



PRINCIPAL CERTIFICATION ACADEMY



Apply to join the
**2021-2022 LEVEL II PRINCIPAL
CERTIFICATION COHORT**

ELIGIBLE PCA CANDIDATES MUST:

- Complete a minimum of two-years of service as an AP by June 1, 2021
- Have final rating of Effective/Highly Effective for two most recent years as an AP
- Have an evidence-based letter of recommendation from their current Principal

Level II Certification is for SCPS Assistant Principals who have demonstrated strong leadership capacity in their current role, and who are ready to begin deepening their skills with a focus on the Principalship.

If you have any questions about SCPS' Level II Principal Certification process, do not hesitate to contact Heidi Gooch, x5-0157.

PCA Application and Coursework Overview documents are attached for your reference.

Deadline to apply is June 30, 2021

Principal Certification Academy (PCA) For Level II Principal Certification

Principal Certification Academy 2021 – 2022 Cohort Eligibility Requirements

- Hold a valid Florida Professional Educator's Certificate with Educational Leadership
- Currently employed as an SCPS Assistant Principal or other school leadership position through which you can fully demonstrate the competencies associated with the Florida Principal Leadership Standards
- Minimum 2 years' experience as an Assistant Principal or equivalent school leadership position with consecutive Summative Performance ratings of Effective or Highly Effective for 2 most recent years.
- Performance-based Letter of Recommendation from current principal (see PCA Application for requirements)

Principal Certification Academy Cohort members work towards Level II Principal Certification.

The PCA program is designed to be completed in two (2) years.

Candidates may extend their program up to four (4) years; five (5) with Executive Director Approval.

Principal Certification Academy Curriculum Requirements

Foundational Curriculum (May be completed prior to and/or during PCA tenure):

- *Extraordinary Leader 360 Degree Survey and 1:1 Work Session* (Leadership strengths development)
- *True Colors Personal Success Work Session* (Emotional and social intelligence)
- *7 Habits of Highly Effective People Work Session* (Personal and professional effectiveness)
- *Elevating Feedback Work Session* (Providing effective reinforcing and redirecting feedback)
- Paradigm for leadership Book Study: *Good to Great* – Jim Collins
- Paradigm for growth Book Study: *Mindset* – Carol Dweck
- Paradigm for strengths-based leadership Book Study: *How to Be Exceptional* – John Zenger, Joseph Folkman
- Paradigm for equity and excellence Book Study: *Excellence Through Equity* – Alan M. Blankstein, Pedro Noguera; *Solving Disproportionality and Achieving Equity* – Edward Fergus

Professional Growth Field Experiences (Must be completed during PCA tenure):

- Leadership Development Plans – **Completed Year 1** – aligned with Florida Principal Leadership Standards and cross walked to Zenger/Folkman Differentiating Leadership Competencies
 - FPLS Domain 1 & 2 Plan, *and*
 - FPLS Domain 3 & 4 Plan
- SCPS 180 Degree Assessment – Organizational Skills Development Planning
- SCPS Instructional Model and instructional leadership experiences – annually during AP tenure
- Leadership Pathways Summer Mentoring/Coaching an aspiring leader
- Collaborative Capstone Project – **Completed Year 2**

Criteria for Completion

- Evidence of successful completion of all foundational curriculum and professional growth field experiences
- Successful presentation of Capstone work to Superintendent's Cabinet
- Principal readiness exit interview with Certification Committee (Director of Leadership Pathways, Executive Directors, and supervising principal)
- Application to Florida Department of Education for Level II Principal Certification

Principal Certification Academy Application – 2021-2022 Cohort

Applicant Information

Name: _____ Date: _____

Current School Site: _____ Current Site Principal: _____

Required Documents

Please submit the following documents:

1. Current Resume (Detailing your education experience and minimum two years' experience as an assistant principal or other school leadership position through which you were able to fully demonstrate the competencies associated with the Florida Principal Leadership Standards);
2. Evidence of Effective or Highly Effective Summative Performance Evaluations (will be pulled from iObservation for you upon submission of your application);
3. Performance-Based Letter of Recommendation from your current SCPS site principal outlining a minimum of two examples of successful performance of instructional leadership responsibilities; one of which must include evidence of the candidate coaching a teacher(s) for growth, and one of which must include evidence of improved performance on an SCPS Strategic Plan Key Performance Indicator (KPI);
4. *Written responses to a choice of two (2) personal reflection questions; and
5. *Written response to a choice of two (2) performance-based questions.

Personal Reflection

Please respond to two (2) of the following items.

1. Why do you want to be a principal? What are the guiding principles or beliefs that drive you to this work? What specific elements (culture, instruction, etc.) and behaviors would you expect in a school that subscribed to those particular guiding principles?
2. What book has had the biggest impact on your practice as an educator to date, and how will it impact your vision as a principal?
3. What quote, phrase, or word do you draw on for inspiration? How will this impact your vision as a principal?
4. Describe something substantial you've taught yourself to do (professional or personal) in the last year. What has been the impact of this experience?

Performance-Based Responses

Please respond to two (2) of the following items.

1. Describe how you have grown in your own ability to provide teachers coaching for growth? Give an example of a teacher, or group of teachers, whom you coached for growth with success. How did your efforts result in changes to their practice and/or improvements in their student achievement performance?
2. Consider this statement – “Every day, in every school, every student has a teacher as good as the best teacher we ever had.” What is something you have done in your current role that reflects an effort to achieve this goal? As a principal, how will you ensure we begin to make this a reality, rather than an audacious goal?
3. Describe a time as a school leader when you encountered a problem of equity and were able to impact change (on either a micro, or macro level). Consider, when you review and analyze your current student achievement data, what patterns have you identified in terms of achievement gaps? Are there particular groups that struggle and what have you done to work with them specifically? What strategies work best in raising achievement levels for all students?
4. Describe a time when you had to plan for and manage the implementation of a large project. What were your objectives and time frame for design and implementation? What did you learn from the experience that will be applicable to your future role of principal?

*Application Tips

- Embedded in **Florida Principal Leadership Standard 9, Communication** is the expectation that effective school leaders use appropriate written communication skills. Your written responses should reflect a *high caliber* of written communication.
- **Written responses should evidence experiences and specific examples that reinforce your points.** It is a best practice to “show, don’t tell.”
- It is essential to edit your responses. Check for spelling, grammar, punctuation, and sentence organization and structure.
- A useful reference is the *Seminole Style Guide: A Guidebook for Consistent Written Communication*, which can be located under “Information and Resources” in the SCPS Insider. https://insider.scps.k12.fl.us/nimda/wp-content/uploads/2017/01/Seminole_Style_2015.pdf

Completed Applications must be submitted by June 30, 2021.