



LEAD Program Information Session

February 6, 2020

What Is The LEAD Program?

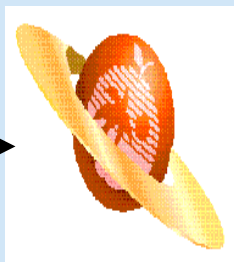
The LEAD Program is the first step into the Broward Leadership Pipeline Continuum



LEAD



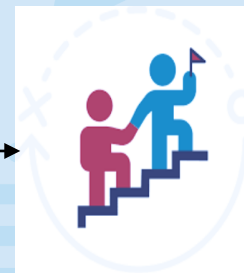
**First Year
Assistant
Principal
Program**



**Principal
Preparation
Program**



**First Year
Principal
Program**



**Second Year
Principal
Program**



**Director
Internship
Program**



What Is The Lead Program?

The LEAD Program is:

- ❖ A requirement to be eligible to apply for Assistant Principal positions in BCPS
- ❖ A relevant, rigorous one-year program for aspiring educational leaders
- ❖ A preparatory program for teacher leaders who aspire to be a school-based Assistant Principal
- ❖ A program that utilizes a multi-step, competitive application process aligned to the Florida Principal Leadership Standards



Why Do I Need LEAD?

- ❖ Board Policy #4002.14: Selection, Appointment and Professional Development of School-based Managerial Personnel
- ❖ Item #3 states: . . . As of August 2004, completion of LEAD or a comparable program (from another state or county) is a mandatory requirement for eligibility to become an Assistant Principal
- ❖ Shall also have completed a minimum of four years of public/charter school instructional experience



Components Of The Lead Program

- ❖ Required 2020 Two Week Summer School Leadership Field Experience
- ❖ Monthly Cohort Collaborative Learning
- ❖ Monthly Mentor PLCs
- ❖ Quarterly Professional Learning Team Meetings
- ❖ Job-Embedded Tasks and Feedback
- ❖ Personality Profile and Personalized Growth Plan
- ❖ Outside Coursework
- ❖ Leadership Readings and Activities



Lead Application Criteria

- ❖ Full time certified instructional employee of Broward County Public/Charter Schools with three years of successful documented evaluations (18/19 must be from a Broward County public/charter school)
- ❖ The other two “Effective” or “Highly Effective” evaluations must be within the past five school years (2013/2014 – 2017/2018)
- ❖ All evaluation documents **MUST BE final evaluations** which include **BOTH** instructional practice scores and VAM scores for an **overall score** of HE or E score



Final Evaluation for ~~APRIL WYCHE~~ *Finished*

Learner:
~~APRIL WYCHE~~

Evaluator:
~~XXXXXXXX~~

Evaluation Category:
Category NCP

Observation Period:
Aug 27, 2015 to May 13, 2016
America/New_York

Date Submitted:
May 24, 2016

Learner UUID:
52931

Buildings:
~~XXXXXXXXXXXX~~

Final Score: 3.396 - Effective

Instructional Practice 64.0%

3.618

Highly Effective

Deliberate Practice/Growth
Plans

3.0

Effective

Student Performance 35.0%

3.0

Effective



Lead Application Criteria

- ❖ A copy of the applicant's current Florida Teaching Certificate from the Department of Education:
 - *Certification in Educational Leadership
(Local Director of Vocational Education - technical college schools ONLY)
 - *Certificate in good standing
 - *Five year certificate within validity period
 - *Temporary/non-renewable certificate is not acceptable
- ❖ Recommendation and mentorship of current school-based Principal/District Director



Phase I – Documentation

- ❖ Include all information requested – packets will not be returned for missing/inaccurate documentation
- ❖ Ask your School Principal to sign the application in OSPA Central and agree to support you through the program (Principal signature only - Assistant Principal, Intern Principal, or other signatures are not acceptable)
- ❖ Mentor Principals should understand their responsibility goes further than signing the form, they are agreeing to allow you the leadership opportunities required for the program



Phase I – Leadership Essay

Leadership essay - Describe how you have worked to ensure that instruction beyond your own classroom is appropriately rigorous and aligned to the state standards. (Two page maximum, 12 point font, double-spaced)

- ❖ Content and development
- ❖ Organization and structure
- ❖ Mechanics



Phase I – Experiential Resume

Provide an experiential resume showing leadership activities beyond the classroom aligned to the Florida Principal Leadership Standards:

- ❖ Leadership roles beyond the classroom (larger impact)
- ❖ Documented experience showing direct work to increase student achievement/impact on faculty and staff learning
- ❖ Implementation of current work/initiatives
- ❖ Specific evidence of your impact/results
- ❖ Leadership activities over and above normal teaching duties



Phase I: Principal Rating Form

Applicants who meet all application criteria will have a leadership profile sent directly to their Principal

- ❖ Mentor Principals will be asked to complete the leadership profile and return the signed form directly to Leadership Development
- ❖ The principal will rate the applicant's leadership skills based on a set of leadership indicators (FPLS)
- ❖ Results of the profile will not be disclosed by Leadership Development



Phase II: On-Demand Writing And Interview

- ❖ Applicants whose Phase I score meets or exceeds an identified score will be invited to Leadership Development to complete an on-demand writing sample
- ❖ Writing Samples will be based on scenarios aligned to the Florida Principal Leadership Standards and be rated on content, clarity of message, grammar, syntax, spelling, conventions, etc.
- ❖ An interview with a panel will be conducted



Phase III: Presentation And Interview

- ❖ Phase III participants will prepare a presentation about the impact of their leadership skills/initiatives aligned to the FPLS (official prompt will be sent to phase III participants)
- ❖ An interview aligned to the FPLS will follow the presentation



What Do I Do Now?

- ❖ Seek out more leadership opportunities and feedback from others
- ❖ Don't wait for your Principal to make you important, make yourself important to your Principal
- ❖ Start planning for future participation
- ❖ Be patient and LEARN
- ❖ Avoid the checklist mentality and the entitlement attitude



What Do I Do Now?

- ❖ Strengthen your written leadership résumé and your living resume
- ❖ Be able to “Walk the Walk and Talk the Talk”
- ❖ Sharpen your ”soft” skills and self-awareness
- ❖ Submit your application packet by the deadline

If you are not selected, seek out feedback and look towards next year



Application Deadline

Thursday, February 20th
at 5:00 PM

New application submission process
through OSPA central
(Principal must grant you this access)



No late or incomplete applications will be considered



QUESTIONS?



Making Your Resume Speak For You



Types Of Resumes

- Chronological Resume – sequence of events in time showing jobs held from most recent to least recent
- Experiential Resume – lists the experiences relevant to the job and related to a possible interview in a bulleted format
- Combination – Elements of both the Chronological and Skills Resumes are included



Resume Basics

- First Impression – use appropriate format, spacing, font, aesthetically pleasing
- Honesty is the best policy
- Make every word count/prioritize
- Spell out acronyms the first time– *write as if the reader does not know your specific job*
- Use professional/formal writing protocol



Resume Basics

- Always write it yourself so it will represent you (remember you will need to speak to it in an interview)
- Don't lie & don't exaggerate - speak to what you have done
- Never include negative/judgmental information
- Everything informs



Florida Principal Leadership Standards

- Provide the core expectations for effective school administrators
- Grouped into four Domain categories
 - Domain 1: Student Achievement**
 - Domain 2: Instructional Leadership**
 - Domain 3: Organizational Leadership**
 - Domain 4: Professional and Ethical Behavior**



FPLS – Ten Standards

D1: Student Achievement

Standard 1 - Student Learning Results

Standard 2 - Student Learning As A Priority

D2: Instructional Leadership

Standard 3 – Instructional Plan Implementation

Standard 4 – Faculty Development

Standard 5 – Learning Environment

D3: Organizational Leadership

Standard 6 – Decision-Making

Standard 7 – Leadership Development

Standard 8 – School Management

Standard 9 – Communication

D4: Professional and Ethical Behavior

Standard 10 – Professional and Ethical Behavior



Align Resume To The Ten Standards Of The Florida Principal Leadership Standards

Domain 1: Student Achievement:

Standard 1: Student Learning Results. *Effective school leaders achieve results on the school's student learning goals.*

- a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
- 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, Florida Statutes; international assessments; and other indicators of student success adopted by the district and state.

Standard 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. The leader:*

- a. Enables faculty and staff to work as a system focused on student learning;
- b. Maintains a school climate that supports student engagement in learning;
- c. Generates high expectations for learning growth by all students; and
- d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.



IWANNA B. APRINCIPAL

Standard 1: Student Learning Results

- Developed instructional strategies to increase student achievement including a data evaluation process outlining intervention specific evaluation tools resulting in 61% of students achieving proficiency on the 2016 Florida State Assessment for students in grades three, four and five.
- Diagnosed barriers for the lowest twenty-fifth percent of students in grades three, four and five and created a strategic plan to overcome barriers resulting in 69% of students in this target group demonstrating learning gains.
- Realigned reading goals to align with the state's adopted student academic standards for economically disadvantaged students in third-fifth grade not making satisfactory progress in reading consequently, 64% of students in this subgroup made satisfactory progress in reading on the 2016 Florida State Assessment. |



Within Each Experiential Bullet

Include:

What YOU specifically did

Who it specifically impacted

Results/Evidence of impact



Examples Of Experiences

Created a database to monitor ESE students

Which of the three parts are missing?

- A. What you specifically did**
- B. Who it specifically impacted**
- C. Results/Impact**
- D. Both B and C**



D. Both B and C

Created a database to monitor the progress and appropriate implementation of Individual Educational Plan (IEP) accommodations of all Exceptional Student Education (ESE) students in grades 6-8 leading to a 3% increase for the ESE subgroup meeting learning gains in Reading on the 2018 FSA



Created a database to monitor the progress and appropriate implementation of Individual Educational Plan (IEP) accommodations of all Exceptional Student Education (ESE) students in grades 6-8 leading to a 3% increase for the ESE subgroup meeting learning gains in Reading on the 2018 FSA



EXAMPLES OF EXPERIENCES

Created and monitored instructional focus calendars resulting in an increase from 67% to 72% of students reaching proficiency on the 2019 Florida Standards Assessment (FSA)

Which of the three parts are not included?

- A. What you specifically did
- B. Who it specifically impacted
- C. Results/Impact
- D. All three parts are included



B. Who it impacted

Created instructional focus calendars for all sixth grade reading classes and monitored implementation resulting in an increase from 67% to 72% of students reaching proficiency on the 2019 Florida Standards Assessment (FSA)



Created instructional focus calendars for all Sixth grade Reading classes and monitored implementation resulting in an increase from 67% to 72% of students reaching proficiency on the 2019 Florida Standards Assessment (FSA)



EXAMPLES OF EXPERIENCES

Analyzed FSA math data for all students in grade five

Which of the three parts are missing?

- A. What you specifically did
- B. Who it specifically impacted
- C. Results/Impact
- D. Both A and C



D. Both A and C

Analyzed FSA math data for all students in grade five to appropriately group students for differentiated instruction resulting in a seven percent increase in math proficiency on the 2018 FSA



Analyzed FSA math data for all students in grade five to appropriately group students for differentiated instruction resulting in a seven percent increase in math proficiency on the 2018 FSA



EXAMPLES OF EXPERIENCES

Held Marzano trainings for staff

Which of the three parts are utilized effectively?

- A. What you specifically did**
- B. Who it specifically impacted**
- C. Results/Impact**
- D. None of the above**



D. None of the above

Created, implemented, and monitored professional learning opportunities for teachers in grades 9 – 12 orienting them to the Marzano map and protocols in order to conduct peer observations, share best practices and provide effective feedback



Created, implemented, and monitored professional learning opportunities for teachers in grades 9 – 12 orienting them to the Marzano map and protocols in order to conduct peer observations, share best practices and provide effective feedback



WHICH IS MORE EFFECTIVE? WHY?

Assisted with organization and supervision of after school tutoring for Science for students in grade eight

OR

Developed curriculum and supervised eighth grade students progress in after school tutoring, resulting in an increase of 12 percentage points in student proficiency in Science on the 2019 Statewide Science Assessment



WHICH IS MORE EFFECTIVE? WHY?

Created and monitored school-wide School Improvement Plan (SIP) initiatives and action steps resulting in the school meeting all annual SIP goals in the 2017 – 2018 school year as an active member of the School Advisory Committee (SAC)

OR

Active member of SAC Committee meeting on a monthly basis



MORE RESUME TIPS

- Use Current Terms and Initiatives
BEST Blueprint, Marzano Model, CARE cycles, Progress Monitoring, RtI, SEL, PBL Re-imagining middle grades, iObservation, Florida Standards, Professional Learning Communities, PASL, etc....
- Spell out acronyms the first time you use them
- Include Data, Data, Data! – tie your role to results/impact
- Your school data cannot stand alone – what did you do?



CONTINUED RESUME TIPS

- Document experiences under appropriate standard
- Begin each bullet with a strong verb
- Use a variety of strong verbs
- Update your resume frequently
- Have someone review before submitting:

Spelling

Omitted words

Link to results

Grammar

Spacing

Verb Tense

Ease of Understanding

Consistent Font Style and Size



