

Standard Organization

1	Professional and Ethical Norms <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i>
2	Vision and Mission <i>Effective educational leaders collaborate with parents, students and other stakeholders to develop, promote and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>
3	School Operations, Management and Safety <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>
4	Student Learning and Continuous School Improvement <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i>
5	Learning Environment <i>Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.</i>
6	Recruitment and Professional Learning <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>
7	Building Leadership Expertise <i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.</i>
8	Meaningful Parent, Family and Community Engagement <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.</i>

Standard 1: Professional and Ethical Norms

Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

All educational leaders:

- a) Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to Section 1001.42(8), F.S., the rights of students and parents enumerated in Sections 1002.20 and 1014.04, F.S., and state, local school and governing board policies.
- b) Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in Section 1003.42(3), F.S.
- c) Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families and local community.
- d) Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources and all other aspects of leadership set forth in this rule.

Florida's Educational Leadership Standards – Proposed Revisions (Continuum Format)

Standard 2: Vision and Mission	
Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	a) Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.
b) Collaborate in the collection, analysis and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	b) Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.
c) Collaborate, support and model the development and implementation of a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.	c) Collaborate to develop, implement and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.
d) Assist and support the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.	d) Strategically develop and implement systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.
e) Recognize individuals for contributions toward the school vision and mission.	e) Recognize individuals for contributions toward the school vision and mission.

Standard 3: School Operations, Management and Safety	
Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.	a) Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making and accounting practices.
b) Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.	b) Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs.
c) Organize time, tasks and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.	c) Organize time, tasks and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.
d) Collaborate with school leaders to utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.	d) Utilize data, technology and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate and student learning.
e) Utilize best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school leaders.	e) Utilize and coach best practices in conflict resolution, constructive conversations and management for all stakeholders related to school needs and communicate outcomes with school and district leaders.
f) Inform the school community of current local, state and federal laws, regulations and best practices to promote the safety, success and well-being of all students and adults.	f) Inform the school community of current local, state and federal laws regulations and best practices to promote the safety, success and well-being of all students and adults.

Florida's Educational Leadership Standards – Proposed Revisions (Continuum Format)

g) Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.	g) Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
h) Develop and maintain effective relationships with the district office and governing board.	h) Develop and maintain effective relationships with the district office and governing board.
i) Collaborate with the school principal to create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.	i) Create and maintain systems and structures that promote school security to ensure that students, school personnel, families and community are safe.
j) Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.	j) Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., and Rule 6A-1.0017, F.A.C.
k) Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment.	k) Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment.
l) Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.	l) Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

Standard 4: Student Learning and Continuous School Improvement	
Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Assist with the implementation and monitoring of systems and structures that enable instructional personnel to promote high expectations for the academic growth and well-being of all students.	a) Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students.
b) Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.	b) Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan.
c) Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration and enrichment plan focused on learning.	c) Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration and enrichment that meet student academic needs.
d) Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps.	d) Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.
e) Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement and provide coaching to improve student learning.	e) Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide and other applicable assessments as stipulated in Section 1008.22, F.S.
f) Support and openly communicate the need for, process for and outcomes of improvement efforts.	f) Manage uncertainty, risk, competing initiatives and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for and outcomes of improvement efforts.

Florida's Educational Leadership Standards – Proposed Revisions (Continuum Format)

g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.	g) Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.
--	--

Standard 5: Learning Environment	
Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Collaborate with the school principal to maintain a safe, respectful and student-centered learning environment.	a) Develop and maintain routines and procedures that foster a safe, respectful and student-centered learning environment.
b) Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.	b) Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair and unbiased manner.
c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.	c) Deliver timely, actionable and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.
d) Support instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.	d) Provide opportunities for instructional personnel to recognize, understand and respond to student needs to minimize or eliminate achievement gaps.

Standard 6: Recruitment and Professional Learning	
Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Assist with hiring, developing, supporting and retaining diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.	a) Recruit, hire, develop, support and retain diverse, effective and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students.
b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.	b) Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback.
c) Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.	c) Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology and data analysis for instructional planning and improvement.
d) Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.	d) Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed.
e) Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.	e) Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies.

Florida's Educational Leadership Standards – Proposed Revisions (Continuum Format)

f) Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement.	f) Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement.
g) Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to instructional personnel that fosters continuous improvement.	g) Monitor and evaluate professional practice, and provide timely, actionable and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement.
h) Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.	h) Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission and core values of the school with mutual accountability.
i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.	i) Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice and evaluating impact on student outcomes.

Standard 7: Building Leadership Expertise	
Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Develop and support open, productive, caring and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content.	a) Develop and support open, productive, caring and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content.
b) Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders.	b) Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders.
c) Develop capacity in teacher leaders and hold them accountable.	c) Develop capacity by delegating tasks to other school leaders and holding them accountable.
d) Plan for and provide opportunities for mentoring new personnel.	d) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

Standard 8: Meaningful Parent, Family and Community Engagement	
Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.	
Assistant principals:	School principals:
a) Understand, value and employ the community's cultural, social and intellectual context and resources.	a) Understand, value and employ the community's cultural, social and intellectual context and resources.
b) Model and advocate for respectful communication practices between school leaders, parents, students and other stakeholders.	b) Model and advocate for respectful communication practices between school leaders, parents, students and other stakeholders.
c) Maintain high visibility and accessibility, and actively listen and respond to parents, students and other stakeholders.	c) Maintain high visibility and accessibility, and actively listen and respond to parents, students and other stakeholders.
d) Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community.	d) Recognize parents, students and other stakeholders for contributions and engagement that enhance the school community.
e) Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.	e) Utilize appropriate technologies and other forms of communication to partner with parents, students and families on student expectations and academic performance.