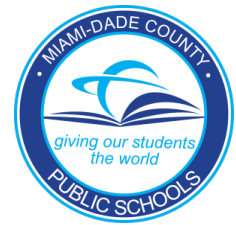# PROJECT LEAD STRONG

MIAMI-DADE COUNTY PUBLIC SCHOOLS...
Giving our students the world.

SUPERINTENDENT
Alberto M. Carvalho

CHIEF HUMAN CAPITAL OFFICER
Enid Weisman

ADMINISTRATIVE DIRECTOR
Anna L. Rodriguez

2013-2014

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PROGRAM GOAL

The goal of *Project Lead Strong* is to "build a bench" of highly-effective secondary principals and assistant principals who are prepared to turn around the most challenging, chronically low-performing secondary schools and to attract, empower, and lead high-performing teachers in order to improve student outcomes.

Certainly a leader needs a clear vision of the organization and where it is going, but a vision is of little value unless it is shared in a way so as to generate enthusiasm and commitment. Leadership and communication are inseparable.

Claude Taylor

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.

Project Lead Strong builds on the District's history in preparing principal and assistant principal candidates for high-need secondary schools. In reviewing prior District interventions and current research, it is clear that a different, more intensively supportive, model is needed to prepare administrators to succeed in these high-need, urban secondary schools that have a history of chronic low achievement. Even experienced principals with a history of success in other school venues can encounter difficulty. This points to a need to provide a hands-on, on-site residency experience and a structured support system, including mentoring and coaching, in order to build a bench of principals and assistant principals who are ready, willing, and, most importantly, able to succeed in turning around these chronically failing schools. Recent research on principal leadership and student learning commissioned by the Wallace Foundation highlights the need to provide principals with authentic, site-based (or "real-world") experiences and opportunities to develop practical problem-solving skills. The authors assert that an important part of the learning required for such leaders to further develop their practical problem-solving expertise is usefully conceptualized as "situated." Essentially, the learning takes place most effectively within the same context in which it is applied. *Project Lead Strong* will provide a high-quality, researched-based leadership development program that prepares and supports high performing principals and assistant principals to meet the challenges of school improvement in high-need secondary schools. The program is aligned with current research that affirms the link between improved student achievement and the important role school administrators play as instructional leaders. Furthermore, the program components are aligned with the Florida Principal Leadership Standards.

Leaders instill in people a hope for success and a belief in Themselves; Positive leaders empower people to accomplish their goals.
-Author Unknown

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The professional development activities designed for *Project Lead Strong* participants are correlated to the ten (10) Florida Principal Leadership Standards with the purpose of building the capacity for school leadership among secondary principals and assistant principals who will ensure success in leading secondary schools (see Appendix A).

PROGRAM OVERVIEW

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**

EXPECTED OUTCOMES

As a result of participating in *Project Lead Strong*, administrators will acquire the knowledge, skills, and attitudes to improve teaching and learning. Ultimately, participants will be able to:

- Work in and effect positive change in low performing schools,
- Support effective instructional reform, and improve student outcomes;
- Lead schools that show improved graduation rates;
- Motivate large diverse staff and student populations;
- Establish and maintain partnerships between the school and the community;
- Succeed and be retained at the hardest-to-staff, lowest-performing schools;
- Assume school leadership positions at multiple administrative levels in the district;
- Assume a school-site administrator position at a more challenging level or setting.

ROLES AND RESPONSIBILITIES
Participants
Program Director/Coach
The Project Director/Coach will provide mentoring, coaching, support, and professional development for all *Project Lead Strong* participants. The interface role among the school, regional offices, and District-level leadership will prepare the experienced administrator to potentially assume a District or regional-level leadership role.

Mentor Principal
The Mentor Principal will serve as a mentor and support, guiding the Principal and Assistant Principal in Residence through the 18-week residency at the assigned school in order to prepare him/her to function effectively from the start through the transition into a similar highly challenging setting.

Principal in Residence
A high-performing assistant principal will assume the position of Principal in Residence for an 18-week residency. The administrator will work alongside the mentorship of the experienced, high-performing site principal (mentor).

Resident Assistant Principal
High-performing teachers who have met the eligibility requirements for the Assistant Principalship will gain administrative experience and build their skills through their semester residency as a Resident Assistant Principal under the leadership of the site principal. This will provide these budding administrators with extensive opportunities to apply knowledge gained through the certification and preparation programs and to build situational responses and appropriate problem-solving skills.

Interim Teacher
In order to release high-performing teachers to participate in *Project Lead Strong* as Resident Assistant Principals, their teaching positions will be filled by full-time certified temporary teachers who will receive support and mentoring through the District's established teacher induction program, Mentoring and Induction for New Teachers (MINT).

A good leader inspires others with confidence in him; a great leader inspires them with confidence in themselves.
–Author Unknown

MENTORING

Recent research on principal preparation programs points to mentoring as not only a vital support for new principals, but also as a way to bridge the gap between theory and practice, with recommendations for "getting it right." There is an understanding that mentoring is one part of a continuum of professional development of principals that links pre-service training to practice and continues, ideally, throughout their careers. The Southern Regional Educational Board recommends important "quality guidelines" for successful internships and mentoring in principal preparation programs. These recommended guidelines include: high-quality training for mentors; collecting meaningful information about effects of mentoring on leadership skills; mentoring for at least one year, and preferably longer; and funding that is sufficient to provide for mentor stipends that are "commensurate with the importance and time requirements of the task." Another key factor affecting the quality of mentorships is the opportunity for the mentor(s) to receive training and support in the mentoring process.

PROFESSIONAL DEVELOPMENT

In an effort to prepare participants to succeed in high-need secondary-schools, *Project Lead Strong* is a capacity-building model designed to identify high-performing professionals at all levels of the administrative career ladder, including teachers who are motivated to become assistant principals and provide them with opportunities and incentives to step up to higher levels of responsibility. *Project Lead Strong* incorporates authentic work experience and professional development for these prospective and practicing school administrators that prepares them for success in progressively more demanding settings, with each participant assuming the next higher level of responsibility and challenge. In addition to the site-embedded professional growth experiences, project participants will participate monthly in professional development sessions and engage in weekly reflection sessions throughout the entire school year. Selected participants will also attend a Summer Leadership Institute.

SELECTION PROCESS

Project Lead Strong is predicated on the strategy of identifying individuals who are high performing in their current setting and who have the potential and ability to assume even greater levels of responsibility or challenge. For example, the high-performing teachers who will be selected as Resident Assistant Principals will be expected to be instructional leaders as well as to provide modeling/sharing of successful instructional strategies with teachers in their residency school. All participants in *Project Lead Strong* will be selected on the basis of high performance, including performance evaluations, recommendations for advancement, and data on student achievement.

Leaders are more powerful role models when they learn than when they teach.
Rosabeth Moss Kantor

PROGRAM COMPONENTS

Mandatory Orientation Session

Participants will attend a mandatory orientation session prior to the residency period. The orientation session will provide participants with an overview of the program components, guidelines and requirements.

Self-assessment

Participants will reflect on their current level of performance and identify needs and opportunities for professional development using the format provided in Appendix B. This information will be used in professional collaboration with the participant's mentor to target appropriate professional growth experiences.

Residency and Authentic Job-Embedded Field Experiences

At all levels of participation in *Project Lead Strong*, participants will be applying the skills and experiences acquired in their leadership preparation program and prior professional settings in addressing situations encountered in their real-world administrative assignment with full responsibility for the position. The Mentor Administrator will facilitate participation in the following field experiences:

- Conduct data chats with faculty
- Lead a faculty meeting
- Participate in conference addressing a parent issue
- Attend region level budget conference
- Oversee the implementation of Saturday School
- Write a memorandum to the faculty
- Assist in the preparation and documentation of IPEGS (Resident Principals)
- Engage in a mock interview
- Other experiences as identified in the Field

Self-assessment instrument checklists for field experiences are provided in Appendices C and D.

Leadership and learning are indispensable to each other.
John F. Kennedy

Portfolio

Each participant will prepare a portfolio providing evidence of satisfactory completion of identified leadership competencies. A template for the portfolio is provided in Appendix E.

Portfolio Documentation
A wide range of artifacts could be considered for inclusion in the portfolio as evidence of competency in required leadership skills. A rubric to be used for review of the portfolio is provided in Appendix F.

The artifacts may include:
- Agendas for faculty meetings
- Calendar of events/activities
- Presentations
- Master Schedules
- Data files outlining assessment results (with personally identifiable information redacted)
- Action Plans
- Saturday School Activities
- Memoranda

Journal Writing (Weekly Reflections)
Participants will be required to submit a weekly 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 G.

Mentoring by a High-Performing Principal
A core principle of *Project Lead Strong* is "learning by doing" – with guidance and support. The Principals in Residence at the identified high-need secondary school will have the benefit of mentoring and ongoing support from the site principal who will provide them with an effective model from which to build their own successful strategies. The Resident Assistant Principal will also be mentored by a high performing principal.

Monthly Reflection Sessions
The Principals in Residence will meet with the Project Director/Coach for a monthly debriefing and reflection session and peer-to-peer sharing and learning, as well as for coaching away from the demands of the school site.

Monthly Professional Development
The monthly meetings will also provide opportunities for targeted professional development, as well as operational topics, particularly in the areas of data-informed decision-making and continuous improvement. Participants will become well versed in the District's intensive data review and communication model, preparing them to understand their data thoroughly and to engage in high-level, strategic conversations and decision-making based on their data.

Participation in Intensive Leadership Development Institute
The Project Director/Coach, Mentor Principals and Principals in Residence along with District-level program support staff will attend a high-quality, intensive leadership development institute during the summer.

Mentor Training and Ongoing Support

The Project Director/Coach, Mentor Principals, and Mentor Assistant Principals will participate in high-quality mentorship training. In order to provide the best possible foundation for success in the mentoring component of the project, the mentors will receive training in research-based, effective mentoring strategies, as well as ongoing support and coaching in the mentoring role from experienced District-level support staff and experts in the field.

Completion of the Program

As a result of successfully completing all program requirements, participants would have built a strong skill set addressing the Florida Principal Leadership Standards as documented on the Field Experiences Guidelines and Leadership Competency Checklists, examples of which are provided in Appendices H and I. Specifically, participant experiences and the targeted professional development will have strengthened their capacity in Instructional, Operational and School Leadership.

Monetary Incentives

Project Lead Strong participants will assume greater levels of administrative responsibility during the residency period. Participants will be required to complete surveys, evaluations, interviews and monthly professional development activities. In addition, Mentor Principals will have an opportunity to earn an incentive for improved student achievement at their school site. Participants will receive the following stipends:

- MENTOR PRINCIPAL
  - Mentoring Stipend $4,000
  - Student Achievement Incentive $3,000 (if there is a 5% increase in the first 800 points)
- PRINCIPAL IN RESIDENCE
  - Participation Stipend $5,000
- MENTOR ASSISTANT PRINCIPAL
  - Mentoring Stipend $2,000
- RESIDENT ASSISTANT PRINCIPAL
  - Participation Stipend $1,000

If your actions inspire others to dream more, learn more, do more and become more, you are a leader.
-John Quincy Adams

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.

<div align="center">

Domain 2: Instructional Leadership:

</div>

Standard 3: Instructional Plan Implementation.
Effective school leaders work collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs and assessments.

The leader:

a. Implements the Florida Educator Accomplished Practices as described in Rule 6A-5.065, F.A.C. through a common language of instruction;
b. Engages in data analysis for instructional planning and improvement;
c. Communicates the relationships among academic standards, effective instruction, and student performance;
d. Implements the district's adopted curricula and state's adopted academic standards in a manner that is rigorous and culturally relevant to the students and school; and
e. Ensures the appropriate use of high quality formative and interim assessments aligned with the adopted standards and curricula.

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.

<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.

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APPENDIX B
PROJECT LEAD STRONG PARTICIPANT SELF-ASSESSMENT

Access to the Self-Assessment is available by clicking on the link below. Link will be sent electronically.

Self-Assessment PLS Term 2

APPENDIX C
PROJECT LEAD STRONG
MENTOR PRINCIPAL CHECKLIST

- ☐ Participate in Project Lead Strong orientation
- ☐ Participate in mentor training
- ☐ Engage in weekly reflection with assigned program participant
- ☐ Utilize the Mentor Log to guide the mentoring process and document mentoring support
- ☐ Facilitate the transition of the Assistant Principal to Principal in Residence

Ensure that each participant is provided with field experiences listed below:

- ☐ Attend DATA/COM meeting (or Mock DATA/COM)
- ☐ Present at DATA/COM meeting (or Mock DATA/COM)
- ☐ Conduct Classroom Walkthroughs at least twice per week
- ☐ Write a memorandum to the faculty addressing instructional program
- ☐ Oversee the effective implementation of Saturday School
- ☐ Participate in School-Wide Instructional Reviews (SIRS)
- ☐ Lead a Professional Learning Community (PLC)
- ☐ Lead a faculty meeting focusing on school assessment data
- ☐ Conduct data chat with faculty
- ☐ Attend region level budget conference
- ☐ Write a summary of School Board meeting
- ☐ Ensure participant demonstrates competence in the use of technology through preparation of data files
- ☐ Assist with preparation and documentation of IPEGS
- ☐ Engage in mock interview for school-site administrative position
- ☐ Complete a reflection on the Code of Ethics
- ☐ Write a reflection articulating a personal and professional vision
- ☐ Attend a meeting with community group such as PTA, Dade Partners, or EESAC
- ☐ Participate in conference addressing parent issue
- ☐ Demonstrate effective interaction with diverse population representative of school's community
- ☐ Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
- ☐ Mentor Principals sign off-on the Field Experiences and Leadership Competency Checklist
- ☐ Participate in Project Lead Strong surveys and evaluations

ONLINE MENTOR LOG

Access to the Online Mentor Log is available by clicking on the link.

PROJECT LEAD STRONG
MENTOR ASSISTANT PRINCIPAL CHECKLIST

- ☐ Participate in Project Lead Strong orientation
- ☐ Participate in mentor training
- ☐ Engage in weekly reflection with assigned program participant
- ☐ Utilize the Mentor Log to guide the mentoring process and document mentoring support (See Appendix
- ☐ Facilitate the transition of the Teacher Leader to Resident Assistant Principal

Ensure that each participant is provided with field experiences listed below:

- ☐ Attend DATA/COM meeting (or Mock DATA/COM)
- ☐ Conduct Classroom Walkthroughs at least twice per week
- ☐ Write a memorandum to the faculty addressing instructional program
- ☐ Conduct School-Wide Instructional Reviews (SIRS)
- ☐ Lead a Professional Learning Community (PLC)
- ☐ Lead a faculty meeting focusing on school assessment data
- ☐ Conduct data chat with faculty
- ☐ Attend region level budget conference
- ☐ Write a summary of School Board meeting
- ☐ Ensure participant demonstrates competence in the use of technology through preparation of data files
- ☐ Engage in mock interview for assistant principal position
- ☐ Complete a reflection on the Code of Ethics
- ☐ Write a reflection articulating a personal and professional vision
- ☐ Attend a meeting with community group such as PTA, Dade Partners or EESAC
- ☐ Participate in conference addressing parent issue
- ☐ Demonstrate effective interaction with diverse population representative of school's community
- ☐ Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
- ☐ Participate in Project Lead Strong surveys and evaluations

ONLINE MENTOR LOG

Access to the Online Mentor Log is available by clicking on the link.

APPENDIX E
PORTFOLIO TEMPLATE

FLORIDA PRINCIPAL LEADERSHIP STANDARD ADDRESSED

COMPETENCY ADDRESSED

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

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 G
PROJECT LEAD STRONG
REFLECTION JOURNAL

For PLS participants, Reflection Journals are due prior to 5 PM on the Friday of every week. The link to the reflection journal will be sent electronically.

Reflection Form

APPENDIX H/I
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	

<div align="center">**Domain 2: Instructional Leadership:**</div>

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	

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 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.