

The Race to the Top Teacher and Leader Preparation Implementation Committee (TLPIC) PROPEL Presentation



Office of Talent Development, Broward County Public Schools

Dr. Elisa Calabrese, Chief

Dr. Sharon Moffitt, Director, Leadership Development

Ms. Anne Dilgen, PROPEL Coordinator

Department of Educational Leadership and Research Methodology

Florida Atlantic University

Dr. Daniel Reyes-Guerra

Overview of PROPEL

* Partnership

- * Florida Atlantic University, Department of Educational Leadership and Research Methodology
- * Broward County Public Schools (BCPS), Office of Talent Development

* Course Curriculum

- * 21 courses
- * Florida Principal Leadership Standards
- * Florida Educational Leadership Examination, Skills and Competencies
- * Interstate School Leaders Licensure Consortium (ISLLC)

* Embedded Professional Development / Building Capacity

- * Southern Regional Education Board (SREB)
- * Leadership and Learning Center (LLC)
- * Development Dimensions International (DDI)

Overview

- * **Experiential Learning**
 - * Internship – 3 semesters
 - * Apprenticeship- 2 semesters

- * **Mentorship & Support**
 - * Home school principals
 - * Apprentice principals
 - * District Coordinator

- * **Evaluation**
 - * End of course surveys
 - * Student focus groups
 - * Twenty + studies in process

Materials/Courses Developed

- * **Twenty-one graduate level courses**
 - * **Co-constructed by FAU professors and BCPS administrators**
 - * **Taught by BCPS doctorate holding administrators**
- * **Internship/Apprenticeship aligned to Broward County Leadership pipeline**
- * **LiveText portfolio**
- * **PROPEL School Leaders Assessment: PSLA**
- * **Competency assessments tied directly to FELE Competencies and Skills**

Materials/Courses Developed

- * **Admissions on-line application and protocols**
- * **PROPEL website**
- * **Database**
- * **Adjunct, mentor and participant handbooks**
- * **SharePoint site**

Professional Development Capacity Building

- * **Mentor development**
- * **Coaching development**
- * **LLC: Leaders Developing Leaders series**
 - * **Continuous Improvement**
 - * **Teaching and Learning**
 - * **School Vision, Purpose and Culture**
- * **DDI: Facilitation Skills**

Participant Growth Development

- * **Profile XT**
- * **Propel Student Leadership Assessment (PSLA)**
- * **Formative interviews**
- * **The Strategic Leader, Dr. John Pisapia**
 - * **Strategic Thinking Questionnaire**
 - * **Strategic Leadership Questionnaire**
- * **On-site visits by District Coordinator**

Current Status

Cohort One

- * **Completion of Phase One:**
 - * Coursework
 - * Internship
 - * 21 students received Level One certification
- * **Entering Phase Two:**
 - * 29 students including ten assistant principals
 - * **Expected completion: June 2013**
 - * 10 participants- Principal Level eligible
 - * 19 participants Assistant Principal eligible

Current Status

Cohort Two

- * 25 students enrolled
- * Completion of nine courses
 - * Completion of Fall Internship
- * Expected Completion of Phase One in August 2013
- * Phase Two admissions begins Spring 2013

Future Plans for the Project

- * **Research: FAU and BCPS**
- * **Cohort 3**
 - * Preparing for the recruitment, nomination, and selection process for Cohort 3
 - * Cohort 3 will be the first cohort that will not be funded by the original grant
- * **Grant writing**
 - * Research and support of future cohort
 - * Support for continued FAU/BCPS partnership
 - * Support for related leadership development
 - * Teacher leadership and district leadership

Sustainability Considerations

- * **Professional Development of BCPS personnel**
- * **Continued alignment with BCPS Leadership Continuum**
- * **Program needs:**
 - * **FAU Coordinator**
 - * **Broward Coordinator**
 - * **District and university administrative support**
 - * **Funds to support internship/apprenticeship days in practicum placements**
- * **Future cohorts pay tuition**

Challenges

- * **Adjuncts**

- * **Hiring of qualified individuals**
- * **On-going professional training and development: Adult Learning**

- * **Program**

- * **Bureaucracies adjusting to unusual “partnership” program**
- * **Participant writing and research skills**
- * **Simultaneous development and implementation**
- * **Differing organizational cultures in partnership**
- * **Timeline differences (student teachers, hiring of administrators, etc.)**
- * **Sustainability: permanence of personnel (mentors, principals, district staff)**

Challenges

- * **District and University**
 - * **Need for policy changes and cultural adaptations to support turnaround leadership**
 - * **Opportunities for expansion of turnaround leadership and high performing leadership development to include all key administrators at all district levels**

Lessons Learned to Date

- * **Mentors need intensive and structured training and coaching**
- * **Student teachers' availability**
- * **Participants need workshops on academic and professional writing**
- * **Need for a strong partnership between district officials and grant administrators**
- * **Policy manuals for “exceptions to the expected behaviors” should be created before implementation**

Lessons Learned to Date

- * **Transparency and open information needs to be stressed due to parallel programs**
- * **EdD/PhD does not an adjunct make**
- * **Development time needed**
- * **Principal sponsorship and mentoring must be structured and deliberate**
- * **Mentor-intern relationship must be monitored and coached**

Possible Considerations for Level One and Level Two Certification Programs

- * **Embedded internship of significant duration**
- * **Experiential learning embedded in regular coursework**
- * **Active partnership between university and school district for Level One and Level Two certification**
- * **Continuous program improvement with involvement of current school/district administrators and university faculty as an established and demonstrable element of program**

Possible Considerations for Level One and Level Two Certification Programs

- * **Formative assessments throughout program for growth reflection**
- * **Professional development embedded in courses and aligned to current district/state initiatives**
- * **District/university supervisor to monitor and align job embedded experiences**
- * **Strong and active principal sponsorship / mentoring / coaching for students**
- * **Embedded professional development for principals and administrators for mentoring / coaching**