



Welcome!

LEAD Application Information Session February 2, 2022

**OFFICE OF SCHOOL PERFORMANCE AND ACCOUNTABILITY
LEADERSHIP DEVELOPMENT
Dr. Ted Toomer, Director**



Agenda



- Welcome/ Introductions
- Is LEAD right for you?
- LEAD Program Information
 - Application Process
 - Submitting Applications
 - Resume Writing Overview
 - Questions and Answers



What Is The LEAD Program?

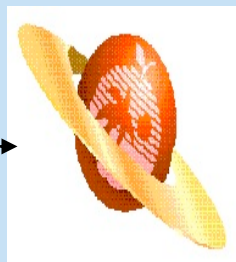
The LEAD Program is the first step in the Broward Leadership Pipeline Continuum



LEAD



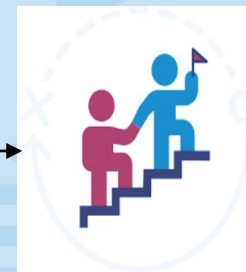
**First Year
Assistant
Principal
Program**



**Principal
Preparation
Program**



**First Year
Principal
Program**



**Second Year
Principal
Program**



**Director
Internship
Program**



What Is The Lead Program?

- ❖ **A policy requirement to be eligible to apply for Assistant Principal positions in BCPS**
- ❖ **A relevant, rigorous one-year program for aspiring educational leaders**
- ❖ **A developmental 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: 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**
- ❖ **Certification in Educational Leadership also required by policy**
- ❖ **Shall also have completed a minimum of four years of public/charter school instructional experience (reason for three years minimum prior to applying for LEAD)**



Components Of The LEAD Program

- ❖ Required 2022 three week summer school leadership field experience (planning week and 2 others)
- ❖ **Monthly cohort collaborative learning**
- ❖ Monthly PLCs with experienced Assistant Principals
- ❖ **Quarterly Professional Learning Team meetings**
- ❖ Job-Embedded tasks and feedback
- ❖ **Personality profile assessment and personalized growth plan goals**
- ❖ Outside coursework to enhance leadership skills
- ❖ **Leadership readings and activities**
- ❖ Specialized learning by district personnel



Lead Application Criteria

- ❖ **Current full time certified instructional employee of Broward County Public/Charter Schools with at least one year in BCPS**
- ❖ **Three years of successful documented evaluations, the most recent (2020/2021) 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 (2016/2017 – 2020/2021)**
- ❖ **Evaluation documents from all years (except 19/20) should 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:
~~XXXXXXXXXX~~

Evaluation Category:
Category NCP

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

Date Submitted:
May 24, 2016

Learner UUID:
52931

Building:
~~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

- ❖ **FL DOE Certification in Educational Leadership – obtained with advanced degree and passing all parts of the FELE Exam (Local Director of Vocational Education certification acceptable for technical colleges ONLY)**
- ❖ **Five year certificate within validity period in good standing**
- ❖ **Temporary/non-renewable certificate is not acceptable**
- ❖ **If already applied for certification and not received yet, must provide documentation that degree and FELE scores have been received by the state prior to the application deadline**



LEAD Application Process

Phase I: OSPA Central - Evaluations, FLDOE Certificate, Experiential Resume, Essay

Phase II: On-Demand Writing and Interview

Phase III: Instructional Leadership Presentation, Interview

Phase IV: Cohort Selection



Phase I – Documentation

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



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 (within 3-4 years)
- ❖ Specific evidence of your impact/results (quantitative or qualitative)
- ❖ Leadership activities over and above normal teaching duties



Phase I – Leadership Essay

Describe how you have worked with other teachers to close learning performance gaps among student subgroups beyond your own classroom.

(two page maximum, twelve point font, double-spaced)

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



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 complete an on-demand timed writing sample**
- ❖ **Writing samples will be based on scenarios aligned to the Florida Principal Leadership Standards and be rated on content/clarity of message as well as writing structure and grammar/mechanics**
- ❖ **An interview with a panel will also 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 to be presented (official prompt will be sent to phase III participants)**
- ❖ **An interview aligned to the FPLS will follow the presentation**



Electronic Application Submission through OSPA Central

- Principals must provide the applicant access to “Leadership Applicants” in OSPA Central as indicated in instructions provided.
- (Charter Schools will e-mail application packet directly to dawn.azcarate@browardschools.com)

To apply, the applicant must:

- Access “Leadership Applicants” Module in OSPA Central
- **Choose the 2022-2023 School Year**
- Upload items: Experiential Resume, Evaluation Documents, Florida Teaching Certificate, Written Essay

**Have Principal electronically sign your application file prior to
deadline**



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**
- ❖ **Focus on the journey rather than the destination**



What Do I Do Now?

- ❖ **Strengthen your written leadership resume 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

Wednesday, February 16th
at 5:00 PM

**Application submission process
through OSPA central**

**(Principal must grant you this access and electronically
sign the application when complete)**

Be sure to choose 2022/2023 school year

**No late or incomplete applications will
be considered**



Questions?



Making Your Resume Speak For You



Resume Basics

- **First Impression** – use appropriate format, spacing, font, aesthetically pleasing
- **Honesty is the best policy**
- **Make every word count**
- **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)
- **Be mindful of “overstating” - speak to what you have done**
- **Never include negative/judgmental information**
- **Everything informs**



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



Phase I - Experiential Resume

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- ❖ **Specific evidence of your impact/results (quantitative or qualitative)**
- ❖ **Leadership activities over and above normal teaching duties**



Florida Principal Leadership Standards

- Provide the core expectations for effective school administrators
- Grouped into four domain categories and ten standards

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.



Example of Resume Format

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 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 of all lowest quartile Reading students in grade six leading to a three percent increase for this subgroup meeting learning gains in Reading on the 2019 FSA



Examples Of Experiences

Created and monitored instructional focus calendars resulting in an increase from 67% to 72% of students passing the 2021 End of Course Exam

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 specifically impacted

**Created instructional focus calendars for all
Biology classes and monitored their
implementation resulting in an increase from
67% to 72% of students passing the 2021 End
of Course Exam**



Examples Of Experiences

Analyzed Math diagnostic data for students in grade ten

Which of the three parts could be improved?

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



D. Both A and C

Analyzed Math diagnostic data for students in grade ten to appropriately group students for differentiated instruction resulting in a seven percent increase in Math formative assessment scores in the 2020/2021 school year as evidenced by USA Test Prep assessments

(progress monitoring data)



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

(qualitative results)



Which Is More Effective? Why?

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

OR

Developed curriculum and supervised eighth grade students progress in after school Science 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 2020 – 2021 school year as the School Advisory Committee (SAC) Chair

OR

Active member of SAC Committee meeting on a monthly basis



More Resume Tips

- **Use Current Terms and Initiatives**
Marzano FTEM Model, Canvas, Teams, RtI, work to support virtual learning, Progress Monitoring, PBL/SEL, problem of practice, BEST Standards, PASL, Professional Learning Communities, Teams, etc....
- **Include quantitative data when possible**
- **Include impact on teacher practice**
- **Spell out acronyms the first time you use them**
- **Your school data cannot stand alone – what did you do to impact that data?**



Continued Resume Tips

- Document experiences under appropriate standard
- Begin each bullet with a strong verb – not assisted, collaborated, supported
- Use a variety of strong verbs
- Update your resume frequently
- Have someone review/proofread before submitting:

Spelling

Omitted words

Actions link to results

Ease of Understanding

Consistent Font Style and Size

Spacing

Verb Tenses

Grammar



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