Update & Initiatives

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FASD Fall Leadership Conference
September 25, 2013
Today’s Topics

• SB 1664
  – Personnel Evaluations
  – Teacher Preparation
  – Miscellaneous Provisions
• SB 1108: ESE Training & Recertification
• Community of Practice
• Measuring Student Learning Growth News
• Race to the Top - Year 4
• Professional Development Systems
• Florida School Leaders Website
Regarding ss. 1012.34 and 1012.22(1)(c), the bill clarifies that:

- A classroom teacher’s or school administrator’s performance evaluation for student learning growth or achievement is to be based upon the teacher’s students, or for a school administrator, the students attending that school.

- Student performance data for non-classroom instructional personnel shall be based upon student outcome data that reflect the actual contribution of such personnel to the performance of students assigned to the individual in the individual’s areas of responsibility.

- The bill also reiterates:
  - For purposes of the performance salary schedule, student assessment data used in performance evaluations must be based upon statewide assessments or district-determined assessments as required in s. 1008.22(8)
  - A district can use an achievement measure rather than a learning growth measure for purposes of evaluation
  - The percentages of an evaluation that are based on Performance of Students data have not changed
SB 1664: Personnel Evaluations

• Expectations for changes to district evaluation systems for the 2013-14 school year:
  – Use “learning targets” or district assessments, not school-wide results, for classroom teachers who teach courses not assessed by the state
  – Decide whether to use any statewide assessment data for non-classroom personnel, and decide what to use as student outcome data instead (percentages of the evaluation based on Performance of Students data do not change)
SB 1664: Teacher Preparation

1. Modifies all teacher preparation programs (Initial Teacher Prep, Educator Prep Institutes, District Alt Cert) with a new Uniform Core Curriculum that includes:
   – Florida Educator Accomplished Practices
   – State-adopted student content standards
   – Reading instruction, content literacy, and mathematical practices
   – Strategies for instruction of English language learners
   – Strategies for instruction of students with disabilities
   – School safety
SB 1664: Teacher Preparation

2. Modifies program completion requirements, so that candidates in all programs:
   – Demonstrate their ability to positively impact student learning growth in the program concentration area during a PreK-12 field experience prior to program completion
   – Pass all portions of the Florida Teacher Certification examination needed for a professional certificate in the area of program concentration prior to program completion
3. Modifies continued approval requirements, so that to maintain its approval, each program must:

- Document that each program candidate met the admission requirements and that each completer has met program completion requirements.
- Document evidence of program performance in each of the following areas:
  1. Placement rate of program completers into instructional positions in Florida public schools and private schools, if available
  2. Rate of retention for employed program completers in instructional positions in Florida public schools
  3. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers on statewide assessments using the results of the student learning growth formula adopted under s. 1012.34
  4. Performance of students in prekindergarten through grade 12 who are assigned to in-field program completers aggregated by student subgroup, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II), as a measure of how well the program prepares teachers to work with a diverse population of students in a variety of settings in Florida public schools
  5. Results of program completers’ annual evaluations in accordance with the timeline as set forth in s. 1012.34
  6. Production of program completers in statewide critical teacher shortage areas as identified in s. 1012.07
SB 1664: Teacher Preparation

4. Modifies qualifications for district personnel and college/university personnel who supervise field experiences where impact on student learning is demonstrated, so that:

- All district employees who are supervising these experiences must have clinical educator training, hold a professional certificate, have 3 years of PK-12 teaching experience, and be evaluated as effective or highly effective (or peer mentor)

- All university faculty who supervise these experiences must have clinical educator training, at least 3 years of successful, relevant PK-12 teaching, student services, or school administration experience; and an annual demonstration of experience in a relevant PK-12 school setting
SB 1664: Teacher Preparation

- Modifies the requirements for Educator Prep Institutes (EPIs) so that each candidate selects a subject area that is reported for the program of study and renames the program a Competency-based Certification program.

- Modifies District Alt Cert programs to ensure the programs are aligned with the district’s evaluation system, allows a district the option to offer a program, and to change the name to Professional Development Certification Program.

- New provisions of SB 1664 will require revisions to State Board of Education Rule 6A-5.066, FAC, including setting the performance targets for continued approval.
SB 1664: Miscellaneous Provisions

• S. 1008.22: Requires each school district to establish schedules for the administration of any district-mandated assessment, approve the schedules as an agenda item at a district school board meeting, publish the testing schedules on its website, and report the schedules to DOE by October 1 of each year

• S. 1012.56: Allows the State Board of Education to adopt rules to provide for the acceptance of college course credits recommended by the American Council for Education (ACE) to satisfy specific certification requirements shown on an official ACE transcript (Modifications will be made to SBOE Rule 6A-4.003, FAC)

• S. 1012.56: Specifies that the district’s programs demonstrating mastery of professional education competence (PEC) must align with the district’s evaluation system; and, the review of the PEC program will be conducted by DOE as part of the district’s professional development system review conducted under s. 1012.98
SB 1664: Miscellaneous Provisions

• S. 1012.55: Authorizes the State Board of Education to adopt rules to allow an individual to qualify for a temporary certificate in educational leadership if the following criteria have been met:
  − passing score on the Florida Educational Leadership Examination,
  − 3 years of successful executive management or leadership experience, and
  − and a bachelor’s or higher degree from an accredited institution of higher learning

• A person operating under such a temporary certificate must be under the mentorship of a state-certified school administrator during the term of the temporary certificate

• To implement this provision, revisions will need to be made to State Board of Education Rule 6A-4.0082, FAC
SB 1108 – Exceptional Student Education

– Section 9. amends s.1012.585, F.S., Process for renewal of professional certificates.
  • Requires, beginning July 1, 2014, that an applicant for renewal of a professional certificate must earn at least one college credit or equivalent inservice points in teaching students with disabilities.
  • An applicant must earn a minimum of six (6) semester hours of college credits or the equivalent inservice points for certificate renewal and this new requirement for credit in teaching students with disabilities may not increase the total renewal credit required.
  • Permits the State Board of Education to adopt rules for implementation of this section.
SB 1108 – Questions/Answers

• Will this renewal requirement apply to professional certificates expiring on June 30, 2014?
  – This requirement depends on when the application is submitted for renewal of the professional certificate. The credit in teaching students with disabilities will not be required for educators who submit applications to renew their professional certificates prior to July 1, 2014. However, an applicant whose certificate expires on June 30, 2014, who submits application for late renewal on or after July 1, 2014, will be expected to have satisfied the requirement for credit in teaching students with disabilities.
SB 1108 – Questions/Answers

• How many credits or inservice points in teaching students with disabilities are required?
  – The legislation requires one (1) semester hour of college credit which is equivalent to twenty (20) inservice points.

• Is this a one-time renewal requirement or will this credit be required for every future professional certificate renewal cycle?
  – The legislative intent and department interpretation assumes that this requirement will be in effect for every future professional certificate renewal cycle.
Community of Practice

• October 9: Lake Mary/Orlando area
• District showcases of RTTT Projects
• 15 presentations
• Projects 1, 2, 3, 4, 7, 8, 10 and 11
• Register at http://www.nefec.org/event803/
Evaluations/Student Growth

• Ongoing revisions to SBOE Rules 6A-5.030 and 6A-5.0411, FAC:
  – Department providing simulation data (2011-12 and 2012-13 results) to school districts using the performance standards in the rule and several suggested standards from the workshops
  – Department in process of making revisions to the proposed text based on SB 1664 and comments received through the end of August
  – Next comment period will be provided to receive comments on the standards based on the simulation data and on the next version of the proposed text
  – Presentation to Board possibly in November 2013
Race to the Top:
Year 4 in Great Teachers and Leaders

Big deliverables due for GTL in Year 4:
• RTTT Compensation plan
  – Phase II MOU indicates the plan:
    1. Ties the most significant gains in salary to effectiveness demonstrated by annual evaluations as described in (D)(2)(ii)
    2. Implements statutory requirements of differentiated pay in s. 1012.22(1)(c)4., F.S., through bonuses or salary supplements
  – Plan covers classroom teachers and school principals
  – “Implementing during the last year of the grant” may mean either (a) adopting a plan to pay staff during 2013-14 based on 2012-13 performance, or (b) adopting a plan to put in place during 2013-14 that indicates how staff will be paid during 2014-15 based on 2013-14 performance.
  – Proposed plan is due end of Quarter 1; evidence of needed bargaining due end of Quarter 3
Race to the Top:
Year 4 in Great Teachers and Leaders

Big deliverables due for GTL in Year 4:

• Staffing Plan
  – District’s plan for ensuring equitable distribution of effective and highly effective teachers and principals to high minority, high poverty and lowest 5% performing schools
  – Addresses promotional opportunities for teachers
  – Addresses hard-to-staff subjects and locations
  – Plan may include recruitment, hiring, placement/staffing, retention, professional development and/or compensation strategies
  – Proposed plan due Quarter 1; evidence that some portion of the plan is being implemented due Quarter 3
Race to the Top:
Year 4 in Great Teachers and Leaders

Big deliverables due for GTL in Year 4:
• Final RTTT teacher and principal evaluation system (Project 8, Del’s. 1 and 3):
  – Includes the third metric for multi-metric evaluation system – district choice for third metric
  – Reflects provisions of SB 1664 – teachers are evaluated on the performance of their own students
  – Shows how the district has addressed “complete” evaluations for 80% of teachers (RTTT goal) – student performance for the majority of the teacher’s day is covered by state or locally-selected assessment data
  – Due no later than the end of Quarter 2
Race to the Top: Year 4 in Great Teachers and Leaders

Big deliverables due for GTL in Year 4:

• Final RTTT revisions to the district’s Professional Development System
  – Revisions only include those for RTTT; other districts may submit for comment if they choose
  – Memorandum from Chancellor Stewart dated April 26, 2013, includes summary of changes from the LEA Scope of Work
  – Other opportunities for assistance for implementation provided in 2013-14
  – Big picture: PD has to involve all district leadership and all school leadership in planning and implementing
Race to the Top:
Year 4 in Great Teachers and Leaders

Other GTL deliverable information:

• Report personnel evaluation results by October 31, 2013
• Process for selecting mentors for teachers and principals in training programs based on using evaluation data (Project 7, Del. 3); mentors are reported on Staff Surveys 2 and 3
• Accountability process for administrators to utilize evaluation results for teachers and principals in human capital decisions; type of documentation is district choice (Project 9, Del. 5); due Quarter 3
• Submit collective bargaining agreement and salary schedule
• GTL Evaluator (MGT of America) will have a final report from 2011-12 with case study districts, will be available shortly
Professional Development
**PD Shifts**

All RTTT districts submit documents describing their redeveloped system

Full system described

RTTT changes reviewed for approval

District option to have other substantial changes reviewed as well.

Ongoing support and redevelopment in the years ahead for all districts

Email documents to [ProfDevSystemEQ@fldoe.org](mailto:ProfDevSystemEQ@fldoe.org)

Form on New FSL website

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**September 30, 2013**

**PD is a complex system**

**The next phase in an ongoing redevelopment process**

**Required for RTTT districts**

**A stage in the journey**
PD Redevelopment

A Systemic Thinking Process

Statewide System
District systems
School-site systems
Individual professional growth systems
Stages of Change

Since 2010

- RTTT PD related deliverables
- FEAPs and FPLS revisions
- S. 1012.34 linking evaluation and PD
- Cycle III Protocol Review Findings
- McREL Technical Assistance Sessions
- Illustrative PD policies and practices
- Redeveloped PD submissions by 9/30/13
In the years ahead....

• McREL TA sessions on Managing Change
  – DISTRICT TEAMS
  – SCHOOL-SITE TEAMS
• Recurring TA supports during 2013-14
• Ongoing shifts at district and school levels
• 2014 legislature and 1012.98 F.S.
• SBE rule 6A-5.071 and Protocol Standards
The PD paradigm shifts – 5 keys for success

1. **Prioritization:** Focusing resources and capacities on MIP components that promote actual “on the job” implementation of CCSS content and methodology

2. **Thinking of school leader implementation of FPLS standards on instructional leadership and faculty development** as key issues in the district’s PD system
The PD paradigm shifts – 5 keys for success

3. Support for collegial learning processes at the school-site (adapt school organization)

4. Methods for Evaluation of PD that actually generate improvements in the deliverables (sample on your priorities)

5. Using personnel evaluation results to plan and implement professional development. (What data – who has it – what to do with it – how focus on CCSS priorities???)
Update on 2013-14 PD Supports

• April 26 Chancellor memorandum – anticipated monthly focus issues
• The actual delivery is shifting
• Constructive Conversations
  – National experts on focused issues
  – Those interested “in the room”
  – Follow-up resources for all posted on FSL
• Schedules Pending
Conversation Issues

• Evaluation of PD (fidelity/implementation)
• Effective use of video exemplars
• Methods to support school-site learning communities
• Aligning initiatives (e.g. CCSS/EVAL/PD/MTSS)
• School improvement methods that work
• School leader monitoring skills that apply to evaluation and PD
Conversation Issues

- MIP components focused on implementation
- Deliberate practice (evaluation frameworks & PD implementation)
- Instructional coaches and school-site learning cultures
- Beginning teacher programs
- Better outcomes on Protocol standards at the educator level
Experts being scheduled include...

- Learning Forward
- McREL
- New Teacher Center
- EDWorks
- Aspen Institute
- Kansas Coaching Project
- University of Chicago – 5Essentials
- Experts on deliberate practice from Marzano and Danielson frameworks
Supports as you go...

The new Florida School Leaders website
The Florida School Leaders

Something New
• <<<<< Where we were

• Where we are now >>>>>

• Where we are going
Where we were - 2006

Two web sites..........................

- **Florida School Leaders** (FLS) focused only on resources for the W.C. Golden School Leadership Development program (WCG)
  - 5 tools
  - 30 on-line modules

- **Start With Success (SWS)**
  - Created by a private sector marketing firm
  - “big picture” info for new teachers and substitutes
And then - for FSL

- 2011 - a new FPLS
- A need to update tools and courses to align to new FPLS
- From 2010 to 2012 - An expanding array of content on issues other than WCG program
- Old FSL structure required adding a menu link to home page or many added layers of screens to get to the new content
- The old “box” not adequate for new PD needs
And then – for SWS

• Nothing changed on SWS for 5 years
• 2011 - Hosting moved to FLDOE control
• Learning tools, resources, and over 30 on-line courses were added
• Content was added for a wider range of users (e.g. aspiring teachers, teachers new to Florida, mentor teachers)
• Many supports aligned to the FEAPs were on SWS...but not on FSL
Time for Re-development

The old FSL needed a new structure to make room for an expanding array of content beyond the scope of the WCG program.

FEAPs supports were on SWS – and seldom visited by experienced teachers and school leaders.

Solution – a merged site
Welcome to FSL

Florida School Leaders
Supporting Florida’s students by development, mentoring, and retention of quality teachers and administrators

HOME PAGE – FLORIDA SCHOOL LEADER’S (FSL) WEBSITE

FSL PROFESSIONAL LEARNING SUPPORTS are for Florida educators (administrators – classroom teachers – instructional support staff) pursuing deliberate practice as a path to a research-based repertoire of highly effective instructional and leadership proficiencies.

Most content on this website is open access to all Florida educators, aspiring educators, and W.C. Golden program participants and partners. Your Single Sign-on (SSO) user name and password gives you access to a broad array of professional learning supports.

HOW THIS SITE SUPPORTS YOUR PROFESSIONAL LEARNING

1. Top Menu Bar: Content is provided in the eight broad learning clusters listed in the top menu bar found at the top of your screen (just below the FSL banner).
2. Move your cursor over a cluster title, click to go into that section, explore, and learn.
FSL Features

• Designed for sharing and for growth
• A new concept of “school leaders”
• Single Sign-On
• Home page
• 8 major sections – top menu bar navigation
• A left panel – right panel structure
• Information on issues of significance
• Links to other websites
• Useful documents
• On-line courses
• Sharing tools
What is a “School Leader”?

School Leadership is a complex process. It is distributed among many educators with a shared vision of enabling our students to be college and career ready and have fulfilling lives in a global economy.

The contributions of many are needed to ensure Florida’s public school students a quality education.

Welcome to Florida School Leaders - A Professional Learning Portal for all levels of school leaders:

- Administrators
- Teacher Leaders
- Coaches/mentors
- Aspiring Educators
What is Single Sign-on?

The FLDOE SSO Portal includes access to several Department applications with a single sign-on from work or home.

Ready now
- [Florida School Leaders](#) – provides school leaders, aspiring school leaders, and other Florida public school educators with professional learning tools and resources to support continuous improvement in educator quality in Florida’s schools.
- [CPALMS](#) - access to Florida’s education standards, course descriptions, and thousands of standards-aligned instructional resources.
- [eIPEP](#) - Florida state-approved educator preparation programs application supporting their reporting requirements

Coming Soon
- [Florida Interim Assessment Item Bank and Test Platform](#)
- [PMRN](#) - The Progress Monitoring and Reporting Network
- [English Language Arts Formative Assessment System](#)

Over time - many other website applications
Common Language of Instruction: a link from every page of the website to terms included in the Common Language Project.

New terms are added from time to time as new issues and perspectives are addressed.
Each heading in the top menu bar opens a new section of the FSL website.

Each section clusters tools, resources, and professional learning supports related to the section heading.
Left and right panels

Left Side is for navigation links to content and resources in this section and to resources that apply to multiple sections.

Right side panel is for the content

- The right side panel scrolls down as needed to display content.
- Links to other pages and other websites embedded.
- Text box notices on issues relevant to the section.
FSL Home Page Features

Links to Helpful Information on effective use of the website:

- **Take a tutorial** on FSL Resources and a guide to website navigation
- **Click here** to learn more about **WHAT’S NEW on FSL?**
- Previous FSL Users click here for **transition update**

QUICK LINKS to Sharing resources!

- **Leadership Learning of the Month**
- **Educator Learning of the Month**
- **Helping Hints - Master Teacher Advice**
- **Helping Hints - New Teacher Advice**
- **Learning Links**

Focus Resource of the Month:

- See new **School Improvement Plan** tools in the Quality of Leadership Section.
- See new **ASAP** Courses in Learning Library
An overview of the eight main sections of the new Florida School Leaders
WCG Program

Retains all prior WCG tools and resources

Updated to 2011 FPLS

Separates content that is part of WCG from broader array of PD resources
All content from SWS website is now here

Makes it easier for school leaders and mentors to access

Content for beginning teachers, new to Florida teachers, substitutes, aspiring educators, and peer mentors
The Learning Library

A growing collection of online courses

Links to many PD resources

Such as........
About the Learning Library

• Over 130 online courses - aligned to FPLS and FEAPs
• Multiple menu options
  – Alpha order menu – all courses
  – Over 20 sub-menus by focus areas

• All ASAP and Teacher Essential modules updated from their 2006 versions
• Left side links to sharing resources
• All courses can now be edited to update as needed
Joel Barker Videos –
See the Left side of the Learning Library page

Ten videos by futurist Joel Barker - optional professional learning resources provided for use by educators in the Florida public education system

Helpful to clarify such concepts as paradigm and “paradigm shifts”
Online tests

• The old FSL had post tests in the 30 ASAP modules acquired in 2006
• All ASAP tests have been updated
• New tests for an additional 30 courses
• Capacity to add tests as we go
• Can take a test 3 times
• Can email results
PD Systems

Florida School Leaders
Supporting Florida’s students by development, mentoring, and retention of quality teachers and administrators

Welcome, John Moore

PD Resources
- Certification Issues
- Charter School Supports
- Collaboration
- Clinical Education Training
- DOE Resources
- Home School Supports
- Mandates
- Master Inservice Plans (MIP)
- MTSS-Problem Solving
- PD Director Supports
- Preparation Programs
- Private School Supports
- SBII: Standards-based Instruction
- Virtual School
- Workgroups

Protocol Standards
- The Protocol Standards
- Protocol Site Reviews
- Evaluation Protocol Application (EPA)

PROFESSIONAL DEVELOPMENT SYSTEMS SYSTEMIC SUPPORTS FOR IMPROVEMENT IN PD PRACTICES

This section of the website supports state, districts, and higher education personnel with responsibilities for collaboration and coordination of the statewide system of professional development.

Purpose: The purpose of Florida’s professional development system is to increase student achievement, enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum, and prepare students for continuing education and the workforce (1012.98 F.S.).

Want to Know More? Review Florida’s Professional Learning System

Check the left side menu options and click on the links below to learn more on specific PD focus issues.

About Change: PD System Redevelopment and Revision Issues
- PD System Redevelopment: Technical Assistance
- PD System Review and Approval Process
- Statutes and Rules that impact district PD resources and capacities

Online Courses, Tools and Resources

PD issues here
This is your section

• Protocol Standards Resources
  – The standards
  – Site review processes
  – EPA

• PD System redevelopment resources

• Links to resources related to PD

• PD Directors Tools

• The PD System Guide Form for 9/30/13
PD Directors tools

Left Side menu in PD Section

• A work in progress
• PDNET – not yet but still coming
• OCTB – also nearly ready
• Substitute orientation resources
• Child abuse prevention
Evaluation Systems

Resources to help support ongoing development of district evaluation systems:

• Model indicators and rubrics
• Research Frameworks
• Statutes and SBE rules
• TBA
Academic Standards

Resources related to SBI

Most standards related supports are on CPALMs or various DOE bureau sites on FLDOE website.

This page will collect SBI resources related to understanding academic standards concept and provide links to more detailed supports.

Community Conversations toolkit coming soon.
Quality of Instruction

A section to be focused on FEAPs implementation

A work in progress

Coming soon:
Monitoring and feedback practices that make personnel evaluation work for growth purposes—not just for measurement
Quality of Leadership

A focus on effective school leadership and school improvement resources

A work in progress

Will link to evolving BSI tools
Resources Distributed in Multiple Locations on the Website

In Florida, the law requires that the Department of Education, public postsecondary educational institutions, public school districts, public schools, state education foundations, consortia, and professional organizations in this state shall work collaboratively to establish a coordinated system of professional development (1012.98 F.S.)
HOW?

Within a district....

- PD systems that coordinate district and school PD functions
- PD systems that use needs assessments to allocate resources
- Evaluation systems that are used to inform PD growth targets
- Use of deliberate practice in evaluation systems
How?

Across district lines

• FASD fall and spring forums
• Protocol site team participation
• Community of Practice meetings
• Regional RTTT TA sessions
• Sharing resources and ideas

Share How???????????????????????
Sharing Tools
Leadership Learning of the Month

Accessed from:

• QUICK LINKS on the FSL home page

ALSO FROM SECTIONS ON:

• Academic Standards Leadership
• Learning Library
• PD Systems
• Start With Success

LEADERSHIP LEARNING OF THE MONTH
September, 2013

The Reform Support Network

The Reform Support Network works with states to build capacity to implement and sustain reform efforts and achieve dramatic improvements in educational outcomes for all students. A recent publication "Engaging Educators: A Reform Support Network Guide for States and Districts" offers a framework for effective educator engagement in evolving reform processes and provides specific strategies, including using feedback loops, educational leaders at all levels can employ. Interested school leaders can review the publication at the link below: http://www2.ed.gov/about/initiatives/implementation-support-unit/tech-assist/engaging-educators.pdf

Click here to review prior content in Leadership Learning of the Month.

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Sharing Tools
Educator Learning of the Month

Accessed from:

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ALSO FROM SECTIONS ON:

• Quality of Leadership
• Evaluation Systems
• Learning Library
• PD Systems

EDUCATOR LEARNING OF THE MONTH
September, 2013

New Math Classrooms
An article in ASCD Express says “Say goodbye to quiet mathematics classrooms organized by rows, with students completing 50 problems on a worksheet. The Common Core State Standards for Mathematics set the bar high for both content and mathematical practices for students, and worksheets and traditional textbook approaches will not promote the mathematical thinking necessary for success. Students are required to think, reason, and communicate in the math classroom, and this requires high-quality tasks and teachers and students using questioning strategies so that students behave like mathematicians”. Learn more at the link below. http://www.ascd.org/ascd-express/vol18/224-lyons.aspx?cm_api=source-ascdexpress&utm_medium=email&utm_campaign=express224

Click here to review prior content in Educator Learning of the Month.
HELPING HINTS

Master Teacher Advice

Accessed from:

• QUICK LINKS on the FSL home page

ALSO FROM SWS SECTION

A work in progress
• Best practices from teachers of the year finalists posting in progress
• A way for districts to help teachers share
Helping Hints

New Teacher Sharing

Accessed from:

• QUICK LINKS on the FSL home page

ALSO FROM SWS SECTION

A work in progress
• Best practices from high performing beginning teachers
• A way for districts to help new teachers master deliberate practice
Learning Links

Florida educators sharing useful websites

Accessed from:

• QUICK LINKS on the FSL home page

ALSO FROM SECTIONS ON:

• Academic Standards
• Quality of Instruction
• Evaluation Systems
• PD Systems
• SWS
FSL is a work in progress

It is designed to grow and adapt to the learning needs of Florida educators

We hope you will think of this as “your site”

Your input and feedback makes the site better
Welcome, John Moore

Welcome to Florida School Leaders
A Professional Learning Portal for all levels of school leaders:
Administrators
Teacher Leaders
Coaches/mentors
Aspiring Educators

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