Principal Induction Academy Guide
A Toolbox for Effective Leadership

2015-2016

Student Achievement

Instructional Leader

Organizational Leadership

Professional and Ethical Behavior

Office of Professional Development and Evaluation
Human Capital Management

THE SCHOOL BOARD OF MIAMI-DADE COUNTY

PRINCIPAL INDUCTION ACADEMY 2015-2016 GUIDE

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MIAMI-DADE COUNTY PUBLIC SCHOOLS
PRINCIPAL INDUCTION ACADEMY

PROGRAM OVERVIEW

PURPOSE

As new administrators begin to lead their schools and emerge as effective instructional leaders, it is imperative that they keenly understand and respond to challenges, build supportive relationships with stakeholder communities, and work within their unique building's culture. As research substantiates, few new administrators engage in formal induction programs, which provide guidance on the specifics related to efficient and effective transition into their new roles. Those who take on the role as a new principal report challenges in sustaining student achievement, leveraging relationships, growing as managers, and seeking collegial support (Willer & Recht, 2011).

As a school district, it is important to focus on the specific set of needs of novice principals and establish a culture of support and coherence, which will guide them through the first critical year in their new position. In response to this emergent need, the Office of Professional Development and Evaluation has formulated the Principal Induction Academy. The program is anchored in a theory of action, which provides support and guidance. In accordance with this vision, novice principals will have a network of support as they lead their schools to heightened achievement, understand how their work connects to that of the District, and develop the skills necessary to efficiently recognize and improve teacher effectiveness.

As a result, new principals will engage in monthly professional learning seminars, which are part of the District's scaled learning platform, and focus on four areas aligned to improving instructional practice with specific desired outcomes aimed at strengthening leadership capacity. In addition to these regional seminars, participants will receive another layer of support, by way of monthly professional development modules, which are part of the induction academy. These induction modules will guide them through the development and implementation of a career entry plan tailored to their individual leadership needs and are deeply embedded in the Florida Leadership Standards through four domains which are directly aligned to the MEP evaluation system:

Domain 1: Student Achievement

Participants will engage in activities which will provide support in leading their schools to heightened achievement based on adopted student academic standards and the District's approved curricula which is centered upon student learning.

Domain 2: Instructional Leadership

Participants will engage in activities which will provide support in their new role as the instructional leader of their respective buildings. Subsequently, participants will receive support in developing, implementing, and monitoring an instructional framework that aligns curriculum with state standards, effective instructional practices, and reflects student learning needs and assessments.

Domain 3: Organizational Leadership

Participants will engage in activities which will provide support in effective decision-making based on critical thinking and problem solving techniques, leadership development within their organizations, effective school management, and communication.

Domain 4: Professional and Ethical Behavior

Participants will engage in activities which will support them in demonstrating professional and personal behaviors which are consistent with quality practices in education and community leadership.

PROGRAM OVERVIEW

INTRODUCTION AND RATIONALE

Public demand for effective schools has focused attention on the essential role of school leaders. Evidence suggests that, second only to the influence of classroom instruction, school leadership powerfully impacts student achievement. A growing consensus on the characteristics of effective school leaders indicates that successful school leaders influence student achievement through both their support and development of effective teachers and the implementation of masterful organizational processes. The increasing demand for school principals to demonstrate strong instructional leadership and to build a school culture that is data-driven, with high expectations for all learners, requires preparation in a range of competencies and skills that bridge the theoretical and the practical.

There has been a great deal of research over the past ten years linking school leadership with student achievement. According to the Wallace Foundation, *Leadership is second only to teaching among school-based factors that contribute to student learning* (Wallace Perspective, 2011). In *The School Principal as Leader: Guiding Schools to Better Teaching and Learning*, a new role is defined for the principal as an instructional leader. Effective leadership now focuses on shaping a vision of academic success for all students while fostering a strong learning climate in which highly effective instruction becomes the new norm. Leaders manage people, data, and the processes that drive school improvement, and they build capacity by cultivating leadership skills in others (Wallace Perspective, 2011).

In *School Leadership that Works* (2005), a meta-analysis of research on school leadership spanning 35 years, Marzano, Waters, and McNulty identified 21 core behaviors, or "responsibilities," of school leaders that are correlated to student achievement.

Michael Fullan's contribution to leadership theory is also expansive and he offers a blueprint for leading change in his book *Leading in a Culture of Change* (2001), where he identifies five characteristics of effective principal leadership: moral purpose; understanding the change process; strong relationships; knowledge sharing; and coherence or connecting new knowledge with existing knowledge.

Although all new principals have completed college/university coursework for educational leadership and have served as an assistant principal, they may not be sufficiently prepared for the complex role they will play as an instructional leader. Most university level programs provide a solid foundation in leadership theory ranging from Warren Bennis and Ronald Heiftez, to the work of Edward Demming and Richard Elmore. However, it is the linking of theory to practical application that the Miami-Dade County Schools' (M-DCPS) Principal Induction Academy aims to deliver. To achieve this goal, the Office of Leadership Development and Evaluation is committed to creating a support system and delivering a comprehensive professional development program that is timely and relevant in order to build the skills newly appointed principals need to effectively lead 21st century schools.

PROGRAM OVERVIEW

INTRODUCTION AND RATIONALE *continued...*

In order to supplement the academic preparation of interim principals, and provide the greatest possible range of relevant experiences, the Principal Induction Academy incorporates those components that have been identified as being essential to the development of effective school-site leaders. To this end, the program:

- *Provides experience in authentic contexts;*

- *Uses cohort networks and mentors; and*

- *Is structured to promote collaborative activity between the program and schools*

The District's Principal Induction Academy is based on current research that affirms the link between improved student academic performance and the role of school administrators as instructional leaders. The professional development activities designed for Principal Induction Academy participants are correlated to the ten Florida Principal Leadership Standards set forth in SBE Rule 6A-5.080 FAC, with the purpose of building the capacity of emerging leaders to succeed as high-performing school-site administrators. The Florida Principal Leadership Standards are provided in Appendix A.

The Principal Induction Academy provides a comprehensive approach to building school-site leadership capacity. The program will enhance and intensify the professional growth of practicing principals. Program participants will acquire the necessary technical and adaptive skills in instructional, operational, and school leadership to prepare them to be effective and successful school leaders within M-DCPS.

STATUTE AND BOARD RULE

The Miami-Dade County Public Schools Principal Induction Academy is designed and implemented in compliance with pertinent state statutes, state board rules, and District school board rules, including:

- *Florida Principal Leadership Standards 6A-5.080 and 6A-4.00821, F.A.C.*

- *Miami-Dade County School Board Rule 6Gx13-2C-1.111 Philosophy and Goals: Dade County Public Schools Professionalization of Education*

- *Miami-Dade County School Board Rule 6Gx13-4C-1.03 Professional Growth*

- *Miami-Dade County School Board Rule 6Gx13-4C-1.032 Comprehensive Human Resource Management Development Plan*

- *Miami-Dade County School Board Rule 6Gx13-4C-1.05 Staff Development Programs*

GUIDING PRINCIPLES and EXPECTED OUTCOMES

GUIDING PRINCIPLES

The M-DCPS Principal Induction Academy recognizes that:

- *As instructional leaders, principals are strategically positioned to ensure that teaching and learning are at the highest possible level of excellence throughout the entire school.*

- *Effective school leadership encompasses an extensive set of skills that can be taught, modeled, and supported in practice.*

- *Effective Principal Induction Academies foster the development of instructional leadership skills, improvement of instruction, and provide participants with both a theoretical framework and a range of job-relevant, hands-on experiences.*

- *In order to build a professional community of practice, each cohort of participants should have extensive opportunities to network peers, to form a professional learning community, and regularly consult with high performing principals.*

- *Mentoring support from an experienced educational leadership team is essential to support a new principal's success in the first critical years. New principals will not only benefit from the guidance of an experienced principal, but from a District administrator mentor as well.*

EXPECTED OUTCOMES

As a result of participating in the Principal Induction Academy, participants will acquire the knowledge, skills, attitudes, and behaviors that educational leaders need to effectively lead schools with diverse student populations in large urban settings. Principal participants will be prepared to:

- *Manage the physical, financial, and human resources of the school.*

- *Build an effective school-community partnership.*

- *Become informed and effective change agents.*

- *Understand the interpretation and application of data to drive school improvement.*

- *Provide instructional leadership to increase the quality of teaching and learning at the school site.*

- *Provide vision and leadership to foster a culture of high expectations for all students.*

- *Become part of a professional community of practice.*

- *Demonstrate competence in the ten Florida Principal Leadership Standards.*

- *Provide a model of strong instructional leadership capable of transforming school cultures.*

ROLES AND RESPONSIBILITIES

In order to develop the principals that we need today and our students deserve, the collective efforts of many individuals and offices in the District are required. To nurture, support, and guide new principals requires that all who are involved in the principal induction process assume a sense of ownership and a sense of urgency. To this end, the following section details the roles and responsibilities of the individuals and offices involved in developing the school leaders needed today.

PRINCIPAL INDUCTION ACADEMY PARTICIPANT

In order for a participant to successfully complete the induction program, the participant must:

- *Complete components of a Career Entry Plan;*

- *Participate in the ongoing monthly professional development activities;*

- *Participate in the required peer and mentor support activities;*

- *Participate in the required Instructional Rounds;*

- *Respond to Monthly Needs Assessment Surveys; and*

- *Participate in a Culminating Professional Growth Demonstration Activity.*

Although completion of competencies may take place at any time during the year, professional development activities will continue throughout the school year with the purpose of continuing to build the capacity of participants as competent administrators.

1. COMPLETE CAREER ENTRY PLAN
Principal Induction Academy participants are expected to develop a Career Entry Plan with their assigned mentor. All participants are expected to implement, monitor, and modify this plan based on their school-site needs. The primary focus should be on ensuring that the participant is equipped with a focus during their initial stage of leadership.

2. PARTICIPATION IN PROFESSIONAL DEVELOPMENT
Principal Induction Academy participants must be present and punctual at all meetings and professional development activities. It is the professional responsibility of each participant to maintain an excellent record of punctuality and attendance at all activities.

All participants are expected to actively participate in all activities in a professional and engaging manner. Participants will be advised if the level of participation in activities is not commensurate with program expectations.

ROLES AND RESPONSIBILITIES *continued...*

3. PARTICIPATION IN MENTOR SUPPORT NETWORK
Each participant will be assigned a mentor to assist the participant in the completion of tasks in the program. The participant is expected to meet with the mentor a minimum of three times during the year. It will be the responsibility of the participant to schedule the required meetings with his or her respective mentor.

4. PARTICIPATION IN INSTRUCTIONAL ROUNDS
As part of the participant's leadership development experience, participants will be integrated into an Instructional Round cohort. All participants are required to participate in Instructional Rounds conducted by the Office of Professional Development and Evaluation.

5. COMPLETE MONTHLY NEEDS ASSESSMENT SURVEY
All participants are expected to complete a monthly needs assessment that will be linked to the Principal Induction Academy modules. The program will provide participants with an opportunity to conduct a needs assessment and to solicit input from their mentor principal to identify strengths and target opportunities for further improvement. The results of the needs assessment survey will be used as a basis of discussion at monthly sessions to enhance developmental leadership skills.

6. PARTICIPATION IN CULMINATING PROFESSIONAL GROWTH DEMONSTRATION ACTIVITY
At the end of the program, a culminating activity will be held whereby participants will engage in a reflective group process to discuss their professional growth. Guiding questions will provide participants with an opportunity to share their professional learning gained throughout their induction year.

MENTORS

The participant's mentor will:

- *Provide opportunities for the participant to engage in meaningful experiences enabling them to demonstrate mastery of the Florida Principal Leadership Standards.*

- *Provide support and mentoring to the participant throughout the year;*

THE OFFICE OF PROFESSIONAL DEVELOPMENT AND EVALUATION

The Office of Professional Development and Evaluation will:

- *Design and implement the Principal Induction Academy;*

- *Coordinate the Principal Induction Academy for each annual cohort of participants;*

- *Facilitate and participate in instructional rounds for program participants;*

- *Coordinate monthly professional development sessions for participants; and*

- *Issue a Certificate of Completion upon verification of completion of all required activities.*

PROGRAM COMPONENTS

CAREER ENTRY PLAN

The implementation of a career entry plan serves as a foundation for a leadership style that will continue to improve administrative performance well beyond the participant's first year as a principal. According to Jentz and Murphy (2005), the entry plan assists the participant during the initial stages of leadership, a time that is often overwhelming and confusing as in any new position, by enabling three kinds of timely learning: "learning about your new place, learning about yourself, and the collective learning about new ways of approaching vexing problems" (p.139). The authors go on to state, "to avoid bad beginnings, new administrators must hit the ground learning, rather than running. Entry requires that they build relationships with stakeholders and develop a process for learning, rather than reflexively focusing on tasks" (p.139).

This understanding of "how to start" focuses on taking charge of this process as opposed to prejudging what needs to be changed immediately. Jentz and Murphy (2005) compare the entry plan to the importance of organized timing. Just as emergency room physicians speak of the "golden hour, the precious time after an injury when prompt treatment can improve recovery and eliminate a host of later complications", the entry plan can be a "golden hour" for establishing the kind of leadership required by public education today.

CORE PROFESSIONAL LEARNING

The content of the program reflects current research in school leadership, instructional leadership and operational leadership, and meets all pertinent statutory and regulatory requirements. The core professional development components of the Principal Induction Academy build upon each other by integrating theories and concepts linked to the Florida Principal Leadership Standards.

Participants will acquire the knowledge, skills, attitudes, and behaviors necessary for effective school-site administration of instructional and technical competencies including: management of business operations and budgeting; scheduling; labor relations, professional standards and contractual issues; statutory and regulatory compliance; instructional and curricular leadership; accountability, assessment, use of data to guide the school improvement process; facilities management; maintaining a safe and secure environment for teaching and learning; stakeholder involvement and communication; and efficient use and monitoring of financial and human resources. Professional learning will be delivered during monthly professional learning community sessions.

PROFESSIONAL LEARNING COMMUNITIES

As a component of the program, monthly professional development sessions will be coordinated through the Office of Professional Development. Attendance at these activities is mandatory. Active participation and timely completion of all assignments for the professional learning community is required for satisfactory completion of this program component. At the professional learning community meetings, participants will have an opportunity to learn and practice different protocols that they will then be able to model and support at the school site.

Topics to be covered will continue to address instructional leadership, operational leadership, and school leadership.

It is the intent of the professional learning community sharing sessions to bring participants together to engage in conversation with their colleagues relative to their professional growth and leadership development activities, and reflect on their leadership experiences at their respective school sites. Cohorts will be established to enhance the networking across the Regions.

PROGRAM COMPONENTS *continued...*

MENTOR SUPPORT NETWORK

Research indicates that building peer and mentoring networks is a critical support factor for emerging school leaders. The Principal Induction Academy incorporates both a peer cohort professional learning community and a mentor support providing guidance and mentoring by experienced administrators.

Each academy participant will be required to work with a support team comprised of the:

- *mentor principal selected by the Region administration, in order to provide the participant*
  with the opportunity to have another professional sounding board and coach and
  to benefit from an alternative perspective; and

The participant will be responsible for scheduling all meetings with their mentors, maintaining the required documentation of the meetings, and being proactive in seeking out support and assistance. Participants are expected to meet with their mentors a minimum of three (3) times a year.

Participants will review the results of Florida School Leadership Assessment with their mentors in order to tailor their Deliberate Growth Practice.

INSTRUCTIONAL ROUNDS

Instructional Rounds are a professional development technique modeled after the medical profession's use of rounds in medical schools and teaching hospitals. A small, select group of educators make a series of classroom visits, observe instructional practices, observe both teacher and student behavior, and later debrief and discuss their observations. Instructional Rounds promote a shared definition of what high-quality instruction looks like, inform the ongoing discussion on instruction, and support the District's process of school improvement. The outcome of Instructional Rounds is a trained observer with more polished skills. As part of the process, participants will engage in the instructional round practice.

Prior to participating in Instructional Rounds, the participants will attend professional development sessions to learn to observe teaching and learning through the lenses of standards and student achievement, with an emphasis on providing teachers with feedback to promote highly effective instruction. At the conclusion of the visit, the group will debrief and determine if additional follow-up is required in terms of participant learning.

COURSE DESCRIPTIONS – Principal Induction Academy
Miami-Dade County Public Schools
July 2015 – May 2016

Organizational Leadership: Entry Planning: "The Golden Hour"
Program   Orientation
This module is designed to provide participants with an overview of the principal induction academy. Participants will be introduced to the idea of using an entry plan as a resource for better decision making, enabling three kinds of timely learning: learning about their new school site, learning about themselves, and collective learning about new ways of approaching vexing problems. The components of the program will be discussed at length, including the monthly seminars; mentoring support; and instructional rounds; building lasting cultures in their buildings; real-life case studies from the field; and effective social networking. During the course of the two days, principals will also receive professional development on Opening of Schools, Master Scheduling and how to maintain a safe learning environment.

Instructional Leadership: Instructional Performance Evaluation & Growth System (IPEGS)
This module is designed to engage school administrators in an interactive "deep dive" into the instructional framework embodied within and expressed through the Instructional Performance Evaluation and Growth System (IPEGS) performance standards and performance indicators. Participants will develop a shared vision for looking at the classroom and a common language for talking about teaching and learning. They will also deepen their understanding of the interrelationship of observation, feedback, evaluation, and professional development of teachers. A culminating activity will require participants to reflect on the relationship of the instructional framework to evidence gathered through classroom observation(s) and other data sources in creating a comprehensive picture of teacher performance and an understanding of how these should align to create a framework for effective dialogue about teachers' professional practice and student learning.

Instructional Leadership: Certified Assessor Training Tool (CATT)
This module is designed to guide school administrators in applying the instructional framework embodied within and expressed through the Instructional Performance Evaluation and Growth System (IPEGS) performance standards and indicators in teacher observation. Participants will engage in observation and rating practice activities and group discussions with the purpose of ensuring that all observers apply a common lens to teacher observation in order to ensure equity of the observation process throughout the District. A culminating activity will be independent rating of teacher observations and evaluation of the ratings against the established standard rating to certify the IPEGS observers.

Instructional Leadership: Teacher Match
This module will familiarize principals with hiring best practices utilizing TeacherMatch to ultimately improve student outcomes. Participants will be exposed to a variety of data in order to make informed hiring decisions on order to be equipped to hire the most qualified available applicants. Principals will participate in a mock resume selection activity to expose them to further expose them to hiring best practices.

Organizational Leadership: Time Management
This module will prepare participants to manage their time effectively in order to achieve heightened student gains based on current leadership research. Participants will receive exposure to topics such as prioritizing, effective delegation and follow-up, visibility, using office personnel efficiently, scheduling, and the use of the tools in the Microsoft Outlook program to further manage their time. The goal of the module is to enable principals to spend more time in their classrooms monitoring instruction and providing meaningful feedback, as well as, focusing on the professional development needs of the instructional staff.

Organizational Leadership: The School Audit

This module will provide participants a general overview of audit planning, internal fund accounting and the notification process. Principals will learn about internal funds and District guidelines established in the Manual of Internal Fund Accounting. Participants will receive hands-on exposure on the bank reconciliation steps to be implemented regularly at their schools. The goal of this module is to provide participants useful supervision guidelines to avoid audit exemptions.

Organizational Leadership: Your School's Marketing Plan

The benefits of a planned marketing strategy are numerous. This module will provide principals with ideas on how to market their schools by developing a strategic marketing plan that focuses on their individual school's strengths and achievements. The school's marketing plan will assist principals in defining their school's goals and develop activities to achieve them.

Organizational Leadership: End-of-Year Budget Planning

This module is designed to provide professional development to participants on the necessary components related to the end-of-year budget development and implementation process. Principals will receive hands-on training including how to balance the various components of their school's budget, and how to efficiently monitor implementation throughout the upcoming school year. Also, new principals will learn how the master schedule, coupled with proper student identification in the Integrated Student Information System (ISIS) drive the budget.

Professional and Ethical Behavior: Difficult Conversations

This session will train participants in the art of having challenging conversations. Effective school leaders are evermore challenged to engage in less than pleasant interactions, yet must exemplify an ability to correct a wrongdoing while motivating the employee as well. This session will help principals triumph through this process by providing a format to follow when planning for the difficult conversation from start to finish.

Professional and Ethical Behavior: Professional Standard's Scenarios

This module will familiarize participants in the District's professional standards protocols, which include directing employment actions, maintaining and promoting ethical performance standards in accordance with School Board policy, contractual stipulations, state and federal statues, and competent practice, in concert with the District Strategic Plan. Participants will receive and work through real-life scenarios from the field, which will require them to analyze cases, and utilize their newly acquired knowledge to produce solutions.

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Appendices

APPENDIX A
THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

Florida Principal Leadership Standards

Purpose and Structure of the Standards

Purpose: The Standards are set forth in rule as Florida's core expectations for effective school administrators. The Standards are based on contemporary research on multi-dimensional school leadership, and represent skill sets and knowledge bases needed in effective schools. The Standards form the foundation for school leader personnel evaluations and professional development systems, school leadership preparation programs, and educator certification requirements.

Structure: There are ten Standards grouped into categories, which can be considered domains of effective leadership. Each Standard has a title and includes, as necessary, descriptors that further clarify or define the Standard, so that the Standards may be developed further into leadership curricula and proficiency assessments in fulfillment of their purposes.

Domain 1: Student Achievement:

Standard 1: Student Learning Results.
Effective school leaders achieve results on the school's student learning goals.
   a. The school's learning goals are based on the state's adopted student academic standards and the district's adopted curricula; and
   b. Student learning results are evidenced by the student performance and growth on statewide assessments; district-determined assessments that are implemented by the district under Section 1008.22, F.S.; international assessments; and other indicators of student success adopted by the district and state.

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.
The leader:
   a. Enables faculty and staff to work as a system focused on student learning;
   b. Maintains a school climate that supports student engagement in learning;
   c. Generates high expectations for learning growth by all students; and
   d. Engages faculty and staff in efforts to close learning performance gaps among student subgroups within the school.

Domain 2: Instructional Leadership:

Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.
The leader:
   a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
   b. Engages in data analysis for instructional planning and improvement;
   c. Communicates the relationships among academic standards, effective instruction, and student performance;

APPENDIX A

Domain 2: Standard 3 *continued...*

    d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and

    e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

Standard 4: Faculty Development.
Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.
The leader:

    a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;

    b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;

    c. Employs a faculty with the instructional proficiencies needed for the school population served;

    d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;

    e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and

    f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

Standard 5: Learning Environment.
Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.
The leader:

    a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;

    b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;

    c. Promotes school and classroom practices that validate and value similarities and differences among students;

    d. Provides recurring monitoring and feedback on the quality of the learning environment;

    e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.

    f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

Domain 3: Organizational Leadership

Standard 6: Decision Making.
Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.
The leader:

    a. Gives priority attention to decisions that impact the quality of student learning and teacher proficiency;

APPENDIX A

b. Uses critical thinking and problem solving techniques to define problems and identify solutions;
c. Evaluates decisions for effectiveness, equity, intended and actual outcome; implements follow-up actions; and revises as needed;
d. Empowers others and distributes leadership when appropriate; and
e. Uses effective technology integration to enhance decision making and efficiency throughout the school.

Standard 7: Leadership Development.
Effective school leaders actively cultivate, support, and develop other leaders within the organization.
The leader:
a. Identifies and cultivates potential and emerging leaders;
b. Provides evidence of delegation and trust in subordinate leaders;
c. Plans for succession management in key positions;
d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

Standard 8: School Management.
Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.
The leader:
a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
b. Establishes appropriate deadlines for him/herself and the entire organization;
c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

Standard 9: Communication.
Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.
The leader:
a. Actively listens to and learns from students, staff, parents, and community stakeholders;
b. Recognizes individuals for effective performance;
c. Communicates student expectations and performance information to students, parents, and community;
d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
f. Utilizes appropriate technologies for communication and collaboration; and
g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

APPENDIX A

Domains *continued...*

Domain 4: Professional and Ethical Behavior:

Standard 10: Professional and Ethical Behaviors.
Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.
The leader:
   a. Adheres to the Code of Ethics and the Principles of Professional Conduct for the Education Profession in Florida, pursuant to Rules 6B-1.001 and 6B-1.006, F.A.C.
   b. Demonstrates resiliency by staying focused on the school vision and reacting constructively to the barriers to success that include disagreement and dissent with leadership;
   c. Demonstrates a commitment to the success of all students, identifying barriers and their impact on the well-being of the school, families, and local community;
   d. Engages in professional learning that improves professional practice in alignment with the needs of the school system; and
   e. Demonstrates willingness to admit error and learn from it;
   f. Demonstrates explicit improvement in specific performance areas based on previous evaluations and formative feedback.

SBE Rule 6A-5.080 Revised November 15, 2011

Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.
Law Implemented 1012.55, 1012.986, 1012.34 FS. History–New 5-24-05, Formerly 6B-5.0012, Amended 11-15-11.

APPENDIX B

PROGRAM TIMELINE AND SUMMARY OF PROGRAM REQUIREMENTS		
M-DCPS PRINCIPAL INDUCTION ACADEMY REQUIREMENTS	**PARTICIPANT'S RESPONSIBILITIES**	**TIMELINE**
Attendance/ Participation	• Participants must be present and on time at all Professional Development Sessions • Participants are expected to actively participate	8 Sessions
Program Orientation Meeting	Mandatory attendance of participant	July of Program Year *If appointed after orientation July of post program year*
Career Entry Plan	Participants will complete components of a Career Entry Plan	Initially developed by September 1, 2015
Monthly Survey	Each participant will submit an online monthly survey responses	Monthly submission of survey responses
Mentor Support	Participants will be assigned an experienced principal as a mentor to assist with the completion of tasks in the program.	Minimum of three (3) meetings scheduled by participant to take place during the year
Instructional Rounds	Participants will participate in an Instructional Round Activity	Participants will be assigned a cohort to join
Culminating Professional Growth Demonstration Activity	• Participants will engage in conversation related to their professional growth and leadership development activities and experiences • Participants will engage in a reflective group process to discuss and share their professional growth.	Culminating Activity

APPENDIX C

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Career Entry Plan

New Principal Induction

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Goal #1: Needs Assessment To Determine Strengths And Weaknesses	
Measurement of goal:	

Objectives	Action/Timeline
1.	
2.	

New Principal Induction

Goal #2: Establish A Culture of Learning	
Measurement of goal:	
Objectives	Action/Timeline
1.	
2.	

New Principal Induction

Goal #3: Establish A System for Clear Communication
Measurement of goal:

Objectives	Action/Timeline
1.	
2.	

New Principal Induction

Goal #4: Develop Positive Community Relationships	
Measurement of goal:	
Objectives	Action/Timeline
1.	
2.	

Miami-Dade County Public Schools Anti-Discrimination Policy
Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) – Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:
School Board Policies 1362, 3362, 4362, and **5517** - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.