ASSISTANT PRINCIPAL
PREPARATION PROGRAM HANDBOOK

Miami-Dade County Public Schools •Curriculum & Instruction

GIVING OUR STUDENTS THE WORLD.

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PROFESSIONAL DEVELOPMENT DEPARTMENT

VISION

The vision of the Professional Development Department is to ensure the highest level of academic achievement for all students through the comprehensive preparation of high-performing professional school-site and district leaders.

MISSION

The mission of the Professional Development Department is to create and deliver high-quality staff development programs that are aligned with current research and the highest standards of practice; to increase and sustain capacity for instructional leadership; and leverage the leadership and management expertise of administrators and non-instructional personnel throughout Miami-Dade County Public Schools to support and advance student achievement.

PROGRAM GOAL

The goal of the Miami-Dade County Public Schools Assistant Principal Preparation Program is to equip aspiring assistant principals with the skills, knowledge, and job-relevant experiences that will prepare them to be effective school leaders.

> "A leader is someone who has the capacity to create a compelling vision that takes people to a new plane, and to translate the vision into action. Leaders draw other people to them by enrolling them in their vision. What leaders do is inspire people, empower them. They pull rather than push." **Warren Bennis**

PROGRAM OBJECTIVES

- Offer a high-quality, research-based leadership development program integrating the components of the Florida Principal Leadership Standards.

- Construct a framework for aspiring assistant principals to allow for continuous professional development of personnel through succession management initiatives.

- Support aspiring assistant principals in acquiring and expanding the range of knowledge, perspectives, and skills that will prepare them to lead schools toward higher levels of achievement in their role as instructional leaders.

- Prepare aspiring assistant principals to successfully meet the complex challenges they will face in the role of assistant principals.

INTRODUCTION

Public demand for effective schools has placed attention on the important role of school leaders. Evidence suggests that, second only to the influence of classroom instruction, school leadership strongly impacts student achievement. A growing consensus on the characteristics of effective school leaders shows that successful school leaders influence student achievement through both their support and development of effective teachers and the implementation of masterful organizational processes.

Although all aspiring administrators have completed college/university coursework for educational leadership and have met all the requirements for certification in educational leadership as a prerequisite for being admitted into the Assistant Principal Preparation Program, they may not be sufficiently prepared for the complex role they will play as instructional leaders. As a result, the Professional Development Department is committed to delivering an intensive professional development program and support system for aspiring assistant principals that will build the skills they need to effectively lead schools in a global society.

Recent research on preparation programs for school leaders indicates that certain program components are essential in the development of effective school leaders (2005 and 2007, Stanford Educational Leadership Institute). The research indicates that these components are neither uniformly nor universally addressed in academic educational leadership preparation programs. Consequently, components that have been identified as being essential to the development of effective school-site leaders are embedded in the Miami-Dade County Public Schools Assistant Principal Preparation Program. The program provides experience in authentic contexts, uses cohort networks and support and guidance from experienced practicing administrators, and is structured to promote collaborative activities between the program and schools. The program is aligned with current research that affirms the link between improved student academic performance and the role of school administrators as instructional leaders. Lastly, the program components are aligned with the Florida Principal Leadership Standards.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The professional development activities designed for the assistant principal preparation program participants are correlated to the 10 Florida Principal Leadership Standards with the purpose of building the capacity of emerging leaders to perform their designated tasks as school-site leaders in a high performing manner. The Florida Principal Leadership Standards are provided in Appendix A.

PROGRAM OVERVIEW

The Miami-Dade County Public Schools Assistant Principal Preparation Program provides a competency-based learning program that effectively assesses and enhances the skills of emergent educational leaders within the framework of the 10 Florida Principal Leadership Standards. Learning takes place through multiple components, beginning with an assessment of prior skills to target areas for development, continuing through professional learning modules focused on core components of the assistant principalship, engaging in hands-on field experiences, and including shadowing an experienced, high-performing practicing assistant principal on the job.

Competency-based learning is an approach for the development of interrelated knowledge, skills and attitudes in the workplace, and the ability to integrate and apply them to address challenges at the school-site. The goal of the program is to provide participants with both theoretical and technical knowledge and hands-on opportunities to practice job-related skills that are directly aligned to the Florida Principal Leadership Standards. Program participants' actual performance of each competency will be assessed by the participant's direct supervisor. In addition to the direct observation by the supervisor, participants will also conduct an Action Research project, and prepare and submit a portfolio of artifacts documenting completion of each competency. Participants will engage in professional growth activities designed to augment their skills and will acquire additional knowledge, attributes and experiences needed for successful school-site leadership within Miami-Dade County Public Schools.

> "We are fortunate to work in a noble and honorable profession where we have the power, the ability, and the compassion to make the world a better place." **John Blades**

ROLES AND RESPONSIBILITIES

Participant

In order to successfully complete the Miami-Dade County Public Schools Assistant Principal Preparation Program, participants must complete the following as noted in Appendix B:

- *participate in the mandatory orientation;*

- *complete the self-assessment/Prior Learning Inventory and use the results to guide the development of the Individual Leadership Development Plan;*

- *complete all of the required Core Professional Learning activities, including both face-to-face and online modules, in a satisfactory manner and submit all required follow-up materials;*

- *participate in the required field experience activities at a satisfactory level and document them through the Leadership Competency Checklist;*

- *complete the Action Research project;*

- *complete the Job Shadowing activities;*

- *prepare and submit for evaluation a portfolio documenting mastery of the leadership competencies; and*

- *continue to meet a satisfactory standard on all job performance evaluations in their current position.*

Leadership Experience Field Guide
The principal at the school where the program participant is employed will serve as the participant's Leadership Experience Field Guide. The principal will support the aspiring assistant principal and provide opportunities for the participant to engage in meaningful field experience opportunities and to document those through the competency checklist and preparation of the portfolio.

Human Resources
Human Resources will accept applications from interested aspiring assistant principals; conduct, along with School Operations, the screening and interviews; and conduct exit interviews with participants who successfully complete the program. Upon notification by Professional Development that the participant has successfully completed all program requirements, Human Resources will place successful participants on the Eligible Candidate Roster.

School Operations
School Operations will participate in the interview and selection process for program participants, and assign participants to high-performing, experienced, practicing assistant principals for job shadowing.

Professional Development
Professional Development will design and implement a high-quality, job-relevant professional development program for aspiring assistant principals, coordinate and deliver the Core Professional Learning components, review participant's portfolios, and issue a Certificate of Completion to participants who successfully complete all components of the program.

PARTICIPANT GUIDELINES

Application Process and Eligibility Guidelines

Applications will be available in the spring for each annual cohort. Completed applications are to be submitted to the Human Resources by the identified deadline date for each program year.

The requirements for eligibility are as follows:

- *Three (3) years of completed and documented teaching experience*

- *Satisfactory Annual Evaluations for the previous three years*

- *Professional Services Contract or Continuing Contract Status*

- *Master's Degree or Experience as Vocational Education Director or Vice Principal of Vocational Technical School*

- *Certification in Educational Leadership, Administration or Administration/Supervision reflected on the Florida Educator's Certificate*

- *Evidence of leadership responsibilities at the school site*

- *Letter of recommendation from immediate supervisor*

Selection Process

Applicants eligible for the Assistant Principal Preparation Program will participate in a selection and interview process coordinated by Human Resources with representation from Curriculum and Instruction, School Operations, and Professional Development.

Attendance and Participation Requirements

Candidates selected to participate in the preparation program will participate in a mandatory orientation session that will take place in the summer. The orientation will provide an outline of the program components, guidelines, and completion requirements.

In order for a participant to successfully complete the preparation program and be recommended for placement on the Assistant Principal Eligible Candidate Roster (ECR), there must be evidence of satisfactory completion of identified competencies accompanied by supporting artifacts. Though completion of competencies may take place at anytime during the year, professional development activities will continue throughout the balance of the school year with the purpose of continuing to build the capacity of participants as competent administrators. In addition, participants must adhere to the following guidelines relative to attendance and participation:

- *Participants must be on time and present at all meetings, orientation sessions and professional development activities.*

- *Request for permission to be absent from any of these activities must be submitted to the Professional Development personnel responsible for the preparation program prior to the scheduled date of the activity. Specific personnel to be contacted will be delineated and contact information will be provided at the orientation session.*

- *It is the professional responsibility of each participant to maintain an excellent record of punctuality and attendance at all activities. More than one (1) absence from any of the core program component activities will result in removal from the program.*

- *All participants are expected to actively participate in all activities in a professional and engaging manner. Participants will be advised if level of participation in activities is not commensurate with program expectations.*

Satisfactory Job Performance Evaluation Requirement

Throughout their participation in the program, each participant must maintain a "satisfactory" evaluation status in his or her current position.

Submission of Required Documentation

Adherence to specified dates for submission of required documentation is a critical completion component. Failure to comply with submission requirements will result in a written notification of failure to comply with program requirements and possible removal from the preparation program.

PROGRAM COMPONENTS

The Miami-Dade County Public Schools Assistant Principal Preparation Program incorporates diverse learning modalities, including classroom learning, online activities, field experience opportunities for hands-on practice, job shadowing, and action research projects. This combination provides participants with both a theoretical framework for their learning (the "why") and practical, job-relevant opportunities to apply their learning and expand their repertoire of leadership skills and behaviors (the "how"), as well as extensive opportunities to reflect on and share their experiences with a peer cohort.

Mandatory Orientation Session

Participants will attend a mandatory orientation session in the summer prior to the program year. The orientation session will provide participants with an outline of the program components, guidelines, and completion requirements.

Self-Assessment – Prior Learning Inventory

In order to provide program participants with a framework for their professional growth activities during the program year, all participants will complete the Prior Learning Inventory which is available on the William Cecil Golden School Leadership Program website at https://www.floridaschoolleaders.org/. It is expected that participants will use the results of this inventory to identify their current strengths and to target specific areas for improvement.

Leadership Competency Checklist

In order to monitor the understanding and application of the Florida Principal Leadership Standards, participants will use the Leadership Competency Checklist for the Assistant Principal Preparation Program to document mastery of each area of competency as evidenced through specific professional growth activities. A copy of this checklist can be found in Appendix C.

Individual Leadership Development Plan

Participants will incorporate the results of the self-assessment, along with guidance from the immediate supervisor or school-site principal, to develop an individual leadership growth plan. The specific tool that participants will use is the Individual Leadership Development Plan which is available through the W. C. Golden School Leadership Program website at https://www.floridaschoolleaders.org/.

"If you don't know where you are going, any road will take you there." **Lewis Carroll**

Core Professional Learning

Participants will engage in a series of 10 core professional learning activities throughout the program year, of which six (6) core components will be delivered face-to-face. These core learning activities will cover: action research; data analysis; the MEP performance appraisal system; maintaining a safe learning environment; budgeting; and creating a master schedule. The other four (4) components will be selected by each candidate from the menu of online offerings available on the W.C. Golden School Leadership Program website at https://www.floridaschoolleaders.org/ in alignment with the participant's Individual Leadership Development Plan in order to best round out the participant's range of professional learning experiences. The online activities may be completed at the participant's convenience. The face-to face meetings will take place after school hours. All modules must be completed before a candidate can be considered for the Eligible Candidate Roster.

Action Research

Each program participant will design and conduct an action research project based on the prioritized needs of his or her school site as identified through analysis of school and student performance data. Action research projects should be targeted on improving student outcomes. Participants will receive training and guidelines for the action research project during their first professional development session. Participants will be provided with one (1) day of substitute coverage to support them in conducting their action research projects.

Field Experience Opportunities

In order for program participants to have an opportunity to develop and demonstrate those key competencies which have been identified as essential for school leaders, principals of program participants' school sites will be required to provide participants with opportunities to participate in specific leadership experiences leading to evidence of mastery of the competencies specified in the Leadership Competency Checklist, found in Appendix C. A list of the minimum range of field experiences in which program participants are expected to engage is provided in the Field Experiences Guidelines found in

Appendix D. Participants and their supervising administrators should review these documents and the school calendar of activities as early as possible in the program year so that participants can plan to take advantage of naturally occurring opportunities to access relevant field experiences as much as possible.

Leadership Experience Field Guide

Participants will receive support and guidance in implementing their leadership development plans and in applying the core learning through field experiences throughout the program year. Support will be provided by the site principal and other administrators designated by the principal to guide the participant through specific experiences.

Job Shadowing

Participants will be provided with two (2) days of substitute coverage to participate in job shadowing. Participants will shadow an experienced, high-performing practicing assistant principal each day. Assignments will be made based on those opportunities that will best round out the participant's range of professional experiences. At least two (2) shadowing experiences will be completed. Experiences will be correlated to the 10 Florida Principal Leadership Standards.

Portfolio

Each participant will prepare and submit a portfolio documenting the range of professional learning experiences and activities completed throughout the program and his/her mastery of the 10 Florida Principal Leadership Standards. The portfolio provides the candidate with an opportunity to convey the richness of his/her range of relevant field experiences and the consequent professional growth. Artifacts to be considered for inclusion in the portfolio should provide clear evidence of the activity that took place and the participant's mastery of the relevant standard. Note that any artifacts containing confidential information about students or staff (such as artifacts generated during staffings or similar conferences) must have the identifying information blacked out.

In order to facilitate completion of the required documentation, program candidates will be provided a portfolio template in electronic format. A copy of the portfolio template can be

found in Appendex E.

It is highly recommended that participants review the portfolio format and requirements very early in the process so that creation or collection of the required evidence and artifacts is naturally embedded in the process of the field experiences. This will both facilitate the learning process and reduce the workload involved in assembling the portfolio. Effective time management is a hallmark of accomplished leaders.

Additionally, participant will need to plan their field experience activities within the existing school calendar and schedule of operational activities (e.g., opening of schools, FTE, budget development and conferences, assessment, etc.) so as to ensure the most authentic experience for the participant and the least possible disruption to the school's normal operations.

Portfolio Documentation

A wide range of artifacts could be considered for inclusion in the portfolio as evidence documenting mastery of each of the standards. In weighing the potential inclusion of specific artifacts or documentation, the participant should be guided by his or her examination and reflection regarding the experience; the adequacy of the artifact as representative of the participant's work; the rationale used as defense of the product; and the growth experienced as a result of the relevant activity. Examples of artifacts that may serve as documentation or tangible evidence to be included in a participant's portfolio would include (but not be limited to):

- *copies of school budgets;*

- *master schedules;*

- *data packets and action plans;*

- *pacing guide, instructional focus calendar, or similar;*

- *meeting minutes;*

- *presentations or speeches;*

- *newspaper articles;*

- *successful grant applications;*

- *agendas for faculty meetings;*

- *letters or notes from students, faculty, and/or community members;*

- *photographs or video of school activities;*

- *calendar of activities;*

- *examples of student work;*

- *awards, presentations, etc.*

Review and Evaluation of the Portfolio

The portfolio documents the participant's mastery of each of the 10 Florida Principal Leadership Standards. The format to be used in completing the portfolio will be provided to participant in electronic format. The portfolio will be evaluated using an assessment rubric which identifies the criteria for distinguishing the quality of the portfolio. A copy of the evaluation rubric can be found in Appendix F.

Portfolios will be evaluated for:

- *completeness in addressing each of the 10 Florida Principal Leadership Standards;*

- *the quality of the evidence presented to substantiate the field experiences and activities; and*

- *how clearly the evidence presented documents the participant's full mastery of each standard, understanding of the inter-relationships between the standards, and application of the standards to the assistant principalship.*

Only portfolios assessed as meeting or exceeding expectations will be accepted.

Program Faculty

Faculty for the preparation program will consist of high-performing principals, identified by School Operations and Regional Superintendents, and District and Regional staff, as appropriate to each component.

Culminating Professional Growth Demonstration Activity

At the end of the academic school year, a culminating activity will be held whereby participants will engage in a reflective group process to discuss their professional growth. Guiding questions will provide participants with an opportunity to share their professional learning gained through the job shadowing experience, field experiences, and action research project.

Completion of Program

Participants who successfully complete all program components and show evidence of mastery on the Florida Principal Leadership Standards through completion of the competency checklist and supporting artifacts will receive a Certificate of Completion from Professional Development.

Placement on the Eligible Candidate Roster

In order for a participant to be placed on the Eligible Candidate Roster (ECR) for Assistant Principal, there must be evidence of satisfactory completion of the leadership competencies checklist accompanied by supporting artifacts and the exit interview conducted by Human Resources. Though completion of competencies may take place at anytime during the year, professional development activities will continue throughout the balance of the school year with the purpose of continuing to build the capacity of participants as competent administrators.

"We will be known forever by the tracks we leave."   **Dakota**

APPENDIX A

THE FLORIDA PRINCIPAL LEADERSHIP STANDARDS

Florida's school leaders must possess the abilities and skills necessary to perform their designated tasks in a high-performing manner. The school leader, commensurate with job requirements and delegated authority, shall demonstrate competence in the following standards:

INSTRUCTIONAL LEADERSHIP

Instructional Leadership
High Performing Leaders promote a positive learning culture, provide an effective instructional program, and apply best practices to student learning, especially in the area of reading and other foundational skills.

Managing the Learning Environment
High Performing Leaders manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, efficient, legal, and effective learning environment.

Learning, Accountability, and Assessment
High Performing Leaders monitor the success of all students in the learning environment, 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.

OPERATIONAL LEADERSHIP

Decision Making Strategies
High Performing Leaders plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous school improvement.

Technology
High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

Human Resource Development
High Performing Leaders recruit, select, nurture and, where appropriate, retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff – paid and volunteer.

Ethical Leadership
High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

SCHOOL LEADERSHIP

Vision
High Performing Leaders have a personal vision for their school and the knowledge, skills, and dispositions to develop, articulate and implement a shared vision that is supported by the larger organization and the school community.

Community and Stakeholder Partnerships
High Performing Leaders collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization, and mobilize community resources.

Diversity
High Performing Leaders understand, respond to, and influence the personal, political, social, economic, legal, and cultural relationships in the classroom, the school and the local community.

APPENDIX B

ASSISTANT PRINCIPAL PREPARATION PROGRAM REQUIREMENTS

A3P REQUIREMENTS	PARTICIPANT RESPONSIBILITES
Application Process	Submit application with appropriate documentation to Human Resources
Selection Process	Initial and Final Interview conducted by Human Resources
Orientation Session	Mandatory attendance
Attendance/Participation	Participants must be present and on time at all meetings Participants are expected to actively participate Participants are to adhere to specified timelines and submission of required documentation
Self-Assessment	Participants will access and complete the Prior Learning Inventory on the William Cecil Golden School Leadership Development Program website at https://www.floridaschoolleaders.org/.
Individual Leadership Development Plan	Participants will use the results of the Prior Learning Inventory to inform their development of the Individual Leadership Development Plan (ILDP) on the William Cecil Golden School Leadership Development Program website. The ILDP will guide the participants' professional development and field experiences during the program year,
Core Professional Development	Participants will attend sessions and complete all required follow-up
Field Experiences	Participants will engage in job-relevant field experiences to increase their skills as educational leaders. At a minimum, these experiences will be those outlined in the Leadership Competency Checklist
*Leadership Competency Checklist	Participants will be required to show evidence of mastery of activities outlined on the checklist with accompanying artifacts and appropriate signatures
Job Shadowing Experience	Participants will shadow experienced and high-performing assistant principals in the school environment
Action Research	Participants will design and complete an action research project designed to address specific needs at their school site that have been identified through data analysis
Portfolio	Participants will compile and submit for review a portfolio documenting their professional growth as school leaders and their mastery of the leadership standards
Culminating Professional Growth Activity	Each participant will engage in a reflective group process to discuss their professional growth. Guided questions will assist participants in highlighting their portfolios and professional learning experiences

*At any point during enrollment in the principal preparation program, the Leadership Competency Checklist can be completed and an individual will be considered for placement on the ECR.

APPENDIX C

INSTRUCTIONAL LEADERSHIP

INSTRUCTIONAL LEADERSHIP		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Provides evidence of working with staff, teachers, and parents to achieve annual learning gains, school improvement goals and other targets by working through professional learning communities and established school-site parent/community organizations and Parent Academy courses offered at their location.		
Uses multiple sources of data, some of which are self-generated, to plan and assess instructional improvement.		
Identifies provisions in the instructional program for students with special needs and monitors inclusion rate at the school site.		
Models professionalism.		
MASTERY OF INSTRUCTIONAL LEADERSHIP STANDARD Understands and recognizes resources necessary for balanced reading instruction; curriculum integration; active teaching and learning activities; standard-based instruction and aligning classroom assessment to standards.	Completed	
MANAGING THE LEARNING ENVIRONMENT		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Demonstrates ability to identify and organize resources to achieve curricular and instructional goals.		
Understands the budgetary and financial planning process through meeting with the school treasurer and principal.		
Understands the leadership techniques for leading and managing a complex and diverse organization.		
MASTERY OF MANAGING THE LEARNING ENVIRONMENT STANDARD Understands how the organization, operations, facilities, and resources are managed in an instructional organization to promote a safe, efficient and effective learning environment.	Completed	
LEARNING, ACCOUNTABILITY AND ASSESSMENT		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Uses multiple sources of data to manage the accountability process.		
Assesses student progress using a variety of techniques and information; disaggregate data by appropriate subgroups as specified by NCLB in order to ensure Adequately Yearly Progress.		
Develops the master schedule in coordination with the assistant principals, as well as the school's articulation calendar.		
MASTERY OF LEARNING, ACCOUNTABILITY AND ASSESSMENT STANDARD Demonstrates an understanding of how to align the curriculum, instruction, and assessment processes to promote effective student performance.	Completed	

OPERATIONAL LEADERSHIP

DECISION MAKING STRATEGIES

ACTIVITY	COMPLETION DATE	SUPERVISOR'S SIGNATURE
Demonstrates the use of a variety of problem-solving techniques and decision-making skills to resolve issues.		
Displays confidence in his/her own behavior.		
Understands the moral and ethical implications of policy options and political strategies.		
Promotes student learning as a driving force for curriculum, instruction, and institutional decision-making.		
Becomes aware of an unsettled question or undesirable situation, breaks it into parts, and examines those parts before proceeding to problem solving.		
MASTERY OF DECISION MAKING STANDARD Demonstrates the ability to use critical thinking and problem solving techniques.	Completed	

TECHNOLOGY

ACTIVITY	COMPLETION DATE	SUPERVISOR'S SIGNATURE
Models the use of technology as a tool in support of both educational and community activities.		
MASTERY OF TECHNOLOGY STANDARD Effectively implements the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.	Completed	

HUMAN RESOURCE DEVELOPMENT

ACTIVITY	COMPLETION DATE	SUPERVISOR'S SIGNATURE
Understands the provisions of each bargaining unit contract.		
Pursues improvement of self though professional development.		
MASTERY OF HUMAN RESOURCE DEVELOPMENT STANDARD Has the ability to design and implement a comprehensive professional growth plan.	Completed	

ETHICAL LEADERSHIP

ACTIVITY	COMPLETION DATE	SUPERVISOR'S SIGNATURE
Adheres to a professional code of ethics and values as identified by school board rules and state statutes.		
Makes decisions within an ethical context.		
Develops a personal code of ethics embracing diversity, integrity, and the dignity of all people.		
MASTERY OF ETHICAL LEADERSHIP STANDARD Acts with integrity, fairness, and honesty in an ethical manner.	Completed	

SCHOOL LEADERSHIP

VISION		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Aligns instructional objectives and curricular goals with the shared vision and the District Strategic Plan.		
Interacts with the community concerning the school's vision, mission and priorities.		
Develops a community of learners centered on student learning.		
MASTERY OF VISION STANDARD Demonstrates the knowledge, skills, and disposition to develop and articulate a shared vision.	Completed	

COMMUNITY AND STAKEHOLDER PARTNERSHIPS		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Understands how student and faculty conditions affect learning.		
Shows evidence of utilizing resources of families, business, and community members in support of the school's goals; actively participates in recruiting Dade Partners and assists with Career Fair planning (if applicable).		
MASTERY OF COMMUNITY AND STAKEHOLDER PARTNERSHIPSY STANDARD Demonstrates an understanding the importance of collaboration, interests of diverse communities and the impact on the school.	Completed	

DIVERSITY		
ACTIVITY	**COMPLETION DATE**	**SUPERVISOR'S SIGNATURE**
Shows evidence of promoting multicultural/multilingual awareness, gender sensitivity, an understanding of sexual orientation, and racial and ethnic appreciation in all aspects of the educational organization.		
Interacts with diverse populations in a perceptive and tactful manner.		
MASTERY OF DIVERSITY STANDARD Has the ability to understand, respond to and influence the personal, social, economic, and cultural relationships in the classroom, school and community.	Completed	

APPENDIX D

FIELD EXPERIENCES GUIDELINES FOR THE ASSISTANT PRINCIPAL PREPARATION PROGRAM

Directions: Assistant Principal Preparation Program participants must complete all of the designated field experiences leading to evidence of mastery of the competencies specified in the Leadership Competency Checklist which is found in Appendix C. A list of the minimum range of field experiences in which program participants are expected to engage is provided in the Field Experiences Guidelines below. In addition to the required experiences, participants and their supervising principals should identify and plan for any additional experiences that will be necessary for the participant to address areas of need identified in the participant's Individual Leadership Development Plan. Participants and their supervising administrators should review the school calendar of activities as early as possible in the program year so that participants can plan to take advantage of naturally occurring opportunities to access relevant field experiences as much as possible.

INSTRUCTIONAL LEADERSHIP

INSTRUCTIONAL LEADERSHIP FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant works with school's leadership team and school's data team to identify, access, and analyze multiple sources of data and develop plans for instructional improvement.	
Participant reviews legal and programmatic guidelines for students with special needs (SPED, ELL) and attends corresponding team meetings (IEP, staffing, LEP committee).	
Additional Activity:	
Additional Activity:	

MANAGING THE LEARNING ENVIRONMENT FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant attends a school-site budget planning meeting with the school principal.	
Participant attends a Regional or District budget meeting with the principal.	
Additional Activity:	
Additional Activity:	

LEARNING, ACCOUNTABILITY AND ASSESSMENT FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant works with school's leadership team and school's data team to identify, access, and analyze multiple sources of data and uses the data to set targets for the Action Research project.	
Participant works with the school leadership team and data team to disaggregate data by appropriate subgroups as specified by NCLB in order to ensure Adequately Yearly Progress.	
Participant assists the school's assistant principal in developing the master schedule and the school's articulation calendar.	
Additional Activity:	
Additional Activity:	

OPERATIONAL LEADERSHIP

DECISION-MAKING STRATEGIES FIELD EXPERIENCES

ACTIVITY	COMPLETION DATE
Participant reviews the board meeting agenda prior to a meeting of the Miami-Dade County School Board, watches the meeting, and prepares a written summary of the actions takes, including an analysis of potential implications.	
Additional Activity:	
Additional Activity:	

TECHNOLOGY FIELD EXPERIENCES

ACTIVITY	COMPLETION DATE
Participant evidences competence in the use of technology through accessing online professional growth component modules and preparation of electronic documents for submission.	
Additional Activity:	
Additional Activity:	

HUMAN RESOURCE DEVELOPMENT

ACTIVITY	COMPLETION DATE
Participant reads the labor contract and evaluation model for each bargaining unit and prepares a written summary of similarities and critical differences among the contracts.	
Additional Activity:	
Additional Activity:	

ETHICAL LEADERSHIP FIELD EXPERIENCES

ACTIVITY	COMPLETION DATE
Participant reads the Code of Ethics and completes a reflection on the transition from application of the Code of Ethics on an individual basis to application on a level of leadership.	
Additional Activity:	
Additional Activity:	

SCHOOL LEADERSHIP

VISION FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant will write a reflection articulating a personal and professional vision as an educator, and provide evidence of instructional objectives and curricular goals that are aligned with their vision and the school's identified needs.	
Additional Activity:	
Additional Activity:	

COMMUNITY AND STAKEHOLDER PARTNERSHIPS FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant will attend a meeting with a community group or partner, such as the PTA, a Dade Partner, or a volunteer or community organization and identify specific resources that could be or are made available through the organization or partnership.	
Participant will assist with planning a Career Day, Book Fair, recruitment or articulation outreach event, or parallel activity involving a school-community partnership.	
Additional Activity:	
Additional Activity:	

DIVERSITY FIELD EXPERIENCES	
ACTIVITY	**COMPLETION DATE**
Participant will identify the diverse groups composing the school population and the neighboring community and will provide evidence of successful interaction with diverse populations. (Note: if the school and community are relatively homogeneous, the participant may provide this evidence based on outreach to community or business partnerships.)	
Additional Activity:	
Additional Activity:	

APPENDIX E

PORTFOLIO TEMPLATE

Florida Principal Leadership Standard Addressed

Competency Addressed

Summary, description, or explanation of how the documented activity addresses the required competency

Supervisor's Signature   Completion Date
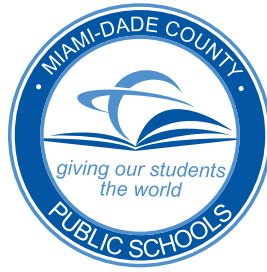
APPENDIX F

MIAMI-DADE COUNTY PUBLIC SCHOOLS RUBRIC FOR EVALUATING PORTFOLIO FOR ASSISTANT PRINCIPAL PREPARATION PROGRAM

Candidate Name: _____ *Employee #* _____ *Date:* _____

DESCRIPTION OF CRITERIA

Inadequate or Not Evidenced 0 Points	Below Expectations 1 Point	Meets Expectations 2 Points	Exceeds Expectations 3 Points
• Inadequate or fails to address standard • No evidence of documentation presented or documentation does not support mastery of standard	• Addresses the standard but provided inadequate evidence of mastery/proficiency • Incomplete/insufficient documentation or documentation does not demonstrate understanding or mastery of standard	• Addresses the standard • Provides adequate evidence to assess candidate's participation in relevant activity • Demonstrates understanding of the standard as applied	• Fully addresses the standard • Provides crystal-clear evidence of participation in relevant activity • Presents documentation that clearly shows understanding of the linkage between the standards

LEADERSHIP AREAS	STANDARDS	INADEQUATE OR NOT EVIDENCED (0 PTS)	BELOW EXPECTATIONS (1 PT)	MEETS EXPECTATIONS (2 PTS)	EXCEEDS EXPECTATIONS (3 PTS)
Instructional	Instructional Leadership				
	Managing the Learning Environment				
	Learning, Accountability, and Assessment				
Operational	Decision Making Strategies				
	Technology				
	Human Resource Development				
	Ethical Leadership				
School	Vision				
	Community and Stakeholder Partnership				
	Diversity				

TOTAL SCORE					

OVERALL RATING	Exceeds Expectations 25-30 Points	Meets Expectations 15-25 Point	Below Expectations <14 Points

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964, as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA), as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FNMA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6GxI3- 5D-1.10 prohibit harassment and/or discrimination against an employee or student on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy or disability.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section295.07, (Florida Statutes), which stipulate categorical preferences for employment.