

Assistant Principal Preparation Program

COMPONENT #: 7-513-091

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 enable the participant to engage in on-the-job training experiences that include a minimum of 60 hours of planned activities for the purpose of developing new career potential outside the individual's realm of experience, as well as broaden the scope of understanding about the operation of the school system.

Upon successful completion of this professional development participants who have met the academic requirements and passed their exit interview will be placed on the Eligible Candidate Roster (ECR) for Assistant Principal as per 1120 Employment of Administrators School Board of Miami-Dade County Bylaws & Policies.

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 | |

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)
 Educator (professional growth)

Student learning
 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 role of the assistant principal in the establishment of an effective relationship with school-site principal, teachers, and non-instructional personnel.
2. Discuss the characteristics of an effective facilities management operation model and efficient utilization of resources.
3. Identify the purpose of the Employee Assistance Program and the referral procedures necessary to refer someone from the school site.
4. Work with School Operations to establish and implement procedures that support Miami-Dade County Public Schools Code of Student Conduct.
5. Promote the importance of food and nutrition services as an integral component of the comprehensive education program.
6. Become aware of the various programs within Miami-Dade County Public Schools that protect the state and federal rights of administrators, instructional, non-instructional, and students to ensure compliance.
7. Ensure that time is scheduled for priorities, professional goals and personal goals.
8. Understand the impact of personal integrity, fairness, honesty and ethical behavior on decision-making.
9. Create an environment that focuses on learning, results, and collaborative culture.
10. Establish benchmarks and SMART (Strategic/Specific, Measurable, Attainable, Results-Oriented, and Time-Bound) goals using multiple sources of data that will promote a safe, efficient, legal, and effective learning environment for all stakeholders.
11. Learn to align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process.
12. Initiate complete and submit projects, activities, and tasks requested by the facilitator to comply with program requirements.
13. Participate in the mock interview process to identify personal strengths and opportunities for improvement.
14. Complete all program requirements and the District Review process successfully.

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 over viewing the program requirements and expectations for the Assistant Principal Preparation Program.
2. Develop a personal action plan for enhancing three (3) administrative skills during the course of the program.
3. Keep a journal of reflections based on discussions, decisions, and activities from each of the meetings.

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4. Participate in a professional learning community providing opportunities to experience the benefits of networking with colleagues, sharing experiences, best administrative practices and enhancement of leadership ability.
5. Participant will provide a product related to the training (e.g. lesson plans, written reflection, audio/video tape, case study) verifying that the professional development impacted their professional behavior.
6. Participant will provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement.
7. Participant will provide evidence of collaborative planning related to the training.
8. Participant will engage in mentor/coaching activities which may include but not be limited to direct observation, conferencing, oral reflection, lesson demonstration and/or follow up session(s).

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 (Professional Growth): Will include evidence of participants growth in at least three (3) administrative skills documented through a portfolio containing evidence and artifacts aligned to the Florida Principal Leadership Standards.
2. Organizational support and change: Will include evidence of implementation through documented reflective journal entries based on discussions, decisions, and activities from each of the meetings.

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.

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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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Department: Office of Professional Development and Evaluation

Name of Author/Position: Alexandra Martillo - Leadership Development Director