



Assistant Principal Induction Academy Guide

A Toolbox for Effective Leadership

2015-2016



Office of Professional Development and Evaluation
Human Capital Management



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MIAMI-DADE COUNTY PUBLIC SCHOOLS ASSITANT PRINCIPAL INDUCTION ACADEMY

OFFICE OF PROFESSIONAL DEVELOPMENT AND EVALUATION LEADERSHIP DEVELOPMENT

VISION

To ensure the highest level of academic achievement for all students through the comprehensive preparation of high-performing professional school-site and district leaders.

MISSION

To create and deliver high-quality professional learning programs that are aligned with current research and the highest standards of practice; to increase and sustain capacity for instructional leadership; and leverage the leadership and management expertise of administrators throughout Miami-Dade County Public Schools to support and advance student achievement.

ASSISTANT PRINCIPAL INDUCTION PROGRAM GOAL

The goal of the Miami-Dade County Public Schools Assistant Principal Induction Academy is to equip novice assistant principals with the skills, knowledge, and support that will assist them in becoming effective school leaders.

PROGRAM OBJECTIVES

- Offers a high-quality, research-based leadership development program integrating the components of the Florida Principal Leadership Standards (see Appendix A).
- Construct a framework for novice assistant principals to allow for continuous professional development.
- Support 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.
- Prepare novice assistant principals to successfully meet the complex challenges they will face in the role of assistant principals.
- Create professional learning cultures in schools through collaboration and reflection.

ASSISTANT PRINCIPAL INDUCTION ACADEMY

INTRODUCTION AND RATIONAL

Public demand for effective schools has placed attention on the important role of school leaders. Evidence suggests that, second only to the influence of classroom instruction, school leadership strongly impacts student achievement. A growing consensus on the characteristics of effective school leaders shows that successful school leaders influence student achievement through both their support and development of effective teachers and the implementation of masterful organizational processes.

Although all novice administrators have completed college/university coursework for educational leadership and have met all the requirements for certification in educational leadership, they may not be sufficiently prepared for the complex role they will play as instructional leaders. As a result, the Office of Professional Development and Evaluation is committed to delivering an intensive professional development program and support system for novice assistant principals that will augment the skills they need to effectively lead schools in a global society.

Recent research on induction programs for school leaders indicates that certain program components are essential in the development of effective school leaders (2005 and 2007, Stanford Educational Leadership Institute). The research indicates that these components are neither uniformly nor universally addressed in academic educational leadership preparation programs. Consequently, components that have been identified as being essential to the development of effective school-site leaders are embedded in the Miami-Dade County Public Schools Assistant Principal Induction Academy. The program provides experience in job embedded contexts, uses cohort networks and support and guidance from experienced practicing administrators, and is structured to promote collaborative activities. The program is aligned with current research that affirms the link between improved student academic performance and the role of school administrators as instructional leaders. Lastly, the program components are aligned with the Florida Principal Leadership Standards.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The professional development activities designed for the assistant principal induction academy participants are correlated to the ten Florida Principal Leadership Standards with the purpose of building the capacity of emerging leaders to perform their designated tasks as school-site leaders in a high performing manner. The Florida Principal Leadership Standards are provided in Appendix A.

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. Learning takes place through multiple components to target areas for development and continuing through core professional learning modules.

Participants will engage in monthly professional learning seminars that will guide and support them through the many challenges they will face at their school sites in their new roles as assistant principals.

Each participant will be assigned a mentor (highly effective assistant principal) to guide them in the completion of their first year activities and responsibilities.

Participants will engage in professional growth activities designed to augment their skills and will acquire additional knowledge, attributes and experiences needed for successful school-site leadership within Miami-Dade County Public Schools.

ROLES AND RESPONSIBILITIES

Participants

In order to successfully complete the Miami-Dade County Public Schools Assistant Principal Induction Academy, participants must:

- 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.

ROLES AND RESPONSIBILITIES...continued

PARTICIPANT GUIDELINES

Attendance and Participation Requirements

Assistant 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.

Participants must adhere to the following guidelines relative to attendance and participation:

- It is the professional responsibility of each participant to maintain an excellent record of punctuality and attendance. Participants must be on time and present during all professional development seminars.
- 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. Specific personnel to be contacted will be delineated and contact information will be provided.
- All participants are expected to actively participate in all activities in a professional and engaging manner. Participants will be advised if level of participation in activities is not commensurate with program expectations.

PROGRAM COMPONENTS

The Miami-Dade County Public Schools Assistant Principal Induction Academy incorporates diverse learning modalities, including classroom learning and online activities. This combination provides participants with extensive opportunities to reflect on and share their experiences with a cohort of colleagues.

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. Participants will acquire the knowledge, skills, attitudes, and behaviors necessary for effective school-site administration of instructional and technical competencies. Professional learning will be delivered during monthly professional learning community sessions.

Mentors

Novice assistant principals will be assigned a mentor to provide opportunities to engage in meaningful experiences enabling the participant to practice and demonstrate mastery of the ten Florida Principal Leadership Standards as reflected in the MEP Evaluation. 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.

PROGRAM COMPONENTS....continued

Participation in 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.

Complete Monthly Needs Assessment Survey

All participants are expected to complete a monthly online needs assessment that will be linked to the Assistant Principal Induction Academy modules. The program will provide participants with an opportunity to conduct a needs assessment and to solicit input from their mentor assistant 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.

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. As part of the Professional Growth Demonstration Activity participants will present their school's Action Plan in a reflective manner indicating the barriers, resources, strategies and action steps identified for each goal. The objective of these reflective presentations is to promote collegial dialogues to identify successes and begin to fine-tune the following school year's Action Plan. Guiding questions will provide participants with an opportunity to share their professional learning gained throughout their induction year.

COURSE DESCRIPTIONS – Assistant Principal Induction Academy

Miami-Dade County Public Schools

July 2015 – May 2016

Organizational Leadership: Program Orientation

This module is designed to provide participants with a comprehensive overview of the assistant principal induction academy. Participants will receive a comprehensive overview of the program components including the monthly seminars; mentoring support; instructional rounds; and building lasting cultures in their schools. During the orientation, assistant principals will also receive professional development from experienced assistant principals on Opening of Schools, in order to provide participants a general idea and resources in preparation for the beginning of the school year. AP Induction Academy graduates will provide participants with reflections on their “First Year” Expectations and Realities in order to guide and facilitate the transition of the novice AP’s into their role as assistant principals. Additionally, School Operations will provide professional development on how to maintain a Safe Learning Environment.

DOMAIN 1: STUDENT ACHIEVEMENT

Supporting a Framework of Effective Instruction

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 classroom instruction 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.

Developing a Common Lens of Instruction

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 observations, 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. As part of the Certified Assessor Training Tool (CATT) module, novice principals will independently rate teacher observations as well as, evaluations and compare their ratings against the established standard ratings to certify participants as IPEGS observers.

COURSE DESCRIPTIONS....continued

Providing Students with Equitable and Continuous Learning Experiences

This module will engage participants in current research and best practices in core areas (Language Arts, Mathematics, Science and Social Sciences) to provide novice assistant principals with systematic approaches to facilitate relevant, rigorous and innovative instruction in their schools. The focus of this module is to empower and provide assistant principals with the tools to support heightened learning by implementing the District's Relevant, Rigorous, and Innovative Academics Pillar strategies. Assistant principals will develop a plan encompassing data chats, focused instructional rounds, implementation of professional development in all areas based on student and teacher needs and promoting community involvement in order to address the 3 Priorities; ensure all student graduate college and career ready, close the achievement gap and provide equitable access to quality instructional programs.

Values Matter: Strengthening and Enhancing Safety and Support Student Networks

This module will familiarize participants with the District's Safe, Healthy and Supportive Learning Environment Pillar in order to develop a school climate improvement plan which will effectively implement progressive discipline and provide behavioral interventions. This plan will be centered on the 9 core values (Citizenship, Cooperation, Fairness, Honesty, Integrity, Kindness, Pursuit of Excellence, Respect and Responsibility) which will provide participants alternative options, behavioral support systems and protocols to maintain a school climate that supports student engagement in learning. Additionally, novice principals will collaboratively develop strategies in order to engage faculty and staff in efforts to close learning performance gaps among student subgroups, such as, at-risk students for truancy and disruptive behaviors.

Understanding the Florida Standards and How Student Proficiency is Measured

In order to provide administrators the skillset needed to support their teachers in providing rigorous and relevant instruction this module will guide novice assistant principals through the demanding intricacies of the State's assessments. Explicit details on the assessment demands such as the technology-enhanced items and stimulus attributes will be reviewed. Participants will be provided an opportunity to unwrap the Florida Standards Assessments (FSA) Test Item Specifications in order to have a better grasp of the content and format of the test to provide their teachers with information about the scope and function of the FSA. Additionally, testing security measures and organization required to successfully administer state mandated exams will be reviewed.

DOMAIN 2: INSTRUCTIONAL LEADERSHIP

Utilizing Technology Effectively

This module is designed to guide school administrators through the fundamental evolution of the structure and environment of education in our schools. The module will emphasize on the need for educators to connect with students so that instruction is relevant and engaging. This session will provide a clear understanding of the District's goal to bring together different technologies – mobile devices, interactive whiteboards, streaming media, digital content – to enhance student learning, by increasing student engagement and student technology literacy. Additionally, this module will guide school administrators on how to best utilize technology to access and desegregate data to provide educators with real-time insights for each student. This session will equip novice assistant principals with the skillset to support their teachers in making informed data-driven decisions that address individual student needs in order to provide targeted instruction.

COURSE DESCRIPTIONS....continued

Exceptional Student Education and Student Support

This module is designed to familiarize the participants with special education and related services. After the completion of this session assistant principals will be able to distinguish between accommodations and modifications in order to address student needs. Participants will review the priorities the IEP teams are to take into consideration in determining the special education service/s a student requires to attain his or her annual goals as well as be involved in and make progress in the general curriculum in the least restrictive environment. Participants will receive an overview of the available services which include but are not limited to specially designed instruction, related services and supplementary aids. The implementation of compliance policies and procedures as established by School Board Policy, as well as, state and federal mandates will be identified. Participants will navigate through the SPED EMS program to familiarize themselves with the different parts of the database and be able to monitor and screen students' Individual Educational Plans (IEP) for accuracy in order to monitor that students' needs are being addressed. Participants will be required to devise an action plan to address pertinent issues with relevant timelines to monitor their ESE programs and verify that pertinent services to meet the unique need/s of the students are being offered at their schools.

Gifted Education Programs

This module is designed to familiarize the participants with the requirements of Gifted Education Programs, student eligibility, and curriculum components. Assistant principals will receive an overview of the types of enrichment activities and instruction Gifted Education Programs should offer gifted students to strengthen their thinking processes. The implementation of compliance policies and procedures as established by School Board Policy, as well as, state and federal mandates will be addressed. Participants will become familiar with the Gifted Education Programs requirements; delivery models for elementary through high school students, and curriculum requirements.

English Language Learners Education

This module is designed to familiarize the participants with the English for Speakers of Other Languages (ESOL) program. The ultimate goal of ESOL programs is to produce students who can communicate orally and in writing in English with proficiency. This module will address the ESOL instructional and intervention framework, permissible accommodations and resources ESOL students are eligible to receive. Participants will become familiar with the ESOL program entry and re-entry procedures, accessing students' Individual Student English Language Learner (ELL) Plan through the Web Limited English Proficiency Plan (WLEP) application, making manual updates, the functions of an ELL committee, and post program reviews. Participants will be required to devise an action plan to analyze their ESOL students' data and to develop intervention frameworks as needed.

DOMAIN 3: ORGANIZATIONAL LEADERSHIP

Technology and Resource Integration

Assistant principals will participate in an interactive professional development on how to best utilize Title I resources to maximize student achievement and close the achievement gap in their building. Additionally, this module will ensure participants are aware of the procedures for accounting for property; and strengthen the effective utilization and management of property items at their school. This module will guide participants through the process of recording property movement (receipt, transferring, disposition, lost/stolen) and establishing school policies and procedures to promote proper student usage of the resources available. Assistant principals will participate in simulated activities on how to conduct school site mini-audits in order to monitor property inventory. Additionally, participants will be guided through the process of maintaining their Title I documentation in order to avoid audit exceptions.

COURSE DESCRIPTIONS....continued

Custodial Supervision and Facilities Management

This module will familiarize participants with proper procedures and District's sanitary expectations which will enable novice assistant principals to ensure that high standards are uniformly applied at their school-site. In addition, participants will receive hands-on training on the maintenance and daily operations of our District's school buildings in order to create and implement a thorough maintenance and custodial plan at their school-site to offer a clean and safe environment conducive for learning.

End of Year Best Practices

This module is designed to familiarize participants with closing of school best practices, share district online resources and identify important dates and deadlines for a successful closing of school. Participants will develop a logistical plan to close out the school year in a successful manner.

DOMAIN 4: PROFESSIONAL and ETHICAL BEHAVIOR

Labor Relations and Contracts

This module is designed to expose assistant principals to the important aspects of labor relations. Participants will become familiar with the Miami-Dade County Public Schools (M-DCPS) United Teachers' of Dade (UTD) Contract. Subsequently, participants will receive expert guidance on following proper procedures for contract implementation and administration. Information specifying and describing the five recognized bargaining units, along with their respective contracts will also be shared. At the end of this module, participants will learn the protocol for suggesting collective bargaining proposals and how to communicate with the Labor Relations Office in relation to a specific rule, law, contract provision, or general issue which may arise at their school site.

Professional Standards Procedures

This module will familiarize participants with 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 statutes, 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. In addition, participants will receive guidance on how to implement applicable personnel policies and procedures as set by the Board and direct procedures related to employment standards and disciplinary action for school-site employees.

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;
- 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.

APPENDIX A

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;
- 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.

APPENDIX A

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

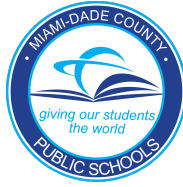
Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.

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

APPENDIX B

THE PROGRAM TIMELINE

PROGRAM TIMELINE AND SUMMARY OF PROGRAM REQUIREMENTS		
M-DCPS ASSISTANT PRINCIPAL INDUCTION ACADEMY REQUIREMENTS	PARTICIPANT'S RESPONSIBILITIES	TIMELINE
Attendance/ Participation	<ul style="list-style-type: none"> Participants must be present and on time at all Professional Development Sessions Participants are expected to actively participate 	7 Sessions
Program Orientation Meeting	Mandatory attendance of participant	August of Program Year <i>If appointed after orientation ,August of post program year</i>
Monthly Survey	Each participant will submit an online monthly survey responses	Monthly submission of survey responses
Mentor Support	Participants will be assigned an experienced assistant 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	<ul style="list-style-type: none"> 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



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.

Revised: (05.12)