

Leadership Development Department

LEAD Application Information Session

December 16, 2024



Established 1915
BROWARD
County Public Schools

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?

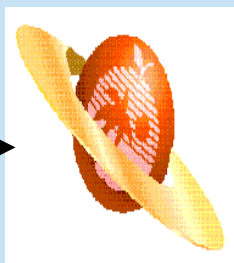
The LEAD Program is the first step in the Broward Leadership Pipeline Continuum



LEAD



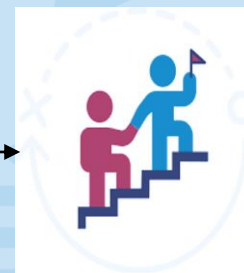
**First Year
Assistant
Principal
Program**



**Principal
Preparation
Program**



**First Year
Principal
Program**



**Second Year
Principal
Program**



**District
Leadership
Programs**



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 Educational Leadership Standards (FELS)



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 2025 three-week summer school leadership field experience
- **Two monthly cohort collaborative learning sessions**
- Monthly PLCs with experienced Assistant Principals
- **Professional Learning Team meetings**
- Job-Embedded tasks and feedback
- **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 (2023/2024) 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 (2019/2020 – 2022/2023)
- 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

Buildings:
XXXXXXXXXXXXXXX

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: Through BCPS Central -
Evaluations, FLDOE Certificate,
Experiential Resume, Principal
Rating Form

Phase II: On-Demand Writing

Phase III: Interview

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 BCPS Central and agree to support you through the program (Principal signature only – Not Assistant Principal, Intern Principal, or another 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 experiences beyond the classroom aligned to the eight Florida Educational 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 and/or qualitative)**
- **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 (FELS)**
- **Results of the profile will not be disclosed by Leadership Development**



Phase II: On - Demand Writing

- **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 Educational Leadership Standards and will be rated on content/clarity of message as well as writing structure and grammar/mechanics**



Phase III: Interview

- **An interview aligned to the FELS will take place during this phase of the application process to determine the depth of leadership experiences the candidate has mastered**



Electronic Application Submission through BCPS Central

To apply, the applicant must:

- Access “Leadership Applicants” Module in OSPA Central (Principal instructions provided)
- **Choose the 2025-2026 School Year**
- Upload items: Experiential Resume, Evaluation Documents, Florida Teaching Certificate
- (Charter Schools will e-mail application packet directly to reginald.pierre-jerome@browardschools.com)

Please have your principal electronically sign your application file prior to the deadline of January 16, 2025.



What Do I Do Now?

- **Continue to seek out 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 keep learning**
- **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, expand your resume and look towards next year





Application Deadline

Thursday, January 16th
at 5:00 PM

**Application submission process
through BCPS central**

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

Be sure to choose 2025/2026 school year

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



Questions?



Making Your Experiential Resume Speak For You



Your Intern Principal Support Team



Helen Kassim

Helene Kocis

Nandrane Fairclough

Kathleen White

Marie Duperval

Susana Cruz

Shadrack Henry

Christopher Brightman

Jay Sohn

Jerelle Robinson

Andre Shannon

Seporia Bolden

Briana Ashley

John Battle

Jenny Thelwell



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 – **PROOFREAD**
- **Spell out acronyms the first time– *write as if the reader does not know your specific job***
- Use professional/formal writing protocol
- **Be mindful of “overstating”- speak to what you have done**
- Be ready to speak to the experiences in an interview (STAR format)



Phase I - Experiential Resume

Provide an experiential resume showing leadership activities beyond the classroom aligned to the eight Florida Educational 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 duties



Florida Educational Leadership Standards

- **Provide the core expectations for effective school administrators**
- **Newly adopted in December 2022**
- **Six of the eight standards include differentiation for Principal and AP level indicators (use AP indicators for experiential resume)**
- **Transition previous experiential resume to new FELS (if applicable)**



Florida Educational Leadership Standards

1	Professional and Ethical Norms <i>Effective educational leaders act ethically and according to professional norms to promote the academic success and well-being of all students.</i>
2	Vision and Mission <i>Effective educational leaders collaborate with parents, students and other stakeholders to develop, promote and enact a shared vision, mission and core values to promote the academic success and well-being of all students.</i>
3	School Operations, Management and Safety <i>Effective educational leaders manage school operations and resources to cultivate a safe school environment and promote the academic success and well-being of all students.</i>
4	Student Learning and Continuous School Improvement <i>Effective educational leaders enable continuous improvement to promote the academic success and well-being of all students.</i>
5	Learning Environment <i>Effective educational leaders cultivate a caring, rigorous and supportive school community that promotes the academic success and well-being of all students.</i>
6	Recruitment and Professional Learning <i>Effective educational leaders build the collective and individual professional capacity of school personnel by creating support systems and offering professional learning to promote the academic success and well-being of all students.</i>
7	Building Leadership Expertise <i>Effective educational leaders cultivate, support and develop other school leaders to promote the academic success and well-being of all students.</i>
8	Meaningful Parent, Family and Community Engagement <i>Effective educational leaders utilize multiple means of reciprocal communication to build relationships and collaborate with parents, families and other stakeholders to promote the academic success and well-being of all students.</i>



Standard 2: Vision and Mission

Effective educational leaders collaborate with parents, students and other stakeholders to develop, communicate and enact a shared vision, mission and core values to promote the academic success and well-being of all students.

Assistant principals:	School principals:
a) Assist and support the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.	a) Collaborate with district and school leaders in the alignment of the school vision and mission with district initiatives, State Board of Education priorities and current educational policies.
b) Collaborate in the collection, analysis and utilization of student academic data to help drive decisions that support effective and rigorous classroom instruction focused on the academic development of all students.	b) Collaborate with members of the school and community using academic data to develop and promote a vision focused on successful learning and the academic development of all students.
c) Collaborate, support and model the development and implementation of a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.	c) Collaborate to develop, implement and model a shared educational vision, mission and core values within the school community to promote the academic success and well-being of all students.
d) Assist and support the development and implementation of systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.	d) Strategically develop and implement systems to achieve the vision and mission of the school—reflecting and adjusting when applicable.
e) Recognize individuals for contributions toward the school vision and mission.	e) Recognize individuals for contributions toward the school vision and mission.



Example of Experiential Resume Format

FELS Standard 4 - Student Learning and Continuous Improvement

99

- **Facilitated** Professional Learning Communities (PLC) for 9th and 10th-grade Algebra 1 teachers focused on aligning curriculum, instruction, and assessments to mirror the rigor of the Algebra Florida Standards Assessment (FSA), resulting in an increase in Every Student Succeeds Act (ESSA) index target scores for Students With Disabilities (SWD) of ten percentage points (23% to 33%) and five percentage points for English Language Learners (ELLs) (39% to 44%).

99

- **Organized, implemented, and monitored** Algebra Mini Bootcamp to satisfy graduation requirements resulting in 7 out of 35 (20%) Algebra 1 Florida Standards Assessment (FSA) summer test takers obtaining a level 3 proficiency score.

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- **Spearheaded** the efforts to provide instructional support, materials, and resources for Math teachers to facilitate a successful transition to the B.E.S.T. standards for Algebra 1, resulting in meaningful student engagement and exposure to the standards.



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 2023 FSA



Examples Of Experiences

Created and monitored instructional focus calendars resulting in an increase from 67% to 72% of students passing the 2023 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 2023 End of Course Exam



Examples Of Experiences

Analyzed Math diagnostic data for students in grade five

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 five to appropriately group students for differentiated instruction resulting in a seven percent increase from PM1 to PM2 in Math during the 23/24 school year

*can use forms of school progress monitoring data for results/impact if still in progress



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 increase peer observations, sharing of best practices and effective feedback

*Example of qualitative results



Which Is More Impactful? 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 2024 Statewide Science Assessment



Which Is More Impactful? 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 2023 – 2024 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**

New standards/curriculum/assessments

**Marzano FTEM model, Canvas, Teams, Rtl,
Checking for understanding, Science of Reading,
Life skills and wellness, Professional learning
communities, etc....**

- **Include quantitative data when appropriate**

- **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 (do not repeat same experience in more than one 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

Spacing

Verb Tenses

Grammar

Consistency of font, etc.



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