

**PROJECT LEAD
STRONG**



Funding Source **USDOE School Leadership Program Grant**

Duration **Five-year program**

Evaluator **American Institutes for Research (AIR)**

Model **Capacity-building through residency experience and targeted professional development**

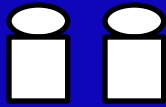
PURPOSE

- Leverage resources to build leadership capacity
- Build a “bench” of highly effective secondary principals
- Turn around the most challenging, chronically low-performing senior high schools
- Improve student outcomes

EXPECTED OUTCOMES: PARTICIPANTS

- Work in and effect positive change in low-performing schools, support instructional reform, and improve student outcomes
- Lead schools that show improved graduation rates
- Motivate large, diverse staff and student populations
- Establish and maintain partnerships between school and community
- Succeed and be retained at the hardest-to-staff, lowest-performing schools
- Assume school leadership positions at multiple administrative levels in the district
- Assume a school-site administrator position at a more challenging level or setting

HOW THE CASCADING MODEL WORKS



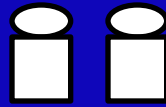
MENTOR PRINCIPAL

Highly effective Principals of high-need schools mentor a principal in residence for an

18-week period

(2 individuals)

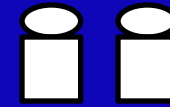
Student data collected in the mentor principal schools



PRINCIPAL IN RESIDENCE

Practicing Assistant Principals assigned to a residency in a high-need school for an 18-week period

(2 individuals)

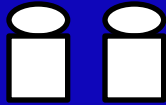


RESIDENT ASSISTANT PRINCIPAL

Qualified teachers assigned to serve as Resident Assistant Principal at the home school of the Principal in Residence

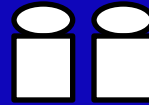
(2 individuals)

18-week Residencies



MENTOR PRINCIPAL

Mentoring a principal in residence

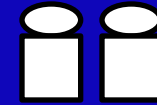


PRINCIPAL IN RESIDENCE

Complete a principal residency assignment in a high-need school

Participate in required professional development

Complete a portfolio and journal



RESIDENT ASSISTANT PRINCIPAL

Complete an Assistant Principal residency

Participate in required professional development

Receive mentoring support from the Mentor Assistant Principal

KEY ELEMENTS

- Mentoring
- Coaching
- Scaffolding of Support
- Authentic Residency Experiences
- Professional Development
- Community-building and Reflection
- Summer Intensive Leadership Institute
- Incentives
 - Participation
 - Performance

INCENTIVES

○ MENTOR PRINCIPAL

- Mentoring Stipend \$8,000**
- Student Achievement Incentive \$3,000**

○ PRINCIPAL IN RESIDENCE

- Participation Stipend \$5,000**

○ MENTOR ASSISTANT PRINCIPAL

- Mentoring Stipend \$ 750**

○ RESIDENT ASSISTANT PRINCIPAL

- Participation Stipend \$ 750**

PROFESSIONAL DEVELOPMENT

- Correlated to the ten (10) Florida Principal Leadership Standards
- Provided through both District and external resources
- Designed to build capacity for school leadership among secondary principals and assistant principals

PROFESSIONAL DEVELOPMENT

- **DISTRICT** (all participants)
 - High School Accountability
 - Case Study/Fish Bowl
 - Book Study
 - Lesson Study
 - Instructional Leadership (classroom walkthroughs)
 - Literacy Across the Curriculum
 - Career and Technical Education
- **The Principals' Center at Harvard University** (Mentor Principals, Principals in Residence and Resident Assistant Principals)
 - *Improving Schools: The Art of Leadership*
June 26- July 2, 2012

REFLECTION JOURNAL AND PORTFOLIO

- Each participant will maintain a reflection journal documenting professional growth experiences and reflection on professional practices
- Each participant will prepare a portfolio providing evidence of professional growth experiences and satisfactory completion of identified leadership competencies

FIELD EXPERIENCES

- Participate in School-wide Instructional Review
- Attend a DATA/COM Meeting
- *Present at a DATA/COM Meeting
- Conduct data chats with faculty
- Lead a faculty meeting
- Participate in conference addressing parent issue
- Attend region level budget conference
- *Oversee the implementation of Saturday School
- Write memorandum to faculty
- Engage in two “second-guess” memos
- Assist in the preparation and documentation of IPEGS
- Engage in mock interview
- Other experiences as identified in Field Experiences form or self-assessment instrument

*For Principal in Residency

EVALUATION ACTIVITIES

Participants must complete all grant-related activities, including those required for evaluation purposes, such as:

- Online surveys
- Vanderbilt Assessment of Leadership in Education (VAL-ED)
- Informal self-assessment

QUESTIONS

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CONTACT INFORMATION

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