

## **Committee feedback to consider:**

### **Instructional Leadership**

Principals should:

- build the capacity of teachers to employ culturally relevant strategies that promote achievement for all students.
- develop the cultural competence of teachers and other school professionals.
- set and maintain high expectations for all students.

### **Operational Leadership**

Principals should:

- conduct and provide professional development activities for teachers and other school professionals that focus on increasing achievement levels for all students.

### **School Leadership**

Comment: Diversity---specifically the achievement of diverse students--- is one of the most critical issues in education. I agree that diversity should permeate all of the standards for leadership. However, history has proven that the architects of most standard sets have failed to capture the elements of knowledge, skill, and disposition related to diversity in a way drives practices toward success for diverse students. We must be careful to avoid the "more of the same" syndrome.

My suggestion is that we invest the time to review contemporary research related to diversity and develop a comprehensive set of indicators for infusion across all standards. But, until we do that, we should let Diversity stand alone as a separate standard.

### **Language to consider:**

High performing leaders exhibit a deep appreciation for diversity among teachers and students and create a school environment that draws upon diversity to improve student achievement.

### **Leadership Development**

School leaders must be able to establish and nurture teacher leadership throughout the school. This should be a formal process. Have we addressed cultivating effective teacher leaders adequately?

### **Dispositions**

Strong opposition for assessing dispositions directly because of the concern of validity of dispositional "data" generated by such direct assessments historically. However, if a school leader evaluates a teacher's consistent use of appropriate adaptations and modifications for students with special needs, that evaluation produces evidence of the teacher's knowledge and skills in this area while also producing evidence that the teacher values diversity, believes all students can learn, and exhibits fairness in the classroom--professional dispositions that we all value highly. From an evaluation perspective, it is important to recognize this because if a teacher appears in need of improvement in this area, remediating a deficiency in knowledge or skills is likely far easier than overcoming a dispositional problem. An effective school leader

must be able to identify the root cause of a performance issue--and it may be dispositions, not knowledge and skills!

**Other issues for discussion:**

- Do we want to delete the three categories of School, Instructional, and Operational Leadership?
- How do we want to infuse technology throughout the standards?  
Consider the Digital Learning Act concerning FL Virtual School and how it should have an impact on our thoughts to streamlining the Technology Standard into the FPLS. This act may have great implications awaiting principal leadership and leadership development programs.
- How do we want to infuse diversity throughout the standards?
- Review uses of terms “growth,” “achievement,” and “learning”.
- Consider addition of standards-based as related to curriculum.
- Consider infusing “communication” throughout the standards.
- Do we want personal or interpersonal ethics?