

Description of District Mentoring Programs for School Leaders

The Leadership Experiences and Administrative Development (LEAD) Program

Professional Development Team

LEAD participants have a development team comprised of their present school principal, a mentor assistant principal who facilitates their professional learning communities and the LEAD Coordinator. Meetings are scheduled once a semester to discuss with the LEAD participant the progress being made in order to become a highly effective leader.

Conversations address the Learning Plan and how the Florida Principal Leadership Standards are imbedded into the daily routine of the participant.

Professional Development Coursework and Learning Communities

There are professional learning communities with topics aligned to the Florida Principal Leadership Standards

- Understanding the role of the LEAD participant, Assistant Principal responsibilities, following district protocol (includes case studies)
- Operational duties i.e. bus duty, lunch forms, scheduling, agendas (includes case studies)
- Knowing how to write professionally i.e. newsletter articles, agendas for meetings, reference letters, letters to parents, memos (includes case studies)
- Handling referrals, understanding the district discipline matrix (includes case studies)
- Knowing how to build the culture of a professional learning community.
- Understanding proper interpersonal communication, professional attire, professionalism, protocol
- Reviewing and understanding the Florida State Statute and how it defines Leadership programs
- Text *Learning by Doing: A Handbook for Professional Learning Communities at Work* By Richard Dufour the reading source for the Professional Learning



Interim AP

Professional Development Team

Each IAP works with his/her Supervising Principal to select a mentor assistant principal from another cite, but preferably the same level to serve with the principal in support and development of the IAP as the Professional Development Team. The IAP invites the Area Director assigned to his/her school to attend PDT Meetings and serve as a member of the PDT. Recognizing the busy schedule of Area Directors, the meetings must include the principal, mentor AP and the IAP, and the Area Director if he or she is available to attend.

Meetings are facilitated by the Interim Assistant Principal. The PDT consists of the Interim Assistant Principal, Mentor Assistant Principal, and Supervising Principal who agree to support and provide additional administrative experiences. It is the responsibility of the Interim Assistant Principal to schedule these meetings, complete the required Professional Development Team meeting reports, and submit these reports to Leadership Development.

Intern Principal

Professional Development Team

The PDT is the major support mechanism of program participants. Quarterly meetings are convened to discuss the Intern's progress in the program. At these meetings, individual needs are addressed and the Intern is provided with opportunities for on-the-job experiences that deepen understanding and provide practical application of skills associated with the Florida Principal Leadership Standards. (Attachment 7-IPP)

The PDT is comprised of the following members: Intern Principal, Site-based (Supervising) Principal, Practicing Principal (assigned by the Area Director), Area Director and a Retired Principal Mentor.

The PDT evaluates the progress of the Intern to determine when the Intern has attained mastery of competencies and skills commensurate with successful school-based leadership. The Director of Leadership Development also attends meetings when necessary. Following are the roles and responsibilities by team member:

Role of the Intern Principal:

- Contact perspective PDT mentors and schedule orientation meeting
- Schedule first and subsequent PDT team meetings
- Organize material and facilitate PDT meetings
- Develop agenda for PDT meetings to include:
 - Review of the program
 - Review of seminar schedule
 - Review of Documents/Processes/Procedures
 - Propose FPLS job-embedded activities
 - Review of information relative to individualized, personal development

Role of the Site Principal:

- Meet (minimally) quarterly and as needed
- Review and approve program documents as requested
- Dialogue with participant about developmental progress and processes
- Provide feedback and coaching
- Evaluate the progress of the participant (Board Policy)
- Determine if the participant has satisfactorily completed the program (Board Policy)

Role of Practicing Principal:

- Serve as a Professional Development Team Member
- Meet (minimally) quarterly and as needed (compensation provided for 1st 20 hours)
- Review and approve program documents as requested
- Dialogue with participant about developmental progress and processes
- Provide feedback and coaching
- Evaluate the progress of the participant
- Determine if the participant has satisfactorily completed the program

Role of Retired Mentor:

- Meet and dialogue with the mentee as often as needed (compensation provided for 1st 20 hours)
- Review and approve program documents as requested
- Dialogue with participant about developmental progress and processes
- Provide feedback and coaching
- Evaluate the progress of the participant
- Determine if the participant has satisfactorily met program requirements

Role of Area Director:

- Meet (minimally) quarterly and as needed
- Review and approve program documents as requested
- Provide Leadership Field Experience and mentoring opportunities
- Involve participants with District committees, projects, and other activities
- Dialogue with participant about developmental progress and processes
- Provide feedback and coaching
- Evaluate the progress of the participant (Board Policy)
- Determine if the participant has satisfactorily completed the program (Board Policy)

First Year / Interim Principal Program

Professional Development Team

The Professional Development Team (PDT) will serve as the main support system for the First Year / Interim Principals. The Professional Development Team (PDT) for the First Year / Interim Principal Program will consist of a Practicing Principal and Retired Principal (both appointed by the Area Office) and Area Director or Designee. The PDT will meet with the First Year / Interim Principal on a required quarterly basis or as needed, to offer support for all requirements and issues pertaining to the principal. This will include developing, reviewing and approving the principal's IDLP, School Improvement Plan (SIP), PDT meeting forms, consisting of at least two FPLS as the focus, the WCG Program and any other requirements deemed necessary by Human Resource Development to complete the Program. The following are the roles and responsibilities of the PDT members.

Role of Practicing Principal:

- Serve as a Professional Development Team Member
- Meet quarterly (minimum) and on an as need basis (compensation provided for first 20 hours)
- Review and approve program requirement documents
- Provide feedback, coaching and mentoring
- Evaluate the progress of the Principal
- Determine if the Principal has satisfactorily completed the program
- Sign off on Principal to exit program

Role of Retired Mentor:

- Serve as a Professional Development Team Member
- Meet quarterly (minimum) and on an as need basis (compensation provided for first 20 hours)
- Review and approve program requirement documents
- Provide feedback, coaching and mentoring
- Evaluate the progress of the Principal
- Determine if the Principal has satisfactorily completed the program
- Sign off on Principal to exit program

Role of Area Director or Designee:

- Serve as a Professional Development Team Member
- Meet quarterly (minimum) and on an as needed basis
- Review and approve program requirement documents
- Provide feedback, coaching and mentoring
- Evaluate the progress of the Principal
- Determine if the Principal has satisfactorily completed the program
- Sign off on Principal to exit program
- Evaluate principal APPAS

