

LEAD STRONG

Building Capacity through Residency

2013-2014



SUPERINTENDENT

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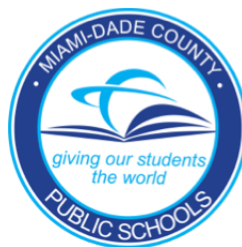
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Miami Dade County Public Schools

Lead Strong: Building Capacity through Residency

Overview and Purpose

Project Lead Strong is designed to provide transitional scaffolding of support for practicing and aspiring principals and assistant principals moving into positions at high-need schools. The program will build leadership capacity at multiple administrative levels in order to “build a bench” of current and future educational leaders prepared for the most challenging settings in our system. The core emphasis of *Project Lead Strong* is providing the opportunity for participants to acquire and enhance leadership skills through authentic experiences at high-need, low achieving secondary schools. The program will leverage the experience and success of high-performing principals who have a history of turning around a low-achieving secondary school.

These administrators have demonstrated the leadership skills needed to develop staff and motivate students to realize improved performance. The high-performing principals will serve in the role of Mentor Principal. As district or regional administrative positions become available, these high-performing professionals will have the opportunity to assume responsibility at the next level in their career ladder.

Each year of the project, high-performing administrators and teachers who have demonstrated prior success in a secondary school setting will be identified and placed as participants for an 18-week residency at low-performing, high-need secondary schools, working with an experienced, high-performing mentor. The participants will also receive ongoing mentoring and coaching from the Project Director/Coach, another highly experienced and successful principal, who will provide them with additional perspective, opportunities for guided reflection, and ongoing job-embedded as well as, explicit professional development and learning opportunities.

Upon completion of their residencies, the Principals in Residence and Resident Assistant Principals will initially return to their school of origin equipped with an even more extensive repertoire of effective leadership strategies. As openings occur for administrators in the identified pool of high-need secondary schools, these *Project Lead Strong* participants will be both eligible and prepared to assume those positions. As part of the program, priority will be given to placing *Project Lead Strong* participants into these schools.

*You have to stand outside the box
to see how the box can be re-designed.*

Charles Handy

COURSE DESCRIPTIONS – LEAD STRONG
Miami-Dade County Public Schools
September 2013 – May 2014

**Organizational Leadership: Module # 1: Program Kick Off: Mentor/Mentee Meetings Program/
Orientation and Overview**

This module is designed to provide participants with an overview of the principal and assistant principal mentor/mentee program. The parameters of the mentor/mentee relationship will be discussed along with responsibilities, documentation, and meeting schedules. Mentors and Mentees will be paired and introduced to each other and an initial conference will take place in which both mentors and mentees meet to inform, discuss, and collaborate on the mentees' residency assignments

The Orientation and Overview provides participants with a comprehensive summary of the principal and assistant principal residency program. The components of the program will be discussed at length, including the monthly seminars; mentoring support; leadership evaluation framework/deliberate practice; instructional rounds and walkthroughs; building lasting cultures in their buildings; and real-life case studies from the field

Instructional Leadership: Module #2: Classroom Walkthrough/Develop a Shared Vision

The first part of this module is designed to familiarize participants with Classroom Walkthroughs to record “snapshots” and be informed on the effective elements of a classroom including instructional strategies, standard based objectives, aligned instructional materials, levels of cognitive interaction, classroom displays, resources and observations of student engagement and motivation. As part of this component, principals and assistant principals will walk the school together, debrief, and provide meaningful feedback as they develop a concrete action plan to ensure a cycle of continuous instructional improvement.

Develop a Shared Vision module is designed to give participants an overview the processes utilized to develop a shared vision at the school site that defines and changes school culture. Components will focus on ETO's specific method of coaching, consistent monitoring procedures, and problem solving strategies to increase collaboration among teachers, students, parents, and staff.

Student Achievement: Module #3: Data Driven Tools and Resources/ Mock Data Com

Data Driven Tools and Resources will expose participants to the basic tenets of data-driven instructional leadership in order to effect heightened student achievement. Data-driven decision-making refers to the use of selected, appropriate, analytical tools to gather data that will enable decision makers to make wiser decisions than they could make without the availability of such data. Participants will be instructed on how to aggregate data related to student performance and teacher proficiencies in order to improve overall school achievement. Mock Data Com will focus on analyzing aggregated data to identify academic strengths and weaknesses in order to develop a plan of action to set goals, determine sound instructional practices based on research, and differentiate instruction to meet the various needs of students.

Instructional Leadership: Module #4: Classroom Walkthroughs/Building Teacher Capacity

This module will continue to focus on classroom walkthroughs as a tool to develop an action plan based upon observations of instructional practices in the classroom.

The Building Teacher Capacity module focuses on utilizing professional learning communities and lesson study groups to build teachers' capacity to develop and deliver high-quality, effective instruction; and continuing job-embedded professional development centered on the deep teaching of the standards and supported by coaches and administrators in the areas of lesson planning, data analysis, and student interventions.

Professional and Ethical Behavior: Module #5: Professional Standards 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 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.

Instructional Leadership: Module #6: Classroom Walkthroughs/Rigor in the Classroom

This module will focus on classroom walkthroughs as a tool to develop an action plan based upon observations of instructional practices in the classroom; and Rigor in the Classroom, which can be identified through; enhanced and differentiated instructional strategies used to engage students in a rigorous and relevant curriculum based on common core state standards inclusive of higher complexity questioning strategies and accountable talk to promote critical, independent, and creative thinking, for a deeper understand of the content, and common planning protocols to provide all core areas with time for comprehensive lesson planning, purpose driven standard instruction, including daily doable objectives aligned to the standards that scaffold to the highest level of DOK, standard-based essential questions, rigor in assignments, high order questioning, and explicit instruction.

Organizational Leadership: Module #7: 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) drives the budget.

Student Achievement: Module #8: Classroom Walkthroughs/ Providing Meaningful Feedback/

This module will continue to focus on classroom walkthroughs as a tool to develop an action plan based upon observations of instructional practices in the classroom. Providing Meaningful Feedback is designed to provide participants with an in-depth piece related to the formative assessment process. The formative assessment procedure represents a range of formal and informal pieces employed by teachers during the learning process in order to modify teaching and learning activities to improve students' conceptual understanding. They serve as practice for students as teachers check for understanding and use it to guide their decision making about future instruction; most importantly, it provides descriptive and corrective feedback to students so they can improve their performance. This assessment *for* learning as opposed to assessment *of* learning, enables students to clarify knowledge and make adjustments and improvements towards mastery of specific standards. Discussing and analyzing student work samples for corrective explicit feedback and rigor is also an important part of a professional learning team's common planning sessions.

Student Achievement: Module #9: Culminating Seminar

The last component, the Culminating Seminar, is designed to provide participants with an in-depth review of the mentee residency program and professional growth practice in the four leadership domains: organizational leadership, professional and ethical behavior, instructional leadership, and student achievement.

Summer Institute – Florida International University – June 2014 - TBA

LEADERSHIP DEVELOPMENT CALENDAR

LEAD STRONG: BUILDING CAPCITY THROUGH RESIDENCY

SEPTEMBER 2013 – MAY 2014

DOMAIN	FOCUS	September 2013	October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014
Domain 1: Student Achievement	Mock Data Com; Data Driven Tools and Resources			●						
Domain 2: Instructional Leadership	Classroom Walkthroughs; Develop a Shared Vision		●							
	Classroom Walkthroughs; Building Teacher Capacity				●					
	Classroom Walkthroughs; Rigor in the Classroom						●			
	Classroom Walkthroughs; Providing Meaningful Feedback									●
Domain 3: Organizational Leadership	Program Kick-Off: Mentor/Mentee Meetings; Principal and Assistant Principal Residency: Orientation and Overview	●								
	End-of-Year Budget Planning							●		
	Culminating Seminar									●
Domain 4: Professional and Ethical Behavior	Professional Standards Scenarios					●				

**LEADERSHIP DEVELOPMENT PROFESSIONAL
LEARNING CALENDAR**
LEAD STRONG: BUILDING CAPACITY THROUGH RESIDENCY
SEPTEMBER 2013 – JUNE 2014

DATE	TOPIC
September 18, 2013	Organizational Leadership <ul style="list-style-type: none"> • Program Kick Off: Mentor/Mentee Meetings • Orientation and Overview
October 22, 2013	Instructional Leadership <ul style="list-style-type: none"> • Classroom Walkthroughs • Develop a Shared Vision
November 19, 2013	Student Achievement <ul style="list-style-type: none"> • Mock Data Com • Data Driven Tools and Resources
December 17, 2014	Instructional Leadership <ul style="list-style-type: none"> • Classroom Walkthroughs • Building Teacher Capacity
January 21, 2014	Professional and Ethical Behavior <ul style="list-style-type: none"> • Professional Standards Scenarios
February 18, 2014	Instructional Leadership <ul style="list-style-type: none"> • Classroom Walkthroughs • Rigor in the Classroom
March 18 2014	Organizational Leadership <ul style="list-style-type: none"> • End-of-Year Budget Planning
May 6, 2014	Instructional Leadership <ul style="list-style-type: none"> • Classroom Walkthroughs • Providing Meaningful Feedback
May 20, 2014	Organizational Leadership <ul style="list-style-type: none"> • Culminating Seminar
June 2014 (TBA)	Summer Institute - Florida International University

PORTFOLIO TEMPLATE

FLORIDA PRINCIPAL LEADERSHIP STANDARD ADDRESSED

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COMPETENCY ADDRESSED

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SUMMARY, DESCRIPTION, OR EXPLANATION OF HOW THE DOCUMENTED ACTIVITY ADDRESSES THE REQUIRED COMPETENCY

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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
<ul style="list-style-type: none"> Inadequate or fails to address standard No evidence of documentation presented or documentation does not support mastery of standard 	<ul style="list-style-type: none"> Addresses the standard but provided inadequate evidence of mastery/proficiency Incomplete/insufficient documentation or documentation does not demonstrate understanding or mastery of standard 	<ul style="list-style-type: none"> Addresses the standard Provided adequate evidence to assess participant's participation in relevant activity Demonstrated understanding of the standard as applied 	<ul style="list-style-type: none"> 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

PRINCIPAL IN RESIDENCE & ASSISTANT PRINCIPAL IN RESIDENCE FIELD EXPERIENCES GUIDELINES AND LEADERSHIP COMPETENCY CHECKLIST

Directions: Project Lead Strong (PLS) must complete all of the designated field experiences. In addition to the required experiences, participants and their Mentor 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. Participants and their mentors should review the school calendar of activities as early as possible in the program year so that participants can plan to take advantage of naturally occurring opportunities to access relevant field experiences as much as possible.

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 attends a Data Assessment and Technical Assistance/Coordination of Management (DATA COM) meeting. (or Mock DATA/COM)	
Resident Principals will present at a DATA COM meeting. Resident Assistant Principals will present at MOCK DATA/COM meeting.	
Participant conducts at least two classroom walkthroughs weekly, including observations, analyzing walkthrough data in the context of student achievement, providing reflective discussions and making suggestions for instructional improvement.	
Participant will write a memorandum to faculty and staff addressing student achievement data and the plan of action regarding the analyses of that data.	
Additional activity	
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
Participant conducts School-wide Instructional Reviews (SIR)	
Participant leads or oversees a common planning team.	
Participant will present at a faculty meeting regarding interim exam data and course of action based on disaggregation of that data.	
Additional activity	
Additional activity	

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 conducts data chats with teachers in core areas.	
Participant conducts literacy/leadership meetings to communicate the relationship between academic standards, effective instruction, and student performance.	
Additional activity	
Additional activity	

Standard 4: Faculty Development.

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

ACTIVITY	COMPLETION DATE
Participant will conduct post walkthrough conferences to provide feedback to faculty on the effectiveness of instruction.	
Participant will create a professional needs survey to identify faculty instructional needs.	
Additional activity	
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 conduct a review of school-wide Positive Behavior Support (PBS) or similar program, plan and identify opportunities for improvement, and propose solutions to strengthen PBS or similar plan.	
Additional activity	
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 review current organizational leadership chart at assigned school site and propose changes to the school site principals to eliminate redundancies or and overlap of responsibilities and provide possible solutions to improve school function.	
Participant will conduct a school site leadership team meeting.	
Additional activity	
Additional activity	

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	
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 assists in the effective implementation of the Saturday School Program.	
Participant participates in the preparation and attends a region level budget conference.	
Additional activity	
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 will present at PTA meeting.	
Participant will engage in conferences handling and resolving a parent issue.	
Participant will attend and write a summary of a School Board meeting.	

Additional activity	
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 completes a reflection on the transition from application of the Code of Ethics on an individual basis to application on a level of leadership.	
Additional activity	
Additional activity	