

Program Matrix - FPLS
Educational Leadership Master's (DOE Code 285)
University of Florida

Educational Leadership	Program Requirements								
Florida Principal Leadership Standards (FPLS)	EDA 6192 Educational Leadership: The Individual	EDA 6193 Educational Leadership: Instruction	EDA 6222 Administration of School Personnel	EDA6232 Public School Law	EDA 6242 Public School Finance	EDA 6271 Technology Leadership	EDA6423 Data-Driven Decision-Making	EDA6503 The principalship	EDA6948 Supervised Practicum in School Administration
Domain 1: Student Achievement									
1. Student Learning Results: Effective school leaders achieve results on the schools student learning goals.									X
1.1.a The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula.		X							X
1.1.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.		X							X
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.									X
1.2.a Enables faculty and staff to work as a system focused on student learning.		X							X
1.2.b Maintains a school climate that supports student engagement in learning.		X							X
1.2.c Generates high expectations for learning growth by all students.		X							X
1.2.d Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.		X							X
Domain 2: Instructional Leadership									
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.									X
2.3.a Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C., through a common language of instruction.		X							X
2.3.b Engages in data analysis for instructional planning and improvement.							X		X
2.3.c Communicates the relationship among academic standards, effective instruction and student performance.		X							X
2.3.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.		X							X
2.3.e Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.		X							X
4. Faculty Development: Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.									X

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2.4.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.								X	X
2.4.b Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction.		X							X
2.4.c Employs a faculty with the instructional proficiencies needed for the school population served			X						X
2.4.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.								X	X
2.4.e Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction.								X	X
2.4.f Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.								X	X
5. Learning Environment: Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.									X
2.5.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.								X	X
2.5.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.		X							X
2.5.c Promotes school and classroom practices that validate and value similarities and differences among students.		X							X
2.5.d Provides recurring monitoring and feedback on the quality of the learning environment.		X							X
2.5.e Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.							X		X
2.5.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.							X		X
Domain 3: Organizational Leadership									
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.									X
3.6.a Gives priority attention to decisions that impact the quality of student learning and teacher proficiency.								X	X
3.6.b Uses critical thinking and problem solving techniques to define problems and identify solutions.							X		X

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3.6.c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed.							X		X
3.6.d Empowers others and distributes leadership when appropriate.	X								X
3.6.e Uses effective technology integration to enhance decision making and efficiency throughout the school.						X			X
7. Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.									X
3.7.a Identifies and cultivates potential and emerging leaders.	X								X
3.7.b Provides evidence of delegation and trust in subordinate leaders.	X								X
3.7.c Plans for succession management in key positions.			X						X
3.7.d Promotes teacher-leadership functions focused on instructional proficiency and student learning.								X	X
3.7.e Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.								X	X
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.									X
3.8.a Organizes time, tasks and projects effectively with clear objectives and coherent plans.								X	X
3.8.b Establishes appropriate deadlines for him/herself and the entire organization.								X	X
3.8.c Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development.								X	X
3.8.d Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.					X				X
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.									X
3.9.a Actively listens to and learns from students, staff, parents, and community stakeholders.	X								X
3.9.b Recognizes individuals for effective performance.			X						X
3.9.c Communicates student expectations and performance information to students, parents, and community.		X							X
3.9.d Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school.	X								X

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3.9.e Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.								X	X
3.9.f Utilizes appropriate technologies for communication and collaboration.						X			X
3.9.g Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.								X	X
Domain 4: Professional and Ethical Behavior									
10. Professional and Ethical Behaviors: Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.									X
4.10.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.				X					X
4.10.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.	X								X
4.10.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.	X								X
4.10.d Engages in professional learning that improves professional practice in alignment with the needs of the school system.			X						X
4.10.e Demonstrates willingness to admit error and learn from it.	X								X
4.10.f Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.								X	X