New Assistant Principal Induction Academy

2013-2014

Student Achievement

Instructional Leader

Organizational Leadership

Professional and Ethical Behavior

Assistant Principal Induction Academy Guide

Office of Professional Development and Evaluation
Human Capital Management

THE SCHOOL BOARD OF MIAMI-DADE COUNTY

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Assistant 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

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.

ASSISTANT PRINCIPAL INDUCTION ACADEMY

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. The individualized set of FSLA self-assessment modules are focused on core components of the leadership standards, and are aligned to guide and develop the participant's Deliberate Practice Growth Targets.

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.

In addition to the professional learning seminars, participants will be asked to guide a professional learning community with a team of teachers at their school-site, and participate in online professional learning modules designed to assist with the creation of a learning community. This project will enable the participants to monitor and document student achievement.

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

The participant will complete an online Monthly Reflection Journal on improving practice to be shared with their assigned mentors. This will assist in the development of the Deliberate Practice Growth Targets.

Academy participants will prepare and submit a portfolio of artifacts documenting completion of each competency aligned to the MEP Evaluation System Observation and Evaluation. 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:
- complete the FSLA Self-Assessment and use the results to guide the development of the Deliberate Practice Growth Targets;
- complete all of the required Core Professional Learning activities in a satisfactory manner and submit all required follow-up materials;
- participate in the 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 cohort at their school site;
- collaborate as frequently 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.

PARTICIPANT GUIDELINES

Attendance and Participation Requirements

In order for a participant to successfully complete the induction academy, there must be evidence of satisfactory completion of identified competencies accompanied by supporting artifacts. Though completion of competencies may take place at anytime during the year, professional development activities will continue throughout the balance of the school year with the purpose of continuing to build the capacity of participants as competent administrators. In addition, 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.
- Adherence to specified dates for submission of required documentation is a critical completion component.

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.

Florida School Leader Assessment (FSLA)

In order to provide program participants with a framework for their professional growth activities during their first year as an assistant principal, all participants will complete the *FSLA Self-Assessment* which will be available as on online survey at the district website. Participants will use the results of this inventory to identify their current strengths and to target specific areas for improvement.

Deliberate Practice Growth Targets

Participants will incorporate the results of the *FSLA Self-Assessment*, along with guidance from their mentor to develop deliberate practice growth targets. The specific tool that participants will use is the Managerial Exempt Performance Evaluation (MEP) to identify and practice growth targets that impact student learning.

Core Professional Learning

Participants will engage in a series of professional learning activities throughout their first year. These three core learning activities are aligned to the ten Florida Principal Leadership Standards. The online activities may be completed at the participant's convenience. All modules must be completed for a satisfactory evaluation status.

Professional Learning Community Project

Participants will develop, implement, and monitor a professional learning community with a team of teachers at their school-site to increase student achievement and directly affect their school's culture. (Florida School Leaders, WCG On-line Courses). The online ASAP Leadership Development module provides practical strategies to assist school leaders in creating a learning community that will shape a school's shared vision, facilitate committees, and establish a climate that supports a collegial and caring environment that enhances student achievement.

Mentors

Novice assistant principals will be assigned mentors 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.

Monthly Journal Reflection

Participants will complete an online monthly journal reflection that will be shared with their assigned mentors to assist in the development of their Deliberate Practice Growth Targets.

Portfolio

Each participant will prepare and submit a portfolio documenting the range of professional learning experiences and activities completed throughout the program and his/her mastery of the ten Florida Principal Leadership Standards demonstrating professional growth. Artifacts to be considered for inclusion in the portfolio should provide clear evidence of the activity that took place and the participant's mastery of the relevant standard. Note that any artifacts containing confidential information about students or staff (such as artifacts generated during staffing or similar conferences) must have the identifying information removed.

In order to facilitate completion of the required documentation, program participants will be provided a portfolio template in electronic format that may be used as a guide. It is highly recommended that participants review the portfolio format and requirements very early in the process so that creation or collection of the required evidence and artifacts is naturally embedded in the process of the on-site experiences. This will both facilitate the learning process and reduce the workload involved in assembling the portfolio. Effective time management is a hallmark of accomplished leaders.

Leadership Competency Review

In order to monitor the understanding and application of the ten Florida Principal Leadership Standards required in the portfolio, participants will use the **_On-Site Experience Guidelines and the Leadership Competency Review_** (aligned to the MEP Evaluations) to document mastery of each area of competency as evidenced through specific professional growth activities. A copy of this can be found in Appendix C.

Portfolio Documentation

A wide range of artifacts may be considered for inclusion in the portfolio as evidence documenting mastery of each of the standards. In weighing the potential inclusion of specific artifacts or documentation, the candidate should be guided by his or her examination and reflection regarding the experience; the adequacy of the artifact as representative of the candidate's work; the rationale used as defense of the product; and the growth experienced as a result of the relevant activity. Examples of artifacts that may serve as documentation or tangible evidence would include (but not be limited to):

- copies of school budgets;
- master schedules;
- data packets and action plans;
- pacing guide, instructional focus calendar;
- meeting minutes;
- presentations or speeches;
- newspaper articles;
- successful grant applications;
- agendas for faculty meetings;
- letters or notes from students, faculty, and/or community members;
- video of school activities;
- calendar of activities;
- examples student work;
- awards, and;
- presentations;
- memorandums

PROGRAM COMPONENTS*....continued*

Review and Evaluation of the Portfolio

The portfolio will be used to document the participant's mastery of each of the ten Florida Principal Leadership Standards. The format and cover document to be used in completing the portfolio will be provided to participants in electronic format. The portfolio will be evaluated using an assessment rubric that identifies the criteria for distinguishing the quality of the portfolio. A copy of the Portfolio Evaluation Rubric can be found in Appendix D.

Portfolios will be evaluated for:
- completeness in addressing each of the ten Florida Principal Leadership Standards;
- the quality of the evidence presented to substantiate on-site experiences and activities;
- how clearly the evidence presented documents the participant's

    - complete mastery of each standard,
    - understanding of the inter-relationships between the standards

Only portfolios assessed as meeting or exceeding expectations will be accepted.

Culminating Professional Growth Demonstration Activity

At the end of the academic school year, 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 growth experiences.

Completion of Program

Participants who successfully complete all program components, and show evidence of mastery on the Principal Leadership Standards through completion of the portfolio and supporting artifacts, will receive a Certificate of Completion.

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;

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...*

<u>**Domain 4: Professional and Ethical Behavior:**</u>

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 FSLA SELF-ASSESSMENT

Access to the above site is available by clicking on the link below.

FSLA SELF-ASSESSMENT

Register on the site and complete the FSLA Self-Assessment.

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.	

APPENDIX C....*continued*

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 (NGSSS and Common Core) 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 understanding 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	

APPENDIX C*....continued*

<u>**Domain 3: Organizational Leadership**</u>

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	

APPENDIX C....*continued*

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	

APPENDIX D
PORTFOLIO EVALUATION RUBRIC

MIAMI-DADE COUNTY PUBLIC SCHOOLS RUBRIC FOR EVALUATING PORTFOLIO FOR 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

APPENDIX E

ASSISTANT PRINCIPAL INDUCTION ACADEMY
MONTHLY REFLECTION JOURNAL

For participants, Reflection Journals for the prior month are due on the first day of the new month. The link to the reflection journal will be sent electronically.

[Assistant Principal Monthly Reflection Journal](#)

Reflection Form

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?

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 sex 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 (FNMA) - 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.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6GxI3- 5D-1.10 prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.
Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section295.07, (Florida Statutes), which stipulate categorical preferences for employment.