

AP ACADEMY

YEAR ONE PROGRAM

PROGRAM PURPOSE

To provide support for new assistant principals in their development as school leaders

FL PRINCIPAL LEADERSHIP STANDARDS

1. Student Learning Results
2. Student Learning as a Priority
3. Instructional Plan Implementation
4. Faculty Development
5. Learning Environment
6. Decision Making
7. Leadership Development
8. School Management
9. Communication
10. Professional and Ethical Behaviors



COURSE OVERVIEW

The AP Academy is designed to give new assistant principals the resources and support needed to become effective school leaders. Through professional development, collaboration, and hands-on application, participants will strengthen their foundational leadership skills and grow as instructional leaders. An experienced and successful assistant principal mentor will be assigned to new assistant principals. Participants will utilize the knowledge acquired from the AP Academy sessions through mentor activities and job-embedded tasks. AP Academy is divided into two years of study.

Year One: Required for all new assistant principals with BPS

Year Two: Recommended for second year assistant principals

*All courses are open to experienced administrators through ProGOE registration. **Completion of both AP Academy programs is required prior to entering the Level II Certification Program.***

MINIMUM REQUIREMENTS

- Currently employed as an assistant principal with BPS
- Mandatory for all first year assistant principals with BPS

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YEAR ONE – PROFESSIONAL DEVELOPMENT

Date	Leadership Standard	Session	Overview
September 12, 2019 9:00AM—4:00PM Board Room	Professional and Ethical Behaviors	Roles, Tasks, and Responsibilities of Assistant Principals Book: <i>Imperative Leadership</i>	Review the AP Academy program, the challenges new APs face, and the role of AP mentor. New Assistant Principals will complete the IPPAS Certification training needed to evaluate staff.
October 7, 2019 9:00AM—4:00PM Board Room	Learning Environment	Supporting School Culture	Support a positive and safe school culture through disciplinary procedures, data monitoring, and restorative practices.
November 5, 2019 9:00AM—4:00PM Rooms 7 & 8	Instructional Plan Implementation	Observation and Evaluation	Through Cambridge Education, participants will extend their understanding of the IPPAS rubric and engage in guided practice to develop instructional leadership skills needed to support the observation and feedback process.
December 2019	Professional and Ethical Behaviors	Mentor/Mentee School Visit (Optional)	This is an optional opportunity for mentees and mentors to visit one another's schools and discuss procedures and current issues.
January 23, 2020 9:00AM—4:00PM Rooms 3 & 4	Communication	Difficult Conversations Book: <i>Hard Conversations</i>	Develop an understanding of how to provide support to teachers through differentiated feedback and use conversation framing strategies to plan for difficult conversations.
February 25, 2020 9:00AM—4:00PM Board Room	Faculty Development	The Learning Leader	Establish and sustain a school culture centered on adult learning.
March 24, 2020 9:00AM—4:00PM Rooms 7 & 8	Instructional Plan Implementation	Visible Learning: Evidence into Action Book: <i>Visible Learning for Teachers</i>	Use Visible Learning research and evidence data to determine school priorities that impact classroom instruction and student achievement.
March 28, 2020 9:00AM—1:00PM Board Room	Leadership Development	*Lead!	Attend Brevard Public Schools' Instructional Leadership Conference.
April 14, 2020 9:00AM—4:00PM Rooms 3 & 4	Student Learning as a Priority	The Data Leader	Establish the foundations of data leadership: creating a data-led culture, teacher collaboration, and school data practices, including cause and effect data.

* Denotes optional training scheduled outside of regular contract hours

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YEAR ONE – SKILL DEVELOPMENT

Mentor Activity	Job-Embedded Tasks
<p>Review ILPAS with your mentee and make suggestions for areas of focus on the ILPAS Reflection Form.</p> <p>Mentors attend September 12, 2019 training session from 9:00AM–12:00PM</p>	<p>Review the FPLS standards and corresponding ILPAS indicators. Identify and discuss personal areas of focus for the year with your administrator and mentor. Complete ILPAS Reflection Form.</p>
<p>Share best practices and processes used to build a positive culture and monitor data to make informed decisions.</p> <p>Mentors attend October 7, 2019 training session from 1:00PM–4:00PM</p>	<p>Use AS400 to track student data. Create an action plan to promote and support a positive school culture.</p>
<p>Develop a shared vision for high-quality instruction. Share tools used to monitor and assess classroom instruction as well as strategies for providing feedback to staff.</p>	<p>Complete school-based observations with assigned small group. Observe a lesson with another administrator. Discuss evaluation ratings for the lesson and complete reflection form.</p>
<p>Visit your mentees school to provide additional support or host the mentee at your school to showcase the procedures you facilitate at your school.</p>	
<p>Help your mentee prepare for a difficult conversation. Debrief afterwards about successes and lessons learned.</p> <p>Mentors attend January 23, 2020 training session from 1:00PM–4:00PM</p>	<p>Plan for and have a difficult conversation. Reflect on the process and outcome.</p>
<p>Share best practices for professional development sessions. Include practices for monitoring implementation and providing continuous support.</p>	<p>Using the principles of andragogy, create an action plan to monitor and support professional development initiatives.</p>
<p>Discuss the <i>Visible Learning</i> research and share your current practices for using Hattie’s research to support instruction and student achievement.</p>	<p>Complete an action plan for implementing Visible Learning in your school to enhance the instructional impact on students.</p>
<p>Attend the Lead! Conference with your mentee/mentor.</p>	<p>Use the knowledge learned from the Lead! Conference to create an implementation plan for your school.</p>
<p>Share your school’s current data process and data collection tools.</p>	<p>Reflect on the current status of your school’s data team process. Complete the Data Leader Action plan.</p>

BREVARD PUBLIC SCHOOL'S ADMINISTRATIVE PIPELINE

