

# Educational Leadership for School Board Members

**COMPONENT #: 7-507-321**

**POINTS TO BE EARNED: 120 MPP**

## **PART I – PLANNING**

**DESCRIPTION:** Write a brief description of content and intent of component.

This component is designed to enable the participant to effectively deliver various forms of job-related interactions with internal and external stakeholders.

Upon successful completion of this professional development activity the participant will be able to incorporate into his/her educational practices the principles presented in this workshop.

**STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT:** Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

**Standards for Professional Learning** (choose one)

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input type="checkbox"/> Leadership                      | <input type="checkbox"/> Implementation   |
| <input type="checkbox"/> Resources                       | <input type="checkbox"/> Outcomes         |
| <input type="checkbox"/> Data                            |   |

**Florida Educator Accomplished Practices** (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment   |
| <input type="checkbox"/> The Learning Environment                 | <input checked="" type="checkbox"/> Continuous Professional Improvement             |
| <input type="checkbox"/> Instructional Delivery and Facilitation  | <input checked="" type="checkbox"/> Professional Responsibility and Ethical Conduct |

**Florida Leadership Standards** (check all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> Student Learning Results          | <input checked="" type="checkbox"/> Decision Making                    |
| <input type="checkbox"/> Student Learning as a Priority    | <input checked="" type="checkbox"/> Leadership Development             |
| <input type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management                  |
| <input type="checkbox"/> Faculty Development               | <input checked="" type="checkbox"/> Communication                      |
| <input type="checkbox"/> Learning Environment              | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

**IPEGS Standards** (check all that apply)

- |   |  |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners                 | <input type="checkbox"/> PS 6 – Communication              |
| <input type="checkbox"/> PS 3 – Instructional Planning                | <input checked="" type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment       |
| <input type="checkbox"/> PS 5 – Assessment                            |  |

**IMPACT FOCUS AREA(S):** select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- |  |  |
|--|--|
| <input type="checkbox"/> Educator knowledge/skill (content)        | <input type="checkbox"/> Student learning                  |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input type="checkbox"/> Organizational support and change |

# Educational Leadership for School Board Members

## COMPONENT #: 7-507-321

**SPECIFIC LEARNER OUTCOMES:** Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Demonstrate understanding of budget policy as it pertains to all district/state stakeholders.
2. Demonstrate understanding of community policy as it pertains to all district/state stakeholders.
3. Promote community involvement, multicultural awareness, gender sensitivity, generational awareness and racial and ethnic appreciation.
4. Examine public policy as it pertains to all district/state stakeholders.
5. Engage in on-going study of current trends in education, relevant research and demographic data with implications for school improvement.
6. Identify and establish educational governance via board policy.
7. Establish conditions that promote educational excellence among all stakeholders.
8. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
9. Demonstrate the techniques and organizational skills necessary to lead/manage a complex and diverse organization.
10. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
11. Use appropriate vocabulary to communicate shared beliefs, ideas, and concepts.
12. Model professionalism, collaboration, and continuous learning.
13. Encourage and support risk-taking, and propose, initiate innovative approaches and strategies.
14. Identify and become familiar with various resources and personnel available to assist in effective management.
15. Identify the major programs and initiatives and their purpose that are available to assist in effective management.
16. Develop confidence when performing various duties of a leader.

### **PART II – LEARNING**

**LEARNING PROCEDURES:** Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Attend the presenter’s lectures/presentations and participate actively in discussion and activities on innovative strategies/techniques, technology integration and/or materials for specific instructional objectives (SLO 1 – 16).
2. Engage in a professional community that promotes continuous learning that impacts educational excellence among all stakeholders (SLO 1 – 16).
3. Facilitate small and/or large group discussion as appropriate (SLO 1 – 10).
4. Prepare an action plan that addresses skill areas specified below (SLO 1 – 16).
  - o Timeframes and activities to accomplish the job targets
  - o Provision for revisions as appropriate
  - o Criteria for assessing satisfactory completion of job target
5. Participate actively in conferences and/or seminars for professional development purposes (SLO 1 – 16).

## Educational Leadership for School Board Members

### COMPONENT #: 7-507-321

6. Provide a product related to the training verifying that the professional development impacted their professional behavior.
7. Engage in learning communities with colleagues to share knowledge acquired.
8. Provide assistance through coaching and mentoring to improve all stakeholders.
9. Provide evidence of collaborative planning related to the professional development.

### PART III – IMPLEMENTATION

**IMPLEMENTATION PROCEDURES:** Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

### PART IV – EVALUATION

**IMPACT EVALUATION PROCEDURES:** Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Evidence will include classroom walk-throughs, student materials, parent communication, surveys, participant reflections, participant portfolios.

**COMPONENT EVALUATION PROCEDURES:** Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

**Date Approved: 5/20/2014**

**Educational Leadership for School Board Members**  
**COMPONENT #: 7-507-321**

**Department:** Center for Professional Learning  
**Name of Author/Position:** Jan Fackler - Teacher-Director