school-community-higher education partnerships, coalitions, and networks. • Nurtures relationships within and external to the school. • Celebrates success in the school community. • Actively engages the community to create shared responsibility for student and school success. • Connects students to the health, human and social services they need to stay focused on learning. • Involves family and community in appropriate policy implementation, program planning, and assessment. 	
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	<p>communities to provide new resources to address emerging student problems.</p>		
<p>2. Candidates will evidence current knowledge of subject matter.</p>	<p><u>NCATE/ELCC STANDARD 5</u> <u>ETHICAL LEADERSHIP</u> 5.1 Acts with Integrity 5.1.a. Demonstrate a respect for rights of others with regard to confidentiality & dignity & engage</p>	<p><u>ETHICAL LEADERSHIP FPL 2(d)</u> High performing leaders act with integrity, fairness, and honesty in an ethical manner.</p>	<p><u>LAW</u> D. Knowledge of responsibilities under State's standards for professional ethics D.1. Identify responsibilities of</p>

<p>4. Candidates will demonstrate an ethic of caring and ethical reasoning and behavior that places the well being of children first.</p>	<p>in honest interactions. 5.2 Acts Fairly 5.2.a. Demonstrate ability to combine impartiality, sensitivity to student diversity, & ethical considerations in their interactions with others. 5.3. Acts Ethically 5.3.a. Make & explain decisions based on ethical & legal principles.</p>	<ul style="list-style-type: none"> • Manifests a professional code of ethics and values. • Makes decisions based on the moral and ethical implications of policy options and political strategies. • Creates, models, and implements a set of values for the school. • Develops well-reasoned educational beliefs based upon an understanding of teaching and learning. • Understands ethical and legal concerns educators face when using technology throughout the teaching and learning environment. • Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people. • Acts in accordance with federal and state constitutional provisions, statutory standards, and regulatory applications. • Demonstrates ability to make decisions within an ethical context. 	<p>educators to students. D.2. Identify responsibilities of educators to parents. D.3. Identify responsibilities of educators to profession.</p>
<p>2. Candidates will evidence current knowledge of subject matter.</p> <p>6. Candidates will address issues of social justice as they model leadership within the school community.</p>	<p><u>NCATE/ELCC STANDARD 6</u> <u>CONTEXT</u></p> <p>6.1 Understand the Larger Context 6.1.a. Act as informed consumer of educational theory & concepts appropriate to school context & demonstrate ability to apply appropriate research methods to school context. 6.1.b. Demonstrate ability to explain how legal & political systems & institutional framework of schools have shaped a school & community, as well as opportunities available to children & families in a particular school. 6.1.c. Demonstrate ability to analyze complex causes of poverty & other disadvantages & their effects on families, communities, children, & learning.</p>	<p><u>DIVERSITY FPL 3.c)</u></p> <p>High performing leaders understand, respond to, influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.</p> <ul style="list-style-type: none"> • Uses appropriate interpersonal skills. • Promotes multicultural awareness, gender sensitivity, and racial and ethnic appreciation. • Communicates effectively with 	<p><u>LEADERSHIP</u></p> <p>E. Knowledge of influences that impact school E.1. Identify internal & external forces & influence they have on a school. E.2. Recognize appropriate level of sensitivity for leadership actions taken in response to internal or external forces. E.3. Identify processes of educational policy development at state, local, & school level. E.4. Identify ways an educational leader can influence educational policy development at state, local, & school level.</p>

	<p>6.1.d. Demonstrate understanding of policies, laws, & regulations enacted by local, state, & federal authorities that affect schools, especially those that might improve educational & social opportunities.</p> <p>6.1.e. Demonstrates ability to describe economic factors shaping a local community & effects economic factors have on local schools.</p> <p>6.1.f. Demonstrate ability to analyze & describe cultural diversity in a school community.</p> <p>6.1.g. Can describe community norms & values & how they relate to role of school in promoting social justice.</p> <p>6.1.h. Demonstrate ability to explain various theories of change & conflict resolution & appropriate application of those models to specific communities</p> <p>6.2 Respond to the Larger Context</p> <p>6.2.a. Demonstrate ability to communicate with members of a school community concerning trends, issues, & potential changes in environment in which school operates, including maintenance of ongoing dialogue with representatives of diverse community groups.</p> <p>6.3 Influence the Larger Context</p> <p>6.3.a. Demonstrate ability to engage students, parents, & other members of community in advocating for adoption of improved policies & laws.</p> <p>6.3.b. Apply understanding of larger political, social, economic, legal, & cultural context to develop activities & policies that benefit students & their families.</p> <p>6.3.c. Advocate for policies & programs that promote equitable learning opportunities & success for all students, regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics.</p>	<p>various cultural, ethnic, racial, and special interest groups in the community.</p> <ul style="list-style-type: none"> • Demands instructional content that provides for the diverse perspectives appropriate to the situation. • Involves various school communities in appropriate policy development, program planning, and assessment processes. • Manages and interacts effectively with diverse individuals and groups. • Perceives the needs and concerns of others, dealing tactfully with them, and managing conflict. • Handles crises communications. • Arranges for students and families whose home language is not English to engage in school activities and communication through oral and written translations. • Defuses contentious situations. • Hires, develops, and, where appropriate, retains a diverse staff. • Serves as a role model in relations with various cultural, ethnic, racial, and special interest groups in the community. 	
	<p><u>NCATE/ELCC STANDARD 7</u> <u>INTERNSHIP</u></p> <p>7.1 Substantial</p> <p>7.1.a. Demonstrate ability to accept genuine responsibility for leading, facilitating, & making</p>		

	<p>decisions typical of those made by educational leaders. The experience(s) should provide interns with substantial responsibilities that increase over time in amount & complexity & involve direct interaction & involvement with staff, students, parents, & community leaders.</p> <p>7.1.b. Minimum of six-months (or equivalent, see note below) of full-time internship experience.</p> <p>Note: Length Equivalency. The six- month internship experience need not be consecutive, & may include experiences of different lengths. However, all internships must include an extended, capstone experience to maximize candidates' opportunities to practice & refine their skills & knowledge. This culminating experience may be two noncontiguous internships of three months each, a four-month internship & two field practicums of one month each, or another equivalent combination. Full-time experience is defined as the number of hours per week required for attendance by a full-time student, receiving federal financial assistance (generally 9-12 hours per week).</p> <p>7.2 Sustained</p> <p>7.2.a. Participate in planned intern activities during entire course of program, including an extended period of time near conclusion of program to allow for candidate application of knowledge skills on a full- time basis.</p> <p>7.3 Standards-based</p> <p>7.3.a. Apply skills & knowledge articulated in these standards as well as state & local standards for educational leaders.</p> <p>7.3.b. Experiences are designed to accommodate candidates' individual needs.</p> <p>7.4 Real Settings</p> <p>7.4.a. Experiences occur in multiple settings that allow for demonstration of wide range of relevant knowledge & skills.</p> <p>7.4.b. Experiences include work with appropriate community organizations such as social service groups & local businesses.</p>		
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	<p>7.5 Planned & Guided Cooperatively 7.5.a. Candidates' experiences are planned cooperatively by individual, site supervisor, & institution personnel to provide inclusion of appropriate opportunities to apply skills, knowledge, & research contained in the standards. These three individuals work together to meet candidate & program needs. 7.5.b. Mentors are provided training to guide candidate during intern experience.</p> <p>7.6 Credit 7.6.a. Candidates earn graduate credit for their intern experience.</p>		
<p>2. Candidates will evidence current knowledge of subject matter.</p> <p>9. Candidates will make use of assessment to inform their decisions and actions.</p> <p>5. Candidates will promote instruction that maximizes student learning.</p>	<p><u>NCATE/ELCC STANDARD 2</u> <u>INSTRUCTIONAL LEADERSHIP</u></p> <p><u>And</u></p> <p><u>NCATE/ELCC STANDARD 3</u> <u>ORGANIZATIONAL MANAGEMENT</u></p>	<p><u>TECHNOLOGY FPL 2(d)</u></p> <p>High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.</p> <ul style="list-style-type: none"> • Uses technology, telecommunications and information systems to enrich curriculum, instruction, and assessment. • Creates and articulates a clear vision of technology integration for the school community. • Discovers practical approaches for developing and implementing successful technology planning. • Uses technology as a tool to develop and strengthen community relationships. • Develops an effective professional development plan for technology usage to support curriculum-based integration practices. • Implements innovative 	<p><u>TECHNOLOGY</u></p> <p>A. Knowledge of various computer hardware & related technologies appropriate to management of a school</p> <p>A.1. Identify major components of computer systems. A.2. Identify basic hardware components for implementing local area networks & for accessing remote electronic resources such as FIRN & Internet. A.3. Identify criteria for evaluating computer hardware & related technologies appropriate to meet specific school management needs.</p> <p>B. Knowledge of various types of software for assisting in management of a school</p> <p>B.1. Evaluate & select appropriate system & application software for automating specified school management tasks. B.2. Identify software for implementing local area networks & for accessing remote electronic resources such as FIRN & Internet.</p>

		<p>strategies for promoting the effective integration of technology throughout the teaching and learning environment.</p> <ul style="list-style-type: none"> • Increases access to educational technologies within and beyond the school. • Provides educational and technical support to increase the use of technology already in the school/classrooms. • Uses technology for student assessment and evaluation of the impact of technology initiatives. 	<p>C. Knowledge of various computer hardware & related technologies appropriate to instructional program of a school C.1. Identify appropriate computer hardware & related technologies required for instruction. C.2. Identify appropriate criteria for evaluating computer hardware & related technologies for specified instructional purposes.</p> <p>D. Knowledge of various types of computer software & related technologies for supporting instructional program of a school D.1. Identify appropriate uses of software in design & delivery of instruction. D.2. Identify uses of technology in placement of students & assessment of their progress. D.3. Identify uses of integrated learning systems. D.4. Identify appropriate criteria for evaluating & selecting software to achieve instructional goals.</p> <p>E. Knowledge of management policies for appropriate use of technological resources to serve mission of school E.1. Identify legal & ethical issues & practices involved with use of software. E.2. Identify appropriate software & procedural safeguards necessary to secure & limit access to data stored on computer media. E.3. Identify practices for development & support of technological resources of a school. E.4. Identify practices for development & support of human resources of a school.</p>
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			F. Knowledge of common computer & related technological applications F.1. Identify basic word processing concepts. F.2. Identify basic spreadsheet concepts. F.3. Identify basic database management concepts. F.4. Identify basic telecommunications concepts. F.5. Identify basic presentation software concepts. F.6. Identify basic multimedia & hypermedia concepts.
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Candidate Learning Outcomes	ELCC	Florida Standards	Program Rubric
1, 2	1	Vision	1
2, 5	2	Instructional Leadership	2
2, 3, 9	3	Managing the Learning Environment and Decision-Making Strategies	3
2, 7	4	Community and Stakeholder Partnerships	4
2, 4	5	Ethical Leadership	5
2, 6	6	Diversity	6
2, 9	2 and 3	Learning, Accountability, and Assessment	7

1,2,5,8	1, 2, and 3	Human Resource Development	8
2, 5, 9	2 and 3	Technology	9
3, 4, 6	Dispositions	Decision-Making, Ethics, Diversity	10