

# New Principal Induction Academy

2013-2014



## Principal Induction Academy Guide

Office of Professional Development and Evaluation  
Human Capital Management



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# **PRINCIPAL INDUCTION ACADEMY 2013-2014 GUIDE**

# TABLE OF CONTENTS

<b>Program Overview</b>	1-3
Purpose	
Introduction and Rationale	
Statute and Board Rule	
<b>Guiding Principles</b>	4
<b>Expected Outcomes</b>	
<b>Roles and Responsibilities</b>	5-7
Principal Induction Academy Participant	
Mentors	
The Office of Professional Development and Evaluation	
<b>Program Components</b>	8-12
Career Entry Plan	
Core Professional Learning	
Professional Learning Communities	
Required Professional Readings and Reflections	
Completion of the FSLA Self-Assessment	
Deliberate Growth Practice	
Mid-year Review of Deliberate Growth Practice	
Mentor Support Network	
On-Site Experience Requirements	
Instructional Rounds	
Portfolio	
Monthly Journal Reflection	
Planning and Scheduling	
Portfolio Documentation	
Review and Evaluation of the Portfolio	
<b>Program Timeline and Summary of Program Requirements</b>	13
<b>References</b>	14
Appendix A: Florida Principal Leadership Standards	17
Appendix B: Program Timeline and Requirements	
Appendix C: Deliberate Growth Practice	21
Appendix D: Florida School Leadership Assessment	24
Appendix E: Rubric for Evaluating Portfolio	25
Appendix F: Principal Induction Academy Reflection Journal	26
Appendix G: On-Site Experience Guideline and Checklist	27
Appendix H: Career Entry Plan	31

# MIAMI-DADE COUNTY PUBLIC SCHOOLS PRINCIPAL INDUCTION ACADEMY

## PROGRAM OVERVIEW

### PURPOSE

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

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

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

#### Domain 1: Student Achievement

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

#### Domain 2: Instructional Leadership

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

#### Domain 3: Organizational Leadership

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

#### Domain 4: Professional and Ethical Behavior

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

## PROGRAM OVERVIEW

### INTRODUCTION AND RATIONALE

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

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

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

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

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

## PROGRAM OVERVIEW

### INTRODUCTION AND RATIONALE *continued...*

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

- *Provides experience in authentic contexts;*
- *Uses cohort networks and mentors; and*
- *Is structured to promote collaborative activity between the program and schools*

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

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

### STATUTE AND BOARD RULE

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

- *Florida School Leaders Certification 6A-4.0081, F.A.C.*
- *Approval of School Leadership Programs Rule 6A-5.081, F.A.C., Section 1012.986, F.S.*
- *Florida Principal Leadership Standards 6A-5.080 and 6A-4.00821, F.A.C.*
- *Miami-Dade County School Board Rule 6Gx13-2C-1.111 Philosophy and Goals: Dade County Public Schools Professionalization of Education*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.03 Professional Growth*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.032 Comprehensive Human Resource Management Development Plan*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.05 Staff Development Programs*

## GUIDING PRINCIPLES and EXPECTED OUTCOMES

### GUIDING PRINCIPLES

The M-DCPS Principal Induction Academy recognizes that:

- *As instructional leaders, principals are strategically positioned to ensure that teaching and learning are at the highest possible level of excellence throughout the entire school.*
- *Effective school leadership encompasses an extensive set of skills that can be taught, modeled, and supported in practice.*
- *Effective Principal Induction Academies foster the development of instructional leadership skills, improvement of instruction, and provide participants with both a theoretical framework and a range of job-relevant, hands-on experiences.*
- *In order to build a professional community of practice, each cohort of participants should have extensive opportunities to network peers, to form a professional learning community, and regularly consult with high performing principals.*
- *Mentoring support from an experienced educational leadership team is essential to support a new principal's success in the first critical years. New principals will not only benefit from the guidance of an experienced principal, but from a District administrator mentor as well.*

### EXPECTED OUTCOMES

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

- *Manage the physical, financial, and human resources of the school.*
- *Build an effective school-community partnership.*
- *Become informed and effective change agents.*
- *Understand the interpretation and application of data to drive school improvement.*
- *Provide instructional leadership to increase the quality of teaching and learning at the school site.*
- *Provide vision and leadership to foster a culture of high expectations for all students.*
- *Become part of a professional community of practice.*
- *Demonstrate competence in the ten Florida Principal Leadership Standards.*
- *Provide a model of strong instructional leadership capable of transforming school cultures.*



## **ROLES AND RESPONSIBILITIES**

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

### **PRINCIPAL INDUCTION ACADEMY PARTICIPANT**

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

- *Participate in the ongoing monthly professional development activities;*
- *Submit all required documentation of professional readings and on-site experiences;*
- *Prepare a portfolio providing evidence of satisfactory completion of identified competencies accompanied by supporting artifacts;*
- *Participate in the required peer and mentor support activities;*
- *Participate in the required Instructional Rounds; and*
- *Complete the Florida School Leadership Assessment.*

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

#### **1. PARTICIPATION IN PROFESSIONAL DEVELOPMENT**

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

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

#### **2. PARTICIPATION IN MENTOR SUPPORT NETWORK**

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

## **ROLES AND RESPONSIBILITIES** *continued...*

Participants must complete the Florida School Leadership Assessment and review the results with their Mentors. These results are to form the basis for the Deliberate Growth Practice. A template for the Deliberate Growth Practice is provided in Appendix C.

### **3. PARTICIPATION IN INSTRUCTIONAL ROUNDS**

As part of the participant's leadership development experience, participants will participate in two (2) day-long cross-cohort instructional rounds.

### **4. SUBMISSION OF REQUIRED DOCUMENTATION**

Adherence to specified submission of required documentation and mandates including the competency-based portfolio and artifacts indicating mastery of the competencies is a critical completion component. Participants must also complete the required professional readings and submit the mandatory reflection piece for each reading.

## **MENTORS**

The participant's mentor will:

- *Participate in mentor training;*
- *Provide opportunities for the participant to engage in meaningful experiences enabling them to demonstrate mastery of the Florida Principal Leadership Standards.*
- *Provide support and mentoring to the participant throughout the year;*

## **THE OFFICE OF PROFESSIONAL DEVELOPMENT AND EVALUATION**

The Office of Professional Development and Evaluation will:

- *Design and implement the Principal Induction Academy;*
- *Coordinate the Principal Induction Academy for each annual cohort of participants;*
- *Facilitate and participate in instructional rounds for program participants;*

## **ROLES AND RESPONSIBILITIES** *continued...*

- *Coordinate monthly professional development sessions for participants;*
- *Provide follow-up components throughout the following school year to extend the participants' professional learning opportunities;*
- *Review the portfolios submitted by program participants; and*
- *Issue a Certificate of Completion upon verification of completion of all required activities.*

## **PROGRAM COMPONENTS**

### **CAREER ENTRY PLAN**

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

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

### **CORE PROFESSIONAL LEARNING**

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

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

### **PROFESSIONAL LEARNING COMMUNITIES**

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

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

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

## **PROGRAM COMPONENTS** *continued.....*

### **REQUIRED PROFESSIONAL READINGS AND REFLECTIONS**

Professional reading and reflections are a component of the induction academy. Included in the readings will be works that will clearly provide a linkage between theory and practice. These readings will provide the theoretical framework to support effective practices and explain why specific practices work.

Academy participants will be required to read one (1) book on leadership development during the year and will participate in book discussions. Additionally, participants will write a reflective piece addressing the knowledge gained and its application at the school site. Guidelines for the reflections will be provided to participants at the orientation session.

### **COMPLETION OF THE FLORIDA SCHOOL LEADERSHIP ASSESSMENT**

All program candidates will participate in the Florida School Leadership Assessment (FSLA). This program will provide participants with an opportunity to conduct a self-assessment and to solicit input from their mentor principal to identify strengths and target opportunities for further improvement. The results of the FSLA will be used as a basis for discussion at mentor meetings to enhance developmental leadership skills (See Appendix D).

### **DELIBERATE GROWTH PRACTICE**

A requirement of the Principal Induction Academy is that the participant has the opportunity to develop and demonstrate mastery of the ten Florida Principal Leadership Standards. Consequently, academy participants will use the results of Florida School Leadership Assessment and guidance from the assigned mentor, in developing the participant's Deliberate Growth Practice addressing the Florida Principal Leadership Standards.

Each participant's plan should be tailored to strengthen any identified areas of weakness and to further build upon identified strengths to ensure that the participant's professional development, professional reading focus, and on-site experiences support his/her best development as a school-site leader.

### **MID-YEAR REVIEW OF THE DELIBERATE GROWTH PRACTICE**

The Deliberate Growth Practice is reviewed mid-year at the progress meeting with the assigned mentor and a District Administrator. At this time, the participant and team should review the on-site experiences that have taken place and make any necessary adjustments to the Deliberate Growth Practice. The primary focus should be on ensuring that the participant is making the desired progress in meeting the targets in the Deliberate Growth Practice and is successfully completing the range of on-site experiences necessary to demonstrate competency in the Principal Leadership Standards. The participant will assemble relevant artifacts for the portfolio based on activities completed at that point and share them at the progress meeting.

## **PROGRAM COMPONENTS** *continued...*

### **MENTOR SUPPORT NETWORK**

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

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

- *mentor principal selected by the Region administration, in order to provide the participant with the opportunity to have another professional sounding board and coach and to benefit from an alternative perspective; and*
- *District Administrator, with responsibilities encompassing numerous schools sites at all levels, is best positioned to round out the participant's range of experiences.*

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

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

### **ON-SITE EXPERIENCE REQUIREMENTS**

Many skills require more than professional development sessions for mastery and are best learned in the context of job-embedded experiences. Application is a key element in fostering the professional growth of participants in the Principal Induction Academy. To that purpose, the On-Site Experience Guidelines and Checklist located in Appendix G provide for relevant on-site experiences in which participants will engage throughout the program year. The on-site experiences are directly aligned to the required Florida Principal Leadership Standards and are competency-based.

### **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.

## **PROGRAM COMPONENTS** *continued...*

### **MONTHLY JOURNAL REFLECTIONS**

Participants will be required to submit an online monthly Reflection Journal describing their experiences as a participant and how they have applied the learning in their work settings. A link for the journal is provided in Appendix F.

### **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. The portfolio provides the participant with an opportunity to convey the richness of relevant experiences and related professional growth. The portfolio must include supporting documentation demonstrating the participant's mastery of each Principal Leadership Standard.

### **PLANNING AND SCHEDULING**

It is highly recommended that program 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.

### **PORTFOLIO DOCUMENTATION**

A wide range of artifacts could 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 participant should be guided by: his or her examination and reflection regarding the experience; the adequacy of the artifact as representation of the participant's work; the rationale used as defense of the product; and the growth experienced as a result of the relevant activity. Note that any artifacts containing confidential information about students or staff (such as artifacts generated during staffings, staff evaluations, or similar conferences) must have the identifying information removed.

Examples of artifacts that may serve as documentation or tangible evidence to be included in an participant's portfolio include (but are not limited to):

- *Copies of school budgets*
- *Master schedules*
- *Data packets and action plans*
- *Instructional focus calendars, or similar work product*
- *Meeting minutes*
- *Presentations or speeches*
- *Newspaper articles*
- *Successful grant applications*
- *Agendas for faculty meetings*
- *Letters or notes from students, faculty, and/ or community members*
- *Photographs or visual documentation of school activities*

## **PROGRAM COMPONENTS** *continued...*

- *Calendar of activities*
- *Examples of student work*
- *Awards, presentations, etc.*
- *Agendas for parent outreach meetings, parent communication, newsletters, etc.*

## **REVIEW AND EVALUATION OF THE PORTFOLIO**

The portfolio documents 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 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 evaluation rubric can be found in Appendix E.

Portfolios will be evaluated for:

- *Completeness in addressing each of the ten Florida Principal Leadership Standards*
- *Quality of the evidence presented to substantiate the field experiences and activities*
- *Clarity of the evidence presented in documenting the participant's;*
- *Full mastery of each standard*
- *Understanding of the inter-relationships between the standards*
- *The application of the standards to the principalship.*

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



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# Appendices

# APPENDIX A

## THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

### Florida Principal Leadership Standards

#### Purpose and Structure of the Standards

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

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

#### Domain 1: Student Achievement:

##### **Standard 1: Student Learning Results.**

**Effective school leaders achieve results on the school's student learning goals.**

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

##### **Standard 2: Student Learning as a Priority.**

**Effective school leaders demonstrate that student learning is their top priority through leadership actions that build and support a learning organization focused on student success.**

The leader:

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

#### Domain 2: Instructional Leadership:

##### **Standard 3: Instructional Plan Implementation.**

**Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.**

The leader:

- a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
- b. Engages in data analysis for instructional planning and improvement;
- c. Communicates the relationships among academic standards, effective instruction, and student performance;

# APPENDIX A

## Domain 2: Standard 3 *continued...*

- d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
- e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

### **Standard 4: Faculty Development.**

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

The leader:

- a. Generates a focus on student and professional learning in the school that is clearly linked to the system-wide strategic objectives and the school improvement plan;
- b. Evaluates, monitors, and provides timely feedback to faculty on the effectiveness of instruction;
- c. Employs a faculty with the instructional proficiencies needed for the school population served;
- d. Identifies faculty instructional proficiency needs, including standards-based content, research-based pedagogy, data analysis for instructional planning and improvement, and the use of instructional technology;
- e. Implements professional learning that enables faculty to deliver culturally relevant and differentiated instruction; and
- f. Provides resources and time and engages faculty in effective individual and collaborative professional learning throughout the school year.

### **Standard 5: Learning Environment.**

#### **Effective school leaders structure and monitor a school learning environment that improves learning for all of Florida's diverse student population.**

The leader:

- a. Maintains a safe, respectful and inclusive student-centered learning environment that is focused on equitable opportunities for learning and building a foundation for a fulfilling life in a democratic society and global economy;
- b. Recognizes and uses diversity as an asset in the development and implementation of procedures and practices that motivate all students and improve student learning;
- c. Promotes school and classroom practices that validate and value similarities and differences among students;
- d. Provides recurring monitoring and feedback on the quality of the learning environment;
- e. Initiates and supports continuous improvement processes focused on the students' opportunities for success and well-being.
- f. Engages faculty in recognizing and understanding cultural and developmental issues related to student learning by identifying and addressing strategies to minimize and/or eliminate achievement gaps.

## **Domain 3: Organizational Leadership**

### **Standard 6: Decision Making.**

#### **Effective school leaders employ and monitor a decision-making process that is based on vision, mission and improvement priorities using facts and data.**

The leader:

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

# APPENDIX A

## Domain 3: Standard 6 *continued...*

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

### **Standard 7: Leadership Development.**

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

The leader:

- a. Identifies and cultivates potential and emerging leaders;
- b. Provides evidence of delegation and trust in subordinate leaders;
- c. Plans for succession management in key positions;
- d. Promotes teacher–leadership functions focused on instructional proficiency and student learning; and
- e. Develops sustainable and supportive relationships between school leaders, parents, community, higher education and business leaders.

### **Standard 8: School Management.**

**Effective school leaders manage the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment.**

The leader:

- a. Organizes time, tasks and projects effectively with clear objectives and coherent plans;
- b. Establishes appropriate deadlines for him/herself and the entire organization;
- c. Manages schedules, delegates, and allocates resources to promote collegial efforts in school improvement and faculty development; and
- d. Is fiscally responsible and maximizes the impact of fiscal resources on instructional priorities.

### **Standard 9: Communication.**

**Effective school leaders practice two-way communications and use appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by building and maintaining relationships with students, faculty, parents, and community.**

The leader:

- a. Actively listens to and learns from students, staff, parents, and community stakeholders;
- b. Recognizes individuals for effective performance;
- c. Communicates student expectations and performance information to students, parents, and community;
- d. Maintains high visibility at school and in the community and regularly engages stakeholders in the work of the school;
- e. Creates opportunities within the school to engage students, faculty, parents, and community stakeholders in constructive conversations about important school issues.
- f. Utilizes appropriate technologies for communication and collaboration; and
- g. Ensures faculty receives timely information about student learning requirements, academic standards, and all other local state and federal administrative requirements and decisions.

# APPENDIX A

## Domains *continued...*

### **Domain 4: Professional and Ethical Behavior:**

#### **Standard 10: Professional and Ethical Behaviors.**

**Effective school leaders demonstrate personal and professional behaviors consistent with quality practices in education and as a community leader.**

The leader:

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

SBE Rule 6A-5.080 Revised November 15, 2011

*Rulemaking Authority 1001.02, 1012.34, 1012.55, 1012.986 FS.*

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

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## APPENDIX B

PROGRAM TIMELINE AND SUMMARY OF PROGRAM REQUIREMENTS		
M-DCPS PRINCIPAL INDUCTION ACADEMY REQUIREMENTS	PARTICIPANT'S RESPONSIBILITIES	TIMELINE
<b>Attendance/ Participation</b>	<ul style="list-style-type: none"> <li>Participants must be present and on time at all meetings</li> <li>Participants are expected to actively participate</li> <li>Participants are to adhere to specified timelines and submission of required documentation</li> </ul>	Year-long activities
<b>Florida School Leadership Assessment</b>	Participants will participate in the FSLA assessment in order to gain a greater perspective on their current leadership skill set	Completed prior to October 1, 2013
<b>Program Orientation Meeting</b>	Mandatory attendance of participant	Fall of program year
<b>Career Entry Plan</b>	Participants will complete components of a Career Entry Plan	Initially developed by September 1, 2013
<b>Monthly Journal Reflection</b>	Each participant will submit an online monthly journal reflection describing their experiences as a participant and how they have applied the learning in their work settings	Monthly submission of journal reflections
<b>Mentor Support</b>	Participants will be assigned an experienced principal as a mentor to assist with the completion of tasks in the program.	Minimum of three (3) meetings scheduled by participant to take place during the year
<b>Deliberate Growth Practice</b>	Developed by the Participants and the Mentor incorporating the results of the Florida School Leadership Assessment.	Used to guide the participant's professional readings, on-site experiences, and professional development activities
<b>Professional Learning Community</b>	<ul style="list-style-type: none"> <li>Participants are required to be in attendance at these monthly meetings</li> <li>Participants will engage in conversation relative to their projects and professional growth and leadership development activities and experiences</li> <li>Participants will make effective use of technology to participate in follow-up activities as part of a professional learning community</li> </ul>	Monthly meetings throughout the year
<b>Professional Readings</b>	Participants will be provided with a reading list. Completion of one (1) leadership oriented book and a written reflective piece addressing knowledge gained and application at the school site is required	Reflection completed and submitted by assigned date
<b>Instructional Rounds</b>	Participants will participate in an Instructional Round Activity	One will take place in the fall and the other in the spring of the academic year
<b>Standards Portfolio Submission</b>	Each participant will submit a completed portfolio	Documentation must be submitted prior to program end



# APPENDIX C



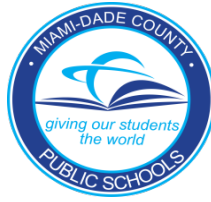
## MIAMI-DADE COUNTY PUBLIC SCHOOLS

### PRINCIPAL INDUCTION ACADEMY DELIBERATE GROWTH PRACTICE

#### COVER SHEET

<i>Please fill in the entries below.</i>	
<b>Participant Name:</b>	
<b>Employee Number:</b>	
<b>School:</b>	
<i>Mentor Principal:</i>	
<b>Mentor Principal:</b>	
<b>District Administrator:</b>	
<i>Mentor Meeting Dates:</i>	
<b>Planning Meeting:</b>	
<b>Review Meeting:</b>	
<b>FINAL REVIEW:</b>	

**DIRECTIONS:** The participant and his or her mentor will meet a minimum of three (3) times during the year to plan for and review the participant's progress toward demonstrating competence in each of the ten Principal Leadership Standards. It is the responsibility of the participant to schedule these meetings. The attached pages (or the electronic version of this document provided to the participant) are to be used to document the activities planned within each of the ten standards. Use additional pages as needed.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

**PRINCIPAL INDUCTION ACADEMY DELIBERATE GROWTH PRACTICE**

1) **Principal Leadership Standard Addressed:**

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2) **List the professional growth activity(ies) planned for meeting this Standard:**

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3) **List the resources (people, materials, opportunities) that are needed to complete the professional growth activity(ies):**

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4) **Determine a timeline for meeting the planned activity(ies):**

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**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

**PRINCIPAL INDUCTION ACADEMY DELIBERATE GROWTH PRACTICE**

5) Identify criteria for determining successful completion of activity(ies):

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6) Identify relevant documentation or artifacts resulting from professional growth  
Experiences which could be included in the participant's portfolio to document mastery  
of the standard (as applicable)

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## **APPENDIX D**

### **THE FLORIDA SCHOOL LEADERSHIP ASSESSMENT (FSLA)**

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 E PORTFOLIO EVALUATION RUBRIC

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

Name: \_\_\_\_\_

Employee # \_\_\_\_\_

Date \_\_\_\_\_

<b>Inadequate or Not Evidenced 0 Points</b>	<b>Below Expectations 1 Point</b>	<b>Meets Expectations 2 Points</b>	<b>Exceeds Expectations 3 Points</b>
<ul style="list-style-type: none"> <li>Inadequate or fails to address standard</li> <li>No evidence of documentation presented or documentation does not support mastery of standard</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the standard but provided inadequate evidence of mastery/proficiency</li> <li>Incomplete/insufficient documentation or documentation does not demonstrate understanding or mastery of standard</li> </ul>	<ul style="list-style-type: none"> <li>Addresses the standard</li> <li>Provided adequate evidence to assess participant's participation in relevant activity</li> <li>Demonstrated understanding of the standard as applied</li> </ul>	<ul style="list-style-type: none"> <li>Fully addresses the standard</li> <li>Provides crystal-clear evidence of participation in relevant activity</li> <li>Presented documentation that clearly shows understanding of the linkage between the standards</li> </ul>

<b>DOMAINS</b>	<b>STANDARDS</b>	<b>Inadequate or NOT Evidenced (0) points</b>	<b>Below Expectations (1) point</b>	<b>Meets Expectations (2) points</b>	<b>Exceeds Expectations (3) points</b>
<b>STUDENT ACHIEVEMENT</b>	<b>1. Student Learning Results</b>				
	<b>2. Student Learning as a Priority</b>				
<b>INSTRUCTIONAL LEADERSHIP</b>	<b>3. Instructional Plan Implementation</b>				
	<b>4. Faculty Development</b>				
	<b>5. Learning Environment</b>				
<b>ORGANIZATIONAL LEADERSHIP</b>	<b>6. Decision Making</b>				
	<b>7. Leadership Development</b>				
	<b>8. School Management</b>				
	<b>9. Communication</b>				
<b>PROFESSIONAL &amp; ETHICAL BEHAVIOR</b>	<b>10. Professional and Ethical Behaviors</b>				

**Exceeds Expectations 25-30 Points Meets Expectations 15-25 Points Below Expectations <14 Points**

# APPENDIX F

## PRINCIPAL INDUCTION ACADEMY 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.

[Reflection Form](#)

# APPENDIX G

## ON-SITE EXPERIENCE GUIDELINES AND LEADERSHIP COMPETENCY CHECKLIST

Directions: Participants must complete all of the designated on-site experiences. In addition to the required experiences, participants and their Mentor 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 conducts at least ten (10) 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 Review (SIR) with their Leadership Teams	
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	

## APPENDIX G....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.**

<b>ACTIVITY</b>	<b>COMPLETION DATE</b>
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.**

<b>ACTIVITY</b>	<b>COMPLETION DATE</b>
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.**

<b>ACTIVITY</b>	<b>COMPLETION DATE</b>
Participant will develop and implement a school-wide discipline plan that is linked to student rewards.	
Additional activity	
Additional activity	



## APPENDIX G....continued

### Domain 3: Organizational Leadership

#### **Standard 6: Decision Making.**

**Effective school leaders employ and monitor a decision-making process that is based on vision, mission, and improvement priorities using facts and data.**

ACTIVITY	COMPLETION DATE
Participant will develop and implement an organizational leadership chart in order to improve school operation.	
Participant will include agendas from weekly leadership team meetings.	
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 develops, implements, and monitors an <i>After-school, Saturday school, or Pull out</i> tutoring program.	
Participant develops and implements a delegation and monitoring plan for weekly briefing follow up.	
Participant develops and implements a monitoring plan for school-level expenditures by program.	
Additional activity	
Additional activity	

## APPENDIX G....continued

### 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 develop and implement a five-step plan to effectively handle and resolve parental issues	
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	

# APPENDIX H

## Career Entry Plan

### New Principal Induction

<b>Goal #1: Needs Assessment To Determine Strengths And Weaknesses</b>	
<b>Measurement of goal:</b>	
<b>Objectives</b>	<b>Action/Timeline</b>
1.	
2.	

**New Principal Induction**

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

**New Principal Induction**

<b>Goal #3: Establish A System for Clear Communication</b>	
<b>Measurement of goal:</b>	
<b>Objectives</b>	<b>Action/Timeline</b>
1.	
2.	

**New Principal Induction**

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

## **NON-DISCRIMINATION POLICY**

As a District, the School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs, services and employment 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 6Gx13- 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 Section 295.07, (Florida Statutes)**, which stipulate categorical preferences for employment.