**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 Florida Standards pre-training and implementation in core area subjects, to be turn-keyed to core departments by the selected representative who participated in the 2014 district summer training, Synergy, to prepare for the 2014-2015 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. |  |

**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**.

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant routinely engages faculty in processes to improve the quality of curriculum resources in regard to their alignment with standards (Florida Standards) to impact student achievement.  |  |
| Participant facilitates subject specific/grade level data chats to address student achievement data and a plan of action regarding the analysis of that data. |  |

**Standard 4: Faculty Development.**

 **Effective school leaders recruit, retain and develop an effective and diverse faculty and staff.**

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant is personally involved in the learning activities of the faculty in ways that both show support and deepen understand of what to monitor (review SIP plan to monitor out-of-compliance faculty members). |  |
| Additional activity |  |

**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**.

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant will develop and implement a school-wide discipline plan utilizing positive reinforcement to promote a culture of learning. |  |
| Additional activity |  |

**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.**

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant will develop and implement an organization leadership chart in order to improve school operations. |  |
| Participant incorporates teacher and support staff into leadership and decision-making roles in the school in ways that foster the career development of participating teachers. |  |

**Standard 7: Leadership Development.**

**Effective school leaders actively cultivate, support, and develop other leaders within the**

**organization**.

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant writes a reflection articulating a personal and professional vision as an administrator and provides evidence of instructional objectives and curricular goals that are aligned with their vision and the school’s identified needs. |  |
| Additional activity |  |

**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**.

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant monitors and creates a plan to improve performance for a specific assigned area of school operations (include materials such as agenda, handbooks, schedules) |  |
| Additional activity |  |

**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**.

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant provides written and electronic evidence of communication with staff. |  |
| Participant attends a meeting with a community group or partner, such as the PTA, a Dade Partner, EESAC, or a volunteer or community organization and identifies specific resources that could be or are made available through the organization or partnership. |  |
| Additional activity |  |

**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.**

|  |  |
| --- | --- |
| **ACTIVITY** | **COMPLETION DATE** |
| Participant reads the Code of Ethics and creates a scenario in which the code of ethics is violated and develops a plan to address that violation. |  |
| Additional activity |  |

**PORTFOLIO EVALUATION RUBRIC**

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

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Employee # \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**CRIPTION OF CRITERIA**

|  |  |  |  |
| --- | --- | --- | --- |
| **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** |
| **STUDENTACHIEVEMENT** | **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**