NASSAU COUNTY SCHOOL DISTRICT

DISTRICT LEADERSHIP DEVELOPMENT AND PRINCIPAL CERTIFICATION PROGRAMS

SUPERINTENDENT:

Dr. John L. Ruis
Mission Statement:  
The Nassau County School District

Our mission is to develop each student as an inspired life-long learner and problem-solver with the strength of character to serve as a productive member of society.
Leadership Plan Table of Contents

1. Checklist for Principal Preparation Programs *(pages 4 -13)*

2. Introduction

3. Background/Rationale

4. Nassau Principal Leadership Development Program (PLDP) Design
   A. Overall Design
   B. Progression Model for Program
   C. Crosswalk for PLDP Training Components and Florida Principal Leadership Standards (FLDOE-Provided Matrix)
   D. Level II-A
   E. Level II-B
   F. Focused Remediation and Support
   G. Level III (Optional)

5. Appendices *(See separate electronic folder)*
   A. District Matrix of Professional Development
   B. Critical Incident Form
   C. Leadership Portfolio Screening Form
   D. Leadership Support Team Documentation
   E. Schultz Center Leadership Program Applications
   F. School Board Meeting and Analysis Forms
   G. Sample Shadow Log
   H. Educational Impact Florida 360 Alignment to FPLS
   I. ASAP Matrix of Professional Development
   J. Region 2 Crosswalk of Professional Partners and Certifications
   K. Florida Principal Leadership Standards
   L. Principal Performance Appraisal
   M. Professional Development Evaluation forms
   N. FPLS Indicators at 3 Levels
   O. Customized Learning Plan
   P. New Principal Satisfaction Survey
Checklist for Evaluation of School Principal Preparation Programs Based upon Approval Standards Adopted Pursuant to Rule 6A-5.081, F.A.C.

These standards and associated criteria reflect statutory requirements of section 1012.986, Florida Statutes, and revisions to Chapter 6A-5.081, F.A.C., adopted by the Florida State Board of Education in May 2007. Additional information concerning the program approval process may be obtained through the Bureau of Educator Recruitment, Development and Retention, 850.245.0435.

**Standard 1. Core Curriculum Content**
The curriculum content delivered in each approved program is based on competencies aligned with the Florida Principal Leadership Standards and includes all other state-mandated requirements.

1.1 The Florida Principal Leadership Standards and competencies are translated into a customized, competency-based developmental program that is tailored to the needs of aspiring Principals.

<table>
<thead>
<tr>
<th>Criteria for Transitional Program Approval</th>
<th>Required Elements</th>
<th>Type of Documentation</th>
<th>Location/Page #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1.1 The overall competency-based design for the preparation program is aligned with the Florida Principal Leadership Standards and competencies.</td>
<td>Program documentation (matrix, curriculum map, other tool) reflects planned professional development through which the candidate can practice and fully demonstrate each of the Florida Principal Leadership Standards. Program documentation (matrix, curriculum map, other tool) reflects multiple opportunities for the candidate to practice application of knowledge with the purpose of improving curriculum, instruction and student achievement.</td>
<td>Narrative: Introduction and Program Overview</td>
<td>Pg. 15-18</td>
</tr>
<tr>
<td>1.1.2 The program design places greatest emphasis on the role of the school leader in improving curriculum, instruction and student achievement.</td>
<td>The process for developing and monitoring an individual learning plan based on assessed needs of the candidate and the required competencies is described. Copies of self assessment, appraisal, and other instruments utilized in the process are included.</td>
<td>Narrative: Program Design and Matrix</td>
<td>Pg. 21</td>
</tr>
<tr>
<td>1.1.3 Customized competency-based learning plans are developed for aspiring principals using valid data gathered from self-assessment, selection, and appraisal instruments aligned with the competencies to be demonstrated in the program.</td>
<td>Narrative-Ed Leadership Cert, Crosswalk to FPLS, Program Design (Leadership 360, PrincipalInsight, Etc.)</td>
<td>Pg. 17-18; App. A; H</td>
<td></td>
</tr>
</tbody>
</table>
1.1.4 These customized learning plans include competency-based professional development opportunities and job embedded learning experiences appropriate to the preparation needs of aspiring principals.

The sample of a customized learning plan is included showing the professional development/learning activities and the process by which they are:

1. based on the results of the needs assessment,
2. integrated into a candidate’s job duties, and
3. addressing ESOL/ELL and other statutory requirements in school principal training.

1.1.5 A qualified, experienced leadership team, including a high performing principal, guides and supervises aspiring principals during their preparation.

Documentation certifies the qualifications of each member of the leadership team, and specifies the teams’ responsibilities in relationship to program objectives. Monitoring tools or appraisal instruments to be used by the team are included here, or referred to if same instrument(s) utilized and included under Standard 2.

1.2 The program provides learning opportunities and experiences that foster the understanding and application of competencies aligned with each of the Principal Leadership Standards and incorporate appropriate elements of the W. Cecil Golden School Leadership Development Program.

1.2.1 Program learning opportunities and experiences are designed to ensure mastery of competencies for improving student learning.

Appropriate professional development or field experience descriptions include the activities or experiences that provide the candidate with the opportunity to demonstrate mastery of each required competency. Documentation includes where appropriate tools and/or resources of the William Cecil Golden School Leadership Development Program are incorporated.

1.2.2 Aspiring principals are engaged in solving on-the-job problems with greatest emphasis on the school leader’s roles in improving curriculum, instruction, and student achievement.

Activities are placed throughout the program that engage aspiring principals in solving on-the-job problems specifically related to curriculum improvement and student achievement. Documentation includes where activities are planned and where appropriate tools and/or resources of the William Cecil Golden School Leadership Development Program are incorporated.

1.3 Field experiences are designed and implemented to provide opportunities for aspiring principals to apply program knowledge and demonstrate...
<table>
<thead>
<tr>
<th><strong>1.3.1</strong></th>
<th>Field experiences are integrated with professional preparation.</th>
<th>Program documentation shows field experiences throughout the program which are linked directly to planned professional development. Placement of field experiences may be shown on the matrix or curriculum map.</th>
<th>Shadowing; Other on-the-job activities embedded into WCG; SREB; Schultz Academy Pg. 28-29; 35-37</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.3.2</strong></td>
<td>Field experiences are designed to provide application, practice, and reflection on concept skills, and procedures essential for leading school improvement and improving student achievement.</td>
<td>Field experience descriptions clearly describe application, practice, and reflection on concept skills based on Florida Principal Leadership Standards and the goals of school and student achievement improvement.</td>
<td>Other on-the-job activities embedded into WCG; SREB; Schultz Academy Pg. 21</td>
</tr>
<tr>
<td><strong>1.3.3</strong></td>
<td>Aspiring principals receive feedback and coaching on their performance of essential competencies during their field experiences.</td>
<td>Field experience descriptions clearly describe processes and tools for monitoring the aspiring principals' progress by providing timely feedback and guidance on their performance in specific activities and overall progress in demonstration of the principal leadership standards.</td>
<td>Leadership Support Team Description and Roles/ WGC Prof. Partners p.24-25</td>
</tr>
<tr>
<td><strong>1.4.</strong></td>
<td>Program learning opportunities are delivered and field experiences are supervised by qualified personnel.</td>
<td>Program documentation includes background information to verify qualifications for all program staff. Information should include 1. administrative position(s) held in K-12 settings (examples: vice-principal, principal, director in an educational setting where supervision of teachers was a major responsibility of the position, etc.) 2. years of experience in each position included Field experience supervisors' documentation includes information from 1.4.1. and certification that appropriate successful experiences related to the field experience goals was earned.</td>
<td>Leadership Support Team- Resumes or Vitae Or Bios App. D</td>
</tr>
<tr>
<td><strong>1.4.1</strong></td>
<td>Program staff has the appropriate education background and school experience to deliver the required learning opportunities effectively.</td>
<td></td>
<td>Professional Partners, District Staff Level 3 Principals Leadership Development Plan- WCG Performance Appraisal and PDP</td>
</tr>
<tr>
<td><strong>1.4.2</strong></td>
<td>Candidates’ field experiences are supervised by principals who have dealt successfully with the issues and or problems being addressed.</td>
<td></td>
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</tr>
</tbody>
</table>
1.4.3 Valid techniques have been developed to obtain candidates’ feedback on the quality of the overall experience and to share the feedback with program staff to improve program quality. The process and instrument(s) used to obtain candidate feedback on field experiences is included in field experience descriptions. Narrative- Part III (End of Each Level) 29-30; 38

### Standard 2. Candidate Performance
Each candidate in the approved program will demonstrate all competencies identified in the core curriculum.

#### 2.1. Methods and procedures aligned with the required curriculum have been established to assess aspiring principals’ mastery of program competencies as they progress through their preparation program.

<table>
<thead>
<tr>
<th>Criteria for Transitional Program Approval</th>
<th>Required Elements</th>
<th>Type of Documentation</th>
<th>Location/Page #</th>
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</thead>
<tbody>
<tr>
<td>2.1.1 Accurate assessments are being utilized to assess aspiring principals’ mastery of required curriculum competencies as they progress through their preparation program.</td>
<td>Assessment instruments must be included in program documentation. Each instrument used must clearly reflect the leadership standards that are being assessed by that instrument. The system for recording and tracking candidate assessment results is described. Explanation should include program staff responsibilities, data collection and management processes, and monitoring tools (if applicable).</td>
<td>- EI Florida 360 -PrincipalInsight -WCG Standards Inventory -End of each workshop</td>
<td>Program Design for both Levels Pg. 27; 35</td>
</tr>
</tbody>
</table>
2.1.2 Results from these assessments are used to a) provide aspiring principals with feedback on their strengths as well as areas where improvement is needed b) track their progress in meeting the performance expectations for the preparation program, and c) create a remediation plan and timeline where needed.

A systematic process is described that provides candidates with specific information on their progress in mastering each of the Florida Principal Leadership Standards. Progress should be linked to professional development/field experience activities described in standard 1. Explanation should include how candidates can access the information and at what point progress results will be used for development of a candidate's remediation plan.

Program Narrative-Completion, Mentoring Team, Focused Remediation

Pg. 31; 40

2.1.3 A Committee made up of school district staff and higher education institution and/or other out of district qualified persons is established to review candidates' progress on assessments to identify any individuals who are not making adequate progress in mastering the competencies of the school principal.

Program documentation should describe the membership and responsibilities of the committee in relation to expected outcomes and individual candidate progress.

Narrative and Progression Model, Fig.1

Pg. 18; App. D.

2.1.4 All assessments are developed collaboratively and are tied to the Florida Leadership Standards, district developed competencies and the comprehensive duties of the school principal.

Program description includes the process, including specific collaboration for development of assessments. Links to FPL Standards, district-developed competencies and duties of the school principal may be described in narrative form, shown on the professional development matrix, or on assessment instruments themselves.

PI, Florida 360 (Appendix and Narrative), and in Assessment Language at end of each Level

Pg. 27; 35

2.2 A process has been developed to determine and record which candidates have successfully demonstrated mastery of all required preparation program competencies and, thus, can be endorsed for School Principal Certification.

2.2.1 Candidates' mastery of the required preparation program competencies is recorded on an ongoing basis.

Assessment system documentation includes clear requirements for determining both candidate progress and demonstration at the mastery level for each standard.

PI, Florida 360 ;Assessment Language at end of each Level

Pg. 18; 29; 31; 40
<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2.2</td>
<td>A plan is established by which a team of school district leaders and institutions of higher education and/or other non-district qualified persons review each candidate to determine successful completion of the principal preparation program. Program documentation should describe the membership and responsibilities of the committee in relation to required outcomes and individual candidate program completion.</td>
</tr>
<tr>
<td>2.3</td>
<td>Methods and processes are in place to support and assess program completer's impact on school improvement and student learning using student achievement data during their first years as a school principal.</td>
</tr>
<tr>
<td>2.3.1</td>
<td>An accurate process has been developed to support and assess program completers' impact on school improvement and student learning using student achievement data. Data elements and indicators are described for use in this process. A method for collecting and maintaining these data over time for purposes of program improvement is described.</td>
</tr>
<tr>
<td>2.3.2</td>
<td>Data collected through this process are compiled and used in the design and delivery of a professional development program focused on strengthening and/or enhancing program completers' performance as a school principal. The process for using these data to affect the planning of professional development for program completers is included.</td>
</tr>
<tr>
<td>2.4</td>
<td>A process is in place to provide assistance to program completers who do not meet their school district's performance expectations during their first two years as a school principal.</td>
</tr>
<tr>
<td>2.4.1</td>
<td>A process has been developed to identify program completers who have not met their school district's performance expectations as a school principal. A descriptive plan is provided on how the program will identify those program completers who have not met performance expectations as a school principal within their first two (2) years after completing the program. This remediation plan is only required when the candidate is employed in the district where the program was completed.</td>
</tr>
<tr>
<td>2.4.2</td>
<td>A process is in place for a team of school district leaders and institution of higher education staff and/or other out-of-district qualified persons to recommend what A collaborative process is articulated for how completer improvement will be assessed within the remediation process that has been established for the program. This plan will include both university faculty and district staff</td>
</tr>
</tbody>
</table>
additional assistance might be provided. and how additional support and/or professional development will be provided for their program completers in their first two (2) years of completing the program.

2.4.3 The results of the actions taken are documented.

The process of how the results of the remediation plans will be documented and used for program improvement purposes is articulated.

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**Standard 3. Continuous Improvement**

The approved program implements processes to ensure continuous program improvement.

**3.1.** A formal process is in place for continually monitoring whether the principal preparation program is being implemented as designed and the desired outcomes are being achieved.
3.1.1 A systematic process has been developed to continuously monitor the program’s performance.

1. The district will collect and report annually the following data for continued approval purposes as required in Rule 6A-5.081:
   A. Admission, enrollment and completion data through the department’s regular staff data survey reporting processes (Survey 5).
   B. Elements of the WCG Program through the department’s regular professional development data survey reporting process (Survey 5)

2. The district will collect and maintain for continued approval, longitudinal data that includes placement rates, rehire rates, and retention rates of program completers.

3. The district will maintain data for all elements of Standard 2 for use in continuous program improvement.

4. The district will collect and maintain data for Criteria 3.2 and 3.3 for use in this process

A formal process is articulated for collecting and analyzing data required under Standard 3. The following must be included in the description of this process:

1. A narrative describing the annual evaluation process and dissemination of results noting strengths and weaknesses; including a timeline

2. Composition (positions of the members, e.g. Prof. Dev. Director, Asst. Dean, program coordinator) of the team involved in the data analysis and who will make recommendations for programmatic

DOE Data elements; Assessment and Program Evaluation Pg. 31; 40

3.1.2 School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards.

Assessment and Summative Program Evaluation Pg. 15; 29-31; 39-41;
3. A plan for collaborative partnerships with universities/colleges involvement is included.

4. Documentation each year of decisions made regarding program improvement is based on results of this process.

<table>
<thead>
<tr>
<th>3.2</th>
<th>A formal process has been established to determine how satisfied the school district is the level of preparedness of program completers for their first year as a school principal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>A formal process has been developed to determine how satisfied the school district is with the level of preparedness of program completers. The process for regularly obtaining and maintaining data regarding the level of satisfaction of school district personnel with appropriately placed program completers is described. Data should be related to program curriculum and/or expected outcomes.</td>
</tr>
<tr>
<td>3.2.2</td>
<td>School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards. A formal process is articulated for: 1. sharing results with staff responsible for delivering the program and supervising candidates, and 2. using the data for continuous improvement.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.3</th>
<th>A formal process has been established to determine how satisfied program completers are with their level of preparedness for their first year as a school principal.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3.1</td>
<td>A formal process has been developed to determine how satisfied program completers are with their preparedness. The process for regularly obtaining and maintaining data regarding the level of satisfaction of program completers with their level of preparation is described. Data should be related to program curriculum and/or expected outcomes.</td>
</tr>
<tr>
<td>3.3.2</td>
<td>School district staff review and use the results of this process to refine the design and delivery of the program to meet quality standards. A formal process is articulated for: 1. sharing results with staff responsible for delivering the program and supervising candidates, and 2. using the data for continuous improvement.</td>
</tr>
</tbody>
</table>
NARRATIVE:

NASSAU COUNTY
PRINCIPAL LEADERSHIP DEVELOPMENT PROGRAM
Introduction

The programs in this document are designed to prepare individuals for school based leadership. The completion of a program in no way ensures the individual of placement in an administrative position. Individuals desiring a position as a school administrator must apply in accordance with the district policies and procedures governing selection.

Leadership Awareness and Recruitment Program

The Nassau County School District is committed to hiring highly effective individuals to lead its schools. We recognize the importance of the school leader in student achievement. Additionally, we must prepare for both growth and attrition among the ranks of current school leaders. Our intention is to begin early to identify, nurture, and guide those individuals with leadership potential.

Therefore, the district annually will conduct sessions designed to recruit individuals who show an interest in school leadership. The sessions will include but not be limited to the following areas:

- The William Cecil Golden (WCG) Program: The Big Picture
- Introduction to the Florida Principal Leadership Standards
- Certification Requirements for Educational Leadership and School Principal

These areas are addressed collaboratively through several partners for training and support. The district participates in a collaborative partnership with the Schultz Center Leadership Institute, Crown Consortium, North East Florida Educational Consortium, University of North Florida, and Jacksonville University to share leadership training, development strategies, joint instructional initiatives, and to identify program improvement needs. Meetings occur quarterly and are hosted by the Schultz Center.
Level 1: Educational Leadership Certification Program

Individuals desiring Level I Educational Leadership Certification must complete the state requirements in a university/college Florida DOE approved program. Reference: SBE Rule: 6A-5.081

Principal Leadership Development Program Background and Need

Standards-based education, which necessitates the best instruction for student success and holds schools accountable for student achievement, has created an overwhelming need for a different kind of leadership in America’s public schools. The school principal is now expected to lead instructional reform and innovative practices in teaching, facilitate curriculum alignment to student academic achievement needs through regular and rigorous data investigation and stay on the cutting-edge of professional development for all staff, while motivating teachers and students and managing everything from schedules to the school budget. This school leader must exemplify the attributes of Bass and Avolio’s transformational leader (1985), the data-to-design-to-measurement leader found in Deming’s original Six Sigma studies, and the six main areas of school leadership documented in the Florida Principal Leadership Standards (Appendix K).

Skill-building and preparation for the new school principal’s role requires a dedicated, collaboratively designed program for learning to lead. The program design must include: a process for the identification of potential candidates from current teacher-leaders; a collaborative university/district effort to recruit future school leaders from educational leadership certification programs and other non-traditional routes to education; a rigorous selection process; and a job-embedded series of connected leadership learning experiences that may be applied to and measured in the learner’s current work.

Finally, for the 2007-2008 school year, the Nassau County School District has nine elementary principals, three middle school principals, three high school principals, one middle-senior high school principal, twelve assistant principals and four deans working in school leadership positions. Over the past three years, the district has hired three
principals, and eight assistant principals. There is a projected need for 3-4 personnel in school leadership positions based on anticipated retirements and growth in the next three years. However, the retirement of key district level administrative staff could change this projection.

To meet this need for high quality principals, our district will collaborate with a number of entities responsible for school leadership professional development and certification. These partners include: the University of North Florida’s College of Education; the Crown Consortium; Jacksonville University, the Schultz Center Leadership Institute, and the Florida Department of Education’s (FDOE) W.C. Golden Professional Partners, a network of retired, high-performing principal mentors.

**Principal Leadership Development Program Background, Goals, and Objectives**

The Nassau PLDP is founded on the three-level model of principal leadership originally proposed and outlined by the state in the Florida Principal Leadership Standards (Adopted April, 2005). The district has created and adopted the framework and the rigorous activities contained therein as a central component in leadership training. The purpose of the PLDP is to provide a structured, competency-based program for initial as well as continued leadership development.

The long term goal is to improve student achievement by increasing the number of high-performing school leaders. The objectives of the three-level model are to (1) increase the potential pool of certified candidates for assistant principal and principal vacancies; (2) ensure the pool consists of candidates who are instructionally focused and equipped with the knowledge and skills to develop and lead high-performing schools; (3) recruit, retain and train experienced principals to engage in mentoring others and to provide on-site, job-embedded inquiry that increases student achievement; and (4) build a self-sustaining program structure for leadership support. Refer to Figure 1 for a visual progression of training.
Identification/Recruitment of Potential School Leaders:
- Collaborative meetings with universities
- Recruitment Fairs
- Principal recommendations
- District information sessions

Pre-Program Leadership Ability Assessment (PrincipalInsight)

Pre-Program Leadership Skill-Building Activities and District-Specific Policy Awareness Activities (Repeated Throughout the Academy)

Collaborative Mentoring Team: Consistent Feedback, Academy and Participant Accountability Measures, and Incentives Aligned with ISLCC and FPLS Standards

- Improved student achievement
- High quality Instructional-focused School Leadership
- Building a pool of High-Performing Instructional Leaders and Principal Mentors (Level III Grads)
- Self-sustaining structure for Leadership Support in Five Years

Figure 1. Principal Leadership Development Program Progression Model
Principal Leadership Development Program Structure:

The underlying support structure of all three levels of the PLDP is the use of mentors. Participants are mentored primarily through W.C. Golden Professional Partners and as needed and appropriate, district leadership directors. Careful consideration is given to matching mentors with the needs of participants. Professional Partners maintain a confidential relationship with the school leaders to whom they are assigned and are available to assist and support school leaders in implementing the various instructional initiatives in their schools. The main roles of the Professional Partners/mentors include but are not limited to: providing thoughtful and timely feedback, assisting in the establishment of professional learning communities, providing follow-up support and assistance for all PLDP learning experiences, and assisting in the design and implementation of principal-led action research studies.

In addition to the W.C. Golden Professional Partners, the district will encourage Level III certified principals to become principal mentors and trainers for the program components. In this way, the program may become a self-sustaining and institutionalized structure.

The context and processes of the professional development opportunities within the Nassau PLDP are aligned with the National Staff Development Council (NSDC) Standards and with the Florida Professional Development Protocol Standards, both which emphasize that meaningful learning occurs when individuals are in a forum in which they experience, process and communicate their learning to and with others, while receiving feedback and questions to further guide their learning. The social and collaborative context and processes are the foundation on which the PLDP cohort model is formed. Thus, the professional development with which the learners engage is made up of learning for which the individual participant is held accountable (Level II-A); learning applications for which an instructional team, led by a lead teacher or administrator, is held accountable (Level II-B); and school-wide accountability for student learning in the principal-led, action research of Level III. This program becomes a self-sustaining cycle
when Level III graduates choose to become mentors and trainers for participants in Levels II-A and II-B.

Equally important to each training module is the content, which is based upon the Florida Principal Leadership Standards. Please refer to the training component descriptions in Level II-A and II-B and to Table A for a matrix of the PLDP Components and their content alignment with the Florida Principal Leadership Standards.
## Table A. Matrix of PLDP Professional Development Components and Florida Principal Leadership Standards

<table>
<thead>
<tr>
<th>Leadership Development Program Component and Partner</th>
<th>Specific Indicators of Competency Addressed for Each Standard*</th>
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<tbody>
<tr>
<td>District/Schultz Center Identification Process / Level II A and B</td>
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<tr>
<td>Gallup Principal Insight Assessment (Crown or Schultz) - Pre-Schultz Aspiring Leaders Academy / Level II A and B</td>
<td>X</td>
</tr>
<tr>
<td>Prior Learning Inventory (WGC) - Level II A and B</td>
<td>X</td>
</tr>
<tr>
<td>WCG Standards Inventory (WGC) - Level II A and B</td>
<td>X</td>
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<tr>
<td>The Big Picture Module (WGC) – Level II A and B</td>
<td>X</td>
</tr>
<tr>
<td>Educational Impact Florida 360 Assessment (NEFEC) - Level II A and B</td>
<td>X</td>
</tr>
<tr>
<td>Supporting Instruction through Frequent Monitoring and Feedback-Classroom Walk-Through Training Version 2.0 (Teachscape) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Using Data to Focus Improvement (SREB) or Data Analysis for Instructional Leaders (DAFIL/NEFEC) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Ethical Leadership (EMCS and ASAP) or Educator Ethics (St. Petersburg College) or Professional Practices (Beacon) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Human Resources Development and Support (EMCS and NEFEC) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Shared Decision-making and the Instructional Leadership Team (UNF and NEFEC) or SMART Teams (Crown) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Managing the Learning Environment (PEP - Crown) - Level II A</td>
<td>X</td>
</tr>
<tr>
<td>Prior Learning Inventory (WGC) - Level II B</td>
<td>X</td>
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<tr>
<td>WCG Standards Inventory (WGC) - Level II B</td>
<td>X</td>
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<tr>
<td>The Big Picture Module (CEC) - Level II B</td>
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<tr>
<td>IBM Change Toolkit (DOE and Microsoft) - Level II B</td>
<td>X</td>
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<tr>
<td>Classroom Walk-Through PD3 Training (Teachscape) - Level II B</td>
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<tr>
<td>Using Data to Focus Improvement (SREB) or Data Analysis for Instructional Leadership Teams (NEFEC) or - Level II B</td>
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<tr>
<td>SREB School Vision and Culture (WCG Partners) - Level II B</td>
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<tr>
<td>SREB Prioritizing, Mapping &amp; Monitoring the Curriculum (WGC Partners) - Level II B</td>
<td>X</td>
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<tr>
<td>Leading School-wide Literacy (SREB) or Giving Leadership to Literacy (NEFEC) - Level II B</td>
<td>X</td>
</tr>
<tr>
<td>Leadership Team Portfolio (WCG Partners and Schultz) - Level II B</td>
<td>X</td>
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<tr>
<td>IBM Change Toolkit (DOE and Microsoft) - Level III</td>
<td>X</td>
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<tr>
<td>Introduction to Administrator Action Research/Inquiry (NEFEC or Univ. of North FL) - Level III</td>
<td>X</td>
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<tr>
<td>Administrator Action/Research/Inquiry Projects and Presentations (NEFEC or Univ. of North FL) - Level III</td>
<td>X</td>
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<tr>
<td>Administrator Mentoring (District, Crown, WCG Partners) - Level III</td>
<td>X</td>
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<tr>
<td>Beacon ESOL Accountability for Administrators (60 hrs) - Level II A</td>
<td>X</td>
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</tbody>
</table>

*Provided for instructional leadership purposes only.
Level IIA: Principal Leadership Development Program
I. Entry Criteria: Level II-A
1. Completed Application for Nassau PLDP/Schultz Center Aspiring Leaders Academy, along with successful completion of the educational requirements stated therein (See Appendix E).
2. A minimum of 3 years of satisfactory teaching experience.
3. Enrolled in and at least halfway through a Florida approved Educational Leadership Certification Program.
4. Willingness to commit personal time to program activities that may occur outside the individual's contracted work day, and ability to commit one full year to the program.
5. Demonstration and documentation of on-the-job leadership experiences and professional development activities as stated in initial application.
6. A passing score on the Principal Insight instrument.
7. Passing scores on the “On Demand” and “Narrative Writing” exercises.
8. Successful completion of an oral interview.
9. Two letters of recommendation.
10. Superintendent (or designee) and principal approval of application.

II. Program Design
Level II-A – This level is designed to provide aspiring school leaders opportunities to increase their understanding of the role of the principal and to acquire information and skills needed for eligibility as applicants for entry level responsibilities and positions.
The Schultz Center Aspiring Leaders Academy is a one-year leadership development program designed to recruit, train, support, and retain high quality leaders who will increase student achievement and close the achievement gap. The primary goals are to:

1. Prepare candidates with the critical leadership standards, core values, knowledge, and skills that all leaders must possess as schools move from change to sustainability.
2. Prepare candidates for eligibility as Assistant Principals and/or in the district’s Candidate Pool.
3. Grant Educational Leadership Certification for those holding a Masters Degree in a field other than Educational Leadership.
Emphasis will be on achieving and demonstrating competency in the Florida Principal Leadership Standards with focus within Level II-A on the following:

a) Learning, Accountability and Assessment  
b) Managing the Learning Environment  
c) Human Resource Development  
d) Technology  
e) Ethical Leadership  
f) Diversity

**Level II-A of the Nassau PLDP/Schultz Center Aspiring Leaders Academy**

consists of skill-building and practice for real-world school leadership. Teacher leaders, assistant principals and beginning principals work in cohorts over the course of a year to analyze and apply the ten Florida Principal Leadership Standards and six ISLLC Standards to their practice and to learn practical school leadership knowledge imparted by high-performing principals. These professional development sessions provide aspiring school leaders opportunities to increase their understanding of the role of the principal and to acquire information and skills needed to fulfill the entry level responsibilities of the position.

The training experiences incorporate multiple standards. Therefore, the participant will observe, participate and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation (Please refer to Table A).

**Collaborative Mentoring - A Leadership Support Team for Level II A and II B**

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal, the district leadership director, a principal mentor (who could be a WC Golden Professional Partner- see Appendix J). This team could include a representative of the Schultz Aspiring Leaders Academy or a representative of
Crown Consortium. Additionally, a Level III completer of the Nassau PLDP may be used to support Level II-B assistant principals and principals through their training. The support team will meet a minimum of three times an academic year to guide the candidate’s professional development. The purpose of these meetings will be to provide feedback and mentoring to each of the candidates as they progress through training. Participants may wish to provide evidence of knowledge application through the attachment labeled Appendix B- Critical Incident Form. This form allows a participant to reflect on applied learning experiences as they happen.

**Assessing Progress through this Team:**

The Florida School Leaders website and the link to Florida School Reports will be used to monitor the first two years of a program completer’s placement as a school principal in Florida. Florida School Reports provides the information historically and currently on student achievement at each school in the state. Using this information, district staff can track the impact of school principals on student learning on an annual basis.

**III. Training/Leadership Experiences and Activities**

**Schultz Center Aspiring Leaders Academy Core Required Components**

**For Level II-A, the participant will:**

- Complete the following activities from the www.floridaschoolleaders.org website:
  - Prior Learning Inventory
  - WCG Standards Inventory
  - The Big Picture Module
  - WCG Leadership Plan

- Complete the *Florida 360 Assessment*, a tool co-designed by NEFEC, Crown Consortium, Heartlands Consortium and Panhandle Area Educational
Consortium, and SAIL, a division of the Ohio Administrators Association. The Florida 360 is a tool that captures accurate and reliable feedback from multiple raters on the overall performance of Florida Principals and Assistant Principals. This powerful tool was designed to align to the Florida Principal Leadership Standards and key indicators. The objective feedback is provided to the participants anonymously and within a secure online environment: The 360 includes a Personal Learning Plan as well as a host of different professional development resources which are aligned to each indicator. See Appendix H for detailed alignment to FPLS.

- Complete of the William Cecil Golden Leadership Development Plan (located at: www.floridaschoolleader.org and co-developed by Panhandle Area Educational Consortium and NEFEC for the W.C. Golden Program for School Leaders), a customized learning plan based on individual needs assessment and integrated into on-the-job responsibilities.

- Attend Ethical Leadership and complete set of problem-solving activities in their workshop teams. In this professional development activity, the participant should be able to apply legal and ethical decisions to a variety of problem-solving scenarios.

- Attend Human Resources Development, Management and Support and apply knowledge of human resources-related law to a variety of problem-solving scenarios in the workshop setting. Additionally, the participant should include documentation of a human resources-related action that pertains to a subordinate or themselves in their cumulative portfolio before graduating the Accomplished School Leaders Program.

- Attend and participate in training in either 1) SMART Teams (Crown Consortium) that develops skills in assessment of team effectiveness; keys to team success, steps/process for planning meetings; team communication and consensus/shared decision making; team strategic problem solving; managing team conflict; school wide implementation steps for teams; or 2) Shared Decision-making and the Instructional Leadership Team. In this workshop, designed and facilitated by high-performing principals and the University of North Florida, participants learn
to build effective leadership teams with a focus on the 21 Responsibilities of Leadership Teams as outlined by Robert Marzano in his meta-analysis, *School Leadership that Works* (2005). The follow-up will be the integration of learned concepts and strategies into the Data Analysis and Curriculum Alignment workshops.

- **Attend (in-person or online) Data Analysis and the Instructional Leadership Team** and demonstrated principles of data analysis that inform instructional and curriculum planning, or the SREB module *Using Data To Focus Improvement*. To complete this part of the program, the participant must complete the Data Collection Cumulative Activity and document this activity in their cumulative portfolio. The document chosen to be included should demonstrate a team planning process for student instruction and scheduling. This may be a small team, such as a department, or a school-wide instructional team.

- **Participate in the facilitated online workshop, The School as a Microcosm of Society- Supporting Diverse Populations** or Book Study focused on school and student needs. This training module is conducted through an internet-based classroom and a follow-up podcast. Additionally, the participants will participate in and complete a principal-led book study.

- **Attend Supporting Instruction through Frequent Monitoring and Feedback** (e.g., Classroom Walk-Through, a monitoring framework adopted by Florida). This initiative supports district efforts to provide school leaders with strategies and tools to effectively structure classroom visits and follow-up reflection in order to monitor effective instruction, and as a planning and monitoring tool for faculty professional development.

- **Managing the Learning Environment- Principal Enhancement Program**- The Professional Enhancement Program (PEP), instills fundamental leadership skills that, when practiced, result in a more productive work climate for all. PEP focuses on the development of leadership skills while assessment centers focus on ratings for selection. PEP enables aspiring leaders to actively demonstrate their skills by completing a series of activities and then to collect real-time feedback
from peers and coaches. Participants identify developmental areas and create an action plan for improvement.

The following is a list of other field/learning experiences that the district will use in conjunction with the Schultz Center Aspiring Leaders Academy:

1. Completion of the following assessments with book study follow-up:
   a) PrincipalInsight (Gallup)
   b) WC Golden Principal Leadership Standards Inventory (www.floriaschoolleaders.org)
   c) Additionally, the participant may complete a Gregorc Inventory or Myers Briggs Type Indicator
2. Required attendance and analysis of 2 school board meetings (See Appendix F - School Board Analysis Form).
3. Other non-required W.C. Golden resources recommended by the district
4. Required attendance of District Leadership Development in the following areas:
   a) Orientation to Nassau County’s leadership development program (PLDP)
   b) Overview of functions of all school and system departments, programs
   c) Study of the principal position job analysis, competencies, and dimensions/life themes of highly effective principals
   d) Introduction to the Florida Principal Leadership Standards
   e) Optional: Assistant Principal’s Forum, Council on Educational Change (CEC) – assistant principals only
5. Two days of assistant principal or principal shadowing experiences and written summary/analysis (See Appendix G for a sample).
6. Participation in school improvement activities and School Advisory Council training
7. Participation in the following, as determined by a review of individual needs:
   a) Facilitating Effective Teams or similar team problem-solving model
   b) Clinical Educator Training
   c) ESE/Section 504 Legal Requirements
d) In-depth training and demonstrated use of at least one of the following instructional strategies: Differentiated Instruction, Technology Integration, Reading First, Florida Reading Initiative, Florida PROMISE, CRISS

e) Optional Southern Regional Education Board (SREB) Modules

f) Online ASAP Diversity Module- Free for Florida districts (See Appendix I for alignment to FPLS)

g) Florida’s Continuous Improvement Model Training with FSL website support module

IV. Completion Criteria

Upon completion of the following items, an individual is eligible to apply for assistant principal.

1. A portfolio that documents all of the required Level II-A activities, workshops, and trainings and evidence of job-embedded application of learning. This portfolio is screened by the Leadership Support Team and/or high-performing school leaders (See Appendix D). Feedback is given to the participant and their team so that they may continue to improve their focused professional development to align to student needs.

2. Evidence of Florida Department of Education Certification in Educational Leadership.


V. Assessment and Evaluation of the Program

The aim of program evaluation is to determine the extent to which the program prepares candidates to serve as instructional leaders and to monitor the ongoing improvement of the program to meet the professional development needs of the participants. This evaluation will contain both formative and summative reports.
Formative Evaluation: Gusky’s Levels of Evaluation (Gusky, JSD, Winter 2005, 11-17)

Level I - Participant’s Reactions:
Each module, workshop or other professional development event will be evaluated for the effectiveness of the delivery of the training (see Appendix M). This will provide data that identifies participants’ feelings and opinions about of consultant delivery, materials, formats, time, and setting factors that can be improved upon to increase the effectiveness of the delivery. This measure indicates participant satisfaction with the training program.

Gusky’s Level II Evaluation - Participants’ Learning:
Each module, workshop or other professional development event incorporates measurable learning outcomes with personal reflection, group reflection, rubrics, and/or self-assessment tools to enable participants to identify their accomplishment of the outcomes.

Gusky’s Level III Evaluation - Organizational Support and Change
District Leadership Support Team members, WCG Professional Partners, and other mentors will have clearly defined roles under which they provide support to program participants and the degree to which they carry out their agreed upon activities with their mentees. PLDP participants will regularly provide feedback to mentors and district staff regarding the level of support received.

Gusky’s Level IV Evaluation - Participant Use of New Knowledge and Skills
This level of application and implementation of learning will be demonstrated via the participant’s portfolio of job-embedded application of skills and concepts, reflective conversations with peers and mentors, and via district Training Implementation Reports. Reflection on implementation and WCG FPLS Inventory/self-assessment analysis guide future professional development planning via the WCG/customized individual learning plan. Review of any participant remediation activities will also demonstrate the extent of participant use of knowledge and skills.
**Gusky’s Level V Evaluation: Student Learning Outcomes**

The Florida School Leaders website and the link to Florida School Reports will be used to monitor student learning outcomes tied to the PLDP participant’s learning plan. The Florida School Report provides the information historically and currently on student achievement at each school in the state. Using this information, district staff can track the impact of participants’ instructional leadership on selected student learning outcomes. This measure described above indicate district satisfaction with the program results. The program content and delivery will be adjusted by district staff to improve results.

**Summative Evaluation**

The summative evaluation will be conducted annually using data from the multiple formative data sources to determine the extent the program goals are being achieve, the degree of participant satisfaction with the program, and the degree of district satisfaction with the program results.

**Process:**

1. What evidence exists to demonstrate an increase the potential pool of highly qualified certified candidates for assistant principal and principal vacancies? **Analysis will include required data elements in rule 6A-5.081 for Survey 5 that indicate program participation, completion and purpose.**

2. What evidence exists to demonstrate the extent to which participants are instructionally focused and equipped with the knowledge and skills to develop and lead high-performing schools? **Analysis will include survey results of participant satisfaction with the program, and review of participants’ annual evaluation results in the area of instructional leadership. Review of any participant remediation activities will also demonstrate the extent of leadership readiness.**

3. What evidence exists to demonstrate that the program is impacting recruitment, retention, training, mentoring and on-site, job-embedded inquiry that increases student achievement? **Analysis will include review of participant portfolio artifacts, the number of applicants for any advertised administrative vacancies, and results of mentor surveys.**
(4) What evidence exists that the PLDP is creating a self-sustaining program structure for leadership support? Analysis will include participant and mentor satisfaction survey results and review of the level of on-going participation in training activities.

5) What is the satisfaction level of program completers with a) their level of preparation for their leadership role? b) the program curriculum? c) the expected outcome of the program? Analysis will include survey results addressing these areas. See Appendix P for the survey.

6) What program modifications will be made based upon this data and feedback? The results of the evaluation process will be used to adjust the curriculum, delivery methods, mentoring processes, assessment processes and overall program performance.

**Evaluation /Timeline/Participants**

The annual evaluation will be conducted by September 1\textsuperscript{st} of each year. Evaluation team members may include, but not be limited to: 1) Director of Staff and Program Development; 2) Directors of Elementary and Secondary Education; 3) Assistant Superintendent for Curriculum and Instruction; 4) Director of Personnel; 5) Schultz Center Leadership Academy staff, and 6) University of North Florida or Nova University personnel.

**Evaluation Process:** The annual evaluation process will include the following:
- Data from surveys; school grades; annual performance appraisals; mentor and participant satisfaction surveys; portfolio review; and remediation plans.
- Analysis of the data, strengths and weaknesses indicated by the data;
- Recommendations for program improvement.

**Evaluation Dissemination:** These will be included in the report, which will be disseminated to the superintendent, district staff, those who deliver various program components and serve as mentors, and participants. The Leadership Development Plan for the subsequent year will reflect the evaluation results, and content and program activities will be adjusted for continuous improvement purposes.

**Focused Remediation and Support**

If a program completer does not meet the district’s expectation within the first two years of serving in a fulltime position as a school principal, the individual will be provided an
opportunity to develop an assistance plan in accordance with the district’s performance appraisal system. The plan may not exceed one year of implementation. This plan will include intensive district-based mentoring and the supplemental use of the W.C. Golden-provided ASAP Modules (included as Appendix I) on each standard (for remediation).

Additionally, the collaborative university and district planning team will collaborate with the school district to provide support in designing or implementing a plan of assistance/remediation plan for program completers who have not met performance expectations.

Finally, the customized learning/professional development plan will be developed with input from the Leadership Support Team, and will be monitored by the superintendent or designee. The completer will be required to assemble a portfolio aligned with needs identified by the professional development plan.
Level II-B: 
School Principal Certification and Professional Development
I. Entry Criteria
1. Currently holds a valid Florida Certificate in Educational Leadership (State-approved Level program)
2. Completion of Level II-A Program
3. Is a current Assistant Principal with at least one year of satisfactory experience or is a Principal
4. Completed and approved Application-Schultz Center Principal Academy (See Appendix E.)
5. Is selected using an objective selection process, to participate in the School Principal Certification Program
6. Is recommended by the superintendent for participation

II. Program Design
Level II-B – focuses on leadership skill development necessary to complete an approved district principal certification program and provides the experienced principal with additional tools to support instructional leadership development for Florida’s Principal Leadership Standards.

The Level II-B Schultz Center Principal Academy builds on a foundation of the following themes:
- Establishing and living a clear vision and purpose
- Leading and managing innovation and improvement
- Developing capacity for high-performing teams and collaborative relationships
- Acquiring and implementing deep knowledge of teaching and learning
- Creating organizational accountability systems that sustain results-driven performance

Emphasis will be on achieving and demonstrating competency in the following standards:
- a) Instructional Leadership
- b) Decision Making Strategies
- c) School Vision and Culture
- d) Building Community and Stakeholder Partnerships
**Level II-B** is founded on creating the *instructional leader* that facilitates lasting school reform and builds a working community of learners through an effective *leadership team*. The participants create a portfolio of school-specific student achievement information, curriculum planning documents, school data, and artifacts applicable to decisions affecting culture, curriculum, and instruction. The training experiences incorporate multiple standards. Therefore, the participant will observe, participate in and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation. Several modules are attended by the participant and the school leadership team with whom the participant is working in order to ensure real-world application of learning.

The training experiences incorporate multiple standards. Therefore, the participant will observe, participate and show mastery of each of these standards in multiple ways, including on-the-job experiences and documentation.

**Collaborative Mentoring Team - A Support Team for Level II-B**

Each candidate working toward Principal Certification is assigned a support team consisting of the supervising principal, the district leadership director, a principal mentor (which could be a WC Golden Professional Partner (Attachment: J: Region 2 Professional Partners), or a representative of the Schultz Center or Crown Consortium. Additionally, a previous Level III completer of the NEFEC Level III Principal Leadership Academy may be used to support Level II-B Assistant Principals and Principals through their training. The support team will meet a minimum of three times an academic year to guide the candidate’s professional development. The purpose of these meetings will be to provide feedback and mentoring to each of the candidates as they progress through training. Participants may wish to provide evidence of knowledge application through the attachment labeled Appendix B- Critical Incident Form. This form allows a participant to reflect on applied learning experiences as they happen.
Assessing Progress through this Team:

The Florida School Leaders website and the link to Florida School Reports will be used to monitor the first two years of a program completer’s placement as a school principal in Florida. Florida School Reports provides the information historically and currently on student achievement at each school in the state. Using this information, district staff, with assistance from NEFEC, can track the impact of school principals on student learning and report on an annual basis to the district Leadership Support Team.

III. Training/Leadership Experiences and Activities

Schultz Center’s Principal Leadership Academy Core Required Components

There are three phases to the Principal Academy, each divided into a year experience:

- **Year 1**: Focused work on knowledge, skills, & research embedded in the five Schultz Center Leadership themes; WCG FPLS self-assessments revisited.
- **Year 2**: Upon successful completion of year 1, builds on the application and integration of the knowledge, skills, and research presented in year 1, and requires clear demonstration of the development in the school.
- **Year 3**: Upon successful completion of year 2, builds on the previous two years and moves the administrator toward applying the previous learning to sustain school improvement.

There are unique, required sessions supporting each year of the Principal Academy:

- Session delivery includes presentations, guest speakers, case studies, collaboration, action research and reflection.
- The content of each session aligns with current, relevant curriculum and instruction expectation for building capacity of high performing leaders.
- Through dialogue with other cohort participants and personal reflection, the principal will determine how the content applies to the individual’s site.
• Continuation and update of the *William Cecil Golden Leadership Development Plan* (located at: www.floridaschoolleader.org and co-developed by Panhandle Area Educational Consortium and NEFEC for the W.C. Golden Program for School Leaders), a customized learning plan based on individual needs assessment and integrated into on-the-job responsibilities.

• Participate (in a team of 3-5 peers) in the SREB training module: *Creating a High-Performing Learning Culture*. In high-performance learning cultures, all members of the school community share beliefs about ability and achievement, efficacy and effort, and power and control, and these beliefs are visible in structures in the physical environment, policies and procedures, and group relationships. Concepts such as distributed accountability have real meaning. This module helps participants explore each of these concepts and apply them to their schools, as they learn how to work as a team of leaders to build a high-performance learning culture.

• Participate (with a team of 3-5 peers) in the SREB training module, *Prioritizing, Mapping and Monitoring the Curriculum*. This module helps participants gain a deeper understanding of the state and/or national standards they use and then apply that knowledge to classroom practice. In school teams, participants prioritize, map, and monitor the curriculum.

• Participate (with a team of 3-5 peers) in training, *Data-Focused Improvement or Applied Data Analysis for Instructional Leadership Teams*, wherein the school teams apply the data analysis process to determine their goals for their school improvement plans, foci for school-wide and grade level/subject area curriculum, and instructional strategies to yield the best results in learning. This work will be carefully documented and included in the cumulative portfolio.

• Participation in the training, *Giving Leadership to Literacy*, and demonstration of the alignment of a detailed literacy plan to student achievement needs.

• Reflection on Leadership Experiences- Cumulative Portfolio Project Completion and Learning Community
The following is a sample required list of learning experiences that may be used in conjunction with the Schultz Center’s Principal Academy, Level II-B:

1. District-identified WC Golden resources (Other than those found in the PLA framework)

2. Participation in at least one of the following Florida School Leaders sponsored activities
   a) School Leadership Academy (Council for Educational Change)
   b) Florida Association of School Administrators (FASA) conferences or Middle School Academy – Principals only

3. Participation in at least three of the following:
   a) Interaction Management (Development Dimensions International)
   b) Facilitating Effective Teams or similar team problem-solving model
   c) ESE/Section 504 Legal Requirements
   d) IBM Change Toolkit Training for Leadership Teams
   e) School Law Update

4. Collective bargaining agreements and analysis school board policies (See Appendix B- Matrix for Principal Certification PD)

IV. Completion Criteria

Upon completion of the following items, an individual is eligible to apply for a principal position and School Principal certification.

1. Successful completion of 3 years as an Assistant Principal
2. A portfolio that documents the individual’s application of key learning to their school improvement initiatives, based on individual learning plan.
3. Satisfactory annual performance evaluation
4. Letters of recommendation from other leaders or teachers and staff
5. Superintendent approval of completion
V. Assessment and Evaluation of the Program

The aim of program evaluation is to determine the extent to which the program prepares candidates to serve as instructional leaders and to monitor the ongoing improvement of the program to meet the professional development needs of the participants. This evaluation will contain both formative and summative reports.

**Formative Evaluation: Gusky’s Levels of Evaluation** (Gusky, JSD, Winter 2005, 11-17)

**Level I - Participant’s Reactions:**
Each module, workshop or other professional development event will be evaluated for the effectiveness of the delivery of the training (see Appendix M). This will provide data that identifies participants’ feelings and opinions about consultant delivery, materials, formats, time, and setting factors that can be improved upon to increase the effectiveness of the delivery.

**Gusky’s Level II Evaluation - Participants’ Learning:**
Each module, workshop or other professional development event incorporates measurable learning outcomes with personal reflection, group reflection, rubrics, and/or self-assessment tools to enable participants to identify their accomplishment of the outcomes.

**Gusky’s Level III Evaluation - Organizational Support and Change**
District Leadership Support Team members, WCG Professional Partners, and other mentors will have clearly defined roles under which they provide support to program participants and the degree to which they carry out their agreed upon activities with their mentees. PLDP participants will regularly provide feedback to mentors and district staff regarding the level of support received.
Gusky’s Level IV Evaluation- Participant Use of New Knowledge and Skills
This level of application and implementation of learning will be demonstrated via the participant’s portfolio of job-embedded application of skills and concepts, reflective conversations with peers and mentors, and via district Training Implementation Reports. Reflection on implementation and WCG FPLS Inventory/self-assessment analysis guide future professional development planning via the WCG individual learning plan.

Gusky’s Level V Evaluation: Student Learning Outcomes

The Florida School Leaders website and the link to Florida School Reports will be used to monitor student learning outcomes tied to the PLDP participant’s learning plan. The Florida School Report provides the information historically and currently on student achievement at each school in the state. Using this information, district staff can track the impact of participants’ instructional leadership on selected student learning outcomes.

Summative Evaluation
The summative evaluation will be conducted annually using data from the multiple formative data sources to determine the extent the program goals are being achieved:

1) Is there an increase in certified School Principals? Include required data elements in rule 6A-5.081 for Survey 5.
2) What evidence exists to demonstrate the extent to which participants are instructionally focused and equipped with the knowledge and skills to develop and lead high-performing schools?
3) What evidence exists to demonstrate that the program is impacting recruitment, retention, training, mentoring and on-site, job-embedded inquiry that increases student achievement?
4) What evidence exists that the PLDP is creating a self-sustaining program structure for leadership support?
5) What is the satisfaction level of program completers a) with their level of preparation for their leadership role? b) with the program curriculum? c) with the expected outcome of the program?

6) What program modifications will be made based upon this data and feedback? The results of the evaluation process will be used to adjust the curriculum, delivery methods, mentoring processes, assessment processes and overall program performance.

**Evaluation Process/Timeline/Participants/Dissemination**

The annual evaluation will be conducted by September 1st of each year. Evaluation team members may include, but not be limited to: 1) Director of Staff and Program Development; 2) Directors of Elementary and Secondary Education; 3) Assistant Superintendent for Curriculum and Instruction; 4) Director of Personnel; 5) Schultz Center Leadership Academy staff, and 6) University of North Florida or Nova University personnel. Analysis of the data, strengths and weaknesses indicated, and recommendations for program improvement will be included in the report, which will be disseminated to the superintendent, district staff, those who deliver various program components and serve as mentors, and participants. The Leadership Development Plan for the subsequent year will reflect the evaluation results, and content and program activities will be adjusted for continuous improvement purposes.

**Focused Remediation and Support**

If a program completer does not meet the district’s expectation within the first two years of serving in a fulltime position as a school principal, the individual will be provided an opportunity to develop an assistance plan in accordance with the district’s performance appraisal system. The plan may not exceed one year of implementation. This plan will include intensive district-based mentoring and the supplemental use of the W.C. Golden-provided ASAP Modules (included as Appendix I) on each standard (for remediation).

Additionally, the collaborative university and district planning team will collaborate with the school district to provide support in designing or implementing a plan of assistance for program completers who have not met performance expectations.
Finally, the assistance plan will be developed with input from the Leadership Support Team, and will be monitored by the superintendent or designee. The completer will be required to assemble a portfolio aligned with needs identified by the assistance plan.
Level 3: High Performing Principal (Non-Required)
I. Entry Criteria
1. Must be a current principal (Recommended 3 or more years)
2. Demonstrated competency in all Florida Principal Leadership Standards
3. Completed Application for Level III Program
4. Superintendent Recommendation
5. Willingness to mentor Level II-A and II-B participants formally (serving on the district support team) or informally (meeting individually with participants)

II. Program Design

The optional final level of Nassau’s PLDP will be coordinated by NEFEC’s PLA and is designed to identify experienced principals who possess potential to serve as change agents in schools identified as “in need of improvement” and to help these experienced and effective educational leaders lead an on-site inquiry project that results in increased student achievement.

Level III— focuses on the development of high performing principals who have demonstrated competency in all Florida Principal Leadership Standards and provides the participant with the opportunity to establish goals in a collaborative effort with their supervisor. Emphasis will be on:

a) Developing of a learning project around the implementation of a school reform effort that will result in increased student achievement
b) Developing high performing principals to serve as mentors to aspiring and beginning principals
c) Preparing high performing principals to deal with challenging professional growth opportunities
III. Training/Leadership Experiences and Activities

*NEFEC’s Principal Leadership Academy Level III*
Level III is designed to help the experienced and effective educational leader mentor others and lead an on-site inquiry project that positively impacts student achievement. The results of the inquiry project are shared statewide through NEFEC’s Summer Leadership Conference, Florida Staff Development Conference and nationally through the American Educational Research Association Annual Conference.

*University of Florida Partnership in NEFEC’s Level III Inquiry*
As a NEFEC partner, The Center for School Improvement (located at the University of Florida's College of Education), introduces and facilitates the inquiry process with our principals from all 15 member districts. Dr. Nancy Dana has collaborated to develop and provide a research-based principal-led inquiry training.

1. In order to accomplish the areas stated in the Program Design, principals will use the items in the FSL Principal’s Toolkit (www.floridaschoolleaders.org):
   a) Individual Leadership Development Plan
   b) Leadership Development Progress Log
   c) Principal Leadership Standards Inventory
   d) Professional Development Portfolio

2. Participation and Application of Florida School Leaders sponsored programs
   h) IBM Change Toolkit
   i) “Building 21st Century Schools,” Microsoft

**IV. Completion Criteria**
The completion criteria for Level 3 are determined by the district. This will include:
- Completion and presentation of the principal-led school-wide inquiry project at one statewide forum
- Superintendent Approval for Graduation
- Mentoring Hours with Level II-A and II-B principals for a time to be determined by the district. This may occur during and after the Level III Inquiry project.
APPENDICES

(Please open the second electronic folder to view the appendices.)