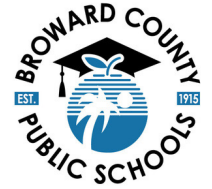


Leading for Impact: Principal Supervision that Transforms Teaching and Learning

Dr. Ducarmel S. Augustin, Director, Teaching and Learning
Mrs. Jennifer Dale, Director, Leadership Development



Meet Your Facilitators



Jennifer Dale
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Broward County Public Schools

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Dr. Ducarmel S. Augustin
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Broward County Public Schools

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Let's Connect

Icebreaker Activity

3 Minutes: Partner Share

- Turn to a colleague and share: What does the principal supervisor role look like in your school district?
- Be prepared to share one insight from your partner with the whole group.
- This activity sets the foundation for collaborative learning throughout our session today.



NUMBER OF SCHOOLS

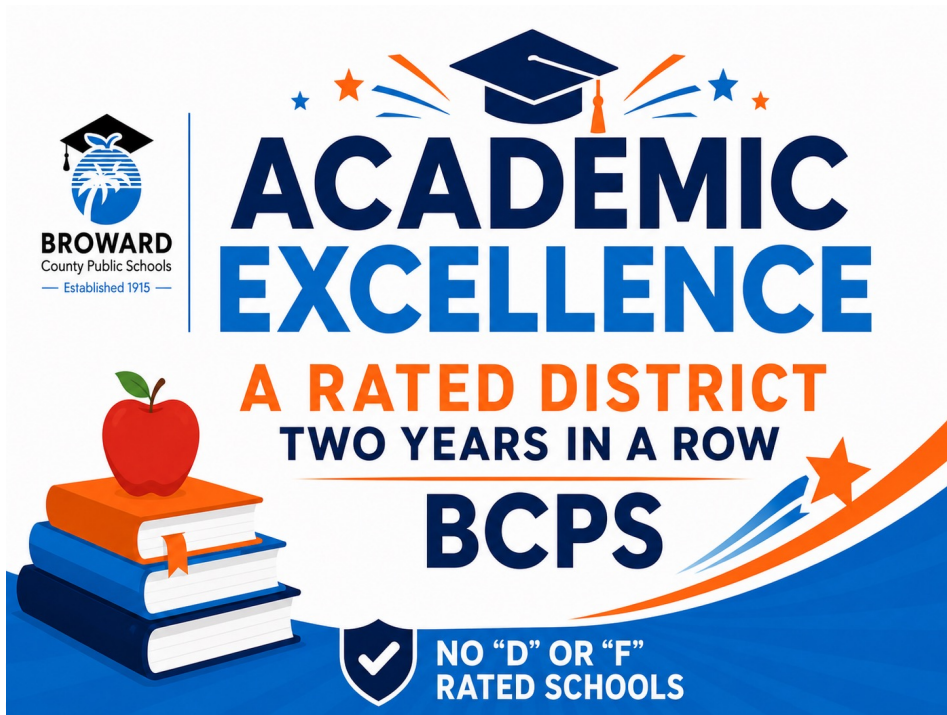
Elementary	132
Middle	35
High	32
Combination	13
Centers	16
Colleges (Adult Enrolled)	3
ESE Contract Agency Schools	7
Credit Recovery High School	1
Total	239
Charters	86
TOTAL SCHOOLS	325

Source: Demographics & Enrollment Planning, 2025/26 school year

STUDENT DEMOGRAPHICS

Race	
White	50.5% / 119,594
Black	40.9% / 96,748
Asian	3.9% / 9,265
Native American or Native Alaskan	0.3% / 689
Native Hawaiian or Pacific Islander	0.2% / 495
Multiracial	4.2% / 9,876
Ethnicity	
Hispanic	39.5% / 93,427
Non-Hispanic	60.5% / 143,240
Other Demographic Data	
ELL*	14.4% / 34,001
ESE*	17.2% / 40,703
Free or Reduced Lunch Meals	69.9% / 165,475

BCPS IMPACT



- For the second year in a row, BCPS earned an A rating and is trending upwards for 2025-2026
- The number of C-rated schools were reduced by half: from 70 in 2023/24 to 34 in 2024/25
- The District reported no D or F rated schools for two years in a row
- More than half of BCPS-operated schools are now A-rated
- 84% of our schools received A or B grades
- Out of the five largest school districts in Florida, BCPS is one of two with no D or F-rated schools

The Evolving Role of Principal Supervisors

Traditional Role

Compliance monitoring, operational oversight, principal evaluation focused on administrative tasks



Emerging Role

Instructional leadership, coaching and mentoring, developing principal capacity through job-embedded support



Impact Focus

Supporting teaching quality, using data for improvement, fostering collaborative professional learning across multiple schools

- Principal supervisors in large urban districts act as intermediaries between district leadership and school principals, ensuring instructional priorities are implemented across multiple schools
- National efforts like the Wallace Foundation's Principal Supervisor Initiative have emphasized shifting from compliance-driven functions to instructional leadership positions
- This complex leadership role requires specialized expertise in instructional leadership, strategic planning, and organizational management that extends beyond typical principal competencies
- The Role of Principals is also evolving....

Model Principal Supervisor Professional Standards

Standard 1:

Principal Supervisors dedicate their time to helping principals as instructional leaders.

Standard 2:

Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.

Standard 3:

Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals; practice to foster a positive educational environment that supports the diverse cultural and learning need of students

Standard 4:

Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.

Standard 5:

Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.

Standard 6:

Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student.

Standard 7:

Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.

Standard 8:

Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

Reflection Activity

- Highlight a principal supervisor standard that you prioritize and reflect on how you effectively implement it in your work with leaders
- Identify a standard with growth potential and consider opportunities to expand your focus in this area
- Discuss your reflections and strategies with your table to gain insight and feedback

The **MORE**
you **REFLECT**
the **MORE**
you **LEARN**

Impact of Principal Supervision

Principal Supervisor Actions

Walkthroughs, coaching, feedback, data use, and professional learning support aligned to standards

Principal Leadership

Instructional capacity, data-informed decisions, teacher support, and organizational improvement strategies

Teacher Practice

Collaboration, instructional quality, professional efficacy, and alignment to learning goals

Student Outcomes

Achievement gains, engagement, and equitable learning experiences across all student groups

- Research confirms that leadership influences student achievement through mediating variables such as teacher collaboration, instructional practices, and school climate
- Principal supervisors create the enabling conditions that shape student learning experiences by developing principals' instructional leadership capacity
- When supervisors engage in sustained coaching and instructional support, principals report increased confidence in leading school improvement efforts
- Consistent, high-quality supervisory practices are essential for scaling instructional improvement across entire districts

Instructional Reviews: Driving Continuous Improvement through Collaborative Learning

- **Focus on Improving Tier I Instruction**

Designed to examine teaching and learning, analyze student outcomes, identify strengths and opportunities, and provide actionable feedback to strengthen instructional practices

- **Build Capacity Through Collaboration**

Reviews bring together district and school leaders to develop a shared understanding of high-quality instruction, calibrate expectations, and create coherence around instructional improvement

- **From Observation to Action**

The process includes a State of the School presentation, classroom walkthroughs aligned to instructional look-fors, collaborative debriefing, and action planning to address identified gaps and accelerate student achievement



Instructional Walkthrough Protocol

- BCPS implemented a standardized Instructional Review Protocol Look-For Document for all principal supervisors in 2024-2025 to ensure clear instructional expectations across schools
- The protocol focuses on four essential questions: alignment to grade-level standards, instructional pacing with scope and sequence, student task alignment, and checking for understanding with feedback

Classroom Walkthrough Tool



Standards-Based Explicit Instruction Walk-through Look-for(s)

Essential Question: Is instruction aligned to grade-level standards?	
Look-for(s)	
<input type="checkbox"/> The teacher identifies a learning target aligned to the grade level standards. <input type="checkbox"/> The skills being taught are aligned to the standards and rigor for this grade. <input type="checkbox"/> Teacher uses strategies and structures that facilitate participation and meaning making by all students. <input type="checkbox"/> Teacher provides explicit instruction by using explanations, representation, and/or examples including teacher modeling and student practice.	<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> N/A
Essential Question: Is instruction on pace with the Scope and Sequence for the course?	
Look-for(s)	
<input type="checkbox"/> Instructional materials students use (e.g., texts, questions, problems, exercises, and assessments) are district adopted, appropriately demanding for the grade/course and time in the school year based on guidance in the standards. <input type="checkbox"/> Instruction is aligned with district pacing -- on track and addressing the critical elements as identified in the district IFC.	<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> N/A
Essential Question: Are student tasks aligned with grade level standards?	
Look-for(s)	
<input type="checkbox"/> Students are engaged in content aligned to the appropriate standards and rigor for their subject and grade. <input type="checkbox"/> Students engage in activities that are aligned to the learning goal(s), are well sequenced, and build on each other to move students toward mastery of the grade-level standard(s). <input type="checkbox"/> The lesson focuses on content that advances students toward grade-level standards and expectations. Students complete an appropriately challenging amount of cognitive work during the lesson, such as reading, writing, discussion, analysis, computation, or problem solving, given the focus of the lesson.	<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> N/A
Essential Question: Does the teacher check for understanding and provides feedback?	
Look-for(s)	
<input type="checkbox"/> Questions, tasks, or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down. <input type="checkbox"/> Students have extensive opportunities to express learning through academic writing and/or explanations using academic language, note taking, or presentation). <input type="checkbox"/> Students demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses. <input type="checkbox"/> Student responses, work and interactions demonstrate that they are on track to achieve stated or implied grade-level aligned learning goals. <input type="checkbox"/> Teacher deliberately poses questions and/or tasks that make students' current understanding (including misconceptions) visible and adapts the lesson to support student understanding.	<input type="checkbox"/> Evident <input type="checkbox"/> Not Evident <input type="checkbox"/> N/A

Regional T&L Directors Database



Total Visit: 848

Instructional Visits: 127 (14.98%)

Operational Visits: 117 (13.80%)

Classroom Walkthroughs: 604
(71.23%)

Leadership Meeting: 64 (7.55%)

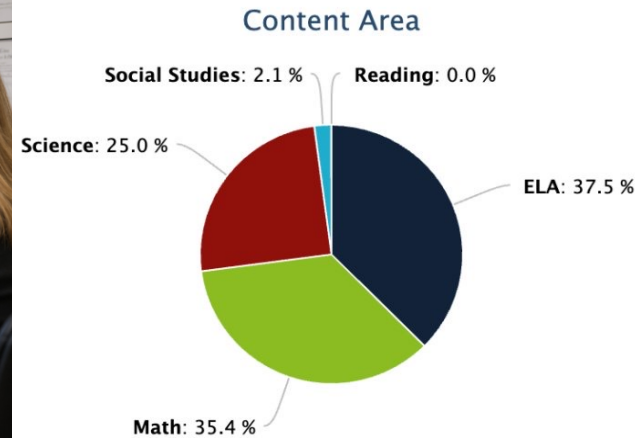
Coaching and Mentoring: 63 (7.43%)

Schools Visited: 18 / 16 (112.50%)

☆ Data for Ducarmel Augustin

Regional T&L Directors Database

BCPS principal supervisors are able to review data for each schools in their portfolio in order to ensure expectations are met across schools. The classroom visits engage leaders in conversations leading to feedback for teachers.



Reading	0
ELA	18
Math	17
Science	12

BCPS Data Dives

The purpose of BCPS Data Dive sessions is to provide the Superintendent and Cabinet Staff the opportunity to support instructional and operational needs of schools. Data Dives provide the opportunity to deliver real-time support and deploy resources to address critical issues in a timely manner, resulting in improving systems and student outcomes.



Agenda

3-Minute Cabinet, District Staff Question & Answer

Attendees will review the Data Dashboard prior to Data Dive and Noticing and Wonderings for the Q&A section of the presentation for each school.

Reflective questions based on review of the data:

1. What can my department(s) do to support the vision or objectives of the school?
2. Are there any suggestions based on the data you would like to share with the school?
3. What are the potential area(s) for Improvement?

4-Minute Transition

- Extended time for more conversation, if needed
 - Set-up for next school presentation

- **Note:** Principals will stay to observe remaining Data Dive sessions and listen to other principals' presentations to garner additional best practices for their school improvement efforts.

SCHOOL DATA DASHBOARD

School Name	Region	Region Director	Principal	2025 School Grade	ESSA
	Central	Augustin		B	

Published January 8, 2026	Enrollment (2nd Semester)			Student Attendance			1st Semester Percentage Absent more than 10%	ESSA Category	FPPI	Years Below 41%				
	2025	2026	Change	2025	2026	Change					N/A			
	Kindergarten	98	72	-26	38%	27%					-11%	Black	51	0
	Grade 1	93	101	8	33%	30%					-2%	Hispanic	56	0
	Grade 2	112	90	-22	30%	37%					7%	White	62	0
	Grade 3	150	109	-41	23%	15%					-8%	SWD	47	0
	Grade 4	115	136	21	19%	27%					8%	FRL	53	0
	Grade 5	108	115	7	22%	14%					-8%	ELL	53	0

Updated 12/22/25	OVERALL					BLACK					HISPANIC					WHITE					ELL					FRL					SWD				
	ELA Star Perf				Change PM2 to PM2	ELA Star Perf				Change PM2 to PM2	ELA Star Perf				Change PM2 to PM2	ELA Star Perf				Change PM2 to PM2	ELA Star Perf				Change PM2 to PM2	ELA Star Perf				Change PM2 to PM2					
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	PM3 25
KG	37	16	7	18	2.3	46	9	18	18	9.1	36	16	6	20	3.5	0	0	0	0	0.0	35	17	6	16	-0.6	40	20	7	17	-3.4	48	11	11	25	14.5
Grade 1	40	20	10	19	-1.5	83	42	22	17	-25.0	30	17	8	18	1.8	80	20	0	0	-20.0	31	17	9	17	0.3	41	16	10	19	2.9	41	20	20	20	0.0
Grade 2	33	18	8	18	0.4	35	19	15	50	31.2	29	15	6	11	-3.6	1...	1...	20	40	-60.0	27	15	3	11	-3.7	36	20	6	17	-3.2	42	6	0	12	5.9

Updated 12/22/25	OVERALL					BLACK					HISPANIC					WHITE					ELL					FRL					SWD				
	Math Star Perf				Change PM2 to PM2	Math Star Perf				Change PM2 to PM2	Math Star Perf				Change PM2 to PM2	Math Star Perf				Change PM2 to PM2	Math Star Perf				Change PM2 to PM2	Math Star Perf				Change PM2 to PM2					
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	PM3 25
KG	37	25	3	35	10.0	38	9	0	18	9.1	37	28	4	43	15.3	0	0	0	0	0.0	36	27	2	42	14.7	36	25	4	34	9.8	45	17	5	35	18.3
Grade 1	48	23	8	24	1.4	75	45	11	18	-27.3	42	18	6	25	7.4	80	50	0	0	-50.0	44	18	8	24	5.4	49	22	7	25	3.1	44	20	20	33	13.3
Grade 2	47	24	12	27	2.8	47	24	8	42	18.2	44	22	11	23	1.5	1...	67	40	40	-26.7	40	21	11	22	0.5	54	25	11	25	0.0	37	26	0	28	1.5

SCHOOL DATA DASHBOARD

School Name				Region Central			Region Director Augustin			Principal I		2025 School Grade B		ESSA	
Updated January 6, 2026	Enrollment (2nd Semester)			Student Attendance			1st Semester Percentage Absent more than 10%						ESSA Category	FPII	Years Below 41%
	2025	2026	Change	2025	2026	Change							N/A		
Kindergarten	98	72	-26	38%	27%	-11%							Black	51	0
Grade 1	93	101	8	33%	30%	-2%							Hispanic	56	0
Grade 2	112	90	-22	30%	37%	7%							White	62	0
Grade 3	150	109	-41	23%	15%	-8%							SWD	47	0
Grade 4	115	136	21	19%	27%	8%							FRL	53	0
Grade 5	108	115	7	22%	14%	-8%	ELL	53	0						

Updated 01/08/26	OVERALL					BLACK					HISPANIC					WHITE					ELL					FRL					SWD				
	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2	ELA FAST Perf				Change PM2 to PM2					
	PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26		PM3 25	PM2 25	PM1 26	PM2 26	PM3 25
Grade 3	42	15	11	18	2.8	29	0	14	21	21.4	43	17	10	15	-1.8	55	22	50	1...	77.8	28	4	2	3	-0.8	44	15	11	20	4.3	36	8	0	5	-3.2
Grade 4	50	29	17	28	-0.4	58	58	0	14	-44.0	49	23	19	29	6.1	60	50	22	44	-5.6	33	10	0	8	-1.9	52	33	19	28	-5.1	31	8	15	17	8.4
Grade 5	43	26	24	33	7.0	63	40	31	23	-16.9	40	25	24	33	8.2	33	18	27	50	31.8	21	3	0	0	-2.9	45	29	25	31	2.0	31	14	3	10	-4.0
School	46	23	18	27	4.2	50	32	15	20	-12.2	44	21	18	26	5.1	48	30	27	52	22.2	28	5	1	5	-0.6	46	24	18	26	1.9	33	9	8	12	2.7

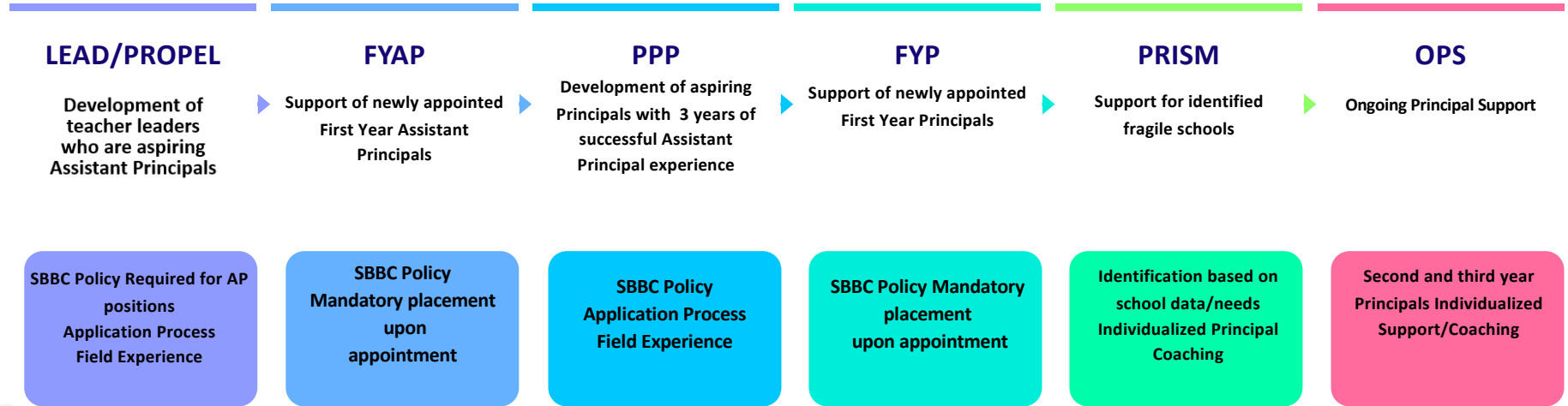
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Grade 3	43	18	6	29	10.4	27	7	0	36	28.6	43	20	7	24	4.7	60	22	0	1...	77.8	35	9	3	17	8.2	45	17	7	31	13.9	34	14	16	24	9.5
Grade 4	60	11	7	11	0.4	58	8	0	14	6.0	58	10	8	12	1.5	80	20	0	0	-20.0	53	5	0	0	-5.0	67	11	5	11	0.2	35	0	4	7	7.4
Grade 5	39	21	16	24	2.9	38	33	15	15	-17.9	38	21	14	21	0.4	50	9	33	58	49.2	24	3	7	8	5.1	41	18	16	23	5.1	41	25	3	3	-22.4
School	49	17	9	21	3.7	40	17	5	22	4.9	47	17	10	19	1.4	63	17	17	39	22.4	39	7	3	9	2.0	50	15	9	21	5.4	37	12	5	9	-3.6

ABC Elementary School

Student Services Area	School Data	Student Services Area	School Data
Average Daily Attendance Rate	91.60% (24-25 School Year) 92.56% (Current as of 12/19/25)	Number of ELL Students	450 Students (LY & LF) LY: 348 LF: 102
Overall Discipline Count	75 Total Referrals (24-25 School Year) 28 Total Referrals (Current)	Number of 504 Students	2 Student
Number of Retained Students	8 Students- Retained Current Year 1 st Grade: 2 2 nd Grade: 2 3 rd Grade: 3 5 th Grade: 1	Number of SSW Interventions Last School Year	1,460 Interventions (24-25 School Year) 1098 Interventions (Current)
Number of HEART Students	21 Students (Current)	Number of School Counselor Interventions Last School Year	5,743 Interventions (24-25 School Year) 2,977 Interventions (Current)
Number of Foster Care Students	1 Student (Current)	Resiliency Education (Required Instruction)	98% Overall Completion (Current as of 12/19/25)
Number of ESE Students	208 Total Students (Non-Gifted)		

Leadership Pipeline

Multiple Pathways, One Leadership Vision



Lead from the Inside Out: Knowing Your Values as a New Principal

- **Your values shape your leadership decisions.**
When challenges arise, clear values provide a consistent foundation for making difficult decisions and prioritizing what matters most for students and staff.
- **People follow who you are before they follow what you do.**
Drawing from Maxwell's *The 21 Laws of Irrefutable Leadership*, trust is built through integrity, authenticity, and alignment between your words and actions.
- **Values create a lasting leadership legacy.**
The impact of a principal is measured not only by results, but by the culture, beliefs, and behaviors they leave behind.

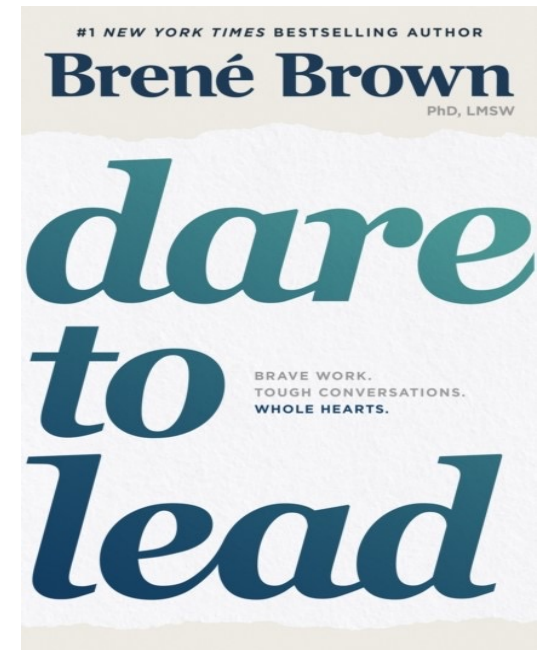


Reflect, Refine, Lead: Activity

Great leaders are clear about their values.

When leaders know their values they:

- Make consistent decisions
- Build trust with staff
- Lead difficult conversations
- Focus on what matters most for students



Identify Your Values

1. Review the list of leadership values
2. Circle the 10 values most important to you
3. Narrow the list to 5
4. Select your TOP 2 leadership values

Top 20 Leadership Values (Inspired by *Dare to Lead*)

- 1. Integrity** – Acting consistently with your principles.
- 2. Courage** – Willingness to take risks and have hard conversations.
- 3. Accountability** – Owning decisions, actions, and outcomes.
- 4. Authenticity** – Being genuine and transparent.
- 5. Empathy** – Understanding and valuing others' experiences.
- 6. Trust** – Building reliable and psychologically safe relationships.
- 7. Respect** – Treating others with dignity and fairness.
- 8. Humility** – Staying open to learning and admitting mistakes.
- 9. Curiosity** – Seeking understanding rather than judgment.

10. Connection – Creating meaningful relationships within teams.

11. Compassion – Caring about people while still holding standards.

12. Collaboration – Working together toward shared goals.

13. Learning – Valuing growth, feedback, and improvement.

14. Excellence – Striving for high standards and quality work.

15. Resilience – Persisting through setbacks and challenges.

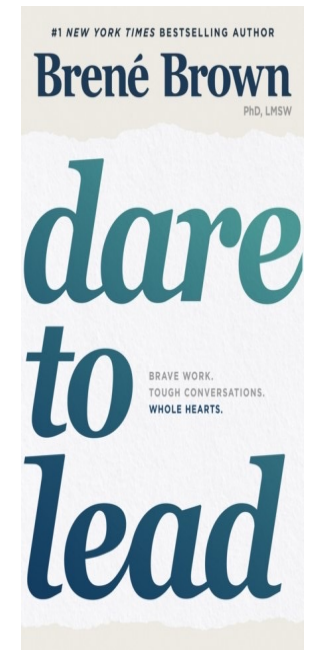
16. Innovation – Encouraging creativity and new ideas.

17. Fairness – Ensuring equity and unbiased decisions.

18. Belonging – Making people feel included and valued.

19. Service – Putting the team, mission, or community first.

20. Gratitude – Recognizing contributions and appreciating others.

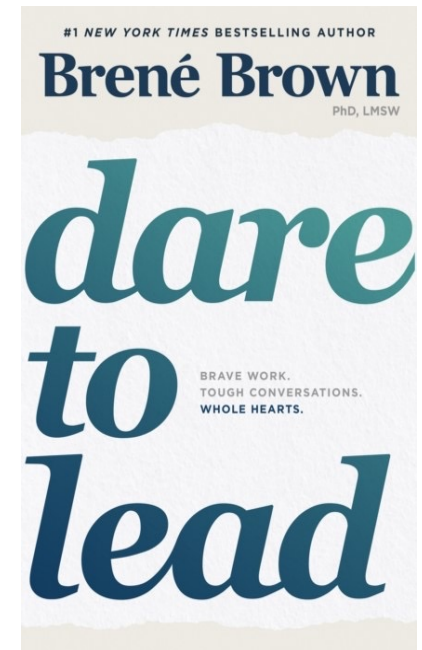


Values in Action

Choose ONE of your top values and discuss:

- What does this value look like in action for a school leader?
- What behaviors demonstrate this value?
- What behaviors violate this value?

Reminder: A value only matters if it shows up in behavior.



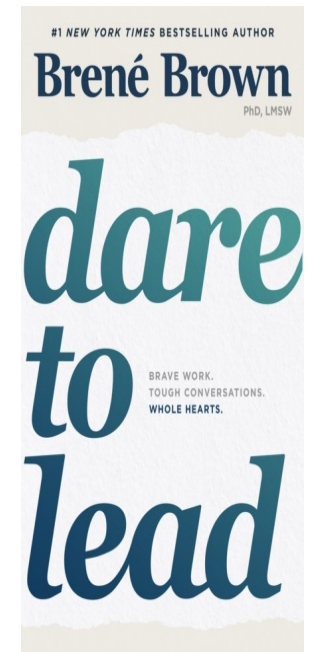
Leadership Reflection

Write and share:

The leadership value that will guide my decisions is _____
because _____.

Discussion:

How can your values help you lead through difficult situations and influence others without relying on positional authority?



Before You Leave Today, Take a Moment to Reflect:

One Thing I Learned Today:

What is one idea, strategy, or insight that will influence your leadership practice?

One Question I Still Have:

What area of leadership would you like to learn more about or continue exploring?

One Next Step I Will Take:

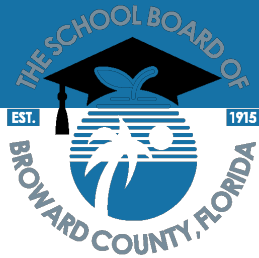
What is one specific action you will implement within the next two weeks to strengthen your leadership impact?

Challenge: Commit to one action, one conversation, and one decision that reflects the leader you aspire to become.

Session Feedback Survey

2026 Leadership Learning Annual
Convening Breakout Session
Round 2 Exit Survey





Sarah Leonardi, Chair
Dr. Jeff Holness, Vice Chair

Lori Alhadeff
Maura McCarthy Bulman
Adam Cervera, Esq.
Debra Hixon
Nora Rupert
Rebecca Thompson
Dr. Allen Zeman

Dr. Howard Hepburn
Superintendent of Schools

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