Operational Leadership

COMPONENT #: 7-507-312   **POINTS TO BE EARNED:** 120 MPP

<mark>**PART I – PLANNING**</mark>

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

This component is designed to provide the participant with an overview of administrative structure, and the operational and managerial skills required of Miami-Dade County Public School administrators in the areas of Personnel Management, Labor Relations, Business Management, and Facilities Management. The role of the administrator as instructional leader is intertwined throughout.

Upon successful completion of this professional development activity, the participant will have a better understanding of the administrative structure, operational and managerial skills required by school administrators.

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)

☐ Learning Communities   ☐ Learning Designs
X Leadership   ☐ Implementation
☐ Resources   ☐ Outcomes
☐ Data

Florida Educator Accomplished Practices (check all that apply)

☐ Instructional Design and Lesson Planning   ☐ Assessment
☐ The Learning Environment   X Continuous Professional Improvement
☐ Instructional Delivery and Facilitation   ☐ Professional Responsibility and Ethical Conduct

Florida Leadership Standards (check all that apply)

X Student Learning Results   X Decision Making
X Student Learning as a Priority   X Leadership Development
X Instructional Plan Implementation X School Management
X Faculty Development   X Communication
X Learning Environment   X Professional and Ethical Behaviors

IPEGS Standards (check all that apply)

☐ PS 2 – Knowledge of Learners   ☐ PS 6 – Communication
☐ PS 3 – Instructional Planning   ☐ PS 7 – Professionalism
☐ PS 4 – Instructional Delivery and Engagement   ☐ PS 8 – Learning Environment
☐ PS 5 – Assessment

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.

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☐ Educator knowledge/skill (content)   ☐ Student learning
X Educator (professional growth)   X 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 strategies involved in gaining media support and marketing your school in a positive manner.
2. Implement personnel procedures accurately, adheres to contractual obligations for all contracts, monitors, and evaluates all personnel.
3. Identify contractual responsibilities in administering the five (5) contracts implemented at the school site.
4. Examine grievance procedure and language for each of the bargaining units (United Teachers of Dade (UTD), American Federation State County Municipal Employees (AFSCME), Dade County Schools Maintenance Employee Committee (DCSMEC), Dade County School Administrators Association (DCSAA), Fraternal Order of Police (FOP), and other professional associations).
5. Identify the major bureaus and offices through the presentation of purpose, responsibilities/functions, and personnel reporting lines, lists of manuals, handbooks and recommendations.
6. Provide appropriate resources, guidance, and learning opportunities for all stakeholders.
7. Identify the major programs and initiatives and their purpose that are available for all stakeholders.
8. Identify and become familiar with various resources and personnel available to assist in effective facility management.
9. Develop effective management strategies for the facility's operation.
10. Consider the thoughts, perceptions, feelings and perspectives of others in guiding the operation of the facility.
11. Understand the impact of personal integrity and ethical behavior on decision-making.
12. Identify and analyze the major sources of fiscal and non-fiscal resources for schools and school districts.
13. Acquire and manage financial and material assets, and capital goods and services allocating resources according to district or school priorities (e.g. property, plant, equipment, transportation, and food service).
14. Develop an efficient budget planning process that is driven by district and school priorities and involves staff and community.
15. Perform budget management functions including financial planning, monitoring, cost control, expenditures accounting, and cash flow management.
16. Make decisions in keeping with district and school vision, mission, goals, objectives guidelines, policies and procedures.

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.

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1. Participate actively in instructor's presentation overviewing the Miami-Dade County Operational skills and related administrative activities required of an administrator (SLO 1-16).
2. Prepare an action plan that addresses skill areas specified below: (SLO 3-4)
   - o timeframes and activities to accomplish the job targets
   - o provision for revisions as appropriate
   - o criteria for assessing the satisfactory completion of each job target
3. Apply skills/knowledge acquired to improve the teaching and learning environment (SLO 1-16).
4. Engage in learning communities with colleagues to share knowledge gained (SLO 1-16).
5. Provide assistance through coaching and mentoring to improve the teaching and learning process (SLO 1-16).

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).

X 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 (Professional Growth): 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).

X 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.

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☐ 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 professional learning.

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