

**COMPETENCIES AND SKILLS
REQUIRED FOR
CERTIFICATION IN
EDUCATION LEADERSHIP IN
FLORIDA,
Fifth Edition 2024**



Rule 6A-4.00821, F.A.C.

Florida Department of Education
www.fldoe.org

Developed and produced under the authority of the Florida Department of Education.

Authorization for reproduction of this document is hereby granted to persons acting in an official capacity within the Florida K–20 education system, as enumerated in Section 1000.04, Florida Statutes.

Permission is NOT granted for distribution or reproduction outside the State system of public education or for commercial distribution of the copyrighted materials without written authorization from the Department of Education. Questions regarding use of these copyrighted materials are to be addressed to

FTCE/FELE Administrator
Florida Department of Education
325 West Gaines Street, Suite 414
Tallahassee, Florida 32399-0400

Copyright 2024
State of Florida
Department of State

**Subtest #1:
Foundational Policies & Practices
of School Leadership**

Subtest #1: Foundational Policies & Practices of School Leadership

- 1. Knowledge of local, state, and federal laws, regulations, and best practices that promote a safe and effective learning environment**
 1. Apply and evaluate the use of appropriate accommodations under state and federal guidelines for students by school and district staff.
 2. Apply state and federal guidelines and procedures for maintaining a safe learning environment for the well-being of all students.
 3. Identify and apply legal requirements that ensure compliance with federal and state law as related to constitutional and statutory rights of staff, students, and parents.
 4. Identify and apply best practices, policies, and guidelines that reduce barriers and their impact on the academic success of students and the well-being of all stakeholders in the school community (e.g., cyber issues, crisis management, ethical practices).
- 2. Knowledge of effective utilization of resources and fiscal management practices that maximize a safe and effective learning environment**
 1. Identify and evaluate methods for maximizing the use of federal, state, and local fiscal resources (e.g., school budget, grant funding) for instructional priorities.
 2. Identify and determine procedures to manage school property and fiscal resources (e.g., fundraisers, extracurricular, athletics) consistent with state guidelines and accounting practices.
 3. Identify the foundational concepts of the formula factors used in computing the Florida Education Finance Program allocations.
 4. Differentiate between funding sources available to a school beyond Florida Education Finance Program allocations.
 5. Evaluate ethical actions for managing non-fiscal resources to promote the success and well-being of all students, faculty, and staff.
- 3. Knowledge of effective organizational theory, research, and management practices related to school operations that maximize a safe and effective learning environment**
 1. Identify and utilize strategies for organizing time, tasks, technology, and projects effectively with clear communication of goals, objectives, and plans.
 2. Identify and evaluate actions to promote the health, safety, and well-being of all students, faculty, and staff.
 3. Identify roles and responsibilities within a system that promotes practices (e.g., discipline, attendance) that support a safe and positive school climate.

4. Identify continuous improvement practices that promote strategic planning to monitor safety and security within the school environment.
5. Determine management practices related to school operations that cultivate relationships with key stakeholders (e.g., feeder schools, district offices, governing boards).

4. Knowledge of effective data-driven decision-making processes based on research, best practices, and leadership theory to support the vision, mission, and improvement priorities of schools

1. Select and apply steps in the change process that cultivate ongoing improvement of the school vision and mission.
2. Evaluate the alignment of the school vision and mission with district initiatives, State Board of Education priorities, and current educational policies.
3. Apply strategies that empower stakeholders to support student academic development and success aligned to the school vision and mission.
4. Analyze data-driven decisions and actions related to the school vision and mission that improve the quality of student learning and teacher performance.

**Subtest #2:
Leadership Practices for Student
Learning**

Subtest #2: Leadership Practices for Student Learning

- 1. Knowledge of facilitation of student achievement results aligned with student learning goals and state accountability measures**
 1. Analyze and determine school improvement goals using student achievement data.
 2. Evaluate and compare student learning results based on school assessment data and state accountability measures.
 3. Determine and apply techniques to support collaboration with teachers and the school leadership team to create an evidence-based intervention, acceleration, and enrichment plan.
 4. Identify and apply monitoring and feedback processes that support continuous school improvement through student learning and growth.

- 2. Knowledge of prioritization of student learning through leadership actions that build and support a learning organization focused on student success and continuous improvement**
 1. Identify strategies that encourage faculty and staff to focus on continuous improvement as a learning organization.
 2. Analyze and determine strategies that enhance school climate to support a safe, respectful, and student-centered learning environment.
 3. Apply and evaluate strategies that promote higher learning expectations and close achievement gaps for all student subgroups.
 4. Determine and utilize timely, actionable, and ongoing feedback regarding instructional practices aligned with state standards.

- 3. Knowledge of development and implementation of an instructional framework that aligns school curricula with state standards, instructional strategies, student learning needs, and assessments**
 1. Identify and apply methods of evaluating and monitoring instructional planning to improve delivery based on the Florida Educator Accomplished Practices.
 2. Identify the alignment among classroom instruction, district-adopted curricula, and the state academic standards and K-12 reading plan.
 3. Identify and evaluate instructional strategies utilizing classroom observations and student assessment outcomes.
 4. Evaluate the implementation of a variety of assessments (e.g., interim, formative, summative) aligned with state academic standards and district-adopted curricula.

4. Knowledge of structuring and monitoring of a school environment that improves learning for all student populations

1. Identify strategies for maintaining a respectful, student-centered learning environment that provides opportunities for all students.
2. Select and analyze effective practices that value stakeholder perspectives for the development and implementation of procedures and policies that motivate all students, improve student learning, and promote high expectations.
3. Identify professional learning opportunities and strategies that engage faculty in recognizing and understanding varied student needs to close achievement gaps.
4. Select and evaluate strategies that create a positive school climate where policies and procedures address student misconduct in a fair and unbiased manner.

5. Knowledge of recruitment, induction, and retention practices to develop a high-performing faculty and staff

1. Analyze processes and methods of hiring, developing, supporting, and retaining an effective, caring faculty with the instructional proficiencies that support the literacy achievement and academic success of the school population.
2. Determine strategies for identifying need-based professional learning designed to improve student achievement (e.g., integration of instructional technologies, evidence-based pedagogy, differentiated instruction).
3. Identify appropriate allocation of resources necessary to engage faculty in ongoing, individual, and collaborative professional learning.
4. Identify strategies for communicating and providing corrective feedback to faculty and staff in situations requiring remediation, support, or personnel actions.
5. Evaluate personal effectiveness through self-reflection, professional learning, and implementation of feedback to support the development of a high-performing faculty and staff.

Subtest #3: Leadership Development

Subtest #3: Leadership Development

- 1. Ability to demonstrate leadership development skills that cultivate emerging school leaders to promote student academic success and well-being**
 1. Identify methods to support emerging school leaders through mentoring opportunities and systems of accountability for leadership growth.
 2. Apply decision-making strategies that develop the capacity of all emerging school leaders to improve instructional practices for standards-aligned content.

Subtest #4: Leadership Communication

Subtest #4: Leadership Communication

- 1. Ability to utilize multiple means of reciprocal communication focusing on collaboration to promote greater stakeholder engagement around student academic performance and well-being**
 1. Develop strategies to address stakeholder engagement that increase student attendance, decrease suspensions, and promote the academic success and well-being of all students.
 2. Develop strategies to manage and resolve conflicts through constructive conversations with stakeholders.
 3. Utilize communication methods that recognize the contributions and input of parents, students, and other stakeholders to enhance the learning environment by considering the variety of contexts and resources that impact school success.