

6A-5.080 Florida Principal Leadership Standards

(1) Purpose and Structure of the Standards

(a) 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 skills sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel appraisal and professional development systems, school leadership preparation programs, and educator certification requirements.

(b) Structure. There are eleven 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.

(2) The Florida Principal Leadership Standards.

(a) Domain 1: Student Achievement:

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.

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 1012.22(8), international assessments, and other indicators of student success adopted by the district and state.

2. Student Learning as a Priority. Effective school leaders demonstrate that student learning is their top priority through leadership actions described throughout the Florida Principal Leadership Standards. 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.

(b) Domain 2: Instructional Leadership:

1. 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;

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

2. 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. Delivers, facilitates resources and time for, and ensures faculty engagement in effective individual and collaborative professional learning throughout the school year.

3. 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;

b. Recognizes diversity as an asset upon which to build culturally-responsive effective teaching practices;

c. Promotes school and classroom practices that maximize the diversity and complexity of student learning processes and student learning needs;

d. Engages faculty in recognizing and understanding equity issues in classroom activities and identifying and addressing causes of unequal achievement;

(c) Domain 3: Organizational Leadership

1. 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:

- 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; and implements follow-up actions, and revisions as needed;
- d. Empowers others and distributes leadership when appropriate;
- e. Effectively uses technology integration to enhance decision-making throughout the school.

2. 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;
- e. Develops sustainable and supportive relationships between school leaders and parents, community, higher education, and business leaders;

3. 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 themselves and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development;
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

4. 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. Utilizes appropriate technologies for communication and collaboration;
- f. Ensures faculty receive timely information on student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

(d) Domain 4: Professional and Ethical Behavior:

1. Ethical Conduct. Effective school leaders adhere to school laws and to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.

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

- a. Demonstrates resiliency by staying focused on the school vision and by reacting constructively to barriers to success and disagreement and dissent with leadership;
- b. Engages in professional learning that improves professional practice in alignment with the needs of the school system;
- c. Demonstrates willingness to admit error and learn from it;
- d. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.