



Leon County Schools Principal Pool Supplement

Name: _____

Current Position: _____ **Current School/Site:** _____

All applicants to the Leon County School's Principal Pool must submit three additional documents as part of the application process:

Principal Dimensions

Using the provided template, describe your understanding of the [Florida Educational Leadership Standards](#). Applicants must submit their own work to summarize each of the eight standards and their descriptors, and provide examples that demonstrate their performance of the indicators.

No additional pages may be added, and the word count must be followed.

Resume or Vitae

Each applicant must provide an up-to-date resume including any leadership experiences. This may not exceed three pages.

Letter of Recommendation

One letter of recommendation may be submitted from a current or former supervisor. If you are a Leon County Schools' employee, the letter must come from a school site within the county.

All three documents must be submitted as a single PDF through the Applicant Tracking System.

If you have questions about the application, please contact Rebecca Salvo at 850-487-7245 or Rebecca.Salvo@leonschools.net

Principal Dimensions

Standard 1: Professional and Ethical Norms Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.

Summarize the four (4) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 2: Vision and Mission Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students.

Summarize the five (5) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 3: School Operations, Management, and Safety Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.

Summarize the twelve (12) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 4: Student Learning and Continuous School Improvement Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.

Summarize the seven (7) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 5: Learning Environment Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students.

Summarize the four (4) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 6: Recruitment and Professional Learning Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.

Summarize the nine (9) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 7: Building Leadership Expertise Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Summarize the four (4) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

Principal Dimensions

Standard 8: Meaningful Parent, Family, and Community Engagement Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students.

Summarize the five (5) descriptors in this standard, sharing a vision of how you believe they should be exemplified in a principal. *800 character limit.*

Give concrete examples of the way you have demonstrated these indicators – give specific situations, tasks, and actions that illustrate your leadership skills. *2000 character limit.*

School Principal Descriptors of the Florida Educational Leadership Standards

Standard/Descriptor

1. Professional and Ethical Norms

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

- a. Hold self and others accountable to the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rule 6A-10.081, F.A.C., and adhere to guidelines for student welfare, pursuant to section 1001.42(8), F.S., the rights of students and parents enumerated in sections 1002.20 and 1014.04, F.S., and state, local school, and governing board policies;
- b. Acknowledge that all persons are equal before the law and have inalienable rights, and provide leadership that is consistent with the principles of individual freedom outlined in section 1003.42(3), F.S.;
- c. Accept accountability for all students by identifying and recognizing barriers and their impact on the academic success of students and the well-being of the school, families, and local community; and
- d. Act ethically and professionally in personal conduct, relationships with others, decision making, stewardship of the school's resources, and all other aspects of leadership set forth in Rule 6A-5.080, F.A.C.

2. Vision and Mission

Effective educational leaders collaborate with parents, students, and other stakeholders to develop, communicate, and enact a shared vision, mission, and core values to promote the academic success and well-being of all students. School principals:

- a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies;
- b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;
- c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;
- d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and
- e. Recognize individuals for contributions toward the school vision and mission.

3. School Operations, Management, and Safety

Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students. School principals:

- a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;
- b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;
- c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;
- d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;
- e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;
- f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;
- g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;
- h. Develop and maintain effective relationships with the district office and governing board;
- i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;
- j. Ensure compliance with the requirements for school safety, as outlined in section 1001.54, F.S., section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;
- k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and
- l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

School Principal Descriptors of the Florida Educational Leadership Standards

Standard/Descriptor

4. Student Learning and Continuous School Improvement

Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students. School principals:

- a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;
- b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;
- c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;
- d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;
- e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in section 1008.22, F.S.;
- f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and
- g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

5. Learning Environment

Effective educational leaders cultivate a caring, rigorous, and supportive school community that promotes the academic success and well-being of all students. School principals:

- a. Develop and maintain routines and procedures that foster a safe, respectful, and student-centered learning environment;
- b. Cultivate and protect a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased manner;
- c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and
- d. Provide opportunities for instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

6. Recruitment and Professional Learning

Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students. School principals:

- a. Recruit, hire, develop, support, and retain diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;
- b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;
- c. Identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;
- d. Develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;
- e. Develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;
- f. Monitor and evaluate professional learning linked to district- and school-level goals to foster continuous improvement;
- g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to assistant principals and instructional personnel that fosters continuous improvement;
- h. Provide time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and
- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

7. Building Leadership Expertise

School Principal Descriptors of the Florida Educational Leadership Standards

Standard/Descriptor

Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students. School principals

- a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content;
- b. Cultivate current and potential school leaders and assist with the development of a pipeline of future leaders;
- c. Develop capacity by delegating tasks to other school leaders and holding them accountable; and
- d. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of school personnel.

8. Meaningful Parent, Family, and Community Engagement

Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families, and other stakeholders to promote the academic success and well-being of all students. All school administrators:

- a. Understand, value, and employ the community's cultural, social, and intellectual context and resources;
- b. Model and advocate for respectful communication practices between school leaders, parents, students, and other stakeholders;
- c. Maintain high visibility and accessibility, and actively listen and respond to parents, students, and other stakeholders;
- d. Recognize parents, students, and other stakeholders for contributions and engagement that enhance the school community; and
- e. Utilize appropriate technologies and other forms of communication to partner with parents, students, and families on student expectations and academic performance.