

EDUCATIONAL LEADERSHIP

Procedures for Implementation of Rule 6A-4.0082 - July 1, 2007

Specialization Requirements:

- (1) Hold a master's or higher degree, and
- (2) Document successful completion of the Florida Educational Leadership core curriculum by one of the following plans:

Plan 1. Complete an approved Florida preservice degree program in Educational Leadership

Plan 2. Hold a graduate degree major in Educational Administration, Administration and Supervision, or Educational Leadership awarded by an accredited or approved institution

- The majors listed above are acceptable at any specified education level (early childhood, elementary education, secondary education, higher education, adult education, etc.)
- The majors listed above that have a vocational education focus/specialization/title are acceptable.
- To accept other leadership majors, such as Organizational Leadership and Global Leadership and Administration, the courses, dissertation title, or other factors must identify a focus/emphasis on educational leadership.
- Do not automatically accept majors in Instructional Leadership. These majors generally prepare educators to serve as lead/mentor teachers rather than school administrators. However, if the body of coursework suggests an emphasis in school administration, review the catalog's program description and consult with your supervisor prior to accepting. Do not accept Walden University's The Teacher as Leader major/concentration. Do not accept Barry University's Leadership and Education with a specialization in Exceptional Student Education.
- Unacceptable Majors: Administration of Day Care Centers (or similar titles)

Plan 3. Hold a graduate degree major in a subject other than Educational Administration, Administration and Supervision, or Educational Leadership and complete a Department of Education approved modified Florida program in Educational Leadership

- An official graduate degree transcript must be on file in the BEC.
- Documentation of completion of a modified program is an official transcript that includes: (1) the Educational Leadership courses, and (2) a statement verifying completion of a Florida state-approved modified program in Educational Leadership.
- BEC staff should neither request nor accept a letter from the university in lieu of an official transcript with the program completion statement, unless the request or acceptance is approved by a supervisor.
- Approved competency-based modified programs at some institutions, UNF for example, may reflect only two educational leadership courses and the state-approved modified program statement.

Plan 4. Hold a graduate degree major in a subject other than Educational Administration, Administration and Supervision, or Educational Leadership and have completed thirty (30) semester hours of graduate credit which includes credit in each of the principal leadership standard areas and an internship or a course with associated field experience in educational leadership. See *Notes on Plan 4 Course-by-Course Evaluations* starting on page 6 for detailed information on implementing plan 4. See pages 2-6 for detailed information on acceptable courses and sample course titles for each standard.

Plan 5. Completion of an Educational Leadership training program approved by the Department of Education and offered by a Florida public school district

- An official graduate degree transcript must be on file in the BEC.
- District must submit electronic form CT115e for Educational Leadership to verify program completion.

The Educational Leadership Core Curriculum is based upon the Florida Principal Leadership Standards.

- The ten (10) Principal Leadership Standards are divided into three (3) broad categories that parallel the three portions of the revised FELE exam that became effective January 1, 2009. The three leadership categories are: Instructional Leadership, Operational Leadership, and School Leadership. The 10 standards are presented below within the framework of the three broad leadership categories.
- The full text of each standard is listed to facilitate a better understanding of the bases for accepting the sample course titles that follow.
- There is considerable overlap and interrelationship amongst the ten leadership standards. For this reason key leadership concepts are identified for each standard to provide additional guidance in evaluating programs and courses.
- Note: One or more Florida universities may be shown in parentheses following a course title. This is solely for reference and research purposes. Acceptance of the course title is not limited to the identified institution.

▪ **Instructional Leadership:** *(The leader as CLO - Chief Learning Officer)*

1. **Instructional Leadership.** High performing leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills. Key concept: leadership in relation to **teaching, curriculum, and learning**.

Sample Course Titles:

Instructional Leadership (UNF)
School Curriculum Improvement (USF)
The School Curriculum (UF)
Curriculum Leadership in Schools (UNF)
Educational Leadership: Instruction (UF)
Designing, Implementing, and Evaluating Curriculum (FSU)
Problems in Curriculum and Instruction: Middle School
Principles of Learning and Instructional Practice (UF)
Application of Learning Theory to Instruction (FIU)
Teaching Reading in the Elementary School
Bases of Curriculum and Instruction Theory (UF)
Teaching Math in the Middle and Secondary School
Instructional Strategies for Emotionally Handicapped Students
Planning and Organizing for Instruction in the Elementary School (USF)
Learning Principles Applied to Instruction (USF)
Curriculum and Program Planning (NSU)
Curriculum in Vocational Education
Curriculum Construction in Adult Education
Curriculum Planning in Early Childhood Education

Notes:

- Courses in this area should have education prefixes and are acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- Subject specific curriculum or instructional strategies courses are acceptable for any subject (reading, language arts, mathematics, science, social science, [exceptional student education](#), etc.)

2. **Managing the Learning Environment.** High performing leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal and effective learning environment. Key concept: learning leadership in relation to **school organization, administration, law, and finance**.

Sample Course Titles:

Educational Organization and Administration (UF/UWF)
Organizational Leadership in Education (UF)
Law and Education (UWF)
The Principalship (UF/FIU/USF)
Public School Finance (UF)
Educational Management Development (FSU)
Organizational Theory (FSU)
Educational Administration
Principles of Educational Administration (USF)
Public School Law (UF)
Governance and Management (NSU)
Allocating Resources Strategically and Structuring the Organization for Learning (Walden)
Organizational Communication Systems (Argosy)
Middle School Administration (FAU)
Leadership 4: Education Management (FAU)
Theories of Educational Administration (FIU)

Notes:

- Courses in this area should have education prefixes and are acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- A Classroom Management course is not acceptable.

3. **Learning, Accountability, and Assessment.** High performing leaders monitor the success of all students in the learning environment; align the curriculum, instruction and assessment processes to promote effective student performance; and use a variety of benchmarks, learning expectations and feedback measures to ensure accountability for all participants engaged in the educational process. Key concept: leadership in relation to **student success via educational measurement, assessment, evaluation, and accountability.**

Sample Course Titles:

Educational Assessment
Principles of School Accountability and Assessment (UNF)
Data Driven Decisions in an Educational Setting (UWF)
Educational Measurement (FSU)
Assessment in General and Exceptional Student Education (FSU/UF)
Measurement and Evaluation in Education (FIU)
Measurement and Assessment
Evaluation in the School Program (UF)
Foundations of Measurement (UWF)
Applied Program Evaluation (UWF)
Using Data to Strengthen Schools (Walden)
Evaluation and Assessment Practices (NSU)
Learning and Assessment
Measurement and Evaluation in the Classroom
Measurement, Evaluation and Assessment in Education

Notes:

- Courses in this area should have education prefixes and are acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
 - Appropriate course titles with Exceptional Student Education prefixes are acceptable.
 - Any graduate level course that would be acceptable for the Educational Assessment requirement in Professional Preparation is acceptable for this area.
 - Do not use courses in Psychological Assessment or Developmental Psychology.
 - **Do not use courses in Reading Assessment.**
- **Operational Leadership:** *(The leader as COO - Chief Operations Officer)*
4. **Decision Making Strategies.** High performing leaders plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement. Key concept: leadership in relation to **leadership theory, the application of leadership theory, and decision making to improve schools.**

Sample Course Titles:

Educational Leadership
Application of Leadership Theory
Leadership in Education: School Improvement Theory and Practice (UWF)
Introduction to Leadership Development (FSU)
Case Studies in School (USF)
Systems Approach for Program Planning, Evaluation and Development (USF)
Decision-Oriented Educational Research (FSU)
Implementing Continuous School Improvement (Walden)
Administration: School Improvement Process (NSU)
Comprehensive Planning and Implementation (Argosy)
School Improvement (FAU)
Theory and Practice of Leadership (St.Thomas)
Leadership in Education (St. Thomas/FIU)
Leadership (NSU)
Leadership and Change (NSU)
Leadership Development through Theory and Practice (NSU)

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- If the applicant has completed two leadership courses appropriate for area 4 or two leadership courses appropriate for area 8, apply one course to area 4 and the other course to area 8 if needed. CDs do not have to be reviewed.

5. **Technology.** High performing leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research and communication responsibilities. Key concept: leadership in relation to **understanding and using technology.**

Sample Course Titles:

Information Management Technology in Education (FSU)
Microcomputers for School Management
Microcomputer Applications for Administrators (FIU)
Utilization of Computers in Educational Leadership (UF)
Instructional Management and Technology (UWF)
Educational Management Systems (UNF)
Electronic Tools for Educational Leaders (NSU)
Technology Assisted Educational Management (St. Thomas)
Management Information Systems
Database Management Systems

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- Any graduate level educational technology course is acceptable.
- Any graduate level computer/technology course is acceptable.
- Any graduate level information management technology or management information systems course is acceptable.

6. **Human Resource Development.** High performing leaders recruit, select, nurture and, where appropriate, retain effective personnel; develop mentor and partnership programs; and design and implement comprehensive professional growth plans for all staff, paid and volunteer. Key concept: leadership in relation to **personnel administration and development.**

Sample Course Titles:

Personnel Administration in Education (FSU)
Human Resource Development in Education (UNF)
Administration of School Personnel Policies and Practices
Designs for In-Service Personnel Development (FSU)
Administration of School Personnel (UWF/UF)
Labor Relations in Public Education (UF)
Lifelong Learning and Professional Development (UNF)
Human Resource Development (NSU)
Human Resource Management (West Gov)
Personnel Development in Education (FAU)
Principles and Practices of Educational Supervision (USF)
Personnel Supervision

Supervision

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).

7. **Ethical Leadership.** High performing leaders act with integrity, fairness, and honesty in an ethical manner. Key concept: leadership in relation to **personal ethics.**

Sample Course Titles:

Ethics and Educational Leadership (FIU)
Values and Ethics in Education (UF)
Ethics in Education
Ethical Leadership
Ethics and Policy Alternatives (FAU)
Ethics and Social Responsibility (NSU)
Ethics in Higher Education (NSU)

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- The focus of this course is on ethics in leadership, administration, or management.
- Do not use philosophy courses on ethics.
- Do not use ethics courses specific to other professions such as medicine, health care, social work, counseling, etc.

▪ **School Leadership:** (*The leader as CEO - Chief Executive Officer*)

8. Vision. High performing leaders have a personal vision for their school and the knowledge, skills and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community. Key concept: leadership in relation to the **leadership traits of the individual**.

Sample Course Titles:

School Leadership
Reflection and Vision Portfolio (NSU)
Leadership for School Renewal (FSU)
Educational Leadership: The Individual (UF)
Leading a Learning Community (NSU)

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
- If the applicant has completed two leadership courses appropriate for area 4 or two leadership courses appropriate for area 8, apply one course to area 4 and the other course to area 8 if needed. CDs do not have to be reviewed.

9. Community and Stakeholder Partnerships. High performing leaders collaborate with families and business and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources. Key concept: leadership in relation to **working with and within the community**.

Sample Course Titles:

Education, Communication, and Change
Community Partnerships (UWF)
School and Community Relations (UWF)
Communications in Educational Leadership (UF/FIU)
Developing School and Community Resources (UNF)
Collaborating with Families and Communities for Student Success (Walden)
School Community Leadership (FAU)

Notes:

- The focus of this course is on leadership and the community. Other school-community consultation or collaboration courses for non-leadership positions (ESE teachers, PK teachers, counselors, school psychologists, etc.) are not appropriate.
- Courses without education prefixes that focus on leadership and the community are acceptable. A course with an education prefix that focuses on leadership and the community is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).

10. Diversity. High performing leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community. Key concept: leadership in relation to **understanding and addressing diversity issues**.

Sample Course Titles:

Foundations for Leading in Diverse Environments (UWF)
Cultural and Social Foundations of Education (UNF)
Consultation and Assessment with Culturally and Linguistically Diverse Populations
Ensuring Quality Education for Students with Diverse Needs (Walden)
Multicultural Education (FAU)
Counseling Special Populations

Notes:

- Okay to accept courses without education prefixes in this area. If a course has an education prefix it is acceptable at any specified education level (early childhood, elementary, secondary, higher ed, adult ed, etc.).
 - Any graduate level cross cultural or multicultural education course for ESOL, ESE, G&C, or other disciplines is acceptable.
- **Notes on Plan 4 Course-by-Course Evaluations:**
1. This is a graduate level course analysis plan. All courses must be at the graduate level. If applicant does not meet specialization, the SOE lists the plan 4 course deficiencies as one method of demonstrating completion of the Florida Educational Leadership Core Curriculum.
 2. The 30 semester hours of graduate credit do not have to be in educational administration. Therefore, the master's degree in the other subject satisfies the total credit hour requirement for this plan.
 3. **Acceptable Non-Degree Programs:** If an individual has completed a program in educational leadership that does not terminate in a degree, the program will still be acceptable if 8 of the 10 standards are identified in the program. The transcript should include a program completion statement such as Certificate of Advanced Graduate Study in Educational Leadership, Educational Administration Certificate of Completion, or other similar statements.
 4. **Credit In/Splitting Courses:** The course work in this course analysis plan does not require "three semester hours" for each standard. More than one standard may be contained within a single course description. However, the general expectation is that one 3 semester hour course would cover no more than 2 standards. Exceptions to this general policy should be reviewed with your supervisor. A course title that clearly identifies two standards can be split and applied to each area without reviewing the course description. For example: FAU's 3 semester hour EDA course entitled "Diversity and Technology" would be split and applied to areas 5 and 10 without reviewing the course description.
 5. **Comprehensive Body of Course Work in Educational Administration/Leadership:** As noted in the discussion of the principal leadership standards on page 1, there is considerable overlap and interrelationship amongst the leadership standards which in turn is reflected in many of the educational leadership courses. Based upon the interrelatedness of the 10 standards, extensive review of course descriptions, and the requirement for "credit in" each standard (see note #4 immediately above), the completion of 30 or more semester hours of graduate credit in educational administration/leadership with at least 8 standards and the internship/field experience identified will be viewed as a comprehensive body of course work in Educational Leadership acceptable to meet plan 4.
 6. **Internship/Field Experience Requirement:**
 - Consider satisfied when the title of a course with an Educational Leadership or Educational Administration prefix is one of the following or similar terms: practicum, field experience, internship, supervised practice, field project, etc..
 - Consider satisfied when the title of a course that is appropriate for any one of the 10 leadership standards includes one of the following or similar terms: practicum, field experience, internship, supervised practice, field project, etc. (a graduate-level Reading practicum would be appropriate)
 - Consider satisfied when review of the CD of a course that is appropriate for any one of the 10 leadership standards indicates a field experience was required for the course.
 - Consider satisfied when all 10 standards have been met.
 - An educational leadership or principal internship, practicum, or supervised field experience may also be used to satisfy one or more of the 10 standards as follows: 1-3 semester hours = 1 standard, 4-6 semester hours = 2 standards.
 7. **Elective Credit:** Other graduate education courses may be applied as elective credit if necessary as in the following samples:

The Politics of Education	History of Education
Educational Research	Policy Development
Seminar in Educational Foundations	
 8. **Summary of Evaluation Steps:** The purpose of the following steps is to provide guidance on when to research course descriptions (CDs) for a typical course-by-course evaluation.
 - Apply as many courses as possible by prefix and title using the sample courses and notes for guidance and without reviewing CDs.
 - If step #1 results in at least 8 identified standards, 30 semester hours in educational leadership courses, and a field experience, consider specialization satisfied. (This is the Comprehensive Body of Course Work in Educational Administration/Leadership described in note 5 above.)
 - If step #1 results in at least 7 identified standards and there are course titles to reasonably suggest that a review of CDs may identify additional standards and a field component, the specialist should quickly review CDs, if available, for those specific courses.
 - If step#1 results in at least 7 identified standards and there is an identifiable appropriate internship, practicum, or field experience (in Ed Leadership), the internship can be used to satisfy the 8th requirement (note 5 above).

- If step #1 results in no more than 6 identified standards, call for remaining requirements.
- When appropriate, specialist should advise applicant of option to submit CDs and syllabi for review.
Be specific about the course you are questioning.

Additional Requirements for issuance of a Professional Certificate covering Educational Leadership:

- (1) **Passing score on the General Knowledge Test**
- (2) **Passing score on the Professional Education Test**
- (3) **Passing score on the Florida Educational Leadership Examination (FELE)**
 - This requirement is satisfied by passing all 3 portions of the "old" (pre-2009) FELE, 2009-2013 FELE, or all 3 portions of the "new" (as of 2014) FELE. Portions of the "old" and "new" cannot be combined. As of January 2014, only the "new" FELE exam is offered.
 - Specialists must pay attention to the test dates for individual portions of the FELE to distinguish tests passed before 2009 from those passed 2009 or later. As of January 2015, the third subtest has two sections: multiple choice and writing, which both must be passed.
- (4) **Complete course deficiencies in Professional Preparation (if applicable)**
 - Many individuals who pursue Educational Leadership are already teacher trained. However, this requirement is still necessary for those who are not.
 - See the section below on *Determining if applicant has met Professional Preparation (PP) and Professional Education Competence (PEC)*.
- (5) **Professional Education Competence Demonstration (PEC)**
 - The PEC is not required for issuance of a Professional Certificate reflecting only the Educational Leadership administrative coverage. Process applications for additional coverages as follows:
 1. If the individual holds a Temporary Certificate or Official Statement in only Educational Leadership and applies for another subject coverage, the PEC will be included in the SOE for the new coverage (if not already met).
 2. If the individual holds a Professional Certificate covering only Educational Leadership, the PEC will not be required for the addition of a coverage or endorsement to the Professional Certificate.
 - See the section below on *Determining if applicant has met Professional Preparation (PP) and Professional Education Competence (PEC)*.

Determining if applicant has met Professional Preparation (PP) and Professional Education Competence (PEC):

- (1) **Plan 1:** A FSAP in Educational Leadership satisfies PP and PEC.
- (2) **Plan 2:** An acceptable plan 2 degree major satisfies PP and PEC when the program is at the elementary or secondary level and includes an educational leadership internship or practicum of at least 3 semester hours.
- (3) **Plan 3:** A FSAP Modified Program in Educational Leadership satisfies PP and PEC.
- (4) **Plan 4:** Completion of Plan 4 does not satisfy PP and PEC.
- (5) **Plan 5:** A FSAP District Program in Educational Leadership does not satisfy PP and PEC- meets specialization only.

Other Information:

- (1) **Out-of-State Certificate** reciprocity provisions beginning July 1, 2000 for a Professional Certificate apply to Educational Leadership. The administrative certificate from another state must have been issued at the master's or higher level. Standard out-of-state certificates covering School Principal issued at the master's or higher level qualify the applicant for Florida's level one administrative coverage of Educational Leadership.
- (2) **The Course Code Directory** lists Educational Leadership as an appropriate coverage for school principals and assistant principals. The certification coverage of School Principal is available, but no longer required in the Course Code Directory. However, districts may and many do require their principals to hold certification in School Principal by district policy.
- (3) **District Employment of Noncertificated Administrators.** Florida Statutes (7-1-2002) provide the district school board with authority to create alternative training for individuals employed as school principals who do not hold a Florida Educator's Certificate.

Special Three Year Temporary Certificate – Rule 6A-4.004 – January, 2014

In order for an applicant to receive this special three year Temporary Certificate in Educational Leadership, verification of ALL of the following requirements must be submitted:

- A bachelor degree in any subject area based on the provisions in Rule 6A-4.004
- A passing score on the FELE earned after January 1, 2014
- Verification of three (3) years of experience in executive management or leadership (to be determined by the district or private school)
- Mentorship from a certified School Administrator (to be determined by the district or private school)
- A special issue request from the public school district or private school -CT-110S
- Cleared fingerprints