

Florida Department of Education

Sponsored Professional Development Forums

conducted by

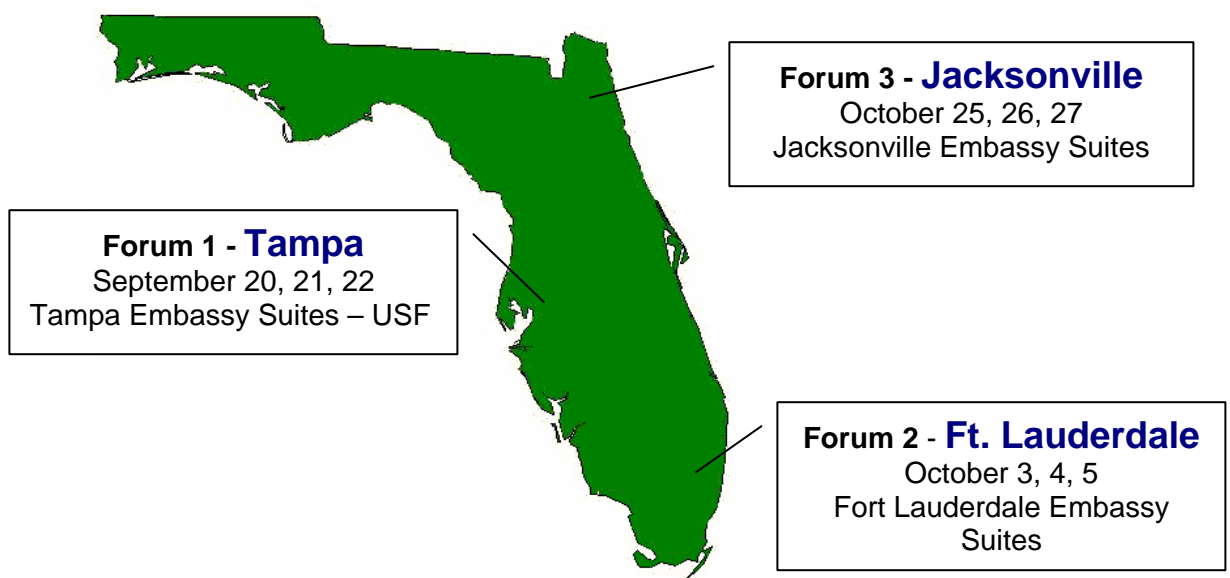


FLORIDA'S EDUCATIONAL THINK TANK

established by the
FLORIDA ANNENBERG CHALLENGE

2006 Assistant Principal Leadership Forums

Leading Instruction through Learning Communities



Assistant Principal Training

Council for Educational Change

This Assistant Principal Training consists of three regional three-day forums serving 100 assistant principals at each site. Using the Council for Educational Change technology tools, these leaders will assess their leadership knowledge with a pre-workshop diagnostic (ELA) aligned with the state leadership standards; increase leadership capacity through online learning (ASAP) and mentor guided discussion and reflection; and prepare a personal Leadership Growth Plan using the ASAP Leadership Portfolio. Recognizing Instructional Leadership for teachers of core academic subjects, especially Reading as prominent responsibilities of assistant principals, the ASAP modules will be used to support and assess learning in these areas. Assistant principals will also receive training in the use of online data tools (SPSnapshot and Florida School Report) to develop student performance profiles and improve decision-making strategies.

1. Academy Design

Needs Identified

The Florida Department of Education has prioritized the need for standards-based professional learning for our school leaders. The research underlying the Florida Principal Standards, the Florida Professional Development Evaluation Protocol, and the DELTA initiative emphasizes the importance of developing a learning community of leaders, providing context, content, and process learning in instructional leadership, data-driven school improvement, and building relationships within the schoolhouse through effective professional development. The research also underscores the critical importance of replicating the new learning back at the school-site through ongoing support and follow-up.

Focus: The Assistant Principal Training is designed to foster and promote the kind of outstanding leadership that energizes and drives increased student achievement. It is an initiative that is aligned to Florida's educational improvement agenda and one that includes a significant focus on reading, data-driven decision making, and continuous improvement through on-line mentorship and leadership modules.

Experience: The Council for Educational Change, in 2005, conducted four Assistant Principals Academies – one at the national level for the National Center for Teacher Transformation and three in Florida funded by the 2004-05 DELTA promising pilot program. FDOE has the evaluative reports from these conferences. The feedback was overwhelmingly positive, even though, two occurred during Rita and Wilma hurricanes.

Academy Outcomes

Learning Outcomes: By the end of the three-day workshop, assistant principals will have assessed their personal leadership knowledge and developed instructional leadership skills and decision-making strategies working with student performance data. They will have formed a small supportive learning circles with other administrators to examine what will work best in their school to achieve district goals; they will be prepared to return to their schools and organize their faculty, including teachers of core academic subjects, in building a learning culture to improve student achievement with special emphasis on reading; they will have access to on-line tools specifically developed for supporting assistant principals; and finally, they will experience a replicable model applicable at the school and district level. Upon returning to their school-site, assistant principals will have an opportunity to continue working on their ASAP Leadership Portfolio online.

Goals and Objectives

- I. **Cultivate Leadership:** Expand the capacity of school leaders to cultivate leadership at the school-site by increasing assistant principal's knowledge of instructional leadership and improving data-driven decision-making strategies.
- II. **Build Relationships within a Learning Culture:** Learn how to work dynamically with their faculty to build a learning culture.
- III. **Work with Data:** Use data from their own schools focused on improving student achievement by building leadership skills in data-driven decision making.
- IV. **Participate in a Standards-based, Replicable Professional Learning Model:** Experience a professional development curriculum that is research-based and aligned with national and state standards. Apply this replicable model to future professional development aimed at improving student performance and building relationships within the schoolhouse.
- V. **Gain Subject Matter Knowledge:** Provide opportunities for instructional leadership learning in the core academic subject areas with emphasis on reading, mathematics, and brain-compatible learning.
- VI. **Access Powerful Online Tools:** Provide access to five powerful professional learning tools for knowledge building, leadership development, and data analysis: ELA leadership diagnostic; ASAP instructional leadership development, Florida School Report and Snapshot for student performance data analysis.
- VIII. **Practice Decision-Making Strategies:** Learn strategies to share the knowledge that informs practice and form a new vision of school leadership through data analysis, problem-solving, learning circles, and networking.
- IX. **Work with a Mentor and Professional Partner:** Work directly with a mentor in small learning circles at the workshop; access follow-up support through both the mentor and professional partners back at the school site through CEC online tools. (Note: Included in the mentor team are national board certified teachers of core academic subjects.)
- X. **Develop a Personal Leadership Growth Plan:** Using the ASAP Leadership Portfolio, design a personal plan for the coming year based on the leader's needs as indicated by a pre-workshop diagnostic instrument, school data, new learning about continuous school improvement, cultivating shared leadership, and building a learning culture to increase student achievement.

Relationship of Leadership Forum Goals to DELTA* and State Standards

Leadership Forum Goal	DELTA Plan DOE/CEC Leadership Team Forum	State Standards
I. Cultivate Leadership	Building a High Performance Learning Culture	Vision Ethical Leadership
II. Build Relationships within a Learning Culture	Supporting Educators: school climate of support for new teachers	Instructional Leadership Diversity Community & Stakeholder Partnerships
III. Work with Data	Using Technology for Continuous Improvement	Technology Decision-Making Strategies Learning, Accountability, and Assessment
IV. Standards-based/ Replicable Professional Learning Model	Providing School-based Focused and Sustained Professional Development	Human Resource Development
V. Subject Matter Knowledge	Sustaining and Improving Learning Environments for Improving Reading and Mathematics Instruction	Instructional Leadership Decision-Making Strategies
VI. Powerful Online Tools	Using Technology for Continuous Improvement	Technology Learning, Accountability, and Assessment
VII. Decision-Making Strategies	Continuous Improvement Model	Vision Decision-Making Strategies
VIII. Work with a Mentor	Providing School-based Focused and Sustained Professional Development	Vision Human Resource Development
IX. Personal Leadership Plan	Building a High Performance Learning Culture Providing School-based Focused and Sustained Professional Development	Vision Decision-Making Strategies Human Resource Development

* DELTA – Developing Educational Leaders for Tomorrow’s Achievers

2. Academy Action Plan

Academy Milestones

The following milestones will ensure successful completion with maximal state impact:

- All 72 Florida School districts will have an opportunity to send assistant principals to the three-day session. Information will be sent to each district superintendent regarding this opportunity.
- Assistant principals may self-select the opportunity to attend and submit an application reflecting individual leader qualifications: inclined to be an early adopter; seeks out new ideas; technologically literate; team player; willing to implement new learning back at the school-site.
- Assistant Principal Training participants will have an opportunity prior to the workshop to complete an online diagnostic instrument (ELA).
- Participants will have access to the CEC website to assist with planning and communication prior to the workshop.
- Forum participants will develop their own personal Leadership Growth Plan incorporating personal leadership needs they have identified from the ELA diagnostic, the needs of their school-site as reflected by school data, and their new learning as they progress through the week.
- Mentors will work with learning circles of 10 participants to guide discussion and facilitate change as participants move through stages of *forming*, *storming*, *norming*, and *performing* and craft their Leadership Growth Plan.
- Participants will draw upon the experience of mentors and other leaders as they discuss and reflect on school improvement challenges, especially related to core academic subjects, through their learning circles in highly interactive sessions.
- Participants will have access to computer technology and a variety CEC online tools working with their own school data and targeting strategies to improve student achievement.
- Participants will receive follow-up and support back at their school site through CEC professional learning and data tools.
- Participants will be involved in discussions on the need to recruit, provide professional development opportunities, and retain highly qualified teachers.

Targeted Populations

The Assistant Principal Training seeks to develop the leadership capacity of assistant principals in schools within each school district in the State of Florida focused on improving student achievement through sound, research-based, and standards-driven professional learning in leadership. School leaders seeking both assistant principal and principal positions will benefit from the program.

3. Frequently Asked Questions

a. What is the relationship of the academies to the reading initiative, specifically, Just Read, Florida?

Instructional leadership is at the heart of the new Educational Leadership Standards. Leadership in the area of reading, furthermore, is the very core of instructional leadership. Both through the ASAP modules relating to reading and literacy and the FSR and SPSnapshot data tools, the aspiring or current administrator participating in the program will increase his/her competency in the area of reading/literacy as well as his/her ability to provide leadership to teachers, parents, and other staff in this area.

b. What kinds of support will the academies provide?

The Assistant Principal Training provides a pre-workshop leadership diagnostic based on the state leadership standards, computers for structured and individual activity, mentors for learning circles, CEC website, CEC online tools including ASAP, ELA, SPSnapshot, and Florida School Report, and online communications, follow-up, and mentoring during the year following the workshop.

c. What methods will be used to disseminate information about the academies to appropriate populations?

As a program of the Council for Educational Change, the Assistant Principal Training enjoys a powerful web-based platform for disseminating information and targeting appropriate participants. State of Florida Superintendents are notified about the academies; PASS schools are contacted and encouraged to participate; charter and private school organizations are provided information to post on websites and distribute; the Florida Association of School Administrators and a variety of other Florida organizations are invited and provided information to encourage members to attend.

d. What will be the involvement of university faculty from both the Colleges of Education and the Colleges of Arts and Science?

Faculty from Florida colleges and universities will be involved in the three Forums and the follow-up activities associated with the Florida Leadership Academy. In addition, a higher education advisory group has been formed to advise the Council of Educational Change on all their DELTA activities especially our activities related to the recruitment and training of highly qualified teachers of core academic subjects.

e. What “high-need” school districts will be associated with these activities?

Ideally the academies are designed to provide assistance to all school districts in the state of Florida.

f. What support and professional development opportunities will be provided for teachers in core academic subjects

The academies provide four professional development opportunities for assistant principals who have responsibility to supervise, mentor, and train teachers of core academic subjects who are members of their school team. In addition, as part of that training, the participants will develop leadership plans for themselves and their schools that include the planning, implementation and follow-up of professional development for teachers at their schools. Furthermore, the cohort mentor for each leadership team will be providing on-line support for a full year after the Academy. These efforts will include activities designed to assist that leadership team in the identification, recruitment, retention and training of “highly qualified” teachers.

4. Academy Evaluation Design

The Assistant Principal Training uses a triangulated evaluation design. The three components include (1) daily participant quantitative satisfaction data covering everything from facilities to program presenters to learning circles and individual time use, (2) **University of Miami Evaluation Team** qualitative data from observation, focus groups, and interviews, (3) Mentor daily debriefing and feedback session.

5. Academy Budget

Regional Workshops:	1 st Region	2 nd Region	3 rd Region
Meeting Expenses	\$37,000	\$37,000	\$37,000
Consultants	\$31,000	\$31,000	\$31,000
Printing/Materials	\$10,000	\$10,000	\$10,000
Travel	\$ 3,000	\$ 3,000	\$ 3,000
Personnel	\$11,000	\$11,000	\$10,000
Total	\$92,000	\$92,000	\$91,000 = \$275,000

Budget Narrative/Explanation:

- **Meeting Expenses:** Includes costs for meeting room set-ups, A-V and computer equipment rental, adjusting room configurations and break out sessions.
- **Consultants:** Includes presenters and special consultants involved in the implementation and evaluation of the academies.
- **Printing:** Includes communications pieces, mailings, promotional brochures, participant notebooks, and presenter materials.
- **Materials:** Includes work session supplies such as chart paper, pens, markers, and other work materials, pre-workshop materials for participants.
- **Travel:** Includes staff travel expenses.
- **Personnel:** Includes costs of coordinator, support personnel, and clerical staff in preparing communications, mailings, and databases, and communications time on the phone, faxing, and emailing.

6. Professional Development Protocol

Professional development provided through the academies meets the standards developed by the FL DOE for high quality professional development.

Assistant Principal Training Activities and The Florida Professional Development Evaluation Protocol

Florida Professional Development Evaluation Protocol	Assistant Principal Training Activities
Faculty level 1.1 Planning: all 1.2 Delivery: all 1.3 Follow-up: all 1.4 Evaluation: all	ELA Individual Needs Assessment Mentor provides administrative review Participant prioritizes individual learning needs for developing a Leadership Plan Subject Area Content is provided in Reading and Brain-based Education Presenters and technology tools address and support the state leadership standards Application to school-site is planned and practiced Coaching and mentoring provided Web-based resources provided Development of Leadership Growth Plan and the Leadership Portfolio provides an opportunity for evaluation by experts and peers Session evaluation through U. of Miami

Florida Professional Development Evaluation Protocol	Assistant Principal Training Activities
School Level 2.1 Planning: All 2.2 Delivery: All 2.3 Follow-up: All 2.4 Evaluation: 2.4.3;2.4.2; 2.4.4	FSR/Snapshot provide school data profile and student performance gains Leadership Plan provides professional learning portfolio reviewed by mentor and participant Sessions focus on content, context, and process (learning communities)
District level 3.1 Planning: 3.1.4 3.2 Delivery: 3.2.1; 3.2.2; 3.2.3; 3.2.4; 3.2.5; 3.3 Follow-up All	Awareness of NSDC Standards and actualization in workshops guides implementation of this replicable model

7. Persons/Partners Responsible

Dr. Elaine Liftin, President and Executive Director of the Council for Educational Change, will provide overall direction and oversight of the academies. Among the Council initiatives developed and implemented under Dr. Liftin's leadership are: the *Partnership to Advance School Success (PASS)*, the *Professional Development Initiative*, the *Principal Portal*, *SPSnapshot*, the *Florida School Report*, the *Public Policy Initiative*, the *Accelerated School Administrator Program*, and the *Leadership Forum*. Dr. Liftin holds a Doctorate Degree in Education from the University of Miami. She served as Associate Dean and Associate Professor at Barry University's School of Education and helped to develop and implement the Miami Shores Barry University Charter School. She is a former classroom teacher, principal, and district administrator in Miami-Dade Public Schools. She served as the "Principal in Residence" with the Florida Commission on Educational Reform and Accountability in Tallahassee.

Dr. John Hansen has been a Professor of Education at Florida State University since 1972. He has been involved in school improvement change efforts in Florida school districts since 1969. In addition, he coordinated the Partnership to Achieve School Success (PASS) program of the Florida Council of 100 - now 38 schools involved in business/education partnerships. He has an international reputation, having lived and worked in Botswana, Brazil, Portugal, and England, and having conducted consulting activities in fifteen other countries. He has authored books on teacher evaluation, the middle school, school change, and leadership. He currently is focused upon helping teachers and principals use student assessment data for the improvement of student achievement.

Ray Dunn has been a leader in focusing on improving professional development for teachers as a prerequisite for improving student achievement. He designed and implemented the first Florida Leadership Academy in the summer of 2003 and has been the Director of the three Forums conducted in 2005 under previous DELTA funding. Selected as Miami-Dade County's Teacher of the Year and Florida's Top Five Teacher of the Year, Ray was a Social Studies supervisor and staff developer, wrote curriculum, and was one of the early advocates and trainers for the effective use of cooperative learning. As the Dean of Faculty for Gulliver Schools, Ray developed a new performance-based curriculum model and provided on-site professional learning for teachers. These interactive sessions focused on time management for teachers, effective mentoring, brain-based learning, school and classroom management, and the SACS School Improvement process. Ray graduated from Tulane University with a Bachelor's Degree in Political Science and earned a Master's degree from Florida International University in Social Studies Education.

Dr. Mary Ellen Bafumo, Director of Professional Learning for the Charlotte, North Carolina School District, was the primary designer and developer of the ASAP modules and Leadership Portfolio. Mary Ellen will continue to work as a consultant and presenter in guiding participants in using the ASAP modules and Leadership Portfolio.

Etraffic Solutions, Inc., a CEC partner, who developed the electronic platform and the framework for the Principal Portal's online learning modules, and is committed to dedicate personnel to support the Academies and produce the online learning modules.

University of Miami provides an evaluation team that conducts a comprehensive qualitative evaluation of the Forum and its follow-up.

St. Petersburg College provides guidance and advice in developing scale-up models and opportunities.

Corporate CEO's provide support for the PASS schools and some may also contribute financially to support the Assistant Principal Training.