

AP ACADEMY

YEAR TWO PROGRAM

PROGRAM PURPOSE

To provide support for assistant principals in their development as school leaders and prepare participants for entry into the Level II Certification program

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 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. Participants will build on the knowledge acquired from the AP Academy Year 1 program and complete job-embedded tasks based on newly acquired knowledge. AP Academy is divided into two years of study.

Year One: Required for all new assistant principals

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
- Completion of AP Academy Year 1

TO APPLY

Send a cover letter, resume, and principal approval and recommendation form (see attached form) to Courtney Maynor at Professional Learning and Development by **August 30, 2019.**

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YEAR TWO – PROFESSIONAL DEVELOPMENT

Date	Leadership Standard	Session	Overview
September 16, 2019 9:00AM—4:00PM Rooms 7 & 8	Leadership Development	<i>The Multiplier Effect</i>	Develop an understanding of our professional obligation to identify, nurture, and develop potential leaders.
October 15, 2019 9:00AM—4:00PM Rooms 7 & 8	Instructional Plan Implementation	<i>Visible Learning for Literacy</i>	Identify surface, deep, and transfer phases of learning to ensure the right instructional approach is used at the right time. Utilize tools for measuring the impact on student learning.
November 19, 2019 9:00AM—4:00PM Rooms 3 & 4	Faculty Development	<i>Collective Efficacy</i>	With an effect size of 1.57, collective efficacy is the belief that through collective actions, educators can influence student outcomes and improve student learning.
January 6—7, 2020 9:00AM—4:00PM Board Room	Student Learning Results	*Standards Boot Camp	Gain a deeper understanding of the standards, shifts, and implications for instructional practice in math and ELA. Evaluate and unpack standards to determine alignment of curriculum, instruction, and assessment.
February 14, 2020 9:00AM—4:00PM Rooms 5 & 6	Student Learning as a Priority	PLC's: Deep Dive Book: <i>Learning By Doing</i>	Use the 4 guiding questions of PLC's to establish a focus on learning and results.
March 28, 2020 9:00AM—1:00PM Board Room	Leadership Development	*Lead!	Attend Brevard Public Schools' Instructional Leadership Conference.
March 31, 2020 9:00AM—4:00PM Rooms 7 & 8	School Management	Accountability: Budgeting and Bookkeeping	Gain an understanding of both district and internal accounts to maximize the use of the school's resources.
April 22, 2020 9:00AM—4:00PM Rooms 3 & 4	Decision Making	Improving School Culture	Review research on motivation and analyze InSight Survey results to identify strategies for building a positive staff culture.

* Denotes optional training scheduled outside of regular contract hours

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YEAR TWO – SKILL DEVELOPMENT

Job-Embedded Tasks

Choose 1 Multiplier experiment from the book, *The Multiplier Effect*, to complete with your staff. Complete the reflection form stating the implementation plan, the results, and the learning that occurred throughout the process.

Using the *Visible Learning* research, create an action plan to collaborate with teachers to examine effective instructional practices and design instruction that targets student outcomes.

Choose one area in the Theory of Action upon which to focus. Develop an implementation plan to build collective efficacy at your school and reflect on the progress.

Reflect on where your school is now in relation to your new learning and the Vision for Excellent Instruction. Create an action plan to implement and monitor your new learning.

Using the rubrics in *Learning By Doing*, reflect on your school's progress with the PLC process. Create an action plan for analyzing data and monitoring student progress.

Use the knowledge learned from the Lead! Conference to create an implementation plan for your school.

Reflect on key learnings from the training. Review your previous year's audit. Identify a change in process, procedure, or practice and create an action plan to address the revision and monitor progress.

Use your school's InSight Survey data to identify one specific domain as a priority focus for improving school culture. Create an action plan for implementation.

BREVARD PUBLIC SCHOOL'S ADMINISTRATIVE PIPELINE

