

Leadership Standards

Sub-committee Issues



Sub-Committee Structure

Members invited from organizations with existing leadership development initiatives

- W.C. Golden Partner Organizations
 - Higher Education
 - School Districts
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- Purpose is to reflect on the standards improvement work-in-progress and provide input on issues to consider



Input process

- After a one-day face-to-face meeting in May, a recurring series of email exchanges have been provided through which sub-committee members could offer input and exchange perspectives on issues related to revising the standards.
- Based on the views expressed by various sub-committee members during this process, the following summation of issues and perspectives are brought to the attention of the Teacher and Leader Implementation Committee.
- The issues represent perspectives raised during the process and generally supported by those contributing, but are not “votes” of the sub-committee membership.



MULTI-DIMENSIONAL

Acknowledging the **multi-dimensional nature** of effective school leadership as revealed through research is a significant function of the standards.

The standards included should focus on the dimensions of effective school leadership that **apply to school leadership at all levels** and school types, rather than include standards on issues that relate primarily to a specific type or level of school.



LEADERSHIP FOR RESULTS

- School leadership should be acknowledged as a multi-dimensional process and the standards focused on dimensions revealed by research to lead to results on important school quality issues.
- Standards should address issues that school leaders should reasonably be expected to do, but at a proficiency level sufficient to get positive results.
- The standards should expect not just engagement in effective practices but observable success from them.



ALIGN WITH INSTRUCTIONAL IMPROVEMENT PRIORITIES

The standards should emphasize the importance of those dimensions of school leadership revealed by research to have high effect on faculty development and student achievement.



ACCOMPLISHED EDUCATOR PRACTICES

- While the standards are expected to focus on leadership behaviors of school leaders, the FEAPs, as a key guide for faculty development and improving student achievement, need to be known, understood, and used by educational leaders in Florida.
- The FEAPs should be referenced in the revised standards in some way as an important knowledge base for effective instructional leadership.



RESEARCH BASED

- Contemporary research on effective school leadership practices should be a foundation for the revised standards. Recent research findings of a variety of nationally recognized experts in the field should be considered in framing the standards.
- The standards or the associated text should also note the importance of school leaders continuing to monitor contemporary research for the purpose of supporting research-based professional development of individual educators, school teams, and the whole faculty.



CONNECTIONS

- The leadership standards should be explicitly defined as the foundation for school leader evaluation systems, leadership certification programs, and leadership preparation programs.
- (After any revision of the standards, the Department of Education should provide mechanisms to focus institutions and districts on what aspects of the standards should be addressed in preparation programs.)



GUIDING PRINCIPLES

- The FEAPs refers to foundational principles on which the FEAPs is based and provides descriptors of the practices.
- Consideration should be given to whether foundational principles should be considered for the leadership standards to provide context to those that will be guided by them.



An illustrative example

- An effective school functions as a learning organization focusing educator proficiencies, resources, and time on student learning needs.
- School leadership's primary function is providing a quality learning environment that supports student learning and faculty development.
- A school's core academic mission is student progress on defined subject area standards.
- A school's core educational mission is developing democratic, creative, and positive community members and fostering and maximizing learning in all areas of each student's personal, social, and emotional human development.



Summation

- Sub-committee members represent diverse perspectives, but all have an interest in the leadership standards
- Sub-committee members will have a continuing opportunity to contribute points of view as the process moves forward
- Today's summation identifies areas and issues where sub-committee exchanges have occurred to date.

