

Principal Preparation Program

COMPONENT #: 7-513-092

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 various opportunities for participants to engage in on-the-job training experiences that include a minimum of 60 hours of planned activities with focus on Miami-Dade County Public Schools managerial, technical, and instructional leadership competencies. Participants will demonstrate proficiency in the 10 Florida Principal leadership Standards to meet the certification requirements for eligibility for Level 2 School Principal Certification.

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 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 |
| X 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)

- | | |
|-------------------------------------|--------------------------------------|
| 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)

- | | |
|---|--|
| <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. Articulate the district or school vision, mission and priorities to all stakeholders to build support and promote a high performing work culture and a positive learning environment.
2. Understand the abilities and skills required of High Performing Leaders in the areas of Instructional Leadership, Operational Leadership, and School Leadership.
3. Review the characteristics necessary to develop, articulate, and implement a shared vision that is accepted by teachers, parents, and students that supports instructional improvement.
4. Create a personal vision for acquiring the skills of a high performing leader and identify obstacles that stand in the way of meeting the goals.
5. Develop collaborative partnership programs to identify needs for professional development, integrate district and schools priorities, and to ensure that all activities focus on improving student achievement.
6. Apply adult learning strategies to professional development, focusing on authentic problems and tasks, and utilizing mentoring, coaching, conferencing, and other techniques to ensure that new knowledge and skills are practice in the workplace.
7. Understand how one's own behavior impacts the instructional program at the district and school level.
8. Coordinate resources to address student and family conditions affecting learning by collaborating with community agencies to integrate health, social, and other services for students.
9. Create conditions that encourage and support risk-taking, individual expression, trying out new approaches and strategies, and learning from mistakes.
10. Make decisions based on the moral and ethical implications of policy options and political strategies.
11. Participate in the mock interview process to identify personal strengths and opportunities for improvement.
12. 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 an overview session to acquaint participants with the expectations of the Principal Preparation Program.
 - o List characteristics that would demonstrate an individual understands what is expected of Highly Effective leader (SLO 1 - 12).

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- Create a self-analysis checklist to monitor the progress of new skills (SLO 2, 4 & 7).
- Facilitate small and/or large group discussion as appropriate (SLO 1 - 12).
- 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 (SLO 1 - 12).
- Provide evidence (e.g. student work, pre and post assessments, surveys) verifying that the content impacted student achievement (SLO 1 - 12).
- Provide evidence of collaborative planning related to the professional development (SLO 5).
- 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) (SLO 6).

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' mastery of the specific learner outcomes 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

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