Office of School Performance and Accountability

Leadership Development

Dr. Ted Toomer, Director

Welcome!

Principal Preparation Program

Information Session
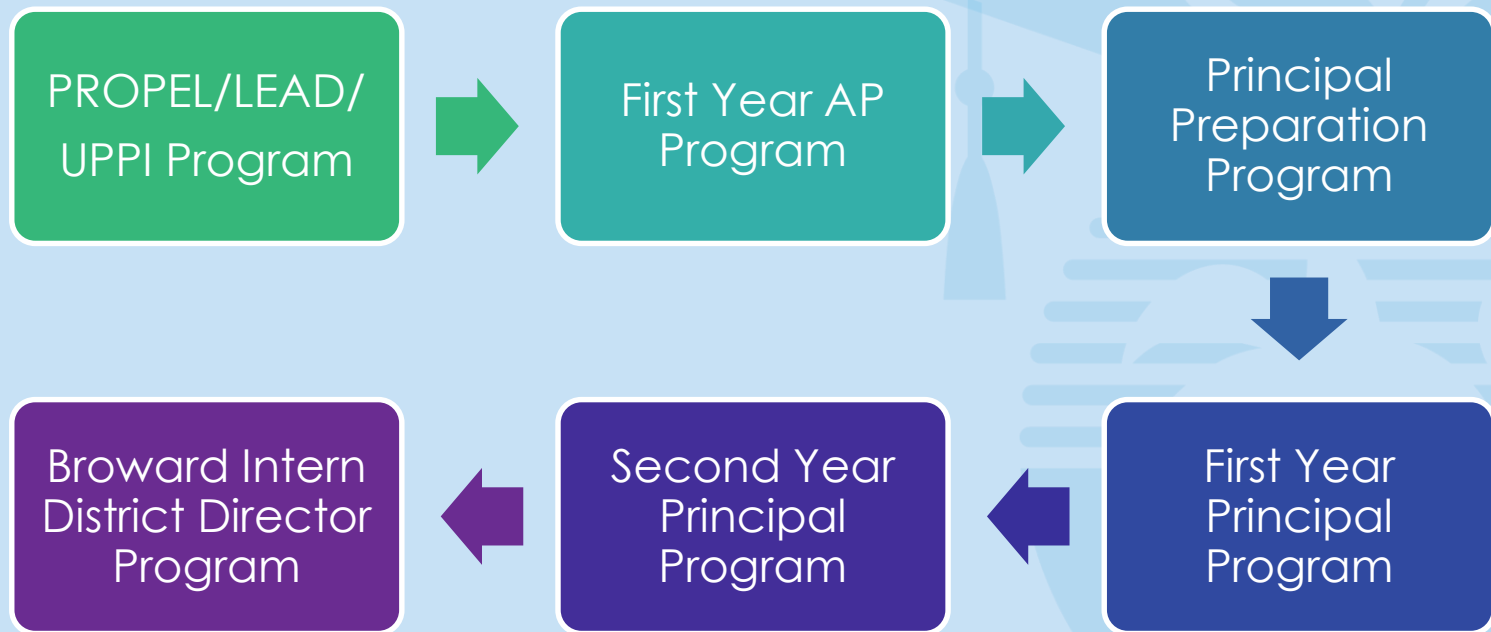
January 17, 2019

BROWARD
County Public Schools
Established 1915

Principal Preparation Program (PPP) 2019 - 2020

What Is PPP?

PPP is the third step in the Broward Leadership Pipeline Continuum.

PROPEL/LEAD/UPPI Program → First Year AP Program → Principal Preparation Program → First Year Principal Program → Second Year Principal Program → Broward Intern District Director Program

Principal Preparation Program (PPP) 2019 - 2020

What is PPP?

- A relevant, rigorous one-year program for high performing assistant principals who want to become principals and attain Level 2 FDOE School Principal Certification

- An eligibility requirement for the principal position application process in Broward

Principal Preparation Program (PPP) 2019 - 2020

What is PPP?

- Focuses on the development and application of skills and knowledge of the Florida Principal Leadership Standards and the Broward Assessment for School Administrators (BASA)

- Reviewed and rated by FDOE yearly

- One - year program with entry, mid-year, and exit criteria

Minimum Qualifications for the Principal Preparation Program

- Master's degree (or higher) and certification in Educational Leadership

- FDOE Certificate in good standing

- Completed a minimum of 3 years as an assistant principal by June 1, 2019

Minimum Qualifications for the Principal Preparation Program

- Received three <u>overall</u> "Highly Effective" or "Effective" performance evaluations as indicated below:

    - 2017 – 2018 evaluation is required
    - Two additional evaluations from 2013 through 2017
    - 2018 – 2019 evaluation is required once received

- Documentation of completion of the First Year Assistant Principal Program

- Recommendation of current principal and cadre director

Principal Preparation Program Highlights

- Required summer school field experience with tasks to be completed during the entire summer school session

- Internship at 2019 – 2020 school site with tasks to be completed

- Completion of 360 Assessment and Growth Plan

- Monthly cohort sessions and activities with peers and mentors

Principal Preparation Program Highlights

- Completion of Coaching Leaders to Attain Student Success (CLASS) course

- Professional Learning Team meetings to include site-based principal, cadre director, Leadership Development representative, and mentor principal (minimum of 4 per year)

- Professional readings and current research

Principal Preparation Program Highlights

- Year-long Capstone School Improvement Data Project to include root cause analysis, action plan implementation, and formative data collection

- Specialized professional learning by district personnel

- Outside coursework to enhance skills in interaction management, instructional practice and rigor, school management, budget, and other current district initiatives

Principal Preparation Program Updates

- Participants must be serving in a school-based assistant principal position during the duration of the PPP Program
- William Cecil Golden on-line assessments and modules through the FDOE
- Reflection tasks aligned to the FPLS
- Professional Learning Team members rate participant performance in multiple areas at each quarterly PLT meeting
- Participants must complete the entire PPP Program before being eligible to apply for principal positions

Site Principal/Supervisor Expectations

- Completion of CLASS Course (with field visit) and coaching plan

- Provide Intern Principal school-wide opportunities and full release for summer field experience

- Accommodate learning opportunities during school-time as necessary

- Provide budget mentorship and job-embedded experiences

- Complete 360 Assessment and support school-wide completion of survey

- Assist in identifying and providing leadership coaching in areas of growth

How do I Participate in PPP?

The Application Process

Phase I: Application, Evaluations, FDOE Certificate, FYAP, Resume, Essay, Principal Leadership Profile

Phase II: Video Observation and On-Demand Writing, Presentation/Interview, Profile XT

Phase III: Interview

Phase IV: Notification of Cohort Selection

Phase I: Documentation

PPP Application

- Include all information requested. Packets will not be returned for missing/inaccurate documentation.

- The application must be signed by your current <u>OSPA Cadre Director</u>, the site principal, and the applicant.

- Site principals should understand their responsibility goes further than signing the form, they are agreeing to allow you the opportunities required for the program.

Phase I: Documentation

- A copy of the applicant's current Florida Teaching Certificate from the Department of Education showing Educational Leadership

- Professional Certificate must be in good standing with the FDOE

- Received three <u>overall</u> "Highly Effective" or "Effective" performance evaluations as indicated below
  - *2017-2018 evaluation is required
  - *Two additional evaluations from 2012-13 through 2016-17
  - *2018 – 2019 is required once received

Phase I: Essay

Prompt and Grading Criteria

Describe how you have achieved results on your school's student learning goals.

- Two-page maximum, twelve-point font, double-spaced
  - Content (DATA) and Development
  - Organization and Structure
  - Mechanics

Phase I: Resume

Experiential resume aligned to the current Florida Principal Leadership Standards describing leadership roles and experiences

Experiences should reflect:
- Implementation of current work/initiatives
- Evidence of your impact on gains in student achievement
- Work in all four domains of the FPLS

Leadership Profile

- Principals of qualified candidates receive and complete a rating form based on the current Florida Principal Leadership Standards and email it to Leadership Development by an identified deadline.

- Resume score, writing prompt, and rating forms will be evaluated to determine advancement to Phase II.

Phase II- Process

Those who are qualified to enter the Phase II Process will:

- Complete an online leadership profile assessment (sent via email)
- Conduct an Instructional Leadership presentation (prompt to be sent to Phase II participants)
- Participate in an interview for a panel including principals, district personnel, and representatives of higher education
- Complete a video observation and a timed, on-demand writing sample providing actionable feedback for the teacher observed

Phase III – Interview Process

Qualified candidates will be invited to a <u>final</u> interview with a panel consisting of:

- Leadership Development representatives
- Principals
- OSPA Cadre Directors

Phase IV – Program Selection

- Candidates will be notified of program status
- Candidates will be assigned summer school placement
- Schedule of 2019 - 2020 Principal Preparation Program monthly cohort meetings will be sent via email
- All program documents will be discussed at the initial session (date: TBA)
- Your site principal and cadre director will also receive notification of your placement into the program

2019- 2020 Principal Preparation Program

Application documents deadline:

Friday, February 1, 2019 at 5:00 p.m.
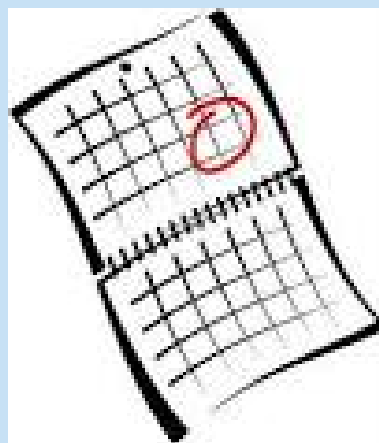
BROWARD COUNTY PUBLIC SCHOOLS

THANK YOU!

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/prioritize**
- **Adhere to page limits if provided**
- **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**
- **Balance confidence with humility**

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 (Experiential Resume required by Broward)**

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 – 10 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 Standards Under Each Of The Four Domains 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 <u>YOU</u> specifically did

Who it impacted

Results/Evidence of impact

EXAMPLES OF EXPERIENCES

Created and monitored instructional focus calendars for all sixth grade reading classes

Created and monitored instructional focus calendars for all sixth grade reading classes resulting in an increase of 5 percentage points from 67% to 72% of students reaching proficiency on the 2017 Florida Standards Assessment (FSA)

Created and monitored instructional focus calendars **for all Sixth grade Reading classes** resulting in an increase of 5 percentage points from 67% to 72% of students reaching proficiency on the 2016 Florida Standards Assessment

EXAMPLES OF EXPERIENCES

Analyzed math data for strengths and weaknesses

Disaggregated FSA math data for students in grade five to assist teachers with grouping students for differentiated instruction resulting in a seven percentage-point increase in math proficiency on the 2016 FSA

Disaggregated FSA math data for students in grade five to assist teachers with grouping students for differentiated instruction resulting in a seven percent increase in math proficiency on the 2016 FSA

MORE RESUME TIPS

- **Use Current Terms And Initiatives**
- **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**
- **Have someone review before submitting:**
  - **Spelling**
  - **Omitted words**
  - **Link to results**
  - **Grammar**
  - **Spacing**
  - **Verb Tense**
  - **Ease of Understanding**
  - **Consistent Font Style and Size**