



FLORIDA STATE UNIVERSITY
COLLEGE OF EDUCATION

**Online Educational Leadership (EDA)
Certification & Degree Programs
(Modified, Master's, Specialist)**

**Student and Internship
Handbook**

*A guide for Level I certification and degree-seeking
students in Educational Leadership/Administration in
the Department of Educational Leadership and Policy
Studies at Florida State University*

2021-22

Approved August 2021

The policies identified in this document are to be construed in light of existing University policies and with deference to the requirements imposed on graduate education by the University, the Board of Trustees of Florida State University, and the Governing Board of the State University System of Florida. The information outlined is subject to change and students should be alert to announced revisions required by the faculty of the program, the department, College and University.

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Mission of the Online Educational Leadership (EDA) Program

The mission of the Online Educational Leadership Certification and Degree Programs at Florida State University is to prepare school leaders who develop and lead a community of educators for a systemwide improvement of teaching, student learning, and the educational system. The Guiding Principles are:

- Continuous learning
- Problem solving
- Partnership & Collaboration
- Diversity & Equity

The specific goals are to prepare professionals for administrative and leadership positions in schools and educational entities, by becoming knowledgeable and skilled in the Florida Principal Leadership Standards. More information on the FPLS is found at the Florida Department of Education website (<http://www.fldoe.org/teaching/professional-dev/the-fl-principal-leadership-stards/>)

Program Requirements

Course Requirements

| TRACK | CREDIT HOURS | FIELD EXPERIENCE | INTERNSHIP |
|------------------|--------------|--|---|
| Master's | 33 hours | 165 hours total: (125 hrs in the current school, 40 hrs in another school) | 80 hours* applies only to EDA students seeking Florida Principalship Certification |
| Specialist | 33 hours | | |
| Certificate Only | 27 hours | | |

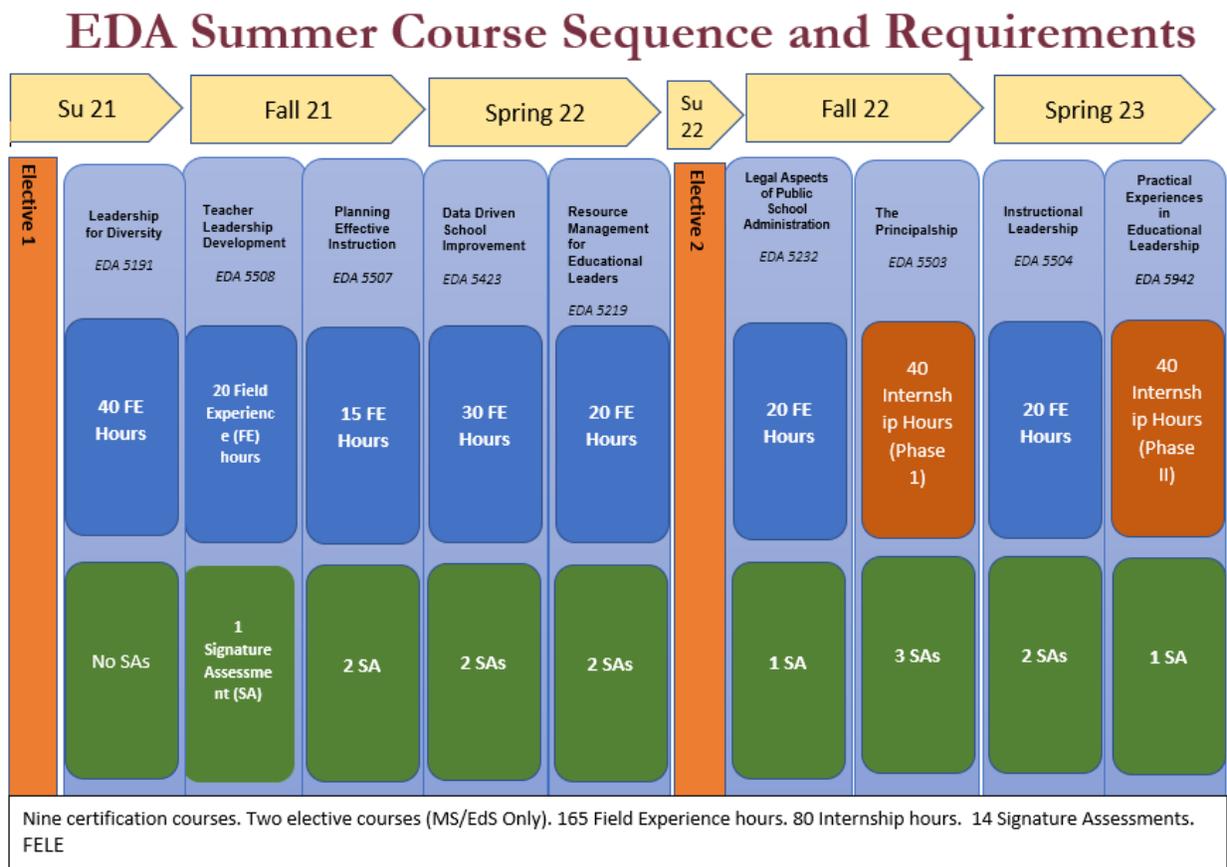
| CATEGORY | HRS | COURSES |
|-------------------------------|-----|---|
| Core Courses for all students | 27 | EDA 5508 Teacher Leadership Development EDA 5507 Planning Effective Instruction EDA 5423 Data Driven School Improvement EDA 5219 Resource Management for Educational Leaders EDA 5191 Leadership for Diversity EDA 5232 Legal Aspects of Public School Administration EDA 5503 The Principalship EDA 5504 Instructional Leadership EDA 5942 Practical Experiences in Educational Leadership |

| | | |
|---|---|---|
| Elective Courses for Master's and Specialist students | 6 | EDA 5231 Applications of Policy (Required for Specialist students) EDA 5192 Educational Leadership EDA 5069 Ethics in Educational Leadership EDF 5461 Introduction to Program Evaluation |
|---|---|---|

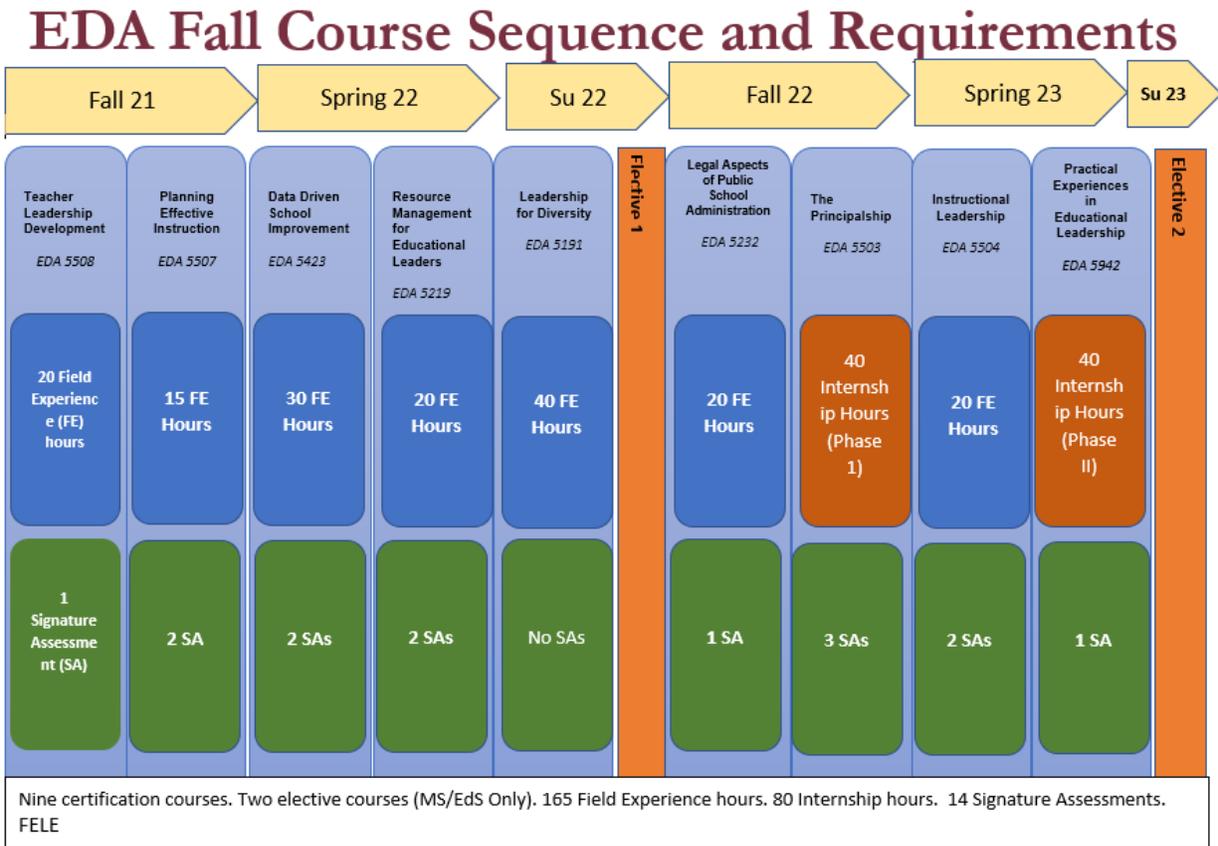
Cohort Model

Students move through the program together to build shared learning experiences in educational leadership. Students in the cohort consist of Specialist, Master's, and Modified Program students and will take 2 courses each semester to complete the program in two years.

Course Sequence for Summer 2021 Cohort



Course Sequence for Fall 2021 Cohort



Course Descriptions

Core Courses (27 hours):

- EDA5508 Teacher Leadership Development (3)**
 This course is based on the increasingly important role of a school leader in identifying and developing teacher leaders in K-12 schools. School leaders need to be able to work with teacher teams effectively as well as cultivate the talents of teachers as leaders in various aspects of school life. This course explores the dynamics of teacher leadership development in schools today and how school leaders can be prepared to cultivate this important resource.
- EDA5507 Planning Effective Instruction (3)**
 This course explores the components and relationships that make up effective classroom instruction. Working on the assumption that effective classroom instruction is a necessary foundation for student achievement, school leaders need to know how to coach and monitor teachers use of effective instructional practices.
- EDA5423 Data Driven School Improvement (3)**

This course builds expertise in using data for a variety of school-improvement purposes, including instructional decision-making in grades K-12. Collaborative action-research skills are developed to solve school-based problems.

- **EDA5219 Resource Management for Educational Leaders (3)**

This course examines public education as an economic institution, emphasizing the relationship between the purposes of schooling and the human and fiscal- resource allocation role of the principal. It presents the principal's role in selected strategies and techniques in critical thinking and problem solving as applied to school improvement. It also examines the procedures involved in school funding, as well as the role of the principal in implementing statutes, audits, procedures, and policies. The course also provides insight into the recruitment, selection, retention of school personnel, and collective bargaining process as they relate to state and federal law.

- **EDA5191 Leadership for Diversity (3)**

This course integrates DOE requirements of ESOL Standards for School Administrators with a) an understanding of the Consent Decree, accountability and equity issues related to LEP students; b) an understanding of compliance with federal and state regulations; and c) an understanding of cultural proficiency in the school environment.

- **EDA5232 Legal Aspects of Public-School Administration (3)**

This course is designed to enable students to identify and apply legal principles that place limits on authority, define individual and corporate liability and inform standards of educational practice in public school settings. It emphasizes knowledge, analysis, and application that explores a range of leadership competencies, including concept formation, organizational sensitivity, problem solving and decisiveness. The course includes readings offering an overview of key legal and ethical issues for school administrators and case scenarios designed for small group and individual analysis.

- **EDA5503 The Principalship (3)**

This course provides a systemic approach to leadership and management roles, responsibilities, opportunities, and challenges of school principals. The course also provides an understanding of strategies for two-way communications, methods for recognizing and using diversity as an asset for supporting continuous improvement practices and school leaders' decision-making processes based on their priority for student learning and teacher proficiency.

- **EDA5504 Instructional Leadership (3)**

This course is designed to provide an understanding of the ways school leaders bring multiple resources such as teachers, parents, the community, programs, professional development, the schedule, and supervision together to focus on curriculum, instruction, and student achievement.

- **EDA5942 Practicum Experiences in Educational Leadership (3)**

The practicum provides a bridge to leadership practice with the skills, knowledge, and dispositions to make a positive impact on improving schools and student achievement. This course is designed enhance reflective leadership while also facilitating practical experiences and interactions with school leadership responsibilities.

Elective Courses (6 hours)

For the Specialist and Master's degrees, students must take two elective courses (6 hours) selected from the following.

- **EDA5231 Application of Policy in Schools (3)**
Specialist students are required to take this course as one of the two elective courses. This course explores the roots of the educational process, the role of different stakeholders in policy formation and implementation, and applications of these educational policies in schools for the purpose of improving teaching and learning.
- **EDA 5192 Educational Leadership (3)**
This course covers basic leadership theories, motivation, group dynamics, planning, and change processes in educational settings. The course emphasizes knowledge, analysis, and applications that draw from multidisciplinary perspectives, including organizational analysis, psychology, anthropology, and sociology.
- **EDA 5069 Ethics in Educational Leadership (3)**
This course examines educational leaderships as an ethical endeavor; covers the assumptions, values, and beliefs that inform school practice and policies; discusses systemic constraints to educational leadership; and covers social-justice concerns in education.
- **EDF 5461 Introduction to Program Evaluation (3)**
This course is an overview of current evaluation theory and models, with an emphasis on role evaluation in needs assessment and planning phase of program development.

Supervising Principals

Students will select two supervising principals - one at their current school and one at another school, during the first semester. The purpose is to establish a long-term relationship with school principals who can serve as mentors and supervisors to guide them with the school-based experiences.

Face-to-Face Acknowledgement and Waiver Requirements

Until further notice, the University is expecting internship and field experiences to be conducted remotely. Students may however voluntarily select to participate in the following described field experiences and internship hours in a physical face-to-face

context and not remotely. There are two **required** elements for clearance and University approval:

1. Complete the Internship general release of liability waiver.
 - a. Completed and signed Liability Waivers must be submitted to Meredith Higgins at mhiggins@fsu.edu before any face-to-face contact for logged experiences may begin.
2. Review the information on the current Center for Disease Control website for their latest guidelines and complete the required Qualtrics survey through the Internship Office.

Both elements must be submitted to mhiggins@fsu.edu who will send you an email that you are cleared to start your face-to-face hours. Please contact Dr. Small at clsmall@fsu.edu if you would like to initiate this process.

Field Experiences (165 hours)

The purpose of field experiences is for students to practice their leadership skills and demonstrate the core aspects of effective leadership addressed in the 10 Florida Principal Leadership Standards (FPLS). Students are required to complete a total of 165 hours of field experience embedded in the 9 core courses and include activities related to organizational and resource management, decision-making, curriculum improvement, and student achievement. Of the 165 hours, 40 hours must be completed at a second school site, to have a variety of school-based leadership experiences. Students will apply what they have learned through their coursework in the field, to show their understanding of the practical applications of the leadership standards, competencies, and skills.

Internship (80 hours)

An integral feature of Florida State University's Online Master's, Specialist and Modified Programs is the Internship. The internship occurs in the final two semesters of the program while taking EDA 5503: The Principalship and EDA5942: Practicum Experiences in Educational Leadership courses. Students draw from their prior coursework, signature assessments, and field experiences to apply course concepts and knowledge to both the leadership roles and the responsibilities students will assume at their primary school site. During the Internship, they will closely work with their supervising principal and course instructors to identify experiences that will expand their leadership knowledge, skills, competencies, and capacity. Students will transition from learning and observing effective leadership practices and standards through field experience in previous semesters to actively demonstrating them in practice in their leadership roles.

Purpose and Objectives

The purpose of FSU's Internship experience is to have students apply knowledge gained

through coursework, signature assessments, and field experiences through 80 internship hours aligned to the 10 Florida Principal Leadership Standards (FPLS) (See Appendix A). By participating in these diverse activities, students gain rich first-hand experience as educational leaders.

As with other required assignments and activities in the online educational leadership program, students are expected to demonstrate that they have successfully participated in leadership activities that cover the ten FPLS. During the two internship courses, students will work with their supervising principal and instructors to identify leadership roles and responsibilities in an Internship Plan and document the leadership activities in an Internship Log.

Taken together the principal objectives of the Internship are:

- To apply the knowledge gained through coursework, signature assessments, and field experience, to educational leadership roles and responsibilities at your school site.
- To effectively perform as an educational leader and to demonstrate mastery of all ten Florida Principal Leadership Standards.
- To closely work with the supervising principal to analyze, reflect, and guide your current and future leadership actions.

Organization of the Internship experience

There are several components of the Internship experience that you must attend to as you prepare for and complete the Internship. While the 80 internship hours will occur in the two courses, it is critical that you work with your supervising principal and course instructors to identify the parameters of your internship prior to starting the courses.

Preparing for the Internship

The leadership roles and activities that you complete during your internship are unique to you and your school. To maximize the Internship experience, you should reflect on your personal goals and what you hope to gain through the internship. We strongly suggest that you assume responsibilities similar to those of school leaders. You are expected to work with your supervising principal to identify appropriate roles and responsibilities to demonstrate leadership knowledge and skills aligned with the 10 FPLS. Appendix G provides examples of activities that may fit within your leadership roles and responsibilities that meet the different standards. It is acceptable for an activity to reach across more than one leadership standard as long as you can identify multiple elements of the activity that address multiple standards. (e.g. Assuming a coordinating position for annual professional development may reach across multiple standards).

To prepare for the internship, you will need to:

Identify your supervising principal. Each student works in a different school context with their supervising principal, so it is important to remember that each student's internship is unique and reflects the needs and realities of the student and the student's school. At the same time, it is equally important that you document activities across the Florida Principal Leadership Standards (FPLS). You should begin to work with your supervising principal prior to EDA 5503: The Principalship to identify the activities that you will be assuming. Given its demands, the Internship must occur in the school in which you are employed. It is your responsibility, along with your supervising principal, to identify the appropriate leadership roles and responsibilities that fulfill the requirement.

Role of the Supervising Principal. During the Internship, your supervising principal will be mentoring you as well as providing formative and summative assessment to you, which will be also submitted to the course instructors. The supervising principal will provide formative feedback in the eighth week of the program as well as summative feedback at the end of the semester by completing the Internship Evaluation form.

Complete the Internship Agreement Form (Appendix B)

Internship Requirements

It is the student's responsibility to provide proper documentation of the different requirements of the Internship:

1. Internship Plan

In the **Internship Plan**, students will identify and describe the 40 hours of leadership activities aligned with the 10 FPLS planned for each of the two semesters, beginning with EDA 5503: The Principalship and then EDA5942: Practical Experiences in Educational Leadership. In the Plan, the student briefly documents the leadership role and responsibilities, specific activities, the standard each activity meets, and the hours spent on it. (See Appendix C for the Internship Plan, Appendix D for a Sample Internship Plan and Appendix G for example activities.)

2. Internship Journal

Once students begin their internship, they are expected to keep a detailed **Internship Journal** and submit it during the seventh week of the semester and the end of the semester. This document serves as the description of the leadership activities aligned with each of the ten FPLS. In the Internship Journal, students will also explain: (1) what they discovered or learned through the internship activity, (2) how their learning influenced their leadership beliefs and vision, and (3) what further leadership questions they want to pursue. (See Appendix E for the Internship Journal.)

3. Supervising Principal's Internship Evaluation Form

During the eighth week of each course, the supervising principal will conduct a formative assessment of the students' progress based on the internship journal by completing the **Supervising Principal's Evaluation Form** with feedback and a mid-term rating of Target, Developing 2, Developing 1, or Unacceptable. The students who received Developing 1 or Unacceptable in any of the ten FPLS will be subject to the remediation plan (see the details on page 6).

At the end of the semester, the supervising principal will conduct a summative assessment with a rating of Target, Developing 2, Developing 1 or Unacceptable. Each student must receive Target or Developing 2 for each standard by the end of the semester of the Principalship in order to meet the internship requirement for this course. If a student receives a Developing 2, s/he will receive detailed comments on how to improve their performance so that they will meet "Target" during the Practicum course. In Via, it will be noted that the passing grade in the Principalship course is "Developing 2". If a student receives "Developing 1 or Unacceptable, they will fail the course and will repeat the course in the following semester. (See Appendix F for the Supervising Principal's Evaluation Form.)

Supervising principals will be provided a link to a Qualtrics survey to enter the evaluation rating and comments, and which is set up to send the evaluation to the student electronically. The instructors and program faculty have access to the Qualtrics entries. In this way, the supervisors, instructors, and students do not need to exchange files.

If a student changes the activities in the Internship Plan in the middle of the semester, s/he is required to resubmit a revised internship plan and get approval from the instructor. Because both the Internship Plan and Internship Log will be reviewed by the supervising principal in completing the mid-term and final evaluations, it is important to keep the internship plan updated.

To pass the Internship Requirement for the program, a student must meet **Target** on all standards by the end of the Practicum course.

Remediation Plan

If a student does not meet Target or Developing 2 for any of the ten FPLS during the eighth-week evaluation by the supervising principal in either The Principalship or The Practicum course, the student will need to develop a remediation plan for that standard in consultation with the supervising principal and the instructor. The student has one week to develop their remediation plan.

In the remediation plan, the student will list the standards, feedback from the supervising principal and the instructor, and provide a specific plan and timeline to address the feedback for improvement. The student may be asked to revise the internship plan if

necessary. During the remainder of the semester, the student will work closely with the supervising principal and the instructor to improve the performance in the internship activities to meet Target on all ten standards.

A student who fails to meet Target at the end of EDA5503 The Principalship will be given an I=Incomplete grade for the internship and will be given an opportunity to meet Target by the seventh week of the EDA5942: Practical Experiences in Educational Leadership. If the student fails to meet Target for all ten FPLS standards by the end of the second semester, the student will be given an F and will be required to retake the course.

Entry Requirements

Orientation

All newly admitted students must attend a virtual orientation prior to the first day of the first semester of enrollment. The orientation will address program degree requirements, program expectations, and resources that can be accessed online.

FSU Email Account

All students must register an FSUID and establish a myFSU student email account. All announcements and internet-based communications will go through the myFSU account. **The program and staff will only respond to emails sent through this FSU student email account, so students must check their student email daily.**

Canvas Learning Management System

The Educational Leadership coursework will be conducted using the Canvas learning management system. Students may access their courses in Canvas through their my.fsu.edu student account. More information and training resources for using Canvas are found at <https://distance.fsu.edu/canvas/>.

Admission to Educator Preparation

EDA students who are seeking Florida Principalship Certification are required to complete the Graduate Application for Admission to Educator Preparation for Educational Leadership/Administration Programs by the end of their first semester of enrollment from this site: https://fsu.qualtrics.com/jfe/form/SV_e3g8G2Z2BBF3tch. **NOTE:** You will not be permitted to continue in the program until you have met all the requirements for admission to Educator Preparation. You must upload an electronic copy of your certificate at this site.

ESOL Requirements

This requirement applies to EDA students who are seeking Florida Educational Leadership Certification. The Florida Department of Education requires that EDA students who are seeking Florida certification must enter the program with an English for Speakers of Other Languages (ESOL) endorsement or ESOL hours requirement or satisfy the ESOL hour requirement through the EDA 5191 Leadership for Diversity course. Students must submit their official certification with the ESOL endorsement before starting the program.

Note that the EDA 5191 Leadership for Diversity course is required for ALL students; however, students are placed in either Level 1 or Level 2 depending on their credentials.

Via

This requirement applies to EDA students who are seeking Florida Principalship Certification. To track and collect data on the signature assessments, FSU College of Education has adopted Via. Via will be used for students to upload their Signature Assessments as they progress throughout their program.

A Via membership is required for successful completion of their state approved program. Students' membership is good for seven years and allows students to retain evidence of their demonstration of the FPLS. Students must **purchase the Via membership by the fifth day of the semester** in which they are enrolled. In order to purchase a Via membership, students should go to the Via website outlined during Orientation. Students will need to fill out the required information and select the Via "Student Membership Field Experience Edition from the drop-down menu.

If students have any issues with registering their membership or have questions about program requirements for Via, contact Tonya Jones tjones7@fsu.edu or by phone at 850-644-1627.

Academic Guidelines

Academic Advisement and Program of Studies

Upon enrollment in an EDA program, students are assigned a faculty adviser to assist them throughout their studies. The faculty adviser will complete a Program of Study (POS) listing all the courses and schedule for each student. The POS ensures that you meet the course requirements. If for any reason you need to make a change to your POS, discuss the change with your faculty advisor and submit a revised POS before the semester starts. If you need to drop or add a course after the semester starts, contact your faculty advisor. The final version of the POS document must be signed **electronically via DocuSign or Adobe Sign** by the faculty advisor and the Department Chair. **Students are advised that DocuSign is offered freely as part of student services and may be accessed using docusign.fsu.edu.** It is the student's responsibility to make sure that he/she has met all degree requirements.

Department faculty and staff will register you for courses prior to each semester, based on your POS. Before registration, you will need to log into your myFSU account and clear any holds that may have been placed on your account. Holds can be for a variety of academic and/or financial reasons. You must clear all Holds on your account to avoid a delay in course registration.

Signature Assessments

Signature Assessments are completed in each core course to assess student knowledge and mastery of the FPLS. Appendix H lists the 10 FPLS and which standards each signature

assessment is addressing. Signature Assessments are graded on a 4-point scale rubric (Unacceptable, Developing 1, Developing 2, Target). Students must reach the Target level on each Signature Assessment to successfully complete the core course in which it is assigned. EDA students who are seeking Florida Principalship Certification will submit Signature Assessments through both Via and Canvas course site. EDA students who are degree seeking will submit Signature Assessments through the Canvas course site only.

Each core course contains at least one Signature Assessment. Signature Assessments have been identified by the College of Education to assess students' mastery of the FPLS. Students are expected to achieve a rating of Target on all Signature Assessments. Students receiving a rating of Developing 2, Developing 1, or Unacceptable will receive feedback from the instructor to remediate the Signature Assessment and will need to resubmit the Signature Assessment during the course by the due date specified by the instructor.

A grade of an Incomplete will be given if a student received Developing 2 at the end of the semester. The student must receive Target on a resubmitted Signature Assessment by the end of the following semester to convert an Incomplete grade to a passing grade. Otherwise, the Incomplete grade will turn into a grade of "F", which requires the student to retake the course in a later semester in consultation with the advisor.

If a student fails to submit a Signature Assessment or receives Developing 1 or Unacceptable at the end of the semester, a grade of "F" will be given, which requires the student to retake the course in a later semester in consultation with the advisor.

Signature Assessments for EDA 5503: The Principalship and EDA5942 Practical Experiences in Educational Leadership

This requirement applies to EDA students who are seeking Florida Principalship Certification. Internship is evaluated by a Signature Assessment. The Internship Journal and Supervising Principal's Internship Mid-Semester and Final Evaluation Forms must be completed and uploaded into Via for approval by the instructor. To receive a passing grade, students must receive at least Developing 2 by the end of the Phase I internship.

The Phase I internship, a grade of an Incomplete will be given if a student receives Developing 1 at the end of the semester. The student is required to receive Developing 2 by the 7th week of the Phase II internship course to convert the Incomplete grade to a passing grade. If a student receives an Unacceptable rating, s/he will receive a grade of "F" and will repeat the course in the following semester.

In the Phase II internship, if a student receives Developing 2, Developing 1 or Unacceptable at the end of the semester, s/he will receive a grade of "F" and must retake the course in the following semester.

Continuous Enrollment

Continuous enrollment at Florida State University is defined as enrollment without an interruption of two or more consecutive semesters (including Summer term). Earning credits at other institutions during any semester while not registered at Florida State University will not constitute that student's continuous enrollment at the University.

Students who are not enrolled at the University for two or more consecutive semesters, and who are not on approved leave of absence, will be automatically dropped from the program. To resume the program, they must apply for readmission.

Grade Point Average (GPA) Requirement

Students must maintain a cumulative 3.0 GPA each semester to remain enrolled in the program. Any student whose GPA falls below a 3.0 will be placed on academic probation. If the student on academic probation fails to meet 3.0 GPA in one semester, the student will be academically dismissed. For informational purposes only, you may calculate your GPA using the online GPA calculator at:

<http://myweb.fsu.edu/phanowel/gpa/gpacalc.html>.

Students in the modified certificate program must earn a minimum of a B for a course to count towards degree requirements. Masters or Specialist students must earn a minimum of a C- for a course to count towards degree requirements. Regardless of the grade received for each course, all students must meet a cumulative GPA of 3.0.

Academic Credit Policies

The following policies apply to students' academic credit.

1. Credit earned more than 7 years prior to graduation cannot be used towards the degree.
2. Credit hours earned as a special student (non-degree seeking) do not automatically count as graduate degree credits. However, if approved by a student's advisor, up to 12 hours of credit graded "B" or better for the same core courses may be used. It is the student's responsibility to list such credits on the program of study.
3. A maximum of 6 hours of transfer credit from another institution may be used as elective courses towards a graduate degree if those credits have not already been used towards a different degree. No transfer credit from another institution can count as core courses. The academic advisor will evaluate all transfer credit. It is the student's responsibility to list such transfer credit on the program of study and to submit an official transcript from the institution as well as supporting documentation (e.g., syllabus) to the academic advisor to seek approval. Transfer credit is not automatic, and only the leadership-related courses approved by the student's advisor can be transferred. Once it is approved, the advisor will submit a transfer credit form along with the POS form.
4. Please NOTE: No student may be awarded more than 12 hours of combined non-degree student and/or transfer credit. This means that a student wishing to post 6 hours of graduate credit, which has not been posted under a previous degree, can be awarded no more than 6 hours of non-degree student credit.
5. Credit hours for courses graded below "C-" will not apply toward the degree but are computed in the graduate GPA. If a student receives a grade below C- for a core

course in the program, the student needs to retake the course to fulfill the course requirement.

Course Drop and Add

Students who need to drop or add a course must first contact the academic advisor. The drop or add deadline is the fourth day after the semester started. After the deadline, the student will be charged a late registration fee of \$100 to drop or add a course. Students can drop a course until the seventh week of the semester without the permission of the academic dean and without receiving a grade at the end of the semester. Students are 100% fee liable for the course. If a student is dropping all the courses after the drop and add deadline (fourth day of the semester), the student must first obtain the academic advisor's approval, revise the POS with the advisor, and contact Lisa Beverly (lbeverly@fsu.edu) with the Office of Academic Services and Intern Support (OASIS) and the academic specialist, Deb Ham-Kelly (dhamkelly@fsu.edu) so that they can explain the term withdrawal process and financial implications (see Withdrawal section below).

Incomplete Grade Policy

Incomplete ("I") grades should be recorded only in exceptional cases when a student, who has completed a substantial portion of the course and who is otherwise passing, is unable to complete a well-defined portion of a course for reasons beyond the student's control. Students in these circumstances must petition the instructor and should be prepared to present documentation that substantiates their case. Incomplete grades should not be granted in order to allow students to do extra coursework in an effort to increase their grade.

Even under these circumstances, the authority for determining whether to grant an incomplete rest solely with the instructor. A graduate teaching assistant must have approval from a supervising faculty member to grant an incomplete. One exception to this guideline occurs when an incomplete is applied as a result of allegations of academic dishonesty that have not been resolved by the end of a semester. Deans' offices can often provide guidance to instructors regarding the appropriateness of an incomplete grade in individual cases.

In order to assign an incomplete, an instructor is required to indicate on the grade roster the time frame for resolution of the grade and the default grade to be assigned if the student does not complete the remaining academic work. Some departments also require that an incomplete grade be documented with an "Incomplete Grade Agreement." It is the student's responsibility to complete the remaining academic work within the agreed-upon time frame.

Under University policy, an incomplete grade automatically reverts to the predetermined default grade at the end of the semester that has been specified by the faculty member as the time frame for resolution, unless one of two conditions is met:

1. Upon completion of the agreed-upon work, the instructor submits a grade-change form that replaces the "I" with the final grade for the course;

2. The instructor submits a separate "Incomplete Extension of Time" form to the Evaluation and Posting Section of Admissions and Records before the end of the semester in which the "I" is set to expire.

In cases where no default grade or instructor-determined expiration semester exists, incomplete grades will expire to an IE (Incomplete Expired) at the end of the next term of enrollment unless the instructor submits a grade change form prior to the official grade posting deadline. **No grade changes will be made to default grades or unresolved "I" grades after the degree has been granted. Thus, it is critical that an instructor work closely with the student and department staff regarding the clearance of an incomplete grade.**

Further details regarding the Incomplete Grade Policy can be found at the Graduate edition of the FSU General Bulletin: <https://registrar.fsu.edu/bulletin/graduate/>.

Grade Appeal

The purpose of the grade appeals system is to afford an opportunity for an undergraduate or graduate student to appeal a final course grade under certain circumstances. Faculty judgment of students' academic performance is inherent in the grading process and hence should not be overturned except when the student can show that the grade awarded represents a gross violation of the instructor's own specified evaluation (grading) statement and therefore was awarded in an arbitrary, capricious, or discriminatory manner. The evaluation (grading) statement utilized during the grade appeals process is the one contained in the instructor's syllabus at the beginning of the semester. For detailed instructions on the process, please review the "Grade Appeals System" document found at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/general-academic-appeals-student-grievances>

The current grade appeals policy can be found at https://fda.fsu.edu/sites/g/files/upcbnu636/files/Media/Files/Grade%20Appeals/FS_Aproved-Grade_Appeals.pdf

Leave of Absence

Under special circumstances, graduate students may apply for a leave of absence from the University for a specific period of up to three consecutive semesters (includes Summer term). The circumstances justifying a leave include but are not limited to: personal or family medical conditions, call to active military duty, parental leave, or death in immediate family. The student must provide appropriate documentation and a rationale for the leave request.

To apply for a leave of absence, a student must contact the academic advisor and complete the Request for Leave of Absence Form with appropriate documentation. After the faculty advisor and the Program Director approve the application, it should then be forwarded to the department head and subsequently to the college dean for consideration. If approved at all of these levels, the college dean should notify the Registrar and the Dean of the Graduate School of the decision. The college dean should also notify the student of the decision (approved or denied). The Registrar will place a

notation on the student's record. A student who is denied a request for leave at any step may appeal the decision to the Dean of the Graduate School.

Further detail on the Leave of Absence Policy can be found in the FSU Graduate Bulletin available at <http://registrar.fsu.edu/bulletin/graduate/>.

Withdrawal

Term Withdrawal

All graduate students who wish to drop all the courses after the drop/add deadline must formally withdraw for the semester. Dropping all classes does not constitute formal withdrawal. Students who do not attend classes and fail to withdraw will be assigned grades of "F" for each course. Before initiating the withdrawal process, the student must contact the academic advisor and the program director. After the advisor and director approve your request, Ms. Lisa Beverly (lbeverly@fsu.edu), Co-Director for Graduate Studies in the Office of Academic Services and Intern Support (OASIS), will explain the withdrawal process and financial implications.

Permanent Withdrawal

To withdraw permanently from the program, the student must contact the academic advisor and the program director with a reason for a permanent withdrawal. Ms. Lisa Beverly (lbeverly@fsu.edu), Co-Director for Graduate Studies in the Office of Academic Services and Intern Support (OASIS), will explain the withdrawal process. If a student decides to resume the program at a later time, the student needs to apply for re-admission to the university and the program. Students have seven years from the semester of the first enrollment to complete the degree.

Further details on withdrawals can be found in the FSU Graduate Bulletin available at <http://registrar.fsu.edu/bulletin/graduate/>

Program Completion Requirements

Graduation Application

This requirement applies to Master's and Specialist students only. Master's and Specialist students must apply for graduation during the FIRST TWO WEEKS of the semester in which graduation is planned. Notify the program director if you do not plan to graduate during the semester for which you have applied.

To apply for graduation:

1. Login at <https://my.fsu.edu>.
2. Under **myFSU Links** on the left-hand side of the screen, click the **SC** icon.
3. Under the **Academics** area, click the drop down box arrow and select **Apply for Graduation**.

The program director will submit certification completion documents for the Modified Certificate students at the completion of their program requirements.

Completion Requirements

In order to graduate or complete the EDA program, all students must meet all of the following requirements:

- Completion of required coursework with a minimum 3.0 cumulative GPA
- Successful completion of 165 hours of field experiences, of which at least 40 hours are conducted at a second school site.
- Completion of exit survey

EDA students who are seeking Florida Principalship Certification, must complete the previously described requirements AND the following requirements:

- Successful completion of 80 hours of internship
- Passing scores in all subtests of the Florida Educational Leadership Examination (FELE)

FELE Requirements

This requirement applies to EDA students who are seeking Florida Principalship Certification. Candidates seeking certification in Educational Leadership in the state of Florida are required by Florida State Board of Education Rule 6A-4.00821, FAC, to take and pass all three subtests of the Florida Educational Leadership Examination (FELE).

The FELE consists of three subtests:

Subtest 1 – Leadership for Student Learning

Subtest 2 – Organizational Development

Subtest 3 – Systems Leadership

- Multiple choice
- Written Performance Assessment

Students must pass all subtests of the FELE prior to the end of the semester in which they intend to complete their program of study. Students are required to take the FELE exam no later than the **3rd week** of the last semester to allow sufficient time for retakes. However, students are encouraged to take the FELE as soon as they feel ready before this deadline. Students must wait 31 days between retakes of failed subtest(s). At the time of registration for taking the FELE, students should request that an official score report be sent to FSU. Students' unofficial score reports cannot be accepted as documentation of passing the FELE. Only official score reports issued by the FELE testing site can be accepted. For more information on the FELE, visit:

- <http://www.fldoe.org/accountability/assessments/postsecondary-assessment/fele/>
- <http://www.fl.nesinc.com/>

FELE Remediation Plan

The program director will prepare a remediation plan for student who has failed to pass a subtest for the FELE twice. The specific plan and the types of assistance will be determined on a case-by-case basis. The FELE Remediation Plan will include references to coursework and other resources that align with the subtest(s) that were failed. The student will sign and date the plan indicating acknowledgement of the resources to use for test preparation.

Student Status Following Coursework Completion and Passing FELE

A student who has an active status in the Educational Leadership Program and has failed any of the subtests for the FELE during the final semester of coursework, will need to pass all subtests of the FELE by the end of the following consecutive semester (including summer) to retain an active status. If, at the end of the semester that follows the semester of completing coursework, a student still has failed to pass all subtests of the FELE, then the student must register for a one-credit DIS hour for the second consecutive semester following completion of coursework.

Adding Educational Leadership Certificate to Your Professional Teaching Certificate

Once students have completed all program requirements for Florida Principalship Certification, the FSU Office of the University Registrar will include on their official transcript that they have completed a state-approved Educational Leadership program. Students are responsible for applying directly to the Florida Department of Education, Bureau of Certification for revising their professional certification to include the Educational Leadership certification. For accessing the Bureau of Certification website, please go to <http://www.fldoe.org/teaching/certification/>.

Program Expectations

Scholarly Writing

Writing a scholarly paper is one of the first challenges that faces the new graduate student. The scholarly paper differs from other writing in four fundamental areas:

- **Content:** the content of a scholarly paper is characterized by critical thinking including comparison and contrast, evaluation, analysis, synthesis, and integration in order to form new insights, draw conclusions, and apply to a real situation.
- **References:** a scholarly paper is built on a **solid foundation of scholarly references**. FSU students can access the FSU Library System from Canvas where they have access to several education warehouses (ERIC, Wilson Science Complete, JSTOR, etc.). From the [library website](#), they can find the “off campus log-in” and register using their FSU ID username.
- **Format:** all papers, discussion board posts, and assignments should adhere to **APA (7th edition) formatting guidelines**.
- **The Writing Process:** Quality writing is a cornerstone of graduate work. Writing a scholarly paper is an iterative process of writing, assessment, feedback, revision, and assessment. You will receive feedback on your writing in the program, you will also be expected to resubmit Signature Assessment in the event they do not meet Target. FSU has resources available through the [Reading-Writing Center](#). You can access these proactively or you may be asked to use their resources by instructors.

Ethical Student Conduct

Florida State University's Academic Honor Code

- University's expectations for the integrity of students' academic work
- Using appropriate methods of research, thinking and writing can help maintain academic integrity.
- See the entire Code at <https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy>

FSU Academic and Professional Program Services also addresses integrity in student academic work: The University aspires to excellence in its core activities of teaching, research, creative expression, and public service and is committed to the integrity of the academic process. The Academic Honor Policy is a specific manifestation of this commitment. Truthfulness in one's claims and representations and honesty in one's activities are essential in life and vocation, and the realization of truthfulness and honesty is an intrinsic part of the educational process.

Title IX Statement

As a recipient of Federal financial assistance for education activities, FSU is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities are free from discrimination on the basis of sex. Sexual discrimination includes sexual misconduct (sexual violence, stalking, intimate partner violence, gender-based animosity and gender-based stereotyping). If you have questions about Title IX or wish to file a Title IX complaint, please visit the FSU Title IX website: <https://knowmore.fsu.edu/title-ix/title-ix-signed-statement/> or call the Title IX Director 850-645-2741. Please note that as Responsible Employees, all faculty are required to report any incidents of sexual misconduct to the Title IX Office.

The Victim Advocate Program at FSU has a confidential advocate on call twenty-four hours a day to respond to FSU students, faculty, and staff who are victimized, or any other person who is victimized on our campus, or by an FSU student. Daytime Phone: 850.644.7161, 850.644.2277, or 850.645.0086. Nights, Weekends & Holidays 850.644.1234 (FSUPD) Ask to speak to the on-call advocate.

Sexual Harassment Policy

Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

Netiquette

Considering that all classes take place through *Discussions* using the Canvas learning management system, *Discussions* have its own culture; it is important to have a reference point for successful participation in this cyberspace environment. **Be mindful of the Core Rules of Netiquette** taken from Virginia Shea's Book and Website -

<http://www.albion.com/netiquette/corerules.html>

Rule 1: Remember the Human

Rule 2: Adhere to the same standards of behavior online that you follow in real life

Rule 3: Know where you are in cyberspace

Rule 4: Respect other people's time and bandwidth

Rule 5: Make yourself look good online

Rule 6: Share expert knowledge

Rule 7: Help keep flame wars under control

Rule 8: Respect other people's privacy

Rule 9: Don't abuse your power

Rule 10: Be forgiving of other people's mistakes

Americans with Disabilities Act

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student:

- (1) must register with and provide documentation to the Office of Accessibility Services (OAS);
- (2) must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
- (3) should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University

Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
<https://dsst.fsu.edu/oas>

Confidential Campus Resources

Various centers and programs are available to assist students with navigating stressors that might impact academic success. These include the following:

Victim Advocate Program
University Center A, Rm. 4100
(850) 644-7161
Available 24/7/365
Office Hours: M-F 8-5
<https://dsst.fsu.edu/vap>

University Counseling Center
Askew Student Life Center, 2nd floor
942 Learning Way
(850) 644-8255
<https://counseling.fsu.edu/>

University Health Services
Health and Wellness Center
(850) 644-6230
<https://uhs.fsu.edu/>

Faculty Expectations

Students can expect faculty to:

- Be available and respond to student questions within 48 hours, however a longer window of response time may be needed during holidays and weekends.
- Provide guidance for success in the coursework and acquisition of knowledge and skill.
- Provide timely feedback to students that facilitates an understanding and mastery of the content.
- Share expertise through experience, academic resources, and various modalities of technology integrated into the technology format.

Faculty expect students to:

- Be professional in their communication and conscious of tone and content when communicating in the online environment.
- Be reasonable with requests realizing that instructors carry many roles and responsibilities outside of being the instructor in the course.
- Communicate in advance of events related to turning in assignments.

Skills for Successful Online Learning

- Self-disciplined and self-motivated
- Highly organized
- Effective skills in time management
- Effectively use and navigate the technology and learning platform
- Effective written communication skills
- Aptitude to use resources available online as well as technology support. To access the Office of Distance Learning's Technical Support, go to:
<https://canvas.campus.fsu.edu/kb/article/801-about-fsu-odl-technical-support>

Financial Resources

Grants, Fellowships and Scholarships

Funding is available from the university and from outside sources. Graduate students will need to take the initiative to be informed of possible funding sources and complete the application process. Students will need to plan ahead as they may need to apply as much as 12 to 18 months in advance of the desired funding date. The sites below provide various funding resource sites and options.

Florida State University Office of Financial Aid

- <https://financialaid.fsu.edu/>

This page provides information from FSU's Office of Financial Aid on loans, grants, and other resources for students to finance their education:

College of Education Financial Resources

- <https://education.fsu.edu/student-resources/scholarships-and-aid>

This page provides information about financial resources available to College of Education students:

Graduate School Fellowships and Grants

- <http://gradschool.fsu.edu/funding-awards/graduate-school-fellowships-and-grants>

This page provides information about scholarship, assistantship, and fellowships awarded to graduate students by the graduate school of FSU.

Certificates Earned Through Sponsoring a University Student Intern

To use certificates earned through sponsoring a university student for internship in your classroom, contact Meredith Higgins at mhiggins@fsu.edu.

Program Contact Information

Department Chair/Director/Graduate Assistants

Dr. Motoko Akiba
Department Chair and Professor, Educational Leadership & Policy Studies
Course: EDA 5508 Teacher Leadership Development
makiba@fsu.edu

Dr. Christopher Small
Program Director
Course: EDA 5191 Leadership for Diversity
EDA 5423 Data Driven School Improvement
EDA 5943 Practical Experiences in Educational Leadership
EDA 5503 The Principalship
EDA 5507 Planning Effective Instruction
clsmall@fsu.edu

Deb Ham-Kelly
Academic Specialist, Educational Leadership & Policy Studies
dhamkelly@fsu.edu

Melba Marin-Velasquez
Graduate Assistant
mmarinvelasquez@fsu.edu

Sean Salek
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ssalek@fsu.edu

Staff

Jimmy Pastrano
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jpastrano@fsu.edu

Lisa Beverly
Co-Director for Graduate Studies, Office of Academic Services and Intern Support (OASIS)
lbeverly@fsu.edu

Tonya Jones
Via Coordinator
tjones7@fsu.edu

Faculty and Instructors

Dr. Benny Bolden
Adjunct Professor
Course: EDA 5069 Ethics in Educational Leadership
bbolden@fsu.edu

Dr. Peter Bruggink
Adjunct Professor
Course: EDA 5219 Resource Management for Educational Leaders
pbruggink@fsu.edu

Dr. O'Myra Cruz
Adjunct Professor
Course: EDA 5191 Leadership for Diversity
Ocruz@fsu.edu

Dr. Jermaine Fleming
Adjunct Professor
Course: EDA 5423 Data Driven School Improvement
EDA 5069 Ethics in Educational Leadership
jfleming@fsu.edu

Dr. Kevin Forehand
Adjunct Professor
Course: EDA 5192 Educational Leadership
EDA 5069 Ethics in Educational Leadership
kforehand@fsu.edu

Dr. Alounso Gilzene
Assistant Professor, Educational Leadership & Policy Studies
Course: EDA 5219 Resource Management for Educational Leaders
agilzene@fsu.edu

Dr. Carolyn Herrington
Professor, Educational Leadership & Policy Studies
Course: EDA 5508 Teacher Leadership Development
cherrington@fsu.edu

Dr. Cassie Howard
Adjunct Professor
Course: EDA 5231 Applications of Policy
cchoward@fsu.edu

Dr. Stacey Rutledge
Associate Professor, Educational Leadership & Policy Studies
Course: EDA 5504 Instructional Leadership
sarutledge@fsu.edu

Dr. Lynn Wicker
Adjunct Professor
Course: EDA 5232 Legal Aspects of Public School Administration
EDA 5507 Planning Effective Instruction
lwicker@fsu.edu

Dr. Iris Wilson
Co-instructor
Course: EDA 5504 Instructional Leadership
iwilson@fsu.edu

Other Resources for Students

Graduate Certificate Programs

The College of Education and the University offers a wide variety of graduate certificate programs that further complement and strengthen the marketability of students' degree.

Certificates in ELPS:

[Program Evaluation](#)
[Institutional Research](#)

Other COE Programs of Interest:

[Educational Measurement and Statistics](#)
[Human Performance Technology \(HPT\)](#)
[Athletic Coaching](#)
[Autism Spectrum Disorder](#)
[Online Teaching and Learning](#)
[TESOL Certificate Program](#)
[Leadership Studies](#)

A complete list of the graduate certificate programs offered at Florida State University may be found at the website [FSU Graduate Certificate Programs](#)

Canvas Site: EDA Resource Site

The EDA Resource Site in the Canvas online learning management platform, is designed to be a comprehensive one-stop resource site to help students progress through the program, starting from admissions through program completion. Topics are separated into labeled modules. Pertinent and timely announcements are also posted on the EDA Resource Site. A directory of faculty and staff members can be displayed in the Contacts section. Canvas can be accessed by EDA students through their **myFSU** account. Questions regarding the EDA Resource Site should be emailed to Deb Ham-Kelly at dhamkelly@fsu.edu.

ELPS Mailing List

All ELPS graduate students are strongly encouraged to join the departmental ELPS Mailing List. The mailing list serves as a forum for communication between and among students and faculty in the department, including important notification about assistantships, jobs, internships, new elective courses and other opportunities. To be included on the list, students must register at the website <https://lists.fsu.edu/mailman/listinfo/elps>

Helpful Links

- [The Office of Graduate Studies](#)
- [Information for New and Current Students](#)
- [Professional Development Workshop Series](#)
- [Funding and Awards](#)
- [The Torch: COE alumni magazine showcasing faculty, students and alumni](#)
- [Responsible Conduct of Research: free course](#)
- [Health Insurance Subsidy for Qualified Graduate Students](#)
- [FSU Graduate Bulletin \[all the most up-to-date university policies and procedures\]](#)
- [Congress of Graduate Students](#)

Academic Assistance

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring for fundamental concepts in math, statistics, science and additional subject area tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

The Florida State University Reading-Writing Center and Digital Studio offers writing support to all FSU students: <http://wr.english.fsu.edu/reading-writing-center>.

Office of Distance Library Services at <https://www.lib.fsu.edu/odls>

[COE's Learning Resource Center](#)
[Statistical and Research Design Assistance](#)

Appendix A: Florida Principal Leadership Standards

Student Outcome: Students will demonstrate:

Mastery of the Florida Principal Leadership Standards.

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 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school’s student learning goals.

- a. The school’s learning goals are based on the state’s adopted student academic standards and the district’s adopted curricula; and
- b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader:

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.

Effective school leaders work collaboratively to develop and implement an instructional

framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;
- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.

Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.

Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population. The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership:

Standard 6: Decision Making.

Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader:

- a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;
- b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
- c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
- d. Empowers others and distributes leadership when appropriate; and
- e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.

Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

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.

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.

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.

Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader:

- a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
- b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
- c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
- d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
- e. Demonstrates willingness to admit error and learn from it;
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

Appendix B: EDA Internship Agreement Plan

EDA Internship Agreement Plan

Name of Intern _____

Mailing Address: _____ Phone: _____

City _____ Cohort: _____

ZIP _____

Email address _____

Supervising Administrator:

_____ Phone: _____
(Dr.) (Mrs.) (Ms.) or (Mr.) *Supervising Administrator's Name and Position with organization*

Internship School or Office Building *Street Address*

City *ZIP* *Supervisor's Email address*

THE TIME PERIOD INVOLVED _____ to _____

I agree to serve as a supervising administrator for the EDA Internship and consult with and supervise _____ for the duration of the Internship.

Signatures:

Student _____ Date _____

Supervising Administrator _____ Date _____

Interns are responsible for completing this form, obtaining the supervising administrator's signature and returning it to the course instructor in EDA 5503: Principalship

Appendix C: Supervising Principal Agreement Form

FSU ONLINE EDUCATIONAL LEADERSHIP PROGRAM SUPERVISING PRINCIPAL AGREEMENT FORM

Student's Name _____

Supervising Principal's Name _____

Supervising Principal's Official Title _____

Supervising Principal Email _____

How long have you held this current position? _____

Length of time you've known the student. _____

School Site Name _____

Check all that apply:

Field Experiences Internship 2nd Site Location

School District/County _____

Briefly describe your current job responsibilities and your experience with supervision.

Educational Background and University; Certifications held:

SUPERVISING PRINCIPAL STATEMENT OF AGREEMENT

I agree to participate as a supervising principal in the FSU Online Educational Leadership Program. I understand that some of the activities may include but are not limited to relationship building, networking, interviews, shadowing, guidance or advice in career decisions, projects, or other issues pertaining to education. I agree to provide supervision for the field experiences and the internship activities for the duration of the program.

I look forward to advancing and impacting the educational experience of this student.

Signature

Date

Please scan and email, completed form to Dr. Small at clsmall@fsu.edu

Appendix D: Internship Plan

Florida State University

Document the leadership role and responsibility and activities, mark the standard(s) each activity will address, and enter the estimated time to be spent on each. The plan is intended to provide an account of your internship activities to meet the Florida Principal Leadership Standards (FPLS). You must document a total of at least 40 hours of leadership activities. Submit the plan to the course instructor.

Student Name _____ Total number of hours to be completed _____

INTERNSHIP PLAN

| Leadership Role/Responsibility | Activity Description | FPLS 1: Student Learning Results | FPLS 2: Student Learning as a Priority | FPLS 3: Instructional Plan Implementation | FPLS 4: Faculty Development | FPLS 5: Learning Environment | FPLS 6: Decision Making | FPLS 7: Leadership Development | FPLS 8: School Management | FPLS 9: Communication | FPLS 10: Professional and Ethical Behaviors | Estimated Time |
|--------------------------------|----------------------|-------------------------------------|--|---|--------------------------------|---------------------------------|----------------------------|-----------------------------------|------------------------------|--------------------------|---|----------------|
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Supervisor Name _____ Supervisor Position _____ School Name _____

Supervisor Signature/Date _____ Student Signature/Date _____

Students: Please upload a complete and scanned PDF file to the Assignment Link on Canvas by [DATE].

**At the mid-semester, your supervising principal will provide formative feedback on your internship progress. At the end of the semester, the supervising principal will provide summative feedback and rating: Target, Developing Two, Developing One or Unacceptable. You must meet Target on each standard to meet the internship requirement.*

Appendix E: Sample Internship Plan

Florida State University

Document the leadership role and responsibility and activities, mark the standard(s) each activity will address, and enter the estimated time to be spent on each. The plan is intended to provide an account of your internship activities to meet the Florida Principal Leadership Standards (FPLS). You must document a total of at least 40 hours of leadership activities. Submit the plan to the course instructor.

Student Name _____ Total number of hours to be completed _____ Semester: _____

INTERNSHIP PLAN

| Leadership Role/Responsibility | FPLS 1: Student Learning Results | FPLS 2: Student Learning as a Priority | FPLS 3: Instructional Plan Implementation | FPLS 4: Faculty Development | FPLS 5: Learning Environment | FPLS 6: Decision Making | FPLS 7: Leadership Development | FPLS 8: School Management | FPLS 9: Communication | FPLS 10: Professional and Ethical Behaviors | Estimated Time |
|--|-------------------------------------|---|--|--------------------------------|---------------------------------|----------------------------|-----------------------------------|------------------------------|--------------------------|--|--------------------------------|
| <p>Member of the Principal's Leadership Team</p> <p>1. Participate in weekly meetings where team members analyze student data in relation to school's mission and vision, discuss upcoming professional development workshops, participate in budget discussions and ad-hoc issues that arise.</p> | X | X | X | X | X | X | X | X | | X | 2 hours a week for 15 weeks=30 |
| <p>Support Evaluation Process</p> <p>Shadow the principal as they conduct three classroom walkthroughs and a formal evaluation. Sit in while principal conducts the pre and post evaluation goals and feedback including a discussion of the teacher's professional development plans given feedback.</p> | | | | | | | | | | | 5 hours |

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| Manage Communication Oversee the school's Instagram and Twitter Accounts. Manage the school listserv account and work with administrators to decide on applications that will best represent the school and maximize communication. | | | | | | | | | | X | | 4 hours |
| English Department Chair: Student assumes the chair of the English Department; organizes data analysis of students' English grades, FSA, SAT and AP scores to lead a discussion on current curriculum and instruction; leads a discussion of faculty to develop strategies to close performance gaps among student subgroups; conducts peer evaluations of fellow English AP teachers and gives them feedback; and presents findings from the instructional review to school administration. | X | X | X | | | | | | | | | 4 hours |
| Technology Committee Student leads professional development workshops on new technologies, participates in discussions about technology adoption; meets with school administration to discuss new acquisitions and budget. | | | X | | | | | | | | | 2 hours |

Supervisor Name _____ Supervisor Position _____ School Name _____

Supervisor Signature/Date _____

Student Signature/Date _____

Students: Please upload a complete and scanned PDF file to the Assignment Link on Canvas by [DATE].

**At the mid-semester, your supervising principal will provide formative feedback on your internship progress. At the end of the semester, the supervising principal will provide summative feedback and rating: Target, Developing Two, Developing One or Unacceptable. You must meet Target on each standard to meet the internship requirement.*

Appendix F: Internship Journal

Florida State University

Describe in detail the activities you engaged in to demonstrate each of the Florida Principal Leadership Standards and reflect on what you have learned and how this has informed you to become a better leader. At the mid-semester, your supervising principal will provide formative feedback on your internship progress. At the end of the semester, the supervising principal will provide summative feedback and rating: Target, Developing Two, Developing One or Unacceptable. You must meet Target on each standard to meet the internship requirement. The journal is intended to provide a permanent record of your internship activities and should be submitted to the course instructor. Please remember that this is the document that is going to provide the detailed description of your internship activities.

Student Name _____ Total number of hours completed _____

INTERNSHIP JOURNAL

FPLS 1: Student Learning Results

| Activity Description | Reflection |
|----------------------|--|
| | Discuss: 1. What you discovered/learned through the internship activity. 2. How your learning influenced your leadership beliefs and vision. 3. What further leadership questions you want to pursue. |
| | |

FPLS 2: Student Learning as a Priority

| Activity Description | Reflection |
|----------------------|------------|
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FPLS 3: Instructional Plan Implementation

| Activity Description | Reflection |
|----------------------|------------|
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| FPLS 4: Faculty Development | |
| Activity Description | Reflection |
| | |
| FPLS 5: Learning Environment | |
| Activity Description | Reflection |
| | |
| FPLS 6: Decision Making | |
| Activity Description | Reflection |
| | |
| FPLS 7: Leadership Development | |
| Activity Description | Reflection |
| | |
| FPLS 8: School Management | |
| Activity Description | Reflection |
| | |

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| | |
| FPLS 9: Communication | |
| Activity Description | Reflection |
| | |
| FPLS 10: Professional and Ethical Behaviors | |
| Activity Description | Reflection |
| | |

Supervisor Name _____ Supervisor Position _____ School Name _____

Supervisor Signature/Date

Student Signature/Date

Students: Please upload a complete and scanned PDF file to the Assignment Link on Canvas by [DATE]

Appendix G: Supervising Principal's Internship Evaluation Form

Supervising Principal's Internship Mid-Semester Evaluation Form

Dear Supervisor: Please review the internship journal completed by the student and fill out this evaluation form by providing rating and comments. This form is completed twice - at the mid-semester for formative feedback and at the end of the semester for summative feedback. Please send your evaluation form to the instructor, [Name and email address] by [Date].

Student Name _____ At least 40 hours completed _____

| | Rubric | Rating (Enter X) | Supervising Principal's Comments: |
|--|--|----------------------------|--|
| Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals. | Unacceptable: The leadership candidate fails to complete the internship activities as planned. | | |
| | Developing 1: The leadership candidate completed the internship activities as planned, but their leadership activities were not effective for achieving results on the school's student learning goals. | | |
| | Developing 2: The leadership candidate effectively engaged in leadership activities to achieve results on the school's student learning goals, but did not fully reflect on their leadership activities by failing to discuss their learning, influence of their learning on their leadership beliefs and vision, or future learning about leadership relevant to this standard. | | |
| | Target: The leadership candidate effectively engaged in leadership activities to achieve results on the school's student learning goals, and reflected on the leadership activities by discussing their learning, influence of their learning on their leadership beliefs and vision, and future learning about leadership relevant to this standard. | | |
| Standard 2: Student Learning as a Priority. Effective school leaders | Unacceptable: The leadership candidate does not participate in leadership actions that build and support a learning organization focused on student success. | | |
| | Developing 1: | | |

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| demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. | The leadership candidate completed the leadership activities, but their leadership activities were not effective for demonstrating the building and supporting of a learning organization focused on student success. | | |
| | Developing 2: The leadership candidate identified and actively engaged in specific leadership actions but did not effectively demonstrate through examples or observations specific leadership actions that build and support a learning organization focused on student success. | | |
| | Target: The leadership candidate comprehensively analyzed and consistently engaged in leadership actions by providing examples, observations and reflections of leadership actions that build and support a learning organization focused on student success. | | |
| Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. | Unacceptable: The leadership candidate failed to work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. | | |
| | Developing 1: The leadership candidate collaborated to develop and implement an instructional framework, but the activities were not effective for aligning the curriculum with state standards, helping teachers to understand application of the curriculum framework, meeting student learning needs or effective assessments. | | |
| | Developing 2: The leadership candidate initiated collaboration but did not follow through to work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices that help teachers to understand the application of the curriculum framework, and effective strategies to meet student learning needs and assessments. | | |
| | Target: The leadership candidate successfully collaborated to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices that help teachers to understand the application for the curriculum framework, and effective strategies to meet student learning needs and assessments. | | |

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| <p>Standard 4: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.</p> | <p>Unacceptable: The leadership candidate did not participate in recruitment, retention and professional development activities.</p> | | |
| | <p>Developing 1: The leadership candidate participated in leadership activities related to teacher recruitment, retention and professional development activities, but did not effectively discuss or reflect on strategies or activities to develop an effective and diverse faculty and staff.</p> | | |
| | <p>Developing 2: The leadership candidate participated in activities related to teacher recruitment, retention and professional development but did not fully discuss or reflect on strategies and activities to recruit, retain and develop an effective and diverse faculty and staff.</p> | | |
| | <p>Target: The leadership candidate adequately participated in activities related to teacher recruitment, retention and professional development, and fully discussed and reflected on strategies and activities school leaders use to recruit, retain and develop an effective and diverse faculty and staff.</p> | | |
| <p>Standard 5: Learning Environment. Effective school leaders structure and monitor a school-learning environment that improves learning for all of Florida’s diverse student population.</p> | <p>Unacceptable: The leadership candidate failed to participate in leadership activities to structure and monitor a school learning environment conducive to learning for diverse student populations.</p> | | |
| | <p>Developing 1: The leadership candidate participated in leadership activities to structure and monitor a school learning environment but failed to provide specific strategies for cultivating a conducive learning environment for diverse student populations.</p> | | |
| | <p>Developing 2: The leadership candidate participated in leadership activities to structure and monitor a school learning environment but did not fully reflect on leadership and organizational strategies for a conducive learning environment for diverse student populations.</p> | | |
| | <p>Target: The leadership candidate fully participated in, developed and analyzed specific, comprehensive leadership strategies to structure and monitor a school learning environment conducive to learning for a diverse student population.</p> | | |

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| <p>Standard 6: Decision Making. Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.</p> | <p>Unacceptable: The leadership candidate fails to engage in activities that employ and monitor decision-making processes.</p> | | |
| | <p>Developing 1: The leadership candidate engages in leadership activities that demonstrate an ability to employ and monitor a decision-making process but did not effectively discuss strategies to incorporate the vision, mission and improvement priorities using facts and data.</p> | | |
| | <p>Developing 2: The leadership candidate participated in specific strategies to consistently employ and monitor a decision-making process but did not fully reflect on strategies by incorporating and discussing the vision, mission, and improvement priorities using facts and data.</p> | | |
| | <p>Target: The leadership candidate effectively participated in specific leadership strategies to consistently employ and monitor a decision-making process by comprehensively analyzing, insightfully developing, and effectively incorporating the vision, mission and improvement priorities using facts and data.</p> | | |
| <p>Standard 7: Leadership Development. Effective school leaders actively cultivate, support, and develop other leaders within the organization.</p> | <p>Unacceptable: The leadership candidate failed to engage in leadership activities that actively cultivate, support, and develop other leaders.</p> | | |
| | <p>Developing 1: The leadership candidate participated in leadership activities, but the leadership activities did not demonstrate effective strategies for active cultivation, support, and development of other leaders within the organization.</p> | | |
| | <p>Developing 2: The leadership candidate participated and collaborated in leadership activities but did not fully reflect on strategies for active cultivation, support, and development of other leaders within the organization.</p> | | |
| | <p>Target: The leadership candidate participated in leadership activities that actively cultivate, support, and develop other leaders within the organization and fully depicted and evaluated specific leadership development strategies.</p> | | |
| <p>Standard 8:</p> | <p>Unacceptable:</p> | | |

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| <p>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.</p> | <p>The leadership candidate failed to engage in activities to assist in the management of the organization, operations, and facilities.</p> | | |
| | <p>Developing 1: The leadership candidate participated in leadership activities that involve management of the organization, operations, and facilities but the leadership activities were not effective for maximizing the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> | | |
| | <p>Developing 2: The leadership candidate initiated leadership activities and assisted school leaders in the management of the organization, operations, and facilities but did not fully reflect on ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> | | |
| | <p>Target: The leadership candidate initiated and developed creative and comprehensive leadership activities to assist school leaders to manage the organization, operations, and facilities, and reflected on and evaluated ways to effectively maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.</p> | | |
| <p>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</p> | <p>Unacceptable: The leadership candidate failed to practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals.</p> | | |
| | <p>Developing 1: The leadership candidate practiced two-way communications and used appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals but the leadership activities did not demonstrate ways to build and maintain relationships with students, faculty, parents, and community.</p> | | |
| | <p>Developing 2: The leadership candidate actively participated in two-way communications and used appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals but did not fully reflect on leadership activities to build and maintain relationships with students, faculty, parents, and community.</p> | | |
| | <p>Target:</p> | | |

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| students, faculty, parents, and community. | The leadership candidate participated in two-way communications and used appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by analyzing and creating specific and novel ways for school leaders to build and maintain relationships with students, faculty, parents, and community. | | |
| Standard 10: Professional and Ethical Behaviors. Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. | Unacceptable: The leadership candidate failed to demonstrate effective personal and professional behaviors consistent with quality practices in education and as a community leader. | | |
| | Developing 1: The leadership candidate demonstrated adequate personal and professional behaviors consistent with quality practices in education and as a community leader. | | |
| | Developing 2: The leadership candidate demonstrated effective personal and professional behaviors consistent with quality practices in education and as a community leader but did not fully reflect on ethical leadership activities, codes of conduct or best practices. | | |
| | Target: The leadership candidate effectively demonstrated affirmative and strong leadership actions by reflecting on the personal and professional behaviors consistent with quality practices in education and as a community leader. | | |

Supervisor Name _____

Supervisor Position _____

School Name _____

Supervisor Signature/Date _____

Appendix H: Suggested Examples of Internship Activities

| | Activity Description |
|--------------------------|---|
| <u>Example 1</u> | <p>Leadership Role: Member of the school Leadership Team</p> <p>Leadership Actions: Student participates in a number of activities as a member of the Leadership Team including revising and revising the school's learning goals, leading the meetings, participating in discussions of the school's budget; examining and revising student data; participating in the school's revision of the code of ethics; and overseeing the school's Instagram and Twitter feed.</p> <p>Aligned Standards: Standard 1 (Student Learning Results), Standard 4 (Faculty Development), Standard 8 (School Management), Standard 9 (Communication), Standard 10 (Professional and Ethical Behaviors).</p> |
| Example 2 | <p>Leadership Role: <u>English Department chair</u></p> <p>Leadership Actions: Student assumes the chair of the English Department; organizes data analysis of students' English grades, FSA, SAT and AP scores to lead a discussion on current curriculum and instruction; leads a discussion of faculty to develop strategies to close performance gaps among student subgroups; conducts peer evaluations of fellow English AP teachers and gives them feedback; and presents findings from the instructional review to school administration.</p> <p>Aligned Standards: Standard 1 (Student Learning Results); Standard 2 (Student Learning as a Priority); Standard 3 (Instructional Plan Implementation); Standard 4 (Faculty Development); Standard 6 (Decision making)</p> |
| <u>Example 3:</u> | <p>Leadership Role: Technology Committee</p> <p>Leadership Actions: Student leads professional development workshops on new technologies, participates in discussions about technology adoption; meets with school administration to discuss new acquisitions and budget.</p> <p>Aligned Standards: Standard 4 (Faculty Development); Standard 6 (Decision making); Standard 8 (School Management); Standard 9 (Communication).</p> |

Appendix I: FPLS/FELE Competencies and Skills/SA Alignment

| | | | | | | | | | | | |
|---|--|------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Domain 1: Student Achievement | STANDARD 1 - Student Learning Results: Effective school leaders achieve results on the school's student learning goals. | FELE 1.1 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 |
| | a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula, and | 1.1.1 | | | | | | | | | |
| | b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22 F.S.; international assessments; and other indicators of student success adopted by the district and state. | 1.1.3 | | SA7 | SA4 | | | | | | |
| | STANDARD 2 - Student Learning as a Priority: Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success. The leader... | FELE 1.2 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 |
| | a. Enables faculty and staff to work as a system focused on student learning; | 1.2.1 | | | | | | | | | |
| | b. Maintains a school climate that supports student engagement in learning; | 1.2.2 | | | | | | | | | |
| c. Generates high expectations for learning growth by all students | 1.2.3 | | | SA5 | | | | | | | |
| d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school. | 1.2.4 | | | | | | | | | | |
| Domain 2: Instructional Leadership | STANDARD 3 - Instructional Plan Implementation: Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments. The leader: | FELE 1.1, 1.3 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 |
| | a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction; | 1.3.1 | | SA6 | | | | | | | |
| | b. Engages in data analysis for instructional planning and improvement; | 1.1.2 | | | SA4 | | | | | | |
| | c. Communicates the relationships among academic standards, effective instruction, and student performance; | | | SA6 | | | | | | SA8 | |

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|---|--|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--|
| d. Implements the district’s adopted curricula and state’s adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; | 1.3.3 | | | | | | | | | | |
| e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula. | 1.3.4 | | SA7 | | | | | | | | |
| STANDARD 4 - Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff. The leader: | FELE 1.1, 1.3, 2.1, 2.2 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 | |
| a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan; | 2.2.1 | | | | | | | | SA9 | | |
| b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction; | 1.1.4 | | | | | | | | SA8 | | |
| | 1.3.2 | | | | | | | | | | |
| | 2.2.3 | | | | | | | | | | |
| | 2.2.4 | | | | | | | | | | |
| | 2.2.6 | | | | | | | | | | |
| c. Employs a faculty with the instructional proficiencies needed for the school population served; | 2.1.1 | | | | SA11 | | | | SA8 | | |
| d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology. | 2.1.2 | | | | | | | | SA8 | | |
| e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction | 2.2.5 | | | | | | | | SA9 | | |
| f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year. | | | | | | | | | | | |
| STANDARD 5 - Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida’s diverse student population. The leader: | FELE 1.4, 3.2, 3.4 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 | |
| a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy; | 1.4.1 | | | | | | | SA13 | | | |
| | 1.4.2 | | | | | | | | | | |
| | 3.2.2 | | | | SA11 | | | | | | |
| | 3.2.3 | | | | | | | | | | |
| | 3.4.1 | | | | | | | SA15 | | | |
| | 3.4.2 | | | | | | | | | | |
| | 3.4.3 | | | | | | | | | | |
| b. Recognizes and uses diversity as an asset in the development | 1.4.3 | | | | | | | SA13 | | | |

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| | and implementation of procedures and practices that motivate all students and improve student learning; | | | | | | | | | | |
| | c. Promotes school and classroom practices that validate and value similarities and differences among students; | | | | | | | | | | |
| | d. Provides recurring monitoring and feedback on the quality of the learning environment; | | | | | | | | | | |
| | e. Initiates and supports continuous improvement processes focused on the students’ opportunities for success and well-being; and, | 1.4.4 | | | | | | | | | |
| | f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps. | 1.4.5 | | | SA5 | | | | | | |
| Domain 3: Organizational Leadership | STANDARD 6. Decision Making: Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data. The leader: | FELE 3.1 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 |
| | a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency; | 3.1.1 3.1.4 | | | | SA11 | | | | | |
| | b. Uses critical thinking and problem solving techniques to define problems and identify solutions; | | | | SA5 | | | | SA14 | | |
| | c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed; | 3.1.2 | | | | | | | | | |
| | d. Empowers others and distributes leadership when appropriate; and, | 3.1.3 | SA3 | | | | | | | | |
| | e. Uses effective technology integration to enhance decision making and efficiency throughout the school. | | | | SA5 | SA10 SA11 | | | | | |
| | STANDARD 7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization. The leader: | FELE 2.3 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 |
| | a. Identifies and cultivates potential and emerging leaders | 2.3.1 | SA3 | | | | | | | | |
| | b. Provides evidence of delegation and trust in subordinate leaders | 2.3.2 | | | | | | | | | |
| | c. Plans for succession management in key positions | 2.3.3 | | | | | | | | | |
| d. Promotes teacher-leadership functions focused on instructional proficiency and student learning | 2.3.4 | | | | | | | | | | |
| e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders. | | | | | | | | SA14 | | | |

| 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: | FELE 2.2, 3.2, 3.3 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 | |
|--|-----------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
| a. Organizes time, tasks and projects effectively with clear objectives and coherent plans | 3.2.1 | | | | SA10 | | | | | | |
| b. Establishes appropriate deadlines for him/herself and the entire organization | | | | | SA10 | | | | | | |
| c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development | 2.2.2 | | | | | | | | SA9 | | |
| | 3.2.4 | | | | SA11 | | | | | | |
| d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities. | 3.3.1 | | | | SA10 | | | | | | |
| | 3.3.2 | | | | | | | | | | |
| | 3.3.3 | | | | | | | | | | |
| | 3.3.4 | | | | | | | | | | |
| 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: | FELE 3.5, 2.4 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 | |
| a. Actively listens to and learns from students, staff, parents, and community stakeholders; | | | | | | | | SA12 | | | |
| b. Recognizes individuals for effective performance; | | | | | SA11 | | | | | | |
| c. Communicates student expectations and performance information to students, parents, and community | 3.5.1 | | | | | | | SA12 | | | |
| | 3.5.3 | | | | | | | | | | |
| 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. | 3.5.2 | | | | | | | | | | |
| | 2.4.4 | | | | | | | | | | |
| f. Utilizes appropriate technologies for communication and collaboration | | | | | | | | | | | |
| g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions. | | | | | | | | | | | |

| Domain 4: Professional and Ethical Behavior | STANDARD 10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader. The leader: | FELE 2.4 | EDA 5508 | EDA 5507 | EDA 5423 | EDA 5219 | EDA 5191 | EDA 5232 | EDA 5503 | EDA 5504 | EDA 5942 | |
|---|--|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------|
| | a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6A-10.080 and 6A-10.081, F.A.C. | 2.4.1 | | | | | | | | | | SA1 |
| | b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership | 2.4.2 | | | | | | | | | | |
| | c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community | | | | | | | | | | | |
| | d. Engages in professional learning that improves professional practice in alignment with the needs of the school system | 2.4.3 | | | | | | | | | | |
| | e. Demonstrates willingness to admit error and learn from it | | | | | | | | | | | |
| | f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback | | | | | | | | | | | |