COURSE DESCRIPTIONS – Principal Induction Academy
Miami-Dade County Public Schools
July 2013 – May 2014

Organizational Leadership: Module # 1: Entry Planning: "The Golden Hour" Program Orientation

This module is designed to provide participants with an overview of the 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 collective learning about new ways of approaching complicated problems. The components of the program will be discussed at length, including the monthly seminars; mentoring support; leadership evaluation framework/deliberate practice; instructional rounds and walkthroughs; building lasting cultures in their buildings; real-life case studies from the field; effective social networking; and the portfolio requirements. During the course of the three days, principals will also receive professional development on FTE, class size compliance, audit compliance/internal funds and how to maintain a safe learning environment. Additionally, a full day will be dedicated to providing new principals with an overview of the Instructional Performance and Evaluation Growth System (IPEGS).

Ethical Leadership: Module #2: Professional Standards Scenarios

This module will familiarize participants in the District's professional standards protocols, which include directing employment actions, maintaining and promoting ethical performance standards in accordance with School Board policy, contractual stipulations, state and federal statutes, and competent practice, in concert with the District Strategic Plan. Participants will receive and work through real-life scenarios from the field, which will require them to analyze cases, and utilize their newly acquired knowledge to produce solutions.

Organizational Leadership: Module #3: Enterprise Resource Planning (ERP)/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, ERP/SAP. The ERP/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. Principals will be exposed and become familiar with the finance, procurement, human capital, and payroll components of the system.

Professional and Ethical Behavior: Module #4: Labor Relations and Contracts

This module is designed to expose principals to the important aspects of labor relations. Participants will become familiar with the Miami-Dade County Public Schools (MDCPS) United Teachers' of Dade (UTD) Contract. Subsequently, principals will receive expert guidance on following proper procedures for contract implementation and administration. Information specifying and describing the five recognized bargaining units, along with their respective contracts will also be shared. At the end of this module, principals will learn the protocol for suggesting collective bargaining proposals and how to communicate with the Labor Relations Office in relation to a specific rule, law, contract provision, or general issue which may arise at their school site.

Instructional Leadership: Module #5: Common Core State Standards (CCSS) – Leading Implementation

This module is designed to give participants an overview of the new implementation plan and structure which accompanies the Common Core State 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 transformation of the assessment process.

Organizational Leadership: Module #6: Time Management Seminar

This module will prepare participants to manage their time effectively in order to achieve heightened student gains based on current leadership research. As such, inductees will receive exposure to topics such as prioritizing; effective delegation and follow-up; visibility; using office personnel efficiently; scheduling; and the use of the tools in the Microsoft Outlook program to further manage their time. The goal of the module is to enable principals to spend more time in their classrooms monitoring instruction and providing meaningful feedback, as well as, focusing on the professional development needs of the instructional staff

Instructional Leadership: 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 of concepts. They serve as practice for students, just as a meaningful homework assignments. 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.

Student Achievement: Module #8: Data Driven Tools and Resources

This module will expose participants to the basic tenets of data-driven instructional leadership in order to effect heightened student achievement. Data-driven decision-making refers to the use of selected, appropriate, analytical tools to gather data that will enable decision makers to make wiser decisions than they could make without the availability of such data. Participants will be instructed on how to aggregate date related to student performance and teacher proficiencies in order to improve overall school achievement.

Organizational Leadership: Module #9: End-of-Year Budget Planning

This module is designed to provide professional development to participants on the necessary components related to the end-of-year budget development and implementation process. Principals will receive hands-on training including how to balance the various components of their school's budget, and how to efficiently monitor implementation throughout the upcoming school year. Also, new principals will learn how the master schedule, coupled with proper student identification in the Integrated Student Information System (ISIS) drive the budget.

Organizational Leadership: Module #10 Special Student Education (SPED) and Limited English Proficiency (LEP) Compliance Policies

This module is devised to familiarize participants with the implementation of compliance policies and procedures as established by School Board Policy, as well as, state and federal mandates. Inductees will review practices related to appropriate record-keeping policies in order to maintain exception-free audits. Participants will be presented with real-life scenarios related to a records compliance matter and be required to devise an action plan to address the pertinent issues. Subsequently, new principals will be required to develop and implement an action plan with relevant timelines to achieve in-house of their site's records.