

The School Board of Broward County, Florida
TOP Addendum
July 8, 2016

•How and in what schools has the Wallace Foundation demonstrated a record of turning around student achievement in similar settings?

In the years 2003-2009, the Wallace Foundation conducted a six-year study entitled Learning from Leadership Project, which included 18 districts (two per state) and 36 schools. The purpose of the study was to identify the nature of successful educational leadership and to better understand how such leadership can improve educational practices and student learning. It was determined through this study that districts contribute most to school leaders' sense of efficacy by the following means:

- Ensuring that teachers and administrators have access to worthwhile programs of professional development, aimed at strengthening their capacities to achieve shared purposes
- Assigning priority, unambiguously, to the improvement of student achievement and instruction
- Making significant investments in the development of instructional leadership
- Ensuring that personnel policies support the selection and maintenance of the best people for each school
- Emphasizing teamwork and professional community

This study concluded that leaders in education provide direction for, and exercise influence over, policy and practice. Their contributions are crucial, the evidence shows, to initiatives aimed at improving student learning, and of course ultimately to the future in which we all share.

•Under DMT area of focus 4, please explain in greater detail your plan for replacing the principal and/or staff.

Once the 2016 school grades are released, Broward will design its proposal for HB 287 – Principal Autonomy Pilot Program Initiative (PAPPI). As one of the seven districts identified in the legislation, this initiative allows us to select three schools that received at least two school grades of “D” or “F” during the previous three school years, as well as to identify three highly effective rated principals to lead at these targeted schools. The criteria to determine these highly effective principals will be established as a component of the proposal. Through this bill, the principal will have increased autonomy and authority to operate his or her school in a way that produces significant improvements in student achievement and school management.

•What record of success the instructional coaches have?

The Broward County Public Schools (BCPS) Coaching and Induction Credentialing, includes a two-year professional development series of courses, tools, and case

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study activities, directly aligned to eighteen (18) of the nineteen (19) Essential Performance Responsibilities listed in the Coach, Literacy school-based BCPS/HR Job Description.

Currently, the school-based principals are the evaluative supervisors of the Instructional Coaches. Principals select the Instructional Coach based on the BCPS KK-034 Job Description, including the following minimum qualifications:

EDUCATION: An earned bachelor's degree from an accredited institution in an educational field and a valid Florida Teacher's Certificate in elementary and/or secondary education, ESE, or specific content area; (Literacy Coaches must hold or be working towards Reading Endorsement).

EXPERIENCE: Minimum five (5) years of related teaching experience in subject area and/or level within the last eight (8) years.

In 2014, BCPS revised the job description to include the required Coach Credentialing:

REQUIRED: Instructional Coaches are required to achieve Reading Endorsement within two (2) years of appointment. Complete Broward County Public Schools Instructional Coach Development and Credentialing Program

Beginning July 1, 2016, the Supervisor of Coaching and Induction will provide a systemic and measurable means of support for the Instructional Coach. This plan includes support from credentialed Master Coaches along with quantifiable data gathered from the tools used with and by the Instructional and Master Coaches.

Instructional Coaches will develop individual teacher instructional goals along with school-wide, faculty PLC goals, all of which will be aligned with the School Improvement Plan goals for student achievement.

Instructional Coaches' effectiveness will be determined by the student growth scores.

If the goals of the Instructional Coach are not met, then the Director of Coaching and Induction will make recommendations to the site-based Principal and the Cadre Director. Recommendations may include:

- If the school grade drops below a "C", or does not improve, the recommendation will be to replace the Instructional Coach.
- If the Instructional Coach does not successfully complete the required Coach Credentialing, then the recommendation will be to replace the Instructional Coach.

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•How, and in what schools, has the Council of the Great City Schools demonstrated turning around student achievement in similar settings?

The Council of the Great City Schools is a coalition of 65 of the nation's urban public school systems. Its Board of Directors is composed of the Superintendent of Schools and one School Board member from each member city. An Executive Committee of 24 individuals, equally divided in number between Superintendents and School Board members, provides regular oversight of the 501(c)(3) organization. The mission of the Council is to advocate for urban public education and assist its members in the improvement of leadership and instruction. The Council provides services to its members in the improvement of leadership and instruction. The Council provides services to its members in the areas of legislation, research, communications, curriculum and instruction, and management. The group convenes two major conferences each year; conducts studies on urban school conditions and trends; and operates ongoing networks of senior school district managers with responsibilities in areas such as federal programs, operations, finance, personnel, communications, research, and technology. The Council was founded in 1956 and incorporated in 1961, and has its headquarters in Washington, D.C.

•Which of the nine recommendations for effective leadership on page 15 of your plan will Broward be utilizing?

Broward will be implementing all nine of the recommendations for building more effective principal support and supervision systems as aligned to the Wallace Grant and recommendations based on the Council of the Great City Schools.

•Please provide evidence to show that Broward can successfully implement the selected recommendations.

Evidences include:

- Four new Cadre Directors will be hired in the 2016-2017 school year to reduce the average span of control from 1 to 20 to 1 to 15. A new Cadre Director interview process has been developed whose competencies have been aligned to UW standards and Broward's BEST Blueprint.
- Cadre Directors will develop a leadership plan that is aligned to DASA and CCSSO standards.
- In collaboration with the Center for Educational Leadership (CEL), a full professional development program has been developed for elementary principals. The professional learning sessions are delivered in small groups monthly and the content is aligned to the BASA indicators that address areas of principal identified need.

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- Cadre directors attend two days monthly of coaching and content training in collaboration with CEL. They are compiling their portfolios that show development of successful coaching and mentoring tools.
- A Leadership Tracking System has been developed to create candidate profile data for 100% of aspiring principal supervisor and principal vacancies.
- Five Intern Directors have been selected through a comprehensive interview process.
- Dr. Wanza, Chief of School Performance and Accountability meets with the Chiefs of Human Resources and Academics to discuss reorganization of supports and services provided to schools.