Miami-Dade County Public Schools

Assistant Principal Induction Academy

Orientation

September 24, 2013

Assistant Principal Induction Academy Overview

- ❑ Program Objectives
- ❑ Program Overview
- ❑ Participants Roles and Responsibilities
- ❑ Professional Development
- ❑ Participant Guidelines
- ❑ Program Components
- ❑ Attendance and Participation Requirements

Program Objectives

The M-DCPS Assistant Principal Induction Academy:

- Offers a high-quality, research-based leadership development program integrating the components of the Florida Principal Leadership Standards.
- Constructs a framework for novice assistant principals to allow for continuous professional development.
- Supports novice assistant principals in acquiring and expanding the range of knowledge, perspectives, and skills that will prepare them to lead schools toward higher levels of achievement in their role as instructional leaders.
- Prepares novice assistant principals to successfully meet the complex challenges they will face in the role of assistant principals.
- Creates Professional Learning Cultures in schools to promote collaboration and reflection.

Program Overview

The Miami-Dade County Public Schools Assistant Principal Induction Academy provides a competency-based learning program that enhances the skills of emergent educational leaders within the framework of the ten Florida Principal Leadership Standards.

Participant Roles and Responsibilities

- Complete **FSLA Self Assessment**
- Complete **Deliberate Practice Growth Targets**
- Complete all of the required Core Professional Activities (at least 3)https://portal.fldoesso.org/PORTAL/Sign on/CreateAccount.aspx
- Participate in required on-site experience activities at a satisfactory level and document them through the **On-Site Experience Guideline's Leadership Competency Review**
- Develop, implement, and monitor a **professional learning community** at school site (in core subject area)
- Collaborate as needed with **assigned mentor** (minimum monthly)
- Complete an online **Monthly Reflection Journal**
- Prepare and submit for evaluation a **Portfolio** documenting mastery of the leadership competencies that are aligned to the MEP Evaluation System

Professional Development

The Office of Professional Development and Evaluation will design and implement a high-quality, job-embedded professional development program for novice assistant principals, monitor the online Professional Learning components, and provide monthly seminars.

Attendance and Participation Requirements

- It is the professional responsibility of each participant to maintain an excellent record of punctuality and attendance
- Request for permission to be absent from any of these activities must be submitted to the Office of Professional Development and Evaluation personnel responsible for the induction academy prior to the scheduled date of the activity.
- All participants are expected to actively participate in all activities in a professional and engaging manner.
- Adherence to specified dates for submission of required documentation is a critical completion component.

Program Components

- FSLA Self Assessment
- Deliberate Growth Practice
- Core Professional Learning
- Professional Learning Community Project
- Mentors
- Monthly Journal Reflection
- Portfolio
- Leadership Competency Review
- Portfolio Documentation
- Review and Evaluation of the Portfolio
- Culminating Professional Growth Demonstration Activity

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Program Components

PLANNING PHASE Date: _____/ _____/ _____

- FSLA Self Assessment
- Deliberate Practice Growth Targets

MID-YEAR PROGRESS REVIEW Date: _____/_____/ _____

- Review of Practice Growth Targets
- Review of Proficiency Performance Indicators

END-OF-YEAR – FINAL SUMMATIVE RATING

Component	Score	Weight	Weighted Score
Florida School Leadership Assessment (FSLA)		50%	
Student Growth Measure		50%	
		Total	

☐ Highly Effective ☐ Effective ☐ Needs Improvement ☐ Unsatisfactory

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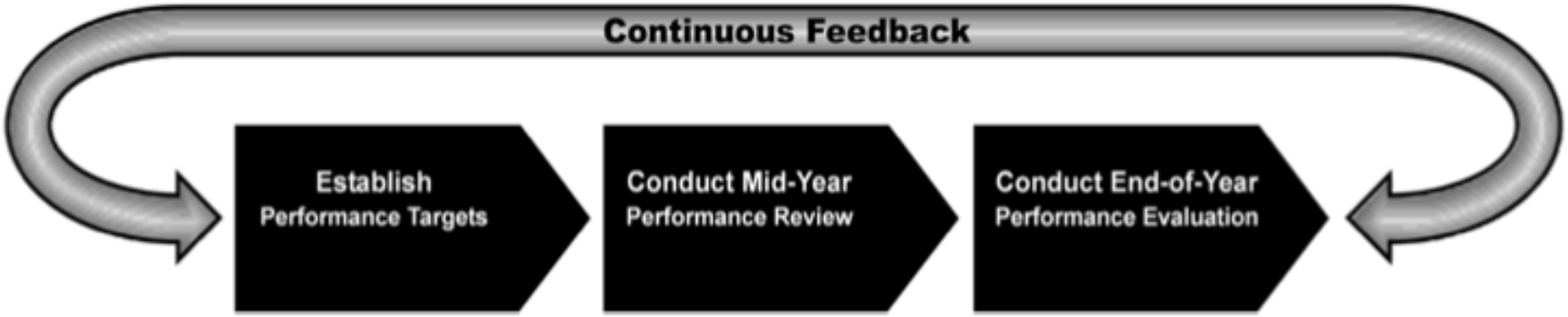
Program Components



2013-14 FSLA Self Assessment

Self Assessment provides a reflection on improvement priorities for the leader. This instrument will provide the individual leader with the opportunity to reflect on the alignment of their beliefs and behaviors with the indicators, proficiency areas, and domains within the Florida School Leader Assessment.

* Required

Employee Number *

This is a required question

Last Name *

First Name *

Present Job Assignment *

Domain 1: Student Achievement

https://docs.google.com/forms/d/1tZjqVMlK3ZXtSeGgaidmIzxoVgtz6W6XM5vyl8OzY38/viewform

Deliberate Practice Growth Targets

The leader and the evaluator identify one or two deliberate practice growth targets, specific to teaching, learning or school leadership practices that impact student learning.

Planning

☐ **School Growth Target** or ☐ **Leader's Growth Target**

Focus issue(s): Why is the target worth pursuing?

Growth Target: Describe what you expect to know or be able to do as a result of this professional learning effort.

Anticipated Gain(s): What do you hope to learn?

-
-

Plan of Action: A general description of how you will go about accomplishing the Deliberate Practice Growth Target. (Include professional development as appropriate)

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Core Professional Learning

Modules from The William Cecil Golden School Leadership Development Program

https://www.floridaschoolleaders.org/

Program Components

Professional Learning Community Project

Participants will develop, implement, and monitor a professional lesson study with a team of teachers at their school site to increase student achievement and directly affect their school's culture.

Program Components

Professional Learning Community Project

A learning team is characterized by the collaborative work of educators to continuously seek, share, and act on their learning in order to improve their practice for the purpose of improved student outcomes (Astuto, 1993).

Examples of Learning Community Projects

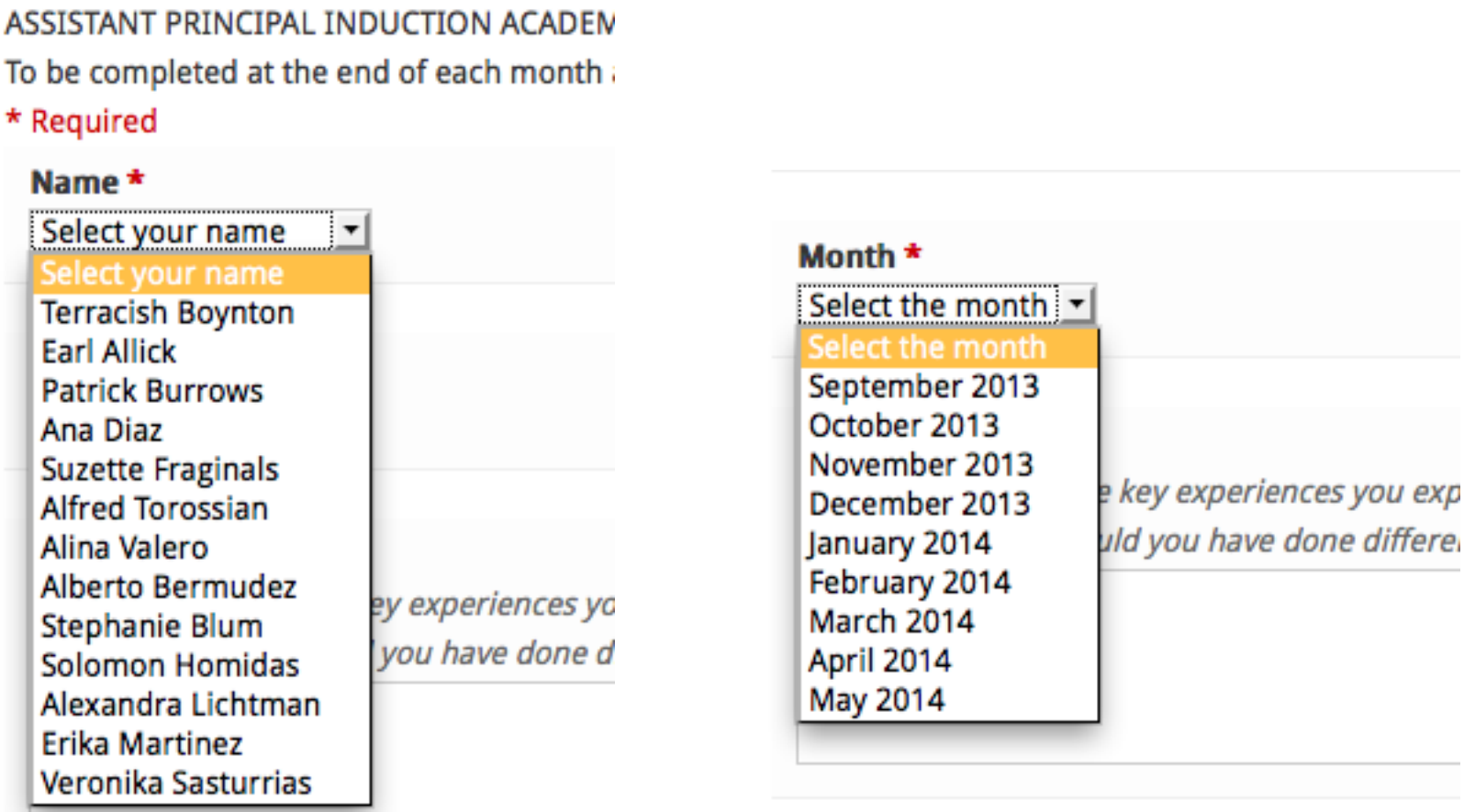
- Lesson Study
- Differentiating Instruction
- Data Driven Instruction
- Incorporating Instructional Technology
- Using Formative Assessments
- Department Recommendations

Mentors

- Collaborate as frequently as needed with assigned mentor (minimum monthly)
- Share journal reflections with mentors

Monthly Reflection Journal

http://induction.dadeschools.net/Assistant%20Principal%20Induction%20Academy/Reflection%20Journal/Reflection%20Journal.html



Program Components

APPENDIX C

LEADERSHIP COMPETENCY REVIEW

APPENDIX C

ASSISTANT PRINCIPAL INDUCTION ACADEMY

ON–SITE EXPERIENCE GUIDELINES AND LEADERSHIP COMPETENCY REVIEW

Directions: Participants must complete all of the designated on-site experiences. In addition to the required experiences, participants and their Mentor Assistant Principal should identify and plan for any additional experiences that will be necessary for the participant to address areas of need identified in the self-assessment inventory.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.

Effective school leaders achieve results on the school's student learning goals.

ACTIVITY	COMPLETION DATE
Participant will oversee the common core pre-training and implementation in core area subjects, to be turn-keyed to core departments by the selected representative who participated in the 2013 district summer training to prepare for the 2013-2014 year of instruction.	
Additional Activity	

Standard 2: Student Learning as a Priority.

Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.

ACTIVITY	COMPLETION DATE
The participant is proactive in guiding faculty in adapting the learning environment to accommodate the differing needs and diversity of students through the implementation and monitoring of a professional learning team in a core subject.	

Program Components

Program Components

PORTFOLIO

ARTIFACTS

- Copies of Master Schedules
- Data Packets
- Action Plans
- Instructional Focus Calendar
- Meeting minutes
- Presentations or speeches
- Newspaper Articles
- Successful Grant Applications
- Agendas for Faculty Meetings
- Letters/notes/ from Students, Faculty, Community Members
- Video of School Activities
- Calendar of Activities
- Examples of student work
- Awards
- Memorandums

APPENDIX D

PORTFOLIO EVALUATION RUBRIC

PORTFOLIO EVALUATION RUBRIC

MIAMI-DADE COUNTY PUBLIC SCHOOLS RUBRIC FOR EVALUATING PORTFOLIO FOR ASSISTANT PRINCIPAL INDUCTION ACADEMY

Name: _____ Employee # _____

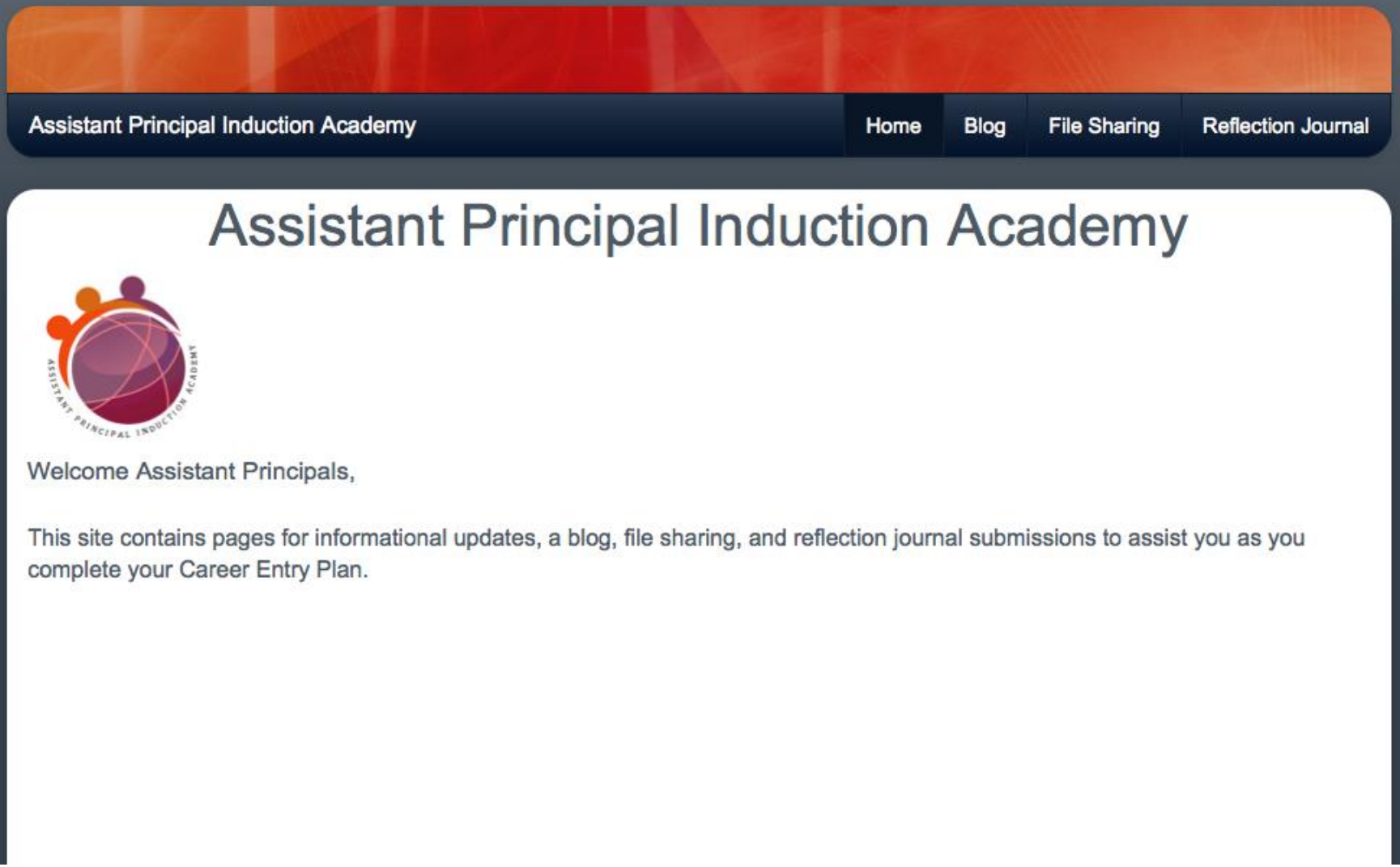
Date _____

Inadequate or Not Evidenced 0 Points	Below Expectations 1 Point	Meets Expectations 2 Points	Exceeds Expectations 3 Points
• Inadequate or fails to address standard • No evidence of documentation presented or documentation does not support mastery of standard	• Addresses the standard but provided inadequate evidence of mastery/proficiency • Incomplete/insufficient documentation or documentation does not demonstrate understanding or mastery of standard	• Addresses the standard • Provided adequate evidence to assess participant's participation in relevant activity • Demonstrated understanding of the standard as applied	• Fully addresses the standard • Provides crystal-clear evidence of participation in relevant activity • Presented documentation that clearly shows understanding of the linkage between the standards

DOMAINS	STANDARDS	Inadequate or NOT Evidenced (0) points	Below Expectations (1) point	Meets Expectations (2) points	Exceeds Expectations (3) points
STUDENT ACHIEVEMENT	1. Student Learning Results				
	2. Student Learning as a Priority				
INSTRUCTIONAL LEADERSHIP	3. Instructional Plan Implementation				
	4. Faculty Development				
	5. Learning Environment				
ORGANIZATIONAL LEADERSHIP	6. Decision Making				
	7. Leadership Development				
	8. School Management				
	9. Communication				
PROFESSIONAL & ETHICAL BEHAVIOR	10. Professional and Ethical Behaviors				

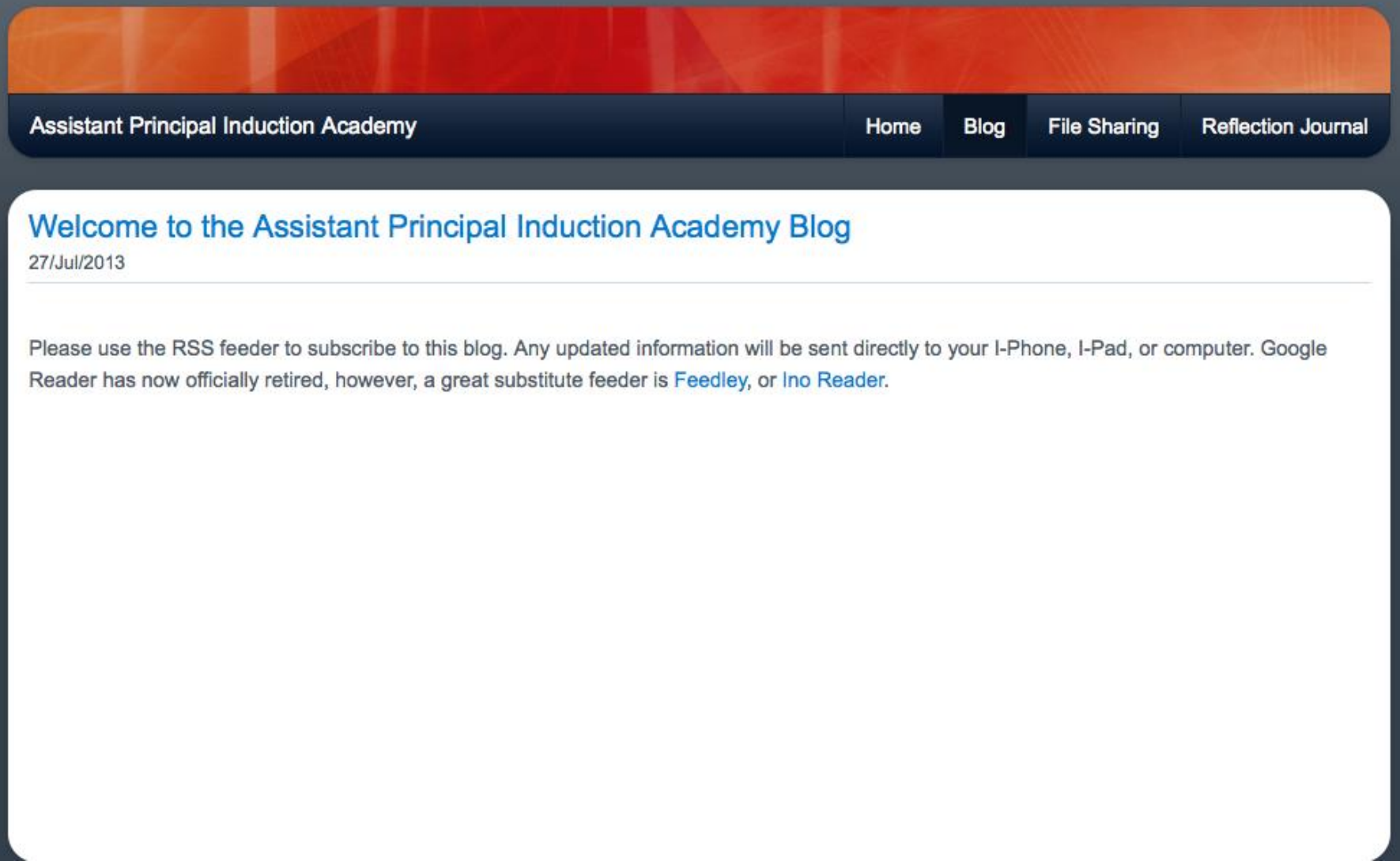
Exceeds Expectations 25-30 Points Meets Expectations 15-25 Points Below Expectations <14 Points

WEBSITE



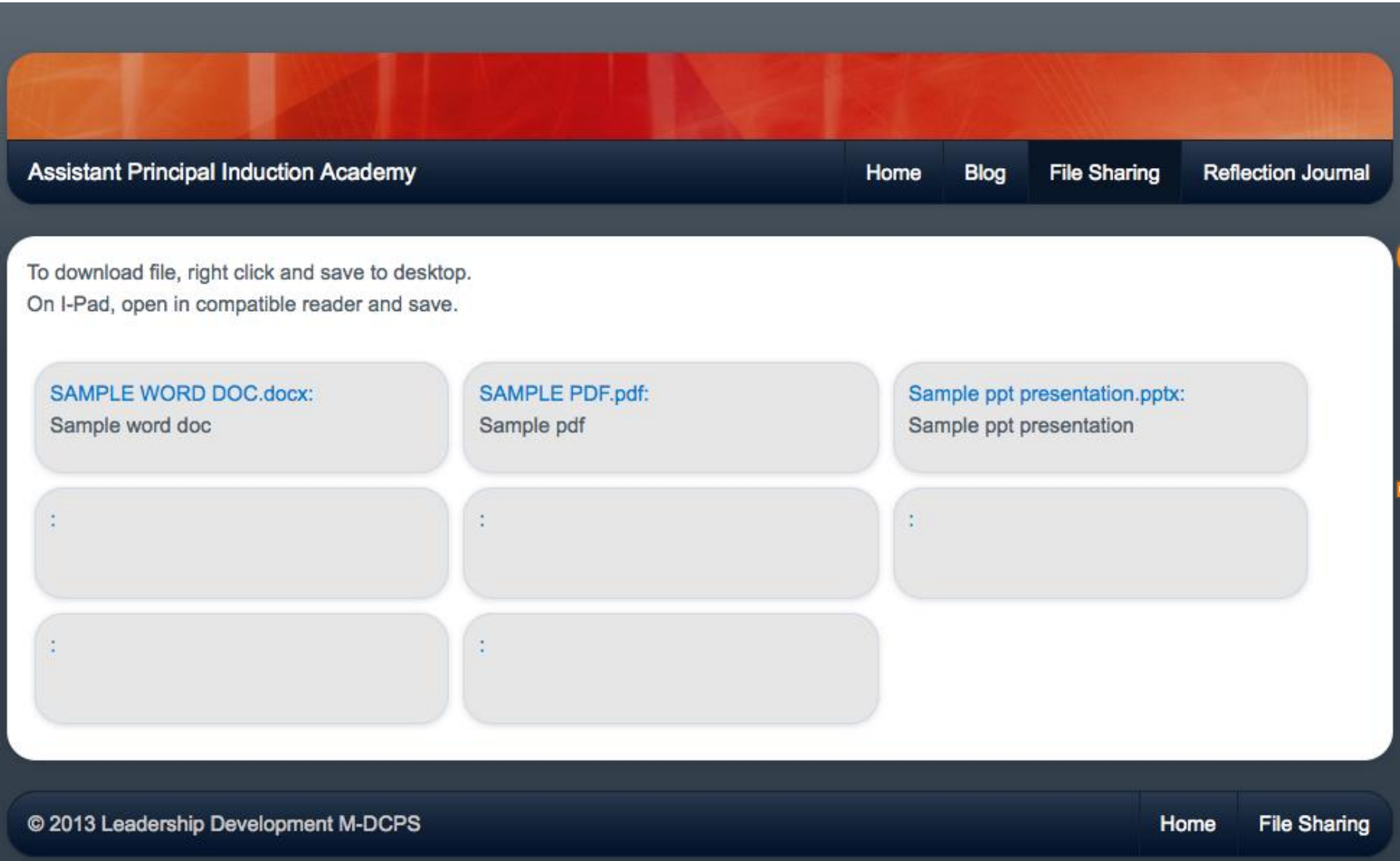
Program Components

WEBSITE - BLOG



Program Components

WEBSITE – FILE SHARING



Program Components

Submit Reflections Monthly

Reflection Journal *

What have been some key experiences you experienced this month? • What have you learned? • What challenges are you facing? • What, if anything, would you have done differently? • What insights have you gained about your professional practice?

Email Address *

Submit

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Tips for New Assistant Principals"

Tips for New Assistant Principals

- Develop a daily “To Do List”
- Develop a schedule that you follow daily
- Dragon Dictation App
- Use task assignment component of Outlook Suite
- Listen; (Breathe before you speak)
- I’ll get back to you...

Tips for New Assistant Principals"

Advice for New Assistant Principals from the Field

- Prioritize
- Be Consistent
- Network/Have a Life-Line
- Keep a Calendar with Deadlines
- Build a Network with Key-People
- Learn Teachers' Schedules
- Become Familiar with your Building
- Work Closely with your Counselors

"Advice for New Assistant Principals from the Field"

QUESTIONS

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