

PCS Leadership Pipeline Framework

Leadership matters! According to Robinson who linked the works of major authors such as Hattie and Marzano, “The more leaders focus their influence, their learning, and their relationships with teachers on the core business of teaching and learning, the greater their likely influence on student outcomes” (Robinson, 2008, page 636). Acknowledging the ever-changing demands placed upon school leaders that impact the leader’s focus, Pinellas County Schools developed a framework that clearly articulates the competencies and evidence-based accomplishments of a successful school leader in 2020 and beyond.

This framework will become the basis for planning and implementing learning experiences, activities, and assessments for the leadership pipeline. Using the framework, our school leaders will develop an understanding of the responsibilities, expectations, and opportunities of their role. Additionally, our leaders will have the pathway to developing the knowledge, skills, and strategies to succeed in the current educational environment and the tools to thrive as education evolves into the future. Ultimately, we want to know that our principal pipeline is useful in preparing a candidate who can positively affect student outcomes.

Student Achievement and Results	<u>Competencies</u>	<u>Evidence-Based Accomplishments</u> <i>The leader:</i>
<u>Florida Educational Leadership Standard(s)</u> Student Learning Results Student Learning as a Priority Communication <u>Marzano Focused School Leader Domain(s)</u> Student Data-Driven Focus on School Improvement <u>PCS District Strategic Plan</u> Strategic Priority: #1 Academic Excellence Through Innovation #3 Equity with Excellence for All	The school’s improvement goals are based on the state’s adopted student academic standards and the standards-aligned curriculum	ensures goals related to student achievement, and results are evident and communicated.
	Utilizes data analysis to ensure progress towards the district, school, teacher, and student goals in each content area	monitors student growth at assigned school through assessments such as FSA, Formative Assessments, Summative Assessments.
	Engages faculty to work as a system in order to respond to data that close learning performance gaps and ensure success for all learners	tracks the progress of the learning performance gaps and makes instructional adjustments to close existing gaps.
	Ability to identify, monitor, and take action on student academic trends	demonstrates fluency in trend data, has a process for monitoring progress, and a fully developed action plan.
	Deploys a Multi-tiered System of Supports (MTSS) with fidelity	implements a multi-tiered system of supports that accommodates the differing needs and diversity of students and is evident across all classes.
	Validates the successes of the school and celebrates academic accomplishments	recognizes the accomplishments of individual teachers, teams of teachers, and the whole school in a variety of ways (faculty celebrations, newsletters to parents, websites, announcements, social media).

Curriculum and Instruction	<u>Competencies</u>	<u>Evidence-Based Accomplishments</u> <i>The leader's:</i>
<u>Florida Educational Leadership Standard(s)</u> Instructional Plan Implementation Communication	Is knowledgeable of the state-adopted standards in relation to planning and instruction	feedback to teachers on core instructional planning and delivery reflect their understanding of the state-adopted standards.
	Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and relevant to the students and school	curriculum documents are in place that correlates the written curriculum to state standards and district guides in a relevant and rigorous manner.
	Monitors and communicates the relationships among academic standards, effective instruction, and student performance including target task alignment	classroom observation feedback reflects their understanding of the alignment among what is taught in the classroom, the written curriculum, and student performance.
	Ensures the appropriate use of high-quality formative, interim, and summative assessments aligned with the adopted standards and curricula	evidence of collaboration with staff on the development and/or implementation of formative and interim assessments are aligned with adopted standards.
<u>Marzano Focused School Leader Domain(s)</u> Instruction of a Viable and Guaranteed Curriculum	Implements and monitors differentiated instruction with appropriate student supports – Multi-tiered System of Supports (MTSS)	classroom visits support the implementation of appropriate student supports in the classrooms to meet specific student needs.
	Ensures the incorporation of multiple and varied learning strategies to provide the optimal instructional strategies for the student	Multiple and varied learning strategies are evident during classroom visits.
	Provides a clear vision of how instruction should be addressed in the school through the school improvement plan	actions to develop and cultivate a shared vision, including meeting agendas, learning opportunities, and communications.
<u>PCS District Strategic Plan</u> Strategic Priority: #1 Academic Excellence Through Innovation #3 Equity with Excellence for All	Ensures that each student has equitable opportunities to learn the critical content of the curriculum	equitable opportunities for students are deliberately planned for and observed during classroom visits.
	Observes and identifies the appropriate delivery of instruction which includes the Florida Educator Accomplished Practices	actions ensure all students have access to appropriate levels of instruction such as advanced placement and other rigorous courses.
	Is proficient in planning for school improvement	school improvement planning has reduced performance gaps for all students, including subgroups within the school.

Managing and Developing People	<u>Competencies</u>	<u>Evidence-Based Accomplishments</u> <i>The leader:</i>
<u>Florida Educational Leadership Standard(s)</u> Faculty Development Leadership Development Communication <u>Marzano Focused School Leader Domain(s)</u> Continuous Development of Teachers and Staff <u>PCS District Strategic Plan</u> Strategic Priority: #2 Safe and Respectful Climate and Culture #4 Positive Staff Experience	Is fluent in the district’s current evaluation tool and able to implement the evaluation system	understands the relationship between instructional practices and student performance and ensures alignment among instructional practice scores, student growth measures, and VAM.
	Is proficient in the development of professional growth plans and deliberate practice goals	ensures professional growth plans meet the needs of the staff aligned to their goals.
	Ensures professional learning linked to the school improvement plan are based on staff instructional proficiency needs	provides evidence of leading professional learning communities and/or professional development courses.
	Recruits, hires, places, and retains an effective and diverse faculty and staff with the instructional proficiencies needed for the school population served	demonstrates a track record of hiring and retaining effective teachers and staff.
	Develops sustainable and supportive relationships to promote the growth of each school staff member and foster staff retention	provides mentoring and coaching documents validated by their supervisor and subordinate feedback and/or climate surveys.
	Takes responsibility for cultivating the next generation of school leaders by identifying potential leaders, distributing leadership duties, and mentoring leadership candidates for succession management	provides evidence that staff is assigned leadership experiences, feedback is provided, and that critical roles in facilitating school initiatives have been assigned.
	Evaluates, monitors, and provides timely and actionable feedback to faculty on the effectiveness of instruction	has weekly observation reports that demonstrate timely feedback to the faculty on the effectiveness of instruction.

Resource Management	<u>Competencies</u>	<u>Evidence-Based Accomplishments</u> <i>The leader's:</i>
<u>Florida Educational Leadership Standard(s)</u> Faculty Development Leadership Development	Organizes time, tasks, deadlines, and projects effectively with clear objectives and coherent plans	documents reflect the planning and monitoring of the implementation of projects.
	Manages schedules, delegates responsibilities, and allocates resources to promote collegial efforts in school improvement and faculty development	processes demonstrate the effective management of time, tasks, and workforce, particularly through the master schedule, to maximize focus on appropriate instruction.

Decision Making Communication	Demonstrates fiscal responsibility and maximizes the impact of financial resources on instructional priorities,	unit allocations and financial resources are aligned to instructional priorities and are developed, submitted, and implemented with accuracy.
	Utilizes appropriate technologies for communication, curriculum, and decision making	evidence of the appropriate use of technology is observable on the website, social media, and during classroom visits.
<u>Marzano Focused School Leader Domain(s)</u> Resource Management	Ensures the management of physical school resources for the success of students	staff reports they have sufficient materials and adequate facilities for teaching effectively.
	Uses systems thinking, critical thinking, and problem-solving techniques to define problems and identify solutions	staff reports a high degree of satisfaction with the problem-solving processes established by the leader.
	Evaluates decisions for effectiveness, intended and actual outcomes, implements follow-up actions; and revises as needed	actions include a revised plan for success when school goals or initiatives are not successful.
	Plans and facilitates effective leadership team meetings	evidence demonstrates regularly occurring leadership team meetings where there is a greater sense of shared leadership to support strategic priorities.
<u>PCS District Strategic Plan</u> Strategic Priority: #2 Safe and Respectful Climate and Culture #3 Equity with Excellence for All #6 Fiscal and Operational Responsibility	Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions	evidence of the communication is evident in emails, school website, agendas, and meeting minutes.

Culture and Climate	<u>Competencies</u>	<u>Evidence-Based Accomplishments</u> <i>The leader's:</i>
<u>Florida Educational Leadership Standard(s)</u> Learning Environment Communication Professional and Ethical Behaviors	Maintains a safe, respectful, and inclusive student-centered learning environment focused on equitable opportunities	climate survey results from parents, students, and teachers describe the school as safe, respectful, and inclusive.
	Develops sustainable and supportive relationships and trust among school leaders, parents, community, higher education, and business leaders	stakeholders' feedback indicates that the faculty and staff describe the school leader as highly visible and accessible.
	Actively listens, creates opportunities for engagement, and communicates student expectations and performance information to students, parents, and community	climate surveys, Advanced Ed, Let's Talk responses demonstrate that opportunities for engagement are routinely provided.

<u>Marzano Focused School Leader Domain(s)</u> Community of Care and Collaboration, Core V Connections and Community	Recognizes individuals for exemplary performance or growth towards innovation	faculty, staff, and students report that incremental successes of students and teachers are routinely recognized.
	Uses student experiences as an asset in the development and implementation of equitable procedures and practices that motivate all students and improve student learning	data are available to show that input from the school's entire population is valued and utilized.
	Empowers stakeholders in the work of the school and distributes leadership when appropriate	equitable processes for the selection of staff are utilized to initiate, plan, implement, and monitor projects.
	Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership	response to addressing unaccomplished school goals or initiatives is the development of a plan for success.
	Engages in professional learning that improves professional practice	professional development activities consistent with the leader's growth plan have been identified and completed.
	Demonstrates an explicit improvement in specific performance areas based on previous evaluations, and formative feedback	a written annual growth plan is in place to address how the school leader will address strengths and weaknesses.
	Implements Positive Behavior Intervention and Supports (PBIS), monitors the implementation, and responds to ensure the needs of all learners are met	rules, systems, and procedures are clear, specific, and in place for the running of the school.
	Adheres to the Code of Ethics and the Principles of Professional Conduct for the education profession in Florida and all other local, state, and federal administrative requirements and decisions	reports, financial documents, and student information are submitted accurately, on time, and in compliance with local, state, and federal requirements.
	Demonstrates willingness to admit errors and learn from them	meeting minutes, agendas, and climate survey feedback document their competency in addressing errors.
Uses appropriate oral, written, and electronic communication to accomplish school and system goals	examples of proficiency in oral, written, and electronic in communication	