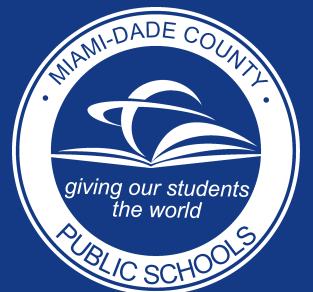
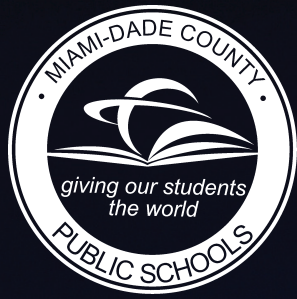


PROJECT **LEAD**
STRONG



MIAMI-DADE COUNTY PUBLIC SCHOOLS





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Miami-Dade County Public Schools... Giving our students the world

Good leaders make people feel that they're at the very heart of things, not at the periphery. Everyone feels that he or she makes a difference to the success of the organization. When that happens people feel centered and that gives their work meaning.

Warren G. Bennis



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*Make the measurable things important
but make the important things measurable.*

Unknown



PROGRAM GOAL

The goal of *Project Lead Strong* is to “build a bench” of highly-effective secondary principals and assistant principals who are prepared to turn around the most challenging, chronically low-performing senior high schools and to attract, empower, and lead high-performing teachers in order to improve student outcomes.

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.

Project Lead Strong builds on the District’s history in preparing principal and assistant principal candidates for high-need secondary schools. In reviewing prior District interventions and current research, it is clear that a different, more intensively supportive, model is needed to prepare administrators to succeed in these high-need urban senior high schools that have a history of chronic low achievement. Even experienced principals with a history of success in other school venues can encounter difficulty. This points to a need to provide a hands-on, on-site residency experience and a structured support system, including mentoring and coaching, in order to build a bench of principals and assistant principals who are ready, willing, and, most importantly, able to succeed in turning around these chronically failing schools.

Recent research on principal leadership and student learning commissioned by the Wallace Foundation highlights the need to provide principals with authentic, site-based (or “real-world”) experiences and opportunities to develop practical problem-solving skills. The authors assert that an important part of the learning required for such leaders to further develop their practical problem-solving expertise is usefully conceptualized as “situated.” Essentially, the learning takes place most effectively within the same context in which it is applied.

Project Lead Strong will provide a high-quality, researched-based leadership development program that prepares and supports high-performing principals and assistant principals to meet the challenges of school improvement in high-need secondary schools. The program is aligned with current research that affirms the link between improved student achievement and the important role school administrators play as instructional leaders. Furthermore, the program components are aligned with the Florida Principal Leadership Standards.

FLORIDA PRINCIPAL LEADERSHIP STANDARDS

The professional development activities designed for *Project Lead Strong* participants are correlated to the ten (10) Florida Principal Leadership Standards with the purpose of building the capacity for school leadership among secondary principals and assistant principals who will ensure success in leading secondary schools (see Appendix A).

PROGRAM OVERVIEW

Project Lead Strong is designed to provide transitional scaffolding of support for practicing and aspiring principals and assistant principals moving into positions at high-need schools. The program will build leadership capacity at multiple administrative levels in order to “build a bench” of current and future educational leaders prepared for the most challenging settings in our system. The core emphasis of *Project Lead Strong* is providing the opportunity for participants to acquire and enhance leadership skills through authentic experiences at high-need, low-achieving schools.

2 | The program will leverage the experience and success of high-performing principals who have a history of turning around a low-achieving senior high school. These administrators have demonstrated the leadership skills needed to develop staff and motivate students to realize improved performance. The high-performing principals will serve in the role of Mentor Principal. As district or regional administrative positions become available, these high-performing professionals will have the opportunity to assume responsibility at the next level in their career ladder.

Each year of the project, high-performing administrators and teachers who have demonstrated prior success in a secondary school setting will be identified and placed as participants for an 18-week residency at a low-performing, high-need senior high school, working with an experienced, high-performing peer mentor. The participants will also receive ongoing mentoring and coaching from the Project Director/Coach, another highly experienced and successful principal, who will provide them with additional perspective, opportunities for guided reflection, and ongoing job-embedded and explicit professional development and learning opportunities.

Upon completion of their residencies, the Principals in Residence and Resident Assistant Principals will initially return to their schools of origin equipped with an even more extensive repertoire of effective leadership strategies. As openings occur for principals in the identified pool of high-need senior high schools, these *Project Lead Strong* participants will be both eligible and prepared to assume those positions. As part of the program, priority will be given to placing *Project Lead Strong* participants into these schools.

You have to stand outside the box to see how the box can be re-designed.

Charles Handy

EXPECTED OUTCOMES

As a result of participating in *Project Lead Strong*, administrators will acquire the knowledge, skills and attitudes to improve teaching and learning. Ultimately, participants will be able to:

- Work in and effect positive change in low-performing schools , support effective 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 the school and the 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.



Leadership is action, not position.

Donald H. McGannon

ROLES AND RESPONSIBILITIES

Participants

Program Director/Coach

The Project Director/Coach will provide mentoring, coaching, support, and professional development for all *Project Lead Strong* participants. The interface role among the school, regional offices, and District-level leadership will prepare the experienced principal to potentially assume a District or regional-level leadership role.

Mentor Principal

The Mentor Principal will serve as a mentor and support, guiding the Principal in Residence through the 18-week residency at the high school in order to prepare him/her to function effectively from the start through the transition into a similar highly-challenging setting.

Principal in Residence

A high-performing principal or assistant principal will assume the position of Principal in Residence for an 18-week residency. The administrator will work alongside the mentorship of the experienced, high-performing site principal (mentor).

Interim Principal

An assistant principal will be assigned as an Interim Principal at the home school of the *Project Lead Strong* Principal in Residence for an 18-week residency at each of two different schools in succession. This will release the high-performing site principal to participate in their own residency assignments thus providing these potential principals with a school year of experience in two different real-world settings in which authentic learning, reflection, and professional growth take place.

Mentor Assistant Principal

An experienced high-performing Assistant Principal assigned to the residency school will provide mentoring and support to the Resident Assistant Principal.

Resident Assistant Principal

High-performing teachers who have met the eligibility requirements for the Assistant Principalship will gain administrative experience and build their skills through their year-long residency as a Resident Assistant Principal under the leadership of the site principal. This will provide these budding administrators with extensive opportunities to apply knowledge gained through the certification and preparation programs and to build situational responses and appropriate problem-solving skills.

Interim Teacher

In order to release high-performing teachers to participate in *Project Lead Strong* as Resident Assistant Principals, their teaching positions will be filled by full-time certified temporary teachers who will receive support and mentoring through the District's established teacher induction program, Mentoring and Induction for New Teachers (MINT).

A good leader inspires others with confidence in him; a great leader inspires them with confidence in themselves. **Unknown**

MENTORING

Recent research on principal preparation programs points to mentoring as not only a vital support for new principals, but also as a way to bridge the gap between theory and practice, with recommendations for “getting it right.” There is an understanding that mentoring is one part of a continuum of professional development of principals that links pre-service training to practice and continues, ideally, throughout their careers.

The Southern Regional Educational Board recommends important “quality guidelines” for successful internships and mentoring in principal preparation programs. These recommended guidelines include: high-quality training for mentors; collecting meaningful information about effects of mentoring on leadership skills; mentoring for at least one year, and preferably longer; and funding that is sufficient to provide for mentor stipends that are “commensurate with the importance and time requirements of the task.” Another key factor affecting the quality of mentorships is the opportunity for the mentor(s) to receive training and support in the mentoring process.

PROFESSIONAL DEVELOPMENT

In an effort to prepare participants to succeed in high-need senior high-schools, *Project Lead Strong* is a capacity-building model designed to identify high-performing professionals at all levels of the administrative career ladder, including teachers who are motivated to become assistant principals, and provide them with opportunities and incentives to step up to higher levels of responsibility. *Project Lead Strong* incorporates authentic work experience and professional development for these prospective and practicing school administrators that prepares them for success in progressively more demanding settings, with each participant assuming the next higher level of responsibility and challenge.

In addition to the site-embedded professional growth experiences, project participants will participate monthly in professional development sessions and engage in weekly and monthly reflection sessions. Selected participants will also attend a Harvard University Summer Leadership Institute.

SELECTION PROCESS

Project Lead Strong is predicated on the strategy of identifying individuals who are high-performing in their current setting and who have the potential and ability to assume even greater levels of responsibility or challenge. For example, the high-performing teachers who will be selected as Resident Assistant Principals will be expected to be instructional leaders, modeling and sharing successful instructional strategies with teachers in their residency school. All participants in *Project Lead Strong* will be selected on the basis of high performance, including performance evaluations, recommendations for advancement, and data on student achievement.

Leaders are more powerful role models when they learn than when they teach.

Rosabeth Moss Kantor

PROGRAM COMPONENTS

Mandatory Orientation Session

Participants will attend a mandatory orientation session prior to the residency period. The orientation session will provide participants with an overview of the program components, guidelines and requirements.

Online Surveys

Prior to the residency period, the Principals in Residence and Resident Assistant Principals will participate in a pre-assessment on a standardized measure of principal skills.

Vanderbilt Assessment of Leadership in Education (VAL-ED)

Participants will complete this online 360-degree assessment activity once they have been assigned to the school site. The survey will provide informative feedback about leadership behaviors.

Self-assessment

Participants will reflect on their current level of performance and identify needs and opportunities for professional development using the format provided in Appendix B. This information will be used in professional collaboration with the participant's mentor to target appropriate professional growth experiences.

Residency and Authentic Job-Embedded Field Experiences

At all levels of participation in *Project Lead Strong*, participants will be applying the skills and experiences acquired in their leadership preparation program and prior professional settings in addressing situations encountered in their real-world administrative assignment with full responsibility for the position. The Mentor Principal and Mentor Assistant Principal will facilitate participation in the following field experiences:

- Conduct data chats with faculty
- Lead a faculty meeting
- Participate in conference addressing a parent issue
- Attend region level budget conference
- Oversee the implementation of Saturday School
- Write a memorandum to the faculty
- Engage in two "second-guess" memorandums
- Assist in the preparation and documentation of IPEGS
- Engage in a mock interview
- Other experiences as identified in the Field Experiences Form or Self-assessment instrument

Checklists for field experiences are provided in Appendices C and D.

If your actions inspire others to dream more, learn more, do more and become more, you are a leader. John Quincy Adams

Portfolio

Each participant will prepare a portfolio providing evidence of satisfactory completion of identified leadership competencies. A template for the portfolio is provided in Appendix E.

Portfolio Documentation

A wide range of artifacts could be considered for inclusion in the portfolio as evidence of competency in required leadership skills. A rubric to be used for review of the portfolio is provided in Appendix F.

The artifacts may include:

- Agendas for faculty meetings
- Calendar of events/activities
- Presentations
- Master Schedules
- Data files outlining assessment results (with personally identifiable information redacted)
- Action Plans
- Saturday School Activities
- Memoranda

Journal Writing

Participants will be required to submit a weekly Reflection Journal describing their experiences as a participant and how they have applied the learning in their work settings. A template for the journal is provided in Appendix G.

Mentoring by a High-Performing Principal or Assistant Principal

A core principle of *Project Lead Strong* is “learning by doing” – with guidance and support. The Principals in Residence at the identified high-need senior high schools will have the benefit of mentoring and ongoing support from the site principal who will provide them with an effective model from which to build their own successful strategies. The Resident Assistant Principal will be mentored by a high-performing assistant principal.

Weekly and Monthly Reflection Sessions

The Principals in Residence will meet with the Project Director/Coach for a weekly debriefing and reflection session and peer-to-peer sharing and learning, as well as for coaching away from the demands of the school site. Monthly sessions will include the Mentor Principals and Mentor Assistant Principals along with the Principals in Residence and Resident Assistant Principals for the purpose of professional reflection and growth across the range of experience levels in the principalship, from just-emerging to high-performing veteran practitioners.

Leadership and learning are indispensable to each other.

John F. Kennedy

Monthly Professional Development

The monthly meetings will also provide opportunities for targeted professional development, particularly in the areas of data-informed decision-making and continuous improvement. Participants will become well-versed in the District's intensive data review and communication model, preparing them to understand their data thoroughly and to engage in high-level, strategic conversations and decision-making based on their data.

Participation in Intensive Leadership Development Institute

The Project Director/Coach, Mentor Principals and Principals in Residence along with District-level program support staff will attend a high-quality, intensive leadership development institute at Harvard University during the summer of each program year.

Mentor Training and Ongoing Support

The Project Director/Coach, Mentor Principals, and Mentor Assistant Principals will participate in high-quality mentorship training. In order to provide the best possible foundation for success in the mentoring component of the project, the mentors will receive training in research-based, effective mentoring strategies, as well as ongoing support and coaching in the mentoring role from experienced District-level support staff and experts in the field.

Completion of the Program

As a result of successfully completing all program requirements, participants would have built a strong skill set addressing the Florida Principal Leadership Standards as documented on the Field Experiences Guidelines and Leadership Competency Checklists, examples of which are provided in Appendices H and I. Specifically, participant experiences and the targeted professional development will have strengthened their capacity in Instructional, Operational and School Leadership. Participants will be placed on the Eligible Candidate Roster (ECR) and have the opportunity to interview for appropriate administrative school-level positions.

Monetary Incentives

Project Lead Strong participants will assume greater levels of administrative responsibility during the residency period. Participants will be required to complete surveys, evaluations, interviews and monthly professional development activities. In addition, Mentor Principals will have an opportunity to earn an incentive for improved student achievement at their school site. Participants will receive the following stipends:

o MENTOR PRINCIPAL	
• Mentoring Stipend	\$8,000
• Student Achievement Incentive	\$3,000
o PRINCIPAL IN RESIDENCE	
• Participation Stipend	\$5,000
o MENTOR ASSISTANT PRINCIPAL	
• Mentoring Stipend	\$1,000
o RESIDENT ASSISTANT PRINCIPAL	
• Participation Stipend	\$1,000

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

PROJECT LEAD STRONG PARTICIPANT SELF-ASSESSMENT

In defining the essential skill set for a school principal, the Florida Principal Leadership Standards state: *“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:...”* and delineate specific expectations in the areas of Instructional Leadership, Operational Leadership, and School Leadership. The questions in the Self-assessment, below, are designed to help candidates reflect on their current level of performance and comfort in each area and, most importantly, to identify needs and opportunities for professional development and skill-building. The information gathered from these assessments will be used, in professional collaboration with the participant’s mentor and project staff, to target appropriate professional growth experiences for each participant.

Please respond to each of the following based on your current level of expertise and comfort with the skill area described. For questions 1-4, first, reflect on the question asked and rate your current proficiency on a scale of 1 to 5, with “1” being “Limited or no experience or expertise” to “5,” “Proficient at a mastery level, able to teach others.” Then write a brief narrative response in support of your self-rating, and identify what, if any, additional professional development support you want in the specified skill area.

1. How comfortable are you with identifying, accessing, and analyzing relevant data sources to make informed decisions about teaching, learning, the educational environment and effective allocation of resources to achieve desired outcomes?

Narrative:

What professional development support would you like in this area?

2. How comfortable are you with conducting Classroom Walkthroughs, including observations, analyzing walkthrough data in the context of student achievement, providing reflective discussions, making suggestions for instructional improvement, and monitoring implementation of instructional changes?

Narrative:

What professional development support would you like in this area?

3. Are you able to develop a budget that appropriately and effectively utilizes available resources to meet staffing and operational needs and is in compliance with contractual, policy, and legal requirements?

Narrative:

What professional development support would you like in this area?

4. How proficient are you with utilizing available technological resources, particularly the District's new ERP/SAP system to handle budget and finance, personnel, procurement, and other responsibilities?

Narrative:

What professional development support would you like in this area?

5. What other area of professional responsibility do you consider either a particular strength or a priority area for improvement?

Narrative:

What professional development support would you like in this area?

APPENDIX C

PROJECT LEAD STRONG MENTOR PRINCIPAL CHECKLIST

- Participate in Project Lead Strong orientation
- Participate in mentor training
- Engage in weekly reflection with assigned program participant
- Utilize the Mentor Log to guide the mentoring process and document mentoring support
- Facilitate the transition of the Assistant Principal to Principal in Residence
- Ensure that each participant is provided with field experiences listed below:
 - Attend DATA/COM meeting
 - Present at DATA/COM meeting
 - Conduct Classroom Walkthroughs at least twice per week
 - Write a memorandum to the faculty addressing instructional program
 - Oversee the effective implementation of Saturday School
 - Conduct Schoolwide Instructional Reviews (SIRS)
 - Lead a professional learning community
 - Lead a faculty meeting focusing on school assessment data
 - Conduct data chat with faculty
 - Attend region level budget conference
 - Write written summary of School Board meeting
 - Engage Principal in Residence with two "second-guess" memo activities
 - Ensure participant demonstrates competence in the use of technology through preparation of data files
 - Assist with preparation and documentation of IPEGS
 - Engage in mock interview for school site administrative position
 - Complete a reflection on the Code of Ethics
 - Write a reflection articulating a personal and professional vision
 - Attend a meeting with community group such as PTA, Dade Partners or EESAC
 - Participate in conference addressing parent issue
 - Demonstrate effective interaction with diverse population representative of school's community
- Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
- Mentor Principals sign off on the Field Experiences and Leadership Competency Checklist
- Participate in Redesigning High Schools for Improved Instruction at Harvard's Principals' Center
- Participate in Project Lead Strong surveys and evaluations

APPENDIX D

PROJECT LEAD STRONG MENTOR ASSISTANT PRINCIPAL CHECKLIST

- Participate in Project Lead Strong orientation
- Participate in mentor training
- Engage in weekly reflection with assigned program participant
- Utilize the Mentor Log to guide the mentoring process and document mentoring support
- Facilitate the transition of the Teacher Leader to Resident Assistant Principal
- Ensure that each participant is provided with field experiences listed below:
 - Attend DATA/COM meeting
 - Conduct Classroom Walkthroughs at least twice per week
 - Write a memorandum to the faculty addressing instructional program
 - Conduct Schoolwide Instructional Reviews (SIRS)
 - Lead a professional learning community
 - Lead a faculty meeting focusing on school assessment data
 - Conduct data chat with faculty
 - Attend region level budget conference
 - Write written summary of School Board meeting
 - Engage Resident Principal with two “second-guess” memo activities
 - Ensure participant demonstrates competence in the use of technology through preparation of data files
 - Assist with preparation and documentation of IPEGS
 - Engage in mock interview for assistant principal position
 - Complete a reflection on the Code of Ethics
 - Write a reflection articulating a personal and professional vision
 - Attend a meeting with community group such as PTA, Dade Partners or EESAC
 - Participate in conference addressing parent issue
 - Demonstrate effective interaction with diverse population representative of school’s community
- Conduct formal and informal observations providing feedback, guidance, instruction, and appropriate materials to assist program participant
- Participate in Redesigning High Schools for Improved Instruction at Harvard’s Principals’ Center
- Participate in Project Lead Strong surveys and evaluations

**APPENDIX E
PORTFOLIO TEMPLATE**

FLORIDA PRINCIPAL LEADERSHIP STANDARD ADDRESSED

[Empty space for Florida Principal Leadership Standard Addressed]

COMPETENCY ADDRESSED

[Empty space for Competency Addressed]

SUMMARY, DESCRIPTION, OR EXPLANATION OF HOW THE DOCUMENTED ACTIVITY ADDRESSES THE REQUIRED COMPETENCY

[Empty space for Summary, Description, or Explanation of how the Documented Activity Addresses the Required Competency]

14 |

SUPERVISOR'S SIGNATURE

COMPLETION DATE

APPENDIX F

PORTFOLIO EVALUATION RUBRIC

MIAMI-DADE COUNTY PUBLIC SCHOOLS RUBRIC FOR EVALUATING PORTFOLIO FOR PROJECT LEAD STRONG

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	BELOW EXPECTATIONS (1 PT)	MEETS EXPECTATIONS (2 PTS)	EXCEEDS EXPECTATIONS (3 PTS)	
STANDARDS	INADEQUATE OR NOT EVIDENCED (0 PTS)	BELOW EXPECTATIONS (1 PT)	MEETS EXPECTATIONS (2 PTS)	EXCEEDS EXPECTATIONS (3 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 Points	Below Expectations <14 Points	

APPENDIX G

PROJECT LEAD STRONG

REFLECTION JOURNAL COVER SHEET

PARTICIPANT'S NAME

EMPLOYEE NUMBER

HOMESCHOOL

RESIDENCY SCHOOL

DIRECTIONS:

Each week, or more if appropriate, think about the professional growth activities in which you were engaged and write a reflection addressing the following:

- What have been some key experiences?
- What have you learned?
- What challenges are you facing in this role?
- What do you anticipate to be possible challenges when you assume this role on a full-time basis?
- What, if anything, would you have done differently?
- What insights have you gained about your professional practice?

Please submit your weekly reflections each Monday to:

- Mr. Nikolai Vitti nikolaivitti@dadeschools.net
- Dr. Reginald Johnson rjohnson1@dadeschools.net
- Mr. Yaset Fernandez mrfernandez22@dadeschools.net

Week of: _____



APPENDIX H

PRINCIPAL IN RESIDENCE FIELD EXPERIENCES GUIDELINES AND LEADERSHIP COMPETENCY CHECKLIST

Directions: Project Lead Strong participants must complete all of the designated field experiences. In addition to the required experiences, participants and their Mentor Principal should identify and plan for any additional experiences that will be necessary for the participant to address areas of need identified in the self assessment inventory. Participants and their mentors 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	
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.	
ACTIVITY	COMPLETION DATE
Participant attends a Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) meeting.	
Participant presents at a Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) meeting.	
Participant conducts at least two Classroom Walkthroughs weekly, including observations, analyzing walkthrough data in the context of student achievement, providing reflective discussions and making suggestions for instructional improvement.	
Participant writes a memorandum to faculty and staff addressing the instructional program, policies, or procedures.	
Additional Activity:	
Additional Activity:	
MANAGING THE LEARNING ENVIRONMENT FIELD EXPERIENCES	
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.	
ACTIVITY	COMPLETION DATE
Participant conducts Schoolwide Instructional Reviews (SIR).	
Participant leads a Professional Learning Community (PLC).	
Additional Activity:	
Additional Activity:	

APPENDIX H *(continued)*

LEARNING, ACCOUNTABILITY AND ASSESSMENT FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant leads a faculty meeting that focuses on school assessment data.	
Participant conducts data chats with teachers in core subject areas.	
Participant attends a region-level budget conference.	
Additional Activity:	
Additional Activity:	

OPERATIONAL LEADERSHIP

DECISION-MAKING STRATEGIES FIELD EXPERIENCES

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

ACTIVITY	COMPLETION DATE
Participant oversees in the effective implementation of the Saturday School program.	
Participant engages in "second-guess" memo activity with Mentor Principal.	
Additional Activity:	
Additional Activity:	

TECHNOLOGY FIELD EXPERIENCES

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

ACTIVITY	COMPLETION DATE
Participant uses Excel to organize, summarize, and analyze data and uses PowerPoint to make effective presentations to target audiences.	
Additional Activity:	
Additional Activity:	

APPENDIX H *(continued)*

OPERATIONAL LEADERSHIP

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.

ACTIVITY	COMPLETION DATE
Participant assists with the preparation and documentation of IPEGS observations.	
Participant engages in mock interview for the principal position.	
Additional Activity:	
Additional Activity:	

ETHICAL LEADERSHIP FIELD EXPERIENCES

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

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:	

APPENDIX H *(continued)*

SCHOOL LEADERSHIP

VISION FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant writes a reflection articulating a personal and professional vision as an administrator, and provides 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

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.

ACTIVITY	COMPLETION DATE
Participant attends a meeting with a community group or partner, such as the PTA, a Dade Partner, EESAC, or a volunteer or community organization and identifies specific resources that could be or are made available through the organization or partnership.	
Participant participates in conferences handling a parent issue.	
Additional Activity:	
Additional Activity:	

DIVERSITY FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant identifies the diverse groups composing the school population and the neighboring community and provides 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:	

Name of Mentor Principal

Date

Signature of Mentor Principal

APPENDIX I

RESIDENCE ASSISTANT PRINCIPAL FIELD EXPERIENCES

GUIDELINES AND LEADERSHIP COMPETENCY CHECKLIST

Directions: Project Lead Strong participants must complete all of the designated field experiences. In addition to the required experiences, participants and their Mentor Assistant Principal should identify and plan for any additional experiences that will be necessary for the participant to address areas of need identified in the self assessment inventory. Participants and their mentors 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	
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.	
ACTIVITY	COMPLETION DATE
Participant attends a Data Assessment and Technical Assistance/Coordination of Management (DATA/COM) meeting.	
Participant conducts at least two Classroom Walkthroughs weekly, including observations, analyzing walkthrough data in the context of student achievement, providing reflective discussions and making suggestions for instructional improvement.	
Participant writes a memorandum to faculty and staff addressing the instructional program, policies or procedures.	
Additional Activity:	
Additional Activity:	

MANAGING THE LEARNING ENVIRONMENT FIELD EXPERIENCES	
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.	
ACTIVITY	COMPLETION DATE
Participant conducts Schoolwide Instructional Reviews (SIR).	
Participant leads a Professional Learning Community (PLC).	
Additional Activity:	
Additional Activity:	

APPENDIX I *(continued)*

LEARNING, ACCOUNTABILITY AND ASSESSMENT FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant leads a faculty meeting that focuses on school assessment data.	
Participant conducts data chats with teachers in core subject areas.	
Participant attends a region-level budget conference.	
Additional Activity:	
Additional Activity:	

OPERATIONAL LEADERSHIP

DECISION-MAKING STRATEGIES FIELD EXPERIENCES

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

ACTIVITY	COMPLETION DATE
Participant assists in the effective implementation of the Saturday School program.	
Participant engages in "second-guess" memo activity with Mentor Assistant Principal.	
Additional Activity:	
Additional Activity:	

TECHNOLOGY FIELD EXPERIENCES

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

ACTIVITY	COMPLETION DATE
Participant uses Excel to organize, summarize, and analyze data and uses PowerPoint to make effective presentations to target audiences.	
Additional Activity:	
Additional Activity:	

APPENDIX I *(continued)*

OPERATIONAL LEADERSHIP

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.

ACTIVITY	COMPLETION DATE
Participant assists with the preparation and documentation of IPEGS observations.	
Participant engages in mock interview for the assistant principal position.	
Additional Activity:	
Additional Activity:	

ETHICAL LEADERSHIP FIELD EXPERIENCES

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

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:	

APPENDIX I *(continued)*

SCHOOL LEADERSHIP

VISION FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant writes a reflection articulating a personal and professional vision as an administrator, and provides 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

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.

ACTIVITY	COMPLETION DATE
Participant attends a meeting with a community group or partner, such as the PTA, a Dade Partner, EESAC, or a volunteer or community organization and identifies specific resources that could be or are made available through the organization or partnership.	
Participant participates in conferences handling a parent issue.	
Additional Activity:	
Additional Activity:	

DIVERSITY FIELD EXPERIENCES

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.

ACTIVITY	COMPLETION DATE
Participant identifies the diverse groups composing the school population and the neighboring community and provides 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:	

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Name of Residency School Principal

Date

Signature of Residency School Principal

NON-DISCRIMINATION POLICY

As a District, the School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs, services and employment 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 6Gx13- 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 Section 295.07, (Florida Statutes), which stipulate categorical preferences for employment.

