



EDA 6194
Capacity Building for Continuous Improvement
CRN-25594
COURSE SYLLABUS: SPRING 2026

Semester: Spring 2026

Meeting Days: Mondays: 5:00 -7:45

Instructor: Dr. Marie Byrd

Office Location: Microsoft Teams

Office Hours: Mondays 3:00 pm – 5:00 pm (and by appointment upon request)

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I. Welcome!

Welcome to the Spring 2026 semester of *Building Capacity for Continuous Improvement*. This course will enrich your instructional, adaptive, and transformational leadership skillsets with a focus on building teacher capacity to enhance the learning gains of all students through reflective practice and appreciative inquiry.

II. University Course Description

This course is designed around three major themes to improve schools with a clear and compelling moral purpose: 1) communities of differences, 2) teacher development through professional community building, and 3) learners and learning through capacity building at the school level.

III. Course Prerequisites

EDA 6192 - Educational Leadership

IV. Course Purpose

The goal of this course is to enhance educational leadership practices by providing systemic frameworks that enable students to make critical theory-to-practice connections. Included are leadership research-based best practices centered on enhancing the capacity of instructional staff to improve student learning gains through the lens of reflective practice, capacity building, and appreciative inquiry. The course is designed to engage students in the integration of practice, theory, reflection, and research in support of a strengths-based narrative.

V. Course Format

- This course is offered on Microsoft Teams. The meeting dates of the class are: Mondays, January 12th – April 13th

VI. Student Learning Outcomes

Students will be able to:

1. Distinguish among theoretical and practical strategies to build capacity within the school
2. Apply theories of Creating Capacity, Reflective Practice, and Appreciative Organizing and Inquiry to foster personal leadership development
3. Identify the critical features of reflective practice in association with teacher and leader growth
4. Identify the critical features of building capacity in association with teacher and leader growth
5. Understand the power of strengths-based school improvement work and its purpose in public education
6. Demonstrate Relational Leadership, Reflective Practice, Capacity building, and Appreciative Strengths-Based change in-class work, discussion, and leadership practices
7. Plan and conduct a teacher observation cycle in alignment with the appreciative process, reflective practice, and capacity building.
8. Plan and conduct a teacher coaching cycle in alignment with the appreciative process, reflective practice, and capacity building.

VII. Course Objectives

1. Students will be able to:

- a. Analyze existing teacher and school assessment systems
- b. Model culturally responsive engagement
- c. Self-assess Interpersonal leadership dispositions
- d. Engage in the continuum of school leadership self-reflection for capacity building
- e. Apply the 4-D Cycle of Appreciative Inquiry in a school setting
- f. Evaluate faculty proficiency through the observation cycle and provide appreciative feedback to faculty on the effectiveness of their instruction
- g. Develop and engage in the coaching process that enables faculty to deliver culturally relevant and inclusive instruction
- h. Assess a school's Learning Community for reflective, capacity building and appreciative practices
- i. Create a personal leadership development plan based on reflective practice.
- j. Demonstrate course knowledge through a midterm assessment

Key Course Assumptions:

- **Appreciative organizing and inquiry** simultaneously address strategy, process, and implementation while producing cooperation and innovation

- **Vision** is the knowledge and skill in assessing and seeing possibility, hope, and development in educational opportunities and developing commitment and opportunity for all.
- **Building school capacity**, facilitated in an appreciative manner, can lead to intervention that is self-reinforcing and reflective.
- **Teacher development** through professional community building is the key function of school improvement, along with other school capacity factors (Burrello, Hoffman, and Murray, (2005).
- **Leadership reflective practice** is the foundation of capacity building in schools.
- **Equity in schools** is aligned with creating the capacity for learning of all students.

VIII. Required Texts

- Hall, P. & Simeral, A. (2017). *Creating a culture of reflective practice: Capacity-Building for schoolwide success*. Alexandria, VA: ASCD. ISBN:978-1-4166-2444-8.
- Hooper, M. A. & Bernhardt, V. L. (2016). *Creating capacity for learning and equity in schools: Instructional, adaptive and transformational leadership*. New York: Taylor & Francis. ISBN: 78-1-318-95048.
- Whitney, D., Trosten-Bloom, A. & Rader, K. (2010). *Appreciative Leadership: Focus on What Works to Drive Winning Performance and Build a Thriving Organization*. US: McGraw-Hill

IX. How to Succeed in this Course

Success in the course is aligned with student preparation, inclusive of reading the assigned weekly chapters, articles, or narratives to allow for full engagement in class and application of the skillsets in practice when applicable. In addition, continuous metacognitive engagement in course content and weekly assignments to allow for enhanced knowledge and effective application of theory is expected.

X. Communication

Communication regarding the course assignments, schedule, and/or requirements will be made via Canvas course announcements, emails, and in class.

XI. Grading Scale

Grading Scale (%)			
94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-

77 – 79	C+	0 – 59	F
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XII. Grade Categories and Weights

Graded Items	Percent of Final Grade
Class Attendance, Participation, Engagement	20%
Canvas Assignments	30%
Teacher Observation <i>Critical Task</i>	25%
Coaching <i>Critical Task</i>	25%

Critical Tasks

1. Teacher Observation

Your observation of teaching is a multi-step process where the pre- and post-conference are as important as the observation itself. See the steps to be covered below.

1. Identify a peer in your school with whom you will conduct an observation of a teaching lesson, which will include a pre- and post-conference.
- 2 Prepare questions in an appreciative manner about the lesson that you will observe to guide your pre-conference, which will include a discussion of the vision of an excellent lesson, strengths, objectives, goals, and how the success of this lesson for students will be determined.
3. Use your district's observation instrument to gather evidence during the observation.
4. Prepare a set of notes upon completing the observation and share your feedback with the teacher. Prepare to share multiple strengths that will support and enhance their teaching or lesson. There could be one area of improvement offered in the post conference.
5. Complete all aspects of the Observation of Teaching form which is provided.

Indicator 4.2 - Feedback Practices: The leader monitors, evaluates proficiency, and secures and provides timely and actionable feedback to faculty on the effectiveness of instruction on priority instructional goals and the cause-and-effect relationships between professional practice and student achievement on those goals.

Feedback Practices – Monitor and Evaluate: In the written account of the post-conference summary and on the evaluation instrument of the teacher evaluation process the Master’s candidate demonstrates how they monitor and evaluate proficiency.	1 – Poor The Master’s student does not include a copy of the evaluation instrument or written summary of teacher proficiency.	2.0 – Limited The Master’s student does not meet the requirements for Proficiency. The evaluation instrument is and/or the post-conference discussion is partially completed, or the written summary of the teacher proficiency is incomplete.	3 – Proficiency The Master’s student demonstrates their ability to monitor and evaluate teacher proficiency by completing the official evaluation form and the post-conference discussion during an observation cycle, as well as providing a three to one ratio of strengths to areas of	4 – Strong In addition to meeting the qualities of Proficiency, the Master’s student demonstrates through their post-conference summary the ability to discuss and assist with expanding a strength or an area of development .	5 – Outstanding In addition to meeting the qualities of Strong, the Master’s student demonstrates through their post-conference summary the ability to discuss and assist with expanding multiple strength areas or a strength and development area.
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Feedback Practices – Timely and Actionable Feedback: In the written account of the post-conference summary or the final reflection it is clear that the Master’s candidate completed the observation cycle and provided timely and	1 – Poor The Master’s student did not provide timely feedback and any actionable items.	2.0 – Limited The Master’s student does not meet the requirements for Proficiency. They did not provide timely feedback or any actionable items.	3 – Proficiency The Master’s student demonstrates their ability to provide timely and actionable feedback by completing the observation cycle within five business days and demonstrating in the post-conference or final	4 – Strong In addition to meeting the qualities of Proficiency, the Master’s student completes a set of post observation summary notes that clearly demonstrate actionable feedback.	5 – Outstanding In addition to meeting the qualities of Strong, the Master’s student demonstrates through the addition of a plan or next steps that the person being observed will take.
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Indicator 4.3 - High Effect Size Strategies: Instructional personnel receive recurring feedback on their proficiency on high effect size instructional strategies.

Feedback Practices – High Effect Size Instructional Strategies: In the written account of the post-conference summary and/or the reflection the Master’s candidate demonstrates how they provided feedback on high size	1 – Poor The Master’s student does not identify any instructional strategy.	2.0 – Limited The Master’s student does not meet the requirements for Proficiency. The identified strategy was not deemed to be a high effect size strategy.	3 – Proficiency The Master’s student demonstrates their ability to identify and provide feedback on one high effect size instructional strategy.	4 – Strong In addition to meeting the qualities of Proficiency, the Master’s student demonstrates through their post-conference summary or final reflection a plan of action.	5 – Outstanding In addition to meeting the qualities of Strong, the Master’s student demonstrates through their post-conference summary or final reflection how to expand the impact of the plan of action to others in the
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2. Coaching

Indicator 4.6 - Faculty Development Alignments: The leader implements professional learning processes that enable faculty to deliver culturally relevant and differentiated instruction by generating a focus on student and professional learning in the school that is clearly linked to the system-wide objectives and the school improvement plan; identifying faculty instructional proficiency needs (including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement); aligning faculty development practices with system objectives, improvement planning, faculty proficiency needs, and appropriate instructional goals; and using instructional technology as a learning tool for students and faculty.

Faculty Development Alignments – Identifying faculty instructional proficiency needs: In the written account the Master’s candidate demonstrates how they identified the instructional proficiency needs for high impact	1 – Poor The Master’s student does not identify any instructional needs.	2.0 – Limited The Master’s student does not meet the requirements for Proficiency. The process lacks high impact instructional needs.	3 – Proficiency The Master’s student demonstrates their ability to systematically identify the instructional proficiency needs for high impact instruction.	4 – Strong In addition to meeting the qualities of Proficiency, the Master’s student demonstrates through the coaching cycle that they were able to add a strength to their coaching cycle.	5 – Outstanding In addition to meeting the qualities of Strong, the Master’s student demonstrates that they are able to add more than one strength to the coaching cycle.
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Faculty Development Alignments – Aligning Faculty Development Practices and Improvement Planning: The Master’s candidate demonstrates the understanding and use of high impact coaching cycle. The high impact coaching cycle is composed of planning meeting, observation, coach plans for reflective meeting, reflective meeting, and action taken. The walkthrough or informal observation should be a quick visit of a classroom of ten to fifteen minutes in length using a district walkthrough form if one has	1 – Poor The Master’s student does not identify any of the traditional high impact coaching.	2.0 – Limited The Master’s student does not meet the requirements for Proficiency. The coaching cycle lacks all aspects of traditional high impact coaching.	3 – Proficiency The Master’s student demonstrates their ability to understand and use a high impact coaching cycle through their final reflection paper.	4 – Strong In addition to meeting the qualities of Proficiency, the Master’s student demonstrates through the coaching cycle that they understand and can add a strength to the coaching cycle.	5 – Outstanding In addition to meeting the qualities of Strong, the Master’s student demonstrates that they use more than one strength in a more appreciative approach to the coaching cycle and include a walkthrough.
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XIII. Course Schedule for First Day *(The remaining schedule will be available via Canvas)*
All dates and assignments are tentative and may be changed at the discretion of the professor.

Date	Work Due Before Class	Topics to be Discussed in Class
	- Review the syllabus - Purchase textbooks	- Introductions – bring one item that symbolizes who you are - Overview of Course - Review of Syllabus - Lecture/Activities – Introduction to Reflective Practice and Building Capacity - Textbook #1 Introduction - <i>Creating Capacity for Learning and Equity in Schools</i>

*** Note: The Schedule is subject to revision**

XIV. USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, and sexual harassment that **apply to all courses at USF**. Be sure to review these online at: <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>

XV. Course Policies: Grades

Late Work Policy: There are no make-ups for in-class activities, quizzes, the midterm, or the Critical Tasks. Assignments turned in late will be assessed a penalty: 1 point if it is one day late, or a 2-3 points grade for 2-7 days late. Assignments will not be accepted if overdue by more than seven days.

Grades of "Incomplete": The current university policy concerning incomplete grades will be followed in this course.

For graduate courses: An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that

describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Attendance Policy: Students are expected to attend each online class via Microsoft Teams.

Exam Retention Policy: The exams will be retained for one semester following the current one, and then they will be destroyed.

Essay Commentary Policy: Commentary on essays will be delivered in written format, at the end of the essay.

Group Work Policy: Everyone must take part in group assignments. All members of a group will receive the same score; that is, the project is assessed, and everyone receives this score. However, that number is only 90% of your grade for this project. The final 10% is individual and refers to your teamwork. Also, everyone must take part in a group report on Canvas. The grading criteria are the same as the group project. Once formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

XVI. Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Recordings: If you will record class sessions for use in this instance of the course using Microsoft Teams or other capture technology, this verbatim statement is required:

In this class, software will be used to record live class lectures and discussions. As a student in this class, your participation in live class discussions will be recorded. These recordings will be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to disable their video camera so only audio will be captured. Please discuss this option with your instructor.

WhatsApp, GroupMe, and Student-to-Student Communication:

While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the content of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

XVII. Course Policies: Student Expectations

Title IX Policy: Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, USF has designated all faculty (TA, Adjunct, etc.) as Responsible Employees, **who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking.** The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Course Hero / Chegg Policy: The [USF Policy on Academic Integrity](#) specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy: Per university policy and classroom etiquette; mobile phones **must be silenced** during class. Those not heeding this rule will be asked to exit the course immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

End of Semester Student Evaluations: All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Turnitin.com:: *In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.*

Netiquette Guidelines

1. Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.

2. Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
3. Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
4. Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
5. Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

XVIII. Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa and Sarasota-Manatee campuses.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website.](#)

Canvas Technical Support

Include information where students can find technical support.

Example: If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the "Canvas Help" page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing [help@usf.edu.](mailto:help@usf.edu)

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota-Manatee campus.](#)

Center for Victim Advocacy

Example: The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota-Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email

[asctampa@usf.edu.](mailto:asctampa@usf.edu)

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota-Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email:

[writingstudio@usf.edu.](mailto:writingstudio@usf.edu)

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota-Manatee campus.](#)

The Florida Principal Leadership Standards (Current)

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.

a. The Florida Principal Leadership Standards

6A-5.080 The Florida Educational Leadership Standards

(1) Purpose and Structure of the Standards.

(a) **Purpose.** The purpose of these standards is to establish Florida's expectations for effective school administrators. These evidence-based standards form the foundation for school leadership preparation programs, educator certification requirements, professional learning for school administrators, and school administrator evaluation systems. In this rule, school administrators means those persons described in Section 1012.01(3)(c), F.S.

(b) **Structure.** There are eight (8) standards, each comprised of a title, description, and role-based descriptors that further clarify and define the work required to demonstrate mastery of the standard.

(2) The Florida Educational Leadership Standards.

(a) **Standard 1. Professional and Ethical Norms.** Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students. *All school administrators:*

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

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

1. Assistant principals:

- a. Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
- b. Collaborate in the collection, analysis, and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students;
- c. Collaborate, support, and model the development and implementation of a shared educational vision, mission, and core values within the school community to promote the

academic success and well-being of all students;

d. Assist and support the development and implementation of systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

2. School principals:

a. Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.

b. Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students;

c. Collaborate to develop, implement, and model a shared educational vision, mission, and core values within the school community to promote the academic success and well-being of all students;

d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable; and

e. Recognize individuals for contributions toward the school vision and mission.

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

1. Assistant principals:

a. Collaborate with the school principal to manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Collaborate with the school principal to manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;

d. Collaborate with school leaders to utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;

e. Utilize best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school leaders;

f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;

g. Collaborate with the school principal to develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Collaborate with the school principal to create and maintain systems and structures that

promote school security to ensure that students, school personnel, families, and community are safe;

j. Collaborate with the school principal to ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Collaborate with the school principal to implement a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with the school principal to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

2. School principals:

a. Manage the school's fiscal resources in a responsible and ethical manner, engaging in effective budgeting, decision making, and accounting practices;

b. Manage scheduling and resources by assigning instructional personnel to roles and responsibilities that optimize their professional capacity to address all students' learning needs;

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning;

d. Utilize data, technology, and communication systems to deliver actionable information to improve the quality and efficiency of operations and management to include safety, climate, and student learning;

e. Utilize and coach best practices in conflict resolution, constructive conversations, and management for all stakeholders related to school needs and communicate outcomes with school and district leaders;

f. Inform the school community of current local, state, and federal laws, regulations, and best practices to promote the safety, success, and well-being of all students and adults;

g. Develop and maintain effective relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation;

h. Develop and maintain effective relationships with the district office and governing board;

i. Create and maintain systems and structures that promote school security to ensure that students, school personnel, families, and community are safe;

j. Ensure compliance with the requirements for school safety, as outlined in Section 1001.54, F.S., Section 1006.09, F.S., and Rule 6A-1.0017, F.A.C.;

k. Utilize a continuous improvement model to evaluate specific concerns for safety and security within the school environment; and

l. Collaborate with district and school leaders to create and implement policies that address and reduce chronic absenteeism and out-of-school suspensions.

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

1. Assistant principals:

a. Assist with the implementation and monitoring of systems and structures that enable

instructional personnel to promote high expectations for the academic growth and well-being of all students;

b. Monitor and ensure the school's learning goals and classroom instruction are aligned to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;

c. Collaborate with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan focused on learning;

d. Engage in data analysis to inform instructional planning and improve learning for all student subgroups and minimize or eliminate achievement gaps;

e. Utilize comprehensive progress monitoring systems to gather a variety of student performance data, identify areas that need improvement, and provide coaching to improve student learning;

f. Support and openly communicate the need for, process for, and outcomes of improvement efforts; and

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

2. School principals:

a. Create and maintain a school climate and culture of high expectations and enable school personnel to support the academic growth and well-being of all students;

b. Ensure alignment of the school's learning goals and classroom instruction to the state's student academic standards, and the district's adopted curricula and K-12 reading plan;

c. Develop a structure that enables school personnel to work as a system and focus on providing evidence-based intervention, acceleration, and enrichment that meet student needs;

d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps;

e. Ensure all students demonstrate learning growth through a variety of ongoing progress monitoring data as evidenced by student performance and growth on local, statewide, and other applicable assessments as stipulated in Section 1008.22, F.S.;

f. Manage uncertainty, risk, competing initiatives, and the dynamics of change by providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts; and

g. Ensure and monitor the implementation of the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., by all instructional personnel.

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

1. Assistant principals:

a. Collaborate with the school principal to maintain a safe, respectful, and student-centered learning environment;

b. Facilitate a comprehensive system that establishes a culture of learning, which includes policies and procedures to address student misconduct in a positive, fair, and unbiased

manner;

- c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills; and
- d. Support instructional personnel to recognize, understand, and respond to student needs to minimize or eliminate achievement gaps.

2. School principals:

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

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

1. Assistant principals:

- a. Assist with hiring, developing, supporting, and retaining diverse, effective, and caring instructional personnel with the professional capacity to promote literacy achievement and the academic success of all students;
- b. Attend to personal learning and effectiveness by engaging in need-based professional learning, modeling self-reflection practices, and seeking and being receptive to feedback;
- c. Collaborate with the school principal to identify instructional personnel needs, including standards-aligned content, evidence-based pedagogy, use of instructional technology, and data analysis for instructional planning and improvement;
- d. Collaborate with the school principal and content or grade-level leads to develop a school-wide professional learning plan based on the needs of instructional personnel and students, and revise elements of the plan as needed;
- e. Collaborate with the school principal to develop school personnel's professional knowledge and skills by providing access to differentiated, need-based opportunities for growth, guided by understanding of professional and adult learning strategies;
- f. Support the school principal in monitoring and evaluating professional learning linked to district- and school-level goals to foster continuous improvement;
- g. Collaborate with the school principal to monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback to instructional personnel that fosters continuous improvement;

- h. Collaborate with the school principal to utilize time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability; and
- i. Adhere to the professional learning standards adopted by the State Board of Education in Rule 6A-5.069, F.A.C., in planning and implementing professional learning, monitoring change in professional practice, and evaluating impact on student outcomes.

2. School principals:

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

(g) Standard 7. Building Leadership Expertise. Effective educational leaders cultivate, support, and develop other school leaders to promote the academic success and well-being of all students.

1. Assistant principals:

- a. Develop and support open, productive, caring, and trusting working relationships among school and teacher leaders to build professional capacity and improve instructional practice driven by standards-aligned content;
- b. Collaborate with the school principal to cultivate a diverse group of emerging teacher leaders;
- c. Develop capacity in teacher leaders and hold them accountable; and

- d. Plan for and provide opportunities for mentoring new personnel.

2. School principals:

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

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

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

Rulemaking Authority 1001.02, 1012.34, 1012.55(1), 1012.986(3) FS. Law Implemented 1012.55, 1012.986, 1012.34 FS. History—New 5-24-05, Formerly 6B-5.0012, Amended 12-20-11, 11-22-22.

