LEADERSHIP EXPERIENCES AND ADMINISTRATIVE DEVELOPMENT (LEAD)
School Board of Broward County, Florida

An intensive One Year Program (successful completion results in eligibility to apply for Assistant Principal positions)

Current five-year Florida Teaching Certificate must show Educational Leadership, must be in a full-time instructional position in Broward with three years of successful summative teaching evaluations and the recommendation/support of current school principal	**Participants must take part in a competitive, multi-phase application process aligned to the Florida Principal Leadership Standards (FPLS) in order to be chosen for the LEAD program**

All aspects of the program are aligned to the Florida Principal Leadership Standards (FPLS)

Summer School Assistant Principal Field Experience
Participants complete a two week Assistant Principal field experience at a summer school site at the start of the program

Program Assessments
- Personality Profile Inventory (PPI) on-line assessment completed and growth plan goals aligned to PPI results created and monitored
- LASA (a modified version of the Broward Assessment for School Administrators)

Program Exit Expectations
- Mastery of job-embedded competencies aligned to the FPLS
- Active participation in all learning opportunities
- Timely submission of all coursework at a mastery level
- Successful exit presentation and interview
- Recommendation of site principal, Assistant Principal mentor, and Department of Leadership Development

Professional Learning Team Meetings are held quarterly with participant, principal, AP mentor and Leadership Development staff for the ten standards falling under the four domains of the FPLS below to monitor participant progress as indicated by program work, leadership impact at school site, and individual PPI Growth Plan goals

Domain 1: Student Achievement

Domain 2: Instructional Leadership

Domain 3: Organizational Leadership

Domain 4: Professional and Ethical Behavior

Principals and AP mentors also complete mid-year and summative evaluations based on candidates progress and readiness for the AP position

Supportive areas of focus include but are not limited to:

- **Facilitation of Authentic PLCs**
- **Interaction Management – (DDI) Getting Started as a New Leader**
- **High Impact Feedback and Listening**
- **Discipline Management Policies and Procedures**
- **Reflective Leadership**
- **Florida Principal Leadership Standards (FPLS)**
- **Cultivating and Sustaining Relationships**
- **Effective Communication**
- **EEO and 504 Guidelines and Procedures**
- **ESOL/ESE Policies and Protocol for Administrators**
- **Data Analysis and Equity**
- **Master Scheduling**
- **Mock Interviewing**

Participants reflect using the Situation-Task-Actions-Results-Reflection (STAR) process for each job-embedded competency below:

- **Domain 1** - Analyze school data trends to identify a specific subject, subgroup or grade level identified as an area of need. Develop and monitor a plan to increase student achievement for this group.
- **Domain 2** - Create and facilitate at least one interactive professional learning session for instructional staff on an identified area of need. Discuss how the need was identified and include a plan for continued support and monitoring to include evidence of impact.
- **Domain 3** - Choose two of the options provided from Standards 5 – 10 of the FPLS to implement and monitor at your school site. (master scheduling, property and inventory, discipline management system, communication to stakeholders, facilities management, safety team/critical incidents).
- **Domain 4** - Formulate a growth plan based on the PPI personality profile assessment results and monitor implementation of the plan to reflect on growth areas at PLT meetings and at conclusion of the program.

PROFESSIONAL READINGS	**COHORT SESSIONS**	**MENTORING**
Independent and small group reading activities are designed to develop and enhance leadership skills and create a cohort of working peers who share experiences and best practices.	Participants are required to attend all monthly meetings. In-class and independent course topics are presented by experienced District specialists and school-based administrators.	All LEAD participants interact in a level-specific Professional Learning Community with an experienced Assistant Principal mentor for learning, feedback, interview experiences and support.