

MASTER PLAN

LEADERSHIP DEVELOPMENT

2022-2023

Chief: Dr. Nicole Mancini, Office Of Academics

Executive Director: Michael Walker, Professional Learning and Support

Director: Christine Semisch, Leadership Development

Contact(s): Dawn Azcarate

LEADERSHIP DEVELOPMENT MASTER PLAN

Purpose/Intention

The following 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

Baseline data below was collected from the 2020/2021 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 four domains of the Florida Principal Leadership Standards as indicated below. Data will be updated once evaluations for the 2021/2022 school year are finalized in the fall of 2022.

20/21 Data	Percent Highly Effective	Percent Effective	Percent Needs Improvement	Percent Unsatisfactory
Domain 1 –				
Student	16	83	<1	<1
Achievement				
Domain 2-				
Instructional	25	74	1	0
Leadership				
Domain 3 –	26	(2	1	-1
Organizational	36	63	l	<1

leadership				
Domain 4 –				
Professional and	71	28	1	0
Ethical Behavior				

Domain 1: Student Achievement						
Desired Outcome: Stand	Desired Outcome: Standard 1: Student Learning Results					
Effective school leaders	achieve results on the sch	ool's student learning go	als.			
	Performanc	e Indicators				
Level 4	Level 3	Level 2	Level 1			
The school's learning	The school's learning	The school's learning	The school's learning			
goals are consistently	goals are consistently	goals are consistently	goals are not			
based on the state's	based on the state's	based on the state's	consistently based on			
adopted student	adopted student	adopted student	the state's adopted			
academic standards,	academic standards,	academic standards	student academic			
district's adopted	district's adopted	and the district's	standards or the			
curricula, aligned to	curricula, and aligned	adopted curricula	district's adopted			
specific school	to specific school		curricula			
assessment data, and	assessment data	Student learning				
adjusted as needed		results are evidenced	Student learning			
based on progress	Student learning	by the student	results are evidenced			
monitoring data	results are	performance and	by the student			
	consistently evidenced	growth on statewide	performance and			
Student learning	by the student	assessments, district-	growth on statewide			
results are evidenced	performance and	determined	assessments and			
by the student	growth on statewide	assessments, and	district- determined			
performance and	assessments, district-	other indicators of	assessments.			
growth comparative to	determined	student success				
similar schools in their	assessments, and	adopted by the district				
SES Band on statewide	other indicators of	and state.				
assessments, district-	student success					
determined	adopted by the district					
assessments, and	and state.					
other indicators of						
student success						
adopted by the district						
and state.						
	lard 2: Student Learning	•				
	demonstrate that student	0 11	• • •			
actions that build and su	pport a learning organiza		success.			
		e Indicators				
Level 4	Level 3	Level 2	Level 1			
The leader enables	The leader enables	The leader enables	The leader enables			
faculty and staff to	faculty and staff to	faculty and staff to	faculty and staff to			
work as a system	work as a system	work as a system	work as a system			

focused on student	focused on student	focused on student	focused on student
learning.	learning.	learning.	learning.
The leader maintains a	The leader maintains a	The leader maintains a	The leader maintains a
school climate that	school climate that	school climate that	school climate that
supports student	supports student	supports student	supports student
engagement in	engagement in	engagement in	engagement in
learning	learning	learning	learning
The leader generates	The leader generates	The leader generates	
high expectations for	high expectations for	high expectations for	
learning growth by all	learning growth by all	learning growth by all	
students	students	students	
The leader engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school and implements progress monitoring and data-driven decision-making processes.	The leader engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school		

Domain 2: Instructional Leadership

Desired Outcome: 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	The leader	The leader engages in	The leader attempts to	
consistently engages	consistently engages	data analysis for	engage in data analysis	
in data analysis with	in data analysis for	instructional planning	for instructional	
the leadership team	instructional planning	and improvement	planning and	
for instructional	and improvement		improvement	
planning and		The leader		
improvement	The leader effectively	communicates the	The leader attempts to	
	communicates the	relationships among	implement the	
The leader effectively	relationships among	academic standards,	district's adopted	
and clearly	academic standards,	effective instruction,	curricula and state's	
communicates the	effective instruction,	and student	adopted academic	
relationships among	and student	performance	standards	

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	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 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 ensure the use of formative and interim assessments
making			
	dard 4.1: Faculty Devel		for any large of the ff
Effective school leaders	recruit, retain and develo	p an effective and diverse e Indicators	e faculty and staff.
Level 4	Level 3	Level 2	Level 1
The leader	The leader generates a	The leader generates a	The leader attempts to
strategically and	focus on student and	focus on student and	generate a focus on
consistently generates	professional learning	professional learning	student and
a focus on student and	in the school that is	in the school that is	professional learning
professional learning	clearly linked to the	linked to the system-	in the school that is
in the school that is	system-wide strategic	wide strategic	linked to the school
clearly linked to the	objectives and the	objectives and the	improvement plan and
system-wide strategic	school improvement	school improvement	standards-based
objectives and the	plan, faculty	plan, including	content
school improvement plan, faculty	instructional proficiency needs,	standards-based content and the use of	The leader implements
instructional	including standards-	instructional	The leader implements professional learning
proficiency needs,	based content,	technology	
including standards-	research-based		
based content,	pedagogy, data	The leader implements	

research-based	analysis for	individual and	
pedagogy, data	instructional planning	collaborative	
analysis for	and improvement, and	professional learning	
5	the use of instructional	in professional	
instructional planning		•	
and improvement, and	technology	learning communities	
the use of instructional		that enable faculty to	
technology	The leader implements	deliver differentiated	
	individual and	instruction throughout	
The leader implements	collaborative	the school year	
individual and	professional learning		
collaborative	in professional		
professional learning	learning communities		
in professional	and provides		
learning communities	resources and time		
and provides	that enable faculty to		
resources and time	deliver culturally		
that enable faculty to	relevant and		
deliver culturally	differentiated		
relevant and	instruction throughout		
differentiated	the school year		
instruction throughout			
the school year and			
monitors for			
implementation of			
learning			
0	dard 4.2: Faculty Devel	onmont (BrIDCES)	
	retain and develop an effe		and staff through
evaluation and feedback	-		and stan through
The leader focuses on	The leader focuses on	The leader focuses on	The leader attempts to
the effectiveness of	the effectiveness of	the effectiveness of	focus on the
			effectiveness of
instruction by	instruction by	instruction by	
becoming a	becoming a	becoming a	instruction by
credentialed observer,	credentialed observer	credentialed observer,	becoming a
and reviewing	and reviewing	reviewing observation	credentialed observer
observation data with	observation data with	data with	
administrative team to	administrative team to	administrative team to	The leader evaluates
clarify expectations	clarify expectations	clarify expectations	faculty on the
with respect to	with respect to	with respect to	effectiveness of
ongoing feedback and	ongoing feedback and	ongoing feedback and	instruction
monitoring of the	monitoring of the	monitoring of the	
effectiveness of	effectiveness of	effectiveness of	
instruction	instruction.	instruction	
The leader evaluates,		The leader evaluated	
	The leader evaluates,	The leader evaluates,	
monitors, and	The leader evaluates, monitors, and	monitors, and	

[Γ		
constructive feedback	feedback to faculty on	faculty on the	
to faculty on the	the effectiveness of	effectiveness of	
effectiveness of	instruction	instruction	
instruction with the			
goal of positively	The leader implements		
impacting student	practices to ensure		
achievement	inter-rater reliability		
	(IRR)		
The leader implements			
practices to ensure			
inter-rater reliability			
(IRR)			
(init)			
The leader observes			
teacher accurately			
based on research-			
based rubrics and			
provides timely,			
appropriate, and			
effective feedback			
focused on teacher			
growth			
	idard 5: Learning Enviro		
	structure and monitor a	-	ent that improves
learning for all of Florid	a's diverse student popula		
		e Indicators	
Level 4	Level 3	Level 2	Level 1
The leader maintains a	The leader maintains a	The leader maintains a	The leader attempts to
safe, respectful and	safe, respectful and	safe, respectful	maintain a safe
inclusive student-	inclusive student-	learning environment.	environment.
centered learning	centered learning		
environment that is	environment that is	The leader recognizes	The leader attempts to
focused on equitable	focused on equitable	and uses diversity as	use diversity as an
-	1	2	e e
opportunities for	opportunities for	an asset in the	asset in the
opportunities for learning and building a	opportunities for learning		
opportunities for learning and building a foundation for a	opportunities for learning	development and	implementation of
learning and building a foundation for a	learning	development and implementation of	
learning and building a foundation for a fulfilling life in a	learning The leader recognizes	development and	implementation of school procedures.
learning and building a foundation for a fulfilling life in a democratic society and	learning The leader recognizes and uses diversity as	development and implementation of school procedures.	implementation of school procedures. The leader attempts to
learning and building a foundation for a fulfilling life in a	learning The leader recognizes and uses diversity as an asset in the	development and implementation of school procedures. The leader provides	implementation of school procedures. The leader attempts to provide monitoring
learning and building a foundation for a fulfilling life in a democratic society and a global economy	learning The leader recognizes and uses diversity as an asset in the development and	development and implementation of school procedures. The leader provides monitoring and	implementation of school procedures. The leader attempts to provide monitoring and feedback on the
learning and building a foundation for a fulfilling life in a democratic society and a global economy The leader recognizes	learning The leader recognizes and uses diversity as an asset in the development and implementation of	development and implementation of school procedures. The leader provides monitoring and feedback on the	implementation of school procedures. The leader attempts to provide monitoring and feedback on the quality of the learning
learning and building a foundation for a fulfilling life in a democratic society and a global economy The leader recognizes and uses diversity as	learning The leader recognizes and uses diversity as an asset in the development and implementation of procedures and	development and implementation of school procedures. The leader provides monitoring and feedback on the quality of the learning	implementation of school procedures. The leader attempts to provide monitoring and feedback on the
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	learning The leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate	development and implementation of school procedures. The leader provides monitoring and feedback on the	implementation of school procedures. The leader attempts to provide monitoring and feedback on the quality of the learning environment
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	learning The leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and	development and implementation of school procedures. The leader provides monitoring and feedback on the quality of the learning environment	 implementation of school procedures. The leader attempts to provide monitoring and feedback on the quality of the learning environment The leader attempts to
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	learning The leader recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate	development and implementation of school procedures. The leader provides monitoring and feedback on the quality of the learning	implementation of school procedures. The leader attempts to provide monitoring and feedback on the quality of the learning environment

		1 1 . 1	1 . 1: 1. 1
practices that motivate		and understanding	understanding cultural
all students and	The leader provides	cultural and	and developmental
improve student	monitoring and	developmental issues	issues related to
learning while	feedback on the	related to student	student learning
promoting school and	quality of the learning	learning	
classroom practices	environment while		
that validate and value	initiating and		
similarities and	supporting continuous		
differences among	improvement		
students.	processes focused on		
	the students'		
The leader provides	opportunities for		
recurring and	success and well-		
consistent monitoring	being.		
and feedback on the	_		
quality of the learning	The leader engages		
environment while	faculty in recognizing		
initiating and	and understanding		
supporting continuous	cultural and		
improvement	developmental issues		
processes focused on	related to student		
the students'	learning by identifying		
opportunities for	and addressing		
success and well-	strategies to minimize		
being.	and/or eliminate		
0	achievement gaps.		
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.			
	1	1	1]

Domain 3: Organizational Leadership

Desired Outcome: 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

Office of Academics | Department of Professional Development Standards & Support Copyright © 2021 Broward County Public Schools

Level 4	Level 3	Level 2	Level 1
The leader gives	The leader gives	The leader gives	The leader attempts to
priority attention and	priority attention to	attention to decisions	give attention to
strategically plan for	decisions that impact	that impact the quality	decisions that impact
decisions that impact	the quality of student	of student learning	the quality of student
the quality of student	learning and teacher	and teacher	learning and teacher
learning and teacher	proficiency.	proficiency.	proficiency.
proficiency.			
	The leader uses critical	The leader defines	The leader attempts to
The leader uses critical	thinking and problem	problems and	define problems and
thinking and problem	solving techniques to	identifies solutions.	identify solutions.
solving techniques to	define problems and		
define problems and	identify solutions.	The leader evaluates	The leader attempts to
identify and	-	decisions for	evaluate decisions for
implement solutions.	The leader evaluates	effectiveness, equity,	effectiveness.
	decisions for	intended and actual	
The leader	effectiveness, equity,	outcome.	The leader attempts to
consistently evaluates	intended and actual	The leader empowers	empower others and
decisions for	outcome; implements	others and distributes	distribute leadership.
effectiveness, equity,	follow-up actions; and	leadership.	
intended and actual	revises as needed.		The leader attempts to
outcome; implements		The leader uses	use technology to
follow-up actions; and	The leader empowers	technology to enhance	enhance decision-
revises as needed.	others and distributes	decision-making and	making.
	leadership when	efficiency throughout	
The leader empowers	appropriate.	the school.	
others and distributes			
leadership with	The leader uses		
feedback when	effective technology		
appropriate in order to	integration to enhance		
support reflective	decision-making and		
practices.	efficiency throughout		
	the school.		
The leader			
consistently uses			
effective technology			
integration to enhance			
decision making and			
efficiency throughout			
the school	dand 7. I J 1' D		alles deux setter l
	dard 7: Leadership Dev	-	of leaders actively
cultivate, support, and d	evelop other leaders with Performanc		
Level 4	Level 3	Level 2	Level 1
The leader	The leader identifies	The leader cultivates	The leader attempts to
strategically identifies	and cultivates	emerging leaders.	cultivate emerging

and cultivates	potential and		leaders.
potential emerging	emerging leaders.	The leader provides	leaders.
leaders.	emerging reducts.	evidence of delegation	The leader attempts to
icaders.	The leader provides	and trust to	practice delegation
The leader provides	evidence of delegation	subordinate leaders.	and trust subordinate
evidence of delegation	and trust in	suborumate readers.	leaders.
and trust in	subordinate leaders	The leader promotes	leauers.
subordinate leaders	while planning for	teacher-leadership	The leader attempts to
providing support as	succession	functions.	develop relationships
needed while planning	management in key	Tunctions.	between school
for succession	positions.	The leader develops	leaders, parents, and
management in key	posicions.	relationships between	community.
positions.	The leader promotes	school leaders,	community.
positions.	teacher-leadership	parents, and	
The leader promotes	functions focused on	community.	
The leader promotes and supports the	instructional		
development of	proficiency in student		
targeted teacher-	learning.		
leadership functions	icai iiiig.		
focused on	The leader develops		
instructional	sustainable and		
proficiency in student	supportive		
learning.	relationships between		
icai iiiig.	school leaders,		
The leader develops	parents, community,		
sustainable and	higher education and		
supportive	business leaders.		
relationships between	business leaders.		
school leaders,			
parents, community,			
higher education and			
business leaders.			
	tandard 8: School Manag	Jement:	
	manage the organization,		in ways that maximize
	promote a safe, efficient, le	•	
		e Indicators	
Level 4	Level 3	Level 2	Level 1
The leader organizes	The leader organizes	The leader organizes	The leader attempts to
time, tasks, and	time, tasks, and	time, tasks and	organize time, tasks
projects effectively	projects effectively	projects.	and projects.
with clear objectives	with clear objectives		
and coherent plans	and coherent plans.	The leader establishes	The leader attempts to
while utilizing		deadlines for	establish deadlines for
qualitative and/or	The leader establishes	him/herself and the	him/herself and the
quantitative data to	appropriate deadlines	entire organization.	entire organization.
adjust plans as needed.	for him/herself and		

	the entire	The leader manages	The leader attempts to
The leader propetively		The leader manages schedules, delegates,	The leader attempts to manage schedules,
The leader proactively establishes	organization.	and allocates	U
	The loader menages		delegate and allocate
appropriate deadlines	The leader manages	resources.	resources.
for him/herself and	schedules, delegates,		
the entire organization	and allocates	The leader is fiscally	The leader attempts to
aligned to the school	resources to promote	responsible.	be fiscally responsible.
vision.	collegial efforts in		
	school improvement		
The leader manages	and faculty		
schedules, delegates,	development.		
and allocates			
resources to promote	The leader is fiscally		
collegial efforts in	responsible and		
school improvement	maximizes the impact		
and faculty	of fiscal resources on		
development while	instructional priorities		
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.			

DESIRED OUTCOME: **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.

Level 4	Level 3	Level 2	Level 1	
The leader actively	The leader actively	The leader actively	The leader attempts to	
listens to and learns	listens to and learns	listens to students,	listen to students, staff,	
from students, staff,	from students, staff,	staff, parents, and	parents, and	
parents, and	parents, and	community	community	
community	community	stakeholders.	stakeholders.	
stakeholders while	stakeholders.			
proactively seeking		The leader	The leader attempts to	
opportunities to listen	The leader	communicates student	communicate student	
to stakeholder	communicates student	expectations and	expectations and	
feedback.	expectations and	performance	performance	
	performance	information to limited	information to	
The leader	information to	stakeholder groups	stakeholder groups	

consistently	students, parents, and	and recognizes select	and recognize
communicates student	community while	individuals for	individuals for
expectations and	recognizing	effective performance.	effective performance.
performance	individuals for		
information to	effective performance.	The leader maintains	The leader attempts to
students, parents, and		limited visibility at	maintain visibility at
community while	The leader maintains	school and creates	school and creates
recognizing	high visibility at school	minimal opportunities	minimal opportunities
individuals for	and in the community	to engage stakeholders	to engage stakeholders
effective performance.	and regularly engages	in constructive	in constructive
-	stakeholders in the	conversations about	conversations about
The leader maintains	work of the school	important school	important school
high visibility at school	while creating	issues.	issues.
and in the community	opportunities to		
and regularly engages	engage students,	The leader utilizes	The leader attempts to
stakeholders in the	faculty, parents, and	limited technologies	utilize technologies for
work of the school	community	for communication	communication and
while creating	stakeholders in	and collaboration.	collaboration.
opportunities to	constructive	The leader ensures	The leader attempts to
engage students,	conversations about	faculty receives	ensure faculty receives
faculty, parents, and	important school	information about	information about
community	issues.	student learning	student learning
stakeholders in		requirements,	requirements,
constructive	The leader utilizes	academic standards,	academic standards,
conversations about	appropriate	and other local state	and other local state
important school	technologies for	and federal	and federal
issues and providing	communication and	administrative	administrative
follow-up to concerns.	collaboration.	requirements and	requirements and
		decisions.	decisions.
The leader utilizes	The leader ensures		
appropriate	faculty receives timely		
technologies for	information about		
communication and	student learning		
collaboration to	requirements,		
ensure more timely,	academic standards,		
efficient, and	and all other local		
productive	state and federal		
communication	administrative		
between all	requirements and		
stakeholders.	decisions.		
The leader ensures			
faculty receives timely			
information about			
student learning			
requirements,			
requirements,	1		

academic standards, and all other local state and federal administrative requirements and		
decisions while providing opportunities to receive input on		
related initiatives.		

Domain 4: Professional and Ethical Behavior			
Desired Outcome: Standard 10: Professional and Ethical Behaviors			
Effective school leaders demonstrate personal and professional behaviors consistent with quality			
practices in education an	nd as a community leader		
	Performanc	e Indicators	
Level 4	Level 3	Level 2	Level 1
Effective school	Effective school	Effective school	The school leader
leaders adhere to the	leaders adhere to the	leaders adhere to the	attempts to
Code of Ethics and the	Code of Ethics and the	Code of Ethics and the	demonstrate a
Principles of	Principles of	Principles of	commitment to the
Professional Conduct	Professional Conduct	Professional Conduct	success of students
for the Education	for the Education	for the Education	and identify barriers
Profession in Florida,	Profession in Florida,	Profession in Florida,	to the success of the
pursuant to Rules 6B-	pursuant to Rules 6B-	pursuant to Rules 6B-	school.
1.001 and 6B-1.006,	1.001 and 6B-1.006,	1.001 and 6B-1.006,	
F.A.C.	F.A.C.	F.A.C.	Effective school
	leaders engage in		00
Effective school	Effective school	Effective school	professional learning.
leaders demonstrate	leaders demonstrate	leaders demonstrate	
commitment to the	commitment to the	commitment to the	The school leader
success of all students	success of all students	success of students	attempts to improve
and resiliency by	and resiliency by	and identify barriers	performance in
staying focused on the	staying focused on the	to the success of the	specific areas based on
school vision,	school vision,	school.	previous evaluations.
identifying barriers,	identifying barriers,		
and reacting	and reacting	Effective school	
constructively to the	constructively to the	leaders engage in	
barriers to success and	barriers to success of	professional learning	
wellbeing of the	the school.	and improve	
school, families, and		professional practice.	
local community.	Effective school		
	leaders engage in	Effective school	
Effective school	professional learning	leaders demonstrate	
leaders engage in	and improve	willingness to admit	
professional learning	professional practice	error and demonstrate	

and improve professional practice in 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.	in alignment with the needs of the school system. 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.	limited improvement in specific performance areas based on previous evaluations and formative feedback.	
---	---	--	--

Data Collection Plan			
Level of Measurement	Instrument/Data Type	Frequency	Person Responsible for Collecting Data
1. Participants' Reactions	Attendance and Perception Data from LAB Appraisal Form	At the conclusion of each course	Leadership Development Course Organizer
2. Participants' Learning	Varies by course to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks	One time per course	Course Facilitators
3. Organizational Supports	District Departments observations, records and requests for assistance and support	On-going	District Level Staff OSPA Staff Leadership Development Staff
4. Participants' Practice	District-wide Broward Assessment of School Administrators (BASA) District-wide District Assessment of School Administrators (DASA)	Annually	Leadership Development Supervisor
5. Student Outcomes	District Value-Added Model (VAM) Student Achievement Scores	Annually	Leadership Development Supervisor

Evaluation Plan				
Level 1 – Participant Reactions				
<u>Audience</u>	Mid-Year Evaluation	End of Year Evaluation		
Leadership Support	Review of LAB Professional	LAB Professional Learning		
Programs	Learning Appraisal Form Report	Appraisal Form Report		
(First Year Principal				
Program				
Participants/First Year				
Assistant Principal				
Program Participants)				
Leadership Development	Review of LAB Professional	LAB Professional Learning		
Programs	Learning Appraisal Form Report	Appraisal Form Report		
(Principal Preparation				
Program				
Participants/Leadership				

Experiences and Administrative Development Program Participants)		
District and School Site	Review of LAB Professional	LAB Professional Learning
Administrators	Learning Appraisal Form Report	Appraisal Form Report
Audience	Level 2 – Participant Learnin Mid-Year Evaluation	ng End of Year Evaluation
	<u>Miu-rear Evaluation</u>	
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks
Program Participants)Leadership DevelopmentPrograms(Principal PreparationProgramParticipants/LeadershipExperiences andAdministrativeDevelopment ProgramParticipants)	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks
District and School Site Administrators	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks	Review of course evaluation instruments to include role play and scenario activities, structured coaching and feedback, pre and post-tests, job-embedded tasks
	Level 3 – Organizational Supp	orts
Audience	Mid-Year Evaluation	End of Year Evaluation
Leadership Support Programs (First Year Principal Program Participants/First Year Assistant Principal Program Participants)	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support
Leadership Development Programs (Principal Preparation Program Participants/Leadership	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support

Experiences and Administrative Development Program Participants)		
District and School Site Administrators	District Department observations, records and requests for assistance and support	District Department observations, records and requests for assistance and support
	Level 4 – Participants Use of New K	
<u>Audience</u> Leadership Support Programs (First Year Principal	<u>Mid-Year Evaluation</u>	End of Year Evaluation District-wide Broward Assessment of School Administrators (BASA)
Program Participants/First Year Assistant Principal Program Participants)		End of Year Participant Perception Data based on Survey Results
Leadership Development Programs (Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program Participants)		District-wide Broward Assessment of School Administrators (BASA) End of Year Participant Perception Data based on Survey Results
District Leadership Preparation and Support Program Participants		District-wide District Assessment of School Administrators (DASA) End of Year Participant Perception Data based on Survey Results
	Level 5 – Student Learning Outo	comes
Audience	Mid-Year Evaluation	End of Year Evaluation
Principal Preparation Program Participants/Leadership Experiences and Administrative Development Program		District Value-Added Model (VAM) Student Achievement Scores
Participants (Leadership Development Programs)		

Principal Preparation	District Value-Added Model (VAM)
Program	Student Achievement Scores
Participants/Leadership	
Experiences and	
Administrative	
Development Program	
Participants (Leadership	
Development Programs)	
District Leadership Preparation and Support Program Participants	District Value-Added Model (VAM) Student Achievement Scores