# PRINCIPAL PREPARATION PROGRAM

## HANDBOOK

Miami-Dade County Public Schools • Curriculum & Instruction

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2010

# PRINCIPAL PREPARATION PROGRAM

## HANDBOOK

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# MIAMI-DADE COUNTY PUBLIC SCHOOLS PRINCIPAL PREPARATION PROGRAM

## PROGRAM OVERVIEW

*The goal of the Miami-Dade County Public Schools' Principal Preparation Program is to provide rigorous, experiential, and job-embedded learning experiences to develop courageous, forward-thinking educational leaders who are prepared to meet the challenges facing schools.*

### INTRODUCTION AND RATIONALE

Public demand for effective schools has focused attention on the essential role of school leaders. Evidence suggests that, second only to the influence of classroom instruction, school leadership powerfully impacts student achievement. A growing consensus on the characteristics of effective school leaders indicates that successful school leaders influence student achievement through both their support and development of effective teachers and the implementation of masterful organizational processes. The increasing demand for school principals to demonstrate strong instructional leadership and to build a school culture that is data-driven, with high expectations for all learners, requires preparation in a range of competencies and skills that bridge the theoretical and the practical.

There has been a great deal of research over the past ten years linking school leadership with student achievement. In *School Leadership that Works* (2005), a meta-analysis of research on school leadership spanning 35 years, Marzano, Waters, and McNulty identified 21 core behaviors, or "responsibilities," of school leaders that are correlated to student achievement. Michael Fullan's contribution to leadership theory is also expansive and he offers a blueprint for leading change in his book *Leading in a Culture of Change* (2001) where he identifies five characteristics of effective principal leadership: moral purpose; understanding the change process; strong relationships; knowledge sharing; and coherence or connecting new knowledge with existing knowledge.

Although all aspiring administrators have completed college/university coursework for educational leadership and have met all requirements for certification as a prerequisite for being admitted to the program, they may not be sufficiently prepared for the complex role they will play as instructional leaders. Most university level programs provide a solid foundation in leadership theory ranging from Warren Bennis and Ronald Heiftez, to the work of Edward Demming and Richard Elmore. However, it is the linking of theory to practical application that the Miami-Dade County Schools' (M-DCPS) Principal Preparation Program (PPP) aims to deliver. To achieve this goal, the Office of Professional Development is committed to creating a support system and delivering a comprehensive professional development program that is timely and relevant in order to build the skills aspiring principals 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 universally nor uniformly addressed in academic educational leadership preparation programs, although a growing body of evidence indicates that they are critical to the success of new principals in the field.

In order to supplement the academic preparation of principal candidates, and provide the greatest

possible range of relevant training and pre-service experiences, the PPP incorporates those components that have been identified as being essential to the development of effective school-site leaders. To this end, the program:

- *provides experience in authentic contexts;*
- *uses cohort networks and mentors; and*
- *is structured to promote collaborative activity between the program and schools.*

The District's PPP is based on current research that affirms the link between improved student academic performance and the role of school administrators as instructional leaders. The professional development activities designed for PPP candidates are correlated to the (10) Florida Principal Leadership Standards set forth in SBE Rule 6A-5.080 FAC, effective 5/24/2005 (formerly SBE Rule 6B-5.0012, Approved April 19, 2005), with the purpose of building the capacity of emerging leaders to succeed as high-performing school-site administrators. Further, the M-DCPS program incorporates elements of the William Cecil Golden Professional Development Program for School Leaders. The Florida Principal Leadership Standards are provided in Appendix A.

The PPP provides a comprehensive approach to building the school-site leadership capacity of eligible candidates. The program will enhance and intensify the professional growth of practicing assistant principals and seasoned District administrators aspiring to the principalship. Program candidates will acquire the necessary technical and adaptive skills in instructional leadership, operational leadership, and school leadership to prepare them to be effective and successful school leaders within M-DCPS.

# STATUTE AND BOARD RULE

## STATUTE AND BOARD RULE

The Miami-Dade County Public Schools Principal Preparation Program is designed and implemented in compliance with pertinent state statutes, state board rules, and District school board rules, including:

- *Florida School Leaders Certification 6A-4.0081, F.A.C.*
- *Approval of School Leadership Programs Rule 6A-5.081, F.A.C., Section 1012.986, F.S.*
- *Florida Principal Leadership Standards 6A-5.080 and 6A-4.00821, F.A.C.*
- *Incorporation of elements of the William Cecil Golden Program for School Leaders to ensure a statewide foundation for leadership development in accordance with Section 1012.986, F.S.*
- *Miami-Dade County School Board Rule 6Gx13-2C-1.111 Philosophy and Goals: Dade County Public Schools Professionalization of Education*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.03 Professional Growth*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.032 Comprehensive Human Resource Management Development Plan*
- *Miami-Dade County School Board Rule 6Gx13-4C-1.05 Staff Development Programs*

# GUIDING PRINCIPLES & EXPECTED OUTCOMES

## GUIDING PRINCIPLES

The M-DCPS Principal Preparation Program recognizes that:

- *As instructional leaders, principals are strategically positioned to ensure that teaching and learning are at the highest possible level of excellence throughout the entire school.*
- *Effective school leadership encompasses an extensive set of skills that can be taught, modeled, and supported in practice.*
- *Effective principal preparation programs foster the development of instructional leadership skills, improvement of instruction, and provide candidates with both a theoretical framework and a range of job-relevant, hands-on experiences.*
- *In order to build a professional community of practice, each cohort of candidates should have extensive opportunities to network with both candidate peers, to form a professional learning community, and with practicing principals.*
- *Mentoring support from an experienced educational leadership team is essential to support a new principal's success in the first critical years.*

## EXPECTED OUTCOMES

As a result of participating in the PPP, candidates will acquire the knowledge, skills, attitudes, and behaviors that educational leaders need to effectively lead schools with diverse student populations in large urban settings. Principal candidates will be prepared to:

- *Manage the physical, financial, and human resources of the school.*
- *Build an effective school-community partnership.*
- *Become informed and effective change agents.*
- *Understand the interpretation and application of data to drive school improvement.*
- *Provide instructional leadership to increase the quality of teaching and learning at the school site.*
- *Provide vision and leadership to foster a culture of high expectations for all students.*
- *Become part of a professional community of practice.*
- *Demonstrate competence in the 10 Florida Principal Leadership Standards.*

## ROLES AND RESPONSIBILITIES

*In order to produce the principals that we need, and that our students deserve, requires the collective efforts of many individuals and offices in the District. To nurture, support, and guide aspiring school principals requires that all who are involved in the principal preparation process assume a sense of ownership and a sense of urgency. To this end, the following section details the roles and responsibilities of the individuals and offices involved in developing the school leaders needed today.*

### PPP CANDIDATE

In order for a candidate to successfully complete the preparation program and be recommended for placement on the Principal Eligible Candidate Roster (ECR), the candidate must:

- *participate in both the summer leadership institute and the ongoing monthly professional development activities;*
- *submit all required documentation of professional readings and field experiences;*
- *prepare a portfolio providing evidence of satisfactory completion of identified competencies accompanied by supporting artifacts;*
- *participate in the required Leadership Support Team activities;*
- *participate in the required instructional rounds, internship, and job shadowing activities; and*
- *participate in the 360° assessment activity.*

Although 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 candidates as competent administrators. Throughout their participation in the preparation program, all candidates must meet standards on all evaluations in their current position.

*1. PARTICIPATION IN PROFESSIONAL DEVELOPMENT*

PPP candidates must be present and punctual at all meetings and professional development activities. It is the professional responsibility of each candidate to maintain an excellent record of punctuality and attendance at all activities. More than one (1) absence from the core professional development program activities will result in removal from the Principal Preparation Program.

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

*2. PARTICIPATION IN LEADERSHIP SUPPORT TEAM ACTIVITIES*

Each candidate will be assigned a Leadership Support Team to assist the candidate in the completion of tasks in the preparation program. The candidate is expected to meet with the Leadership Support Team a minimum of three (3) times during the year. It will be the responsibility of the candidate to schedule the required meetings with the Leadership Support Team.

Candidates must participate in a 360° assessment activity and review the results with the Leadership Support Team. These results are to form the basis for the candidate's Leadership Growth Plan. A template for the Leadership Growth Plan is provided in Appendix B.

*3. PARTICIPATION IN INSTRUCTIONAL ROUNDS AND INTERNSHIP*

As part of the candidate's leadership development experience, candidates will participate in two (2) day-long cross-cohort instructional rounds, three (3) days of job shadowing activities, and, in the spring of the program year, a two-week leadership internship.

*4. SUBMISSION OF REQUIRED DOCUMENTATION*

Adherence to specified submission of required documentation including the competency-based portfolio and artifacts indicating mastery of the competencies 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.

Candidates must complete the required professional readings and submit the mandatory reflection piece for each reading.

## LEADERSHIP SUPPORT TEAM

Each candidate in the PPP will work with a Leadership Support Team whose members will facilitate the candidate's access to relevant hands-on field experiences that will permit the candidate to develop and evidence the required competencies. The Leadership Support Team for each candidate will consist of the candidate's home school principal, an experienced mentor principal assigned by the Region, and a Regional Center Director to be appointed by the Regional Center Superintendent.

The candidate's Home School Principal will:

- *attend the program orientation meeting with the candidate;*
- *participate in mentor training;*
- *provide opportunities for the candidate to engage in meaningful field experiences enabling the candidate to practice and demonstrate mastery of the Florida Principal Leadership Standards required for the candidate's portfolio;*
- *provide support and mentoring to the candidate throughout the year;*
- *provide the candidate with opportunities to meet with the mentor principal assigned by the Region; and*
- *actively participate as a member of the candidate's Leadership Support Team.*

The Mentor Principal assigned by the Region will:

- *attend the program orientation meeting with the candidate;*
- *participate in mentor training;*
- *actively participate as a member of the candidate's Leadership Support Team;*
- *provide mentoring and support to the candidate through the leadership team meetings and through ongoing personal communication; and*
- *foster opportunities for the candidate to participate in meaningful professional growth experiences aligned with the Florida Principal Leadership Standards.*

The Regional Center Director appointed by the Regional Center Superintendent to serve on the candidate's Leadership Support Team will:

- *provide a regional perspective in mentoring and supporting the candidate;*
- *actively participate as a member of the candidate's Leadership Support Team;*
- *work with staff in Professional Development to schedule three (3) job shadowing experiences at schools in the Region;*
- *assign and place program candidates into two-week internships in the spring of the program year; and*
- *facilitate access to relevant professional growth experiences for the candidate.*

Additionally, the Leadership Support Team will review the results of the candidate's $360^0$ assessment and identify activities that target areas indicated for additional professional growth. The results should form the basis of the candidate's Leadership Growth Plan.

### DISTRICT SUPPORT COUNCIL

Representatives from Curriculum and Instruction, District/School Operations, Regional Centers, and Human Resources will convene three (3) times a year to monitor and track progress of PPP candidates and the implementation of various components of the program.

### THE OFFICE OF HUMAN RESOURCES

The Office of Human Resources will:

- *receive and process applications and supporting documentation from aspiring candidates;*
- *conduct applicant interviews to select candidates for the PPP, with representation from School Operations;*
- *conduct exit interviews of candidates successfully completing the program; and*
- *place successful candidates on the Principal Eligible Candidate Roster upon notification by Professional Development of successful completion of all program requirements.*

### THE OFFICE OF PROFESSIONAL DEVELOPMENT

The Office of Professional Development will:

- *design and implement the PPP;*
- *coordinate the PPP for each annual cohort of candidates;*
- *facilitate and participate in instructional rounds for program candidates;*
- *deliver a research-based, intensive two-week summer leadership institute prior to the beginning of the school year;*
- *coordinate monthly professional development sessions for candidates;*
- *work with Region staff to schedule three (3) job shadowing experiences;*
- *provide follow-up components throughout the following school year to extend the candidates' professional learning opportunities;*
- *review the portfolios submitted by program candidates; and*
- *issue a Certificate of Completion to successful candidates, upon verification of completion of all required activities and submission of supporting documentation.*

### SCHOOL/DISTRICT OPERATIONS

School/District Operations will:

- *participate in the interview and selection process for candidates;*
- *facilitate and participate in instructional rounds for program candidates;*
- *monitor the work of the Leadership Support Team;*
- *insure that the candidates participate in the required field experiences, job shadowing activities, and internships; and*
- *participate in the candidate exit interviews.*

## PROGRAM COMPONENTS

### CORE PROFESSIONAL LEARNING

The content of the preparation program reflects current research in school leadership, instructional leadership and operational leadership, and meets all pertinent statutory and regulatory requirements. The core professional development components of the PPP build upon each other by integrating theories and concepts linked to the Florida Principal Leadership Standards.

Candidates will acquire the knowledge, skills, attitudes, and behaviors necessary for effective school-site administration of instructional and technical competencies including: management of business operations and budgeting; scheduling; labor relations, professional standards and contractual issues; statutory and regulatory compliance; instructional and curricular leadership; accountability, assessment, use of data to guide the school improvement process; facilities management; maintaining a safe and secure environment for teaching and learning; transportation; stakeholder involvement and communication; and efficient use and monitoring of financial and human resources. The professional learning will be delivered during a two-week summer institute, the two (2) District professional development days, and in professional learning communities scheduled monthly.

### TWO-WEEK SUMMER INSTITUTE

Core professional growth activities will be held prior to the opening of the school year during a two-week summer leadership institute. Required follow-up and reflective activities will be completed throughout the year in order to extend professional learning opportunities.

The two-week institute will provide candidates with an intensive academy experience that will cover the critical responsibilities and requirements of the principalship in Miami-Dade County Public Schools and provide a framework within which to plan and complete the field experiences. The program will cover the elements critical to success in the areas of instructional leadership, operational leadership, and school leadership. Topics to be addressed during the two-week summer leadership institute will focus primarily on the following topics:

- *Effective Leadership: Developing a Shared Vision*
- *State Accountability and School Grading System*
- *Labor Relations, Bargaining Units, and Contracts*
- *Professional Standards*
- *Using Data Resources and Technology*
- *Budgeting, Supplements, and Internal Accounts*
- *Implications of Class Size on Budgets and Scheduling*
- *Management and Financial Compliance, Purchasing and Contracts*
- *Academic Program Compliance: Special Education, ESOL, Title I, and Vocational CTE*
- *Critical Incident Response*
- *Human Resources: Hiring, NCLB and State Requirements*
- *Supporting Professional Growth of Staff from New Teachers to National Board Certification*
- *Master Scheduling*
- *School Improvement Planning*

- *Managing the Curriculum*
    - *The New Standards*
    - *Using Data to Target Classroom Instruction*
    - *Student Progression Plan*
    - *Developing Instructional Focus Calendars*
    - *Deploying Intervention Strategies*
    - *Classroom Walkthrough Techniques*
    - *High-Yield Instructional Strategies*
- *Leading School-Based Professional Development*
- *Community Outreach and Parental involvement/EESAC*
- *Managing the Learning Environment/Meeting the Needs of All Students*
- *Maintaining a Safe Learning Environment/Code of Student Conduct*
- *School Support Team/Student Services*

In addition to the presentations by current practitioners in each area, program candidates will have the opportunity to meet with and benefit from the perspective of first year principals and a panel of experienced principals.

## PROFESSIONAL LEARNING COMMUNITIES

As a component of the program, subsequent monthly professional development sessions will be coordinated through Professional Development. Attendance at these activities is mandatory. Active participation and timely completion of all assignments for the professional learning community is required for satisfactory completion of this program component. At the professional learning community meetings, candidates will have an opportunity to learn and practice different protocols that they will then be able to model and support at the school site.

Topics to be covered will continue to address instructional leadership, operational leadership, and school leadership. The range of topics to be covered will supplement and expand upon those addressed in the two-week summer leadership institute to ensure that candidates participate in professional development that is topical, timely, and job-relevant throughout the year.

It is the intent of the professional learning community sharing sessions to bring candidates together to engage in conversation with their colleagues relative to their professional growth and leadership development activities, and reflect on their leadership experiences at their respective school sites. Cohorts will be established to enhance the networking across the Regions.

## TWO (2) PROFESSIONAL DEVELOPMENT DAYS

Building upon topics introduced during the summer institute, the two (2) professional development days on the school calendar will be utilized for in-depth, hands-on learning.

## REQUIRED PROFESSIONAL READING AND REFLECTIONS

A professional reading list will be provided to the candidates at the orientation session. Included in the readings will be works that will clearly provide a linkage between theory and practice. These readings will provide the theoretical framework to support effective practices and to explain why specific practices work.

Program candidates will be required to read two (2) books on leadership development during the year and will participate in book discussions. Additionally, candidates will write a reflective piece addressing the knowledge gained and its application at the school site. Guidelines for the reflections will be provided to candidates at the orientation session.

## COMPLETION OF THE 360° ASSESSMENT

All program candidates will participate in a 360° assessment to gain greater perspective on their current leadership skill set from a variety of sources. The specific assessment to be used will be the Florida 360° Online Leadership Assessment located at: http://www.myflorida360.com. The assessment will provide candidates with an opportunity to conduct a self-assessment and to solicit input from their home school principal and three teachers from their work site in order to identify strengths and target opportunities for further improvement. The results of the 360° assessment will be used as a basis for discussion at Leadership Support Team meetings and to develop the candidate's Leadership Growth Plan.

## LEADERSHIP GROWTH PLAN

A requirement of the PPP is that the candidate has the opportunity to develop and demonstrate mastery of the 10 Florida Principal Leadership Standards. Consequently, program candidates will use the results of the 360° assessment, and guidance from the Leadership Support Team, in developing the candidate's Leadership Growth Plan addressing the Florida Principal Leadership Standards.

Each candidate's plan should be tailored to strengthen any identified areas of weakness and to further build upon identified strengths to ensure that the candidate's professional development, professional reading focus, and field experiences support his/her best development as a school-site leader.

### MID-YEAR REVIEW OF THE LEADERSHIP GROWTH PLAN

The Leadership Growth Plan is reviewed mid-year at the progress meeting with the Leadership Support Team. At this time, the candidate and team should review the field experiences that have taken place and make any necessary adjustments to the Leadership Growth Plan. The primary focus should be on ensuring that the candidate is making the desired progress in meeting the targets in the Leadership Growth Plan and is completing the range of field experiences necessary to demonstrate competency in the Principal Leadership Standards. The candidate will assemble relevant artifacts for the portfolio based on activities completed at that point and will share them with the Leadership Support Team at the progress meeting.

## LEADERSHIP SUPPORT TEAM

Research indicates that building peer and mentoring networks is a critical support factor for emerging school leaders. The PPP incorporates both a peer cohort professional learning community and a Leadership Support Team providing guidance and mentoring by experienced administrators.

Each program candidate will be required to work with a Leadership Support Team comprised of the:

- *home school principal, who is the administrator best positioned to provide the candidate with access to pertinent growth experiences;*
- *mentor principal selected by the Region administration, in order to provide the candidate with the opportunity to have another professional sounding board and coach and to benefit from an alternative perspective; and*
- *Regional Center Director who, with responsibilities encompassing numerous schools sites at all levels, is best positioned to round out the candidate's range of experiences.*

The candidate will be responsible for scheduling all meetings with the Leadership Support Team, maintaining the required documentation of the meetings, and being proactive in seeking out support and assistance from the team. Candidates are expected to meet with the Leadership Support Team a minimum of three (3) times a year.

The candidates will review the results of the 360° assessment with the Leadership Support Team. The Leadership Support Team will provide guidance and support to the program candidate in completing the field experience requirements of the program. In addition to the mandatory field experience components, the Leadership Support Team members will guide the candidate toward additional activities that will best support and enhance the candidate's range of professional competencies.

## FIELD EXPERIENCE REQUIREMENTS

Many skills require more than professional development sessions for mastery and are best learned in the context of job-embedded experiences. Hands-on practice and application is a key element in fostering the professional growth of candidates in the PPP. To that purpose, the Field Experience Charts located in Appendix C provide guidelines for relevant field experiences in which candidates will engage throughout the program year. Field experiences will most often take place at the candidate's home school under the guidance of the home school principal, however, there may be instances when the field experience will take place at another location. The field experiences are directly aligned to the required Florida Principal Leadership Standards and are competency-based.

It is expected that candidates will avail themselves of as many relevant opportunities as possible and that the home school principal will support and facilitate this process as much as possible.

In order to ensure that all candidates experience a core of critical job-related activities, there are non-negotiable core field experiences that must be experienced. These core components are highlighted. Candidates must complete all of the core components, and at least as many additional experiences as are designated in each section in order to meet this requirement. It will be the responsibility of the home school principal to ensure that the candidate has the opportunity to complete, at a minimum, all of the non-negotiable field experiences.

## INTERNSHIP, JOB SHADOWING, AND INSTRUCTIONAL ROUNDS

### INTERNSHIP

Program candidates will participate in a two-week internship which will take place in the spring of the program year. This internship experience will provide candidates an opportunity to directly apply and demonstrate the skills they have acquired through professional development, field experiences, and job shadowing in a real-life setting. Internship placements will be determined and coordinated by the Region, and will be designed to broaden each candidate's range of relevant experiences. Internship assignments will take place through a reciprocal exchange of job assignments with other program candidates in order to minimize the potential disruption to the school sites.

### JOB SHADOWING

Job shadowing involves spending a period of time with a seasoned expert, observing everything that he or she does that is related to the work that is expected to be accomplished as part of a job's daily routine. The job shadowing experience will allow the candidate to learn general responsibilities, observe how tasks are carried out in different environments, and gain richer insight into techniques and methods of handling the job within an actual situation.

Candidates will spend three (3) full days, over the course of the program, following the routines of principals at both the elementary and secondary level. Schools assigned should represent the diversity of the District in terms of student demographics. The actual selection of principals to shadow and the schedule of school visits will be the responsibility of the Leadership Support Team.

### INSTRUCTIONAL ROUNDS

Instructional Rounds are a professional development technique modeled after the medical profession's use of rounds in medical schools and teaching hospitals. A small, select group of educators make a series of classroom visits, observe instructional practices, observe both teacher and student behavior, and later debrief and discuss their observations. Instructional Rounds promote a shared definition of what high-quality instruction looks like, inform the ongoing discussion on instruction, and support the District's process of school improvement. The outcome of Instructional Rounds is a trained observer with more polished skills.

PPP candidates will spend two (2) full days, one (1) in the fall and one (1) in the spring, as part of a small structured instructional rounds cohort. Each cohort for instructional rounds will include:

- *six candidates from both the elementary and secondary levels;*
- *curriculum and professional development staff from Curriculum and Instruction; and*
- *Region Director(s)*

Prior to participating in Instructional Rounds, the candidates will attend professional development to learn to observe teaching and learning through the lenses of standards and student achievement and to provide teachers with coaching that produces results.

At the conclusion of the visit, the group will debrief and determine if additional follow-up is required in terms of candidate learning. School level and demographics will be considered in the visit planning. Cohort assignments and the schedule of school visits will be the responsibility of Professional Development staff who will consult with Regional Center staff.

### STANDARDS PORTFOLIO

Each candidate 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.

At a minimum, the portfolio must include supporting documentation demonstrating the candidate's mastery of each Principal Leadership Standard. Documentation included should reflect the candidate's participation in all of the non-negotiable components of the field experience as well as each additional component completed. In order to facilitate completion of the required documentation, program candidates will be provided a portfolio template in electronic format which may be used as a guide.

### PLANNING AND SCHEDULING

It is highly recommended that program candidates 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, candidates 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 candidate 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 candidate should be guided by: his or her examination and reflection regarding the experience; the adequacy of the artifact as representation of the candidate's work; the rationale used as defense of the product; and the growth experienced as a result of the relevant activity. Note that any artifacts containing confidential information about students or staff (such as artifacts generated during staffings, staff evaluations, or similar conferences) must have the identifying information removed.

Examples of artifacts that may serve as documentation or tangible evidence to be included in a candidate's portfolio include (but are not limited to):

- *copies of school budgets*
- *master schedules*
- *data packets and action plans*
- *pacing guide, instructional focus calendar, or similar work product*
- *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 visual documentation of school activities*
- *calendar of activities*
- *examples student work*
- *awards, presentations, etc.*
- *agendas for parent outreach meetings, parent communications, newsletters, etc.*
- *communication plan*

### REVIEW AND EVALUATION OF THE PORTFOLIO

The portfolio documents the candidate's mastery of each of the 10 Florida Principal Leadership Standards. The format and cover document to be used in completing the portfolio will be provided to candidates 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 D.

Portfolios will be evaluated for:

- *completeness in addressing each of the 10 Florida Principal Leadership Standards;*
- *quality of the evidence presented to substantiate the field experiences and activities;*
- *clarity of the evidence presented in documenting the candidate's; full mastery of each standard;*
- *understanding of the inter-relationships between the standards; and*
- *the application of the standards to the principalship.*

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

# CANDIDATE SELECTION

## APPLICATION PROCESS

In order to be considered for the PPP, candidates must meet eligibility requirements and apply to participate. Applications will be made available in the spring of each year for the cohort that will begin professional development in the summer. Completed applications are to be submitted to Human Resources by the identified deadline date.

## ELIGIBILITY CRITERIA

Eligibility requirements are as follows:

*Three (3) complete years of school-site administrative experience. Applicants must be in the spring of their fourth year (or more) to meet the experiential requirement of the program.*

*Previous three (3) years evaluation of at least Exceeds and/or Substantially Exceeds Standards.*

*Earned Master's Degree or Vocational Education Director for Principalship of Vocational Technical School Positions.*

*Professional Service Contract (PSC) or Continuing Contract (CC) status.*

*Recommendation from immediate supervisor.*

## SELECTION PROCESS

Applicants eligible for the principal preparation program will participate in a selection and interview process coordinated by Human Resources with representation from School Operations.

## PROGRAM TIMELINE AND SUMMARY OF PROGRAM REQUIREMENTS

| M-DCPS PPP REQUIREMENTS | CANDIDATE'S RESPONSIBILITES | TIMELINE |
|---|---|---|
| Application Process | Submit appropriate documentation to Human Resources | Spring of each year for program beginning in the summer |
| Selection Process | Participate in Initial and Final Interviews conducted by Human Resources in conjunction with School Operations | Late spring of each year for program beginning in the summer |
| Attendance/ Participation | • Candidates must be present and on time at all meetings<br>• Candidates are expected to actively participate<br>• Candidates are to adhere to specified timelines and submission of required documentation | Year-long activities, summer to summer schedule |
| Summer Institute | • Candidates will attend two-week summer leadership institute<br>• Candidates will attend the District professional development sessions and complete required follow-up | Two-week summer session |
| $360^{o}$ Assessment | Candidates will participate in the Florida $360^{o}$ Online Leadership Assessment in order to gain a greater perspective on their current leadership skill set | Completed prior to first meeting with the Leadership Support Team |
| Program Orientation Meeting | Mandatory attendance of candidate and home school principal | Fall of program year |
| Leadership Support Team | Candidates will be assigned a three (3) person support team who will assist them with the completion of tasks in the program. The team will consist of the home school principal, a mentor principal assigned by the Region, and a Regional Center Director assigned by the Regional Center Superintendent. Candidates will be responsible for scheduling and attending meetings with the Leadership Support Team | Minimum of 3 meetings scheduled by candidate to take place during the year |
| Leadership Growth Plan | Developed by the candidate and the Leadership Support Team incorporating the results of the $360^{o}$ assessment | Developed at the first meeting with the Leadership Support Team and used to guide the candidate's professional readings, field experiences, and professional development activities |
| Professional Learning Community | • Candidates are required to be in attendance at these monthly meetings<br>• Candidates will engage in conversation relative to their projects and professional growth and leadership development activities and experiences<br>• Candidates will make effective use of technology to participate in follow-up activities as part of a professional learning community | Monthly meetings throughout the year |
| Professional Readings | Candidates will be provided with a reading list. Completion of two (2) leadership oriented books and a written reflective piece addressing knowledge gained and application at the school site is required | Must be completed and reflections submitted as assigned during the year |
| In-depth Professional Development | Candidates will participate in two (2) full-day trainings. The training in the fall will prepare candidates for instructional rounds. | Training will take place on the two District PD Days |
| Instructional Rounds | Candidates will participate in two (2) days of Instructional Rounds and follow-up activities during the program year | One will take place in the fall and the other in the spring of the academic year |
| Field Experiences | Candidates will participate in a range of job-relevant field experiences and will submit documentation of successful completion* | Site-embedded experiences take place throughout the year |
| Job Shadowing Experiences | Candidates will participate in three (3) days of job shadowing | These take place throughout the program year, as scheduled |
| Internship | Candidates will participate in a one-month internship | Internships take place in the spring of the program year |
| Standards Portfolio Submission | Each candidate will submit a completed portfolio | Documentation must be submitted prior to program end |

**At any point during enrollment in the Principal Preparation Program, the Leadership Competency Checklist documenting the required field experiences can be completed and an individual will be considered for placement on the Eligible Candidate Roster (ECR).*

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# APPENDICES

# 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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

## PRINCIPAL PREPARATION PROGRAM LEADERSHIP GROWTH PLAN

**COVER SHEET**

| *Please fill in the entries below.* | |
|---|---|
| *Candidate Name:* | |
| *Employee Number:* | |
| *School:* | |
| *Leadership Support Team Members:* | |
| *Home School Principal:* | |
| *Mentor Principal:* | |
| *Regional Center Director:* | |
| *Leadership Support Team Meeting Dates:* | |
| *Planning Meeting:* | |
| *Review Meeting:* | |
| ***FINAL REVIEW:*** | |

**DIRECTIONS:** The candidate and his or her Leadership Support Team will meet 3 times during the year to plan for and review the candidate's progress toward demonstrating competence in each of the 10 Principal Leadership Standards. It is the responsibility of the candidate to schedule these meetings. The attached pages (or the electronic version of this document provided to the candidate) are to be used to document the activities planned within each of the 10 standards. Use additional pages as needed.

# APPENDIX B *continued...*

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

## PRINCIPAL PREPARATION PROGRAM LEADERSHIP GROWTH PLAN

**1) Principal Leadership Standard Addressed:**

**2) List the professional growth activity(ies) planned for meeting this Standard:**

**3) List the resources (people, materials, opportunities) that are needed to complete the professional growth activity (ies):**

**4) Determine a timeline for meeting the planned activity(ies):**

# APPENDIX B *continued...*

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**

## PRINCIPAL PREPARATION PROGRAM LEADERSHIP GROWTH PLAN

**5) Identify criteria for determining successful completion of activity(ies):**

**6) Identify relevant documentation or artifacts resulting from professional growth experiences which could be included in the candidate's portfolio to document mastery of the standard (as applicable)**

# APPENDIX C

## FIELD EXPERIENCE CHARTS

**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.

| INSTRUCTIONAL LEADERSHIP | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate uses multiple sources of data, to plan, implement, monitor and assess instructional improvement (i.e., COGNOS, interim results, FCAT data, attendance data, and progress monitoring data) | | |
| Non-negotiable Experience Candidate identifies provisions in the instructional program for students with special needs through the review of lesson plans, intervention plans, PMP, SST, and IEP, as applicable | | |
| Non-negotiable Experience Candidate provides instructional leadership by insuring that there is an alignment of content and instruction ensuring that students have the opportunity to learn and achieve established standards (i.e., pacing guides, instructional focus calendars) | | |
| Non-negotiable Experience Candidate monitors coaching and mentoring support provided to teachers to improve teaching and learning (i.e., critical friends group, new teacher mentoring, reading coach in-class support and collegial collaboration) | | |
| Additional Experience Candidate identifies the use of differentiated instruction to improve student performance through the use of formal and informal observation | | |
| Additional Experience Candidate identifies and documents key elements of a positive school culture for learning (i.e., high staff attendance, low attrition, and positive staff morale) | | |
| Additional Experience Candidate prepares agendas and conducts faculty meetings that support school improvement goals and professional development | | |

All non-negotiable Instructional Leadership components completed: _____

Number of additional Instructional Leadership Components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**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.

| MANAGING THE LEARNING ENVIRONMENT | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate identifies and analyzes the major sources of fiscal and non-fiscal resources for the school including business and community resources | | |
| Non-negotiable Experience Candidate develops an effective budget that involves staff and community input | | |
| Non-negotiable Experience Candidate prepares all appropriate documentation for budget conference, attends and presents at a budget conference | | |
| Non-negotiable Experience Candidate reviews payroll prior to approval | | |
| Non-negotiable Experience Candidate prepares FFTE report and reviews it with principal | | |
| Non-negotiable Experience Candidate checks and verifies class size and prepares summary for principal | | |
| Non-negotiable Experience Candidate conducts internal audit (FTE audit; ESOL, SPED, attendance, gifted, and/or property audits) and reviews findings with principal | | |
| Additional Experience Candidate provides evidence of adherence to all policies for managing a safe learning environment | | |
| Additional Experience Candidate attends Money Matters sessions and applies Money Matters content learned with guidance of principal and secretary/treasurer, including reconciliations, credit cards, purchase orders, and requisitions | | |
| Additional Experience Candidate identifies and organizes resources to achieve curricular and instructional goals in all departments | | |
| Additional Experience Candidate identifies and organizes resources to achieve curricular and instructional goals in all departments | | |

All non-negotiable Managing the Learning Environment components completed: _____

Number of additional Managing the Learning Environment components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**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.

| LEARNING, ACCOUNTABILITY AND ASSESSMENT | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate develops and uses multiple sources of information to manage assessment programs, analyze student data and inform all stakeholders about the accountability process | | |
| Non-negotiable Experience Candidate works with principal to develop the master schedule; demonstrates a clear understanding of the correlation between ASPEN system and ISIS scheduling along with the implications for course code selection/ certification/and ultimately FTE; analyzes and reviews effectiveness with principal | | |
| Non-negotiable Experience Candidate analyzes school data and develops a presentation or data workgroup to address instructional implications of the findings with grade groups and/or departments | | |
| Non-negotiable Experience Candidate conducts LEP committee, EP team, and IEP team meetings and participates in the instructional planning process for the students | | |
| Additional Experience Candidate demonstrates skills in assessing, monitoring, presenting and evaluating instructional programs, strategies, activities and materials | | |

All non-negotiable Learning, Accountability, and Assessment components completed: _____

Number of additional Learning, Accountability, and Assessment components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**DECISION MAKING STRATEGIES:** High Performing Leaders plan effectively, use critical thinking and problem-solving techniques, and collect and analyze data for continuous school improvement.

| DECISION MAKING STRATEGIES | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate understands the moral and ethical implications of policy options and political strategies | | |
| Non-negotiable Experience Candidate delegates tasks clearly and appropriately to accomplish organizational goals | | |
| Non-negotiable Experience Candidate promotes student learning as the driving force for curriculum, instruction, and institutional decision-making | | |
| Additional Experience Candidate uses a variety of problem-solving techniques and decision-making skills to resolve issues | | |
| Additional Experience Candidate displays confidence in his/her own behavior | | |

All non-negotiable Decision-Making Strategies components completed: _____

Number of additional Decision-Making Strategies components completed: _____

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

| TECHNOLOGY | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate models the use of technology as a tool in support of both educational and community activities | | |
| Non-negotiable Experience Candidate uses technology for student assessment and the evaluation of the impact of technological and instructional initiatives | | |
| Additional Experience Candidate shows evidence of planning for the increased development and implementation of technology | | |

All non-negotiable Technology components completed: _____

Number of additonal Technology components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**HUMAN RESOURCE DEVELOPMENT:** High Performing Leaders plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities.

| HUMAN RESOURCE DEVELOPMENT | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate demonstrates an understanding of the provisions of each bargaining unit contract | | |
| Non-negotiable Experience Candidate follows procedures and timelines for observations of instructional and support staff personnel | | |
| Non-negotiable Experience Candidate assesses professional development needs of the faculty tied to student learning and other school goals | | |
| Additional Experience Candidate provides evidence of working collaboratively with teachers to plan for individual professional development (i.e., PDP and Goal Setting) | | |
| Additional Experience Candidate implements and monitors a professional development plan in support of the School Improvement Plan providing opportunities for teachers to think, plan and work together | | |

All non-negotiable Human Resource Development components completed: _____

Number of additional Human Resource Development components completed: _____

**ETHICAL LEADERSHIP:** High Performing Leaders act with integrity, fairness, and honesty in an ethical manner.

| ETHICAL LEADERSHIP | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate adheres to a professional code of ethics and values as identified by school board rules and state statutes | | |
| Non-negotiable Experience Candidate makes sound decisions on the legal, moral and ethical implications of policy options and political strategies | | |
| Additional Experience Candidate develops well-reasoned educational beliefs based upon an understanding of teaching and learning | | |

All non-negotiable Ethical Leadership components completed: _____

Number of additional Ethical Leadership components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**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.

| VISION | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate provides time for faculty and staff to collaborate for the achievement of goals leading to a community of learners addressing student achievement and participates in a school professional learning community | | |
| Additional Experience Candidate develops a personal vision as it relates to motivating staff, students and families to achieve the school's mission | | |
| Additional Experience Candidate provides evidence of instructional objectives and curricular goals that are aligned with the shared vision | | |

All non-negotiable Vision components completed: _____

Number of additional Vision components completed: _____

**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.

| COMMUNITY AND STAKEHOLDER PARTNERSHIPS | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate involves staff in connecting students to the health, human, and social services they need to stay focused on learning | | |
| Additional Experience Candidate identifies major influential leaders in the community and their relationships to the school's goals and programs and provides opportunities for opinion leaders to build positive rapport with the school | | |
| Additional Experience Candidate utilizes resources of families, business, and community members in support of the school's goals | | |

All non-negotiable Community and Stakeholder Partnerships components completed: _____

Number of additional Community and Stakeholder Partnerships components completed: _____

# APPENDIX C *continued...*

## FIELD EXPERIENCE CHARTS

**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.

| DIVERSITY | | |
|---|---|---|
| **FIELD EXPERIENCE COMPONENT** | **COMPLETION DATE** | **SUPERVISOR'S SIGNATURE** |
| Non-negotiable Experience Candidate demonstrates use of interpersonal skills appropriate to the situation | | |
| Non-negotiable Experience Candidate promotes multicultural/multilingual awareness, gender sensitivity, an understanding of sexual orientation, and racial and ethnic appreciation in all aspects of the educational organization | | |
| Additional Experience Candidate works with the staff to develop instructional content that addresses the diverse perspectives appropriate to the situation | | |
| Additional Experience Candidate interacts effectively with diverse populations (i.e., ADA accommodations, use of translators, and multilingual correspondences, as applicable) | | |

All non-negotiable Diversity components completed: _____

Number of additional Diversity components completed: _____

# APPENDIX D

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

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

| DESCRIPTION OF CRITERIA | | | |
|---|---|---|---|
| **Inadequate or Not Evidenced**<br>0 Points<br>• Inadequate or fails to address standard<br>• No evidence of documentation presented or documentation does not support mastery of standard | **Below Expectations**<br>1 Point<br>• Addresses the standard but provided inadequate evidence of mastery/proficiency<br>• Incomplete/insufficient documentation or documentation does not demonstrate understanding or mastery of standard | **Meets Expectations**<br>2 Points<br>• Addresses the standard<br>• Provides adequate evidence to assess candidate's participation in relevant activity<br>• Demonstrates understanding of the standard as applied | **Exceeds Expectations**<br>3 Points<br>• Fully addresses the standard<br>• Provides crystal-clear evidence of participation in relevant activity<br>• 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.*

Miami-Dade County Public Schools • Curriculum & Instruction