

New Assistant Principal Induction Academy

2013-2014



**Human Capital Management
Office of Professional Development and Evaluation**



Miami Dade County Public Schools New Assistant Principal Induction Academy Overview and Purpose



Assistant principals provide the backbone of school-level administration. As new assistant principals begin to lead their schools and support their principals, it is imperative that they keenly understand and respond to critical information, 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 assistant principal report challenges in sustaining student achievement, leveraging relationships, growing as managers, seeking collegial support, and the responsibility of making decisions in high-risk situations (Willer & Recht, 2011).

As a school district, it is important to focus on the specific set of needs of novice assistant principals and establish a culture of support and coherence, which will guide them through the first critical year of their position. In response to this emergent need, the Office of Professional Development and Evaluation has formulated the Assistant Principal Induction Academy. The program, in line with the department's new vision, is anchored in a theory of action, which provides support and guidance. In accordance with this vision, novice assistant 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.

Subsequently, novice assistant principals will engage in monthly professional learning seminars, which are part of the District's scaled Leadership Development Platform focused on four areas aligned to improving instructional and strengthening leadership capacity. In addition to these regional seminars, novice assistant principals 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 their Florida School Leader Assessment (FSLA) and Deliberate Growth Practice which will be tailored to their individual needs as a leader. The modules are also deeply embedded in the Florida Leadership Standards consisting of four domains which are directly aligned to the Managerial Exempt Performance (MEP) evaluation system:

- Domain 1: Student Achievement
- Domain 2: Instructional Leadership
- Domain 3: Organizational Leadership
- Domain 4: Professional and Ethical Behavior

LEADERSHIP DEVELOPMENT CALENDAR

Assistant Principal Induction Academy Learning Platform

Miami-Dade County Public Schools

AUGUST 2013 – MAY 2014

DOMAIN	FOCUS	August 2013	September 2013	October 2013	November 2013	December 2013	January 2014	February 2014	March 2014	April 2014	May 2014
Domain 1: Student Achievement	Formative Assessments to Guide Instruction							●			
	Student Progression Plan									●	
Domain 2: Instructional Leadership	Instructional Performance Evaluation & Growth System (IPEGS) Training	●									
	Common Core State Standards (CCSS) – Leading Implementation						●				
	Professional Development Planning and Standards										●
Domain 3: Organizational Leadership	Induction Orientation and Portfolio Overview	●									
	Integrated Student Information System (ISIS)	●									
	Emergency Response Plan	●									
	Special Education (SPED) Compliance		●								
	English for Speakers of Other Languages (ESOL) and Gifted Compliance			●							
	Custodial Supervision and Evaluation				●						
	Title I Funding Compliance					●					
	Systems Applications and Products (SAP)										●
Domain 4: Professional and Ethical Behavior	Professional Standards Scenarios								●		

COURSE DESCRIPTIONS – ASSISTANT PRINCIPAL INDUCTION ACADEMY
Miami-Dade County Public Schools
August 2013 – May 2014

Organizational Leadership: Module # 1: Entry Plan “The Golden Hour” and Program Orientation

This module is designed to provide participants with an overview of the assistant principal induction academy. Participants will be introduced to the idea of using an entry plan as a resource for better decision making, enabling three kinds of timely learning: learning about their new school site, learning about themselves, and new ways of approaching vexing problems. The components of the program will be discussed at length, including an overview of the program; participant guidelines; monthly seminars; mentoring support; leadership evaluation framework/deliberate practice; walkthroughs; building lasting cultures in their buildings; real-life case studies from the field; and the portfolio requirements. Additionally, during the course of the two-day induction orientation, assistant principals will receive professional development on the Integrated Student Information System (ISIS); how to maintain a safe learning environment; and the Instructional Performance and Evaluation Growth System (IPEGS) from an administrative perspective.

Organizational Leadership: Module #2: Special Education (SPED) Compliance

This module is designed to familiarize the participants with the implementation of compliance policies and procedures as established by School Board Policy, as well as, state and federal mandates. Participants will review practices related to appropriate record-keeping policies in order to maintain exception-free audits and maintain accurate Full Time Equivalent (FTE) Surveys. Participants will navigate through the SPED EMS program to familiarize themselves with the different parts of the database and be able to monitor and screen students' Individual Educational Plans (IEP) for accuracy. Presentations will consist of real-life scenarios related to records compliance issues. Participants will be required to devise an action plan to address pertinent issues with relevant timelines to achieve in-house audits of their site's records.

Organizational Leadership: Module #3: English for Speakers of Other Languages (ESOL) and Gifted Compliance

This module is designed to familiarize the participants with the implementation of compliance policies and procedures as established by School Board Policy, as well as, state and federal mandates. Participants will become familiar with the ESOL program entry and re-entry procedures, accessing students' Individual Student English Language Learner (ELL) Plans through the Web Limited English Proficiency Plan (WLEP) application, making manual updates, the functions of an ELL committee, and post program reviews. Presentations will consist of real-life scenarios related to records compliance issues. Participants will be required to devise an action plan to address pertinent issues with relevant timelines to achieve in-house audits of their site's records. In addition, participants will be provided hands-on professional development on the particulars of gifted students' Educational Plans (EP) and the required gifted education FTE audit documentation.

Organizational Leadership #4: Custodial Supervision and Evaluation

This module will familiarize participants with the District's new e-VALUE Custodial Training Program and Evaluation guide, which will enable novice assistant principals to ensure that high standards are uniformly applied at their school-site. In addition, participants will receive hands-on training on the maintenance and daily operations of our District's school buildings in order to create and implement a thorough maintenance and custodial plan at their school-site.

Organizational Leadership #5: Title I Funding Compliance

This module will familiarize participants with the Title I program. Over 300 schools in our District have been designated Title I schools receiving federal funds in order to provide students with additional assistance in reading, language arts and mathematics. Participants will receive hands-on professional development on how to best utilize the Title I resources to maximize student achievement and close the achievement gap in their school. In addition, participants will be guided through the process of maintaining their Title I documentation in order to avoid audit exceptions.

Instructional Leadership: Module #6: Common Core State Standards (CCSS) – Leading Implementation

This module is designed to give participants an overview of the new implementation plan and structures which accompany the Common Core Standards (CCSS). The CCSS provides a framework for practitioners on the skills students are expected to master at each grade level in order to prepare them for college and career readiness and eventually a productive career within the work force. Participants will receive exposure to the prime goals of CCSS, which are the transformation of student learning and teaching, accompanied by the reformation of the assessment process.

Student Achievement: Module #7: Formative Assessments to Guide Instruction

This module 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 student attainment. They serve as practice for students, just as a meaningful homework assignment. They check for understanding along the way and guide teacher decision making about future instruction; they also provide feedback to students so they can improve their performance. As a result of this module, participants will gain knowledge on the use of formative assessments to guide instruction in order to implement this best practice at their school-site.

Professional & Ethical Behavior: Module #8: Professional Standards Scenarios

This module will familiarize participants with the District's professional standards protocols, which include directing employment actions, maintaining and promoting ethical performance standards in accordance with School Board Policy, contractual stipulations, state and federal statutes, and competent practice, in concert with the District Strategic Plan. Participants will receive and work through real-life scenarios from the field, which will require them to analyze cases, and utilize their newly acquired knowledge to produce solutions. In addition, participants will receive guidance on how to implement applicable personnel policies and procedures as set by the Board and direct procedures related to employment standards and disciplinary action for school-site employees.

Student Achievement Module#9: Student Progression Plan

This module is designed to give participants an overview of the Student Progression Plan which presents the requirements and procedures for K-12 and Adult Education students, including the student progression requirements and procedures for Exceptional Education Students. In addition to becoming familiar with the general procedures for student progression, participants will receive an overview on the promotion and placement of students in the elementary, middle and senior school high levels. Participants will also receive an in-depth review of the District's transition from the Next Generation Sunshine State Standards to the New Common Core State Standards.

Organizational Leadership: Module #10: Systems Applications and Products (SAP)

This module is designed to expose participants to the technical intricacies of the District's software system, which drives daily operations at the school site, Systems Applications and Products (SAP). The SAP system is designed to redefine business processes, increase efficiency, and enable M-DCPS to reallocate resources from administrative functions to schools and to serve students. Assistant principals will be exposed and become familiar with the payroll components of the system. In addition, novice assistant principals will have hands-on professional development on the "check and balances" procedures which should be followed when signing school checks and approving payroll.