

WAKULLA EDUCATIONAL LEADERSHIP ACADEMY
WELA
2020-2021



Superintendent of Wakulla County Schools: Bobby Pearce

Dear Wakulla Educational Leadership Academy Members:

Welcome to the Wakulla County School District's Educational Leadership Academy (WELA). The WELA program is a high achieving, high expectation academy. Over the course of the academy you are going to experience many different areas of work required to keep a school district functioning. The knowledge gained during this instructional period will enable you to more fully appreciate the challenges associated with a school system. Your attendance at this Academy indicates your willingness to be involved with our ongoing efforts to improve the Wakulla School District on behalf of our students.

You will learn more about our school district and the people who work in it. We believe our success in educating children is dependent upon a strong relationship and partnership with our employees and community. The more we get to know each other, the more we can accomplish together. A side benefit to this Academy is the new friendships that will be developed over the course of the next few months.

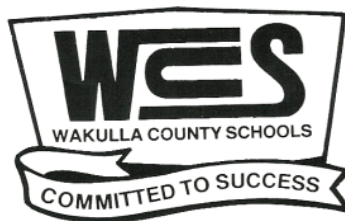
The Wakulla County School District is committed to being actively involved with our stakeholders. We will continue to face challenges inherent to the education profession, but I am confident that all of us, working together, can effectively manage these future challenges.

Working together, there are no limits to what we can accomplish. We will make a positive difference.

Respectfully,

Bobby Pearce

Superintendent of Schools



Wakulla Educational Leadership Academy

Wakulla County School District

Angie Walker

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THE WAKULLA EDUCATIONAL LEADERSHIP ACADEMY [WELA] OVERVIEW

The Wakulla Educational Leadership Academy is a comprehensive leadership preparation program designed for highly motivated individuals, who are currently teaching in Wakulla County, who are aspiring to become school or district administrators. The Academy targets key learning and provides the candidate the content knowledge and hands-on experiences necessary to be successful as an instructional leader.

The Wakulla County School District has offered Leadership Development opportunities on-site since October 2006. Our stakeholders and aspiring leaders want to learn more about the operations and procedures of their School System. The 2020-2021 WELA will provide a positive learning experience offering stakeholders an inside view of their school district. In essence, a multi-faceted hands-on overview of what it takes to provide a well-rounded developmentally appropriate educational program. Ultimately the cooperation and understanding generated by the WELA will assist our stakeholders, especially aspiring leaders, as we strive to educate our students.

Your commitment to this program is your first step towards demonstrating your leadership abilities. Once you have completed 2020-2021 WELA, your performance and participation results will become a part of your



resume' to be included in your application for all future Targeted Selection opportunities. **The WELA program will give other administrators the opportunity to contribute their observations of your ability to work with others, take direction, interact with students of all ages, and use the necessary overall skills to be an effective leader. Each time you are on a school campus, an administrator will be asked to send me an evaluation of your performance.** The evaluations will be shared with you for opportunities of growth and improvement. Remember, this program is about providing you with opportunities. What you do with those opportunities is up only to you. Good luck! I look forward to working with each of you.

Sincerely,

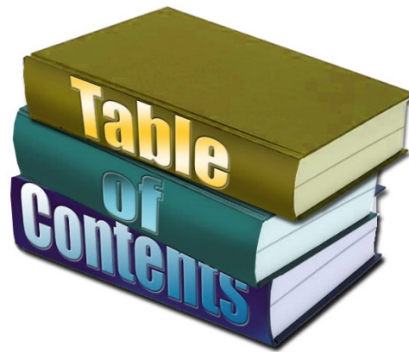
Angie Walker

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PROGRAM GOALS

1. Prepare candidates with the critical leadership standards, core values, knowledge and skills that all leaders must possess as schools move from change to sustainability.
2. Provide candidates with relevant and meaningful professional development to achieve and demonstrate competency in all of the Florida Principal Leadership Standards.
3. Prepare candidates to fulfill the responsibilities for associated with all administrative positions
4. Prepare the aspiring leaders to be highly effective instructional leaders.
5. EQUIP CANDIDATES WITH THE TOOLS NECESSARY TO ASSESS THEIR OWN LEADERSHIP STRENGTHS AND WEAKNESSES IN ORDER TO DEVELOP PERSONAL, LONG TERM PROFESSIONAL DEVELOPMENT PLANS
6. PROVIDE CANDIDATES WITH ON-THE-JOB TRAINING OPPORTUNITIES
7. ALLOW CANDIDATES TO GET A GLIMPSE OF DISTRICT ADMINISTRATORS AND THE RESPONSIBILITIES ASSOCIATED WITH EACH JOB.
8. Provide CANDIDATES WITH A CLEAR UNDERSTANDING OF THE eligibility requirements to participate in the 2021 Dean Pool selection process
9. Provide candidates an understanding of targeted selection and how to make it work using S.T.A.R.



WAKULLA COUNTY SCHOOL DISTRICT'S EDUCATIONAL LEADERSHIP ACADEMY - CLASS SCHEDULE

| MEETING | DATE | TIME | LOCATION |
|--|----------------------------------|-----------|--------------------------|
| Preliminary Meeting and Overview | November 12 | 4:00-5:00 | School Board Room |
| First Official Meeting- Expectations, time line, get started. FEAPS | November 19 | 4:00-5:00 | Room 117 or School Board |
| Who's Who, Who Does What, Future Positions, handbooks & evaluations Teacher Contract | December 8 Personnel Handbook | 4:00-5:30 | Room 117 or School Board |
| ETHICS, Professional Practices, Conducting an investigation | January 5 | 4:00-5:30 | Room 117 or School Board |
| FEAPS, evaluation, looking ahead | February 4 | 4:00-5:30 | Room 117 or Board Room |
| Dean Pool, application, interview techniques, Targeted Selection and STAR method | March 9 Equity Handbook | 4:00-5:30 | Room 117 or Board Room |
| Mock Interviews | April 8 | TBA | Room 117 or Board Room |
| DEAN POOL | TBA-probably May | TBA | Room 117 |
| Last Day-notebooks/pictures | May 4 | 4:00 | Room 117 |



WELA MEETINGS

You must attend to be considered “in good standing.”



THE WAKULLA EDUCATIONAL LEADERSHIP ACADEMY CLASS RESPONSIBILITIES AND EXPECTATIONS

1. Be prompt to meetings and activities
2. If social distancing (at least 6 feet or more is not possible) masks must be worn during all meetings and activities.
3. Proper attire must be worn to all functions.
4. The program director has the authority to excuse one absence if extreme in reason.
5. All students are expected to behave in a professional manner. Cell phones should not be out during any meeting or while attending an activity associated with WELA.

All participants are required to read and review the following documents:

- Personnel handbook
- Equity handbook
- Teacher Contract
- School Board Policy 2.0 and 6.0

WELA To Do List

- ___ Job Shadow a principal at a different level
- ___ Written Reflection of principal job shadowing experience
- ___ Article #1 sent to the newspaper and **published article** sent to me (must be approved by your principal)
- ___ Published article in your notebook
- ___ Attend a staff meeting or AP meeting
- ___ Written reflection of staff meeting or AP meeting
- ___ Attend a School Board meeting

- Written reflection of School Board meeting
- Assist with a school event after hours (Name of event and school: _____)
- Written reflection of event, what you did to assist and thoughts of event
- Assist with a second after hours school event (Name of event and school: _____)
- Written reflection of even, what you did to assist and thoughts of event
- Written reflection of event, what you did to assist and thoughts of event
- Attend at least one School Advisory Council meeting at your own school
- Written reflection of meeting
- Job shadow in the cafeteria (entire breakfast time or entire lunch time)
- Written reflection
- Ride an afternoon school bus for the entire route (see me for bus to ride)
- Written reflection
- Job shadow the bus garage in the afternoon (3:00-5:00)
- Written reflection
- Read Personnel Handbook
- Written Reflection
- Read School Board Policy 6.0
- Written Reflection
- Read School Board Policy 2.0
- Written Reflection
- Read Equity Handbook
- Written Reflection
- Read Teacher Contract
- Written Reflection
- Number of meetings attended
- Number of meetings missed
- I have Educational Leadership on my teaching certificate
- I have completed all of my Educational Leadership courses but have not taken the FELE
- I have completed all of my requirements for Ed Leadership but have not added it to my certificate yet
- I am presently enrolled in a Master's program and working towards my Educational Leadership certification
- I am planning on enrolling in an Educational Leadership program in the fall
- I have not yet decided whether to pursue my degree in Educational Leadership or not

ETHICS STATEMENT

If I checked an item above, it has been completed with fidelity and professionalism.

Participant Signature _____

Date _____

Principal Signature _____

Date _____



SUPERINTENDENT

Superintendent Robert Pearce

Bobby Pearce was raised in Wakulla County, Florida. He earned a bachelor's and master's degree from Florida State University. He brings a wealth of education experience with almost 30 years of dedicated public school service. He has been described by many as being a "teacher's teacher" having moved up through the ranks from teacher to elected Superintendent. Commissioner of Education Pam Stewart and Senator Bill Montford recognized Bobby Pearce for completion of Florida Superintendent training and subsequent receipt of State certification.

Superintendent Pearce worked as a teacher, a coach and was later selected as school principal at Medart Elementary School. While principal at Medart Elementary School his school earned eleven consecutive Florida DOE "A" ratings.

In 2012 he was appointed as the Assistant Superintendent of Administration for Wakulla County and was elected in November 2012 as The Superintendent of Wakulla County School District.

Superintendent Pearce believes leadership defines the culture of organizations. He knows that working together to combine proven tradition with innovation; we can adapt and thrive as the nation and state undergo education reform. His passion for the profession coupled with strong business acumen provides a foundation where teams working together build high achieving successful schools and school systems.

His Fundamental Leadership Beliefs include:

- Applying lessons learned from successful business administration and efficiently allocating resources are essential components for being a good steward for taxpayers.
- Leading by example, and encouraging all stakeholders to be a part of the decision making process will insure equitable capital distribution.
- Recruiting and retaining faculty and staff of the highest caliber and character are what our children deserve as they face the challenges of tomorrow's workforce and rigor of higher education.
- Maintaining a safe, secure and clean environment for all students, faculty and staff is foundational to achievement.
- Preserving a school culture that is built on family, trust and mutual respect will create a school and school system where people enjoy working and learning together.

He and his wife, Jan have two children, Tucker and Becca.



History of Florida's Principal Leadership Standards

In 1985, Florida Statutes outlined 19 Principal Competencies in the Management Training Act. With the sunset of the law in 1999 requiring Human Resources Management and Development (HRMD) programs based on the 19 Competencies, the state was required to develop new leadership standards. A Commissioner's Educational Leadership Summit was held in September 2002 to bring together business, higher education and school district leaders to discuss "educational leadership." Outcomes of the Summit:

Agreement to develop new educational leadership standards modeled after the Educator Accomplished Practices,

A set of standards would become state rule backed up with sample key indicators at each level-entry, career and high performing,

Student achievement was the underlying target for the work being done,

Creation of "Standards Working Group" to research and draft standards,

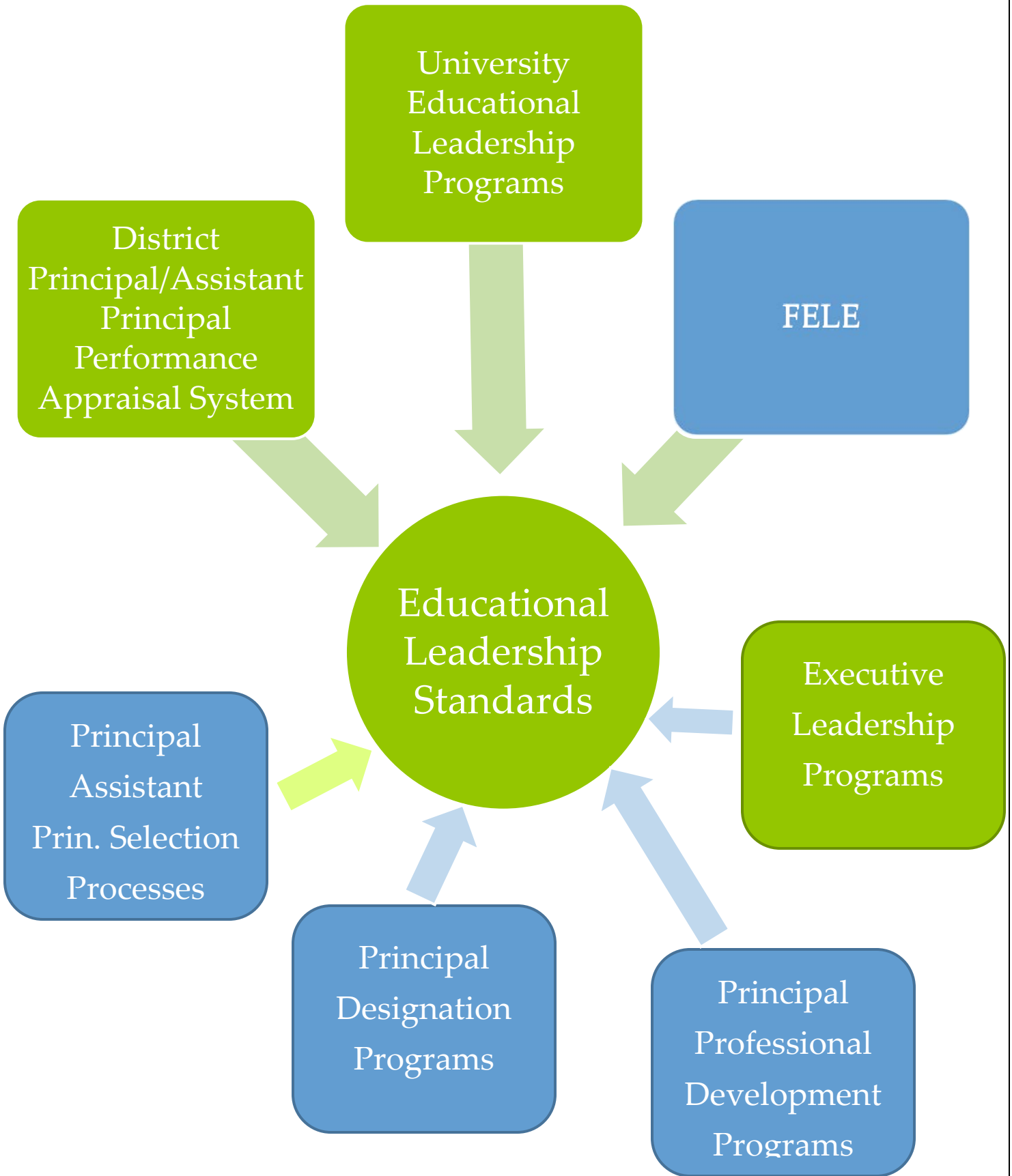
Peer review process to promote stakeholder involvement.

A series of meetings were held in 2003 with representatives of school principal and higher education groups, along with selected school administrators. Revisions to the standards and sample key indicators were made as a result of the meetings. Over 200 participants from 40 counties participated in the development of the standards. In addition, all current school principals in the state were sent the recommended standards and were asked to comment on them, along with representatives of Florida Association of School Administrators (FASA), Florida Association of District School Superintendents (FADSS), Florida Association of Professors of Educational Leadership (FAPEL), and Florida Department of Education (FDOE).

In April 2005, the Florida Principal Competencies were replaced by the Florida Principal Leadership Standards, State Board of Education (SBE) 6B-5.0012. They serve as the state's standards that Florida school leaders must demonstrate in preparation programs and in school administrator evaluations. Florida Principal Leadership Standards were adopted into rule (6 A-5.080) by the State Board in 2006-07, and Educational Leadership and School Principal Certification programs were redesigned to implement the new standards in 2008 and then again in 2011. By defining our state's standards for leadership we communicate to teachers, principals and parents our vision and our standard for effective educational leadership in Florida. The FPLS guide principal's leadership of our schools and impact leadership preparation programs, the Florida Educational Leadership Examination (FELE), principal professional development programs, principal recruitment, selection, and evaluation programs

The FPLS currently form the basis for all of Florida's leadership preparation programs and will establish the core practices for leadership appraisal systems under the state's Race to the Top plan.





The Florida Principal Leadership 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.

The Florida Principal Leadership Standards

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.

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

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES (FEAPS)

The Florida Department of Education revised the list of accomplished practices for educators in 2011 based on current educational research, legislative mandates, and evaluation criteria. The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices (FEAPs) form the foundation for the state's teacher preparation programs, educator certification requirements and school district instructional personnel evaluation systems.

The Accomplished Practices are based upon and further describe three (3) essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

FLORIDA EDUCATOR ACCOMPLISHED PRACTICES

(FEAPs) Quality of Instruction

1. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

KEY INDICATORS

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;
- d. Selects appropriate formative assessments to monitor learning;
- e. Uses diagnostic student data to plan lessons; and
- f. Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

2. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:

KEY INDICATORS

- a. Organizes, allocates, and manages the resources of time, space, and attention;
- b. Manages individual and class behaviors through a well-planned management system;
- c. Conveys high expectations to all students;
- d. Respects students' cultural, linguistic and family background;
- e. Models clear, acceptable oral and written communication skills;
- f. Maintains a climate of openness, inquiry, fairness and support;
- g. Integrates current information and communication technologies;
- h. Adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. Utilizes current and emerging assistive technologies that enable students to participate in high-quality communication interactions and achieve their educational goals.

3. Instructional Delivery and Facilitation. The effective educator consistently utilizes a deep and comprehensive knowledge of the subject taught to:

KEY INDICATORS

- a. Deliver engaging and challenging lessons;
- b. Deepen and enrich students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;

- c. Identify gaps in students' subject matter knowledge;
- d. Modify instruction to respond to preconceptions or misconceptions;
- e. Relate and integrate the subject matter with other disciplines and life experiences;
- f. Employ higher-order questioning techniques;
- g. Apply varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;
- h. Differentiate instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. Support, encourage, and provide immediate and specific feedback to students to promote student achievement; and
- j. Utilize student feedback to monitor instructional needs and to adjust instruction.

4. Assessment. The effective educator consistently:

KEY INDICATORS

- a. Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process;
- b. Designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- c. Uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- d. Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;
- e. Shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s);
- f. Applies technology to organize and integrate assessment information

5. Continuous Professional Improvement.

KEY INDICATORS

- a. Designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. Examines and uses data-informed research to improve instruction and student achievement;
- c. Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons;
- d. Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
- e. Engages in targeted professional growth opportunities and reflective practices, and
- f. Implements knowledge and skills learned in professional development in the teaching and learning process.

6. Professional Responsibility and Ethical Conduct.

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C., and fulfills the expected obligations to students, the public and the education profession.

KEY INDICATORS

- a. Understanding that educators are held to a high moral standard in a community.



b. Knowledgeable of, and have an understanding that the educator adheres to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida, pursuant to State Board of Education Rules 6B-1.001 and 6B-1.006, F.A.C.

c. Fulfills the expected obligations to students, the public and the education profession.

REFER TO ADMINISTRATIVE EVALUATION TOOL



DEAN POOL SELECTION PROCESS

1. Must have the following credentials:
 - a. Have and Educational Leadership degree on certificate (indicates passing of FELE)
Or
Have evidence of completion of half of the courses required for leadership degree and successfully graduated from WELA or be “in good standing” if WELA was offered during the present year.
 - b. 3 years of effective or higher teaching experience as evidenced on a teacher evaluation or letter from principal during the year being represented.
2. Complete the Dean Pool Selection application online with ALL of the requirements ON TIME
3. Include in application 2 letter of reference: 1 from present supervisors (1 must be from principal or direct supervisor if a principal is not your supervisor) and 1 from another administrator in the district
4. List of leadership roles at your school in the past 3 years and what your specific role was. **Anything listed is open for questions from the administrative selection panel.**
5. Letter from you stating why you would like to be an administrator
6. Targeted Selection will be used for interviewing candidates
7. Interview will be 30 minutes. Points possibly deducted for going over 30 minutes
8. The selection panel will consist of approximately 5 administrators
9. Each candidate will have a summative score from the collection of all panel members and the top half will be in the 2020-2021 Dean Pool
10. Once the top half of the pool has been created, any candidate can be selected for a Dean’s position with or without an interview. Dean Positions are not advertised. The Dean Pool is the advertisement for all Dean Position.
11. Candidates will remain in the Dean Pool for **1 year** or until the next Dean Pool is created. At that time, candidates must reapply to be considered.
12. All interviews and scores are public records
13. Once a candidate is selected as a Dean from the Dean Pool, he or she does not have to participate in the Dean Pool again.
14. Associate Deans are teachers on special assignments and not considered a part of the Dean Pool.
15. Any current assistant principal in our out of the county may be considered for any of the Dean positions.

You MUST participate in WELA to participate in the mock interview.

Put yourself out there! Stand out from others in a positive way. The best place to start being a leader is in your own classroom and at your own school. Start there then spread your wings!



Targeted Selection Interview

The **S.T.A.R.** method is based on Targeted Selection Interviewing methodology (TSI), a theory that is based on the belief that a job candidate’s past performance is the best predictor of their future behavior in a similar situation. By using TSI questions, employers can best discover if that candidate has the characteristics and skills the employer is seeking for a specific opening.

Although there are a number of ways to answer TSI questions, one of the most straightforward approaches that can be readily mastered is the S.T.A.R. method which is made up of:

S – (Situation) Describe the Situation that fits the question you have been asked

T – (Task) Briefly state what your Task was in relation to the situation

A – (Action) State what Actions you took and finally,

R – (Result) What Results happened due to your efforts.

The idea behind targeted selection interviewing is to ensure the candidates demonstrate their skills and experience which will qualify them for the role. Targeted selection is identifying a situation that the candidate has been in and the process they have worked through to reach the result.

Research this!



DOCUMENT REVIEW: ___ PERSONNEL HANDBOOK, ___ EQUITY HANDBOOK, ___ TEACHER CONTRACT, ___ SCHOOL BOARD POLICY 6.0, ___ SCHOOL BOARD POLITY 2.0

Write about a few things that you were surprised to know (you can just list them if you would like)

List any information that is confusing or conflicting in your opinion:

Record information that you discovered to be obsolete or out-date information:

Record any information that will cause you to alter the way you do things:

Record information that you discovered to be challenging as an administrator....what would be difficult for you to follow:

If you were an administrator, what are a few key points that you would be sure to share with your faculty?

If you could change two things in the document you read, what would those two points be?

What questions do you have?



REFLECTIONS & INSIGHTS FROM PRESENTERS

Date of session: _____ Presenter & Title _____

1. What surprised you about this presenter?
2. From your perspective, how does this presenter or department impact our school district the most significantly?
3. How does this presenter or department impact you personally?
4. What hurdles or challenges (if any) do you think an administrator might have when making decisions involving this particular department? What considerations have to be made?
5. Does this particular area interest you for future opportunities if they should ever come up? Why or why not?
6. What questions do you still have that were not addressed?



REFLECTIONS & INSIGHTS FROM EVENTS

Date of event _____ School _____

Activity _____ Contact Person For Activity _____

1. What was the general purpose of the activity?
2. What did you learn that you did not know before attending or participating at this event?
3. What was the general organization: who facilitated, who participated, who all was involved?
4. If you were asked to reorganize the event, what would you do differently?
5. What administrator was present during the event and what role did that person have?
6. What questions do you have about the event?



REFLECTIONS & INSIGHTS FROM EVENTS AT YOUR SCHOOL

Date of event _____

School _____

Activity _____ Contact Person For Activity _____

1. What was the general purpose of the activity?
2. What did you learn that you did not know before attending or participating at this event?
3. What was the general organization: who facilitated, who participated, who all was involved?
4. If you were asked to reorganize the event, what would you do differently?
5. What administrator was present during the event and what role did that person have?
6. What questions do you have about the event?



CAFETERIA

Date _____ School _____ Food Service Manager _____

Time arrived _____ Time left _____

1. What was your primary role while working in the cafeteria?
2. What was more difficulty, breakfast or lunch?
Why?
3. What things surprised you about this experience?
4. What was your favorite part of the day and why?
- 5.
6. How will you apply this experience to be a better leader?
7. If you were the administrator at the school you visited, is there anything that you saw that could improve the overall production or flow of cafeteria procedures?

PRINCIPAL JOB SHADOW

Date _____

School _____

Administrator(s) shadowed _____

Time arrived _____

Time left _____

1. Provide an overview of schedule of what your day looked like
2. What was your favorite part of your day?
3. What are some of the things that surprised you about administrative duties at this level?
4. What did you dislike the most about this experience?
5. How is this level different from the level you are at now?



6. From your one-day experience at this level, what did you notice to be the most challenging for the administrators?
7. What are your “take a ways?”
8. How will you apply this experience to be a better leader?

BUS RIDE

DATE _____ BUS DRIVER _____ BUS # _____

TIME YOU BOARDED THE BUS _____ TIME BUS LEFT SCHOOL _____ TIME THE LAST CHILD WAS DROPPED OFF _____

1. APPROXIMATELY HOW MANY STUDENTS WERE ON THE BUS _____
2. APPROXIMATELY HOW MANY STUDENTS SAT IN EACH SEAT _____
3. APPROXIMATELY HOW MANY STOPS DID THE BUS MAKE _____
4. WHAT WAS THE OVERALL BEHAVIOR OF THE STUDENTS-EXPLAIN

5. DID YOU NOTICE ANY STUDENTS WHO SEEMED TO KEEP TO THEMSELVES-EXPLAIN

6. HOW DID THE BUS DRIVER HANDLE DISCIPLINE?

7. HOW WILL YOU APPLY THIS EXPERIENCE TO BE A BETTER LEADER?

8. IF YOU WERE THE BUS DRIVER, WHAT WOULD YOU DO DIFFERENTLY?

9. WHAT QUESTIONS DO YOU HAVE?



WELA FACTS
2019-2020

WELA PARTICIPANTS INITIALLY= _____

WELA GRADUATES = _____

TOTAL YEARS OF EXPERIENCE IN EDUCATION = _____

AVERAGE YEARS OF EXPERIENCE IN EDUCATION = _____

WELA with MOST EXPERIENCE = _____

WELA with LEAST EXPERIENCE = _____

AVERAGE OF INDIVIDUAL HOURS DEDICATED TO PROGRAM = _____

[reading, writing, training, shadowing]

TOTAL YEARS OF EXPERIENCE IN EDUCATION = _____

AVERAGE YEARS OF EXPERIENCE/PRESENTER = _____

PRESENTER WITH MOST EXPERIENCE = Pat Jones, _____

of CANDIDATES WITH EDUCATIONAL LEADERSHIP DEGREES _____

FELE TESTS TAKEN AND PASSED = _____

OF CANDIDATES PARTICIPATING IN 2018 DEAN POOL SELECTION



8 Core Beliefs of Extraordinary bosses

The best managers have a fundamentally different understanding of workplace, company, and team dynamics. See what they get right.

1. Business is an ecosystem, not a battlefield.

Average bosses see business as a conflict between companies, departments and groups.

Extraordinary bosses see business as a symbiosis where the most diverse firm is most likely to survive and thrive. They naturally create teams that adapt easily to new markets and can quickly form partnerships with other companies, customers ... and even competitors.

2. A company is a community, not a machine.

Average bosses consider their company to be a machine with employees as cogs. **Extraordinary bosses see their company as a collection of individual hopes and dreams, all connected to a higher purpose. They inspire employees to dedicate themselves to the success of their peers and therefore to the community—and company—at large.**

3. Management is service, not control.

Average bosses want employees to do exactly what they're told.

Extraordinary bosses set a general direction and then commit themselves to obtaining the resources that their employees need to get the job done. They push decision making downward, allowing teams form their own rules and intervening only in emergencies.

4. My employees are my peers, not my children.

Average bosses see employees as inferior, immature beings who simply can't be trusted if not overseen by a patriarchal management.

Extraordinary bosses treat every employee as if he or she were the most important person in the firm. Excellence is expected everywhere, from the loading dock to the boardroom. As a result, employees at all levels take charge of their own destinies.

5. Motivation comes from vision, not from fear.

Average bosses see fear--of getting fired, of ridicule, of loss of privilege--as a crucial way to motivate people.

Extraordinary bosses inspire people to see a better future and how they'll be a part of it. As a result, employees work harder because they believe in the organization's goals, truly enjoy what they're doing and (of course) know they'll share in the rewards.

6. Change equals growth, not pain.

Average bosses see change as both complicated and threatening, something to be endured.

Extraordinary bosses see change as an inevitable part of life. While they don't value change for its own sake, they know that success is only possible if employees and organization embrace new ideas and new ways of doing business.

7. Technology offers empowerment, not automation.

Average bosses adhere to the old IT-centric view that technology is primarily a way to strengthen management control and increase predictability.

Extraordinary bosses see technology as a way to free human beings to be creative and to build better relationships. *They adapt* their back-office systems to the tools, like smartphones and tablets, that people actually want to use.

8. Work should be fun, not mere toil.

Average bosses buy into the notion that work is, at best, a necessary evil.

Extraordinary bosses see work as something that should be inherently enjoyable—and believe therefore that the most important job of manager is, as far as possible, to *put people in jobs that can and will make them truly happy.*

