MASTER PLAN

Leadership Development

2019

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Course Group Number: 10454815

Purpose

This plan is based on behaviors of successful principals identified in the Florida Principal Leadership Standards and the Broward Assessment for School Administrators. The plan aims to develop administrators and provide professional learning in the four Domains of the Florida Principal Leadership Standards in order to move leaders along the continuum from their current practice to that of the most effective school leaders.

Needs Assessment

Broward County's Leadership Development Master Plan is aligned to the Florida Principal Leadership Standards which are based on contemporary research on multi-dimensional school leadership and represent skill sets and knowledge bases needed in effective schools. This needs assessment forms the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Baseline data was collected from the 2015/2016 Broward Assessment of School Administrators (BASA) annual evaluation tool. The overall district-wide aggregate data for all Principals and Assistant Principals was collected for each of the thirty indicators aligned to the Florida Principal Leadership Standards as indicated below.

2017/2018 BASA Data by Indicator

		Highly Effective	Effective	Needs Improvement	Unsatisfactory
Indicator 1	Academic Standards	25%	74%	1%	0%
Indicator 2	Performance Data	19%	77%	3%	0%
Indicator 3	Planning and Goal Setting	24%	76%	1%	0%
Indicator 4	Student Achievement Results	27%	63%	10%	0%
Indicator 5	Learning Organization	16%	83%	1%	0%
Indicator 6	School Climate	49%	49%	1%	0%
Indicator 7	High Expectations	45%	54%	1%	0%
Indicator 8	Student Performance Focus	22%	76%	2%	0%
Indicator 9	Standards-based Instruction	14%	84%	2%	0%
Indicator 10	Curriculum Alignment	17%	82%	1%	0%
Indicator 11	Quality Assessments	13%	84%	2%	0%
Indicator 12	Faculty Effectiveness	18%	79%	3%	0%
Indicator 13	Feedback Practices	31%	66%	3%	0%
Indicator 14	Instructional Initiatives	20%	79%	1%	0%
Indicator 15	Leading Professional Learning	31%	67%	2%	0%
Indicator 16	Student-Centered	32%	68%	0%	0%
Indicator 17	Success Oriented	40%	60%	0%	0%
Indicator 18	Achievement Gaps	13%	77%	10%	0%
Indicator 19	Problem Solving	45%	53%	2%	0%
Indicator 20	Quality Control	33%	65%	2%	0%
Indicator 21	Technology Integration	18%	81%	1%	0%
Indicator 22	Delegation	34%	64%	1%	0%
Indicator 23	Relationships	47%	52%	1%	0%
Indicator 24	Operational Effectiveness	32%	66%	3%	0%
Indicator 25	Strategic Instructional Resourcing	15%	84%	1%	0%
Indicator 26	Clear Goals and Expectations	25%	75%	1%	0%
Indicator 27	Accessibility	41%	59%	0%	0%
Indicator 28	Recognitions	27%	73%	0%	0%
Indicator 29	Resiliency	72%	27%	1%	0%
Indicator 30	Professional Conduct	67%	33%	0%	0%

An update with results from the 2018/2019 BASA will be available in June 2019.

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Master Plan.

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Desired Outcomes and Performance Indicators

1.0 School Administrators			
Standard 1: Student Learning Results. Effective school leaders achieve results on the school's student learning goals.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The school's learning goals are consistently based on the state's adopted student academic standards, district's adopted curricula, aligned to specific school assessment data, and adjusted as needed based on progress monitoring data Student learning results are evidenced by the student performance and growth comparative to similar schools in their SES Band on statewide assessments, district- determined assessments, and other indicators of student success adopted by the district and state.	The school's learning goals are consistently based on the state's adopted student academic standards, district's adopted curricula, and aligned to specific school assessment data Student learning results are consistently evidenced by the student performance and growth on statewide assessments, district-determined assessments, and other indicators of student success adopted by the district and state.	The school's learning goals are consistently based on the state's adopted student academic standards and the district's adopted curricula Student learning results are evidenced by the student performance and growth on statewide assessments, district- determined assessments, and other indicators of student success adopted by the district and state.	The school's learning goals are not consistently based on the state's adopted student academic standards or the district's adopted curricula Student learning results are evidenced by the student performance and growth on statewide assessments and district- determined assessments.
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.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader enables faculty and staff to work as a system focused on student learning. The leader maintains a school climate that supports student engagement in learning The leader generates high expectations for learning growth by all students The leader engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school and implements progress	The leader enables faculty and staff to work as a system focused on student learning. The leader maintains a school climate that supports student engagement in learning The leader generates high expectations for learning growth by all students The leader engages faculty and staff in efforts to close learning performance gaps among student subgroups	The leader enables faculty and staff to work as a system focused on student learning. The leader maintains a school climate that supports student engagement in learning The leader generates high expectations for learning growth by all students	The leader enables faculty and staff to work as a system focused on student learning. The leader maintains a school climate that supports student engagement in learning

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monitoring and data-driven decision-making processes.	within the school		

Domain 2: Instructional Leadership

Standard 3: Instructional Plan Implementation. Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
The leader consistently engages in data analysis with leadership team for instructional planning and improvement The leader effectively and clearly communicates the relationships among academic standards, effective instruction, and student performance to all stakeholder groups The leader implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students, school, and community The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula to monitor progress and data-driven decision making.	The leader consistently engages in data analysis for instructional planning and improvement The leader effectively communicates the relationships among academic standards, effective instruction, and student performance The leader implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school The leader ensures the appropriate use of high-quality formative and interim assessments aligned with the adopted standards and curricula.	The leader engages in data analysis for instructional planning and improvement The leader communicates the relationships among academic standards, effective instruction, and student performance The leader implements the district's adopted curricula and state's adopted academic standards The leader ensures the use of formative and interim assessments aligned with the adopted standards and curricula.	The leader attempts to engage in data analysis for instructional planning and improvement The leader attempts to implement the district's adopted curricula and state's adopted academic standards The leader attempts to ensure the use of formative and interim assessments.

Standard 4.1: Faculty Development. Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.

Performance Indicators

Level 4	Level 3	Level 2	Level 1
The leader strategically and consistently generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan, faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional	The leader generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan, faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology	The leader generates a focus on student and professional learning in the school that is linked to the system-wide strategic objectives and the school improvement plan, including standards-based content and the use of instructional technology The leader implements individual and collaborative professional learning in	The leader attempts to generate a focus on student and professional learning in the school that is linked to the school improvement plan and standards-based content The leader implements professional learning

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technology The leader implements individual and collaborative professional learning in professional learning communities and provides resources and time that enable faculty to deliver culturally relevant and differentiated instruction throughout the school year and monitors for implementation of learning	The leader implements individual and collaborative professional learning in professional learning communities and provides resources and time that enable faculty to deliver culturally relevant and differentiated instruction throughout the school year	professional learning communities that enable faculty to deliver differentiated instruction throughout the school year	

Standard 4.2: Faculty Development. Effective school leaders retain and develop an effective and diverse faculty and staff through evaluation and feedback.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader focuses on the effectiveness of instruction by becoming a credentialed observer, and reviewing observation data with administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction The leader evaluates, monitors, and provides timely, constructive feedback to faculty on the effectiveness of instruction with the goal of positively impacting student achievement The leader implements practices to ensure inter-rater reliability (IRR) The leader observes teacher accurately based on research-based rubrics and provide timely, appropriate, and effective feedback focused on teacher growth	The leader focuses on the effectiveness of instruction by becoming a credentialed observer, and reviewing observation data with administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction. The leader evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction The leader implements practices to ensure inter-rater reliability (IRR)	The leader focuses on the effectiveness of instruction by becoming a credentialed observer, reviewing observation data with administrative team to clarify expectations with respect to ongoing feedback and monitoring of the effectiveness of instruction The leader evaluates, monitors, and provides feedback to faculty on the effectiveness of instruction	The leader attempts to focus on the effectiveness of instruction by becoming a credentialed observer The leader evaluates faculty on the effectiveness of instruction

Standard 5: Learning Environment. Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader maintains a safe, respectful and inclusive	The leader maintains a safe, respectful and inclusive	The leader maintains a safe, respectful learning	The leader attempts to maintain a safe

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student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and a global economy The leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning while promoting school and classroom practices that validate and value similarities and differences among students. The leader provides recurring and consistent monitoring and feedback on the quality of the learning environment while initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being. The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying, addressing, and supporting the implementation of strategies to minimize and/or eliminate achievement gaps.	student-centered learning environment that is focused on equitable opportunities for learning The leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning. The leader provides monitoring and feedback on the quality of the learning environment while initiating and supporting continuous improvement processes focused on the students' opportunities for success and well-being. The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.	environment. The leader recognizes and uses diversity as an asset in the development and implementation of school procedures. The leader provides monitoring and feedback on the quality of the learning environment The leader engages faculty in recognizing and understanding cultural and developmental issues related to student learning	environment. The leader attempts to use diversity as an asset in the implementation of school procedures. The leader attempts to provide monitoring and feedback on the quality of the learning environment The leader attempts to engage faculty in recognizing and understanding cultural and developmental issues related to student learning
Domain 3: Organizational Leadership			
Standard 6: Decision Making. Effective school leaders employ and monitor a decision making process that is based on vision, mission, and improvement priorities using facts and data.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader gives priority attention and strategically plans for decisions that impact the quality of student learning and teacher proficiency. The leader uses critical thinking and problem solving techniques to define problems and identify and	The leader gives priority attention to decisions that impact the quality of student learning and teacher proficiency. The leader uses critical thinking and problem solving techniques to define problems and identify solutions.	The leader gives attention to decisions that impact the quality of student learning and teacher proficiency. The leader defines problems and identifies solutions. The leader evaluates decisions for effectiveness, equity, intended and actual	The leader attempts to give attention to decisions that impact the quality of student learning and teacher proficiency. The leader attempts to define problems and identify solutions. The leader attempts to

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implement solutions. The leader consistently evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed. The leader empowers others and distributes leadership with feedback when appropriate in order to support reflective practices. The leader consistently uses effective technology integration to enhance decision making and efficiency throughout the school.	The leader evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed. The leader empowers others and distributes leadership when appropriate. The leader uses effective technology integration to enhance decision making and efficiency throughout the school.	outcome. The leader empowers others and distributes leadership. The leader uses technology to enhance decision making and efficiency throughout the school.	evaluate decisions for effectiveness. The leader attempts to empower others and distribute leadership. The leader attempts to use technology to enhance decision making.
Standard 7: Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader strategically identifies and cultivates potential emerging leaders. The leader provides evidence of delegation and trust in subordinate leaders providing support as needed while planning for succession management in key positions. The leader promotes and supports the development of targeted teacher-leadership functions focused on instructional proficiency in student learning. The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	The leader identifies and cultivates potential and emerging leaders. The leader provides evidence of delegation and trust in subordinate leaders while planning for succession management in key positions. The leader promotes teacher-leadership functions focused on instructional proficiency in student learning. The leader develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.	The leader cultivates emerging leaders. The leader provides evidence of delegation and trust to subordinate leaders. The leader promotes teacher-leadership functions. The leader develops relationships between school leaders, parents, and community.	The leader attempts to cultivate emerging leaders. The leader attempts to practice delegation and trust subordinate leaders. The leader attempts to develop relationships between school leaders, parents, and community.
Standard 8: School Management. Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1

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The leader organizes time, tasks, and projects effectively with clear objectives and coherent plans while utilizing qualitative and/or quantitative data to adjust plans as needed. The leader proactively establishes appropriate deadlines for him/herself and the entire organization aligned to the school vision. The leader manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development while providing follow-up support as needed. The school leader is fiscally responsible and strategically maximizes the impact of fiscal resources on instructional priorities aligned to school improvement.	The leader organizes time, tasks, and projects effectively with clear objectives and coherent plans. The leader establishes appropriate deadlines for him/herself and the entire organization. The leader manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development. The leader is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities	The leader organizes time, tasks and projects. The leader establishes deadlines for him/herself and the entire organization. The leader manages schedules, delegates, and allocates resources. The leader is fiscally responsible.	The leader attempts to organize time, tasks and projects. The leader attempts to establish deadlines for him/herself and the entire organization. The leader attempts to manage schedules, delegate and allocate resources. The leader attempts to be fiscally responsible.
Standard 9: Communication. Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
The leader actively listens to and learns from students, staff, parents, and community stakeholders while proactively seeking opportunities to listen to stakeholder feedback. The leader consistently communicates student expectations and performance information to students, parents, and community while recognizing individuals for effective performance. The leader maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school while	The leader actively listens to and learns from students, staff, parents, and community stakeholders. The leader communicates student expectations and performance information to students, parents, and community while recognizing individuals for effective performance. The leader maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school while creating opportunities to engage students, faculty, parents, and community stakeholders	The leader actively listens to students, staff, parents, and community stakeholders. The leader communicates student expectations and performance information to limited stakeholder groups and recognizes select individuals for effective performance. The leader maintains limited visibility at school and creates minimal opportunities to engage stakeholders in constructive conversations about important school issues. The leader utilizes limited technologies for	The leader attempts to listen to students, staff, parents, and community stakeholders. The leader attempts to communicate student expectations and performance information to stakeholder groups and recognize individuals for effective performance. The leader attempts to maintain visibility at school and creates minimal opportunities to engage stakeholders in constructive conversations about important school issues.

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creating opportunities to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues and providing follow-up to concerns. The leader utilizes appropriate technologies for communication and collaboration to ensure more timely, efficient, and productive communication between all stakeholders. The leader ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions while providing opportunities to receive input on related initiatives.	in constructive conversations about important school issues. The leader utilizes appropriate technologies for communication and collaboration. The leader ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.	communication and collaboration. The leader ensures faculty receives information about student learning requirements, academic standards, and other local state and federal administrative requirements and decisions.	The leader attempts to utilize technologies for communication and collaboration. The leader attempts to ensure faculty receives information about student learning requirements, academic standards, and other local state and federal administrative requirements and decisions.
Domain 4: Professional and Ethical Behavior			
Standard 10: Leadership Development: Effective school leaders actively cultivate, support, and develop other leaders within the organization.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Effective school leaders adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Effective school leaders demonstrate commitment to the success of all students and resiliency by staying focused on the school vision, identifying barriers, and reacting constructively to the barriers to success and wellbeing of the school, families, and local community. Effective school leaders engage in professional learning and improve professional practice in	Effective school leaders adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Effective school leaders demonstrate commitment to the success of all students and resiliency by staying focused on the school vision, identifying barriers, and reacting constructively to the barriers to success of the school. Effective school leaders engage in professional learning and improve professional practice in alignment with the needs of the school system.	Effective school leaders adhere to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C. Effective school leaders demonstrate commitment to the success of students and identify barriers to the success of the school. Effective school leaders engage in professional learning and improve professional practice. Effective school leaders demonstrate willingness to admit error and demonstrate limited improvement in specific performance areas	The school leader attempts to demonstrate a commitment to the success of students and identify barriers to the success of the school. Effective school leaders engage in professional learning. The school leader attempts to improve performance in specific areas based on previous evaluations.

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alignment with current, research-based best practices and the needs of the school system. Effective school leaders demonstrate willingness to admit error, learn from it, proactively seek out additional learning opportunities and demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.	Effective school leaders demonstrate willingness to admit error and learn from it and demonstrate explicit improvement in specific performance areas based on previous evaluations and formative feedback.	based on previous evaluations and formative feedback.	

Data Collection Plan: School Administrators			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Feedback form and attendance from PD Management System	1x/workshop	Workshop facilitators
2. Participants' Learning	Workshop-embedded assessments	1x/workshop	Workshop facilitators
3. Organizational Supports	Support from Office of School Performance and Accountability	Continuous	District records
4. Participants' Practice	District-wide Broward Assessment of School Administrators (BASA)	1x/year	Cadre Directors
5. Student Outcomes	District Value-Added Model (VAM) Student Achievement Scores	1x/year	Student Assessment and Research, Teacher Evaluation

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Evaluation Plan

Level 1. Participant Reactions		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
School Administrators	Feedback form and attendance from PD Management System	Summary of workshop feedback and attendance
Level 2. Participant Learning		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
School Administrators	Workshop-embedded assessments	Summary of assessments
Level 3. Organizational Support		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
School Administrators	Support from Office of School Performance and Accountability	Annual review of OSPA support
Level 4. Participants' Use of New Knowledge and Skills		
Audience	Mid-Year Evaluation	End-of-Year Evaluation
School Administrators	District-wide Broward Assessment of School Administrators (BASA)	Analysis of BASA data
Level 5. Student Learning Outcomes		
Level of Impact	Mid-Year Evaluation	End-of-Year Evaluation
School Administrators	District Value-Added Model	Student Achievement Scores

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