

<b><u>Current Standard</u></b>	<b><u>Draft 1 Revision</u></b>
<p><b><u>Vision.</u> High performing leaders have a personal vision for their school and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.</b></p>	<p><b><u>Vision.</u> The effective leader develops, articulates and implements a focused vision based on student achievement, which is shared and supported by the larger organization and the community.</b></p>

<p><b><u>Instructional Leadership.</u></b> High performing leaders promote a positive learning culture, provide an effective instructional program and apply best practices to student learning, especially in the area of reading and other foundational skills.</p>	<p><b><u>Instructional Leadership and Accountability.</u></b> The effective leader prioritizes teaching and learning as the primary focus of the organization.</p> <ul style="list-style-type: none"> <li>• The leader systematically monitors the performance of all participants in the learning environment.</li> <li>• The leader uses data analysis to align a rigorous and relevant curriculum, effective instruction, and formative and summative assessments to measure student growth.</li> <li>• The leader monitors the use of targeted benchmarks, high learning expectations, and specific feedback to ensure accountability.</li> </ul>
<p><b><u>Managing the Learning Environment.</u></b> High performing leaders</p>	<p><b><u>Managing the Learning Environment.</u></b> The effective leader strategically manages resources and instructional time to</p>

**manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal and effective learning environment.**

**maximize learning opportunities and student growth.**

**Learning, Accountability and Assessment. High performing leaders monitor the success of all students in the learning environment; align the curriculum, instruction and assessment processes to promote effective student performance; and use a variety of benchmarks, learning expectations and feedback measures to ensure**

**Moved text to new “Instructional Leadership and Accountability”**

<p><b>accountability for all participants engaged in the educational process</b></p>	
<p><b><u>Decision Making Strategies.</u> High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement.</b></p>	<p><b><u>Title: Decision Making.</u> The effective leader develops and articulates an effective system for decision making. The leader:</b></p> <ul style="list-style-type: none"> <li>• <b>Note: add language about empowerment, transparency, focus on priority needs, timeliness</b></li> <li>• <b>Anticipates problems,</b></li> <li>• <b>Identifies and implements effective conflict resolution measures,</b></li> <li>• <b>Communicates outcomes to key stakeholders, and</b></li> <li>• <b>Continuously reflects and evaluates the data or outcomes associated with decision-making strategies.</b></li> </ul>
<p><b>Note:</b></p>	<p><b><u>Address change facilitation/management as a separate standard or in adjacent standard(s)</u></b></p>

<p><b><u>Human Resource Development.</u></b> High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel; develop mentor and partnership programs; and design and implement comprehensive professional growth plans for all staff, paid and volunteer.</p>	<p><b><u>Human Resource Development.</u></b> The effective leader:</p> <ul style="list-style-type: none"><li>• Recruits, hires and retains high performing personnel;</li><li>• Actively cultivates and coaches emerging leaders;</li><li>• Participates in the development of professional growth plans based on observation, collaborative reflection and student achievement data; and</li><li>• Develops, supports and actively participates in job-embedded professional learning to nurture a high performing team.</li></ul>
<p><b><u>Ethical Leadership.</u></b> High performing leaders act with integrity, fairness, and honesty in an ethical manner.</p>	<p><b><u>Title: Professional and Personal Ethical Behaviors</u></b> The effective leader demonstrates integrity, tolerance, and respect through modeling emotional intelligence, cultural competence, and legal compliance in all professional relationships and community</p>

	<p><b>involvement.</b>  <b>Note: address safe learning environment and reference Florida Code of Ethics and Principles of Professional Conduct</b></p>
<p><b><u>Community and Stakeholder Partnerships.</u> High performing leaders collaborate with families and business and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.</b></p>	<p><b><u>Title: Systemic Partnerships</u></b>  <b>The effective leader builds interdependent relationships between and among the educational system, families, businesses and community members and works effectively within that system to mobilize system and community resources to support student achievement.</b></p>
<p><b><u>Diversity.</u> High performing leaders understand, respond to, and influence the</b></p>	<p><b><u>Diversity.</u> The effective leader respects diversity among staff and students and creates a school environment with high expectations for every student and draws</b></p>

<p><b>personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.</b></p>	<p><b>upon diversity to improve student achievement.</b></p>
<p><b><u>Technology.</u> High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research and communication responsibilities.</b></p>	<p><b><u>Recommendation:</u> Infuse technology into indicators (where applicable) Instructional Leadership, Ethical Leadership, etc...</b></p>

**Other Issues:**

- **Delete three “categories” of School, Instructional and Operational Leadership**
- **Infusion of technology throughout the standards (language not**

**currently represented in draft standards)**

- **Infusion of diversity throughout the standards**
- **“Notes” under specific standards where the committee felt items might be missing**
- **Uses of terms “growth,” “achievement,” and “learning” appropriately in the standards**
- **Addition of standards-based as related to curriculum**
- **Infusion of “communication” throughout the standards**
- **Personal or Interpersonal ethics**