

Instructional Leadership

COMPONENT #: 7-507-311

POINTS TO BE EARNED: 120 MPP

PART I – PLANNING

DESCRIPTION: Write a brief description of content and intent of component.

This component is designed to provide the participant with an overview of the instructional and managerial skills required by Miami-Dade County Public School administrators in the areas of Instructional Program Management, Student Services Management, and Community Relations. The role of the principal as instructional leader is intertwined throughout.

Upon successful completion of this component, the participant will be able to coach teachers as they instruct students using the strategies, techniques, technologies and/or methodologies leading to improvement in the teaching and learning process based on the latest research for the implementation of Florida's System of School Improvement and Accountability and the individual school improvement plan.

STANDARDS/FOCUS AREAS ADDRESSED BY COMPONENT: Identify the standards, national/state/district imperatives, initiatives or key focus areas this component supports.

Standards for Professional Learning (choose one)

- | | |
|--|---|
| <input type="checkbox"/> Learning Communities | <input type="checkbox"/> Learning Designs |
| <input checked="" type="checkbox"/> Leadership | <input type="checkbox"/> Implementation |
| <input type="checkbox"/> Resources | <input type="checkbox"/> Outcomes |
| <input type="checkbox"/> Data | |

Florida Educator Accomplished Practices (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> Instructional Design and Lesson Planning | <input type="checkbox"/> Assessment |
| <input type="checkbox"/> The Learning Environment | <input type="checkbox"/> Continuous Professional Improvement |
| <input type="checkbox"/> Instructional Delivery and Facilitation | <input type="checkbox"/> Professional Responsibility and Ethical Conduct |

Florida Leadership Standards (check all that apply)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student Learning Results | <input checked="" type="checkbox"/> Decision Making |
| <input checked="" type="checkbox"/> Student Learning as a Priority | <input checked="" type="checkbox"/> Leadership Development |
| <input checked="" type="checkbox"/> Instructional Plan Implementation | <input checked="" type="checkbox"/> School Management |
| <input checked="" type="checkbox"/> Faculty Development | <input checked="" type="checkbox"/> Communication |
| <input checked="" type="checkbox"/> Learning Environment | <input checked="" type="checkbox"/> Professional and Ethical Behaviors |

IPEGS Standards (check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> PS 2 – Knowledge of Learners | <input type="checkbox"/> PS 6 – Communication |
| <input type="checkbox"/> PS 3 – Instructional Planning | <input type="checkbox"/> PS 7 – Professionalism |
| <input type="checkbox"/> PS 4 – Instructional Delivery and Engagement | <input type="checkbox"/> PS 8 – Learning Environment |
| <input type="checkbox"/> PS 5 – Assessment | |

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IMPACT FOCUS AREA(S): select the intended impact focus area(s) from the choices below. Note that Impact Evaluation procedures should reflect this level of impact.

- | | |
|--|---|
| <input type="checkbox"/> Educator knowledge/skill (content) | <input type="checkbox"/> Student learning |
| <input checked="" type="checkbox"/> Educator (professional growth) | <input checked="" type="checkbox"/> Organizational support and change |

SPECIFIC LEARNER OUTCOMES: Identify the intended learner outcomes (number and content of learner outcomes should be reflective of the total points participants will earn as a result of completing this learning).

1. Identify the instructional leadership skills needed to plan, implement, schedule, monitor, and evaluate the instructional program as part of the school improvement process.
2. Describe the processes and activities involved in assessing and monitoring school needs and objectives, textbooks, other materials and supplies.
3. Formulate strategies involved in gaining media support and marketing the school in a positive manner.
4. Implement and monitor appropriate progression and placement of students in compliance with district, state and federal guidelines.
5. Initiate and adhere to high standards and gain the commitment of all stakeholders in the process.
6. Monitor in-field and out-of-field instructional certification assignments.
7. Monitor and understand the implementation of the Code of Student Conduct and all applicable safety to life procedures and guidelines.
8. Discuss characteristics of an effective student services program to include all support and counseling services.
9. Understand the importance of maintaining effective and open communication with parents regarding student progress.
10. Identify strategies for encouraging active family and community involvement in the total school program.
11. Respond to parental/family/community concerns in a timely manner.
12. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
13. Develop a community of learners centered on student learning.
14. Discuss current trends and new programs implemented in Miami-Dade County Public Schools.

PART II – LEARNING

LEARNING PROCEDURES: Describe the experiences (the “what”) and formats/methods (the “how”) that will be used to provide participants with the knowledge and skills sufficient to master the intended learner outcome of this component.

1. Participate actively in instructor's presentation, and lead faculty in the implementation of the School Improvement Plan.
2. Assist in identifying the strategies and sample lessons that will address the instructional methods of any or all of the following: applied instruction, alternative assessment, brain-based research, theory of responsibility.
3. Coach teachers in the implementation of strategies and lessons that will address the instructional methods of any or all of the following: cooperative learning, multicultural instruction, dimensions of learning, heterogeneous grouping, and learning for life.

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4. Supervise the learning environment to insure that instructors are addressing multiple intelligences, outcome-based education, and the learning theory model.
5. Apply skills/knowledge acquired to improve the teaching and learning environment.
6. Engage in learning communities with colleagues to share knowledge gained.
7. Provide assistance through coaching and mentoring to improve the teaching and learning process.

PART III – IMPLEMENTATION

IMPLEMENTATION PROCEDURES: Method(s) and resource(s) that will be provided to support implementation of new learning for participants (check all that apply).

- Apply newly acquired professional knowledge, skills, dispositions, and behaviors to improve practice.
- Provide sufficient classroom- and school-focused support and assistance by skillful coaches, mentors, or others to the educator to ensure high-fidelity implementation of professional learning.
- Provide educators with web-based resources and assistance to support implementation of professional learning.

PART IV – EVALUATION

IMPACT EVALUATION PROCEDURES: Describe the processes that will be used to determine the impact (as identified in previous section titled “Impact Focus Areas”). Description should reflect methods for determining at least ONE of those areas, and will include a specific section for each impact focus area identified for this component.

1. Educator: Will consist of observation of participants using the identified skills, techniques, methods, specified in the component objectives during the learning events.
2. Organizational support and change: Will include evidence of implementation through documented journal reflections and a compilation of artifacts demonstrating competency in the 10 Florida Principal Leadership Standards.

COMPONENT EVALUATION PROCEDURES: Describe the process(es) that will be used to determine the effectiveness of this component to include design, implementation and impact (check all that apply).

- Evaluate the impact of all professional learning on educator’s practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.
- Determine the degree to which educator’s professional learning contributed to student performance gains as measured by classroom assessment data.
- Use summative and formative data from state or national standardized student achievement measures, when available, or other measures of student learning and behavior such as district achievement tests, progress monitoring, educator-constructed tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of

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professional learning.

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