

# Annotation & Evaluation

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## FPLS 02

**Status: Evaluated**

### EVALUATION

	Emergent	Bridging	Fulfilled	Proficiency Level
<input type="checkbox"/> Insufficient  <input type="checkbox"/> Inappropriate	<input type="checkbox"/> 2.E.1 Demonstrate an understanding the elements of positive school culture and describe the tools used to assess school culture  <input type="checkbox"/> 2.E.2 Demonstrate an understanding of historical leadership theories (motivational theory, political and social systems theory, and organizational theory)  <input type="checkbox"/> 2.E.3 Demonstrate an understanding of current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations)  <input type="checkbox"/> 2.E.4 Demonstrates knowledge of problem-solving skills, strategic planning, and operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those re  <input type="checkbox"/> 2.E.5 Demonstrates an awareness of appropriate oral expression and sometimes makes speaking errors or hesitates to express self  <input type="checkbox"/> 2.E.6 Demonstrates an awareness of appropriate written expression and written work is sometimes unclear, disorganized, and/or has error such as misspellings and/or grammatical	<input type="checkbox"/> 2.B.1 Assess a P-12 school culture using multiple methods  <input type="checkbox"/> 2.B.2 Analyze and critique at least one historical leadership theory (motivational theory, political and social systems theory, and organizational theory)  <input type="checkbox"/> 2.B.3 Analyze and critique at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations)  <input type="checkbox"/> 2.B.4 Use problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources with a focus on  <input type="checkbox"/> 2.B.5 Be articulate and expresses self at appropriate times  <input type="checkbox"/> 2.B.6 Engages in effective written expression	<input checked="" type="checkbox"/> 2.F.1 Candidates will foster a culture that promotes positive organizational health, while attending to issues of equity, effectiveness, and efficiency  <input checked="" type="checkbox"/> 2.F.2 Apply at least one historical leadership theory (motivational theory, political and social systems theory, and organizational theory) to practical situations.  <input checked="" type="checkbox"/> 2.F.3 Apply at least one current leadership theory (systems theory, change theory, situational leadership, visionary leadership, transformational leadership, and learning organizations)  <input checked="" type="checkbox"/> 2.F.4 Evaluate the use of problem-solving skills, strategic planning, or operational planning (including applications of technology) in effective, legal, and equitable use of fiscal, human, and material resource allocation and alignment of those resources  <input checked="" type="checkbox"/> 2.F.5 Be articulate, expressive, and animated  <input checked="" type="checkbox"/> 2.F.6 Consistently engages in effective written expression and demonstrates ability to adjust writing style for intended audience	<input type="checkbox"/> Preliminary  <input type="checkbox"/> Emergent  <input type="checkbox"/> Bridging  <input checked="" type="checkbox"/> Fulfilled

**Comments from the Evaluator: Josh,**

**You have reached the "fulfilled" level of proficiency for this standard.**

## ANNOTATION

### 1. Type and description of evidence/s (e.g. assignments, activity):

The two artifacts that I chose to submit in order to evidence my fulfillment of the Florida Professional Leadership Standards, Standard 2, Managing the Learning Environment are:

- 1.) The planning and evaluation instruments I developed to establish and measure the effectiveness of a program developed to reduce tardiness and absenteeism in a middle school setting. The artifacts presented include action and evaluation plans, teacher and parent surveys, data and interpretation as well as a teacher observation and evaluation instrument.
- 2.) The power point presentation I developed to deliver a workshop for new administrators. After researching school security laws and compliance, I targeted several specific areas and processes that every new administrator should be familiar with in order to ensure that their site is in compliance with district, state and federal standards related to school security.

### 2. How did the evidence/s address this Florida Educational Leadership Standard? (Why are you using the evidence/s to prove you met the practice and rubric criteria?)

The artifacts I submitted as evidence for this standard showcase my development as an educational leader in an area that I feel is one of my strengths: managing the learning environment. The ability to manage operations, facilities and resources in a safe, efficient, legal and effective learning environment is absolutely essential for educational leaders. I have shown, through the experiences described in these evidences that I have a plan to accomplish strategic goals. The process I employed consisted of gathering data to reveal problems, using Lewin's Force Field analysis with the leadership team as a problem solving model, developing programs to achieve desired results, monitoring the programs, measuring change and evaluating the programs for possible improvement. As an educational leader, working in concert with the administrative team, I helped to develop a more positive organizational culture by using data collection, program design and influence with my peers. Teachers and students benefited from the system as it served to promote equity and encourage student learning through efficient operations. Many teachers also benefited from a renewed sense of efficacy as the changes made to the way the learning environment was being managed increased their effectiveness in the classroom. Using Bolman and Deal's four frames of leadership I was able to maximize human resources to effectively manage how learning took place in the school. Through the use of concepts borrowed from motivational theory, teachers were encouraged to actively participate in the program to yield exaggerated results. I found myself implementing ideas of situational leadership as I responded to various types of conflict from students, parents and teachers with differing perspectives on how the program should be managed or what the rules should entail. The use of these historic and current theories of leadership served me well as I grew into my leadership role of managing the learning environment.

I have grown as a leader to understand that constant monitoring and evaluation of processes must take place to ensure that the school is operating safely, efficiently and effectively. It is essential for school leaders to delegate responsibilities when appropriate. When ordering work to be done in the school, leaders must go through the appropriate channels so that resources (including time) are not wasted. It is most important when scheduling any work done on campus that contractors and vendors be hired only after they have had a background check and they are approved by the district.

As an educational leader, I know the importance of managing the learning environment in a way that conforms to legal and ethical standards such as the Jessica Lunsford Act. This knowledge reflects an understanding and ability to schedule my own work and others' work so that strategic and operational planning will yield effective, legal and equitable use of fiscal, human and material resources that are aligned with predetermined goals of the school. As an educational leader, I also actively seek to evaluate the use of problem-solving skills with regard to planning and resource allocation in an attempt to improve the way the learning environment is managed.

### 3. If appropriate to the evidence presented, answer the following: How does the evidence adequately describe.

The target population;

The goals and outcomes;

How, the evidence (the activity, project, etc.), as implemented effect student learning? (Or, how could it effect student learning if implemented?)

The evidence describes the target population as the learners in the school as well as the parents and community members and organizations involved with the school.

The goals of the evidences were to reduce the rate of unexcused tardiness among the entire middle school, decrease absenteeism among the 8th grade class and establish systems for the development, monitoring and evaluation of daily operations that comply with district, state and federal legislature regarding school safety and security.

The outcomes of the evidences were vast and varied. As a result of the program implemented to reduce tardiness and absenteeism, the learning environment was effected in a very positive way. Students received more contact minutes in most classes as they learned a valuable lesson in character education regarding punctuality. Teachers regained a sense of efficacy as they benefited from a program that was developed to achieve results based on their input. One of the school's most vital resources, time, was maximized through the regaining of several uninterrupted instruction minutes at the beginning of each class period. Finally, strategies for developing and implementing daily operations procedures that comply with district, state and federal legislature were shared. The effects of school safety and security on the learning environment were emphasized.

Student learning has been affected through the aforementioned evidences in a number of ways. First, students who come to school more often and arrive to class on time have more time to receive instruction. Also, students who avoid accumulating unexcused tardies spend more time in class receiving instruction and less time in administrative offices, intervention centers or suspended. Finally, a thorough review of management procedures that involve safety and efficiency ensures that the environment in the school will be conducive to learning.

**Status:** Evaluated **Last Modified:** 03/27/2009