

# Florida Principal Leadership Standards (FPLS)

## **Purpose and Structure of the Standards**

### ***Purpose:***

The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

### ***Structure:***

There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

### **Domain 3: Organizational Leadership:**

#### **Standard 8: School Management**

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

The leader:

- a Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b Establishes appropriate deadlines for him/herself and the entire organization;
- c Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

## Activity #1

### Unpacking the Florida Principal Leadership Standard 8: School Management

Review and analyze the Florida Principal Leadership Standards (FPLS) Domain 3: Organizational Leadership, Standard 8: School Management. Consider and respond to the existing knowledge and skills that you possess and the new knowledge and skills that are needed to implement the standard. Make certain you describe why you believe as you do. Discuss your responses at your table and then whole group. After the targeted FPLS have been analyzed consider the planning process for successful implementation.

Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators	Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u>	Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge and Skills</u> to Implement
<b>DOMAIN 3—ORGANIZATIONAL LEADERSHIP</b>		
<b><i>Proficiency Area: School Management: Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</i></b>		

<b>Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators</b>	<b>Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u></b>	<b>Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement</b>
<p><b>Indicator 3.8.4</b>  <b>Organizes priorities and resources to effectively maximize efficient school management</b></p> <ul style="list-style-type: none"> <li>●The leader identifies and organizes resources to achieve curricular and instructional goals and capably manages a daily to do list to accomplish all opportune and required tasks.</li> <li>●There is a sense of pride, dignity, order, and safety that permeates the building.</li> </ul>		
<p><b>Indicator 3.8.2</b>  <b>Manages complex projects with clear objectives and coherent plans</b></p> <ul style="list-style-type: none"> <li>●The leader’s projects are managed using clear and written lists of milestones, deadlines, and persons responsible.</li> </ul>		

<b>Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators</b>	<b>Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u></b>	<b>Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement</b>
<p><b>Indicator 3.8.2</b>  <b>Manages complex projects with clear objectives and coherent plans</b></p> <ul style="list-style-type: none"> <li>●Project plans are visible so that accomplishments are publicly celebrated and project challenges are open for input from a wide variety of sources.</li> <li>●The leader’s projects are managed using clear and written lists of milestones, deadlines, and persons responsible.</li> <li>●Successful projects and results are evident.</li> </ul>		
<p><b>Indicator 3.8.4</b>  <b>Organizes priorities and resources to effectively maximize efficient school management</b></p> <ul style="list-style-type: none"> <li>●The calendar is focused on the priorities of the leader and the organization.</li> </ul>		

## Activity #2

### Unpacking the Florida Principal Leadership Standards (FPLS)

#### Domain 3: Organizational Leadership

#### Standard 9: Communication

**Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.**

The leader:

- a Actively listens to and learns from students, staff, parents, and community stakeholders;
- b Recognizes individuals for effective performance;
- c Communicates student expectations and performance information to students, parents, and community;
- d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f Utilizes appropriate technologies for communication and collaboration; and
- g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

## Activity #2

### Unpacking the Florida Principal Leadership Standard 9: Communication

Review and analyze the Florida Principal Leadership Standards (FPLS) Domain 3: Organizational Leadership, Standard 9: Communication. Consider and respond to the existing knowledge and skills that you possess and the new knowledge and skills that are needed to implement the standard. Make certain you describe why you believe as you do. Discuss your responses at your table and then whole group. After the targeted FPLS have been analyzed consider the planning process for successful implementation.

Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators	Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u>	Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement
<b>DOMAIN 3—ORGANIZATIONAL LEADERSHIP</b>		
<b>Proficiency Area:</b> <b>Communication:</b> Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.		

<b>Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators</b>	<b>Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u></b>	<b>Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement</b>
<p><b>Indicator 3.9.1</b>  <b>Listens, analyzes, and acts based input from stakeholders and potential impact on organizational mission</b>            ●Observations and documentation provided by the leader demonstrate that the leader listens well, seeks mutual understanding, and welcomes sharing of information</p>		
<p><b>Indicator 3.9.3</b>  <b>Engages in two-way communication with faculty and staff</b>            ●The leader knows all staff members and makes an effort to recognize the personal and individual contribution each one makes.</p>		



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<p><b>Indicator 3.9.4</b>  <b>Maintains two-way communication with parents and community</b></p> <ul style="list-style-type: none"> <li>●The leader conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, e-mail, web sites) where appropriate.</li> <li>●Survey data suggest that parents and community members feel empowered and supportive of educational objectives.</li> </ul>		

<b>Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators</b>	<b>Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u></b>	<b>Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement</b>
<p><b>Indicator 3.9.2</b>  <b>Productively manages two-way communication with students</b></p> <ul style="list-style-type: none"> <li>●The listening strategies may include focus groups, surveys, student advisory committees, and numerous one-to-one student conversations.</li> </ul> <p><b>Indicator 3.9.3</b>  <b>Engages in two-way communication with faculty and staff</b></p> <ul style="list-style-type: none"> <li>●The leader actively engages in “active listening” to the faculty and staff.</li> </ul> <p><b>Indicator 3.9.4</b>  <b>Maintains two-way communication with parents and community</b></p> <ul style="list-style-type: none"> <li>●The leader conducts frequent interactions with parents and community members, including newsletters, personal briefings, personal visits and calls, and the use of technology (voice mail, hot lines, e-mail, web sites) where appropriate.</li> <li>●There is clear evidence of the leader’s decisions based on input from parent and community members.</li> </ul>		

<b>Florida Principal Leadership Domains, Standards (Proficiency Areas), and Indicators</b>	<b>Unpacked Leadership Proficiency Area/Indicator Can Be Implemented with <u>Existing Knowledge &amp; Skills</u></b>	<b>Unpacked Leadership Proficiency Area/Indicator Requires <u>New Knowledge</u> and Skills to Implement</b>
<p><b>Indicator 3.9.3</b>  <b>Engages in two-way communication with faculty and staff</b>            ●Faculty meetings include open, two-way discussions.</p> <p><b>Indicator 1.1.1</b>  <b>Understands student requirements and academic standards</b>            ●The leader ensures that specific faculty meetings and staff development forums are focused on student achievement, including reviews of individual student work compared to standards.</p> <p><b>Indicator 1.2.1</b>  <b>Reports student achievement to students, parents, teachers, and other leaders</b>            ●The leader reports at all levels extend far beyond the report card to include standards and achievement reports detailing student performance.</p>		

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<p><b>Indicator 3.9.4</b>  <b>Maintains two-way communication with parents and community</b></p> <ul style="list-style-type: none"> <li>● There is clear evidence on the part of the leader to communicate with parents and the community, including open forums, focus groups, surveys, personal visits, and extensive use of technology.</li> </ul>		

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<p><b>Indicator 3.9.2</b>  <b>Productively manages two-way communication with students</b>            ●The leader is particularly visible at the beginning and end of the school day and during all other times when students are present.</p> <p><b>Indicator 3.9.3</b>  <b>Engages in two-way communication with faculty and staff</b>            ●The leader actively engages in “active listening” to the faculty and staff.</p> <p><b>Indicator 3.9.1</b>  <b>Listens, analyzes, and acts based input from stakeholders and potential impact on organizational mission</b>            ●The leader maintains listening systems for major stakeholders (parents, teachers, students, patrons, and staff), and explicitly plans analysis and reflection of data, and establishes structures that facilitate responsive action based on feedback and analysis.</p>		

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*Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.*

References:

Florida Principal Leadership Standards (n.d.). Retrieved May 15, 2016, from <https://>

[www.floridaschoolleaders.org/fslPortal/wcgProgram/fpls.aspx](http://www.floridaschoolleaders.org/fslPortal/wcgProgram/fpls.aspx)