

**Florida Agricultural and Mechanical University
College of Education
Department of Educational Leadership and Counseling
Gore Education Complex
Building C Room 123
850-599-3191**



**Masters in Educational Leadership
Candidate Handbook**

PROGRAM ADMINISTRATION

Dr. Endya Stewart, Interim Department Chair, Educational Leadership and Counseling

Dr. Sheila D. Moore, M. Ed. / M. S. Modified (Certification) Program Coordinator

Dr. Patricia Green-Powell, Interim Dean, College of Education

Mr. Rodner B. Wright, Interim Provost and Vice President for Academic Affairs

Dr. Larry Robinson, Interim President, Florida A&M University

TABLE OF CONTENTS

FAMU Graduate Conceptual Framework.....	4
Educational Leadership Mission Statement.....	5
Program Description.....	5
Admission and Graduation Requirements.....	6
Mandatory Orientation Session.....	8
William Cecil Golden School Leadership Development Program.....	8
Candidate Advisement.....	9
Registration.....	9
Electronic Portfolio (Livetext and Taskstream)	10
Program Curriculum.....	10
Comprehensive Examination.....	13
Transfer of Credit.....	13
Candidate Progression.....	13
Administrative Internship.....	15
Academic Probation and Dismissal from the Program.....	15
Florida Principal Leadership Standards (FPLS).....	17
Florida Educational Leadership Examination (FELE) Competencies and Skills.....	22
Florida Educators Accomplished Practices (FEAPS).....	28
Program Completer’s Survey.....	32

FAMU Graduate Conceptual Framework Four Pillars



Professional Expertise: We believe that professionals must have specific knowledge to learn in context and problem solve throughout a career

Critical Inquiry: We believe that our graduate candidates must understand the skills and demonstrate the practices of systemic, purposeful critical inquiry and research to create learning experiences that engage learners in generating knowledge and testing hypotheses according to the standards of evidence used in the discipline.

Cultural Competence: We believe that our graduate candidates must understand the attitudes, knowledge, and skills necessary for providing quality care to diverse populations

Reflective Practice Our beliefs and preparation programs cultivates a style of reflective practice that embraces the role of data, active inquiry, careful analysis, and thoughtful decision-making that leads to effective and culturally responsive pedagogy.

EDUCATIONAL LEADERSHIP MISSION STATEMENT

The mission of the Educational Leadership program at Florida A&M University is to provide learning experiences in a best practices, constructivist, and reflective environment that facilitates candidates' development of a repertoire of performance capabilities and values that enable them to satisfy public education's demand for well-prepared and highly effective educational leaders.

PROGRAM DESCRIPTION

The Educational Leadership Program at the Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Master's degree in Educational Leadership and (b) individuals who possess a Master's degree and wish to certify in Educational Leadership. Both program options prepare candidates for entry level (Level One Certification) administrative positions in Florida schools, the nation's school districts, and other related fields. The Educational Leadership program, within the Department of Educational Leadership and Counseling, offers graduate study grounded in the historical stream of research that informs educational practice. From this knowledge base, the course of study includes experiences to prepare individuals to assume leadership roles in educational institutions and other organizations. The program is comprehensive and a goal is to develop the exemplary professional who can assume school leadership roles. The program in Educational Leadership provides candidates with skills and competencies to become effective school administrators. Learning experiences provide candidates opportunities to become sensitive to the needs of individuals from different ethnic, gender, and cultural backgrounds. The program of educational leadership intends to develop professional and well-prepared individuals who can effectively lead in diverse educational contexts.

Program Authority

The educational leadership program is accredited by the Southern Association of Colleges and Schools, the National Council for the Accreditation of Teacher Education and the Florida Department of Education.

Program Administration

Administration of the Educational Leadership program is the responsibility of the Department of Educational Leadership and Counseling in the College of Education. The Educational Leadership program has coordinators who work directly with the department chair and faculty members, and serve to coordinate program activities under the direct supervision of the department chair. The department chair is the administrative officer of the department and determines all facets of all programs including, but not limited to course offerings, times and dates for class meetings, and faculty assignments.

The Educational Leadership program seeks to prepare candidates with skills and competencies that result in excellent leaders of schools and other educational entities. The Master of Education degree sequence in Educational Leadership requires a minimum of thirty-nine (39) semester hours of graduate coursework in areas required by the state of Florida for certification in school administration. The Master of Science degree requires a written thesis and 3-6 additional credit hours.

ADMISSION AND GRADUATION REQUIREMENTS

1. Admission to graduate study at the Florida A&M University conforms to the requirements established for the State University System. An application for admission to the University should be completed by prospective candidates. A readmission form should be completed by FAMU graduates and forwarded to the School of Graduate Studies and Research prior to the first semester of enrollment. Requirements for admission to graduate study are: 3.00 GPA on a 4.00 GPA scale) over the last 60 semester hours or 90 quarter hours of undergraduate study, or an applicant must have a combined score of 1,000 on the Verbal and Quantitative sections of the GRE. A candidate must possess a baccalaureate degree from an accredited institution of higher education.

2. Persons desiring admission to graduate study at the University should contact the Graduate School for the appropriate information, forms, and documents needed to complete an application. The Graduate Studies Office will channel the completed application and transcripts to the academic unit offering the applicant's desired program, and that unit will make the

determination on admission. Applicant approved by the Educational Leadership program coordinator will complete the required Graduate Admission Status Form. This form will be submitted to the department chair and the Dean of the College of Education for approval and signatures. The form will then be sent to the Dean of the School of Graduate Studies. A final signed copy of this form will be returned to the Department Chair to be placed in the fully admitted candidate's file. The Program Coordinator, with prior approval from the Department Chair, is responsible for informing each admitted applicant of the admission status and faculty advisor.

3. Criteria for awarding the degree require that candidates (a) demonstrate all program goals (program objectives are found on each course syllabus), (b) apply ethical standards and legal mandates in personal and professional relationships and practices, (c) interact knowledgeably with candidates, parents, teachers, administrators (d) meet all program requirements for the Master's degree in Educational Leadership, (e) pass a program comprehensive examination, (f) pass the Florida Educational Leadership Examination, (g) have on file a copy of Graduate Record Examination (GRE) scores current within five years, and submitted for admission, (h) a teaching certificate if applicable, and (i) three professional reference letters.

Note: Candidates entering the Educational Leadership Master's program (beginning spring semester 2005) from other than a teacher education program and not possessing a Florida Teaching Certificate must pass the Florida Teacher Certification Examination as a condition of graduation.

Re-admission of Former Students

Students not in attendance during two consecutive terms (exclusive of the summer term), must apply for readmission to the University. Such students should secure an application for readmission from the School of Graduate Studies and Research or they should download the form from the Graduate Studies and Research website. An application fee is not required for returning students. Applications are not processed for students with permanent University holds or who are not in good standing with the University.

Graduation

Candidates must apply for graduation during the first week of the semester in which graduation is anticipated. The University publishes dates and deadlines that must be adhered to in the graduation process. When a candidate is at the point of graduation, the graduation application is reviewed by the Program Coordinator to ensure completion of all requirements. If a candidate does not graduate in the semester in which the application was submitted, then the candidate must submit a new graduation application for the semester graduation is expected. As a condition of graduation, candidates must have an overall 3.0 grade point average. **All candidates admitted to the Master's degree program are required to pass the program's Comprehensive Examination and the Florida Education Leadership Certification Examination, and to complete the exit interview and process prior to being awarded the Master's degree.**

All candidates must complete and submit the Completer's Satisfaction Survey to the Master's degree Program Coordinator as a component of meeting graduation requirements

MANDATORY ORIENTATION SESSION

All candidates admitted to the Master's degree program in Educational Leadership are required to attend an initial orientation session. This session will be scheduled the week preceding or last week of the beginning of classes each semester, fall, spring, and summer. Educational Leadership majors are required to attend the orientation session for the semester in which they are admitted.

Mandatory Exit Interview

Candidates are required to participate in an exit interview during the semester of graduation. The exit interview is part of the process established to evaluate the program. Information in the exit interview will be used by the faculty for program improvement

WILLIAM CECIL GOLDEN SCHOOL LEADERSHIP DEVELOPMENT PROGRAM

All candidates in the Educational Leadership Master's degree program will receive an overview of the William Cecil Golden School (WCG) Leadership program and its component during the mandatory program orientation. The William Cecil Golden program is a leadership

component in Florida Statutes that focuses on preparing individuals for school leadership. Candidates will become familiar with the WCG program components via an online tour of associated websites, which describe the program elements. All candidates in the Educational Leadership program will acquire a User ID and password and access the WCG website during the first semester of enrollment. Educational Leadership candidates are expected to utilize the Prior Learning Assessment, Individual Leadership Development Plan, Leadership Development Progress Log, and Online Resources Learning Library while completing requirements for the Master's degree in Educational Leadership.

CANDIDATE ADVISEMENT

The Educational Leadership and Counseling Department Chair will make advisement assignments at the beginning of each academic term or when a candidate is admitted. Since all courses in the program are taught in the evening, and recognizing that most candidates in the program are not on campus during the daytime, it is more beneficial to the candidates for faculty advisors to be available during afternoon and evening hours. Advisement assignments generally include candidates enrolled in particular courses with specific professors. The faculty advisor is usually available to meet with candidates prior to and after classes. Other scheduled times are included in the faculty advisor's office hours or at mutually agreed upon appointment times. The graduate candidate's permanent program file is kept in the office of the Department Chair. All faculty advisors have access to these files through signing them out and back in with the Department's Office Manager. Check-out and check-in forms must be completed. Copies can be made of the advisement transcript, and faculty advisors are encouraged to keep educational records (Academic Advisement Form) on candidates they advise.

REGISTRATION

All candidates must seek advisement from their designated faculty advisor regarding course offerings prior to registering for Educational Leadership courses. An academic advisement form detailing course selections for the semester is completed. This procedure helps to keep candidates on track for program completion. Failure to follow registration procedures may result in delays and missed opportunities to complete courses in a timely manner. Each candidate must meet with his or her faculty advisor at least twice during each semester.

ELECTRONIC PORTFOLIO (LiveText/ Task Stream)

Documentation of candidate learning and acquisition of professional skills is a critical assessment component. The Professional Education accrediting agencies review the progress and performance of candidates in all programs. Tangible evidence of candidate learning and evidence of the acquisition of professional skills are required. The Educational Leadership program faculty has determined that the Electronic Portfolio is an excellent way for candidates to record and document learning and the acquisition of skills in the professional area. The Professional Education Unit uses Task Stream).

Candidates admitted to the Master's degree program in Educational Leadership are required to purchase access to Task Stream's Electronic Portfolio, which will be utilized throughout the course of study to document candidate learning, skill acquisition, and other key events in candidate progress. The Electronic Portfolio may be purchased online at Task Stream. Candidates are required to upload three artifacts for each class into their portfolio.

PROGRAM CURRICULUM

The Educational Leadership program at Florida A&M University offers a planned sequence of educational experiences for (a) individuals seeking a Master's degree in Educational Leadership and (b) individuals who possess a Master's degree and wish to certify in Educational Leadership. Both program options prepare candidates for entry level (Level I Certification) administrative positions in Florida schools, the nation's school districts, and other related fields.

Master's Degree in Educational Leadership (M.Ed.) 39 semester Hours Required

Foundations of Education (3 semester. Hours. Required)

EDF 5481 Introduction to Educational Research

Educational Leadership Core (36 semester hours required)

EDA 5051 Overview of Educational

EDA 5193 Educational Leadership: Instruction

EDA 5195 Educational Leadership II

EDA 5201 School Business Management

EDA 5217 Communications Techniques

EDA 5222 Personnel Administration in Education

EDA 5232 Legal Aspects of Education

EDA 5275 Applications of Technology in Educational Leadership

EDA 5510 Principles of Elementary Administration or

EDA 5530 Principles of Secondary School Administration
EDG 6250 Curriculum Design and Development
TSL 5700 Issues and Strategies for Other Professional Educators**
EDA 5940 Internship in Educational Administration ***

**** TSL 5700 is required for all candidates prior to 2005 demonstrated competency in four ESOL standards. Candidates who can demonstrate mastery of four ESOL standards may opt for another course in Foundations or Curriculum.**

EDF 5543 Philosophical Foundations of Education
EDF 5608 Sociological Foundations of Education
EDF 5211 Advanced Educational Psychology
EDE 5225 Elementary School Curriculum
EDE 5930 Seminar in Elementary Education
ESE 5215 Secondary School Curriculum
ESE 5035 Innovations in Secondary School Curriculum

Master of Science Degree in Educational Leadership

Candidates may select the Master of Science Degree option. This degree requires completion of thirty-nine (39) semester hours of prescribed course work with the addition of 3-6 Thesis hours (EDA 5973 Thesis).

Educational Leadership Core – Modified (Certificate) Program (24 semester hours required)

EDA 5051 Overview of Educational Administration
EDA 5201 School Business Management
EDA 5222 Personnel Administration in Education
EDA 5232 Legal Aspects of Education
EDA 5510 Principles of Elementary School Administration or
EDA 5530 Principles of Secondary School Administration
EDA 5217 Communication Techniques
EDA 5275 Applications of Technology in Educational Leadership
TSL 5700 ESOL Issues and Strategies for Other Professional Educators

****Non-Teacher Candidates****

Candidates who did not graduate from a teacher education program must have six (6) semester hours of curriculum and (6) semester hours of foundation courses.

If a candidate's academic transcript does not reflect 6 hours of curriculum and 6 hours of foundation, then 36 semester hours is required for certification in Educational Leadership.

Foundations: EDF 5481 Introduction to Educational Research

Foundations

Curriculum: EDG 6250 Curriculum Design and Development

Curriculum

Course sequence for Full time and Part time candidates in Educational Leadership

	Part Time Candidate (6 hours per semester)	Full Time Candidate (9 hours per semester)	Full Time Candidate (12 hours per semester)
1 st Semester (Fall)	EDF 5481 Introduction to Educational Research EDA 5051 Overview of Educational Administration	EDA 5051 Overview of Educational Administration EDF 5481 Introduction to Educational Research EDA 5217 Communications Techniques	EDA 5051 Overview of Educational Administration EDF 5481 Introduction to Educational Research EDA 5217 Communication Techniques EDA 5275 Application of Technology in Educational Leadership
2 nd Semester (Spring)	EDA 5275 Applications of Technology in Educational Leadership EDA 5217 Communication Techniques	EDA 5275 Applications of Technology in Educational Leadership EDG 6250 Curriculum Design & Development EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration	EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration EDG 6250 Curriculum Design & Development ESE 5215 Secondary School Curriculum and EDA 5222 Personnel Administration in Education TSL 5700 ESOL Issues and Strategies for Professional Educators or Curriculum or Foundation course.
3 rd Semester (Summer)	EDA 5510 Principles of Elementary School Administration or EDA 5530 Principles of Secondary School Administration EDA 5222 Personnel Administration in Education	EDA 5222 Personnel Administration in Education EDA 5201 School Business Management EDA 5193 Educational Leadership: Instruction	EDA 5201 School Business Management EDA 5232 Legal Aspects of Education EDA 5195 Educational Leadership II EDA 5193 Educational Leadership: Instruction
4 th Semester (Fall)	EDA 5193 Educational Leadership: Instruction	EDA 5232 Legal Aspects of Education	EDA 5940 Internship in Educational Administration

	EDE 5225 Elementary School Curriculum or ESE 5215 Secondary School Curriculum	EDA 5195 Educational Leadership II TSL 5700 ESOL Issues and Strategies for Professional Educators	
5 th Semester (Spring)	EDA 5201 School Business Management TSL 5700 ESOL Issues and Strategies for Professional Educators or Curriculum or Foundation course.	EDA 5940 Internship in Educational Administration	
6 th Semester (Summer)	EDA 5232 Legal Aspects of Education EDA 5195 Educational Leadership II		
7 th Semester (Fall)	EDA 5940 Internship in Educational Administration		

COMPREHENSIVE EXAMINATION

All Educational Leadership majors are required to take and pass a comprehensive examination. The acceptable pass rate has been determined to be 70% correct responses for each section of the Comprehensive Examination. The examination will combine elements of all course work completed in the candidate's program of study.

TRANSFER OF CREDIT

At the discretion of the program coordinator, it is permissible for a candidate to transfer a maximum of six (6) semester hours of graduate course work from another accredited educational institution. The course credit to be transferred must have been taken within seven (7) years of the candidate's date of enrollment in the program. The program coordinator will complete a transfer of credit form supported by an official transcript and a description of the course from the institution from which the credits will be verified. Documents are then submitted to the department chair for consideration, signature and transmittal to appropriate university personnel.

CANDIDATE PROGRESSION

All candidates must acquire a FAMU ID and Password for e-mail communication. Candidates are required to follow these steps for successful progression through the program:

A) Policies and Procedures Know the University policies/procedures for graduate candidates. Be especially mindful of parking regulations (all cars must be registered if parked on the campus).

B) Advisor and Program Coordinator know your advisor and the program coordinator. Personally meet with your advisor early in your course work. Be sure to schedule at least two appointments [at the beginning and after midterm] each term to discuss your academic performance, professional growth, and personal growth needs. Know the academic year, special date, holidays, etc. Be responsible for knowing the requirements of your program. Certain prerequisites determine the progress of course work in the program. Because this program is competency-based, course work frequently invites candidates to deal with personal and professional issues, both situational and developmental in nature. The openness to risk self-examination and constructive feedback are integral parts of professional development. Some courses will allow candidates the opportunity to take psychological assessment instruments in order to learn how to interpret them. Others will contain small group activities, which may foster self-disclosure. These tests and experiences are considered to be an integral part of the candidates' total growth process. Therefore, candidates will be strongly encouraged to take part in these experiences as training components of the program. If there are concerns regarding these experiences, seek the counsel of your advisor, instructor and/or program coordinator. As professionals who adhere to the ethical standards, faculty is committed to an ongoing screening process designed to assist candidates where issues interfere significantly with their progress in the program.

C) Class Attendance Candidates are expected to arrive for class at the designated beginning time. Three tardies for class will result in one class absence. Class attendance will be taken each designated meeting time. Candidates are allowed one unexcused absence for each semester hour of enrollment. Educational Leadership classes meet once a week for 3 hours. Therefore, a candidate in the Educational Leadership program is allowed one unexcused absence for the course. Candidates exceeding the one unexcused absence will be dropped from the course and assigned a grade of "F."

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be dropped from the course and assigned the grade of "F." Students may be readmitted to the class with the Dean's

and the instructor's permission (Florida A&M University Catalogue, p. 31.). If the student's course is not dropped, a grade of "F" may be given.

ADMINISTRATIVE INTERNSHIP

The Administrative Internship is offered to students of educational leadership to provide opportunities to work with and to learn from administrators in public schools, in postsecondary schools, and in other public and private organizations. The student, during the internship, is guided through experiences designed to provide opportunities to use previously acquired academic and professional knowledge and to establish a bond between theory and practice and educational administration. Experiences are aligned with the Florida Principal Leadership Standards (adopted November 2011), FELE skills and competencies, and FLDOE expectations of a BESAC.

The principle objectives of the Administrative Internship are:

- To experience the realities of educational administration by applying classroom knowledge to actual administrative situations;
- To gain practical experience in applying administrative skills, techniques, and theory by working with a professional administrator;
- To further develop a philosophy of educational leadership as a result of the Internship.

(See Guide to the Administrative Internship in Educational Leadership)

ACADEMIC PROBATION AND DISMISSAL FROM PROGRAM

A cumulative GPA of 3.00 must be maintained regardless of course/credit hour load. Only a grade of "B" or higher is acceptable for required courses. A required course must be repeated if a grade lower than a "B" is received. For all other courses the grade of "C" or better is acceptable.

A graduate candidate enrolled at Florida A&M University who receives a C, D, or F grade, which fails to meet the requirements of a specific graduate program, may petition the Program Dean or Graduate Director to retake the course. A maximum of 2 courses may be taken again.

Program Policies and Curriculum updated 2005

Florida Principal Leadership Standards 2011 updated in handbook Fall 2013

Florida Educational Leadership Examination Competencies and Skills 2012 4th edition updated in handbook Fall 2013

Candidates may also be dismissed from the program for violation of professional and ethical standards as described by the College of Education, the Educational Leadership program, the University, and the State of Florida's Professional Ethics Code.

Florida Principal Leadership Standards 2011

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 (10) 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; and
- 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;
- e. Demonstrates willingness to admit error and learn from it; and
- f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

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.

FELE COMPETENCIES AND SKILLS 2012

4th edition

Subtest #1: Leadership for Student Learning

1 Knowledge of effective facilitation of positive achievement results aligned with student learning goals and state accountability measures

1. Analyze and determine appropriate school learning goals using State Board of Education adopted educational standards and district adopted curriculum.
2. Identify and analyze areas of greatest need for improvement based on state accountability measures.
3. Evaluate student learning results based on student performance and growth on assessments.
4. Identify methods of providing meaningful feedback to improve instructional planning and delivery.

2 Knowledge of effective prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement

1. Identify and select appropriate strategies that assure faculty and staff will work as a learning organization focused on continuous improvement of student learning.
2. Analyze and determine appropriate strategies that enhance a school's climate and support student engagement in learning.
3. Evaluate and apply effective strategies that create high expectations for student learning gains.
4. Identify and discriminate among effective strategies that engage faculty and staff in order to improve academic performance and close achievement gaps among student subgroups.

3 Knowledge of effective development and implementation of an instructional framework that aligns school curriculum with state standards, effective instructional strategies, student learning needs, and assessments

1. Identify appropriate evaluation and monitoring strategies that assure the Florida

Educator Accomplished Practices are implemented through effective instruction.

2. Analyze and assess teaching practices based on observation and monitored outcomes in order to improve a teacher's instructional planning and performance.
3. Evaluate and select rigorous and culturally relevant instructional methods for implementing State Board of Education adopted educational standards and district adopted curricula.
4. Identify effective and appropriate implementation of formative and interim assessments aligned with State Board of Education adopted educational standards and district adopted curricula.

4 Knowledge of effective structuring and monitoring of a school environment that improves learning for all student populations

1. Identify appropriate strategies for maintaining a respectful and inclusive student-centered learning environment that seeks to provide equitable opportunities for all students
2. Select effective strategies that create a school culture focused on building a foundation for life in a diverse democratic society and global economy.
3. Analyze and select practices that value diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning.
4. Identify effective and recurring monitoring and feedback processes that support continuous student learning growth and school improvement.
5. Identify appropriate and effective professional learning opportunities and strategies that engage faculty in recognizing and understanding diversity and developmental issues in order to close achievement gaps.

Subtest #2: Organizational Development

1 Knowledge of effective recruitment and induction practices to develop a high-performing, diverse faculty and staff

1. Analyze and assess processes and methods of recruiting and employing a diverse faculty with the instructional proficiencies needed for the school population being served.
2. Identify and analyze strategies to induct new faculty members into a school's culture.

2 Knowledge of effective practices for the development and retention of high-performing, diverse faculty and staff

1. Identify and evaluate professional learning that focuses on student performance as it relates to a school's goals and objectives.
2. Identify appropriate allocations of resources necessary to engage faculty in ongoing, effective individual and collaborative professional learning.
3. Determine appropriate processes and methods for evaluating, monitoring, and providing timely feedback to faculty regarding the effectiveness of their instruction.
4. Identify and evaluate instructional effectiveness of faculty utilizing classroom observations and student assessment outcomes.
5. Determine appropriate strategies for professional learning that prepare faculty to create and deliver rigorous, differentiated, and culturally relevant instruction.
6. Identify and select appropriate strategies for communicating and providing corrective feedback to faculty in situations where remediation, disciplinary, or personnel actions are applicable.

3 Knowledge of effective practices that cultivate, support, and develop leaders within the organization

1. Identify appropriate methods of developing potential and emerging leaders.
2. Identify and evaluate strategies for delegating tasks.
3. Differentiate among strategies for succession management in key positions.
4. Identify and assess teacher-leadership functions focused on improving instructional effectiveness and student learning.

4 Knowledge of personal and professional behavior consistent with quality practices in education and community leadership

1. Identify appropriate behavior as outlined in the Code of Ethics of the Education Profession in Florida 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.
2. Identify examples of resilient behaviors that maintain focus on the school vision and react constructively to barriers.
3. Determine and evaluate appropriate professional learning opportunities that enhance leadership practices and align with school needs.
4. Identify processes that create and support sustainable and collaborative relationships

Subtest #3: Systems Leadership

1. Knowledge of effective decision-making processes that are based on research, best practices, and leadership theory to support the mission, vision, and improvement priorities of schools

1. Analyze and prioritize decisions and actions that minimize the impact of negative situations on the quality of student learning and teacher performance.
2. Analyze and evaluate decisions for effectiveness (e.g., intended and actual outcomes, equity, implementation of follow-up actions, revisions).
3. Identify effective strategies that empower others through the distribution of leadership roles when appropriate.
4. Select appropriate steps in a change process that effectively facilitate implementation of new policies or procedures.

2. Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment

1. Analyze and evaluate strategies for organizing time, tasks, technologies, and projects effectively with clear goals, objectives, and plans.

2. Identify appropriate roles, responsibilities, and practices that assure effective discipline and promote a safe learning environment.
3. Identify and evaluate appropriate actions that assure the health, safety, and welfare of all persons on campus.
4. Assess and analyze effective strategies for managing schedules and delegating responsibilities in order to promote collegial efforts in school improvement and faculty development.

3. Knowledge of effective utilization of resources and fiscal management practices that maximize a safe and effective learning environment

1. Identify and assess methods of maximizing the use of federal, state, and local fiscal resources (e.g., school budget, grant funding) for instructional priorities.
2. Identify appropriate procedures to manage school fiscal resources (e.g. fundraisers, extracurricular, athletics) and property consistent with state guidelines and accounting practices.
3. Identify the foundational concepts for the formula factors used in computing the Florida Education Finance Program allocations.
4. Identify funding sources available to a school beyond Florida Education Finance Program allocations.

4. Knowledge of school legal practices and applications that assure a safe and effective learning environment

1. Determine whether appropriate educational and/or physical accommodations were made or provided, under state and/or federal guidelines, for students by school and district staff.
2. Identify state and/or federal guidelines and procedures for maintaining a safe learning environment for the well-being of all students.
3. Identify legal requirements that ensure compliance with federal and state law as related to the constitutional and statutory rights of students, staff, and parents.

5. Knowledge of effective communication practices that accomplish school and system-wide goals by building and maintaining collaborative relationships with stakeholders

1. Analyze data and communicate, in writing, appropriate information to stakeholders.
2. Analyze data and communicate, in writing, strategies for creating opportunities within a school that engage stakeholders.
3. Analyze data and communicate, in writing, strategies that increase motivation and improve morale while promoting collegial efforts.

The Florida Educators Accomplished Practices

6A-5.065 Florida Educators Accomplished Practices

(1) Purpose and Foundational Principles.

Purpose: The Educator Accomplished Practices are set forth in rule as Florida’s core standards for effective educators. The Accomplished Practices form the foundation for the state’s teacher preparation programs, educator certification requirements and school district instructional personnel appraisal systems.

Foundational Principles: The Accomplished Practices are based upon and further describe three essential principles:

- a) 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.
- b) The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
- c) The effective educator exemplifies the standards of the profession.

(2) The Educator Accomplished Practices. Each effective educator applies the foundational principles through six (6) Educator Accomplished Practices. Each of the practices is clearly defined to promote a common language and statewide understanding of the expectations for the quality of instruction and professional responsibility.

(a) Quality of Instruction.

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

- 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 a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the 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:

- 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;
- 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:

- 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:
- 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); and
 - f) Applies technology to organize and integrate assessment information.
5. Continuous Improvement, Responsibility and Ethics.
1. Continuous Professional Improvement. The effective educator consistently:
- 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) Collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;
 - d) Engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
 - e) Implements knowledge and skills learned in professional development in the teaching and learning process.
2. Professional Responsibility and Ethical Conduct.

Program Policies and Curriculum updated 2005

Florida Principal Leadership Standards 2011 updated in handbook Fall 2013

Florida Educational Leadership Examination Competencies and Skills 2012 4th edition updated in handbook Fall 2013

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 6B1.006, F.A.C, and fulfills the expected obligations to students, the public and the education profession.

Rulemaking Authority 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. Law Implemented 1004.04, 1004.85, 1012.225, 1012.34, 1012.56 FS. History—New 7-2-98; Amended 12-17-10.

**Florida A&M University
College of Education
Department of Educational Leadership and Human Services**

Program Completer's Satisfaction Survey

Educational Leadership faculty members seek to improve the quality of our program through assessment of our program completers. Please respond to the survey items and return the document to Educational Leadership Masters Degree Program Coordinator, Florida A&M University, College of Education, GEC-C116, Tallahassee, FL 32307-4900.

Part I -- About You

1. Present Home Address: City _____ State _____ Country _____

2. Your Age Group: 20-29 30-39 40-49 50-59 60-Above

3. Gender: Female Male 4. US Citizen: Yes No

5. Race/Ethnic Origin: Black White Hispanic Native American
 Asian

6. Educational Degrees:

Baccalaureate Degree:
Institution: _____ Major: _____ Year Graduated _____

Master's Degree:
Institution: _____ Major: _____ Year Graduated: _____

7. Your Program in Educational Leadership M. S. M. Ed. Certification

Part II --Current Employment [Note: If not a Pre-K – 12 site, please state the level, area, and answer all questions.

1. Current Position: _____ Number of
Years _____

2. Work Address:

Street Address: _____ City: _____ State: _____ Zip Code _____

3. May we contact your employer: Yes No School District: _____

4. How many years have you been an Educator? less than 5 5-10 11-15 16-20 Above 20

5 Configuration of your workplace. Pre K-Elementary Middle/Jr. High High School

6. Setting of your workplace. Rural Suburban Urban

7. Number of teachers, administrators, and specialists in the school?
 15 or less 16-25 26-35 36-45 above 45

8. School's enrollment? 100 or less 101-300 301-500 501-700 Above 701

9. How would you rate your present position? Good Average Fair Poor

15. Has study in Educational Leadership helped you in your current work? Yes No
 If yes, describe how:

Part III--About Your Graduate Experiences at FAMU:

Place circle the *Response Option* that corresponds with your rating of the items. The scale is: **Excellent; Very Good; Fair; Poor; NBJ=No Basis for Judgement**

	Poor	NB BJ	Excellent	Very Good	Fair
A. Curriculum					
1. Educational Leadership courses	<input type="checkbox"/>				
	<input type="checkbox"/>				

- | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 2. Research courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 3. Curriculum courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 4. Social/Philosophical foundation courses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 5. Clinical Experiences/Internship | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 6. Overall rating of total curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |

B. Instruction

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Instructors' subject area knowledge | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 2. Instructors' interest in students | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 3. Instructors' fairness in grading | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 4. Instructors' enthusiasm | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 5. Instructors' organization of materials | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 6. Overall rating of instruction | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |

C. Appropriateness of Your Preparation

- | | | | | |
|--------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. For the FELE | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |
| 2. For the Comprehensive Examination | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | | | | |

3. For building management <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For building leadership <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. For supervision of certified personnel <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. For supervision of non-certified personnel <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. For working with other administrators <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. For working with parents and community <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. For working in multicultural settings <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. For working with technology <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. For working with school reform <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. For providing Instructional Leadership <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. For providing Technology Leadership <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. For providing Supervision of Instruction <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Overall preparation <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Part IV--Overall Assessment of Your FAMU Educational Leadership Graduate Experience

1. If you were entering Graduate School again, knowing what
 No
you know now, would you attend FAMU? Yes

2. Would you recommend the program to a friend or colleague?
 No Yes

3. What would you identify as program strengths?

4. What program aspects should faculty members improve?

5. Any additional comments?