

1. **Student Achievement Results: Effective school leaders make student learning their top priority and achieve results on the school's student learning goals.** They demonstrate proficiency in:
  - *prioritizing time, energy, and resources on student learning*
  - *development and implementation of quality standards-based curricula*
  - *data analysis for instructional improvement*
  - *planning and goal setting focused on student achievement*
  - *sharing evidence of student improvement.*
  
2. **Instructional Leadership: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning and assessments.** They demonstrate proficiency in:
  - *understanding student learning requirements, academic standards, and research-based instructional strategies that lead to student learning*
  - *communicating understanding of the links between academic standards, effective instruction, and student performance*
  - *translating standards into student accessible language*
  - *modeling and promoting the use of formative and interim assessments and other data to align and improve a rigorous and culturally relevant curriculum*
  - *utilizing Rule 6A-5.065 F.A.C., the Educator Accomplished Practices (FEAPs) and a common language of instruction to promote an effective continuous instructional improvement process and to establish high expectations for the quality of instruction and professional responsibility*
  
3. **Human Resource Development Effective school leaders recruit, retain and develop effective faculty and staff.** They demonstrate proficiency in:
  - *providing ongoing and timely formal and informal feedback to colleagues for the purpose of improving individual professional practice and organizational climate and performance,*
  - *linking professional practice with student achievement to demonstrate cause and effect relationships*
  - *identifying faculty proficiencies needs and facilitating effective professional development focused on school and individual priority needs*
  - *focusing improvement plans and deliberate practice on evidence, research, and classroom realities faced by teachers*
  - *monitoring implementation of critical faculty development initiatives*
  - *participating in and leading professional development,*
  - *enabling effective use of collegial learning processes and modeling coaching and mentoring,*
  - *recruiting and retaining effective and highly effective classroom teachers,*
  - *improving the evaluation ratings of instructional personnel*
  - *use of the district's evaluation system criteria and procedures and contemporary research on effective instructional practices to implement quality continuous improvement*
  - *develops, promotes and actively participates in job-embedded differentiated professional development including the use of technology to nurture a high performing team*
  - *institutionalizes effective integration of technology for improved student learning*
  
4. **Decision Making; Effective school leaders manage a decision making process that is based on vision, mission and improvement priorities using facts and data, and monitor the effectiveness of decisions and decision processes.** They demonstrate proficiency in:
  - *giving priority attention to decision processes that impact the quality of student learning and teacher proficiency*

- *gathering and analyzing data, using critical thinking, and problem solving techniques to inform the problem defining and solution identifying process*
- *using timely, effective, and transparent processes for making decisions and articulating who makes which decisions*
- *empowering others and distributing leadership when appropriate by distinguishing when to employ delegated decision-making, consensus decision-making, leader-made decisions after input, or leader directed decisions*
- *communicating, explaining, and reflecting on decisions*
- *evaluating decisions for effectiveness, equity, intended and actual outcomes, follow-up actions, and revisions as needed*
- *incorporating data-driven decision making with effective technology integration to analyze school results*

**5. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.** They demonstrate proficiency in:

- *identifying and cultivating potential future leaders,*
- *mentoring emerging leaders to assume key leadership functions,*
- *providing evidence of delegation and trust in sub-ordinate leaders*
- *inspiring growth in emerging leaders within the school community*
- *planning for succession management in key positions*
- *developing sustainable relationships between school leaders and parents, community, higher education, and business leaders*
- *promoting and supporting teacher–leadership functions focused on instructional proficient and student learning*

**6. School Management. The effective school leader manages the organization, operations, facilities and resources in ways that maximizes the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.** They demonstrate proficiency in:

- *task and project organization, implementation, and delivery*
- *establishing appropriate deadlines for themselves and the entire organization*
- *organizing schedules, time, and resource allocations in ways that promote collegial efforts for school improvement and faculty development*
- *prioritizing quality on targeted improvements over superficial coverage of everything.*
- *effectively managing and delegating tasks and consistently demonstrate fiscal efficiency*
- *organizing time and projects effectively with clear objects and coherent plans*
- *providing fiscal stewardship by completing projects on schedule and on budget*

**7. Communications. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish system goals and build and maintain relationships with students, faculty, parents, and community.** They demonstrate proficiency in:

- *actively listening to and learning from students, staff, parents, and community*
- *recognizing individuals for good work*
- *maintaining high visibility at school and in the community*
- *regular communications to staff and community that keeps all stakeholders engaged in the work of the school*
- *analyzes input and feedback*
- *utilizes appropriate technologies for communication and collaboration*
- *assisting teachers in using technology to access, analyze, and interpret student performance data and communicating student performance information to students, parents, and community*

**8. Diversity: The effective school leader recognizes and values differences among staff and students and creates a school environment that maintains high expectations for every student and capitalizes upon diversity to improve student learning. They demonstrate proficiency in**

- *creating school structures that promote effective learning experiences for students and staff from diverse backgrounds*
- *advocating for equity and social justice*
- *models and promotes cultural competence*
- *implements practices and policies that employ diversity as a learning tool for all students.*
- *empowers all students to succeed by promoting and maintaining a multicultural school environment that is nurturing, validating and inclusive.*
- *responding to and influencing the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community in ways that result in student achievement*

**9. Personal Professional Learning Effective school leaders stay informed on current research in education and leadership and apply professional development learning to improve results on individual, school, and district improvement plans. They demonstrate proficiency in:**

- *engaging in professional development opportunities that improve their personal professional practice and align with the needs of the school system*
- *generating a professional development focus in their schools and districts that is clearly linked to the system-wide strategic objectives*

**10. Professional and Personal Ethical Behaviors. The effective school leader demonstrates personal behaviors consistent with community values and morals, is resilient in pursuit of student success, and promotes integrity, fairness, equity and social justice. They demonstrate proficiency in:**

- *complying with legal requirements and adhering 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., to fulfill the expected obligations to the students, the public and the education profession*
- *exercising tolerance for different points of view, respecting the time and presence of others, and maintaining a willingness to admit error and learn from it*
- *meeting commitments and acting in service of the best interest of the students, staff, and community*
- *demonstrating emotional self-control*
- *demonstrates explicit improvements in performance based on evaluation and formative feedback*
- *reacts constructively to barriers to success and handles disagreement and dissent with leadership constructively*
- *respecting the cultural background of student, parents, and faculty in addressing school improvement and student achievement issues*