



LATEST NEWS

Winter 2014 Newsletter

Miami-Dade County Public Schools Incentives for Highly Effective Administrators and Teachers (iHEAT) Initiative

NEW TEACHER ORIENTATION (NTO)

The iHEAT Initiative is a five-year project funded through a competitive grant from the United States Department of Education Teacher Incentive Fund Grant.

Through the iHEAT Initiative, the district is:

- Piloting a Peer Assistance and Review model through which peer observers support, model, and coach teachers and provide input into the teacher evaluation process;
- Piloting a model of performance-based compensation for teachers and administrators in selected schools;
- Creating a lasting foundation for improvement in the district's teacher evaluation system, the Instructional Performance Evaluation and Growth System (IPEGS) through a systematic assessor training and certification process that is designed to improve and maintain the inter-rater reliability across IPEGS observers; and
- Developing a lasting resource that will provide teachers and administrators with readily accessible and relevant examples of the highest levels of teacher performance on the observable IPEGS Performance Standards, the Teacher Quality Development Tool (TQDT).

iHEAT provides teachers and administrators in nine high-need schools throughout the district the opportunity to earn performance incentives based on increased educator effectiveness. iHEAT also provides intensive support to the participating teachers in the nine schools through job-embedded, targeted professional development and instructional coaching and through peer assistance and review delivered by 26 iHEAT Peer Review Teachers who are trained as instructional coaches and peer observers.

Through the iHEAT Initiative, the district is currently developing a Certified Assessor Training Tool (CATT) to support the training and certification of observers in the Instructional Performance Evaluation and Growth System (IPEGS) in order to increase the inter-rater reliability and enhance the implementation of IPEGS. In addition, again through iHEAT, the district is developing a digital resource that will be available anytime/anywhere and that will provide teachers and administrators with multiple exemplary lessons that will be aligned and indexed to the IPEGS performance standards so that teachers have readily available models of effective practice.

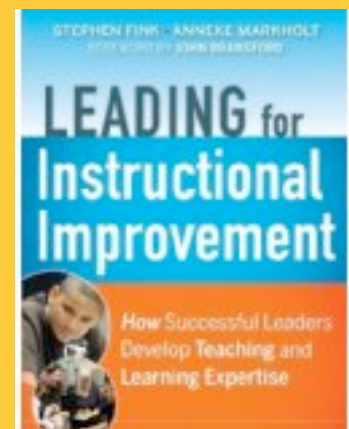
In the fall of 2013, over 200 new teachers in the district attended a four-day New Teacher Orientation (NTO). The NTO theme *Pathway to Success* emphasized the core principles for a successful school year including the instructional framework for teacher effectiveness, mentor support, instructional strategies, classroom management and Common Core State Standards. Superintendent Alberto Carvalho spoke candidly about his experiences as a new teacher as well as the many accolades M-DCPS has been privileged to receive.

On day five of NTO, teachers participated in *onboarding* activities at their school sites and were assigned their Mentoring and Induction for New Teachers (MINT) mentor. At the conclusion of the first week of school, teachers received calls from District staff to inquire about their "first week" challenges and success stories and if there was any additional support the Office of Professional Development and Evaluation could provide. All new teachers continue to receive support and meet regularly with their MINT mentors.

SCALED PROFESSIONAL LEARNING PLATFORM LEADERSHIP DEVELOPMENT

Throughout the 2013-14 school year, administrators across the district will continue to receive instructional leadership training from the [Center for Educational Leadership](#) (CEL), of the University of Washington College of Education, and the teaching of Dr. Stephen Fink, the Executive Director of CEL. Their philosophy is to help district leaders and principals develop the vision, the language, and the tools to observe, analyze, and lead for high-quality instruction in every classroom.

At monthly region meetings, Principals and Assistant Principals have received training not only from our District Office of Academics and Transformation, but also from Dr. Anneke Markholt and Ms. Gail Davis, university presenters, on the CEL developed instructional framework, [The 5 Dimensions of Teaching and Learning™ \(5D\)](#), (2007). The CEL meetings are followed by monthly classroom walkthrough sessions at volunteer schools in which selected administrators identify one or more of the 5 dimensions and define the instructional practices observed in order to agree on a common language that defines effective instruction.





PRINCIPAL INDUCTION ACADEMY

PROJECT LEAD STRONG

PROFESSIONAL LEARNING SUPPORT TEAMS (PLST)

The [Principal Induction Academy](#) provides a comprehensive approach to building school-site leadership capacity. The program's purpose is to enhance and intensify the professional growth of practicing principals as they acquire the technical and adaptive skills in instruction, operations, and school leadership required to be effective leaders. Monthly professional learning seminars guide them through the development and implementation of a career entry plan that focuses on individual needs and the ten Florida Leadership Standards. At the end of the year, each principal will submit a portfolio demonstrating mastery of the Leadership Standards.

ASSISTANT PRINCIPAL INDUCTION ACADEMY

The [Assistant Principal Induction Academy](#) offers novice assistant principals the skills, knowledge, and support needed for effective leadership. The program offers a research-based leadership development program focused on the Florida Principal Leadership Standards. The framework of support, guidance, and continuous professional development, offered through monthly learning seminars and networking, prepares participants to successfully navigate through challenges as they emerge as instructional leaders at their school sites.

[LEAD STRONG: Building Capacity through Residency](#), a United States Department of Education School Leadership Program grant project, is on track for reaching every goal in its fourth year of implementation. Project Lead Strong was designed to "build a bench" of highly-effective secondary principals and assistant principals who are prepared to turn around the most challenging, low-performing secondary schools and to attract, empower, and lead high-performing teachers to improve student achievement.

This year's selected 12 resident principals and assistant principals are halfway through their yearly program. Aside from personal mentoring from principals/assistant principals at participating schools, participants meet monthly at selected schools to continue their professional development. Classroom walkthroughs, Mock Data/COM, and a strong focus on instructional leadership provide a solid foundation on which to practice their administrative skills at their mentors' schools.

During a Mock Data/COM meeting in December, each mentee presented an action plan for their respective schools based upon their analysis and interpretation of baseline and interim data. Three resident principals were outstanding when they presented at the actual Data/COM meeting held by Superintendent Alberto Carvalho: Pierre Eduourd for American SHS, Elizabeth Chardon for Hialeah-Miami Lakes SHS, and Franklyn Glasford for North Miami SHS.

The mentoring program culminates in May when participants share their portfolios and reflections at a final meeting.

A comprehensive systemic change process is underway to enable Florida's public schools to prepare students to be "college-and career-ready." As a result, expectations for professional development (PD) are rising. Redeveloping the M-DCPS PD system to meet rising expectations involves bold and thoughtful decision-making and implementation of practices.

In October, the Office of Professional Development and Evaluation (PDE) trained staff from over 300 public schools and 126 charter schools in the creation and implementation of Professional Learning Support Teams (PLST).

As schools expand the range of site-based, job-embedded professional learning opportunities available for instructional personnel, the members of the school's PLST play a critical role in facilitating professional learning activities for their schools. With PDE-provided assistance and collaboration, PLSTs will be able to assess school and teacher needs, strategically plan professional programs, ensure the level of quality, monitor fidelity to professional learning models, oversee follow-up that facilitates transfer of learning to classroom practice, and evaluate the effectiveness of the learning experiences. By working with the school leadership team to develop meaningful professional learning opportunities that are relevant and timely, the PLST serves as a catalyst for school improvement.

MEP EVALUATIONS

The updated 2013-2014 evaluation for school site managerial exempt personnel (MEP) consists of a continuous improvement cycle assessed through results of the Florida School Leaders Assessment (FSLA) and Student Growth Measures (SGM). After reflection based upon the FSLA indicators, all MEP personnel develop a Deliberate Growth Practice comprised of two targets: School Growth, and Personal Growth as a Leader. Translating the FSLA indicators into specific and measurable leadership strategies produces the Action Plan to implement, monitor and measure improvements in student achievement for specified goals.



The CORE Initiative: Creating Opportunities to Reward Educators

The CORE Initiative is a five-year grant through the Teacher Incentive Fund (TIF) that implements a performance-based compensation system that provides on-going professional development, leadership opportunities and performance incentive pay to 8 identified elementary schools. The CORE Initiative participating schools are Van E. Blanton, Golden Glades, Broadmoor, Carrie P. Meek/Westview, Lakeview, Miami Park, Nathan B. Young, and Rainbow Park Elementary.

The participating schools' K-2 teachers and leadership teams are currently receiving a

series of professional development sessions entitled Common Core: Moving from Understanding to Implementation provided by The Common Core Institute. All participating schools' teachers who opted in are participating in professional development weekly after school and on Saturdays. CORE professional development during the 2013-2014 school year will continue to focus on the Common Core Standards, Research-based Instructional Strategies, Data Analysis, Inquiry Based Instruction and other best practices and/or school requests.



Endorsement Programs

Highly Qualified Subject Area Test Preparation

Student Intern Placement Program

The Miami-Dade School District Endorsement Program offers all courses that are necessary to become endorsed in Autism, ESOL, Gifted and Reading in the state of Florida. The course content in the endorsement program is research-based and infuses best practices in education, while aligning with the Florida Department of Education's endorsement requirements.

The Autism and Gifted endorsement courses are offered in face-to-face format, while the ESOL and Reading courses are offered both online and face-to-face.

During the summer of 2013, experienced instructors collaborated to align all courses with the new Common Core requirements.

In the fall, 971 teachers successfully completed the 53 endorsement courses that were offered. Currently, there are 1381 teachers enrolled in the 62 endorsement courses that are being offered during the winter of 2014.

The Office of Professional Development and Evaluation is committed to helping M-DCPS teachers meet the Highly Qualified Teacher Requirement by providing high-quality professional development activities and subject area test preparation sessions instructed by subject matter experts in the following certification areas:

- Middle Grades English, General Science, Mathematics, and Social Science (grades 5-9)
- English, Mathematics, Social Science, Biology, Chemistry, and Earth-Space Science (grades 6-12)
- Reading K-12
- Elementary K-6
- English as a Second Language (ESOL) and Exceptional Student Education (ESE) K-12

Sessions are taught by National Board Certified Teachers who are subject matter experts and are periodically updated to meet new certification requirements set forth by the Florida Department of Education. Teachers may attend these sessions on a voluntary basis, but must register to attend. Participants will earn 20 Master Plan Points upon successful completion of the 18 hour course session.

Approximately 700 student interns were placed at 132 different M-DCPS schools during the 2013-2014 school year. This is a slight decline from previous years of over 800 placements. Currently M-DCPS has an established affiliation agreement with 21 different universities. Placements are made in elementary, middle and high school classrooms with teachers in core content subject areas, ESE, music, art, physical education, counselors, psychologists, and speech-language pathologists.

Placements are conducted twice a year, fall and spring. Universities must contact the Center for Professional Learning requesting a specific placement and contracts are created and sent to the school site administrator for approval. Before a placement is confirmed, fingerprint clearance records of the interns and the Clinical Supervision course status of the assigned supervising teachers are reviewed. Once a contract is approved, the administrator receives a confirmation letter and the university is then notified.

Each spring all universities with affiliation agreements are required to attend a collaboration meeting at the Center for Professional Learning. It is at this meeting that all parties discuss issues and possible solutions in order to have a positive and effective student intern placement program.



National Board for Professional Teaching Standards (NBPTS)

AP3

Certification from the National Board for Professional Teaching Standards (NBPTS) is one of the greatest distinctions a teacher can achieve. Miami-Dade County Public Schools is proud of its 1279 National Board Certified Teachers (NBCTs) and is committed to encouraging the pursuit of National Board certification, one of the greatest forms of job-embedded professional learning, and to providing opportunities for NBCTs to grow as teacher leaders.

In 2014-2015 the requirements and application processes for National Board candidacy have been

revised. Informational meetings will be scheduled in the spring and fall of 2014 in order to provide interested teachers, counselors, and media specialists with the most up to date information regarding eligibility, fees, timelines, and the National Board process. As many changes have been enacted by the Florida Legislature and the Florida Department of Education, all potential candidates should attend an informational meeting to learn how the program will operate during the 2014-2015 candidate cycle.

The Alternative Professional Preparation Program (AP3) for professionals entering the teaching profession through alternative preparation has been updated to comply with newly implemented FLDOE requirements and mandates. To keep current with these requirements and mandates, our instructors attend both local and state (FLDOE) conferences throughout the year.

Courses offered this year to our AP3 participants include: AP3 Seminars 1 and 2, Ethics and Professionalism, Technology for Teachers of AP3, and a series of Portfolio Sessions which ensure that all participants in the AP3 successfully complete their program crucial for state certification.

Clinical Educator Program

Clinical Educator Training (CET) is a state-certified program designed to develop coaches and mentors through the identification of performance standards, diagnosis of professional performance, diagnosis of student performance, feedback on performance, preparation and implementation of professional learning plans and reflection. It is required for all educators working with university/college student teachers and field experience students.

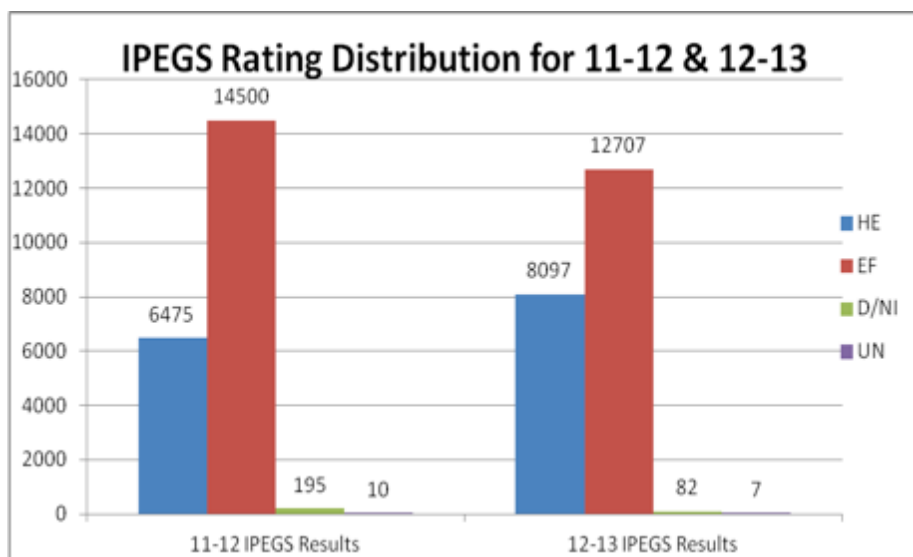
In the fall of 2013, 105 teachers successfully completed the Clinical Educator Training Program. Currently, there are 147 teachers registered for the 2014 winter semester.

"Live as if you were to die tomorrow,

Learn as if you were to live forever."

Gandhi

Instructional Performance Evaluation and Growth System (IPEGS)



During this year's UTD Bargaining session an agreement was reached between M-DCPS and UTD to continue negotiating the IPEGS teacher evaluation instrument enhancement and teacher summative performance ratings. Recognizing the importance of teacher evaluation, the parties agree to complete the expansion recommendation of the IPEGS performance standard indicators and update the IPEGS Procedural Handbook by April 30, 2014 for implementation in the 2014-2015 school year.

The chart is a summary of the teacher IPEGS Summative Performance Evaluation (SPE) ratings for the last two years.



Florida Teacher Leadership Program (FTLP)

Common Core Trainings

Mentoring and Induction for New Teachers (MINT)

The two-and-half year Florida Turnaround Leader's Program (FTLP) is designed to train leaders to turn around chronically low performing schools. In late 2012, the Southern Regional Educational Board (SREB) was selected by the Florida Department of Education to lead a major component of its Race to the Top initiative — a \$7 million program to develop 110 turnaround principals. Subsequently, the FTLP, designed to align with the proven tenets of the University of Virginia's school turnaround program, enrolled 90 participants from traditional schools in five Florida districts, and another 20 participants from charter schools across the state. District partners for the program include Alachua, Duval, Orange, Pinellas and Miami-Dade.

In Miami-Dade County, 42 aspiring principals and assistant principals were selected to participate in this rigorous program. Each future turnaround administrator participates in a series of 10 quarterly seminars led by turnaround experts, each focused on a particular skill-set critical to the success of a turnaround leader, online leadership course work through SREB and the University of North Florida, a yearlong practicum where small teams work at a low-achieving school to complete leadership tasks under the guidance of expert mentor principals, and a full-time, six-month internship to take on major leadership responsibilities at a low-achieving middle grades or high school in fall 2013. To date, due to the preparation our participants have received, over 75% of the participants have been promoted.

This year the Center for Professional Learning has offered through the PD Menu and Registration System 10 online modules on the Common Core State Standards for instructional and administrative personnel with over 1,000 employees registering. Beacon Educator, our online provider, facilitated these highly interactive course modules.

The offerings included 3 hour and 6 hour sessions. The three-hour courses offered were in Close Reading at the elementary level and Text Complexity at both the elementary and secondary levels. The 6 hour modules offered included: English/Language Arts elementary and secondary level; Mathematics K-5, 6-8 and 9-12 levels; Disciplinary Literacy secondary level; and Common Core State Standards Overview K-12.

We have received very positive feedback on these engaging on-demand modules from those who participated!



Mentoring and Induction for New Teachers (MINT) was developed to support and retain new and early career teachers to insure that students in M-DCPS will have access to highly qualified and accomplished teachers. The three year plan details levels of support and resources provided to new and early career teachers. Teachers are assigned to one of the following tracks based on their experience and educational background: teachers new to the profession with an education degree, teachers new to the profession that are non-education majors and experienced teachers new to the district. The program outlines a research-based framework to facilitate the transition from new/early career teacher to accomplished educator. Sustained support is provided to new teachers hired each year in M-DCPS.

Components of MINT include the assignment of a mentor teacher to inexperienced new teachers, reflection, self-assessment and goal setting activities, core learning courses and participation in professional learning communities through New Educator Support Team (NEST). MINT incorporates a strong technology component including web-based coaching logs and webinars to enhance communication and thereby promote supportive learning communities. New inexperienced teachers observe veteran teachers, and mentors are released to observe new teachers in the classroom and provide in-class coaching throughout the school year.

Professional Development Plan Restructuring and Update

A comprehensive systematic change process is underway to enable Florida's public schools to prepare students to be "college- and career-ready". As a result, the expectations for professional development are rising. Redeveloping PD systems to meet rising expectations involves bold and thoughtful decision-making on policies and implementing practices. During the 2012-13 school year, the Florida Department of Education (FDOE) provided support to all districts in the state in aligning their PD systems with current initiatives that support college- and career-ready students and with contemporary research on effective PD practices. Last year staff from the Office of Professional Development and Evaluation met monthly with Mid-continent Research for Education and Learning (McREL), a company in consultation with the Florida Department of Education (FDOE) and Florida Association for Staff Development (FASD), to assist the district's redevelopment in response to the rising expectations for student and educator performance, and alignment of professional development with the mission of college and career ready students.

During the summer of 2013 all administrators were given a half-day in-service on the New Direction for Professional Development. At this in-service administrators were informed of the need for change and the importance of building a school-site collaborative culture. In addition, the Office of Professional Development and Evaluation conducted a 2-day in-service inviting a school site team from all 342 schools consisting of an administrator, PD Liaison, and 2 other key leaders at the school site. This team is referred to as the Professional Learning Support Team. Day one of the in-service identified the need for the change and day two focused on ways to create a collaborative culture within the school using Professional Learning Communities (PLCs). Over 1,200 educators attended this training. In October 2013 the first draft of the Professional Development System Plan was submitted to the state identifying our district's plan and time-line for implementation. FDOE has planned to provide continued support for this systemic change.

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