



Office of School Performance and Accountability

Leadership Development

Dr. Ted Toomer, Director

Welcome!

Principal Preparation Program

Information Session

January 20, 2022



Broward County Public Schools

Office of School Performance and Accountability Leadership Development Department

Dr. Valerie Wanza, Chief School Performance & Accountability Officer
Dr. Ted Toomer, Director, Leadership Development

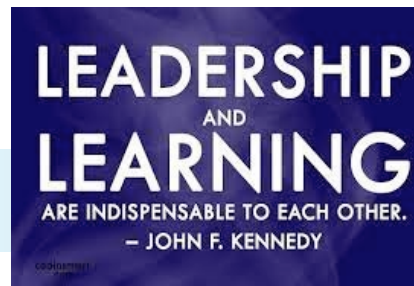
Principal Preparation Program Information Session

Thursday, January 20, 2022



AGENDA

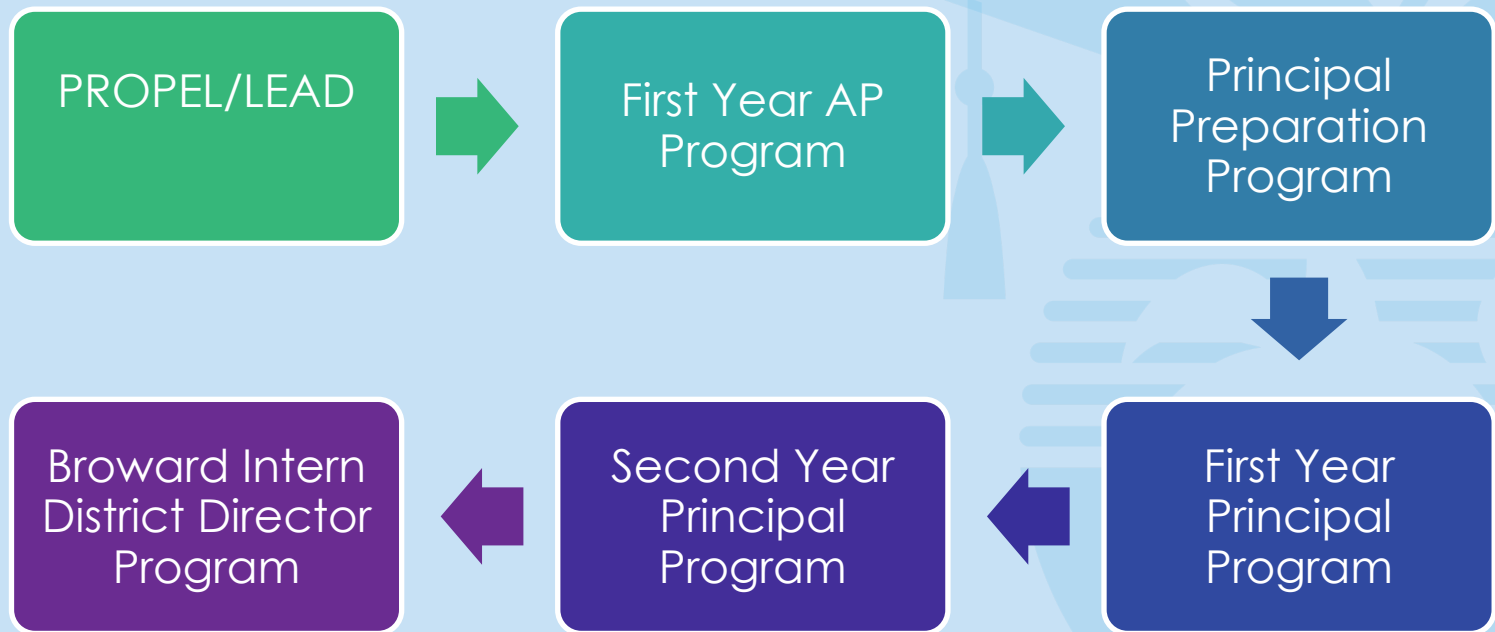
- ❖ Welcome
- ❖ Is the Principal Preparation Program Right for You?
- ❖ Principal Preparation Program Information
- ❖ Q & A



Principal Preparation Program (PPP)

What Is PPP?

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



Principal Preparation Program (PPP)

What is PPP?

- A rigorous, one-year, leadership development 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)

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 the 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, 2022



Minimum Qualifications for the Principal Preparation Program

- Received three overall “Highly Effective” or “Effective” performance evaluations as indicated below:
 - 2020 – 2021 evaluation is required
 - Two additional evaluations from last five years
 - 2021 – 2022 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 2022 – 2023 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, and mentor principal (minimum of 4 per year)
- Professional readings and current research



Principal Preparation Program Highlights

- Year-long 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, equity, SEL, and other current district initiatives



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/On-Demand Writing and Profile XT Assessment
- Phase III: Presentation and Interview
- Phase IV: Notification of Cohort Selection



Phase I: Documentation

PPP Application OSPA Central

- Include all information requested by the deadline:

February 3, 2022

- The application must be approved by your current OSPA Cadre Director and the site principal.
- Site principals should be aware that they are agreeing to allow you the opportunities required for the program.



Phase I: Essay

Describe how you have structured and monitored a safe, respectful, inclusive, student-centered learning environment that is focused on equitable opportunities for learning and improves learning for all of Florida's diverse student population.

- Impact and leadership actions described should be limited to those within the last two years
 - 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 ten standards of the FPLS



Principal Profile Appraisal

- Principals of qualified candidates receive and complete a rating form based on the current Florida Principal Leadership Standards and email it to Jennifer Escandell 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)
- Complete a video observation and a timed, on-demand, writing sample providing actionable feedback to a teacher



Phase III – Interview Process

Qualified candidates will be invited to a final presentation/interview where they will:

- Participate in an interview with a panel including principals, cadre directors, leadership development
- Conduct an Instructional Leadership presentation (prompt to be sent to Phase II participants)



Phase IV – Program Selection

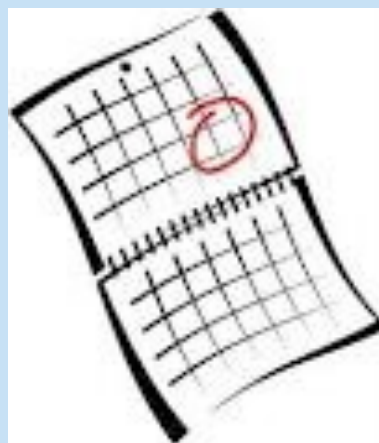
- Candidates will be notified of program status
- Candidates will be assigned summer school placement
- Schedule of 2022 - 2023 Principal Preparation Program monthly cohort meetings will be sent via email
- All program documents will be discussed at the initial session (date: TBD)
- Your site principal and cadre director will also receive notification of your placement into the program



2022- 2023 Principal Preparation Program

Application documents deadline:

February 3, 2022



Questions?



THANK YOU!

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 Experiential Resumes are included
- (Experiential Resume required by Broward)**



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)
- Be mindful of overstating- speak to what you have done
- Watch for negative/judgmental information
- Balance confidence with humility



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 The Ten Standards Under 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.



WITHIN EACH EXPERIENTIAL BULLET

Include:

What YOU specifically did

Who it impacted

Results/evidence of impact



EXAMPLES OF EXPERIENCES

Created and monitored remediation classes for at risk students



Created and monitored elective remediation and enrichment classes for 89 6th grade students utilizing flexible scheduling and instructional focus calendars resulting in 78% of the students achieving reading learning gains on the 2018 Reading Florida Standards Assessment (FSA)

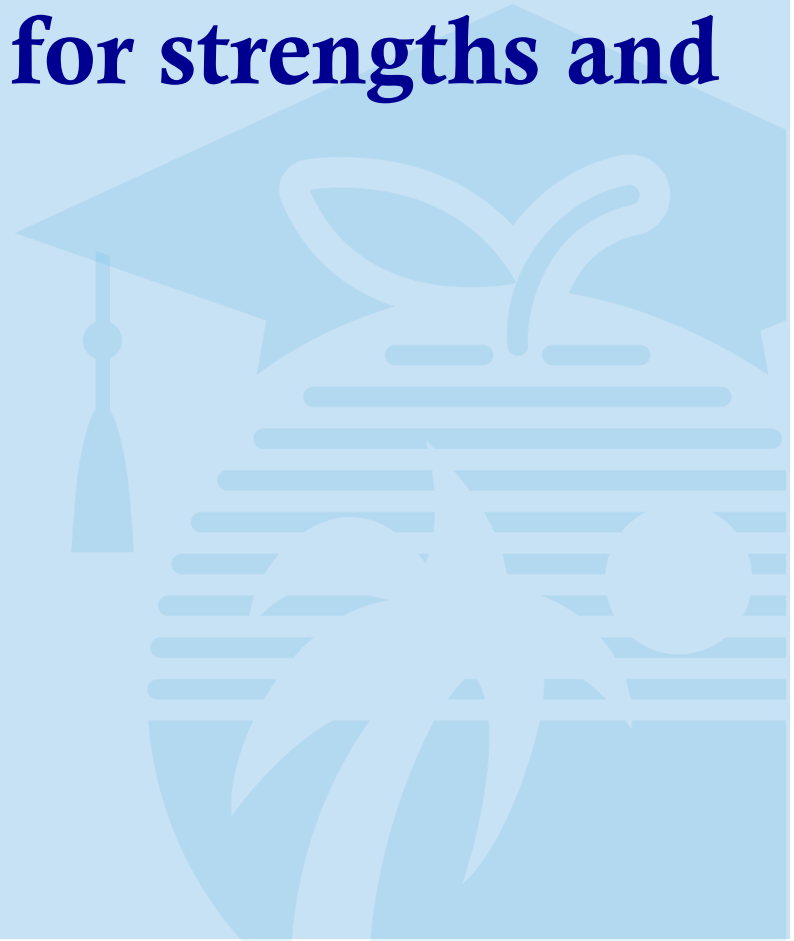


Created and monitored elective remediation and enrichment classes for 89 6th grade students utilizing flexible scheduling and instructional focus calendars resulting in 78% of the students achieving reading learning gains on the 2018 Reading Florida Standards Assessment (FSA)



EXAMPLES OF EXPERIENCES

Analyzed science data for strengths and weaknesses



Disaggregated Broward Standards Science Assessment results, conducted data chats with 5th grade teachers and developed a crunch time plan for our instructional coach to support teachers and monitor instructional pacing, thereby increasing science proficiency from 53% to 66% on the 2018 NGSSS Science Standards Assessment.



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MORE RESUME TIPS

- **Use Current Terms And Initiatives**
- **Spell out acronyms the first time you use them**
- **Include Data, Data, Data! – connect 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





**THANK YOU
FOR
YOUR
ATTENTION!
ANY QUESTIONS?**

