LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM
LEVEL II SCHOOL PRINCIPAL PREPARATION PROGRAM HANDBOOK

SCHOOL BOARD OF BREVARD COUNTY

2700 Judge Fran Jamieson Way
Viera, Florida  32940-6601

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Directions:

This document has been provided in Microsoft Word format for the convenience of the district. The order of the template shall not be rearranged. Each section offers specific directions, but does not limit the amount of space or information that can be added to fit the needs of the district. All submitted documents shall be titled and paginated. Where documentation or evidence is required, copies of the source document(s) (for example, rubrics, policies and procedures, observation instruments) shall be provided. **Upon completion, the district shall email the template and required supporting documentation for submission to EdPrepFolio@fldoe.org**

**Modifications to an approved Level II school principal preparation program may be made by the district at any time. A revised Level II principal preparation program shall be submitted for approval, in accordance with Rule 6A-5.081, F.A.C.**
District Overview

The School Board of Brevard County has, over the past several years, experienced significant changes in leadership. The 2017-18 school year alone began with thirteen new principals, meaning 15% of our schools were under new leadership. Additionally, twenty-six new assistant principals have been promoted to those positions left vacant through either promotion or retirement. The loss of experienced instructional leaders to fill administrative positions continues to be a challenge. As a result, increasing capacity of both instructional and administrative leaders is reflected in our Strategic Plan:

E3: Strengthen our workforce through professional growth and continuous improvement enabling them to take on Leadership Roles within the District.

- Leadership Development: Plan and implement a system of professional learning that develops and improves the leadership competencies and skills of instructional leaders and support personnel.
- Coaching and Mentoring: Provide mentoring and/or coaching for all employees as they advance to positions of increasing responsibility to ensure high-fidelity implementation of professional learning.

Purpose

The School Board of Brevard County’s Level II Program (PNPP) provides job-embedded leadership development opportunities and experiences to prepare candidates for the principalship. The program aligns with the Florida Principal Leadership Standards, incorporates elements of the William Cecil Golden (WCG) School Leadership Development Program, and aspires to the Gold Standard criteria of program approval.

Efficient and effective management and instructional leadership of schools to meet the needs of today’s students requires a unique blend of skills, experiences, and academic backgrounds. As a result, the school district’s program for selection and training school leaders includes these critical levels:

1. Leadership Training Series – Series of leadership training opportunities including but not limited to 7 Habits of Highly Effective People, Strengths Finder, Emotional Intelligence, Collaborative Leadership, Coaching Cycle, etc.
2. Brevard Administrative Pipeline including:
   a. Leadership Academy – providing high quality professional learning to aspiring instructional leaders by targeting teachers who are in or who have completed their Master of Education in Educational Leadership, Administration and Supervision, or Administration issued by the State of Florida
   b. Assistant Principal (AP) Academy – supporting new assistant principals in their development as school leaders (2 years)
   c. Level II Program (PNPP) – developing school principals who positively impact teaching and learning in schools
d. Level 5 Program – providing leaders who have demonstrated a history of skillfully and intentionally developing others, with the opportunity to learn, support, mentor, collaborate, create, and experiment while developing the next generation of leaders, to include veteran principals, new principals and Level II completers (pre-service principals).

3. Coaching and Mentoring – providing support, training and job-embedded activities for teacher leaders, assistant principals and principals

Individuals interested in a principal position with the School Board of Brevard County must be familiar with the requirements for each level of the Administrative Pipeline. The Brevard Administrative Pipeline Series includes four distinct programs: Leadership Academy, AP Academy, Level II Program (PNPP) and Level 5 Leader. Each program aligns with the Florida Leadership Standards to build a progression of learning based upon experiences and positions. Each programs’ sessions identify the Florida Leadership Standard, course of study, mentor or shadowing task, and a job-embedded work experience.

The Leadership Academy is comprised of eight sessions, totaling twenty-four hours of instruction. This training is a prerequisite of Brevard Public School’s Assistant Principal Pool (or in the case of assistant principals new to BPS, completed within the first year). This program prepares aspiring administrators to become effective leaders. Through professional development led by senior leadership and district directors, collaboration, shadowing experiences, and job-embedded tasks, participants strengthen their foundational leadership skills, as well as, their understanding of the multiple challenges administrators face daily.

The AP Academy: Year 1 & 2 builds on the foundational knowledge taught in the Leadership Academy, but with deeper content, more hands-on mentorship and ever-increasingly more difficult tasks. During Year 1, participants are required to take two sessions led by Cambridge Education on observation, feedback and evaluation. Additionally, they are required to complete two book studies focusing on becoming a data leader and a learning leader. Year 2 is a requirement for anyone applying to the Level II Program (PNPP). Participants are required to complete three book studies focusing on collective efficacy, visible learning and developing new leaders. Additional training sessions will focus on being a data leader, shared vision of quality instruction and school culture.

The Level II Program (PNPP) will prepare aspiring principals by providing training, mentorship, job-embedded tasks, and leadership development activities. The goal, as described in Our Responsibility, Our Promise (2012), is to develop school-ready principals who:

- Transform school learning environments in ways that ensure all students will graduate college and career ready
- Craft, in cooperation with key stakeholders, the school’s vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community
- Lead others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth
• Nurture and sustain a positive climate and safe school environment for all stakeholders
• Develop, implement and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles
• Nurture and support professional growth in others and appropriately share leadership responsibilities
• Recognize that schools are an integral part of the community

**Level 5 Leadership Program**, as described by John Maxwell, author of *Level 5 Leadership*, are leaders who want to do more than just run an organization well, they want to do more than succeed; they want to create a legacy. The Level 5 Leadership Program gives established leaders the opportunity to learn, support, mentor, collaborate, create, and experiment while developing the next generation of leaders.

**Goal**
As described above, the primary goal of the School Board of Brevard County’s Level II Program (PNPP), is to develop school-ready principals who have the knowledge and the skills to:

• Transform school learning environments in ways that ensure all students will graduate college and career ready
• Craft, in cooperation with key stakeholders, the school’s vision, mission, and strategic goals to focus on and support high levels of learning for all students and high expectations for all members of the school community
• Lead others in using performance outcomes and other data to strategically align people, time, funding, and school processes to continually improve student achievement and growth
• Nurture and sustain a positive climate and safe school environment for all stakeholders
• Develop, implement and refine processes to select, induct, support, evaluate, and retain quality personnel to serve in instructional and support roles
• Nurture and support professional growth in others and appropriately share leadership responsibilities
• Recognize that schools are an integral part of the community

**Departments Involved in Creation of Level II Program (PNPP)**
Christine Moore, Director of Professional Learning and Development
Marilyn Sylvester, Director of Elementary Leading and Learning
Barbara Rodrigues, Director of Secondary Leading and Learning
Wendy Smith, Cambridge Elementary Principal
Mike Alba, Viera High School Principal
Catherine Murphy, Assistant Principal Longleaf Elementary, Pre-service Principal
Joe Flora, Assistant Principal Melbourne High School, Pre-service Principal
# Program Candidate & Completer Quality

## Standard 1. Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (p-12) students are provided high quality instruction to meet high standards for academic achievement.

## Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

The following criteria must be met to receive a rating of Acceptable.

The school district describes:

1. Admission requirements and procedures used to determine a candidate has met the admission requirements outlined in s. 1012.562(3)(a), F.S., and 6A-5.081, F.A.C., to include:
   a) Hold a Florida certificate in educational leadership (Level 1);
   b) Earned a highly effective or effective summative performance under s. 1012.34, F.S.; and
   c) Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in s. 1012.34, F.S.;
2. Candidate selection process used to determine entry into a program, which may include written performance assessments and interviews; and
3. Plan for annually collecting, monitoring and reporting data on candidates who applied to, were admitted to, and enrolled in the program.

Interested assistant principals may apply to the Level II Program (PNPP) by responding to the advertisement issued by the Director of Professional Learning and Development. The selection committee, comprised of a designee from Elementary and Secondary Leading and Learning, the Director of Professional Learning and Development, a principal representative and a university partner will screen and select participants for the program. Only those candidates meeting the Gold Standard qualifications will be accepted into the program. Candidates must submit or complete the following when applying for acceptance into the program:

- Verification of completion of AP Academy Year 1 & 2 or a letter of intent to complete AP Academy: Year 2 within the first year of placement
- Verification of three years of successful teaching experience
- Verification of current position as an assistant principal or equivalent
- Verification of a valid regular certificate in educational leadership, administration and supervision or administration issued by the state of Florida
- A current resume
- Two years of effective or highly effective performance appraisal in administrative role, which includes a measurement demonstrating satisfactory performance on instructional leadership responsibilities
- Complete HUMANeX StyleProfile Builder Online Screener
  - Drives and Values Themes: Mission/Purpose, Trust Builder, Integrity/Ethics, Values/Beliefs, Achiever
Work Style Themes: Responsibility, Self-Discipline, Results Orientation
Relationship Themes: Positivity, Empathy, Team, Developer
Influence Themes: Activator, Command/Courage
Thought Process Themes: mastery, Problem Solver, Instructional Excellence

- Reference check and StyleProfile review with current supervisor, as well as representative from Elementary or Secondary Leading and Learning and/or a structured interview
- Respond to a problem of practice based upon Florida Leadership Standards

The Director of Professional Learning and Development will create spreadsheets and reports in which data on candidates is collected, monitored and reported annually on who applied to, were admitted to, and enrolled in the program. This data is updated to include completers of the program, as well as identifying candidates who are off-track with their program and may need assistance.

**Indicator 1.2:** The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

The following criteria must be met to receive a rating of Acceptable:

The school district provides:
1. A matrix that describes the critical tasks, assignments and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C., including:
   a) Title for each course within the competency-based curricula;
   b) Performance measure or indicator that is being assessed; and
   c) Title and description of critical task or assessment activity

The school district describes:
2. The plan for how training provided through the program will be aligned to the personnel evaluation criteria under s. 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in s. 1012.986, F.S.
3. Process of how it will assess, monitor and document each program candidate’s progress and mastery of competency-based training and field experiences aligned to:
   a) Florida Principal Leadership Standards (FPLS) as defined in 6A-5.080, F.A.C.;
   b) Personel evaluation criteria under s. 1012.34, F.S.; and
   c) William Cecil Golden Professional Development Program for School Leaders, pursuant to s. 1012.986, F.S.;
4. The plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection and performance evaluation instruments;
5. The plan for analyzing candidate performance data at the individual level to ensure candidate’s mastery of the curricula; and
6. The plan for providing documented remediation, mentoring and coaching feedback that supports program candidate’s progression throughout the program and mastery of the curricula.
**Program Leaders:**

Standards Pre-Assessment Doc  Standards Post Assessment Document

**Level II Team**

The Level II Team ensures the principal candidate receives appropriate professional development or field experiences under the guidance of qualified and experienced leaders who provide opportunities for the candidate to demonstrate mastery of each required standard. The team provides support, mentoring, and coaching for the candidate throughout the program. Each member of the team must have completed the school district’s Coaching & Mentoring Training and Level II Team Training. The team consists of:

- **Level II Candidate**
  - Conduct a pre-assessment by completing the Standards Pre-Assessment document in order to develop an individualized learning plan
  - Request feedback and guidance from supervising principal and professional development team in the development of individualized learning plan
  - Facilitate Professional Development Team meetings
  - Complete, with fidelity, all activities listed on the Portfolio Checklist
    1. 8 - Priority Responses
    2. 4 - Mandatory Professional Development Courses
    3. 6 - Team Determined Professional Development Courses
    4. 4 - Problems of Practice
    5. 6 - Shadowing Activities
    6. 2 - 360° Reviews
  - Complete Opinion Survey of Level II Program

- **Supervising Principal**
  - Participate in required coaching and mentoring training (eligibility requirement)
  - Participate in Level II Program orientation training (eligibility requirement)
  - Complete the Standards Pre-Assessment
  - Design and monitor candidate’s Program of Study
  - Work with Professional Learning and Development to meet all program requirements
  - Participate in the design of candidate’s schedule to include meetings, leadership development activities and events, and due dates
  - Provide candidate with opportunities to and practice skills and behaviors of a school-based principal through the problems of practice cycle or job-embedded professional development task.
  - Monitor program progress on candidate’s Portfolio Checklist and Monitoring Document
  - Initial completion of selected indicators on Post-Assessment and Monitoring Document

- **Director from Elementary/Secondary Leading and Learning**
- Participate in required coaching and mentoring training (eligibility requirement)
- Participate in Level II Program orientation training (eligibility requirement)
- Assist in matching Level II candidates with mentor principals based on selection process data, as well as pre-assessment information
- Observe candidate at least twice during a Problem of Practice cycle or professional development embedded task and provide feedback
- Provide suggestions and assistance to candidate’s Program of Study
- Provide suggestions for improvement of the Level II Program to Professional Learning and Development

- **Mentor Principal:**
  - Participate in required coaching and mentoring training (eligibility requirement)
  - Participate in Level II Program orientation training (eligibility requirement)
  - Advise and assist candidate in successfully completing the program requirements
  - Provide suggestions and assistance to candidate’s Program of Study
  - Provide suggestions for improvement of the Level II Program to Professional Learning and Development

- **Director of Professional Learning and Development**
  - Design program curriculum ensuring full coverage of the Florida Principal Leadership Standards
  - Coordinate the School Board approved selection process
  - Assist in matching Level II candidates with mentor principals based on selection process data, as well as pre-assessment information
  - Coordinate the Professional Development Team for each candidate, matching Level II candidates with mentor principals based on selection process data, as well as pre-assessment information
  - Provide technical and implementation assistance in the development of each candidate’s Program of Study
  - Coordinate and ensure all Level II teams have participated in required coaching and mentoring training
  - Coordinate and ensure all Level II teams have participated in Level II Program orientation training
  - Oversee the delivery of appropriate district workshops, seminars and sessions preparing candidates for the principalship.
  - Conduct one-on-one and whole group sessions with candidates to discuss progress and concerns.
  - Manage funds necessary for leadership development activities

- **Level 5 Leader**
  - Participate in required coaching and mentoring training (eligibility requirement)
  - Participate in Level 5 Leadership orientation training (eligibility requirement)
- Work one-on-one with Level II pre-service principal (Level II Completer)/1st year principal to assist in the development of continued professional growth opportunities
- Complete a reverse shadowing activity with feedback with Level II pre-service principal

**Overview of Curriculum**

The Professional Development Curriculum is a customized, competency-based plan tailored to meet the goals of the program as well as the individual learning needs of aspiring principals. Based on domains and indicators aligned with the Florida Principal Leadership Standards (FPLS), the curriculum includes job-embedded learning experiences appropriate to the candidate’s preparation needs determined through self-assessment, conversation with the team, reflection of identified gaps in experiences and results from screening instruments.

**Field Experiences:**

1. 8 - Priority Responses
2. 10 - Professional Development Course (4 mandatory, 6 team identified)
3. 2 - Problems of Practice
4. 6 - Shadowing Experiences
5. 2 - 360° Reviews

**1. Priority Response (Tab #__)**

Candidates summarize the learning acquired by responding either proactively or reactively to eight situations that rise to the level of ‘priority’ within the daily functions of the principalship. Leader Responses require the candidate to demonstrate sound, reasoned decision making and critical thinking. Actions should include the follow-through required at the principal level. **Actions that are within the normal functions of a quality assistant principal are not Priority Responses.** For each response, candidates will:

- Document the leadership standard addressed
- Describe how the experience improved curriculum, instruction, and/or student achievement
- Describe the new learning resulting from the Priority Response
- Identify tools and resources that were needed to handle the Leader Priority Response
- Reflect on what could have been done differently.
## Professional Development Activities – Mandatory and Team Identified (Tab #__)

### Mandatory Courses:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Leadership Standard</th>
<th>Course Description</th>
<th>Embedded Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accountability Series:</td>
<td>FPLS 8</td>
<td>This Accountability Series is a group of courses all focused on financial/legal</td>
<td>• Create an action plan of how to monitor both district and internal accounts through the year</td>
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<tr>
<td></td>
<td>FPLS 10</td>
<td>accountability issues and processes that are the responsibility of a principal</td>
<td>• Complete FTE mini-audit to determine areas for process improvement</td>
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<tr>
<td>• School Finance 101 &amp; 102</td>
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<td></td>
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<tr>
<td>• School Budget/Cafeteria/FTE</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>• Ethical Leadership</td>
<td></td>
<td></td>
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<tr>
<td>• Payroll</td>
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<tr>
<td>Education for ALL Series:</td>
<td>FPLS 2</td>
<td>The Education for ALL Series is a group of courses focused on meeting the</td>
<td>• Complete ESE/ESOL mini-audit to determine areas for process improvement and identification of</td>
</tr>
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<td></td>
<td>FPLS 3</td>
<td>educational, legal and emotional needs of all of our students, including</td>
<td>compliance issues</td>
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<td></td>
<td></td>
<td>serving students through a multi-tiered system of support, Exceptional</td>
<td>• Identify and attend a service-rich or high needs individual education plan/staffing with a</td>
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<td></td>
<td></td>
<td>Education Program, ESOL Program or 504 Plan.</td>
<td>member of team. Reflect on lessons learned through the process.</td>
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<tr>
<td>• MTSS for Administrators</td>
<td></td>
<td></td>
<td>• Evaluate current MTSS process used in school in comparison with best practice and develop action</td>
</tr>
<tr>
<td>• Exceptional Student Education</td>
<td></td>
<td></td>
<td>plan for improvement</td>
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<tr>
<td>for Administrators</td>
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<td></td>
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<tr>
<td>• ESOL for Administrators</td>
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<tr>
<td>• Access Points Versus Standards</td>
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<td></td>
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</tr>
<tr>
<td>Learning Priorities Series:</td>
<td>FPLS 1</td>
<td>The Learning Priorities Series focuses on developing the skills and knowledge</td>
<td>• Complete a series of 3 walk-throughs with a targeted grade level or content area using the Instructional Practice Guide (IPG). Provide feedback for growth in</td>
</tr>
<tr>
<td></td>
<td>FPLS 2</td>
<td>needed to support the Brevard Public Schools Vision for Excellent Instruction.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FPLS 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Alignment
- Engagement & Expectations of the Learner
- Facilitation of Continuous Improvement Cycle through PLCs

between each walk-through. A summary of growth, reflection of process and next steps are required for each walk-through. A final reflection from teacher in grade level/content area, as well as the candidate completes this task.

Human Resource Series:
- Rocky Waters to Smooth Sailing: Navigating the Contract
- Hard Conversations
- Employee Life Cycle: From Hiring to Retiring
- Resume Red Flags and References
- PAR

FPLS 4
FPLS 8

The Human Resource Series group of courses focused on learning all aspects of human resources which impact schools, both positively and negatively. Principals will learn the tools of HR to maximize the resources in relation to FTE, PAR, performance appraisal and contract language.

- Complete the full process of hiring an employee, per district and state policy and procedures, and complete a reflection/lessons-learned for each step
- Maintain School PAR and be prepared to explain it in mock 6 day count meeting with director, including a plan to gain and reduce a teaching unit

Level II Team Identified Professional Development Opportunities:
In addition to the four mandatory courses, each candidate must attend six individual professional development opportunities determined through self-assessment, conversation with the team, identified gaps in experiences based on reflection, and results from screening instruments. This can include district or state inservices, conferences, William Cecil Golden Professional Development Program or other learning opportunites vetted by the Level II Team. For each professional development opportunity attended, the candidate will complete a Professional Development Reflection form to include key learnings, Florida Principal Leadership Standard targeted, identified task to demonstrate learning, and a reflection on current and future practice.

3.Problems of Practice (Tab # ___)

Problem of Practice.docx

Each Problem of Practice should focus on one of the core district initiatives: Elementary – Early Literacy, Middle – Algebra 1, High School – Career/College Readiness and Graduation Rate. The issue must involve the interactions of teachers, students, and content related to school or system
performance. Problems should be both directly observable and actionable. Actionable in the sense that the problem will improve in real time. Problems of Practice should connect to a broader strategy of improvement - the school's improvement plan or district’s strategic plan. Solving a Problem of Practice should make a significant difference for student learning. Each Problem of Practice begins with the candidate defining their school’s progress towards improvement/mastery of the initiative and any related data that illustrates factors that affect the initiative.

With the support of the Level II Team, focus questions are generated to determine a path of inquiry and action to follow. Below is an example for Middle School:

<table>
<thead>
<tr>
<th>Problem of Practice</th>
<th>Focus Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I:</td>
<td>• Are students coming to Algebra I proficient in math skills necessary to be successful in course?</td>
</tr>
<tr>
<td>Over the past several years, Algebra I EOC proficiency scores have remained below district average with no variance, while the schools with similar demographics have seen a steady increase in percent of students on grade level.</td>
<td>• Are the standards being taught with the correct pacing and with clearly defined emphasis on anchor standards?</td>
</tr>
<tr>
<td></td>
<td>• When the standards are being taught, are they being taught to the full extent and depth of the standard?</td>
</tr>
<tr>
<td></td>
<td>• Are the tasks the students are being asked to complete, to the depth of the standard being taught?</td>
</tr>
</tbody>
</table>

The focus questions will drive a collaborative discussion with the Level II Team and the candidate. The focus is then narrowed to one well-crafted, defined question from which the candidate will determine an answer and solution. The Problem of Practice concludes with a Level II Team review and a plan to monitor new processes put in place as a result of the Problem of Practice Work.

The work will result in other questions that may need to be resolved as each of the district-focused problems are complex and challenging. However, each Problem of Practice should only be focused on one question at a time, with the understanding that the candidate will have the opportunity in the remaining Problems of Practice to go deeper into their school’s opportunity for growth.

4. Shadowing Experiences:

Learning the day-to-day tasks of what it means to be a principal is an essential component of the Level II (PNPP) program. Candidates must complete six different focused shadowing experiences and document key learnings and reflections. While each experience targets a specific topic, as a group, the experiences must represent a diverse, well-rounded selection of schools and principals to include...
elementary, middle, high and Title I schools. Each of the five dimensions below from The Wallace Foundation’s “The Making of the Principal: Five Lessons in Leadership Training” must be a focus of a shadow experience.

- **Shaping a vision of academic success for all students**
  - Developing school improvement goals and strategies
  - Communicating vision of success to all stakeholders
  - Setting expectations of teaching and learning for all students

- **Creating a climate hospitable to education**
  - Building a climate of support and trust
  - Creating a safe and orderly learning environment
  - Responding to the social emotional needs of faculty, staff, and students

- **Cultivating leadership in others**
  - Developing an administrative pipeline within the building
  - Delegating of activities to foster teacher leadership

- **Improving Instruction (Vision of Excellent Instruction)**
  - Processing to determine areas of focus
  - Processing to develop and implement a professional development program
  - Creating and monitoring professional development to practice strategies

- **Managing people, data and processes to foster school improvement**
  - Managing personnel Allocation Report/Staffing
  - Managing Procedures/Processes in place to monitor school/district initiatives
  - Supporting the effective and efficient use of staff to maximize time/energy to focus on instructional leadership
  - Maximizing budget

The last experience should be determined in cooperation with the Level II Team. Gaps in knowledge or an interest in deepening understanding in any of the five Wallace Foundation dimensions or Florida Principal Leadership Standards will be key factors in the selection of shadowing experiences.

**5.360° Review (Tab #___)**

360 Reflection.docx

A 360° Review is an opportunity for the Level II team to individually complete a summative review of the candidate’s learning and growth. The purpose is for the candidate to become aware of how the Level II Team perceives their growth, as well as to confirm and identify strengths and, finally, to focus on their own developmental needs. For the Level II Team, it is an opportunity to provide feedback on the candidate’s progress through the program, to improve team feedback for growth and an
opportunity to reinforce the Level II Program is a process of learning and growing, not compliance. A 360° Review will be completed by the team prior to the 3rd quarter each year of the program.

**Timeline:**
Candidates enter into the program as part of a two-year cohort, with a minimum requirement of one-year participation prior to completing the program. Candidates not completing the program within the two-year period may be given a one-year extension with the support of the Level II Team. Not completing the program following an extension will require any candidate to sit out a full school year prior to reapplying to a new Level II Program (PNPP) Co-hort.

Level II Teams should plan on meeting four times yearly, once each quarter. Level II teams provide remediation, mentoring and coaching feedback that supports program candidate’s progression throughout the program and mastery of the curricula. Yearly, the third quarter meeting will be planned by Professional Learning and Development and will be held at ESF as an overview of progress through the program of the co-hort group, the other three meetings will be held at a school site. Each Level II Team meeting should include:

- Reviewing data from initial screening instruments, as well as self-assessment and supervising principal’s assessment based on ILPAS/Florida Principal Leadership Standards (initial meeting)
- Reviewing Priority Responses
  - 8 priority responses reflecting actions taken requiring the candidate to demonstrate sound, reasoned decision making and critical thinking.
- Developing, reviewing and refining candidate’s Program of Study including:
  - 4 mandatory professional development courses: Mandatory curriculum includes the Accountability Series, Education for ALL Series, Learning Priorities Series and Human Resources Series. Courses are aligned with the Florida Principal Leadership Standards (FPLS) and have embedded project-based learning activities (see curriculum).
  - 6 individual professional development opportunities determined through self-assessment, conversation with the team and results from screening instruments.
- Review Problems of Practice: Through data and dialogue, the team will identify four areas of student achievement to examine through the lens of the instructional practices in the building.
  - 4 Problems of Practice: projects within the school focusing on the instructional core, which connect to a broader strategy of school improvement, involves deep learning and makes a difference for student learning.
- Review Shadowing experiences
  - 6 shadowing visits with team-identified principals focusing on specific key learnings.
- Provide additional feedback related to the candidate’s experiences
- Review Standards Monitoring Document
Indicator 1.3: The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to s. 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:
1. The process of how it will collect, monitor and analyze evidence to include:
   a) Program candidates’ field experience performance evaluations in demonstration of FPLS;
   b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
   c) Number and percentage of program completers who are placed in school principal positions in the school district;
   d) Results from program candidates’ and program completers’ performance evaluations required under s. 1012.34, F.S.; and
   e) Other data results under consideration by the district.

Monitoring Program Effectiveness
Annual collection, monitoring and reporting of data on candidates who applied, were admitted, and enrolled in the program will continue. Numbers and percentages of successful completion is collected, monitored and reviewed as part of BPS strategic plan under the theme of Employee Excellence. Additionally, Professional Learning and Development will capture and monitor program completers’ performance evaluations.

<table>
<thead>
<tr>
<th>Cohort</th>
<th>Number of Candidates</th>
<th>Number of Completers*</th>
<th>Percent of Completers*</th>
<th>Number Promoted to Principal*</th>
<th>Percent of Completers Promoted to Principal*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-15</td>
<td>16</td>
<td>10</td>
<td>63%</td>
<td>5</td>
<td>50%</td>
</tr>
<tr>
<td>2014-16</td>
<td>21</td>
<td>12</td>
<td>57%</td>
<td>5</td>
<td>42%</td>
</tr>
<tr>
<td>2015-17</td>
<td>9</td>
<td>8</td>
<td>89%</td>
<td>1</td>
<td>13%</td>
</tr>
<tr>
<td>2016-18</td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Each cohort row is updated annually
**Data as of August 30, 2017

Specific data not limited to program completer percentage, candidate evaluations, percentage of Level II Candidates promoted to school principal or district leadership as well as opinion surveys will be reviewed and analyzed to determine programmatic changes with school administrators, district staff, current and
former Level II candidates and other stakeholders and utilized to review program effectiveness and gather feedback and recommendations for improvement.

A review panel consisting of the Director of Professional Learning and Development, Directors from Leading and Learning, Principals, Pre-Service Principals and Level II candidates will disaggregate the data, identify areas of strength, as well as areas for improvement to drive decision making for future cohorts.

### Curriculum Content Alignment to the Florida Principal Leadership Standards (FPLS)

<table>
<thead>
<tr>
<th>Domain/Standard</th>
<th>Course Title</th>
<th>Assessment / Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Student Achievement</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>1. Student Learning Results:</strong> Effective school leaders achieve results on the school’s student learning goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and, | The Standards Leader  
The Learning Priority Series  
Problems of Practice | Facilitate collaborative team process to review priority standards and develop tool to document student progress towards mastery  
See Learning Priority Series tasks (pg. 11 & 12)  
Problem of Practice: Adapted Tuning Protocol (pg. 12) |
| b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state. | The Standards Leader  
The Learning Priority Series  
Problems of Practice | Facilitate collaborative team process to review priority standards and develop tool to document student progress towards mastery  
See Learning Priority Series tasks (pg. 11 & 12)  
Problem of Practice: Adapted Tuning Protocol (pg. 12) |
| **2. Student Learning as a Priority:** Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | | |
| a. Enables faculty and staff to work as a system focused on student learning; | The Data Leader  
The Learning Priority Series  
Problems of Practice | Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time  
See Learning Priority Series tasks (pg 11 & 12)  
Problem of Practice: Adapted Tuning Protocol (pg. 12) |
### Domain 2: Instructional Leadership

#### 3. Instructional Plan Implementation:
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum and state standards, effective instructional practices, student learning needs and assessments.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Maintains a school climate that supports student engagement in learning;</td>
<td>The Data Leader, Learning Priority Series, Problems of Practice</td>
<td>Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time. See Learning Priority Series tasks (pg. 11 &amp; 12). Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>c. Generates high expectations for learning growth by all students; and,</td>
<td>The Data Leader, Learning Priority Series, Problems of Practice</td>
<td>Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time. See Learning Priority Series tasks (pg. 11 &amp; 12). Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.</td>
<td>The Data Leader, Learning Priority Series, Problems of Practice</td>
<td>Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time. See Learning Priority Series tasks (pg. 11 &amp; 12). Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction;</td>
<td>The Learning Priority Series, Problems of Practice</td>
<td>See Learning Priority Series tasks (pg. 11 &amp; 12). Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>b. Engages in data analysis for instructional planning and improvement;</td>
<td>Visible Learning, Learning Priority Series, Problems of Practice</td>
<td>Within continuous growth cycle data meetings, lead learning on research-based practices to implement based on Visible Learning Research as “select strategy” step. See Learning Priority Series tasks (pg. 11 &amp; 12). Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
</tbody>
</table>
c. Communicates the relationships among academic standards, effective instruction, and student performance;

- Visible Learning
- Learning Priority Series
- Problems of Practice

Within continuous growth cycle data meetings, lead learning on research-based practices to implement based on Visible Learning Research as “select strategy” step.

- See Learning Priority Series tasks (pg. 11 & 12)
- Problem of Practice: Adapted Tuning Protocol (pg. 12)

d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school;

- The Standards Leader
- Learning Priority Series

Facilitate collaborative team process reviewing priority standards and develop tool to document student progress towards mastery.

- See Learning Priority Series tasks (pg. 11 & 12)

e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

- The Data Leader
- Learning Priority Series

Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time.

- See Learning Priority Series tasks (pg. 11 & 12)

4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

- The Learning Leader
- The Data Leader
- Learning Priority Series

Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time.

- Plan and implement a professional development series for faculty/staff
- See Learning Priority Series tasks (pg. 11 & 12)

b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

- The Learning Priority Series

See Learning Priority Series tasks (pg. 11 & 12)

c. Employs a faculty with the instructional proficiencies needed for the school population served;

- The Learning Leader
- Learning Priority Series

Plan and implement a professional development series for faculty/staff

- See Learning Priority Series tasks (pg. 11 & 12)

d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

- The Learning Leader
- Visible Learning
- Learning Priority Series

Plan and implement a professional development series for faculty/staff

Within continuous growth cycle data meetings, lead
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and, | • The Learning Leader  
• The Learning Priority Series | • Plan and implement a professional development series for faculty/staff  
• See Learning Priority Series tasks (pg. 11 & 12) |
|---|---|---|
| f. Provides resources and time to engage faculty in effective individual and collaborative professional learning throughout the school year. | • The Learning Leader  
• The Data Leader  
• Collective Efficacy  
• Learning Priority Series | • Plan and implement a professional development series for faculty/staff  
• Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time  
• Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions  
• See Learning Priority Series tasks (pg. 11 & 12) |

5. **Learning Environment:** Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population.

<table>
<thead>
<tr>
<th>a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;</th>
<th>• Education for All Series</th>
<th>• See Education for All Series tasks on page 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;</td>
<td>• Education for All Series</td>
<td>• See Education for All Series tasks (pg. 11)</td>
</tr>
<tr>
<td>c. Promotes school and classroom practices that validate and value similarities and differences among students;</td>
<td>• Education for All Series</td>
<td>• See Education for All Series tasks (pg. 11)</td>
</tr>
</tbody>
</table>
| d. Provides recurring monitoring and feedback on the quality of the learning environment; | • The Data Leader  
• Education for All Series | • Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time  
• See Education for All Series tasks (pg. 11) |
e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and,

<table>
<thead>
<tr>
<th></th>
<th>Education for All Series</th>
<th>See Education for All Series tasks (pg. 11)</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.</td>
<td>Education for All Series</td>
<td>See Education for All Series tasks (pg. 11)</td>
</tr>
</tbody>
</table>

### Domain 3: Organizational Leadership

#### 6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.

<table>
<thead>
<tr>
<th></th>
<th>Problems of Practice</th>
<th>Problem of Practice: Adapted Tuning Protocol (pg. 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;</td>
<td>Problems of Practice</td>
<td>Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>b. Uses critical thinking and problem solving techniques to define problems and identify solutions;</td>
<td>Problems of Practice</td>
<td>Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;</td>
<td>Problems of Practice</td>
<td>Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>d. Empowers others and distributes leadership when appropriate; and,</td>
<td>Problems of Practice</td>
<td>Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
<tr>
<td>e. Uses effective technology integration to enhance decision making and efficiency throughout the school.</td>
<td>Problems of Practice</td>
<td>Problem of Practice: Adapted Tuning Protocol (pg. 12)</td>
</tr>
</tbody>
</table>

#### 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.

<table>
<thead>
<tr>
<th></th>
<th>The Multiplier Effect Book Study</th>
<th>Lead!</th>
<th>Level 5 Program</th>
<th>Identify two candidates with leadership potential and develop plan for their leadership growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identifies and cultivates potential and emerging leaders;</td>
<td>The Multiplier Effect Book Study</td>
<td>Lead!</td>
<td>Level 5 Program</td>
<td>Identify two candidates with leadership potential and develop plan for their leadership growth</td>
</tr>
<tr>
<td>b. Provides evidence of delegation and trust in subordinate leaders;</td>
<td>The Multiplier Effect Book Study</td>
<td>Lead!</td>
<td>Level 5 Program</td>
<td>Identify two candidates with leadership potential and develop plan for their leadership growth</td>
</tr>
</tbody>
</table>

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**SCHOOL BOARD OF BREVARD COUNTY**
### School Management

**8. School Management:** Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.

| c. Plans for succession management in key positions; | • The Multiplier Effect Book Study  
• Lead!  
• Level 5 Program | • Identify two candidates with leadership potential and develop plan for their leadership growth  
• Attend professional development opportunity as a co-hort; apply action research; present findings in district leadership conference |
|---|---|---|
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning; and, | • The Multiplier Effect Book Study  
• Lead!  
• Level 5 Program | • Identify two candidates with leadership potential and develop plan for their leadership growth  
• Attend professional development opportunity as a co-hort; apply action research; present findings in district leadership conference |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | • The Multiplier Effect Book Study  
• Lead!  
• Level 5 Program | • Identify two candidates with leadership potential and develop plan for their leadership growth  
• Attend professional development opportunity as a co-hort; apply action research; present findings in district leadership conference |

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**School Board of Brevard County**

22
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

<table>
<thead>
<tr>
<th></th>
<th>Accountability Series</th>
<th>Human Resources Series</th>
<th>See Accountability Series tasks (pg. 11) See Human Resources Series tasks (pg. 12 &amp; 13)</th>
</tr>
</thead>
</table>

9. Communication: Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.

| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | Collective Efficacy | Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions |
|---|----------------------|----------------------|---------------------------------------------------------------------|
| b. Recognizes individuals for effective performance; | Collective Efficacy | Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions |
| c. Communicates student expectations and performance information to students, parents, and community; | Collective Efficacy Learning as a Priority Series | Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions See Learning Priority Series (pg. 11 & 12) |
| d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school; | Collective Efficacy | Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions |
| e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues. | Collective Efficacy | Use Collective Efficacy Protocol to measure staff efficacy; Use Inquiry four-stage model to implement change towards enabling conditions |
| f. Utilizes appropriate technologies for communication and collaboration; and, | The Data Leader Learning as a Priority Series | Facilitate continuous growth cycle data meetings for grade level or content area over 9 week period of time See Learning Priority Series (pg. 11 & 12) |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | | |

SCHOOL BOARD OF BREVARD COUNTY
Domain 4: Professional and Ethical Behavior

10. **Professional and Ethical Behaviors**: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.

<p>| | | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C.; • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
<tr>
<td>b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership; • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
<tr>
<td>c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community; • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
<tr>
<td>d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
<tr>
<td>e. Demonstrates willingness to admit error and learn from it; and, • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
<tr>
<td>f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback. • Accountability Series</td>
<td>• See Accountability Series tasks (pg. 11)</td>
<td></td>
</tr>
</tbody>
</table>

Field Experiences

**Standard 2. Field Experiences**
The program provides high-quality field experiences in a variety of purposeful p-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.

**Indicator 2.1**: Field experiences are completed in a variety of purposeful p-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skill necessary for the development of the candidate.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:

  1. How field experience and internship placement settings are selected, utilized, and evaluated relative to the standards and competencies outlined in Rule 6A-5.080, F.A.C., and in service of purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.;

   Learning the day-to-day tasks of what it means to be a principal is an essential component of the
Level II (PNPP) program. Candidates must complete six different focused shadowing experiences and document key learnings and reflections. While each experience targets a specific topic, as a group, the experiences must represent a diverse, well-rounded selection of schools and principals to include elementary, middle, high and Title I schools. Each of the five dimensions below from The Wallace Foundation’s “The Making of the Principal: Five Lessons in Leadership Training” must be a focus of a shadow experience. Deeper understanding of this process can be found on pages 12 and 13.

2. The criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences; and

The Level II Team ensures the principal candidate receives appropriate professional development or field experiences under the guidance of qualified and experienced leaders who provide opportunities for the candidate to demonstrate mastery of each required standard. The team provides support, mentoring, and coaching for the candidate throughout the program. Each member of the team must have completed the school district’s Coaching & Mentoring Training and Level II Team Training. Deeper understanding of the teams roles and responsibilities can be found on pages 8 – 10.

3. The plan for ensuring that candidates have high quality field experiences in a variety of purposeful p-12 settings.

The Professional Development Curriculum is a customized, competency-based plan tailored to meet the goals of the program as well as the individual learning needs of aspiring principals. Based on domains and indicators aligned with the Florida Principal Leadership Standards (FPLS), the curriculum includes job-embedded learning experiences appropriate to the candidate’s preparation needs determined through self-assessment, conversation with the team, reflection of identified gaps in experiences and results from screening instruments. The experiences must represent a diverse, well-rounded selection of schools and principals to include elementary, middle, high and Title I schools.

Indicator 2.2: Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.

The following criteria must be met to receive a rating of Acceptable:

The school district describes:
1. How program candidates’ demonstrate the core expectations of effective school administrators during field experiences;
2. How candidates receive feedback on their progress through field experiences and internships, including strategies for improvement;
3. How program candidates’ performance in high quality field experiences will be collected, evaluated and analyzed; and
4. How support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.

Level II Teams should plan on meeting four times yearly, once each quarter. Level II teams provide mentoring and coaching feedback that supports program candidate’s progression throughout the program and mastery of the curricula. Candidates who are struggling will be identified and provided with remediation, more frequent meetings and more targeted support. Each Level II Team meeting should include:

- Reviewing data from initial screening instruments, as well as self-assessment and supervising principal’s assessment based on ILPAS/Florida Principal Leadership Standards (initial meeting)
- Reviewing Priority Responses
  - 8 priority responses reflecting actions taken requiring the candidate to demonstrate sound, reasoned decision making and critical thinking. Deeper understanding of this process can be found on page 10.
- Developing, reviewing and refining candidate’s Program of Study including:
  - 4 mandatory professional development courses: Mandatory curriculum includes the Accountability Series, Education for ALL Series, Learning Priorities Series and Human Resources Series. Courses are aligned with the Florida Principal Leadership Standards (FPLS) and have embedded project-based learning activities (see curriculum).
  - 6 individual professional development opportunities determined through self-assessment, conversation with the team and results from screening instruments. Deeper understanding of this process can be found on pages 11 and 12.
- Review Problems of Practice: Through data and dialogue, the team will identify four areas of student achievement to examine through the lens of the instructional practices in the building.
  - 4 Problems of Practice: projects within the school focusing on the instructional core, which connect to a broader strategy of school improvement, involves deep learning and makes a difference for student learning. Deeper understanding of this process can be found on pages 12.
- Review Shadowing experiences
  - 6 shadowing visits with team-identified principals focusing on specific key learnings. Deeper understanding of this process can be found on pages 13 and 14.
- Provide additional feedback related to the candidate’s experiences
- Review Standards Monitoring Document
- Review Post-Assessment (last meeting)
- Verify successful completion of program (last meeting)
Additionally, each candidate participates in two 360° Reviews. These reviews are an opportunity for the Level II team to individually complete a summative review of the candidate’s learning and growth. The purpose is for the candidate to become aware of how the Level II Team perceives their growth, as well as to confirm and identify strengths and, finally, to focus on their own developmental needs. For the Level II Team, it is an opportunity to provide feedback on the candidate’s progress through the program, to improve team feedback for growth and an opportunity to reinforce the Level II Program is a process of learning and growing, not compliance. A 360° Review will be completed by the team prior to the 3rd quarter each year of the program.

Program Effectiveness

Standard 3. Program Effectiveness
The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

Indicator 3.1: The program routinely and systematically examines candidate and completer performance and impact.

The following criteria must be met to receive a rating of Acceptable:
The school district describes:

1. The continuous improvement process for the annual review and analysis of aggregated data it will collect on program candidates and program completers, including:
   a) Program candidates’ field experience performance evaluations in demonstration of FPLS;
   b) Number and percentage of program completers who are placed in school principal positions in Florida public schools;
   c) Number and percentage of program completers who are placed in school principal positions in the school district;
   d) Results from program candidates’ and program completers’ performance evaluations required under s. 1012.34, F.S.; and
   e) Other data results under consideration by the district.

The Director of Professional Learning and Development will annually collect, monitor and report data on candidates who applied, were admitted, and enrolled in the program will continue. Numbers and percentages of successful completion is collected, monitored and reviewed as part of BPS strategic plan under the theme of Employee Excellence. Additionally, Professional Learning and Development will capture and monitor program completers’ performance evaluations.

Specific data not limited to program completer percentage, candidate evaluations, percentage of Level II Candidates promoted to school principal or district leadership as well as opinion surveys will be reviewed and analyzed to determine programmatic changes with school administrators, district staff, current and
former Level II candidates and other stakeholders and utilized to review program effectiveness and gather feedback and recommendations for improvement.

**Indicator 3.2**: The program uses results of data collection to enhance program elements and capacity for impacting p-12 student learning.

A review panel consisting of the Director of Professional Learning and Development, Directors from Leading and Learning, Principals, Pre-Service Principals and Level II candidates will disaggregate the data, identify areas of strength, as well as areas for improvement to drive decision making for future cohorts.

Specific data not limited to program completer percentage, candidate evaluations, percentage of Level II Candidates promoted to school principal or district leadership as well as opinion surveys will be reviewed and analyzed to determine programmatic changes with school administrators, district staff, current and former Level II candidates and other stakeholders and utilized to review program effectiveness and gather feedback and recommendations for improvement.
Appendix A – Checklist for Approval

Checklist for Evaluation of School Principal Preparation Programs
Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

Standard 1. Program Candidate and Completer Quality
The program ensures that candidates and completers are prepared to serve as school principals for schools in which prekindergarten through grade 12 (PK-12) students are provided high quality instruction to meet high standards for academic achievement.

Indicator 1.1: Each program consistently applies admission requirements in accordance with section 1012.562, F.S., and 6A-5.081, F.A.C.

<table>
<thead>
<tr>
<th>Standard/Indicator</th>
<th>Criteria for Program Approval</th>
<th>Gold Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1</td>
<td>☐ Description of the admission requirements and procedures that will be used to determine whether a candidate has met the admission requirements outlined in section 1012.562(3)(a), F.S., and Rule 6A-5.081, F.A.C., to include the following: ☐ Hold a Florida certificate in educational leadership (Level 1); ☐ Earned a highly effective or effective summative performance under section 1012.34, F.S.; and ☐ Satisfactorily performed instructional leadership responsibilities as measured by the evaluation system in section 1012.34, F.S.</td>
<td>☐ The plan outlines the desired skills, knowledge, and dispositions (e.g., instruction leadership, culture building, human capital management), and delineates which candidates need to possess upon admission, and those that will be developed or reinforced in the program.</td>
</tr>
<tr>
<td>1.1.2</td>
<td>☐ Description of the candidate selection process that will be used to determine entry into a program, which may include written performance assessments and interviews.</td>
<td>☐ The process includes multiple, carefully sequenced components such as the following that enable the district to gather evidence to determine which candidates are the best fit for the program: ☐ Written performance assessments ☐ Interviews ☐ Experiential events to demonstrate desired skills, knowledge, and dispositions ☐ In-depth reference checks</td>
</tr>
</tbody>
</table>
### Indicator 1.1.3

<table>
<thead>
<tr>
<th>Standard/Indicator</th>
<th>Criteria for Program Approval</th>
<th>Gold Standard</th>
</tr>
</thead>
</table>
| 1.1.3              | ☐ Description of the plan for annually collecting, monitoring, and reporting data on candidates who applied to, were admitted to, and enrolled in the program. | ☐ The plan includes the collection of data that will allow the district to:  
☐ Evaluate candidate recruitment techniques and refine as needed  
☐ Determine which candidate sources are most effective  
☐ Identify high-potential candidates |

### Indicator 1.2

**Indicator 1.2:** The program must demonstrate that each completer possesses the required knowledge, skills, and professional behaviors relevant for professional practices and work characteristics in school leadership.

<table>
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</table>
| 1.2.1              | ☐ Matrix describing the critical tasks, assignments, and assessments during coursework or training and culminating field experience(s) and internship for the competencies and skills associated with each component of the curricula in alignment with the Florida Principal Leadership Standards (FPLS) as defined in Rule 6A-5.080, F.A.C., that includes the following:  
☐ Title for each course within the competency-based curricula  
☐ Performance measure or indicator being assessed  
☐ Title and description of critical task or assessment activity | ☐ The required courses are logically and sequentially organized, with an appropriate level of focus on competencies the district has identified as priorities.  
☐ The courses incorporate project-based learning methods as the comprehensive approach to instruction that includes adequate opportunities for candidates to practice an array of skills in real school contexts. |

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<tr>
<td>1.2.2</td>
<td>☐ Description of how training provided through the program will be aligned to the personnel evaluation criteria under section 1012.34, F.S., and the William Cecil Golden Professional Development Program for School Leaders in section 1012.986, F.S.</td>
</tr>
</tbody>
</table>
| 1.2.3              | ☐ Description of the process for assessing, monitoring, and documenting each program candidate’s progress and mastery of competency-based training and field experiences aligned to:  
- FPLS, as defined in Rule 6A-5.080, F.A.C.;  
- Personnel evaluation criteria under section 1012.34, F.S.; and  
- William Cecil Golden Professional Development Program for School Leaders, pursuant to section 1012.986, F.S. |
### Standard/Indicator 1.2.4
- Description of the plan for providing candidates individualized instruction using a customized learning plan based on data from self-assessment, selection, and performance evaluation instruments.

### Standard/Indicator 1.2.5
- Description of the plan for analyzing candidate performance data at the individual level to ensure candidate’s mastery of the curricula.

### Standard/Indicator 1.2.6
- Description of the plan for providing documented remediation, mentoring, and coaching feedback that supports program candidate’s progression throughout the program and mastery of the curricula.

### Indicator 1.3
The program must demonstrate that it can satisfactorily meet the purpose of school leader preparation programs pursuant to section 1012.562(1), F.S., by annually submitting an institutional program evaluation plan (IPEP) that includes specific data for program candidates and completers.

### Standard/Indicator 1.3.1
- Description of the process for collecting, monitoring, and analyzing evidence, to include the following:
  - Program candidates’ field experience performance evaluations in demonstration of FPLS;
  - Number and percentage of program completers who are placed in school principal positions in Florida public schools;
  - Number and percentage of program completers who are placed in school principal positions in the school district;
  - Results from program candidates’ and program completers’ performance evaluations required under section 1012.34, F.S.; and
  - Other data results under consideration by the district.
**Standard 2. Field Experiences**

The program provides high-quality field experiences in a variety of purposeful PK-12 settings that offer candidates opportunities to practice the core expectations of a school principal as defined in Rule 6A-5.080, F.A.C., and with sustained opportunities to contribute to the demonstrable improvement of teaching effectiveness.

**Indicator 2.1:** Field experiences are completed in a variety of PK-12 settings relevant to program objectives and under the supervision and support of staff with the knowledge and skills necessary for the development of the candidate.

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<tr>
<td>2.1.1</td>
<td>☐ Description of how field experience and internship placement settings will be selected, utilized, and evaluated relative to the standards and competencies outlined in rules 6A-5.080 and 6A-4.00821, F.A.C., and in service of the purpose of school leader preparation programs highlighted in section 1012.562(1), F.S.</td>
<td>☐ The district uses available information, such as candidate selection data, self-assessments, and performance on coursework, to place participants in field experiences where they will be exposed to areas in which further development and experience is needed.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>☐ Description of the criteria and plan for selecting and training individuals who supervise and support candidates during their field experiences.</td>
<td>☐ The district uses available information, including the customized learning plan, to ensure individuals who supervise and support participants have expertise and skill in the areas in which the participant needs further development and experience.</td>
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<td>☐ The training plan for these individuals includes topics such as the following, and provides opportunities to practice, as needed, to develop proficiency:</td>
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<td>☐ Competencies participants are expected to demonstrate and what ideal performance looks like</td>
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<td></td>
<td></td>
<td>☐ How to observe and evaluate performance</td>
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<td></td>
<td></td>
<td>☐ How to provide effective feedback</td>
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<td></td>
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<td>☐ The district has developed tools and resources to help the individuals be effective throughout the program.</td>
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<tr>
<td>2.1.3</td>
<td>☐ Description of the plan for ensuring candidates have field experiences in a variety of PK-12 settings.</td>
<td>☐ The program offers candidates the opportunity to develop competencies in multiple grade level and demographic contexts.</td>
</tr>
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</table>
**Indicator 2.2:** Program candidates are placed in high quality field experiences in which they can effectively demonstrate the Florida Principal Leadership Standards.

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<td>2.2.1</td>
<td>☐ Description of how program candidates will demonstrate the core expectations of effective school administrators during field experiences.</td>
<td>☐ The program includes a comprehensive series of problem-based projects and activities (e.g., case methods, action research, projects that link theory and practice and support reflection) that go beyond observing or shadowing effective leaders.</td>
</tr>
<tr>
<td></td>
<td>☐ The program includes a comprehensive series of problem-based projects and activities (e.g., case methods, action research, projects that link theory and practice and support reflection) that go beyond observing or shadowing effective leaders.</td>
<td>☐ The program provides participants with opportunities to lead significant projects within a school such as developing and implementing a new program, or having supervisory responsibility and accountability for a small number of teachers.</td>
</tr>
<tr>
<td>2.2.2</td>
<td>☐ Description of how candidates will receive feedback on their progress through field experiences and internships, including strategies for improvement.</td>
<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
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<tr>
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<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
<td>☐ Receive frequent formative feedback on their performance that lets them know how they need to improve</td>
</tr>
<tr>
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<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
<td>☐ Be supported as they work through problems and practice new skills</td>
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<tr>
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<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
<td>☐ Be asked questions to help them process their experience</td>
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<tr>
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<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
<td>☐ Self-evaluate and reflect on lessons learned</td>
</tr>
<tr>
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<td>☐ The program provides participants with expert coaching and mentoring support that includes opportunities for participants to</td>
<td>☐ The district has established a network of experts, practitioners, and peers who provide participants with feedback throughout the program.</td>
</tr>
<tr>
<td>2.2.3</td>
<td>☐ Description of how program candidates’ performance in high-quality field experiences will be collected, evaluated, and analyzed.</td>
<td>☐ The district has experts with leadership experience who frequently observe participants to collect data on their performance during the field experiences.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>☐ Description of how support will be determined, administered, and monitored for program candidates who are not successful during field experiences and internships.</td>
<td>☐ The district has coaches who work with participants who need more opportunities to develop certain skills to become proficient.</td>
</tr>
</tbody>
</table>
**Standard 3. Program Effectiveness**
The program demonstrates a commitment to continuous improvement that is sustained and evidence-based by evaluating the effectiveness of its candidates and completers and determining areas for program improvement.

**Indicator 3.1:** The program routinely and systematically examines candidate and completer performance and impact.

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| 3.1.1              | ☐ Description of the continuous improvement process for annually reviewing and analyzing aggregate program candidate and program completer data, including the following:  
  - Program candidates’ field experience performance evaluations in demonstration of FPLS;  
  - Number and percentage of program completers who are placed in school principal positions in Florida public schools;  
  - Number and percentage of program completers who are placed in school principal positions in the school district;  
  - Results from program candidates and program completers’ performance evaluations required under section 1012.34, F.S.; and  
  - Other data results under consideration by the district. |

**Indicator 3.2:** The program uses results of data collection to enhance program elements and capacity for impacting PK-12 student learning.

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<tr>
<td>3.2.1</td>
<td>☐ Description of the process for examining aggregated data analyses of program candidate and program completer performance and impact to identify areas of strength and areas for growth for program improvement and drive decisions for programmatic enhancements and improvement.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>☐ Description of the strategies for involving program completers, other school personnel, employers, community agencies, business representatives, and other stakeholders in the program evaluation process.</td>
</tr>
<tr>
<td>3.2.3</td>
<td>☐ Description of the roles and responsibilities of stakeholders who will be involved in the decision-making process for determining the enhancement of program elements and capacity for impacting PK-12 student learning, including how stakeholder input will be used.</td>
</tr>
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</table>