School Leadership Training and Development Plan
SLTD Handbook

This document is a description of the selection, development, and assessment process for school-based administrators in the School District of Osceola County, Florida.

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Introduction

The Osceola County School District’s School Leadership Training and Development (SLTD) Plan is a comprehensive system for administrators including the following components: recruitment, screening, selection, appointment, training, development, and performance appraisal. The Plan was developed to meet the requirements of legislative action outlined in Florida Statute section 1012.986, which established the School Leadership Programs under the William Cecil Golden Program, and also the Protocol Standards and Evidence: Leadership Development Checklist.

There is an underlying belief that serves as the foundation of the SLTD Plan: effective and efficient management of schools is important in meeting the challenges of educating students. School-based and district-level administrators work side by side to achieve the goal of educating students. There is also a belief that individuals with a unique blend of skills, experiences, and academic backgrounds will need to be selected, trained, and supported to serve in the role of educational leaders.

Consistent with past practices involving state required programs, the Superintendent of Schools and the School Board of Osceola County are committed to a planned program of excellence in preparing new principals and in supporting all administrators. We recognize that a successful program involves the talents of a host of professional participants, including assistant principals, principals, district staff, and consultants.

Osceola County’s Plan is coordinated by the Professional Development Department in cooperation with a School Leadership Training and Development Committee composed of representatives from the elementary, middle and high schools, university representatives, and district staff. In addition, the Superintendent serves in an ad hoc position on the Committee.

To ensure consistency and the full implementation of William Cecil Golden Program (WCG) guidelines, the SLTD contact will serve as the coordinator of the program and be the primary person responsible for implementation. The SLTD contact, in conjunction with Human Resources and Professional Development, will be responsible for scheduling and implementing training activities. The Plan provides programs for administrators in awareness, development, on-the-job and shadowing field experiences.
Individuals wishing to be considered for the positions of assistant principal or principal should become familiar with this Plan and the various requirements at the appropriate level. Individuals who successfully complete the entry process and are admitted to either administrative pool (assistant principal or principal) are not guaranteed an administrative position.
Selection

Goal

The goal of the SLTD Selection Process for the School District of Osceola County, Florida is to select and place individuals who exhibit the characteristics of high performing school leaders in positions where students and staff are allowed to grow and develop, and where the community will be positively impacted.

In accordance with Florida Statute section 1012.986, which established the School Leadership Programs, the District’s goal is to build the capacity to increase the quality of programs for preservice education for aspiring principals. SDOC provides an annual Educational Leadership College Night for teachers, with an opportunity for numerous colleges and universities to present information on their programs and financial aid to obtain a Masters or Specialists Degree in Educational Leadership. The Superintendent and other district leaders, along with several school principals and assistant principals, share their perspective and encouragement to the participants, and open the floor to questions and answers in order to identify, support and encourage potential school administrators.

Job Descriptions

District job descriptions for school-based administrators are directly tied to the Florida Principal Leadership Standards. (Appendix A)

In January 2005, the Florida Department of Education released the Florida Principal Leadership Standards. These Standards have been incorporated into the revision of the District’s Plan. In July 2007, the State Board of Education adopted Rule 6A-5.081, Approval of School Leadership Programs. The School District of Osceola County has designed the School Principal Preparation (SPP) program in accordance with State Board of Education Rule 6A-5-081 and section 1012.986, Florida Statutes. Beginning in August 2008, individuals who enrolled in a SPP program must have met the new requirements specified in rules of the State Board of Education.

In November 2011, the Florida Department of Education again released updated Florida Principal Leadership Standards. All prospective principal candidates entering the School Principal Preparation program after July 1, 2012, will be expected to complete their program under the new Standards. Program extensions granted after July 1, 2012, must also complete the
program under the new Florida Principal Leadership Standards and Florida Statute 1012.986. (Appendix B)

The Assistant Principal Pool

A. Pool Window
   1. The Assistant Principal (AP) Pool will accept new members on at least a quarterly basis.
   2. The advertisement of the Pool window is made through a variety of methods.
      a. Persons inquiring about assistant principal positions will be directed to a website with information concerning the requirements for entering the AP Pool, salary ranges, and the AP Pool qualification process. They will also be provided with a letter outlining the requirements (Appendix C.)
      b. Every administrator in the school district receives the announcement for public display.
      c. Various colleges and universities, including predominantly minority institutions, job placement services, and school boards throughout the state of Florida and outside the state are provided the announcement, whenever feasible.
      d. The information is also provided on the Professional Development First Class conference folder – “Prof. Dev.” – a part of the email system for the School District of Osceola County, Florida.
      e. Persons interested in entering or continuing in educational leadership may schedule a conference with the Senior Manager of School Leadership Training and Development (SLTD) to explore the opportunities available and their personal potential for school leadership.
      f. The Senior Manager of SLTD is trained to provide constructive feedback through clinical education training, diverse human resources workshops, personnel law updates, and training from district leaders.

B. Entering the Pool
   1. Those persons interested in entering the Assistant Principal Pool will send to the Professional Development Department the following information:
      • A letter of interest in entering the Assistant Principal Pool
      • A résumé with all educational employment listed with dates of employment
• Evidence of a minimum of three complete years of successful State-certified teaching experience, including annual evaluations from their last three years
• E-mail address
• Online application for employment
• A copy of a valid Florida teaching certificate indicating certification in educational leadership. (For out-of-state candidates: a copy of a valid non-Florida state teaching certificate and evidence that there is a reasonable belief that educational leadership certification in Florida will be granted. This may be accomplished by submitting transcripts to the Osceola District Certification Department for analysis.); or,
• In lieu of the certificate, the candidate may submit a Certificate of Eligibility or for Florida candidates, a copy of their official transcript and a copy of their submitted application for certification including evidence of successful completion of the FELE (Florida Educational Leadership Exam).
• A written test, administered at the Professional Development department, may be required for Pool entry.
• Evidence of completion if he/she has successfully completed a District-approved overview of Domains 1-4 from Marzano’s *Art and Science of Teaching*. Candidates who have not completed this training or course are expected to place a priority on obtaining this training. Information on resources to meet this requirement will be provided to the applicant.

2. This information will be screened by the Senior Manager of SLTD to determine eligibility to enter the Assistant Principal Pool. Applicants who do not meet minimum qualifications are advised regarding those qualifications they do not meet.

3. Membership in the Assistant Principal Pool shall be for three years from the date of entry. A candidate whose certificate expires during the three-year tenure must provide a current certificate and an updated application packet to remain in the Pool. Membership is contingent upon current certification.

4. Membership to the Pool constitutes no guarantee of employment, and merely indicates that the candidate has met the minimum requirements for the appropriate Pool-level position.

5. It shall be the responsibility of the candidate to become familiar with the rules and regulations dealing with the membership of the Pool and the application process.
6. Candidate resumes must include dates of employment and all educational positions held. Failure to provide accurate information on resumes shall constitute immediate removal from the Pool.

7. All vacancy advertising shall be conducted electronically. In an age of technology and the need for technical competency, it is expected that candidates have technological literacy. Advertisements shall be sent to all eligible Pool members via an email document. One copy of each advertisement shall also be transmitted to principals or each school department head.

8. It is recommended that candidates who are unsuccessful for more than three interview attempts as a finalist schedule a career counseling session with the appropriate Assistant Superintendent. The purpose of this session shall be to ascertain possible resume, letter, interviewing, or experience problems which may be a hurdle to the candidate’s success in the application process.

C. Renewing Membership in the Pool

1. Pool membership is valid for three years from the date which the candidate entered the pool.

2. After three years, those persons interested in remaining in the AP Pool will send to the Professional Development Department a new letter of interest, résumé, current certificate, and evidence of completion if he/she has successfully completed a District approved overview of Domains1-4 from Marzano's *Art and Science of Teaching*. Candidates who have not this training or course are expected to place a priority on obtaining this training. Information on resources to meet this requirement will be provided to the applicant. (Appendix D)

3. After three years, those persons interested in continuing as members of the Pool will repeat all of the steps identified as initial application and screening procedures.

4. Candidates who are renewed are given an additional three year membership in the Assistant Principal Pool. A candidate may renew membership one time following their initial entry into the Pool. Additional renewals require that the candidate schedule a career counseling session with the Director of Professional Development or his/her designee. In the absence of such a session, the candidate will not be permitted to reenter the pool for three years from the expiration date of their Pool membership. As part of the career counseling, the candidate may be asked to complete additional professional development or gain additional experience or skills to be renewed.
5. An individual who receives a position as an assistant principal remains a part of the Assistant Principal Pool, and is not required to renew his or her membership in the Pool.

6. An individual who leaves a position of assistant principal will remain in the Assistant Principal Pool for three years from the date he or she left the position, unless he or she becomes a principal or the separation of employment was the result of termination. Principals are considered members in both the Principal and the Assistant Principal Pools. An assistant principal who becomes a district level administrator will remain in the Assistant Principal Pool.

D. Assistant Principal Selection

1. The Superintendent reserves the right to transfer an existing qualified administrator into a position at any time during the selection process.

2. The Superintendent reserves the right to extend the advertisement, re-advertise, or cancel the advertisement as needed to provide for the best possible interests of the District.

3. When a vacancy for assistant principal occurs, the Professional Development Department will serve as the facilitator for the selection process.

4. For all vacant school-based administrative positions, the Professional Development Department will advertise the position within the ranks of current qualified administrative personnel concurrently with the open advertisement for a period of ten (10) days. An announcement of the vacancy will be sent to current administrators eligible for lateral transfer to the vacant position. To be consistent with past practice, a lateral transfer would be defined as follows:
   - Assistant Principal to Assistant Principal (any level- Elem., MS, HS)
   - Principal to Principal (any level)
   - Coordinator to Assistant Principal (with appropriate certification only – candidate must hold Educational Leadership certification or the equivalent)
   - Director, Executive Director, Assistant Superintendent to Principal (with appropriate certification only – to be eligible, the candidate must hold “School Principal” certification.)

Announcement of vacancies will only be sent to personnel eligible for transfer.

5. Open Advertisement

a. The advertisement of the vacancy will be distributed to each member of the Assistant Principal Pool, the Principal Pool, and all current administrators via an email document.
b. The advertisement will be posted for ten (10) working days. The Superintendent reserves the right to amend the advertisement period as s/he deems appropriate for any or all positions. (Appendix E)

c. Those persons interested in applying for the position will send to the Professional Development Department the following information:
   (1) A letter of interest in the position,
   (2) An updated resumé, and
   (3) A current professional teaching certificate.

6. Candidate Narrowing

   The District Leadership Team will review applications, resumés, and letters of interest and hold preliminary interviews of the candidates. The Team will be charged with the responsibility of narrowing the qualified applicants to a field of three to five candidates to be interviewed by the Superintendent and/or his designee(s) using available application data.

7. Interview

   a. The individuals submitted to the Superintendent will be interviewed by the Superintendent and/or his designee, and the appropriate Assistant Superintendents for the school level in which the vacancy has occurred. Where appropriate, the Superintendent may elect for individuals who do not know the candidates to be a part of the interview team.

   b. When requested, interview questions will be developed by the Professional Development Department which will elicit the level of accomplishment of the Florida Principal Leadership Standards. The questions will be the same for each candidate, behaviorally based, and rated using the STAR Targeted Selection system.

   c. The Florida Principal Leadership Standards expected of Interns, Assistant Principals, and Principals are as follows:

   Standard 1: Student Learning Results
   Standard 2: Student Learning as a Priority
   Standard 3: Instructional Plan Implementation
   Standard 4: Faculty Development
   Standard 5: Learning Environment
   Standard 6: Decision Making
   Standard 7: Leadership Development
   Standard 8: School Management
   Standard 9: Communication
   Standard 10: Professional and Ethical Behaviors
8. **Selection**
   a. The Superintendent will use the letters of interest, résumés, and the personal interviews to determine the candidate best suited for the position.
   b. The Superintendent will then make his or her recommendation for appointment to the School Board.
   c. Accepted and non-accepted candidates are notified of the final recommendation.

**E. Authority of the Superintendent**

The Superintendent has the authority to make decisions relative to the placement of candidates into the Administrative Pool and to administrative positions in order to act in the best interest of the District, a school, or children.

**School Principal Preparation Program**

**A. Entrance into the Program**

1. The School District of Osceola County’s School Principal Preparation Program (referred to here as SPP Program) is the Preparing New Principals Program, known as the PNP. After the one-year anniversary of the appointment to the position of assistant principal, the assistant principal is invited to apply for admission into the School Principal Preparation Program. This is done by submitting a letter of interest to the Senior Manager of SLTD in Professional Development.

2. Participation in the School Principal Preparation Program is offered to principal candidates who have successfully demonstrated leadership potential in the Florida Principal Leadership Standards as evidenced by the district Administrative Performance Accountability System. The SPP program is designed to assist in the development of the Florida Principal Leadership Standards and competencies.

**B. Completion of the Program**

1. The School Principal Preparation Program is a two-year program.

2. After successful demonstration of the Florida Principal Leadership Standards, the developing principal will be given a Statement of Candidate’s Completion and Eligibility which he or she can use to request Level II (School Principal) certification from the State Department of Education.

3. The candidate may be granted substantial completion status after one year and may then be considered for the position of a school principal in the capacity as intern principal. (See *The Intern Principal*)
4. Upon successful completion of the School Principal Preparation program, the developing principal will be admitted to the Principal Pool.

5. A copy of the Florida teaching certificate indicating Principal certification must be forwarded to Professional Development as soon as it is received by the Principal Pool member.

6. If it is necessary to extend the two-year program, the candidate and his or her supervising principal must request, in writing, the extension. The request will be considered by the SLTD Steering Committee which will either grant an extension or remove the candidate from the program. The length of the extension may be for only one year and is non-renewable.

The Principal Pool

A. Pool Window
   1. The Principal Pool will accept new members on at least a quarterly basis.
   2. The advertisement of the Pool is made through a variety of methods.
      a. Persons inquiring about principal positions will be directed to a website with information concerning the requirements for entering the Pool, salary ranges, and the Pool qualification process.
      b. Various colleges and universities, job placement services, and school boards throughout the state of Florida and outside are provided information concerning the Pool on a regular basis.
      c. Various colleges and universities, including predominantly minority institutions, job placement services, and school boards throughout the state of Florida and outside are provided the announcement, if feasible.
      d. The information is also provided on the Professional Development First Class conference folder “Prof. Dev.”, which is a part of the email system for the School District of Osceola County, Florida.
      e. Advertisements are placed in Education Today as needed.

B. Entering the Pool
   1. An individual may become a member of the Principal Pool by completing the School Principal Preparation Program under the direction of the School District of Osceola County. He or she will automatically be placed in the Principal Pool.
   2. Other persons interested in entering the Principal Pool will send to the Professional Development Department the following information:
a. A letter of interest in entering the Principal Pool;
b. A résumé with all educational employment listed with dates of employment;
c. Evidence of a minimum of three complete years of successful state-certified administrative experience as an assistant principal or principal; including the last three year’s annual evaluations;
d. Email address; and,
e. A copy of a valid Florida teaching certificate indicating certification as a School Principal. For out-of-state candidates: a copy of a valid non-Florida state teaching certificate indicating equivalent administrative coverage and evidence of at least one year of successful experience as a school principal at a public school. Principals selected from this category will be placed in a modified School Principal Preparation program and must serve as “Interim Principal” until School Principal certification is granted by the state. Or,
f. For current or former public Charter School principals: a copy of a valid Florida state teaching certificate indicating Educational Leadership or Educational Administration and evidence of at least one year of successful experience as a public Charter School principal in Florida. Principals selected from this category will be placed in a modified School Principal Preparation Program and must serve as “Interim Principal” until School Principal certification is granted by the state. Or,
g. A copy of a Florida Department of Education “Statement of Eligibility” which indicates that the applicant may be certified as “School Principal” pending the appointment to a position. For in-state applicants, a copy of a Florida teaching certificate showing “School Principal” must be submitted within six months of the date the application was made. If this is not forthcoming within the six months, the applicant will be removed from the Principal Pool.
h. Evidence of completion if he/she has successfully completed a District- approved overview of Domains 1-4 from Marzano’s *Art and Science of Teaching*. Candidates who have not completed this training or course are expected to place a priority on obtaining this training. Information on resources to meet this requirement will be provided to the applicant.

3. This information will be screened by the Senior Manager of SLTD to determine eligibility to enter the Principal Pool.

4. Membership in the Principal Pool shall be for five years from the date of entry or renewal in the Pool.
C. Renewing Membership in the Pool

1. The candidate will remain in the Principal Pool for five years from the date of entry into the Pool or from the anniversary date upon renewal. (Appendix D)

2. Those persons interested in remaining in the Principal Pool will send to the Professional Development Department the following information:
   (a) A letter of interest in remaining in the Pool;
   (b) An updated résumé;
   (c) A current certificate;
   (d) Evidence that a minimum of one hundred (100) hours of leadership or management training has been accomplished during the five years of Pool membership; and,
   (e) Documented leadership experiences during the five years of Pool membership.
   (f) Evidence of certification that he/she has successfully completed a District-approved overview of Domain 1 from Marzano’s *Art and Science of Teaching*. Candidates who have not completed this training or course are expected to place a priority on obtaining this training. Information on resources to meet this requirement will be provided to the applicant. (Appendix D)

3. This information will be reviewed by the SLTD Committee to determine the future status of the candidate.

4. In the event an applicant is not renewed for Principal Pool membership, the committee will provide reasons for the nonrenewal.

5. A non-renewed candidate may reapply for membership in the Principal Pool one year from the time of nonrenewal.

6. Candidates who are renewed are given an additional five years in the Principal Pool and may request renewal as many times as they choose.

7. An individual who receives a position as a principal remains a part of the Principal Pool and is not required to renew his or her membership in the Pool.

8. An individual who leaves a position of principal will remain in the Principal Pool for five years from the date he or she left the position.

9. A principal who becomes a district-level administrator will remain in the Principal Pool.
D. Principal Selection

1. The Superintendent reserves the right to transfer an existing qualified administrator into a position at any time during the selection process.

2. The Superintendent reserves the right to extend the advertisement, re-advertise, or cancel the advertisement as needed to provide for the best possible interests of the District.

3. When a vacancy occurs, the Professional Development will serve as the facilitator for the selection process.

4. For all vacant school-based administrative positions, the Professional Development Department will advertise the position within the ranks of current qualified administrative personnel concurrently with the open advertisement for a period of ten (10) working days. An announcement of the vacancy will be sent to current administrators eligible for lateral transfer to the vacant position. A lateral transfer would be defined as follows:
   - Assistant Principal to Assistant Principal (any level - Elem., MS, HS)
   - Principal to Principal (any level)
   - Coordinator to Assistant Principal (with appropriate certification only – candidate must hold Educational Leadership certification or the equivalent)
   - Director, Executive Director, Assistant Superintendent to Principal (with appropriate certification only – to be eligible, the candidate must hold “School Principal” certification.)

Announcement of vacancies will only be sent to personnel eligible for transfer.

5. Open Advertisement
   a. The advertisement of the vacancy will be distributed to each member of the Principal Pool and all current principals via an email document.
   b. The advertisement will be posted for ten (10) working days. The Superintendent reserves the right to amend the advertisement for a period which he deems appropriate for any and all administrative positions. (Appendix E)
   c. Those persons interested in applying for the position will send to the Professional Development Department the following information:
      (1) a letter of interest in the position;
      (2) an updated résumé; and,
      (3) a current certificate.

6. Candidate Narrowing
   The District Leadership Team will review applications, résumés, and letters of interest. The Team will be charged with the responsibility of narrowing the
qualified applicants to a field of three to five candidates to be interviewed by the Superintendent and/or his designee(s) using available application data.

7. Interview
   a. The individuals submitted to the Superintendent will be interviewed by the Superintendent and/or his designee(s). Where appropriate, the Superintendent may elect for individuals who do not know the candidates to be a part of the interview team.
   b. When requested, interview questions will be developed by the Professional Development and will elicit the level of accomplishment of the Florida Principal Leadership Standards. The questions will be the same for each candidate, behaviorally based, and rated using the STAR Targeted Selection system.
   c. The Florida Principal Leadership Standards expected of Principals and Interim Principals are as follows:
      Standard 1: Student Learning Results
      Standard 2: Student Learning as a Priority
      Standard 3: Instructional Plan Implementation
      Standard 4: Faculty Development
      Standard 5: Learning Environment
      Standard 6: Decision Making
      Standard 7: Leadership Development
      Standard 8: School Management
      Standard 9: Communication
      Standard 10: Professional and Ethical Behaviors

8. Selection
   a. The Superintendent will use the letters of interest, résumés, and the personal interviews to determine the candidate best suited for the position.
   b. The Superintendent will then make his or her recommendation for appointment to the School Board.
   c. Accepted and non-accepted candidates are notified of the final recommendation.

E. Change of Status - Charter School Leadership Personnel and SLTD

1. Purpose
   In light of recent court decisions which prohibit school districts from effectively limiting the number of charters which may be awarded by the State, and the nature of business, the district must be prepared with certain assurances and policies with respect to dissolved charters or a change in management from a private business to
the School District of Osceola County, Florida. The purpose of this addendum to the district’s School Leadership Training and Development Plan is to outline a process by which the district may proceed with respect to individuals employed by the Charter in the leadership roles which are regulated by the SLTD process.

2. School Head
The district, at its discretion, may extend employment to the existing school head (Headmaster, Director, Principal, etc.) provided that such personnel meet the State’s minimum requirement for certification in Educational Administration or Educational Leadership. Such personnel that hold a Florida Professional “School Principal” certification shall be treated, for purposes of SLTD, as any principal new to the district. School heads who do not hold “School Principal” certification, but hold a Florida Professional “Educational Leadership” certificate, will be treated as an “Interim Principal” and will have one (1) year to complete the district’s School Principal Preparation program. Completion of the program in the one (1) year period shall be considered to be a condition of employment and failure to do so will result in termination. Continued employment shall also be contingent upon satisfactory performance.

3. Additional School Leaders
The district, at its discretion, may extend employment to the existing assistant leaders (Assistant Headmaster, Assistant Director, Assistant Principal, etc.) provided that such personnel meet the State’s minimum requirements for certification in Educational Administration or Educational Leadership. Personnel in leadership roles within the charter school who do not meet this standard may not be employed by the district in an administrative position. Where practical and at its discretion, the district may extend a teacher unit position such as Dean or Curriculum Resource Teacher. Continued employment shall be dependent upon performance. Personnel employed in instructional positions are treated like any person new to the district in terms of eligibility for continuing employment status. Time earned as an employee of the Charter School shall not be counted as district experience.
4. Salaries
Charter leadership personnel who are absorbed by the district will be paid consistent to the existing rules and regulations for administrative salaries and experience determination.

F. The School Board
a. School Board members will be updated no less than once per year on the status of the SLTD selection process. This will generally take place in the spring.
b. As new persons are named to the School Board (generally in bi-annual elections) additional training will take place to orient the new members to the SLTD plan.

G. Feedback
a. Persons interested in entering or continuing in educational leadership may schedule with the Senior Manager of SLTD and/or the Director of Professional Development a conference to explore the opportunities available and their personal potential for school leadership.
b. The Senior Manager of SLTD and the Director of Professional Development are trained to provide constructive feedback through Clinical Education training, diverse human resources workshops, and in interpersonal relationships courses.

H. Authority of the Superintendent
The Superintendent has the authority to make decisions relative to the placement of candidates into the Administrative Pool and to administrative positions in order to act in the best interest of the district, a school, or children.
Development of Instructional Leadership

Goal

The mission statement of the School District of Osceola County, Florida is “Education which inspires all to their highest potential.” We believe that the importance of education transcends the classroom, and in fact, the education of the workforce outside of the classroom enhances what takes place in the classroom.

The School District of Osceola County, Florida, believes that instruction can be impacted through effective leadership from various levels: from teachers, assistant principals, principals, and from the support staff of the central office. In order to enhance the impact of these leadership points, a comprehensive program of leadership development is in place to provide interested professionals the opportunity to improve their knowledge and skills in this area.

We recognize that each potential school leader will be at a different level of leadership development, and as such a close relationship between the individual, the Professional Development and the immediate supervisor is necessary in order to provide the necessary growth opportunities.

The immediate supervisor is notified of the candidate’s desire for development in specific areas, and their assistance is solicited.

In addition to the extensive offerings within the district, Osceola County regularly sends administrators to national and statewide conferences to provide additional training opportunities for leaders and potential leaders. Also, through university partnerships with the University of Central Florida, Valencia College, Troy University, Nova Southeastern University, National Louis University, University of Scranton, and Walden University, additional training opportunities are available to the faculty and staff of Osceola County.

Need for Educational Leaders in Osceola County

The School District of Osceola County, Florida, as of March 2013, had twenty-four elementary schools, eight middle schools (grades 6 - 8), eight high schools (grades 9 - 12), four multi-level schools, two virtual schools, one technical education center, and three alternative sites in operation.

From October of 2011 until March of 2013 (eighteen months), twelve principalships and twenty-two assistant principalships were filled.
From a survey completed in April, 2013, of thirty-seven responding principals, three expected to retire or leave the school district within three years, while three expect to leave the district or retire in four or five years. Based on the forty-six assistant principals who responded, six assistant principals expect to retire or leave the school district within three years, and twelve expect to leave the district or retire in four or five years. (Appendix F)

Given the rapidity in which positions have become vacant, the expected growth in the number of schools and therefore administrative positions over the next several years, and the expectation of a number of administrators to retire or leave the school districts, it is incumbent upon the leadership of the Osceola District Schools to prepare, as quickly as possible, a sizable cadre of potential principals and assistant principals.

**Establishing the SLTD File**

As candidates indicate interest in attaining a school leadership position, they are informed of the necessary documentation. A temporary, pending file is established for the candidate, and upon receipt in the Professional Development Department of this documentation, the candidate’s file is converted to an official SLTD file and his or her name is added to the appropriate pool. The SLTD file contains letters of interest and other correspondence with the Professional Development Department, a current state teaching certificate, and other development information.

**Establishing the Developmental Direction**

As trends in development needs are identified, those candidates outside the School District of Osceola County, Florida are notified so they too can seek similar development.

**Administrative Inservice Opportunities**

Each member of a pool who is an employee of Osceola District Schools will be notified personally of administrative inservice opportunities and will be given preference over non-pool employees in filling these workshops. Workshops will be offered regularly and will have as the subject matter managerial topics such as FTE, employee contracts, personnel issues updates, 504, ESOL, ESE, and Florida Principal Leadership Standards topics to develop specific competencies. (Appendix M)
**Marzano The Art and Science of Teaching/ Domains 1-4 Overview; Teacher Observation/Evaluation Summative Training**

Each year a District approved summative training course as an overview for Marzano’s *The Art and Science of Teaching*. The training will be provided to certify new pool entrants. If necessary, additional trainings will be provided or arranged to enable new school-based administrators to begin observations using the Marzano Teacher Observation System as soon as School Board action is taken on the Superintendent’s recommendation to place them in administrative positions.

**Opportunities Beyond the School Principal Preparation Program**

District employees who have completed the School Principal Preparation program may be given opportunities from time to time to act in the capacity of a substitute school principal at various school sites as the need arises. These employees are informed of any and all administrative training opportunities within the district, and are supported as they attend training sessions outside the district. The SLTD Coordinator is always available to speak with these candidates concerning progress and concerns.
School Principal Preparation Program

Goal

The primary goal of the program for preparing new principals in Osceola County is to provide training designed to develop strong, competent principals who will influence the improvement of education through excellence in performance and leadership. Successful completion of this program shall lead to Level II (School Principal) Certification.

The emphasis on the role of the school leader in improving curriculum, instruction and student achievement is indicated in the SPP Matrix of Professional Development, Appendix G of the SLTD Plan.

Program Objectives

Upon completion of appropriate activities, the candidate will have demonstrated his or her mastery of the Florida Principal Leadership Standards (Appendix B) and the following district-focused competencies:

Domain 1: Student Achievement:

Standard 1: Student Learning Results.
Effective school leaders achieve results on the school’s student learning goals.

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
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.

Standard 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. The leader:

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

**Domain 2: Instructional Leadership:**

**Standard 3: Instructional Plan Implementation.**

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
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; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

**Standard 4: Faculty Development.**

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

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;
b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
c. Employs a faculty with the instructional proficiencies needed for the school population served;
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;
e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

**Standard 5: Learning Environment.**

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader:
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;

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;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

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.

Domain 3: Organizational Leadership


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

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;

c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;

d. Empowers others and distributes leadership when appropriate; and

e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

a. Identifies and cultivates potential and emerging leaders;

b. Provides evidence of delegation and trust in subordinate leaders;

c. Plans for succession management in key positions;

d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and

e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 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. The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;  
b. Establishes appropriate deadlines for him/herself and the entire organization;  
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and  
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 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. The leader:

a. Actively listens to and learns from students, staff, parents, and community stakeholders;  
b. Recognizes individuals for effective performance;  
c. Communicates student expectations and performance information to students, parents, and community;  
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;  
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.  
f. Utilizes appropriate technologies for communication and collaboration; and  
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

Domain 4: Professional and Ethical Behavior:

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

a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.  
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;  
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;  
d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and  
e. Demonstrates willingness to admit error and learn from it;  
f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Key Role Definitions

**New Principal** -- A principal with 0 - 3 years of principal experience.

** Developing Principal** -- A person being prepared for certification as a School Principal. This person is in the process of completing the School Principal Preparation program.

**SLTD Coordinator** -- Person designated by the Superintendent and/or the Director of Professional Development to manage the planning, staffing, and implementation of the School Leadership Training and Development program which includes the Leadership Academy and the School Principal Preparation program.

**Leadership Support Team** -- A group of educational leaders which meets a minimum of once per quarter to discuss the developing principal’s program. It will consist of a Supervising Principal, a Consulting Principal, and the Senior Manager of SLTD.

**Supervising Principal** – The Principal of the school to which the Developing Principal is assigned, who holds a School Principal certificate, and has received a satisfactory or higher assessment on their most recent assessment will be assigned as a mentor to a Developing Principal and will regularly interact with the candidate on the job, make assignments, give feedback, and connect the candidate to needed resources.

**Consulting Principal** -- A principal or district-level administrator, who holds a School Principal certificate and has received a satisfactory or higher assessment on their most recent assessment who assists the Supervising Principal in mentoring the Developing Principal. In the event the Consulting Principal is not able to fulfill his or her duties for the entire two years of the program, the Director of Professional Development will fill-in as the supervising principal.

Overview of the Program

- Requirements to enter the program are met:
  
  * Educational Leadership or Administration/Supervision Certification and a position as an assistant principal, with a minimum of one year of successful experience and leadership potential; or, a position as an interim principal for one year.
  
  * District-Level administrative staff who have served as an assistant principal or principal for a minimum of two years and who also have the appropriate certification may also participate.

- Application approved
• W.C. Golden Prior Learning Inventory (Appendix H)
• Input from the school community solicited (Appendix I)
• PNP Principal Survey – Supervising Principal feedback to Developing Principal (Appendix J)
• Accelerated School Administrator Program (ASAP) Educational Leadership Assessment (Appendix K)
• Developing Principal Self-Assessment Summary (Appendix J)*
• Leadership Support Team appointed
• Deliberate Practice Growth Target Plan initiated (Appendix M)
• Leadership Support Team meets a minimum of four times per year
• District assessments delivered during the period of time the candidate is in the Preparing
• New Principal Program will be used in determining completion of the program.
  Administrative Candidates whose District Assessment shows the need for improvement or unsatisfactory performance will be exited from the program. The district believes that the employee’s first priority is to students and their own job performance.
• Final Review for Level II Certification
• Level II Certification granted

*See Assessment and Goals Defined- excerpt from PNP Binder Administrative Assessment Flow Chart, and Osceola School Leaders Assessment (OSLA) in Appendix L, for further information on administrative assessment related to the PNP Program.

**Entry into the Program**

An employee may enter the School Principal Preparation program from one of four positions:

1. Current assistant principals with a minimum of one year of successful experience (as determined by assessment and calculated from the date of appointment by the School Board).
2. Non-school based district administrators with a minimum of two complete years of experience as an assistant principal or principal.
3. Persons hired as principals from outside the state of Florida. (Any person who has served as a principal in a state other than Florida, who does not already have Principal Certification on his or her Florida Teaching Certificate, will automatically be enrolled in the program and must successfully demonstrate performance of the duties of principalship during the first year of employment as a principal.)
4. A person appointed to the position of principal under emergency circumstances. (Any person appointed to a principal vacancy under emergency circumstances will automatically be enrolled in the program. These persons must successfully demonstrate performance of the duties of principalship during the first year of employment in this position.)

To enter the School Principal Preparation program by satisfying either 1 or 2 above, the candidate must notify the Senior Manager of SLTD in writing of his or her desire to pursue principal certification. The program will begin when the SLTD Coordinator receives notification from the eligible candidate of his or her intent to enter the program. For all candidates that fulfill category 1 above, all programs will begin July 1st of the year following the year the candidate has at least one full year of assistant principal experience. Candidate cadres will begin once per year for all eligible participants at the time of program initiation for that year.

**Leadership Support Team**

The Senior Manager of SLTD will assign a support team for each program participant which will include the following:

a. A Supervising Principal,

b. A Consulting Principal, and

c. The Senior Manager of SLTD.

To verify Program Staff Qualifications, each member of the Leadership Support Team completes a summary of educational and administrative experience, and the number of years in each administrative position. (Appendix U)

**Leadership Support Team Responsibilities**

The Support Team, under the direction of the Supervising Principal, will meet periodically to diagnose areas of needed growth and will prescribe experiences to meet those needs. At each meeting the Deliberate Practice Growth Target Plan will be reviewed, updated, and amended as needed. The Deliberate Practice Growth Target Plan is to be the guide for the completion of principal certification. The Leadership Support Team will meet at least four times per year. See Leadership Support Team documentation form, Appendix N. The Team may provide further coaching to first year principals who have completed the district SPP program.
The Senior Manager of SLTD is responsible for:

a. Assisting with training.
b. Designing the program curriculum which is comprehensive of all the duties of the school principalship.
c. Facilitating the approved selection system.
d. Determining the eligibility of each prospective candidate to the School Principal Preparation program.
e. Assisting in assigning the support team for each Developing Principal.
f. Providing technical and implementation assistance in the development of the Deliberate Practice Plan of the Developing Principal.
g. Providing the Supervising Principal with a written list of responsibilities.
h. Providing orientation to all participants, including the building principal, on program goals and objectives.
i. Coordinating implementation of the Performance Appraisal System for Developing Principals.
j. Managing funds necessary for the training experiences of Developing Principals.

The Supervising Principal is responsible for:

a. Program knowledge, which includes:
   • Awareness and understanding of the ten Florida Principal Leadership Standards,
   • School Principal Preparation orientation,
   • Coaching/Mentoring/Clinical Supervision,
   • Observing performance,
   • Providing feedback,
   • Documenting achievement, and
   • Linking participant needs with training resources.
b. Assisting in the development, monitoring, and modification, if necessary, of the Developing Principal’s Deliberate Practice Growth Target Plan.
c. Ensuring that the Developing Principal’s curriculum is met.
d. Working with the Senior Manager of SLTD to meet all program objectives.
e. Providing the Developing Principal with opportunities to observe, share responsibility, and practice the skills and behaviors of a school-based principal.
f. Meeting periodically, but not less than four times per year, with the Developing Principal and the Leadership Support Team, to assess program accomplishment through a review of the Deliberate Practice Growth Plan and a review of behavioral examples used to demonstrate the Florida Principal Leadership Standards.
g. Certifying that all program requirements have been met by the Developing Principal.
h. Providing further coaching to first year principals who have completed the district SPP program.

The Consulting Principal is responsible for:
a. Evaluating “On-The-Job Behavioral Examples” relative to Leadership competencies
b. Program knowledge including:
   • Awareness and understanding of the ten Florida Principal Leadership Standards,
   • School Principal Preparation orientation,
   • Coaching/Mentoring/Clinical Supervision,
   • Providing feedback,
   • Documenting achievement, and
   • Linking participant needs with training resources.
c. Assisting the Supervising Principal and the Developing Principal in formulating and fulfilling the professional development plan.
d. Providing additional support and counseling to the Developing Principal.

The Developing Principal is responsible for:
a. Self-Assessment
   • Completing a Principal Leadership Standards online self-assessment.
   • Sharing the self-assessment results with the support team.
b. Working with the Leadership Support Team to develop, implement, and modify, if necessary, the Developing Principal’s Deliberate Practice Growth Target Plan.
c. Meeting periodically, but not less than four times per year, with the Leadership Support Team to assess program accomplishment through a review of the Deliberate Practice Growth Target Plan and a review of behavioral examples used to demonstrate the Florida Principal Leadership Standards.
d. Maintaining the portfolio which will contain:
   • Evidence of Leadership Support Team meetings;
   • The leadership professional development plan and the status of such;
   • Shadowing/field experiences and On-the-Job documentation;
   • Principal Leadership Standards Behavioral examples;
   • Evidence of leadership training; and,
   • Florida Principal Leadership Standards documentation.
e. Completing essential professional development activities successfully as determined by state statute and Osceola School Board policy.
**Selection of the Supervising Principal**

Any principal with “School Principal” certification and a satisfactory or higher rating on their most recent assessment who has an assistant principal in the School Leadership Training and Development Program, may be assigned as Supervising Principal.

The Supervising Principal should be expert in the following areas:

- As a teacher/trainer/mentor, capable of transferring the Florida Principal Leadership standards to the Developing Principal.
- Patience: Be a patient person who is willing to spend extra time creating a meaningful learning experience for the developing principal.
- Organization: Be a well-organized administrator with direct lines of responsibility in all areas of the school.
- Community Relationships: Be a person who has developed a strong school-community relationship.
- Law: Be a person who is knowledgeable of school law, personnel law, School Board Rules and policies, and administrative procedure.
- The Florida Principal Leadership Standards.

**Selection of the Consulting Principal**

Any principal or district administrator with “School Principal” certification and a satisfactory or higher assessment rating on their most recent assessment may be assigned as supervising principal. Input from the district leadership staff and the SLTD Steering Committee may be considered for the team assignments.

The Consulting Principal should be expert in the following areas:

- As a teacher/trainer/mentor, capable of transferring the Florida Principal Leadership Standards to the Developing Principal.
- Patience: Be a patient person who is willing to spend extra time creating a meaningful learning experience for the developing principal.
- Organization: Be a well-organized administrator with direct lines of responsibility in all areas of the school.
- Community Relationships: Be a person who has developed a strong school-community relationship.
- Law: Be a person who is knowledgeable of school law, personnel law, School Board Rules and policies, and administrative procedure.
Leadership Support Team Meeting Documentation

The strength or weakness, of a mentor-type program such as the School Principal Preparation Program, is in the rapport, direction, support, guidance, and leadership of the support team, consisting of two current or former principals and a district-level program facilitator. Much communication and mentoring will be accomplished over telephone and e-mail lines between the Developing Principal and the Leadership Support Team. The SPP program, however, requires that face-to-face meetings be held and documented during the two years of the program. In order to fully meet the intent of state statute, there will be a minimum of four team meetings each year, for a total of eight meetings. If, however, team meetings are held at other times, these meetings are to be documented on the Leadership Support Team Meeting Documentation form (Appendix N).

The Leadership Support Team meetings allow the members to provide the Developing Principal with feedback on their field experience reflections and guidance on their progress in completing the Florida Principal Leadership Standards behavior examples and professional development goals and strategies. Shadowing/Field experience and On-the-Job effectiveness will be recorded on the form by the Developing Principals.

W. C. Golden Program Resources and Online Courses

The Developing Principal will use the W. C. Golden Program resources as a tool for professional growth. Using the information from the assessment process, including the W. C. Golden Prior Learning Inventory, two areas most in need of improvement will be identified, and two W. C. Golden online courses will be taken by the Developing Principal that address each of the identified area. More online courses may be taken on the recommendation of the Leadership Support Team, and the Developing Principal is encouraged to take additional courses to take advantage of this resource.

Monitoring Progress

In November and June of each year, the SLTD Manager will email Leadership Support Teams that their meeting agendas should include a review of the Developing Principal’s progress and mastery demonstration for each standard for verification that the system is being used as described.
The Deliberate Practice Growth Target Plan

The Deliberate Practice Growth Target plan is a written document that is designed to assist each developing principal in the acquisition and maintenance of the competencies of high performing principals. It is not to be a static document, but rather, one that is flexible, able to be used as a guide for the Leadership Support Team and the Developing Principal in attaining ever higher levels of competence and performance. For the Developing Principal, the plan will serve as official documentation of the process for developing the Florida Principal Leadership Standards.

The design and development of the plan will be written to meet the individual needs of the Developing Principal based on the strengths and areas of improvement and student achievement goals. The plan will contain improvement objectives, student achievement goals, recommended activities for meeting the objectives, projected and actual dates of accomplishment, and the signatures of those members of the Leadership Support Team who assisted in its development. The objectives are based on the results of the candidate’s W. C. Golden’s Prior Learning Inventory, the ASAP Educational Leadership Assessment (Appendix K), the school community survey (Appendix I), and the Administrative Performance Appraisal instruments with the School Data Review (Appendix O). Results from the various leadership assessment instruments will assist participants as they identify areas for their personal professional growth. The professional development activities are selected from the Matrix of Professional Development (Appendix M) to meet the individual needs of the Developing Principal. The goals and strategies described in the professional development plan provide the Developing Principal with numerous opportunities to engage in on-the-job problem solving activities related to curriculum improvement and student achievement.

The following are steps for designing, maintaining, and completing the Deliberate Practice Growth Target Plan:

- Initiation of the plan begins with a conference of the Leadership Support Team following the conclusion of the Developing Principal’s self-assessment, Appendix M.
- The conference will identify the strengths and areas in which the Developing Principal may need assistance or growth.
- The customized Deliberate Practice Growth Target Plan will contain a long-range goal, student achievement goal, professional development objectives to attain the goals, and strategies to meet the objectives. In addition, dates of conferences are to be noted, the particular Florida Principal Leadership Standards addressed will be noted, and the Leadership Support Team members will note acceptance of the plan through their signatures.
In subsequent meetings, the plan may, through agreement by all parties, be modified, by adding or deleting objectives or strategies.

As one long-range goal is accomplished, others may be added to the plan.

At no time during the School Principal Preparation program is a Developing Principal to be without a current Deliberate Practice Growth Target Plan.

More than one goal for long-range and student achievement may be established.

The plan is to be maintained in the Developing Principal’s portfolio and is to be reviewed at each Leadership Support Team meeting.

The plan should be based on data and take the form of a negotiated learning contract.

On the Job and Shadowing/ Field Experiences

A minimum of eight days of shadowing/ field experiences is required for current school based administrators in areas targeted on the Developing Principal’s Deliberate Practice Growth Target Plan and beyond his or her current level of employment (i.e. District, Elementary, Middle, and High). Non-school based administrators will need eighteen days of shadowing/ field experiences. Shadowing/ field experiences should be coordinated by the Supervising Principal using the ASAP results document as a guiding element, with input from the Developing Principal and the Consulting Principal. A day is considered to be six hours. Shadowing/ field experiences can be divided into half-days of three hours each. Shadowing cannot be performed at the Developing Principal’s own school. Shadowing/ field experiences include visits to district departments or other schools as deemed appropriate by the Supervising Principal and the Team. The Developing Principal must shadow at the school level in at least one other school level that is different from the Developing Principal’s own school (i.e., elementary candidates should shadow at a middle or high school at least one full day). In addition, the candidate should shadow at least two days at the District level.

The Developing Principal will document each shadowing experience by describing the application, practice and reflection on concept skills based on Florida Principal Leadership Standards and student achievement improvement goals, as well as the shadowed supervisor’s years of experience (Appendix Q).

Under the supervision of the Supervising Principal, the candidate will document Field Experiences which will substantiate appropriate successful experiences including on-the-job problem solving activities related to curriculum improvement and student achievement. Each Field Experience should be directly correlated to a specific Florida Principal Leadership Standard. The Developing Principal will document each Shadowing/ Field Experience by
describing the application, practice and reflection on concept skills based on Florida Principal Leadership Standards and student achievement improvement goals.

The reflections of the Shadowing, On-the-Job and Field Experiences will be shared with program staff to improve the SPP program quality.

In addition to shadowing other administrators, Developing Principal candidates must attend:

1. At least two complete school board meetings;
2. At least two complete bargaining/negotiations sessions;
3. At least one complete cycle of a Professional Learning Community;
4. District Awareness Training;
5. Attend at least two MTSS (Multi-Tiered System of Support) meetings.
6. Attend at least four Preparing New Principal trainings per year,

The Developing Principal should document the above experiences with a brief description of the event, dates, times and locations and the role, if any that the candidate played in the process.

1. Current assistant principals with a minimum of one year of experience: The School Principal Preparation program requires a minimum of two years of on-the-job training (as an assistant principal) with a minimum of eight days of field shadowing experience.

2. Non school-based district administrators with a minimum of two years of experience as an assistant principal or principal: The School Principal Preparation program requires a minimum of two years of on-the-job training (as an assistant principal) with a minimum of the equivalent of eighteen days of shadowing/field and on-the-job experience in a principal role as appropriate for the growth and development of the Developing Principal. The two years of on-the-job training (as an assistant principal or principal) must have been met during the five years prior to entry into the School Principal Preparation program, but the requirement of a minimum of eighteen days or equivalent time to shadow and gain field experience as a principal must be met during the two years of the School Principal Preparation program.

3. Persons hired as principals from outside the state of Florida: The individual filling a principal position in this category is known as an Interim Principal. Since this individual would be fulfilling the duties of a principal, four days of shadowing experiences are required in essential departments and schools.

4. A person appointed to the position of principal under emergency circumstances: since
this individual would be fulfilling the duties of a principal, four days or the equivalent of related shadowing experiences as appropriate in essential departments and schools would meet the minimum shadowing requirement.

**Florida Principal Leadership Standards Behavior Examples**

The Developing Principal will demonstrate his/her understanding and ability to perform each of the Florida Principal Leadership Standards by describing various behavioral events using the ST/AR format (Situation or Task, Action, and Result) (Appendix R). The Consulting Principal will evaluate each of the examples and determine whether or not the developing principal needs to supply additional examples to demonstrate his or her understanding and ability to perform each of the Florida Principal Standards, with the focus on student achievement. The Developing Principal is to document job embedded field experiences using the narrative format of the ST/AR along with appropriate documentation to support the results.

Each standard may be satisfied by using two significant behavioral examples. This example would be an out-of-the-ordinary example -- a significant response to a challenging problem or issue which the Consulting Principal assessed as a 4 or 5 rating.

Each standard may be satisfied by completing four examples, as long as they are at an acceptable Targeted Selection level -- generally rated as 3. The Consulting Principal must require up to four examples if none of them are significant examples. The rule would be to do examples until two significant behavioral examples are demonstrated or until four acceptable behavioral examples are demonstrated, whichever comes first.

The spirit of the requirement is to demonstrate the Florida Principal Leadership Standards, and the Supervising Principal must be satisfied that the Developing Principal can adequately demonstrate each standard. All participants in the School District of Osceola County’s SPP program will be required to successfully complete professional development components to satisfy the ten Florida Principal Leadership Standards. The documentation within the ST/ARs and Professional Development Plan provide the aspiring principal with numerous opportunities to engage in on-the-job problem solving activities related to curriculum improvement and student achievement.

**Performance Monitoring and Assessment**

The Leadership Support Team meetings will serve as a venue for the Supervising Principal to monitor the candidate’s progress through his or her preparation program. Mastery of program competencies are documented and assessed with the successful completion of the program portfolio containing the leadership assessments, Principal Leadership Standards behavior
examples, professional development plans, annual evaluations, leadership inservice training, job shadowing/field experiences, On-the-Job experiences and Leadership Support Team documentation. The candidate’s annual performance assessment conducted by his/her principal through the School District of Osceola County’s Administrative Performance Accountability System will serve as a mid-term monitoring indicator. If a candidate falls behind in the program, the Leadership Support Team will assist with the necessary resources, such as mentoring sessions with the WCG professional partner, to help the Developing Principal get back on track.

The School Leadership Training and Development Committee (Appendix T), composed of school district staff and higher education institutions, meets to develop district-focused competencies for the Florida Principal Leadership Standards and to collaborate on the development of the School Principal Preparation program. The committee will meet at least annually to review completed program portfolios and determine successful completion of the SPP program. After submitting a program portfolio documenting the Developing Principal’s mastery of program competencies, the superintendent will sign the Statement of Candidate’s Completion of Eligibility. The signed Completion of Eligibility form is mailed to the Department of Education (DOE). The candidate is notified and eligible to request Level II – School Principal certification.

**District Administrative Assessments**

District assessments delivered during the period of time the candidate is in the School Principal Preparation Program will be used as one of the indicators to determine successful completion of the SPP program. Candidates with assessments indicating need for improvement or unsatisfactory performance will be given assistance using resources recommended by the Leadership Support Team, such as, assistance from the WCG professional partner, additional professional development, and/or further intervention from the building principal. It may be decided for the candidate to be exited from the program. The district believes that the employees first priority is to students and their own job performance. (Appendix L)

**Intern Principal**

The position of Intern Principal is established to provide an opportunity for highly motivated members of the School Principal Preparation program to be eligible to apply for and possibly be recommended to serve in the capacity of a school principal while completing their program. These individuals shall have been in the program for a minimum of one year, have substantially completed the program, and are recommended by their team to be an Intern Principal.

- Substantial completion is defined as:
a. Demonstration of the ten Florida Principal Leadership Standards through behavior examples,
b. Completion of a minimum of one-half of required on-the-job and shadowing/field experiences,
c. Successful completion of the first year of the Deliberate Practice Growth Target Plan, and
d. Documentation of a total of 150 hours of leadership inservice (there is no time limit on prior accomplishment).

- The team will determine, after an audit of the portfolio by the Senior Manager of SLTD, whether substantial completion has been attained. They will execute the SLTD form, “Eligibility as Intern Principal,” which will be filed in the candidate’s SLTD file in the Professional Development Department.
- Substantial completion status will allow the candidate to apply for and possibly be recommended to fill the position of school principal as an Intern Principal.
- The Intern Principal must attain Florida School Principal certification within one year of being named as an Intern Principal, by completing the School Principal Preparation program.
- If Florida School Principal certification is not attained within one year the Superintendent will cause the position to be advertised and filled with an appropriately certified candidate.

Program Evaluation and Improvement

The district will identify participants in the School Principal Preparation program using data elements to describe their status in the program. The data identifying the number of individuals who have been admitted and enrolled, and who have completed the program will be transmitted to DOE through the department’s regular data survey reporting processes. In addition, the district will report the number and type of inservice hours completed by each participant in curriculum offerings provided by the state through the William Cecil Golden (WCG) Professional Development Program for School Leaders.

The SPP program follow-up survey will be sent out every spring using the web-based survey tool called SurveyMonkey.com. It is completely anonymous and fairly simple to use. Surveys will include questions rated on a Likert Scale and allows for comments from the participants. Feedback from first year principals will be gathered through focus group meetings and electronic surveys. The perception survey sent to first and second year principals who completed the SPP program will ascertain their satisfaction with their level of preparedness and request suggested improvements to the program with focus in the area of the program’s Core Curriculum Content. The feedback survey sent to select school and district staff will ask for feedback on the principal’s level of performance in the areas of school improvement and student
achievement. The responses will be compiled and analyzed by district staff to make necessary programmatic modifications for the following SPP program cohort group beginning in August.

The effectiveness of the SPP program will be continuously reviewed through the annual evaluation of participant portfolios, participant surveys, supervising principal surveys, administrative performance appraisals, and student performance data per the School District of Osceola County Administrative Performance Accountability System. Staff responsible for delivering the program shall acknowledge that enhancements can be made to the current SPP program and implement such changes. The data compiled from the data sources will be shared with the SLTD Committee and appropriate school district staff. The results will be used to determine strengths and weaknesses of the program. The information gathered through the evaluation of the SPP program will be used to improve the design and delivery of the program components for the next year. Leadership professional development that is not effective in preparing school principals will be modified or discontinued.

---

**SPP Program Continuous Improvement Model**

**SPP Implementation**
- Cohort group begins in August
- Progress monitoring quarterly with support team
- Mid-term monitoring in May with performance appraisal review
- Program completed within two-year timeline

**Data Collection**
- Candidate status and professional development reported during Survey 5
- Electronic surveys sent in April
- Student performance data compiled in May
- Principal performance appraisals in May

**Data Analysis & Program Re-design**
- Data is compiled analyzed by district staff
- Results are shared with SLTD Committee in May
- Recommendations for program changes made
- SPP program is implemented with revisions in August
Assessment

This document is a brief description of the assessment process for school-based administrators in the School District of Osceola County, Florida.

Purpose

The purpose of the Comprehensive Assessment of Administrative Performance is to provide formal opportunities for District administrative personnel to establish goals, support professional growth and assure the highest standards of accountability for the education of students. The mission of the Osceola School District is “Education which inspires all to their highest potential.” It is the intent of this assessment system that administrators do those things that make this happen.

Comprehensive Assessment of Administrative Performance

The Comprehensive Assessment of Administrative Performance system as described in this plan, is based upon a number of appraisal principles derived from the review of the literature on the performance appraisal of educational leaders.

A performance appraisal system for managers should:

- Be fair, equitable and legally sound;
- Have procedures for collecting and retrieving data and its use to provide feedback;
- Contain accommodation for recognition/reward for high performing administrators;
- Include performance expectations, criteria, outcomes, and competencies;
- Involve the individual in his or her own appraisal;
- Include observation, mentoring, feedback, and coaching;
- Be part of a comprehensive management development plan;
- Be understood by all personnel involved in the system;
- Provide multiple levels of appraisal---allowing for development and growth;
- Consider factors which might limit the attainment of performance expectations;
- Nurture trust between managers and their supervisors; and,
- Promote the growth of the individual and the continuous improvement of the
Areas of Assessment

Each school-based administrator is assessed upon weighted factors in the four domains in relation to his or her school:

Leadership Practice Score Calculation
Domain 1: Student Achievement (10%)
Domain 2: Instructional Leadership ((40%)
Domain 3: Organizational Leadership (40%)
Domain 4: Professional and Ethical Behaviors (10%)
These elements comprise the Osceola School Leadership Score, which constitutes 80% of the Overall Leadership Practice Score. The remaining 20% is determined by the Deliberate Practice Score.
(Appendix L)

Evaluation Focus/Goal Setting

- During the Evaluation Focus/Goal Setting/ Deliberate Practice Growth Target meeting, the administrator will discuss with his or her supervisor specific goals to be accomplished and the data sources to be used in validating goal attainment.
- Each of the Leadership Domains will also be discussed in light of the needs of the school and how the administrator can best improve each area and what, if any, recommended Professional Development should be part of the Deliberate Practice Growth Target plan.
- The administrator and the supervisor may discuss any unique site conditions that may impact performance.
- The supervisor may identify or suggest resources, both human and material, that may be of use in goal attainment.

- At this meeting, the appropriate Comprehensive Assessment of Administrative Performance form will be initiated.

Principal Assessment

- During the initial Evaluation Focus/Goal Setting/Deliberate Practice Growth Target meeting, the Superintendent will meet with the principal to discuss the
direction the principal may take with the school during the coming year, and may include his/her administrative team to provide a commonality of purpose within the school administrative team.

- The discussions between the Superintendent and his or her leadership team and the principal and his or her administrative team may identify areas of system-wide concern and may offer suggestions for remedy.
- The following data sources may be utilized by the principal to validate established goals and to determine the level of success in each of the Principal Leadership Standards and the four domains, Appendix B.

**Domain 1: Student Achievement:**

**Standard 1: Student Learning Results**
Effective school leaders achieve results on the school’s student learning goals.

a. Student achievement
b. Continuous Improvement Model
c. Exceptional Student Education
d. Multicultural Education
e. School Advisory Council Plan

**Standard 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. Continuous Improvement Model
b. Human Resources
c. Professional Development
d. School Advisory Council Plan
e. Technology Plan

**Domain 2: Instructional Leadership:**

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

a. Continuous Improvement Model
b. Professional Development
c. Technology Plan
d. Data Analysis

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

a. Professional Development
b. Data Analysis
c. Technology Plan

d. Data Analysis

c. Technology Plan

d. Data Analysis

c. Technology Plan

e. Professional Development

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

a. Multicultural Education
b. School Events
c. Newsletters
d. Continuous Improvement Model
e. Professional Development
f. Human Resources
g. Volunteer Hours
h. Surveys
i. Website
j. Grants

**Domain 3: Organizational Leadership**

**Standard 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.

a. Budget
b. Professional Development
c. School Advisory Council Plan
d. Technology Plan
e. Human Resources
f. Grants

g. Professional Development

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

a. Professional Development
b. Volunteer Hours
c. School Advisory Council Plan
d. Multicultural Education
  e. School Events
  f. Exceptional Student Education

**Standard 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.

  a. Budget
  b. Grants
  c. Volunteer Hours
  d. Continuous Improvement Model
  e. Surveys
  f. Technology Plan
  g. Parent Concerns

**Standard 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. Surveys
  b. School Advisory Council Plans
  c. Parent Concerns
  d. Newsletter
  e. Website
  f. School Events
  g. Technology
  h. Professional Development
  i. Exceptional Student Education

**Domain 4: Professional and Ethical Behavior:**

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

  a. Surveys
  b. Parent Concerns
  c. Professional Development
  d. School Advisory Council
Collection of Data

• After the initial evaluation focus and goal setting meeting, the principal will begin to collect data to validate the established goals and to determine the level of success in each domain.

• Climate surveys and customer surveys are conducted each spring through the school improvement process. The compiled data is forwarded to the Superintendent to become part of the principal’s portfolio.

• The portfolios are maintained in a secure manner by the Superintendent’s office. Members of the Superintendent’s staff who have the responsibility of maintaining the portfolios are provided training in records retention, storage, and retrieval.

Review of Portfolios

• The principal will formally meet with the Superintendent a minimum of two times after the initial meeting, once at mid-year and again toward the end of the school year.

• The portfolio will be reviewed each time.

• At the Interim Planning meeting, the Deliberate Practice Growth Target will be reviewed and performance and goal progress will be assessed, and if performance deficiencies are noted, the Superintendent will initiate an Administrative Improvement Plan to outline the deficiency(ies) and to offer assistance and a timeline for further discussion and assessment of improvement.

• The Superintendent may initiate an Administrative Improvement Plan at any time to outline deficiencies and to offer assistance and a timeline for further discussion and assessment of improvement.

• The Superintendent will conduct all conferences in an appropriate manner:
  o demonstrating an understanding of the principal’s job;
  o asking the principal for suggestions on how to improve his or her own performance;
  o probing for alternative solutions and/or opportunities;
  o providing challenging expectations and recognizing accomplishments;
  o demonstrating empathy for the principal’s feelings; and,
  o maintaining the principal’s self-esteem.

• Prior to the Final Assessment meeting, the principal will gather data and complete the Deliberate Practice Growth Target form that was started at the initial
meeting and complete the self-assessment portion of the School/Site Administrator Assessment form. The Superintendent will complete the School/Site Administrator Assessment Form.

- The Superintendent may initiate an Administrative Improvement Plan at this time to address identified performance deficiencies.
- Recommendations for reappointment and remuneration will be done at this time based upon the data collected in the assessment process.
- It is expected that principals who have several years of experience will be less focused on learning the basic skills of leading and managing a school.
  - The Superintendent will be aware of the differences in experience levels.
  - It is appropriate for more experienced principals to utilize multi-year goals in an effort to measure long-term improvement efforts.
  - The assessment of experienced principals would include a consideration of the following items:
    a. The effects of leadership and management;
    b. The shaping and changing of the culture;
    c. The results of school improvement team efforts;
    d. The implementation of a shared vision and a mission.
- Principals who have successfully met the goals established at the initial meeting and have moved their schools forward in the four domains will be advanced along the administrative salary schedule as determined by the School Board.
- Principals who have not successfully met the goals established at the initial meeting, or have not moved their schools forward in the four domains, may be frozen at their current level of the administrative salary schedule.
- The Superintendent will either recommend or not recommend the principal for reappointment at this time.
- Any and all feedback must focus on the facts of specific performance behavior and expectations, not on the personality of the principal.
- Based on the data collected, the presence or absence of deficiencies, and discussions with the principal, potential future career moves may be considered by the principal and the Superintendent.

**Assistant Principal Assessment**

- The discussions between the Superintendent and his or her leadership team and the principal and his or her administrative team may identify areas of system-wide concern and may offer suggestions for remedy.
• The principal will meet individually with the assistant principal to review the meeting with the Superintendent to establish goals for the assistant principal and to determine the growth in each of the domains.
• The data sources used by the principal, as outlined, may be utilized by the assistant principal to validate established goals and to determine the level of success in each of the Principal Leadership Standards and the four domains.

Collection of Data

• After the initial evaluation focus and goal setting meeting, the assistant principal will begin to collect data to validate the established goals and to determine the level of success in each domain.
• Climate surveys and customer surveys are conducted each spring through the school improvement process. The compiled data is included in the assistant principal’s portfolio.

Review of Portfolios

• The assistant principal will formally meet with the principal a minimum of two times after the initial meeting, once at mid-year and again toward the end of the school year.
• The portfolio will be reviewed each time.
• At the Interim Planning meeting, the Deliberate Practice Growth Target will be reviewed and performance and goal progress will be assessed, and if performance deficiencies are noted, the principal will initiate an Administrative Improvement Plan to outline the deficiency(ies) and to offer assistance and a timeline for further discussion and assessment of improvement.
• The principal may initiate an Administrative Improvement Plan at any time to outline deficiencies and to offer assistance and a timeline for further discussion and assessment of improvement.
• The principal will conduct all conferences in an appropriate manner:
  o demonstrating an understanding of the assistant principal’s job;
  o asking the assistant principal for suggestions on how to improve his or her own performance;
  o probing for alternative solutions and/or opportunities;
  o providing challenging expectations and recognizing accomplishments;
demonstrating empathy for the assistant principal’s feelings; and,
- maintaining the assistant principal’s self-esteem.

- Prior to the **Final Assessment meeting**, the assistant principal will gather data and complete the Deliberate Practice Growth Target form and complete the self-assessment portion of the School/Site Administrator Assessment form that was started at the initial meeting. The principal will complete the School/Site Administrator Assessment Form.

- The principal may initiate an Administrative Improvement Plan at this time to address identified performance deficiencies.

- Recommendations for reappointment and remuneration will be done at this time based upon the data collected in the assessment process.

- Assistant principals who have successfully met the goals established at the initial meeting and have moved their schools forward in the four domains will be advanced along the administrative salary schedule as determined by the School Board.

- Assistant principals who have not successfully met the goals established at the initial meeting, or have not helped the principal move their schools forward in the four domains, may be frozen at their current level of the administrative salary schedule.

- The Superintendent will either recommend or not recommend the assistant principal for reappointment at this time.

- Any and all feedback must focus on the facts of specific performance behavior and expectations, not on the personality of the assistant principal.

- Based on the data collected, the presence or absence of deficiencies, and discussions with the assistant principal, potential future career moves may be considered by the assistant principal, principal, and the Superintendent.

**Training**

- Principals and assistant principals will be updated each summer on the administrative assessment system.
  - This training will be under the direction of the Superintendent and may be affected by the Senior Manager of SLTD.
  - The training will include a review of the assessment philosophy and the way it relates to the mission of the School District.
The legal requirements for assessment as contained within Florida Statute Section 1012.34, Assessment Procedures and Criteria, will be reviewed.

- Administrators will be trained in the elements of clinical supervision which will include the following areas:
  - Observation skills;
  - Use of appropriate data collection tools;
  - Data analysis skills;
  - Written documentation;
  - Conferencing skills;
  - Coaching skills;
  - Feedback skills;
  - The performance growth and development process;
  - Appraisal of progress;
  - Follow up;
  - Adult and career stages of development.

- Additional staff development opportunities concerning appraisal of employees will also be made available to administrators.

**Process**

The evaluation process is multi-faceted and is directed by the administrator’s immediate supervisor. The schedule and procedures for completing the assessment program is outlined as follows:

**First 90 Days Evaluation Focus/Goal Setting Meeting**
Administrator discusses with his/her supervisor specific goals to be accomplished and the data sources to be used in validating goal attainment. The appropriate Comprehensive Evaluation of Administrative Performance form is initiated.

**December 2012/ January 2013 Interim Planning Meeting**
Comprehensive Evaluation of Administrative Performance form review. Performance and goal progress assessed. Administrative Improvement Plan initiated, if applicable.

Appendix A
**OSCEOLA COUNTY SCHOOL DISTRICT**

**JOB DESCRIPTION**

<table>
<thead>
<tr>
<th>Position Title: Elementary Assistant Principal</th>
<th>Board Approved:</th>
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<tbody>
<tr>
<td></td>
<td>06/17/08</td>
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<table>
<thead>
<tr>
<th>Position Level: Administrative</th>
<th>FLSA Status: Exempt</th>
<th>Reports to Principal</th>
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</thead>
<tbody>
<tr>
<td>Salary Schedule</td>
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<tr>
<td>12 months/ 258 days</td>
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<tr>
<td>10 months/ 217 days</td>
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</tbody>
</table>

**GENERAL DESCRIPTION**

To serve as a liaison between and among the Principal, teachers, student body and members of the community and to assume the responsibilities of Principal in the absence of the Principal.

**KEY RESPONSIBILITIES**

- To assist the Principal in developing and administering a total school budget.
- To assist the Principal in keeping adequate financial records of all internal account activities.
- To assist the Principal in planning and administering the instructional program of the school.
- To assist the Principal in the evaluation and recommendation of all personnel in the school.
- To assist the Principal in administering school board rules.
- To assist the Principal and the Director of Early Childhood and Elementary Education in the assessment and coordination of the curriculum and of curriculum materials.
- To assist the Principal in developing a public relations program for the school.
- To assist the Principal in developing the comprehensive plan for the school, both annual and long-range.
- To assist the Principal in providing necessary services that will give the optimal education for the students.
- To assist the Principal in providing leadership for training the staff.
- To assist in the analysis, interpretation and coordination of the school's testing program.
- To perform other duties as assigned by Supervisor.
**CLASS SPECIFICATION**

<table>
<thead>
<tr>
<th>Position Title: Elementary Assistant Principal</th>
<th>Reports to Principal</th>
<th>Position Level: Administrative Salary Schedule</th>
</tr>
</thead>
</table>

**KEY JOB REQUIREMENTS**

**Formal Education:** Master’s degree with certification in Elementary Administration/Educational Leadership.

**Work Experience:** Minimum of three years teaching experience, and/or Administration/Supervision/Educational Leadership.

**Impact of Actions:** Makes decisions and final recommendations, which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.

**Complexity:** Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.

**Decision Making:** Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.

**Communications:** Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.

**Managerial Skills:** Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the unit.

**Planning:** Four to Twelve Months: Plan events that will occur during the year, and have some effect on the department’s annual expenditures, and or revenues.

**Job-Related Knowledge and Skills:** Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.

**Working Conditions/Physical Effort:** Work requires only minor physical exertion and/or physical strain. Work environment involves only infrequent exposure to disagreeable elements.
# OSCEOLA COUNTY SCHOOL DISTRICT

## JOB DESCRIPTION

**Position Title:** Elementary Principal  
**Board Approved:** 4/15/03  
**Position Level:** Administrative  
**FLSA Status:** Exempt  
**Reports to Deputy Superintendent for School Administration**

### GENERAL DESCRIPTION

To be responsible for the operation and management of all activities and functions which occur at the elementary school and for the development of positive school-community relations including contacts with parents, community groups, other school agencies, school officials and the general public.

### KEY RESPONSIBILITIES

- To promote a positive, creative atmosphere for optimum growth and development for everyone in the school.
- To interview candidates and make recommendations for appointments to positions in collaboration with the Assistant Superintendents.
- To assign, supervise, and evaluate school staff and their work.
- To develop performance standards and objectives with chief subordinates and assure that they are met or exceeded.
- To involve teachers in the decision making process at the appropriate instructional levels.
- To coordinate instructional operations and resources.
- To initiate and coordinate the use of consultants and supervisors in the school.
- To coordinate the use and maintenance of facilities, instructional materials, and equipment.
- To work with instructional personnel to utilize the unique competencies of staff members for the good of all the teachers in the school.
- To procure instructional materials and equipment necessary to effectively carry out the educational program of the school.
- To prepare a school budget with the help of the staff.
- To formulate school policies in cooperation with the total staff.
- To coordinate all aspects of the school’s educational program.
- To work in collaboration with the school advisory committee to formulate goals, objectives and action plans consistent with the District’s mission and strategic plan.
- To supervise the maintenance and security of the physical plant.
- To perform other duties as assigned by Supervisor.
# CLASS SPECIFICATION

<table>
<thead>
<tr>
<th>Position Title: Elementary Principal</th>
<th>Reports to Deputy Superintendent for School Administration</th>
<th>Position Level: Administrative Salary Schedule</th>
</tr>
</thead>
</table>

## KEY JOB REQUIREMENTS

**Formal Education:** Master’s degree with certification in Elementary Administration/Educational Leadership.

**Work Experience:** Minimum of three years teaching experience and/or Educational Administration, minimum three years as an Assistant Principal, CRT, PRT, Dean, Principal, or as an Administrator.

**Impact of Actions:** Makes decisions and final recommendations, which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.

**Complexity:** Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.

**Decision Making:** Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situations encountered in the past.

**Communications:** Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.

**Managerial Skills:** Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans assigns and evaluates the work of subordinates for effective operations and results of the unit.

**Planning:** Four to Twelve Months: Plan events that will occur during the year, and have some effect on the department’s annual expenditures, and or revenues.

**Job-Related Knowledge and Skills:** Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.

**Working Conditions/Physical Effort:** Work requires only minor physical exertion and/or physical strain. Work environment involves only infrequent exposure to disagreeable elements.
**OSCEOLA COUNTY SCHOOL DISTRICT**

**JOB DESCRIPTION**

<table>
<thead>
<tr>
<th>Position Title: Middle and High School Assistant Principal</th>
<th>Board Approved: 06/17/08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Position Level:</strong> Administrative</td>
<td><strong>FLSA Status:</strong> Exempt</td>
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<td>10 months/ 217 days</td>
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</tbody>
</table>

**GENERAL DESCRIPTION**

To serve as a liaison between and among the Principal, teachers, student body and members of the community and to assume responsibilities of the Principal in the absence of the Principal.

**KEY RESPONSIBILITIES**

- To assist the Principal in developing and administering a total school budget.
- To assist the Principal in keeping adequate financial records of all internal account activities.
- To assist the Principal in planning and administering the instructional program of the school.
- To assist the Principal in the evaluation and recommendation of all personnel in the school.
- To assist the Principal in administering school board rules.
- To assist the Principal in developing and supervising extra-curricular and athletic programs.
- To assist the Principal in developing a public relations program for the school.
- To assist the Principal in developing a comprehensive plan for the school, both annual and long range.
- To assist the Principal in providing necessary services that will give the optimal education for students.
- To assist the Principal in providing leadership for training staff.
- To perform other duties as assigned by Supervisor.
## CLASS SPECIFICATION

<table>
<thead>
<tr>
<th>Position Title: Middle and High School Assistant Principal</th>
<th>Reports to Principal</th>
<th>Position Level: Administrative Salary Schedule</th>
</tr>
</thead>
</table>

### KEY JOB REQUIREMENTS

- **Formal Education:** Master's degree with certification in Administration/Supervision/Educational Leadership.

- **Work Experience:** Minimum of three years teaching experience and/or Educational Administration.

- **Impact of Actions:** Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.

- **Complexity:** Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.

- **Decision Making:** Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.

- **Communications:** Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.

- **Managerial Skills:** Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the unit.

- **Planning:** Four to Twelve Months: Plan events that will occur during the year, and have some effect on the department’s annual expenditures, and or revenues.

- **Job-Related Knowledge and Skills:** Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.

- **Working Conditions/Physical Effort:** Work requires only minor physical exertion and/or physical strain. Work environment involves only infrequent exposure to disagreeable elements.
OSCEOLA COUNTY SCHOOL DISTRICT

JOB DESCRIPTION

Position Title: Middle School Principal
FLSA Status: Exempt
Reports to Deputy Superintendent for School Administration

Position Level: Administrative Salary Schedule

Board Approved: 4/15/03

GENERAL DESCRIPTION
To be responsible for the operation and management of all activities and functions which occur at the middle school and for the development of positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.

KEY RESPONSIBILITIES
To supervise all activities and functions at an assigned middle school.
To interview candidates and make recommendations for appointments to positions in collaboration with the Assistant Superintendents.
To assign, schedule, supervise, and evaluate school staff and their work.
To develop performance standards and objectives with chief subordinates and assure that they are met or exceeded.
To initiate recommendations regarding promotions and other personnel action.
To assume responsibility for program planning and evaluation.
To make efficient use of available resources and expertise in improving educational programs, school site policies, methods and procedures.
To direct the enforcement of system-wide policies, methods, and procedures.
To direct and participate in the study of operations at the site and make recommendations designed to improve the economy, efficiency and policies of school operations and functions.
To direct all school site supportive services.
To develop, submit and implement school budget and funds.
To supervise the maintenance and security of the physical plant.
To direct a program of community relations for the school.
To maintain complete and accurate records and from those records prepare such reports as may be required.
To work in collaboration with the school advisory committee to formulate goals, objectives and action plans consistent with the district's mission and strategic plan.
To perform other duties as assigned by Supervisor.
# CLASS SPECIFICATION

<table>
<thead>
<tr>
<th>Position Title: Middle School Principal</th>
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<th>Position Level: Administrative Salary Schedule</th>
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## KEY JOB REQUIREMENTS

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<tr>
<th>Formal Education:</th>
<th>Master's degree with certification in Secondary Administration/Educational Leadership.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work Experience:</td>
<td>Minimum of three years teaching experience and/or Educational Administrative experience, a minimum of three years as an Assistant Principal, CRT, PRT, Dean, Principal, or as an Administrator.</td>
</tr>
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<td>Impact of Actions:</td>
<td>Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.</td>
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<tr>
<td>Complexity:</td>
<td>Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.</td>
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<tr>
<td>Decision Making:</td>
<td>Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.</td>
</tr>
<tr>
<td>Communications:</td>
<td>Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.</td>
</tr>
<tr>
<td>Managerial Skills:</td>
<td>Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the unit.</td>
</tr>
<tr>
<td>Planning:</td>
<td>Four to Twelve Months: Plan events that will occur during the year, and have some effect on the department’s annual expenditures, and or revenues.</td>
</tr>
<tr>
<td>Job-Related Knowledge and Skills:</td>
<td>Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.</td>
</tr>
<tr>
<td>Working Conditions/Physical Effort:</td>
<td>Work requires only minor physical exertion and/or physical strain. Work environment involves only infrequent exposure to disagreeable elements.</td>
</tr>
</tbody>
</table>
OSCEOLA COUNTY SCHOOL DISTRICT

JOB DESCRIPTION

Position Title: High School Principal
Position Level: Administrative Salary Schedule
FLSA Status: Exempt
Reports to Deputy Superintendent for School Administration

Board Approved: 4/15/03

GENERAL DESCRIPTION
To be responsible for the operation and management of all activities and functions which occur at the high school and for the development of positive school-community relations including contacts with parents, community groups, other educational agencies, school officials and the general public.

KEY RESPONSIBILITIES
To supervise all activities and functions at an assigned high school, normally including a very broad offering of curriculum and activities.

To interview candidates and make recommendations for appointments to positions in collaboration with the Assistant Superintendents.

To assign, schedule, supervise, and evaluate school staff and their work.

To develop performance standards and objectives with chief subordinates and assure that they are met or exceeded.

To initiate recommendations regarding promotions and other personnel action.

To assume responsibility for program planning and evaluation.

To make efficient use of available resources and expertise in improving educational programs, school site policies, methods and procedures.

To direct the enforcement of system-wide policies, methods, and procedures.

To direct and participate in the study of operations at the site and make recommendations designed to improve the economy, efficiency and policies of school operations and functions.

To direct all school site supportive services.

To develop, submit and implement school budget and funds.

To supervise the maintenance and security of the physical plant.

To direct a program of community relations for the school.

To maintain complete and accurate records and from those records prepare such reports as may be required.

To work in collaboration with the school advisory committee to formulate goals, objectives and action plans consistent with the district’s mission and strategic plan.

To perform other duties as assigned by Supervisor.
## CLASS SPECIFICATION

<table>
<thead>
<tr>
<th>Position Title: High School Principal</th>
<th>Reports to Deputy Superintendent for School Administration</th>
<th>Position Level: Administrative Salary Schedule</th>
</tr>
</thead>
</table>

### KEY JOB REQUIREMENTS

- **Formal Education:** Master's degree with certification in Secondary Administration/Educational Leadership.

- **Work Experience:** Minimum of three years teaching experience and/or Educational Administration, a minimum of three years as an Assistant Principal, CRT, PRT, Dean, Principal, or as an Administrator.

- **Impact of Actions:** Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.

- **Complexity:** Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.

- **Decision Making:** Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.

- **Communications:** Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with the public involving the enforcement of regulations, policies and procedures.

- **Managerial Skills:** Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the unit.

- **Planning:** Four to Twelve Months: Plan events that will occur during the year, and have some effect on the department’s annual expenditures, and or revenues.

- **Job-Related Knowledge and Skills:** Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of a “seasoned” professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.

- **Working Conditions/Physical Effort:** Work requires only minor physical exertion and/or physical strain. Work environment involves only infrequent exposure to disagreeable elements.
# Job Description

**Position Title:** Principal of Adult Learning Center Osceola  
**Position Level:** Administrative Salary  
**Schedule:** 12 month  
**FLSA Status:** Exempt  
**Reports to Deputy Superintendent for School Administration**

## General Description

To coordinate all of the Community Education Programs in order to meet the needs of the adult students in the District.

## Key Responsibilities

- To organize needed classes in the general Adult/Community Education Program as evidenced by original and sustained enrollments, needs assessment surveys or public requests.
- To develop and administer a total school budget.
- To maintain adequate financial records of all Community Adult internal account activities.
- To organize and coordinate pertinent advisory committees.
- To develop and administer School Board Rules in compliance with State and Federal regulations.
- To provide curricular course offerings in conformance with state laws regarding Adult Education requirements.
- To provide and monitor testing and proper placement of students into the Adult Basic Education, Pre-GED, and GED Prep Training Program.
- To secure the necessary teachers and provide for their pre- and inservice training, to staff Adult and Community Education classes, and to verify status, certification, and payroll process of teachers.
- To evaluate the Adult Learning Center staff and selected support personnel.
- To initiate requisitions for supplies and materials needed for effective classroom work in the Adult Learning Center Program.
- To procure and assign rooms for Adult Education classes.
- To approve payroll/contract information for all assigned personnel.
- To prepare required reports and maintain appropriate records.
- To plan and coordinate graduation ceremonies for graduates.
- To serve as a program consultant for school personnel in Adult Education.
- To facilitate and monitor the coordination and articulation of the Adult Learning Center with other instructional programs.
- To assist in the evaluation and selection of textbooks and instructional materials to be recommended for adoption in assigned areas of responsibility.
- To supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment action.
- To perform other duties as assigned by the Supervisor.
## CLASS SPECIFICATION

**Position Title:** Principal of Adult Learning Center Osceola  
**Reports to Deputy Superintendent for School Administration:**  
**Position Level:** Administrative Salary Schedule (Middle School Principal Level)

### KEY JOB REQUIREMENTS

<table>
<thead>
<tr>
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Appendix B
Florida Principal Leadership Standards
Revised by FDOE November 15, 2011

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida’s core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.
Effective school leaders achieve results on the school’s student learning goals.

a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
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.

Standard 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. The leader:

a. Enables faculty and staff to work as a system focused on student learning;
b. Maintains a school climate that supports student engagement in learning;
c. Generates high expectations for learning growth by all students; and
d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

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

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;

b. Engages in data analysis for instructional planning and improvement;

c. Communicates the relationships among academic standards, effective instruction, and student performance;

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; and

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

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

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;

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

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

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;

e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

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

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;

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;

c. Promotes school and classroom practices that validate and value similarities and differences among students;

d. Provides recurring monitoring and feedback on the quality of the learning environment;

e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.
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.

Domain 3: Organizational Leadership

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

a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

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

a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 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. The leader:

a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 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. The leader:

- Actively listens to and learns from students, staff, parents, and community stakeholders;
- Recognizes individuals for effective performance;
- Communicates student expectations and performance information to students, parents, and community;
- Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- Utilizes appropriate technologies for communication and collaboration; and
- Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

**Domain 4: Professional and Ethical Behavior:**

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

- Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- 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;
- Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- Demonstrates willingness to admit error and learn from it;
- Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.
Appendix C
THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT
799 Bill Beck Boulevard • Kissimmee • Florida 34744-4492
Phone: 407-518-2940 • Fax: 407-518-2988 • www.osceola.k12.fl.us

Superintendent of Schools
Metza Luciano

Director
Janice Castro Franceschi

<<Date>>

Dear Assistant Principal Pool Applicant:

Thank you for your interest in joining the School District of Osceola County’s Assistant Principal Pool. To enter the Assistant Principal pool, please submit the following documents electronically to neilld@osceola.k12.fl.us at the department of Professional Development:

- Letter of Interest
- Current resume with dates of employment (minimum of 3 years teaching experience)
- Evidence of a minimum of three complete years of successful state-certified teaching or administrative experience. Provide copies of the last three year’s evaluations.
- Professional Educators Certificate which indicates Educational Leadership or Statement of Eligibility showing eligibility for Educational Leadership certificate
- E-mail address (vacancy notifications will be sent via e-mail only)
- Completed or updated application to be employed with Osceola County for Administrative employment using the Winocular website address https://hrapps.osceola.k12.fl.us/apprenty/
- As required by the online application:
  - Two reference forms or letters of recommendation from current or previous supervisors
  - One reference form or letter of recommendation from a supervisor or peer who can assess the candidate’s ability as an administrator and not merely from persons giving a character reference.

NOTE: Reference forms/Recommendation letters required by the online application are to be sent to the Human Resources Department at the following address:

Human Resources Department
School District of Osceola County
817 Bill Beck Blvd.
Kissimmee FL 34744

Once the office of Professional Development has received the above information, you will be admitted into the Assistant Principal Pool for a period of three years. In-service opportunities may be offered, and some may be required, through the course of your Pool membership.

For more information on the Administrative Application process, please visit http://www.osceola.k12.fl.us/depts/Personnel/html/apply_Administration.asp

If you have any questions regarding this information, please contact me by email, neilld@osceola.k12.fl.us or phone 407-518-2940.

Sincerely,

Debra Neill
Senior Manager, School Leadership Training & Development
Professional Development
THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA

PROFESSIONAL DEVELOPMENT

SCHOOL BOARD MEMBERS
District 1 – Jay Wheeler – Chair
   407-973-4141
District 2 – Kelvin Soto
   407-361-2462
District 3 – Tim Weichsel
   407-361-0233
District 4 – Barbara Horn – Vice Chair
District 5 – Tom Long
   407-462-5782

 Superintendent of Schools
 Melba Luciano

Director of Professional Development
 Janice C. Franceschi

<<Date>>

Dear <<Name>>,

Congratulations! You have officially joined the Assistant Principal Pool. Your membership is valid for a period of three (3) years from today’s date. Each time an administrative position for which you qualify is advertised, we will send you the notice to your e-mail address. If you are interested in applying for the position, you will then send to Professional Development a letter of interest, updated résumé, and a copy of your most recent Professional Educators Certificate.

A letter will be sent to you thanking you for your interest. Applicant resumes will be provided to the Superintendent’s office. Selected candidates will be contacted to schedule an interview. Letters will be sent out to the remaining applicants informing them they were not selected to be interviewed.

Unless otherwise notified, each application made for an advertised position is a stand-alone application. Each subsequent application must be accompanied by a separate résumé and letter of interest, and a copy of your current Professional Educators certificate.

Your interest in contributing to our school district as a school assistant principal is appreciated.

If you have any questions, please do not hesitate to contact me at 407-518-2940.

Sincerely,

Debra Neill
Senior Manager-School Leadership,
Training & Development for Professional Development

Student Achievement – Our Number One Priority
District-wide Accreditation by the Southern Association of Colleges and Schools
An Equal Opportunity Agency

69
<<Date>>

Dear Principal Pool Applicant:

Thank you for your interest in joining the School District of Osceola County’s Principal Pool. To enter the Principal pool, please submit the following to the Osceola District department of Professional Development:

- A letter of interest in entering the Principal Pool.
- A résumé with all educational employment listed with dates of employment.
- Email address (vacancies will be advertised via e-mail only)
- For out-of-state candidates: a copy of a valid non-Florida state teaching certificate indicating equivalent administrative coverage and a copy of your most recent annual evaluation as evidence of at least one year of successful experience as a school principal at a public school. Principals selected from this category will be placed in a modified School Principal Preparation program and must serve as “Interim Principal” until School Principal certification is granted by the state.
- A copy of a Florida Department of Education “Statement of Eligibility” which indicates that the applicant may be certified as “School Principal” pending the appointment to a position. For more information about Florida educators certificates please visit the following website: https://www.fldoe.org/efcert.
- Completed and/or updated application to be employed with Osceola County (check box for Administrative employment) using the WEBSITE address: https://hrapps.osceola.k12.fl.us/appentry/
- As required by the online application:
  - Two reference forms or letters of recommendation from current or previous supervisors
  - One reference form or letter of recommendation from a supervisor or peer who can assess the candidate’s ability as an administrator and not merely from persons giving a character reference.

NOTE: Reference forms/Recommendation letters required by the online application are to be sent to the Human Resources Department at the following address:

Human Resources Department
School District of Osceola County
817 Bill Beck Blvd.
Kissimmee FL 34744

Once the office of Professional Development has received the above information, it will be reviewed to verify the qualifications of the applicant. Eligible candidates will be admitted into the Principal Pool for a five year period.

For more information on the Administrative Application process, please visit http://www.osceola.k12.fl.us/dept/Personnel/html/apply_Administration.aspx

If you have any questions regarding this matter, please contact me by email, neilld@osceola.k12.fl.us or phone 407-518–2940.

Sincerely,

Debra Neill
Senior Manager-School Leadership, Training & Development for Professional Development

cc: Janice Franceschi

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Districtwide Accreditation by the Southern Association of Colleges and Schools
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Revised 3/8/13
THE SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA
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District 3 – Tim Weishy
407-361-0215
District 4 – Barbara Horn – Vice Chair
407-462-5642
District 5 – Tom Long
407-462-5782

Superintendent of Schools
Melba Luciano

Director of Professional Development
Janice C. Franceschi

<<Date>>

<<Name>>
<<Street Address>>
<<City, State, Zip>>

Dear <<Surname, Last Name>>:

Congratulations! You have officially joined the Principal Pool. Your membership is valid for a period of five (5) years from today’s date. Each time an administrative position for which you qualify is advertised, a notice will be sent to your email address. If you are interested in applying for the position, send a letter of interest specific to the opening to Professional Development and an updated résumé and the most current copy of your Professional Educators Certificate.

A letter will be sent thanking you for your interest. Applicant resumes will be provided to the Superintendent’s office. Selected candidates will be contacted to schedule an interview. Letters will be sent out to the remaining applicants informing them they were not selected to be interviewed.

Unless otherwise notified, each application made for an advertised position is a stand-alone application. Any subsequent applications must each be accompanied by a separate résumé, letter of interest and a copy of your current Professional Educators Certificate.

Your interest in contributing to our school district as a school principal is appreciated.

If you have any questions, please do not hesitate to contact me at 407-518-2940.

Sincerely,

Debra Neill
Senior Manager for School Leadership Training & Development

cc: Janice Franceschi

Student Achievement – Our Number One Priority
Districtwide Accreditation by the Southern Association of Colleges and Schools
An Equal Opportunity Agency
Appendix D
<<Date>>

<<Name>>
<<Street Address>>
<<City, State, Zip>>

Dear <<Name>>:

Your membership in the Assistant Principal Pool for our school district expires in <<Date>>. If you would like to remain in this Pool, please submit the following items electronically to Professional Development by <<Date>>:

1. A letter of interest to remain in the Assistant Principal Pool
2. An updated résumé with dates of employment
3. Professional certificate with Educational Leadership
    Or Florida DOE Statement of Eligibility

Please update your online administrative application using the WEBSITE address: 
https://hrapps.osceola.k12.fl.us/appentry/
    ➢ If you have forgotten your username and password, please contact Human Resources at 407-870-4800

Candidates who qualify for renewal are given an additional three (3) years membership in the Assistant Principal Pool. When selected for an administrative position, you will be scheduled for the “Leaders of Learning” Marzano Teacher Observation System training, if not previously trained.

If you have any questions regarding this matter, please contact me by e-mail at neilld@osceola.k12.fl.us or by phone at 407-518-2940.

Sincerely,

Debra Neill
Senior Manager- School Leadership,
Training & Development

cc: Janice Franceschi
<<Date>>

<<Name>>
<<Street Address>>
<<City, State, Zip>>

Dear <<Surname, Last Name>>,:

Your membership in the Principal Pool for our school district expires on <<Date>>. If you would like to remain in this Pool, please submit the following items electronically to Professional Development by <<Date>>:

1. A letter of interest to remain in the Principal Pool
2. An updated résumé with dates of employment
3. Professional certificate with School Principal listed, or a Florida DOE Statement of Eligibility

Please update your online administrative application using the WEBSITE address: https://hrapps.osceola.k12.fl.us/appentry/
➢ If you have forgotten your username and password, please contact Human Resources at 407-870-4800

Candidates who qualify for renewal are given an additional five (5) years membership in the Principal Pool. When selected for an administrative position, you will be scheduled for the “Leaders of Learning” Marzano Teacher Observation System training, if not previously trained.

If you have any questions regarding this matter, please contact me by e-mail at neilld@osceola.k12.fl.us or by phone at 407-518-2940.

Sincerely,

Debra Neill
Senior Manager- School Leadership,
Training & Development

cc: Janice Franceschi
Appendix E
School Level Administrative Vacancy
2012-2013
May 8, 2013

Assistant Principal
Harmony Community School
12-Month Position

CONTACT PERSON
Debra Neil, Senior Manager
School Leadership, Training & Development for Professional Development
798 Bill Beck Blvd. Kissimmee, FL 34744
neilda@osceola.k12.fl.us

Applicants interested in this position should send a written letter of interest, a résumé and a copy of their current teaching certificate either electronically or hard copy (no staples please) to the contact person on or before the deadline date. The letter of interest should include information that the candidate feels is pertinent for his/her consideration. Applicant must be a member of the Assistant Principal Pool of the School District of Osceola County, Florida.

Interested applicants must have a WinOcular online administrative application completed within the past 12 months. Please be sure to complete or update your online administrative application at the following website: https://hrapps.osceola.k12.fl.us/appentry/.

POSITION: Elementary (12-Month)
- SALARY: $68,294– $90,688
- Doctorate add $3,000
- Specialist degree or CPA, add $1,500

Deadline for Receipt of Application: May 14, 2013 @ 12:00 PM

PLEASE NOTE:
At any point in the selection process, the Superintendent has the prerogative to transfer a current administrator into the above position if he/she meets the qualifications.

Out of district applicants are subject to a public records request in the final stages of selection process.

Attachments

Osceola District Schools supports the American Disabilities Act of 1990, and we will take all reasonable steps to accommodate individuals using our services, programs and activities.

Student Achievement – Our Number One Priority
Districtwide Accreditation by the Southern Association of Colleges and Schools
An Equal Opportunity Agency
Appendix F
## Schools and Administrative Positions in Osceola County
### April 2013

<table>
<thead>
<tr>
<th>Elementary Schools</th>
<th>Principals</th>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boggy Creek</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Central Avenue</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Chestnut</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cypress</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deerwood</td>
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<td>1</td>
</tr>
<tr>
<td>East Lake</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Flora Ridge</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Hickory Tree</td>
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<tr>
<td>Highlands</td>
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</tr>
<tr>
<td>Kissimmee</td>
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<td>1</td>
</tr>
<tr>
<td>Koa</td>
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<td>Lakeview</td>
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<td>1</td>
</tr>
<tr>
<td>Mill Creek</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Narcoossee</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neptune</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Partin Settlement</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Pleasant Hill</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Poinciana</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Reedy Creek</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>St. Cloud</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Sunrise</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Thacker Avenue</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Ventura</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>Principals</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Denn John</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Discovery</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Horizon</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Kissimmee</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Narcoossee</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Neptune</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Parkway</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>St. Cloud</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Schools</th>
<th>Principals</th>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Celebration</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Gateway</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Harmony</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Liberty</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Osceola</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>PATHS</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Poinciana</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>St. Cloud</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Schools</th>
<th>Principals</th>
<th>Assistant Principals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternative Programs</td>
<td>1</td>
<td>n/a</td>
</tr>
<tr>
<td>Bellalago (K-8 Charter)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Celebration School (K-8)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Harmony Community (K-8)</td>
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<td>1</td>
</tr>
<tr>
<td>New Beginnings</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Osceola School for the Arts (6-12)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>TECO</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Westside (K-8)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Zenith</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

| TOTAL                   | 49         | 66                   |
# Study of Anticipated Needs for Principals and Assistant Principals in the School District of Osceola County, Florida

**Directions:**
Indicate in one of the following “time categories” when you anticipate either leaving your current position, or retiring/leaving the School District of Osceola County, Florida. (Based on survey data from April 2013)

## Principals

<table>
<thead>
<tr>
<th>Time Category</th>
<th>High Sch</th>
<th>Mid Sch</th>
<th>Multi-Level</th>
<th>Elem Sch</th>
<th>Alt Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3 years</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4 - 5 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>6+ years</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>10</td>
<td>1</td>
</tr>
</tbody>
</table>

## Assistant Principals

<table>
<thead>
<tr>
<th>Time Category</th>
<th>High Sch</th>
<th>Mid Sch</th>
<th>Multi-Level</th>
<th>Elem Sch</th>
<th>Alt Sch</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 3 years</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>4 - 5 years</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6+ years</td>
<td>12</td>
<td>10</td>
<td>6</td>
<td>19</td>
<td>4</td>
</tr>
</tbody>
</table>
Appendix G
<table>
<thead>
<tr>
<th>The School District of Osceola County, Florida, Matrix of Professional Development Showing Where Principal Leadership Standards are Taught and Assessed in the PNP Program</th>
<th>Florida Principal Leadership Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Results</td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td>Organizational Leadership</td>
<td>Professional/ Ethical Behavior</td>
</tr>
<tr>
<td><strong>SDOC Marzano Leaders of Learning Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Marzano Follow-Up Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Inter-Rater Reliability Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Budget Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Assistant Principal Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Administrators Academy</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Preparing New Principal Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC District Awareness Training</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Florida's Continuous Improvement Model</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Deliberate Practice Growth Target Development</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>SDOC Florida Professional Ethics Online</strong></td>
<td></td>
</tr>
<tr>
<td><strong>SDOC School Environmental Safety Incident Reporting</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG Diversity (ASAP online module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG The Ethical Educator (ASAP online module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG Improving Practice in Literacy K-6 (ASAP online module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG Improving Practice in Literacy 7-12 (ASAP online module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG Creating a Learning Community (ASAP Online Module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>WCG Team Building (ASAP online module)</strong></td>
<td>X</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>13</td>
</tr>
</tbody>
</table>
Appendix H
The Prior Learning Inventory (PLI) helps you correlate your prior learning with the 10 Leadership Standards contained in the Florida State Board of Education Rule (6B-5.012). Educators seeking leadership roles and to improve their performance in such roles may benefit from use of the PLI.

Based on your input, the PLI will create reports that show where your prior learning has prepared you to implement the various standards. Areas you leave incomplete will indicate possible professional growth needs.

The PLI is useful as a self-assessment tool to guide your professional growth. It will help guide your reflective study of the Leadership Standards and is a useful addition to application packets for those seeking positions as school leaders.

The Reports

Once you enter your prior learning into the PLI it presents the information in two reports: the Learning Summary Report and the Detailed Report.

- The Learning Summary Report lists the Leadership Standards, skill sets, and Relative Leadership Strengths in which you have experience. The Future Learning Issues area of the report summarizes the Leadership Standards and skills sets in which you may wish to pursue further professional growth.
- The Detailed Report lists all of the specific professional growth experience you have entered into your PLI for each of the Leadership Standards.

Upon completion of this program you may print out PDF versions of your reports or, if you choose, you may save the reports to your computer and email the PDFs to a Florida School district. School district personnel offices may benefit from information that presents your prior learning in the context of the state Leadership Standards. As your professional growth continues, you may return to the PLI and update your information at any time.

Ethical Leadership

One of the 10 Leadership Standards focuses on ethical behavior. One aspect of ethical behavior is honest input into the PLI. It is not a replacement for your resume but a special supplement to it. With honest and accurate input, the PLI will help you and your school district review how your prior learning relates to the Leadership Standards.
Appendix I
Dear Faculty Member, Staff Member, Parent of Student:

I have recently begun the pursuit of School Principal Certification, a two year program which will enable me to serve in the capacity of a Principal in the state of Florida. As you are aware, the job of Principal is very complex, with an extensive list of responsibilities. It is my intent to be as prepared as possible to effectively execute these responsibilities when the opportunity arises. That is the purpose of this Preparing New Principals Program.

In order to make this experience as valuable as possible, I would like for you to complete the attached survey and return it to me so that my supervising team and I can better determine the areas in which I need additional training and experiences.

You have been selected for this survey because of our current and past interactions. Your insights into my strengths and weaknesses will provide direction as the team and I develop a professional development plan.

Your help in this matter will be greatly appreciated.

Sincerely,
SURVEY OF ASSISTANT PRINCIPAL

The purpose of this survey is to assist your administrator in learning more about his or her demonstration of Florida School Principal Leadership Standards. Please do not identify yourself in any way. Thank you for your thoughtful input.

ASSISTANT PRINCIPAL NAME:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Very Good</th>
<th>Average</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Assistant Principal effectively works to achieve results on the school' student learning goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The Assistant Principal works to achieve student achievement through the Exceptional Student Education Program and Multicultural Education.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>The Assistant Principal plans, participates in, and supports Professional Development that is focused on student success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The Assistant Principal builds and supports a learning organization focused on student success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>The Assistant Principal is knowledgeable about the Continuous Improvement Model, The School Advisory Council Plan, and the Technology Plan to make student learning a top priority.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>The Assistant Principal encourages teacher leadership and involvement in building student success.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The Assistant Principal works collaboratively to implement an instructional framework that aligns curriculum with state standards.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>The Assistant Principal uses data analysis to determine student learning needs and direct instruction.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>The Assistant Principal works with staff to develop effective instructional practices.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>The Assistant Principal contributes to recruiting an effective and diverse faculty and staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>The Assistant Principal works to retain an effective and diverse faculty and staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>The Assistant Principal contributes to the development of an effective and diverse faculty and staff.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>The Assistant Principal employs and monitors a decision-making process that is based on vision and mission.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
14. The Assistant Principal determines improvement priorities using facts and data.

15. The Assistant Principal supports the development of other leaders within the organization.

16. The Assistant Principal encourages input and assistance from parents and community members.

17. The Assistant Principal manages the facilities in ways that promote a safe and efficient learning environment.

18. The Assistant Principal guides the school operations in ways that maximize an effective, legal, and safe environment.

19. The Assistant Principal communicates effectively with faculty and staff to accomplish tasks.

20. The Assistant Principal communicates effectively with parents and community members to build and maintain meaningful relationships.

21. The Assistant Principal demonstrates personal and professional behavior consistent with quality practices in education and as a leader.

Comments:
Appendix J
PNP Principal Survey

Principal ___________________________    Assistant Principal _____________________________

Please print      Please print

Dear Principal:
Please list what you consider the five most important duties or responsibilities of a principal. On the blanks to the right of each indicate on a scale of 1 to 5, with 5 meaning “No additional improvement needed” and 1 meaning “Lots of additional improvement needed” how you consider my current level of expertise or accomplishment. This will help me to find those areas in which my strengths lie and those areas in which additional opportunities for growth are demonstrated. Together, with the Consulting Principal, we will create a personalized Leadership Development Plan. Please return to me as soon as possible.

Thank you,

____________________________________
Assistant Principal Signature

1 to 5

1. ___________________________________________  _____
   _____________________________________________

2. ___________________________________________  _____
   _____________________________________________

3. ___________________________________________  _____
   _____________________________________________

4. ___________________________________________  _____
   _____________________________________________

5. ___________________________________________  _____
   _____________________________________________

__________________________________________  ________________________
Principal Signature        Date
SELF-ASSESSMENT SUMMARY

Assistant Principal ____________________________________________ 

Please print

Based on my self-assessment my strengths are:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

The areas which appear to be in need of improvement are:

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________
4. ____________________________________________________________
5. ____________________________________________________________

____________________________________________________     ______________
Signature         Date
Appendix K
SAMPLE NAME

Your areas of strength and growth as indicated on this test are as follows:

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethical Leadership</td>
<td>Communications</td>
</tr>
<tr>
<td></td>
<td>Community and Stakeholder Relationships</td>
</tr>
<tr>
<td></td>
<td>Decision Making Strategies</td>
</tr>
<tr>
<td></td>
<td>Diversity</td>
</tr>
<tr>
<td></td>
<td>Human Resource Development</td>
</tr>
<tr>
<td></td>
<td>Instructional Leadership</td>
</tr>
<tr>
<td></td>
<td>Learning, Accountability, and Assessment</td>
</tr>
<tr>
<td></td>
<td>Managing the Learning Environment</td>
</tr>
<tr>
<td></td>
<td>Shared Vision</td>
</tr>
</tbody>
</table>
ASAP Dimensions of Leadership

The Accelerated School Administrator Program (ASAP) sees principals as empowered leaders devoted to continuous improvement of student performance. ASAP is a multi-faceted program designed to prepare a new generation of school leaders for the unique responsibilities of schools in a new century.

The ASAP Program is built on 10 dimensions of leadership, as listed below.

- Communications
- Community and Stakeholder Relationships
- Decision Making Strategies
- Diversity
- Ethical Leadership
- Human Resource Development
- Instructional Leadership
- Learning, Accountability, and Assessment
- Managing the Learning Environment
- Shared Vision

Test questions measure basic knowledge of the 10 domain areas being tested and applications of that knowledge. The Educational Leadership Assessment (ELA) is built around knowledge and theory-based questions. This test does not test the actual live demonstration of the leadership skills.
SAMPLE NAME

Areas of Strength

Ethical Leadership

A leader with strength in this area demonstrates integrity, fairness, and honesty in an ethical manner by manifesting a professional code of ethics and values; making decisions based on legal, moral, and ethical implications of policy options and political strategies; developing well-reasoned educational beliefs based upon an understanding of teaching and learning; and developing a personal code of ethics embracing diversity, integrity, and the dignity of all people.
SAMPLE NAME

Areas of Growth

Communications
A leader with strength in this area demonstrates the ability to recognize the purpose and target audience for a communication and clearly, confidently and concisely presents ideas and information in well-structured oral and written formats.

Community and Stakeholder Relationships
A leader with strength in this area facilitates school improvement by responding to community needs and interests and by mobilizing the resources of families, businesses, and community members. A leader creates and sustains meaningful partnerships with parents (Who are children’s first and continuing teachers), businesses and other organizations (Who share skills, ideas, and resources), and community members (Who bring a variety of skills and experiences to improve the school). A leader also undertakes, responds to, and influences socio-political, economic, legal, and cultural arenas that impact students, teaching, and learning.

Decision-Making Strategies
A leader with strength in this area demonstrates effective critical thinking, decision making, and problem solving within the context of personal integrity and ethical behaviors by making effective decisions, prioritizing decisions, analyzing situations and acting effectively, gathering and using data in decision making, and making decisions within an ethical context.

Diversity
A leader with strength in this area understands, responds to, and influences the social and cultural relationships in the classroom, school, and community by acknowledging the importance of diversity and equity in a democratic society; supporting diversity within the school and community; recognizing a variety of ideas, values, and cultures; and understanding different modalities of learning among students.

Human Resource Development
A leader with strength in this area creates a safe and efficient learning environment that supports effective school organization, operations, and resource allocation including managing the school budget, emphasizing safety practices, overseeing maintenance of the physical plant, providing needed resources for teaching and learning, fostering continuous school improvement centered on student learning through building human capital, and applying theories and models of organizations and organizational development.

**Instructional Leadership**

A leader with strength in this area demonstrates understanding, recognition, and is a resource for effective and research-based practices in the classroom, balanced reading instruction, curriculum integration, active teaching and learning strategies, instructional practices across the content areas, the use of technology for instructional purposes, and current professional readings.

**Learning, Accountability, and Assessment**

A leader focuses on learning, accountability, and assessment by promoting a motivating school culture by nurturing relationships within and external to the school; celebrating success in the school community; monitoring the instructional program for best classroom practices; coaching to improve teaching and learning; and modeling professionalism, collaboration, and continuous learning.

**Managing the Learning Environment**

A leader should demonstrate competency in the use of computers, technological devices, software, and data that are requisite for effective teaching, learning, research, and communication. Leaders should be able to effectively use email, word processing programs, spreadsheets, presentation software, the internet, and databases.

**Shared Vision**

A leader with strength in this area leads the development and implementation of a vision for learning that is supported by the school community by facilitating the development of a shared vision with members of the school community, articulating and reinforcing the vision in written and spoken communications, and aligning school goals around the tenets of the shared vision.
ASAP Dimensions of Leadership
Average Scores

![Graph showing ASAP Dimensions of Leadership Average Scores]
Appendix L
The following gives introductory information concerning each of the sections of the Preparing New Principals (PNP) portfolio.

**ASSESSMENT AND GOALS**

The *Prior Learning Inventory* is taken online, on your own, at floridaschoolleaders.org. Go to Florida Principal Leadership Standards> Online Support Resources> Prior Learning Inventory. You will have to login to take the assessment. After taking the assessment, print out the results and place in your portfolio.

*Educational Leadership Assessment (ELA)* is taken online in a group setting at a designated time (TBA). After completion of your ELA, print out the results and place in your portfolio.

**Stakeholder Input:** One of the required state guidelines for our SLTD plan is that “The Preparing New Principals program...uses input from the school community.” This requirement can be met by using the “Survey of Administrator” and “Principal’s Survey” to gather additional information that may be used in developing a Leadership Professional Development Plan (LPDP).

Sample letter and “Survey of Administrator”: Select a minimum of 20 stakeholders, including faculty members, professional support staff members, parents, and students, if appropriate, to give the letter and survey to. After results have been received, create a tally sheet to summarize the survey input. Include all surveys and the summarizing tally sheet in your portfolio.

“Principal’s Survey”: Request that your principal complete this form. Place the completed, signed and dated form in your portfolio.

**Self-Assessment Summary:** complete and place in portfolio.

The information that you receive from each of these inventories can help you find those areas in which your strengths lie and those areas in which additional opportunities for growth are demonstrated. Once these areas have been identified, you will need to establish one or more goals for your first year, and then later, for your second year, with the help of your support team. The goal(s) will be listed on your Leadership Professional Development Plan (LPDP.)

**LEADERSHIP DEVELOPMENT**

*LPDP:* The PNP program requires development and implementation of year-long Leadership Professional Development Plans. The objectives are based on the results of the individual’s online self-assessments, the school community surveys, self-assessment and the performance appraisal instrument. The plan is developed collaboratively with the Supervising Principal and Consulting Principal. There is a minimum of one goal per year of the program.
Osceola School Leader Assessment (OSLA)
A Multidimensional Leadership Assessment
4 Domains - 10 Proficiency Areas - 14 Indicators

A summative performance level is based 50% on Student Growth Measures (SGM) that conform to the requirements of s. 1012.34, F.S., and 50% on a Leadership Practice Score. In the Florida State Model, the Leadership Practice Score is obtained from two metrics:

- Osceola School Leader Assessment (OSLA)
- Deliberate Practice Score

The school leader’s OSLA Score is combined with a Deliberate Practice Score to generate a Leadership Practice Score. The tables below list the school leader performance proficiencies addressed in the four domains of the OSLA and the Deliberate Practice Metric.

Domain 1: The focus is on leadership practices that impact prioritization and results for student achievement on priority learning goals - knowing what’s important, understanding what’s needed, and taking actions that get results.

<table>
<thead>
<tr>
<th>Domain 1: Student Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 Proficiency Areas – 2 Indicators</td>
</tr>
<tr>
<td>This domain contributes 10% of the OSLA Score</td>
</tr>
</tbody>
</table>

Proficiency Area 1 - Student Learning Results: Effective school leaders achieve results on the school’s student learning goals and direct energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula.

Indicator 1.1 - Academic Standards: The leader demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).

Indicator 2.2 - School Climate: The leader maintains a school climate that supports student engagement in learning.

Domain 2: The focus is on instructional leadership – what the leader does and enables others to do that supports teaching and learning.

<table>
<thead>
<tr>
<th>Domain 2: Instructional Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Proficiency Areas – 5 Indicators</td>
</tr>
<tr>
<td>This domain contributes 40% of the OSLA Score</td>
</tr>
</tbody>
</table>

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

Indicator 3.6 - Faculty Effectiveness: The leader monitors the effectiveness of classroom teachers and uses contemporary research and the district’s instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FEAPs.
Domain 3: The focus is on school operations and leadership practices that integrate operations into an effective system of education.

Proficiency Area 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; manage the decision-making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; establish personal deadlines for themselves and the entire organization; and use a transparent process for making decisions and articulating who makes which decisions.

Indicator 6.3 - Problem Solving: The leader uses critical thinking and problem-solving techniques to define problems and identify solutions.

Indicator 6.5 - Technology Integration: The leader employs effective technology integration to enhance decision making and efficiency throughout the school. The leader processes changes and captures opportunities available through social networking tools, accesses and processes information through a variety of online resources, incorporates data-driven decision making with effective technology integration to analyze school results, and develops strategies for coaching staff as they integrate technology into teaching, learning, and assessment processes.

Proficiency Area 7 - Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders.

Indicator 7.3 - Succession Planning: The leader plans for and implements succession management in key positions.

Indicator 7.4 - Relationships: The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.

Proficiency Area 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; effectively manage and delegate tasks and consistently demonstrate fiscal efficiency; and understand the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything.

Indicator 8.3 - Strategic Instructional Resources: The leader maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment.
**Proficiency Area 9 - Communication**: Effective school leaders use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; recognizing individuals for good work; and maintaining high visibility at school and in the community.

**Indicator 9.1: Constructive Conversations**: The leader actively listens to and learns from students, staff, parents, and community stakeholders and creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important issues.

---

**Domain 4: The focus is on the leader’s professional conduct and leadership practices that represent quality leadership.**

<table>
<thead>
<tr>
<th>Domain 4 - Professional and Ethical Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Proficiency Area: 1 Indicator</td>
</tr>
<tr>
<td>This domain contributes 10% of the OSLA Score</td>
</tr>
</tbody>
</table>

**Proficiency Area 10 - Professional and Ethical Behavior**: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research, engage in professional development opportunities that improve personal professional practice and align with the needs of the school system, and generate a professional development focus in their school that is clearly linked to the system-wide strategic objectives.

**Indicator 10.4: Professional Conduct**: The leader adheres to the Code of Ethics of the Education Profession in Florida (Rule 6B-1.001, F.A.C.) and to the Principles of Professional Conduct for the education profession (Rule 6B-1.006, F.A.C.).

The OSLA Domain scores (combining ratings on all 4 OSLA domains) generates 80% of Leadership Practice Score. The other 20% is based on the Deliberate Practice score.

---

**Additional Metric**

**Deliberate Practice**: The leaders work on specific improvements in mastery of educational leadership is a separate metric and is combined with the OSLA Domain Scores to determine a summative leadership score.

---

**Deliberate Practice Priorities**: The leader identifies a short list of specific and measurable priority learning goals related to teaching, learning, or school leadership that target growth in the leader toward highly effective levels of personal mastery, takes actions to make discernible progress on those priority goals, monitors progress toward them, uses the monitoring data to make adjustments to practice, and provides measurable evidence of growth in personal mastery of the targeted priorities. The targets are “thin slices” of specific goals amounts – not broad overviews or long-term goals taking years to accomplish. Where OSLA Indicator 4.5 addresses the leader’s involvement with professional learning focused on faculty needs and 10.2 addresses the leader’s pursuit of learning aligned with school needs, the Deliberate Practice targets are more specific and deeper learning related to teaching, learning, or school leadership.

**Growth target selection:**
- An issue that addresses a school improvement need related to student learning and either selected by the district or approved by leader’s supervisor. The focus should be on complex issues that take some time to master such as providing observation and feedback of high-effect size instructional practices.
- An issue related to a knowledge base or skill set relevant to educational leaders and selected by the leader.
- Growth target is: Optional; additional issues or appropriate.
- The addition of more targets should involve estimates of the time needed to accomplish the initial target. When the initial target projected for mastery in less than half of a school
year, identify additional target(s).

- The description of a target should be modeled along the lines of learning goals.
  - A concise description (rubric) of what the leader will know or be able to do
    - Of sufficient substance to take at least 6 weeks to accomplish
    - Includes scales or progressive levels of progress that mark progress toward mastery of the goal.

- Rating Scheme
  - Unsatisfactory = no significant effort to work on the targets
  - Needs Improvement = evidence some of the progress points were accomplished but not all of the targets
  - Effective = targets accomplished
  - Highly Effective = exceeded the targets and able to share what was learned with others

<table>
<thead>
<tr>
<th>OSLA Score</th>
<th>Domain 1 – 10%</th>
<th>Domain 2 – 40%</th>
<th>Domain 3 – 40%</th>
<th>Domain 4 – 10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership Practice Score</td>
<td>OSLA Score (80%) + Deliberate Practice Score (20%) = Leadership Practice Score</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance Level</td>
<td>Leadership Practice Score (50%) + Student Growth Measure Score (50%) = Summative performance Level</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly Effective</td>
<td>Effective</td>
<td>Needs Improvement</td>
<td>Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>
Deliberate Practice Growth Target

School District of Osceola County, Florida

Administrator: ___________________________ Employee ID #: ___________ School/Dept: _______________________

School Year: ___________ School Grade: ______________

Supervisor: ___________________________

Indicator(s): ______________________________________________________

Focus Issues(s): Why is the target worth pursuing?

Growth Target: Describe what you expect to occur as a result of your action plan

Anticipated Gain(s): What do you hope to learn?

•

•

•

Plan of Action: A general description of how you will go about accomplishing the target?

Progress Points: List progress points or steps toward fulfilling your goal that enable you to monitor the progress of your goal. Dates:

1. ___________________________ ___________________________
2. ___________________________ ___________________________
3. ___________________________ ___________________________

DP Initial Date _______ Administrator’s Signature__________________________ Supervisor’s Signature__________________________

DP Mid-year Date _______ Administrator’s Signature__________________________ Supervisor’s Signature__________________________

DP Finalize Date _______ Administrator’s Signature__________________________ Supervisor’s Signature__________________________

Original: Professional Development Copies: Administrator/Supervisor Final: Professional Development

Revised 07.12.2012
**SCHOOL DISTRICT OF OSCEOLA COUNTY, FLORIDA**

**District Level Administrators Deliberate Practice Growth Target**

Action Research consists of a defined plan of study in which the administrator documents the expected changes to be made and collects formal data on the resulting changes in students.

<table>
<thead>
<tr>
<th>Administrator:</th>
<th>Employee ID #:</th>
<th>Division/Dept:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School Year:</th>
<th>Supervisor:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indicator(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Focus Issues[s]: Why is the target worth pursuing? How will the target improve the quality of services to schools?**

<table>
<thead>
<tr>
<th>Service Target:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe what you expect to occur as a result of your action plan.</td>
<td></td>
</tr>
</tbody>
</table>

**Anticipated Gain[s]: What do you hope to learn?**

- 
- 
- 

**Plan of Action: A general description of how you will go about accomplishing the target?**

<table>
<thead>
<tr>
<th>Progress Points:</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DP Initial Date</th>
<th>Administrator’s Signature</th>
<th>Supervisor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DP Mid-year Date</th>
<th>Administrator’s Signature</th>
<th>Supervisor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DP Finalize Date</th>
<th>Administrator’s Signature</th>
<th>Supervisor’s Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Original: Professional Development  | Copies: Administrator/Supervisor | Final: Professional Development

Revised 10.08.2012
Appendix N
This form is used to document the four (4) required support team meetings each year. Meetings should include the date, a brief reflection and be signed by those present.

<table>
<thead>
<tr>
<th>Meeting 1 Date: ____________</th>
<th>Meeting 2 Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspiring Principal:</td>
<td>Aspiring Principal:</td>
</tr>
<tr>
<td>Supervising Principal:</td>
<td>Supervising Principal:</td>
</tr>
<tr>
<td>District Supervisor:</td>
<td>District Supervisor:</td>
</tr>
<tr>
<td>Meeting Reflection:</td>
<td>Meeting Reflection:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meeting 3 Date: ____________</th>
<th>Meeting 4 Date: ____________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspiring Principal:</td>
<td>Aspiring Principal:</td>
</tr>
<tr>
<td>Supervising Principal:</td>
<td>Supervising Principal:</td>
</tr>
<tr>
<td>District Supervisor:</td>
<td>District Supervisor:</td>
</tr>
<tr>
<td>Meeting Reflection:</td>
<td>Meeting Reflection:</td>
</tr>
</tbody>
</table>
Appendix O
The School District of Osceola County, Florida
District Level Administrator Assessment Form

School Year: ___________________________ ID# ___________________
Employee: ___________________________ Department: ___________________________

HE = Highly Effective  E = Effective  NI = Needs Improvement  U = Unsatisfactory
Check the appropriate rating in each area

<table>
<thead>
<tr>
<th>CLUSTER - INSTRUCTIONAL LEADERSHIP - STUDENT ACHIEVEMENT</th>
<th>Self</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Goals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focused on departmental mission and objectives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses current research, performance data, and feedback to</td>
<td></td>
<td></td>
</tr>
<tr>
<td>establish department priorities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decision Making</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Department decisions are driven by district goals.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLUSTER - OPERATIONAL LEADERSHIP</th>
<th>Self</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decision Making Strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans effectively, uses critical thinking and problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>solving techniques, and collects and analyzes data for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>continuous improvement toward district goals.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plans and implements the integration of technological</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and electronic tools in teaching, learning, management,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>research, and communications responsibilities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resource Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recruits, selects, nurtures, and assigns appropriate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional personnel, develops mentor and partnership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>programs, and designs and implements comprehensive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional growth plans for all staff, paid and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>volunteers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethical Leadership</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acts with integrity, fairness, and honesty in an ethical</td>
<td></td>
<td></td>
</tr>
<tr>
<td>manner.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLUSTER - DEPARTMENT LEADERSHIP</th>
<th>Self</th>
<th>Admin.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Articulates a personal vision for the department and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>has the knowledge, skills, and dispositions to develop,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>articulate and implement a shared vision that is</td>
<td></td>
<td></td>
</tr>
<tr>
<td>supported by the larger organization and the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community &amp; Stakeholder Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collaborates with staff, leadership, businesses, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community members; responds to diverse community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>interests and needs; works effectively within the larger</td>
<td></td>
<td></td>
</tr>
<tr>
<td>organization; and mobilizes community resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates an understanding of; and influences the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal, political, social, economic, legal, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cultural relationships in the workplace, the district,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and the local community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Professionalism</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Models excellence in interpersonal and written</td>
<td></td>
<td></td>
</tr>
<tr>
<td>communication skills when communicating with a variety</td>
<td></td>
<td></td>
</tr>
<tr>
<td>of audiences including staff, leadership, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>community members; models the attitude of continuous</td>
<td></td>
<td></td>
</tr>
<tr>
<td>improvement, positive professional demeanor, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>educational excellence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional/Technical Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to acquire knowledge, skills, and mental models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>central to the job role and to apply that knowledge,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>skill, or mental model appropriately to achieve</td>
<td></td>
<td></td>
</tr>
<tr>
<td>professional and work place goals. (Administrators must</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have knowledge of local, state, and federal policy as it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>relates to school specific department leadership and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>management issues as is appropriate to their job roles.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Student Growth Measure

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
</table>

### Initial Review Session

**Date:**

**Comments:**

**Administrator's Signature:** __________________________ Date: ________________

**Reviewer's Signature:** __________________________ Date: ________________

### Mid-Year Review Session

**Date:**

**Comments:**

**Administrator's Signature:** __________________________ Date: ________________

**Reviewer's Signature:** __________________________ Date: ________________

### End of Year Session

<table>
<thead>
<tr>
<th>Score</th>
<th>HE</th>
<th>E</th>
<th>NI</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

### Overall Leadership Practice Score

<table>
<thead>
<tr>
<th>Score</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
</table>

---

**Note:** The signature of the administrator does not necessarily imply agreement with this assessment, but rather acknowledges that it has been discussed with the administrator.

**Administrator Comments and/or Suggestions:**

**Evaluator's Comments and/or Suggestions:**

**Signature of Administrator:** __________________________ Date: ________________

**Signature of Reviewer:** __________________________ Date: ________________

---

# The School District of Osceola County, Florida
## School/Site Administrator Assessment Form

### Level I  Level II  School Year: ____________

**Employee:** ___________________________  **ID#:** ___________________________

**Title:** ___________________________  **Works:** ___________________________

HE = Highly Effective  E = Effective  NI = Needs Improvement  U = Unsatisfactory  (Point Values: HE=3, E=2, NI=1, U=0)

Check the appropriate rating in each area

<table>
<thead>
<tr>
<th><strong>DOMAIN 1 - STUDENT ACHIEVEMENT (10%)</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Results: 1.1 Academic Standards</td>
<td>HE</td>
<td>E</td>
</tr>
<tr>
<td>Demonstrates understanding of student requirements and academic standards (Common Core and NGSSS).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Domain 2 - INSTRUCTIONAL LEADERSHIP (40%)</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Plan Implementation: 3.6 Faculty Effectiveness</td>
<td>HE</td>
<td>E</td>
</tr>
<tr>
<td>Monitors the effectiveness of classroom teachers and uses contemporary research and the district's instructional evaluation system criteria and procedures to improve student achievement and faculty proficiency on the FSAPs.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty Development: 4.1 Recruitment and Retention</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employs a faculty with the instructional proficiencies needed for the school population served.</td>
<td>HE</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty Development: 4.2 Feedback Practices</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals, and the cause and effect relationships between professional practice and student achievement on those goals.</td>
<td>HE</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Faculty Development: 4.4 Instructional Initiatives</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports district-supported state initiatives focused on student growth with specific observable actions, including monitoring of implementation and measurement of progress toward initiative goals and professional learning to improve faculty capacity to implement the initiatives.</td>
<td>HE</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Environment: 5.4 Achievement Gaps</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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 associated with student subgroups within the school.</td>
<td>HE</td>
<td>E</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>DOMAIN 3 - ORGANIZATIONAL LEADERSHIP (40%)</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
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</thead>
<tbody>
<tr>
<td>Decision Making: 6.2 Problem Solving</td>
<td>HE</td>
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<tr>
<td>Uses critical thinking and problem-solving techniques to define problems and identify solutions.</td>
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<thead>
<tr>
<th><strong>Decision Making: 6.5 Technology Integration</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
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<tbody>
<tr>
<td>Uses technology integration to enhance decision making &amp; efficiency and blends it with data-driven decision making to analyze school results. Processes changes &amp; captures opportunities using social networking tools, accesses &amp; processes information through various online resources, and develops strategies for coaching staff to integrate technology into teaching, learning &amp; assessment.</td>
<td>HE</td>
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<thead>
<tr>
<th><strong>Leadership Development: 7.3 Succession Planning</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
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<tbody>
<tr>
<td>Plans for and implements succession management in key positions.</td>
<td>HE</td>
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<thead>
<tr>
<th><strong>Leadership Development: 7.4 Relationships</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
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<tbody>
<tr>
<td>Develops sustainable and supportive relationships between school leaders, parents, community, higher education, and business leaders.</td>
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<thead>
<tr>
<th><strong>School Management: 8.2 Strategic Instructional Resourcing</strong></th>
<th><strong>Self</strong></th>
<th><strong>Admin.</strong></th>
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<tbody>
<tr>
<td>Maximizes the impact of school personnel, fiscal and facility resources to provide recurring systemic support for instructional priorities and a supportive learning environment</td>
<td>HE</td>
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*Equal Opportunity Agency  FC710-1837 (rev. 06/13/12)*
Communication: 9.1 Constructive Conversations

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DOMAIN 4 - PROFESSIONAL AND ETHICAL BEHAVIORS (10%)

**Professional and Ethical Behaviors: 10.4 Professional Conduct**

Adhere to the Code of Ethics of the Education Profession in Florida (Rule 66B-1.001, F.A.C.) and to the Principles of Professional Conduct for the Education Profession (Rule 65B-1.008, F.A.C.)

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**INITIAL SESSION**

**DATE:**

**COMMENTS:**

**ADMINISTRATOR’S SIGNATURE:** _____________________________ **DATE:** _____________________________

**REVIEWER’S SIGNATURE:** _____________________________ **DATE:** _____________________________

**MID-YEAR REVIEW SESSION(S) (Optional for Level II)**

**DATE:**

**COMMENTS:**

**ADMINISTRATOR’S SIGNATURE:** _____________________________ **DATE:** _____________________________

**REVIEWER’S SIGNATURE:** _____________________________ **DATE:** _____________________________

**LEADERSHIP PRACTICE SCORE CALCULATION**

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<tr>
<th>Domain 1: Student Achievement (10%)</th>
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<tr>
<td>Domain 2: Instructional Leadership (40%)</td>
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<tr>
<td>Domain 3: Organizational Leadership (40%)</td>
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<td>Domain 4: Professional and Ethical Behavior (10%)</td>
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Osceola School Leadership Score (80%)

Deliberate Practice Score (20%)

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**END OF YEAR SESSION**

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**OVERALL LEADERSHIP PRACTICE SCORE**

*NOTE: The signature of the administrator does not necessarily imply agreement with this assessment, but rather acknowledges that it has been discussed with the administrator. Administrator Comments and/or Suggestions:

Evaluator’s Comments and/or Suggestions:

Signature of Administrator: _____________________________ **Date:** _____________________________

Signature of Reviewer: _____________________________ **Date:** _____________________________

Equal Opportunity Agency

FC710-1837 (rev. 06/13/12)
FIDELITY CHECKS

☐ Spring Complete  ☐ Fall Complete

OUT-OF-ZONE REQUESTS

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<tr>
<th>School Year</th>
<th>Transfer In</th>
<th>Transfer Out</th>
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<tr>
<td>20 <em>-20</em></td>
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<td>20 <em><strong>-20</strong></em></td>
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SESIR

SESIR REPORT – 1st QUARTER ONLY

20 _-20_ -  SESIR: Local:
20 ___-20___ -  SESIR: Local:

STUDENT ACHIEVEMENT

School Grade 20 _-20_:  
School Grade 20 ___-20___:

FCAT Calculation Points

- 2007-2008 School Points:
- 2008-2009 School Points:
- Increase/Decrease:

FCAT Test Scores

<table>
<thead>
<tr>
<th>% Above Level 3</th>
<th>% Below Level 3</th>
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<td>Reading 20 _</td>
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<td>Math 20 ___</td>
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<td>Math 20 _</td>
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FCAT – Florida Writes!

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<th>Gr.</th>
<th>Spring 20 Combined</th>
<th>Spring 20 Combined</th>
<th>Increase/Decrease</th>
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High Schools Only:

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<th>Graduation Rate</th>
<th>Drop-Out Rate</th>
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<td>20 <em><strong>-20</strong></em></td>
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STUDENT DEMOGRAPHICS

- Student Population:
  - Projected
  - Actual
  - Increase/Decrease

- Ethnic Breakdown:
  - White, Non-Hispanic ___ %
  - Black, Non-Hispanic ___ %
  - Hispanic ___ %
  - Asian ___ %
  - Pacific Islander ___ %
  - Other ___ %

- # ESE Students:
- # LEP Students:

- Free/Reduced Lunch: ___ %
- Average Daily Attendance:

COMMENTS
Appendix P
Field Experience Reflection

Developing Principal: _______________________________________________________

School/Department Visited: ____________________________________________________

Date(s) of Visit: _____________________________ Time: _____________________________

Check Field Experience Type:

____ Actively engaged/ responsibilities and duties carried out
____ Job Swap
____ Substitute or Additional Administrator

____ Observation/Shadowing

Experience of Administrator Shadowed or Supervised by (Years in current position):

__________________

List the Florida Principal Leadership Standard(s) observed and/or practiced. Describe the application and practices of the Standard in this experience.

How will you apply the new knowledge and skills learned to help you meet the goals of school and student achievement improvement, and/or improved instructional strategies?

How valuable was this field experience in achieving your professional goals?

☐ Effective  ☐ Not Effective

Why or why not? Do you have any suggestions as to how this Field Experience could have been improved?

*Use additional space if needed.
Appendix Q
PREPARING NEW PRINCIPALS PROGRAM
Job Shadowing and Field Experiences
Professional Development Plan

PNP Participant: ________________________________

School: ________________________________________  Current Assignment: ________________________________________________

Support Team:

Supervising Principal: ________________________________

Consulting Principal: ________________________________

Using the ASAP Educational Leadership Assessment results, please check the standards that are identified as growth needed. The growth needed competencies, identified as “Required Principal Field Experience must have documented activities to substantiate it as an “Accomplished Practice”.

_____ 1. Student Learning Results      _____ 6. Decision Making
_____ 2. Student Learning as a Priority _____ 7. Leadership Development
_____ 3. Instructional Plan Implementation _____ 8. School Management
_____ 4. Faculty Development            _____ 9. Communication
_____ 5. Learning Environment           _____10. Professional and Ethical Behaviors

The various “Required Principal Field Experiences” for each standard are to be completed as strategies in addressing the stated goal. Just checking off the Required Principal Experiences is not a guarantee the Standard has become an “Accomplished Practice”. They are stated as valid activities in the development of the Standard as an “Accomplished Practices”, and then consideration will be given for additional time in the program.
STUDENT LEARNING RESULTS

Effective school leaders achieve results on the school’s learning goals.
1.1a The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
1.1b Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

<table>
<thead>
<tr>
<th>Required Principal</th>
<th>Specific Activities</th>
<th>Criteria for Success</th>
<th>Anticipated Completion Date</th>
<th>Date Verified</th>
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<tbody>
<tr>
<td>Field Experience</td>
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<td>Other:</td>
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This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: ____________________________ Date: ______________
Consulting Principal: ____________________________ Date: ______________
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. The leader:

1.2a Enables faculty and staff to work as a system focused on student learning;
1.2b Maintains a school climate that supports student engagement in learning;
1.2c Generates high expectations for learning growth by all students; and
1.2d Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

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<tr>
<th>Required Principal Field Experience</th>
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Other:

This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: _______________________________ Date: ________________
Consulting Principal: _______________________________ Date: ________________
**INSTRUCTIONAL PLAN IMPLEMENTATION**

Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

2.3a Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
2.3b Engages in data analysis for instructional planning and improvement;
2.3c Communicates the relationships among academic standards, effective instruction, and student performance;
2.3d 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; and
2.3e Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

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This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: ___________________________  Date: __________________________
Consulting Principal: ___________________________  Date: __________________________
FACULTY DEVELOPMENT

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

2.4a 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;
2.4b Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
2.4c Employs a faculty with the instructional proficiencies needed for the school population served;
2.4d 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;
2.4e Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
2.4f Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

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This standard has been demonstrated as an Accomplished Practice by the PNP Participant.

Supervising Principal: ________________________________ Date: ________________
Consulting Principal: ________________________________ Date: ________________
LEARNING ENVIRONMENT

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

The leader:

2.5a 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;

2.5b Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

2.5c Promotes school and classroom practices that validate and value similarities and differences among students;

2.5d Provides recurring monitoring and feedback on the quality of the learning environment;

2.5e Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being.

2.5f 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.

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**Other:**

This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: _______________________________ Date: __________________________

Consulting Principal: _______________________________ Date: __________________________
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.

The leader:
3.6a Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
3.6b Uses critical thinking and problem solving techniques to define problems and identify solutions;
3.6c Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
3.6d Empowers others and distributes leadership when appropriate; and
3.6e Uses effective technology integration to enhance decision making and efficiency throughout the school.

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Other:

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Supervising Principal: ____________________________ Date: ________________
Consulting Principal: ____________________________ Date: ________________
**LEADERSHIP DEVELOPMENT**

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- 3.7a Identifies and cultivates potential and emerging leaders;
- 3.7b Provides evidence of delegation and trust in subordinate leaders;
- 3.7c Plans for succession management in key positions;
- 3.7d Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- 3.7e Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

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This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: ____________________________  Date: _________________

Consulting Principal: ____________________________  Date: _________________
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. The leader:

3.8a Organizes time, tasks and projects effectively with clear objectives and coherent plans;
3.8b Establishes appropriate deadlines for him/herself and the entire organization;
3.8c Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
3.9c Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

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Other:

This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: ____________________________ Date: ________________

Consulting Principal: ____________________________ Date: ________________
**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. The leader:

3.9a Actively listens to and learns from students, staff, parents, and community stakeholders;
3.9b Recognizes individuals for effective performance;
3.9c Communicates student expectations and performance information to students, parents, and community;
3.9d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
3.9e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
3.9f Utilizes appropriate technologies for communication and collaboration; and
3.9g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

<table>
<thead>
<tr>
<th>Required Principal Field Experience</th>
<th>Specific Activities</th>
<th>Criteria for Success</th>
<th>Anticipated Completion Date</th>
<th>Verified Date</th>
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<td><strong>Other:</strong></td>
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This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: _____________________________ Date: ________________

Consulting Principal: _____________________________ Date: ________________
PROFESSIONAL AND ETHICAL BEHAVIORS

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

4.10a Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
4.10b Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
4.10c 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;
4.11d Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
4.11e Demonstrates willingness to admit error and learn from it;
4.11f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

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<thead>
<tr>
<th>Required Principal Field Experience</th>
<th>Specific Activities</th>
<th>Criteria for Success</th>
<th>Anticipated Completion Date</th>
<th>Date Verified</th>
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</table>

Other:

This standard has been demonstrated as an Accomplished Practice by the PNP participant.

Supervising Principal: ___________________________ Date: ________________

Consulting Principal: ___________________________ Date: ________________
Florida Principal Leadership Standard(s):

Specific Activity:

Criteria for Success:

Reflections, Applications of Knowledge/Experience Gained:

How did this experience relate to improving the school and student achievement levels?

Feedback from Consulting Principal or Supervising Principal: (Check one)

Principal Name (please print)         Principal Signature         Date
### Standards Matrix for On the Job, Behavioral Examples, Field Experiences, Shadowing

<table>
<thead>
<tr>
<th></th>
<th>Student Achievement</th>
<th>Instructional Leadership</th>
<th>Organizational Leadership</th>
<th>Professional/ Ethical Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan your experiences that the greatest emphasis is on your role in improving curriculum, instruction, and student achievement, per state requirements.</td>
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<tr>
<td>List experiences that are On the Job, Behavioral Examples, Field and Shadowing. Indicate Florida Principal Leadership Standard that was developed during the experience. Use as many pages as needed.</td>
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</tbody>
</table>
Appendix R
The Elements of a STAR Behavior Example

- The **Situation** or **Task** facing the candidate: Why?
- The **Action** the candidate took: What did he/she do and how was it done?
- The **Results** or changes caused by these actions: Effect of Action?

**Rating for each Behavior Example**

5 – **Much more than acceptable**: Significantly exceeds criteria for successful job performance as a principal (outstanding)

4 – **More than acceptable**: Exceeds criteria for successful job performance (excellent)

3 – **Acceptable**: Meets criteria for successful job performance as a principal (very good)

2 – **Less than acceptable**: Generally does not meet criteria for successful job performance as a principal (below average)

1 – **Much less than acceptable**: Significantly below criteria for successful job performance as a principal (unacceptable)
Florida Principal Leadership Standard #_______
Date of Behavioral Example______________

The School District of Osceola County, Florida
School Principal Preparation Program
On-the-Job Behavioral Example

Developing Principal:

Standard Name:

Situation or Task Narrative:

Actions:

Results:

Feedback from Consulting Principal:

Consulting Principal Name (please print)  Consulting Principal Signature  Date
Appendix S
Developing Principal: ___________________________________________

---

**Two Leadership Development Plans Included and Executed**

<table>
<thead>
<tr>
<th>School Year</th>
<th>School Year</th>
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<table>
<thead>
<tr>
<th>Florida Principal Leadership Standards</th>
<th>Completed (check if completed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Learning Results</td>
<td>_______</td>
</tr>
<tr>
<td>Student Learning as a Priority</td>
<td>_______</td>
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<tr>
<td>Instructional Plan Implementation</td>
<td>_______</td>
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<tr>
<td>Faculty Development</td>
<td>_______</td>
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<tr>
<td>Learning Environment</td>
<td>_______</td>
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<tr>
<td>Decision Making</td>
<td>_______</td>
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<tr>
<td>Leadership Development</td>
<td>_______</td>
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<tr>
<td>School Management</td>
<td>_______</td>
</tr>
<tr>
<td>Communication</td>
<td>_______</td>
</tr>
<tr>
<td>Professional and Ethical Behaviors</td>
<td>_______</td>
</tr>
</tbody>
</table>

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**Shadowing Experiences (minimum of two days, or 12 hours, required)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Person/Location Time at Location</th>
<th>Standards Addressed</th>
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<tbody>
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</table>
Professional Development Requirement:
(Minimum of 150 hours in leadership and/or management)
Attach Inservice Printout; highlight Leadership points beginning with 7

___________ Total Hours

Team Meetings (minimum of four per year)

<table>
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<th>Date</th>
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</table>

This is to certify that the candidate (Developing Principal) has completed all the requirements of the Preparing New Principals Program.

Date

Developing Principal

Supervising Principal

Consulting Principal

District Senior Manager
Appendix T
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brizendine, Lissette</td>
<td>Assistant Superintendent</td>
<td>District</td>
</tr>
<tr>
<td>Burdette, Stacy</td>
<td>Principal</td>
<td>Elementary</td>
</tr>
<tr>
<td>Campbell, John</td>
<td>Principal</td>
<td>Elementary</td>
</tr>
<tr>
<td>Casado, Rolando</td>
<td>Assistant Principal</td>
<td>High School</td>
</tr>
<tr>
<td>Cope-Otterson, Tammy</td>
<td>Chief Officer</td>
<td>District</td>
</tr>
<tr>
<td>Davis-Simmons, Trenisha</td>
<td>Principal</td>
<td>Elementary</td>
</tr>
<tr>
<td>DeRight, Matt</td>
<td>Assistant Principal</td>
<td>K-8</td>
</tr>
<tr>
<td>Dierickx, Megan</td>
<td>Assistant Principal</td>
<td>Middle</td>
</tr>
<tr>
<td>Franceschi, Janice</td>
<td>Director</td>
<td>District</td>
</tr>
<tr>
<td>Henniger, Michelle</td>
<td>Principal</td>
<td>Middle</td>
</tr>
<tr>
<td>Munas, Mark</td>
<td>Assistant Superintendent</td>
<td>District</td>
</tr>
<tr>
<td>Thompson, Cederic</td>
<td>Nova Univ. Representative</td>
<td>University</td>
</tr>
<tr>
<td>Touchton, Debra</td>
<td>Stetson Univ. Representative</td>
<td>University</td>
</tr>
<tr>
<td>Varela, Fernando</td>
<td>Troy Univ. Representative</td>
<td>University</td>
</tr>
</tbody>
</table>
Appendix U
Qualified Program Staff

Florida Department of Education

Protocol Standards and Evidence 3.1.6 Leadership Development Checklist

Consulting and Supervising Principals for the Preparing New Principals Program:

In accordance with Florida Department of Education Protocol Standards and Evidence 3.1.6 Leadership Development Checklist, please list below your educational background and administrative Positions that you have held in K-12 settings (examples: Assistant Principal, Principal, Director in an educational setting where supervision of teachers was a major responsibility of the position, etc.). Please include the beginning and ending dates of each position included. Thank you for your assistance.

Name:

Educational Background:

Administrative Positions and Dates:
Certification of Preparing New Principal Programs Staff

This is to certify that

________________________________________________________

has successfully demonstrated implementation of the current Florida Principal Leadership Standards and is a qualified member of the Preparing New Principals Leadership Support Team.

_______________________________________________________

Mark Munas, Assistant Superintendent for School Support Services

_______________________________________________________

Date