

FLORIDA ATLANTIC UNIVERSITY



**FLORIDA EDUCATOR PREPARATION  
AND LEADERSHIP NETWORK (FEPLN)  
*APRIL MEETING***

***2026 FAU Leadership Learning Convening Sneak Peeks***

**OFFICE OF EDUCATIONAL LEADERSHIP LEARNING**

**APRIL 1, 2026**

**1:00 PM**

# Network Vision

To build a collaborative learning community that empowers educational leaders across Florida to grow, innovate, and share expertise.





# ***FEPLN Mission Statement***

Amplify educator voices through collaborative partnerships to strengthen preparation programs, leadership pipelines, and professional learning opportunities for educators.

# FEPLN Meeting Logistics and Professional Learning Norms



1<sup>st</sup> Wednesday of each month at 1pm  
via Zoom



Participation of all members on the  
call



Active listening



Respect for all perspectives

# Today's Agenda

- Welcome and Logistics
- *2026 FAU Leadership Learning Convening Sneak Peeks*
- Convening Overview of Next Steps and Q&A
- FDOE Q&A
- Session Feedback
- What to Expect Next
- Optimistic Closure



# Welcoming Ritual

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Drop in the chat:

What's a movie you'll stop and watch anytime you come across it on TV or one that you can watch over and over again?



# 2026 Leadership Learning Convening

June 15-17  
Boca Raton



FAU's Office of Educational Leadership Learning (OELL) & FAU Lab Schools' Center for Educational Strategy and Innovation (CESI)



*Districts, Consortia, Charter Networks, Universities, Colleges*



*Keynote, Plenary Sessions, FLDOE Presentation and Updates, Breakout Sessions, Workgroups, Lab School Tour, Networking Opportunities*

# What's Covered?

- **Conference registration, FAU Lab School**
- **Hotel accommodations on 6/15/26 & 6/16/26 at the Wyndham Boca Raton**
- **Meals:**
  - **Monday, 6/15/26: Dinner**
  - **Tuesday, 6/16/25: Breakfast, Lunch, and Dinner**
  - **Wednesday, 6/17/25: Breakfast and Lunch**
- **Each organization will be provided with a single mileage travel stipend**

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***2026 FAU Leadership Learning Convening  
Sneak Peeks***

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***BUILDing Momentum for  
Instructional Excellence through  
Coaching-Based Leadership***

***FEPLN Convening 2026 Sneak Peek***



# Opening Question

You are already influencing instruction every day.  
**But... how intentional is that influence?**

# The Moment

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You walk into a  
classroom...

---

You notice something isn't  
quite where it needs to be.

---

What comes next?



# Quick Reflection



Take a moment to reflect...



How might you follow-up  
with the teacher?



Drop a sentence starter or  
question stem in the chat.



# The Reality

**Leaders may:**

---

Go straight to directive feedback

---

Ask a question that doesn't have the intended impact.

---

Delay the conversation

# Why Coaching Matters

Instructional leadership is not just about what is monitored...

It's about how leaders respond and engage others in inquiry and reflection that results in action and growth.

# BUILD: The Keys to Coaching

**B**



**Build Relationships**

**U**



**Utilize Resources**

**I**



**Interpret Data Insightfully**

**L**



**Listen, Observe, and Question**

**D**



**Develop through Feedback**



**Collective  
Efficacy for  
Teaching  
and  
Learning**



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# The BUILD Alignment to the FELS

## Build Relationships

### ***Standard 1: Professional and Ethical Norms***

4. Act ethically and professionally in relationships with others.

### ***Standard 7: Building Leadership Expertise***

a. Develop and support open, productive, caring, and trusting working relationships among school leaders and other personnel to build professional capacity and improve instructional practice driven by standards-aligned content

## Utilizing Resources

### ***Standard 3: School Operations Management and Safety***

c. Organize time, tasks, and projects effectively to protect school personnel's work and learning, as well as their own, to optimize productivity and student learning.

### ***Standard 6: Recruitment and Professional Learning***

h. Time and resources to establish and sustain a professional culture of collaboration and commitment to the shared educational vision, mission, and core values of the school with mutual accountability.

## Interpret Data

### ***Standard 4: Student Learning and Continuous School Improvement***

d. Promote the effective use of data analysis with school personnel for all student subgroups and provide coaching to improve student learning and minimize or eliminate achievement gaps.

## Listen, Observe, and Question

### ***Standard 2: Vision and Mission***

d. Strategically develop and implement systems to achieve the vision and mission of the school – reflecting and adjusting when applicable.

## Develop through Feedback

### ***Standard 5: Learning Environment***

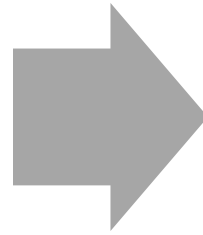
c. Deliver timely, actionable, and ongoing feedback about instructional practices driven by standards-aligned content to support and coach the development of instructional personnel's knowledge and skills.

### ***Standard 6: Recruitment and Professional Learning***

g. Monitor and evaluate professional practice, and provide timely, actionable, and ongoing feedback that fosters continuous improvement.

# Theory of Action

*If* a principal builds relationships, leverages resources, demonstrates data literacy, effectively listens, observes, questions, and provides feedback,



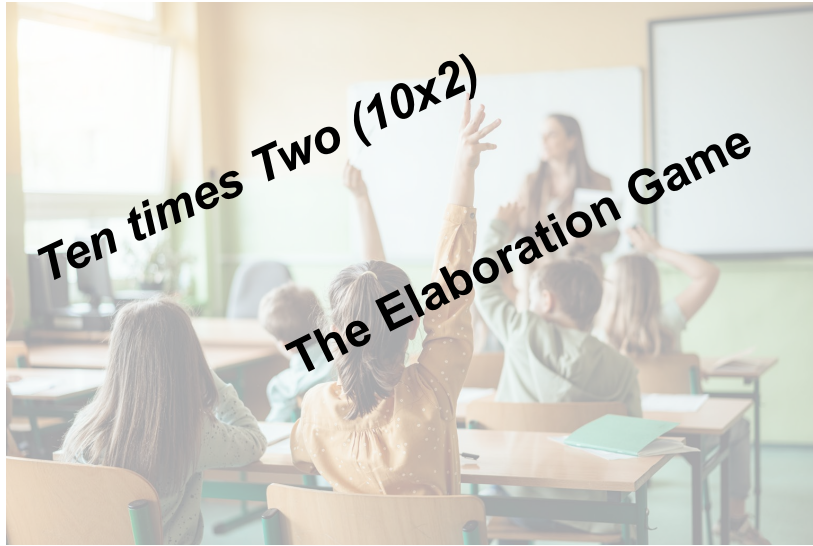
*then* they will more effectively implement instructional coaching strategies and improve the educational outcomes for all students.

# The Invitation

What would change if every coaching conversation was:

- Intentional
- Relational
- Growth-Oriented

## Ex. – Observation Skills



## Ex. – Feedback for Growth



# We'd Love to BUILD Stronger Instructional Coaching Moves With You

In the full session:

- Learn more about the BUILD framework
- Strengthen coaching moves
- Leave with tools for immediate use

Coaching Resource Padlet

Personal Coaching Commitment

Coaching PLN



# Your Role as a Coaching-Based Leader



- What is the **purpose** driving your coaching?
- What is the **promise** you hope it fulfills?
- What **practices** will you commit to strengthening?





# Momentum: Coaching-Based Leadership

*Creating thriving schools through coaching.*

- *BUILDing Momentum* Podcast
  - Starting **April 8<sup>th</sup>**
  - New episodes available 2<sup>nd</sup> Wednesday of each month.
- *Momentum* Coaching PLN Sessions
  - First Virtual Session is **April 15<sup>th</sup> @ 4:00.**
  - Sessions held the 3<sup>rd</sup> Wednesday of each month.



**Contact me with any questions...**

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**Momentum:**  
COACHING-BASED LEADERSHIP

Creating thriving schools through coaching.

**FLORIDA ATLANTIC UNIVERSITY  
OFFICE OF EDUCATIONAL LEADERSHIP LEARNING (OELL)**



# **Developing Effective Leadership Teams**

**Daniel Reyes-Guerra, PhD**

Executive Director, Office of Educational Leadership Learning (OELL)

Professor and Coordinator, School Leaders Program, Florida Atlantic University



# DEVELOPING EFFECTIVE LEADERSHIP TEAMS – SNEAK PEEK



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- The Why: Addressing what Matters
  - School Leaders Make a Difference in Student Learning
  - Leadership Teams Make a Difference in School Leaders' Effectiveness
  - Improved Effectiveness Only Happens with Professional Learning
- The How: What We Do to Develop Teams
- The Results: What We are Finding

# Meeting Today's School Leadership Challenges

In the chat, share the following:

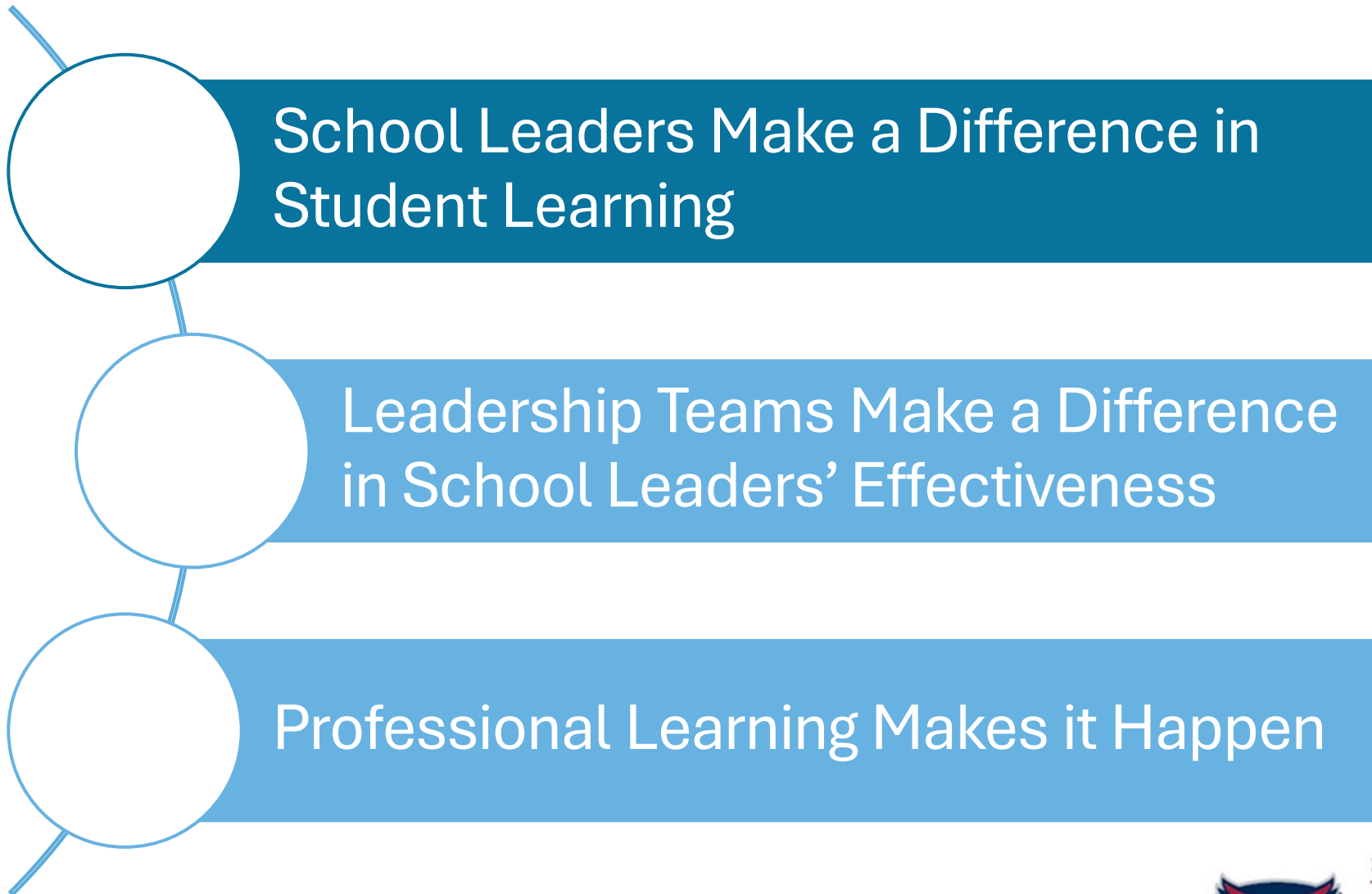
- *What do you feel are the greatest challenges facing school leaders today?*



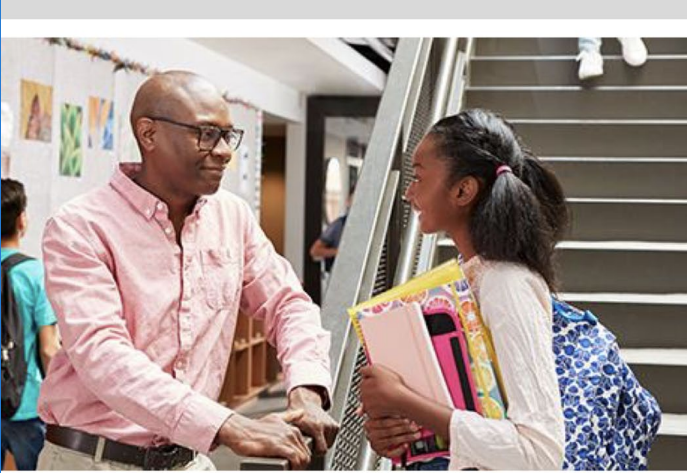
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# The Why: Addressing What Matters



# Key Findings: *How Principals Affect Students and Schools*



RESEARCH REPORT

## How Principals Affect Students and Schools

*A Systematic Synthesis of Two Decades of Research*

Jason A. Grissom  
VANDERBILT UNIVERSITY

Anna J. Egalite  
NORTH CAROLINA STATE  
UNIVERSITY

Constance A. Lindsay  
UNIVERSITY OF NORTH  
CAROLINA AT CHAPEL HILL

February 2021

Commissioned by  
**Wallace**

*“It is difficult to envision an investment in K–12 education with a higher ceiling on its potential return than improving school leadership.”*

- Replacing a low-effectiveness principal with a high-effectiveness principal would boost student learning by nearly 3 months in math and reading
- That is close to the 4-month impact of an effective teacher – but with an impact over an entire school
- The impact of effective principals and teachers are intertwined

Source: [\*How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research\*](#), The Wallace Foundation, 2021

# The Research: Why Leadership Teams Matter

- School leaders have a major impact on student achievement and schoolwide improvement, but **school leaders can't achieve success by acting alone**. Excellent results require a team effort. High-functioning leadership teams are built intentionally and are, on average, five times more productive than average teams (McKinsey & Company).
- A study by the Center for Creative Leadership (Cahill, 2020) found that only 18% of senior executives rated their teams as very effective, even though **97% agreed that increasing the leadership teams' effectiveness would improve results**.
- The tasks facing school leaders each week are enormous and varied, from responding to emails to campus supervision to leading learning. As a result, research suggests that, on average, **only 13% of leaders' time is spent focused on the school leaders' most important job: leading the instructional program** (Grissom, Loeb, & Master, 2013).



# Professional Learning for Effective Teams

A collaborative experience for Florida school, district, and state educational leaders to participate in a **vertical-based leadership team** to learn about how to **work more effectively as a team on a problem of practice that is identified by each team** to further its work with the goal of improving student learning outcomes.



# The How: Teams Participation and Outcomes

## Participants:

- **Participate** in in-person convenings and a series of coaching sessions
- **Grow individual and collective leadership practices** through team-based and role-alike groups as defined by the Florida Standards for Professional Learning, the Florida Educational Leadership Standards, the most recent research on effective teams, school leadership effectiveness, and change leadership;
- **Create a comprehensive leadership team action plan** to support implementation of evidence-based practices and policies/procedures that address the school's and district's relevant problems of practice and thereby improve educator practice and student outcomes at the school and district levels; and
- **Participate in a learning network** of teams to share common challenges and effective strategies.



# The Leadership Teams

**A school leadership team is a set of school leaders who are working together toward a two common goals: becoming an effective team and addressing the team-determined problem of practice.** The number of individuals and their roles are based on the needs of each individual team.

Participants:

- Four to six team members
- Members:
  - Typical School Leadership Team: Principal, assistant principal(s), and teacher leader from a single school, along with a district principal supervisor or director of leadership
  - Typical District Team: Four to six members of an LEA (could be all from one department OR could be a team made up of heads of different departments)

*Sample Problems of Practice:*

- How can our leadership team give consistent and actionable feedback to our teachers?
- What systems will promote a high-quality principal pipeline?



# Effective Teams Development Phases

- **Phase 1:** Leadership Team Readiness and Strategies for Continued Effectiveness
- **Phase 2:** Leadership Team Strategic Focus
- **Phase 3:** Leadership Team Action Plan Design
- **Phase 4:** Leadership Team Action Plan Implementation



# Phase 1: Effective Leadership Team Readiness

LEADERSHIP TEAM MEASURABLE EVIDENCE							
CHARACTERISTIC		TO WHAT EXTENT IT IS PRESENT					LIST THE EVIDENCE SUPPORTING THE ITEM'S RATING
<b>Scoring:</b> 5 = Completely 4 = Mostly 3 = Somewhat 2 = A little 1 = Not Yet/Do Not Know							
1	The team has a shared vision of its work.	5	4	3	2	1	
2	The team has a shared vision of school leadership.						
3	The team's vision is aligned with that of the school community and the district.	5	4	3	2	1	
4	The team has a goal tied to school improvement.	5	4	3	2	1	
5	The team has developed shared values.	5	4	3	2	1	
6	The team has engagement with the wider school community.	5	4	3	2	1	
7	The team possesses the necessary skill sets.	5	4	3	2	1	
8	Roles and assignments for each member of the team are clear.	5	4	3	2	1	



## LEADERSHIP TEAM ACTION PLAN

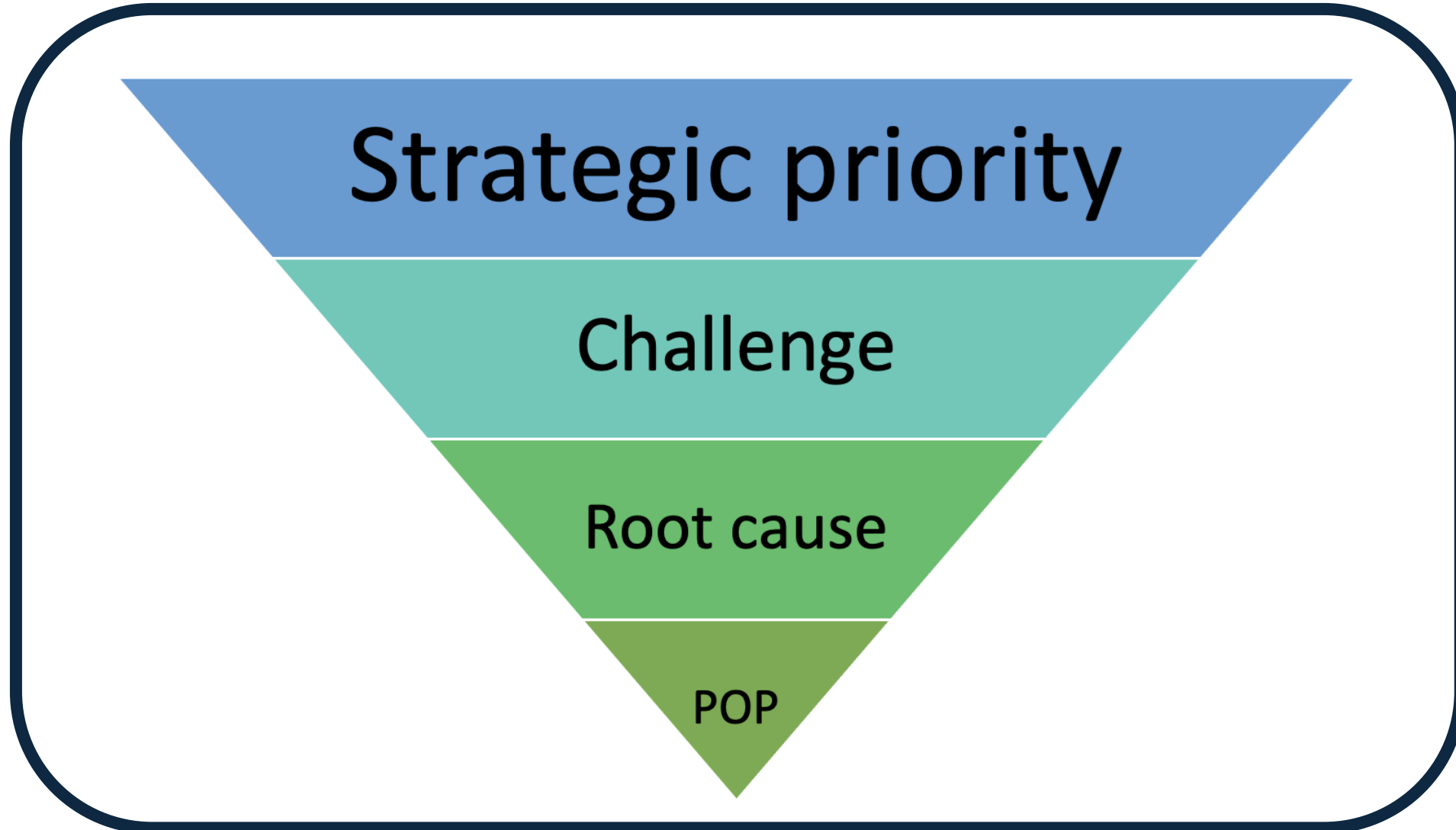
**Section 3: List and explain the action steps your team will take to successfully implement and sustain each characteristic.**

CHARACTERISTIC	ACTION STEP
#1	1.
	2.
	3.

# Phase 2: Moving from Strategic Priority to Problem of Practice



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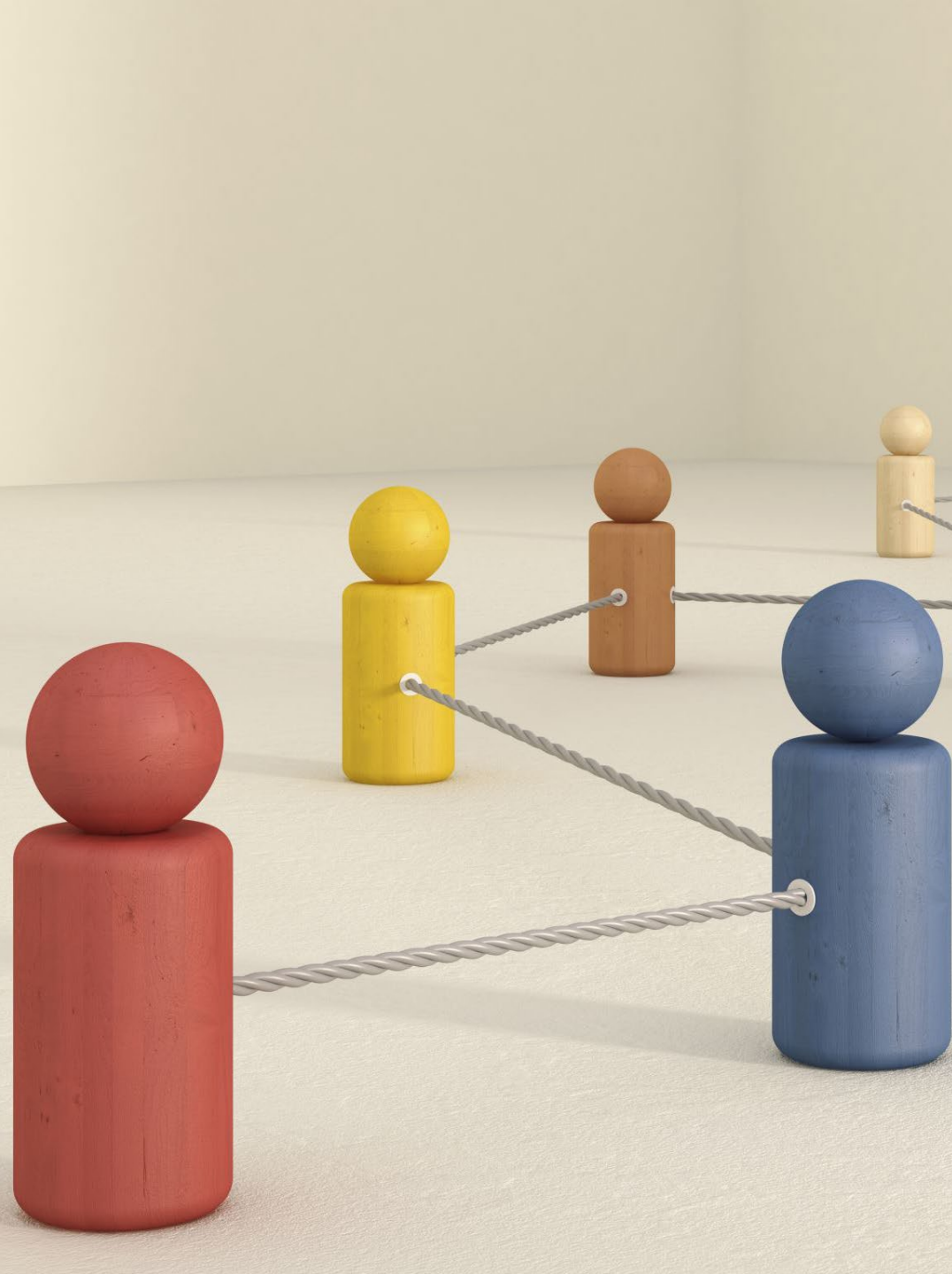


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# The Results: Process and Outcomes

- Collective efficacy
- Consistent vision and alignment
- Multiple perspectives at the table
- The sheer volume of work is divided among several people
- People use their strengths and the school benefits from those strengths





# Effectiveness: Preliminary Findings

Based on the preliminary data analyzed, the leadership teams have demonstrated statistically significant improvement in multiple areas.

Those showing the largest effect sizes include the team's:

- increased adaptability to changing circumstances and contexts.
- gathered awareness of each other's behaviors, individual strengths and weaknesses, and the ability to use them to the team's advantage.
- gaining necessary skills to function as a part of an effective team.

# The Role of the Principal Supervisor: Preliminary Findings

Principal Supervisor's inclusion on the team is important:

- Serves as a coach to both the team as a whole and the principal as an individual
- Creates the important tie to the district's vision and strategic plan
- Principal Supervisor gains professional learning applicable to the other leadership teams they lead
- Improves the perspective on the specific contexts of the school they oversee



# Awareness of Members' Strengths, Weaknesses, and Behavioral Tendencies

**Transactive Memory Systems (TMS)**—a shared system for encoding “who knows what” within a team. This leads to successful implementation:

- members **specialize and rely on each other's expertise**, which reduces redundancy and ensures that critical tasks are handled by the most capable individual. (Wegner, 1995)
- **faster information retrieval and coordination**, which is essential during implementation phases with tight timelines. Teams spend less time “figuring out who should do what.” (Lewis, 2003)
- teams with higher social sensitivity and awareness of members' contributions exhibit **greater collective intelligence**, which predicts performance across tasks. This awareness enables **better integration of diverse inputs**, improving decision quality. (Woolley et al., 2010)
- teams anticipate each other's needs and compensate for weaknesses.
- **continuity of execution**, even when individual members falter, which **improves backup behavior and resilience** (Hackman, 2002)

# Contacts

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Cynthia Bauman, Ph.D.  
[baumanc@fau.edu](mailto:baumanc@fau.edu)




# Convening Registration Closes April 2<sup>nd</sup>!

- Submit 1 Registration Form for your Organization
- Registration is first come, first served
- Will move to standby list once registration closes
- Don't miss out!

# Convening Next Steps Overview

- *Each individual that successfully registered has received a confirmation email*
- **April:** Meal survey will be sent to all registered attendees
- **May:** Hotel and meal confirmation information sent to individuals along with Breakout Session survey
  - Will include information on how to extend stay at Wyndham (at own cost)
- Breakout survey will be used to determine room locations



**2026 FAU  
Leadership  
Learning  
Convening  
Questions?**

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## Department of Education, Division of Public Schools Leadership



**Dr. Paul Burns**  
Senior Chancellor



**Dr. Josey McDaniel**  
Deputy Chancellor

## Bureau of Educator Recruitment, Development and Retention



**Dr. Sarah Hall**  
Chief



**Ashley Harvey**  
Director  
Retention Team



**Katarina Humphrey**  
Grants Manager and  
Add-Ons Specialist



**Tiani Snelling**  
Policy and Professional  
Learning Specialist

# FDOE: Q&A

- Use the QR Code or link in chat to record additional questions that were not addressed during this Q&A
- Have a more direct question for us? Email: [professionallearning@fldoe.org](mailto:professionallearning@fldoe.org)



# Session Feedback

Florida Educator Preparation and  
Leadership Network (FEPLN) April  
2026 Meeting Feedback



# What to Expect Next Meeting

## Next Meeting Topic

- *Remaining 2026 FAU Leadership Learning Convening Sneak Peeks*

## Upcoming Meeting Dates

- Next Meeting: May 6<sup>th</sup> 2026, at 1 PM
- 2026 FAU Leadership Learning Convening June 15-17

## Meeting Details

- A calendar invite with the meeting link will be sent in advance

# Optimistic Closure

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What's a leadership quality you want to lean into more to close out this school year?

Drop your response in the chat! ✨



**Thank you!**  
**See you on May 6<sup>th</sup> !**