

Florida Principal Leadership Standard:

I. Instructional Leadership – 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.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 5. Candidates will promote instruction that maximizes student learning.

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.E.1 Understand the principles of effective instruction and curriculum design to maximize student learning 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.B.1 Describe strategies for how best to assist school personnel in understanding and applying principles of effective instruction and curriculum design to maximize student learning 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1.F.1 Assume a leadership role to promote instruction that maximizes student learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

II. Managing the Learning Environment – High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, and effective learning environment.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 3. Candidates will foster a culture that promotes positive organizational health.
- 9. Candidates will make use of assessment to inform their decisions and actions.

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.E.1 Demonstrate an understanding the elements of positive school culture and describe the tools used to assess school culture <input type="checkbox"/> 2.E.2 Demonstrate an understanding of historical leadership theories (motivational theory, political and social systems theory, and organizational theory) <input type="checkbox"/> 2.E. 3 Demonstrate an understanding of current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations) 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.B.1 Assess a P-12 school culture using multiple methods <input type="checkbox"/> 2.B.2 Analyze and critique at least one historical leadership theory (motivational theory, political and social systems theory, and organizational theory) <input type="checkbox"/> 2.B.3 Analyze and critique at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations) 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 2.F.1 Candidates will foster a culture that promotes positive organizational health, while attending to issues of equity, effectiveness, and efficiency <input type="checkbox"/> 2.F.2 Apply at least one historical leadership theory (motivational theory, political and social systems theory, and organizational theory) to practical situations <input type="checkbox"/> 2.F.3 Apply at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations) 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

<ul style="list-style-type: none"> <input type="checkbox"/> 2.E.4 Demonstrates knowledge of problem-solving skills, strategic planning, and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on teaching and learning <input type="checkbox"/> 2.E.5 Demonstrates an awareness of appropriate oral expression and sometimes makes speaking errors or hesitates to express self <input type="checkbox"/> 2.E.6 Demonstrates an awareness of appropriate written expression and written work is sometimes unclear, disorganized, and/or has error such as misspellings and/or grammatical 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.B.4 Use problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on teaching and learning <input type="checkbox"/> 2.B.5 Be articulate and expresses self at appropriate times <input type="checkbox"/> 2.B.6 Engages in effective written expression 	<ul style="list-style-type: none"> <input type="checkbox"/> 2.F.4 Evaluate the use of problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on teaching and learning <input type="checkbox"/> 2.F.5 Be articulate, expressive, and animated <input type="checkbox"/> 2.F.6 Consistently engages in effective written expression and demonstrates ability to adjust writing style for intended audience 	
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Florida Principal Leadership Standard:

III. 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 accountability for all participants engaged in the educational process.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 9. Candidates will make use of assessment to inform their decisions and actions (data, technology, communication, research, decision making).

Emergent	Bridging	Fulfilled	Proficiency Level
Evidence documents the candidate’s ability to: <ul style="list-style-type: none"> <input type="checkbox"/> 3.E.1 Demonstrate an awareness of how to diagnose, monitor, and assess student progress and the progress of instructional activities <input type="checkbox"/> 3.E.2 Demonstrate an understanding of the methods and principles of program evaluation 	Evidence documents the candidate’s ability to: <ul style="list-style-type: none"> <input type="checkbox"/> 3.B.1 Apply his/her knowledge of assessment to the instructional strategies and materials of teachers and staff <input type="checkbox"/> 3.B.2 Develop a plan for how to use data to assess and monitor school improvement 	Evidence documents the candidate’s ability to: <ul style="list-style-type: none"> <input type="checkbox"/> 3.F.1 Work with a teacher or staff member and improve student achievement <input type="checkbox"/> 3.F.2 Uses multiple sources of data to inform decisions and improvement processes 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

IV. Human Resource Development – High Performing Leaders recruits, 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.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 9. Candidates will make use of assessment to inform their decisions and actions (data, technology, communication, research, decision making).

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.E.1 Identify behaviors modeled by a leader that may positively or adversely influence the performance of others <input type="checkbox"/> 4.E.2 Understands the methods and principles of personnel evaluation, a variety of supervisory models, and the impact of contract language on personnel evaluation <input type="checkbox"/> 4.E.3 Understands the importance of setting high expectations and standards for employee performance to ensure student achievement <input type="checkbox"/> 4.E.4 Understands the methods of delegation and ways to empower others to achieve individual and organizational goals 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.B.1 Analyze the consequences of a leader’s behavior and determine the needed adjustments <input type="checkbox"/> 4.B.2 Understands how to apply methods and principles of personnel evaluation, a variety of supervisory models, and contract language to practical situations <input type="checkbox"/> 4.B.3 Recognizes and can describe leadership expectations and standards to ensure student achievement in practical situations <input type="checkbox"/> 4.B.4 Is able to distinguish between appropriate and inappropriate methods of delegation and empowerment to achieve individual and organizational goals 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4.F.1 Assume a leadership role and evaluate his/her own leadership behaviors and determine needed adjustments <input type="checkbox"/> 4.F.2 Uses methods and principles of personnel evaluation, a variety of supervisory models, and appropriately implements contract language <input type="checkbox"/> 4.F.3 Creates his/her own expectations within a philosophy of leadership to ensure student achievement <input type="checkbox"/> 4.F.4 Empowers others appropriately to achieve individual and organizational goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

<ul style="list-style-type: none"> <input type="checkbox"/> 4.E.5 Has knowledge of the role of the administrator in recruitment, selection, induction, professional development, retention, and dismissal of personnel and understands the impact of contract language on these processes <input type="checkbox"/> 4.E.6 Understand the basics of reflective practice and professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> 4.B.5 Observes an administrator during recruitment, selection, induction, professional development, retention, or dismissal activities and analyzes the extent to which contract language was followed <input type="checkbox"/> 4.B.6 Design well-planned, context appropriate professional development based on reflective practice 	<ul style="list-style-type: none"> <input type="checkbox"/> 4.F.5 Participates in recruitment, selection, induction, professional development, retention, or dismissal activities and analyzes the extent to which contract language was followed <input type="checkbox"/> 4.F.6 Engage in reflective practices to enable them to plan appropriately for their own professional development 	
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Florida Principal Leadership Standard:

V. Decision Making Strategies – High Performing Leaders plan effectively, use critical thinking and problem solving technique, and collect and analyze data for continuous school improvement.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 3. Candidates will foster a culture that promotes positive organizational health
- 9. Candidates will make use of assessment to inform their decisions and actions (data, technology, communication, research, decision making).

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.E.1 Identify the importance of making decisions in a timely fashion <input type="checkbox"/> 5.E.2 Recognizes the importance of establishing goals and targets and uses data to make informed decisions that supports student learning <input type="checkbox"/> 5.E. 3 Recognizes the need to work with others <input type="checkbox"/> 5.E. 4 Identifies a problem solving model 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.B.1 Understands how to make decision <input type="checkbox"/> 5.B.2 Describes the process of establishing goals and targets and the use of data to make informed decisions that supports student learning <input type="checkbox"/> 5.B.3 Explains the importance of empowering others to assist in the accomplishment of organizational goals <input type="checkbox"/> 5.B.4 Explains a problem solving model 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5.F.1 Makes decisions in a timely fashion using available information <input type="checkbox"/> 5.F.2 Establishes goals and targets and uses data to make informed decisions that support student learning <input type="checkbox"/> 5.F.3 Empowers others to assist in the accomplishment of organizational goals <input type="checkbox"/> 5.F.4 Uses a problem solving model when making critical decisions 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

VI. Ethical Leadership – High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 4. Candidates will demonstrate an ethic of caring and ethical reasoning that places the well being of children first.

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <p>6.E.1 Demonstrate an ethic of caring and ethical reasoning that places the well being of children first</p>	<p>Evidence documents the candidate’s ability to:</p> <p><input type="checkbox"/> 6.B.1 Demonstrate an ethic of caring and ethical reasoning that places the well being of children first</p>	<p>Evidence documents the candidate’s ability to:</p> <p><input type="checkbox"/> 6.F.1 Demonstrate an ethic of caring and ethical reasoning that places the well being of children first</p>	<p><input type="checkbox"/> Preliminary</p> <p><input type="checkbox"/> Emergent</p> <p><input type="checkbox"/> Bridging</p> <p><input type="checkbox"/> Fulfilled</p>

Florida Principal Leadership Standard:

VII. Technology – High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 5. Candidates will promote instruction that maximizes student learning.
- 9. Candidates will make use of assessment to inform their decisions and actions (data, technology, communication, research, decision making).

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.E.1 Demonstrate an awareness of the technology, telecommunications, and information systems and their uses to enrich curriculum, instruction, assessment, school operations, and communication <input type="checkbox"/> 7.E.2 Demonstrate an awareness of how to integrate technology within and beyond the school <input type="checkbox"/> 7. E.3 Demonstrates an awareness of how to increase technology usage 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.B.1 Applies his/her knowledge of technology to support the curriculum, instruction, assessment, school operations, or communication <input type="checkbox"/> 7.B.2 Plan for technology integration within and beyond the school <input type="checkbox"/> 7.B.3 Develops a plan for effective teacher professional development to increase technology usage 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 7.F.1 Models the use of technology as a tool in support of both educational and community activities <input type="checkbox"/> 7.F.2 Within the available resources, increases access to educational technologies within and beyond the school <input type="checkbox"/> 7.F.2 Implements at least one strategy to increase the technology usage in a particular school or school district 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

VIII. Community and Stakeholder Partnerships – High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 7. Candidates will provide the leadership to collaborate with families and other community members to mobilize resources that promote student learning.

Emergent	Bridging	Fulfilled	Proficiency Level
<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.E.1 Understand how family members and community members affect student learning 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.B.1 Create a plan to bring resources of the school together with the family members and community resources to positively affect learning 	<p>Evidence documents the candidate’s ability to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 8.F.1 Provide the leadership to collaborate with families and other community members to mobilize resources that promote student learning 	<ul style="list-style-type: none"> <input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

IX. Diversity – High Performing Leaders understand, respond to, influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

- 2. Candidates will evidence current knowledge of subject matter.
- 6. Candidates will address issues of social justice as they model leadership within the school community.

Emergent	Bridging	Fulfilled	Proficiency Level
Evidence documents the candidate’s ability to: <input type="checkbox"/> 9.E.1 Understand issues of social justice and how these issues affect student learning	Evidence documents the candidate’s ability to: <input type="checkbox"/> 9.B.1 Analyze a current P-12 school for issues of social justice and make recommendations for positive change to enhance student learning	Evidence documents the candidate’s ability to: 9.F.1 Address issues of social justice as they model leadership within the school community	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled

Florida Principal Leadership Standard:

X. Vision – 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.

USF St. Petersburg Educational Leadership Candidate Learning Outcomes:

1. Candidates will develop, articulate, and implement a critical vision for their school that will promote success for all students.
2. Candidates will evidence current knowledge of subject matter.

Emergent	Bridging	Fulfilled	Proficiency Level
Evidence documents the candidate’s ability to: <input type="checkbox"/> 10.E.1 Understand visioning process	Evidence documents the candidate’s ability to: <input type="checkbox"/> 10.B.1 Develop and articulate a vision	Evidence documents the candidate’s ability to: <input type="checkbox"/> 10.F.1 Develop, articulate, and implement a critical vision for their school that will promote success for all students	<input type="checkbox"/> Preliminary <input type="checkbox"/> Emergent <input type="checkbox"/> Bridging <input type="checkbox"/> Fulfilled