

Sample Assistant Principal Professional Growth Plan

Principal The Principal Portfolio Leading for Professional Learning The Principal as Professional Development Leader Principal Professional Development The Principal and the Professional Growth of Teachers Analyzing School Contexts Supporting and Sustaining Teachers' Professional Development The Middlecence Principal Supporting and Sustaining Teachers' Professional Development Principal Influences on Professional Growth Plan Development and Implementation Analysis of the School Principal's Professional Development in the Leader One Two Three Program Too Big to Fail The Bulletin of the National Association of Secondary School Principals The Principal as Professional Learning Community Leader Principal Perspectives of Professional Development on Their Growth and Self-efficacy Planning & Changing Evaluating Principals The Principal Influence Assistant Principal Professional Growth Needs *Mina Blazy Genevieve Brown Anneke Markholt Phyllis H. Lindstrom Joseph Sanfelippo Tunku Ismail Tunku Md. Jewa Wayne K. Hoy Marilyn Tallerico Charlotte M. Miller Marilyn Tallerico Jerry L. Cooper Pete Zachary Kashubara (II.) National Association of Secondary School Principals (U.S.) Ontario Principals' Council, Melinda J. Stewart New Leaders for New Schools Pete Hall Mary Ellen Garduno (George Mason University graduate)* Principal The Principal Portfolio Leading for Professional Learning The Principal as Professional Development Leader Principal Professional Development The Principal and the Professional Growth of Teachers Analyzing School Contexts Supporting and Sustaining Teachers' Professional Development The Middlecence Principal Supporting and Sustaining Teachers' Professional Development Principal Influences on Professional Growth Plan Development and Implementation Analysis of the School Principal's Professional Development in the Leader One Two Three Program Too Big to Fail The Bulletin of the National Association of Secondary School Principals The Principal as Professional Learning Community Leader Principal Perspectives of Professional Development on Their Growth and Self-efficacy Planning & Changing Evaluating Principals The Principal Influence Assistant Principal Professional Growth Needs *Mina Blazy Genevieve Brown Anneke Markholt Phyllis H. Lindstrom Joseph Sanfelippo Tunku Ismail Tunku Md. Jewa Wayne K. Hoy Marilyn Tallerico Charlotte M. Miller Marilyn Tallerico Jerry L. Cooper Pete Zachary Kashubara (II.) National Association of Secondary School Principals (U.S.) Ontario Principals' Council, Melinda J. Stewart New Leaders for New Schools Pete Hall Mary Ellen Garduno (George Mason University graduate)*

the principal's professional growth planner will allow a site leader to create a goals towards their own professional learning

organize your professional reading conferences webinars and more take time to list your professional memberships and engage in how to implement the national and state leadership standards the planner is organized as follows goals professional reading conferences professional development recommendations topic and objective professional memberships questions to consider implementation of the leadership standards professional learning space to write use the planner to organize how you can use your knew knowledge to increase the professional capital at your school site this section repeats so that you can continue to grow in your own professional development a place for networking connections too this planner is perfect for the active principal and aspiring site leaders

updated edition of best seller for head teachers who would welcome guidance about the way a portfolio approach could help them develop professionally this book can be thoroughly recommended school leadership management vol 18 no 2 1998 provides the hands on practical information that principals need to create maintain and use a professional development portfolio a tool that can improve their own performance and help significantly increase students achievement levels american vocational association in this best selling second edition of the principal portfolio genevieve brown and beverly j irby offer the most comprehensive self assessment guide available for principals this easy to use resource sheds light on how a portfolio can help administrators and principals embrace and engage in the reflection and continued growth needed to create improved schools and learning this revised edition includes a revised section on electronic portfolios expanded information on using portfolios for professional development expanded information on using portfolios for evaluation an updated focus on academic growth in administrator preparation programs current research and updated references fresh quotes and examples from successful principals in the field the authors offer a big picture concept of the principal portfolio and then illustrate the various components included tips for developing reflective practice and for using the portfolio for evaluation help busy principals incorporate portfolios into daily practice the easy to understand format and real life examples make this an essential desk reference for every principal who is committed to continued growth and improved learning genevieve brown ed d is currently professor director of doctoral studies and chair of the department of educational leadership and counseling at sam houston state university huntsville texas she also served as the coordinator of secondary education and as university supervisor for principal interns she has published widely presented at local state and national conferences and consulted often with school districts beverly j irby ed d is associate professor of educational leadership in the department of educational leadership and counseling at sam houston state university she has also served as director of field experiences supervisor of mentor services liaison for sam houston state university s urban professional development site and as a title vii grants coordinator at an urban elementary school she has published widely authored or co authored numerous grants and consulted frequently with school districts

support teachers with more effective instructional leadership leading for professional learning offers field tested guidance to help school leaders more effectively support teachers professional development leadership is crucial to professional learning providing the necessary systems and structures that enable teachers to improve their own practice and in turn improve student learning with an illustrative case study this book provides invaluable guidance packed with practical tools processes and expert advice because each school differs in terms of strengths and needs this book steers away from prescriptivism and shows you how to construct a support plan tailored to your unique context specific teaching and leadership frameworks guide you through the process of examination discovery and execution equipping you with the necessary tools and insight you need to make positive changes for your teachers and ultimately your students a must read resource for principals administrators and other school and district leadership this book helps you set your school on the path to continuous improvement determine your school's professional learning needs leverage existing support structures for the greatest effect understand the role of leadership in sponsoring and following up on professional learning ensure intentional changes in teacher practice and student learning empowering teachers to improve their craft goes beyond merely offering opportunity it requires collaboration with teachers every step of the way a deep understanding of how best to support professional learning a clear set of goals for both individual sessions and an overarching mission and the necessary technical and relational support required to see these opportunities through written by experts from the university of washington center for educational leadership leading for professional learning provides real world advice that has been proven effective in school districts across the nation

the authors provide principals with the tools needed to help teachers and staff enhance their skills and improve student learning

build transformational leadership using social media close the gap of knowledge and experience between educators and learn how you really can find the time to connect with other leaders using social media this highly instructive and conversational guide makes it easy filled with real world experiences from leaders all over the country you'll build balanced and effective leadership skills grow a network of support and model your vision for a thriving community of learners includes a handy start up guide to help busy principals connect virtually with k 12 leaders model continuous learning find solutions using twitter google hangouts and more the corwin connected educators series is your key to unlocking the greatest resource available to all educators other educators being a connected educator is more than a set of actions it's a belief in the potential of technology to fuel lifelong learning with this book sinanis and sanfelippo have written a well researched yet accessible guide to the how and why school administrators should embrace social media this book will help school administrators who are still debating whether or not to be online jump into the waters chris lehmann founding principal science leadership academy

philadelphia pa

this volume explores school contexts leadership and organizational factors influencing effectiveness it examines instructional leadership district partnerships mentoring school climate and legal constraints a key resource for educators researchers and policymakers focused on improving teaching learning and school administration

this text specifically targets busy school principals who want practical suggestions grounded in national nsdc standards for balancing everyday administrative tasks while encouraging teachers professional growth

middlecence is a term coined for a professional in mid career and how this can be a time of burnout or rejuvenation morison erickson dycthwald 2007 p 1 this qualitative narrative case study explores the lived experiences and perceptions of a highschool principal in mid career and the challenges that he as do other public school administrators face when confronted with increased accountability and student performance demands across the country effective school research leadership and career development provide a theoretical foundation for this study although the study examines the participant s entire professional experiences much emphasis has been placed on his mid career period and the school s improvement implementation process specific focus identifies the signs of burnout and his desire and need for rejuvenation the story of one identified principal is studied to understand what lead to burnout and the strategies that supported his growth and rejuvenation in relation to middlecence in depth unstructured interviews allow for an understanding of the lived experiences of this principal and how it relates to career development and professional growth the principal selected in this study had a historical career change in principal positions every three years during the first part of his career in school administration what we know about principal retention suggests that school leaders are crucial to the school improvement process and that they must stay in a school a number of consecutive years for the benefits of their leadership to be realized in addition emerging research and theory has found that principal turnover has direct negative effects on student and school level achievement and that the strongest impact appears immediately after turnover occurs bêteille kalogrides loeb 2011 the leader in this rural missouri school found himself on a trajectory of burnout and feeling the need for rejuvenation through this narrative study the principal in middlecence was found to be transformed now in his 8th year at the same school he attributes his stability to the leadership within the district and the professional coaching and informal mentoring that occurred critical conversations were held that instilled a sense of urgency to improve in addition he participated in the missouri professional learning communities project along with his leadership team the school implemented this model with fidelity and was recognized within the state for deep implementation throughout this process the participant created a network of support and trusted colleagues that

continue his professional learning the major finding from this study found the importance of relevant training consistent coaching and the mentor relationship all of equal importance for the success and growth of the middlescent principal this research study can be used by other school administrators district leaders and preparation institutions to better support administrators in mid career recognition of the signs of burnout will also trigger the guidance necessary to focus the principals toward rejuvenation keeping our quality leaders in our schools is important to the continued success in school

tallerico empowers principals with her view that leaders matter and demonstrates how their influence is expanded when they focus their attention on high quality professional learning that continuously improves teaching student learning and relationships within the school community dennis sparks executive director national staff development council although there are many resources for building administrators to learn models and implementation issues for quality professional development few i ve seen have compiled as handy a resource as this one karla reiss founder consultant and coach the change place nurture teacher development through focused and realistic approaches although school administrators consider supporting and sustaining teachers professional development a priority more pressing day to day imperatives often eclipse this goal supporting and sustaining teachers professional development specifically targets busy school principals who want practical suggestions for how to balance these everyday administrative tasks while encouraging teachers professional growth focusing on seven questions selected for their relevance to school administrators this essential reference summarizes the practical implications of the latest research and theory on the topic of teacher development organized around three key elements of current nsdc national standards this resource for new veteran and aspiring school leaders will illustrate how to emphasize research and practice provide rationales that explain and justify the encouragement of professional development link teachers professional development to student learning interpret national standards for professional development and apply them practically improve student achievement retain highly qualified teachers and ground school practices in sound research by learning how to encourage your teachers while remaining committed to your leadership responsibilities

the purpose of this study was to examine how high school principals in a large urban district in the southeastern united states view their professional development by gathering data on the essentials of professional development that support principals in carrying out their expanding roles promoting the professional growth and efficacy of principals and fostering the overall success of the schools they lead principal perceptions of professional development directly affect the extent to which they engage in and garner knowledge and skills from professional development activities this semi structured qualitative interview study asked 16 high school principals about their professional development experiences three major themes emerged from the data including a improved outcomes and efficacy for practicing high school principals b development of the

characteristics desired for professional development and adult learning theory correlated to preferred delivery models within each theme implications of the study are discussed and recommendations for high school principal and districts are presented abstract from author supplied metadata

this series allows school principals to integrate theory and practice themselves resulting in highly insightful and practical strategies that will make a difference in schools practitioners lead themselves michael fullan professor emeritus ontario institute for studies in education university of toronto avoiding high flown theory on the one hand and mere bullet points on the other these books represent the best that highly expert leaders have to offer intellectually informed ideas about how to deal with the compelling practical issues of principalship andy hargreaves thomas more brennan chair in education boston college this series of little volumes provides a valuable resource for new principals who would become accomplished instructional leaders and seasoned principals looking to strengthen their leadership capacity roland s barth founding director harvard principals center addresses some of the most important challenges facing school leaders today the authors bring a remarkable combination of deep practical experience and academic sophistication to these challenges ken leithwood professor ontario institute for studies in education university of toronto create a collaborative culture for increased student achievement schools with professional learning communities plcs benefit from significantly improved student achievement and a greater sense of shared purpose this resource part of the leading student achievement series provides principals with practical support to lead the development of plcs in their schools with step by step plans and hands on strategies this handbook guides principals through the process of building thriving plcs by defining the key attributes of plcs explaining the principal's role in the process laying the foundation for shared mission vision values and goals showing how to create a steering team introduce the concept to staff and develop teacher learning teams featuring professional development modules case studies and reproducibles that can be adapted to any school context the principal as professional learning community leader is an invaluable companion for school leaders at any level

the current study investigated the perspective of principals related to the influence of professional development on their self efficacy and professional growth a qualitative phenomenological study was conducted involving 14 school administrators from 10 different states with vary experience from 2 years to 17 years in an administrative position the study utilized semi structured interviews field notes and reflexive journals to gather data collected data were analyzed through coding and thematic analysis principals shared that the top professional development that supports their own professional growth centers around three themes the themes were collaboration supports for teachers and personal investigation the participants were asked about professional development in terms of building their self efficacy the three themes identified were support of staff

collaboration and mentorship the findings of this study indicated that the participants rely on relationships with others through collaboration and mentorships to improve both their professional growth and self efficacy it is further found that participants desire knowledge to be able to effectively lead as well as spending much of their own time seeking out professional development opportunities it would be beneficial for opportunities for mentoring programs to be designed to support principals in their current roles the utilization of individuals who have done the job of principal would be a strong consideration districts should consider building in time for principals to collaborate with their peers and work through areas of needed support legislatures should consider the creation of specific guidance on the requirement of professional development directly related to leadership additional research that would involve principals from other areas of the country would further inform this work the use of a quantitative correlational study to determine if the quantitative data agrees with the qualitative data previously collected from the initial study make data based adjustments to the professional development models currently used for school administrators and examine the strengths and interactions between factors from the first study

effective principals are those who boost academic achievement for all students increase the effectiveness of their teaching staffs and consistently take leadership actions shown to improve outcomes for students therefore principal evaluation systems should place 70 of their weight on the ability of principals to increase student achievement and teacher effectiveness outcomes with the remaining 30 focused on their demonstration of effective practices and leadership actions local school systems should then use these assessments to drive not only key accountability decisions but also to support professional learning and growth bringing significant improvements in student achievement and teacher effectiveness to scale will require substantial improvements in the policies and practices that contribute to the effectiveness of principals this is a large agenda for change and it can only succeed if individuals accurately and comprehensively measure the effectiveness of principal corps the goal of this paper is to provide policymakers with recommendations for the design and implementation of strong principal development and evaluation systems states and local school systems that pursue these ideas can use principal evaluation to drive a powerful vision of principal effectiveness and by consequence improve outcomes for all students appended are 1 new leaders for new schools leadership domains and key levers and 2 new leaders for new schools leadership rubric excerpts a bibliography is included contains 16 footnotes for evaluating principals balancing accountability with professional growth executive summary see ed532070

principals navigate the dynamic complexities and subtleties of their schools every day they promote facilitate and lead efforts to achieve both tangible and intangible results throughout the school community they fulfill a role that includes counseling budgeting inspiring teaching learning disciplining evaluating celebrating consoling and a million other critical functions as the

principalship has evolved and grown so have the expectations of it with that in mind ascd developed the principal leadership development framework pldf the pldf establishes a clear and concise definition of leadership and includes clear targets that support the ongoing growth and development of leaders using the framework principals will learn to capitalize on their leadership roles principal as visionary principal as instructional leader principal as engager principal as learner and collaborator the pldf also offers 17 criteria of effective practice that allow leaders to focus on behaviors that have the greatest direct effect on the culture and status of learning and teaching coupled with the pldf are tools for self reflection that help principals identify and strengthen their reflective habits whether you want to develop your own capacities or support the development of a group of principals assistant principals or aspiring principals the principal influence can help channel your efforts in ways that promote successful teaching and student learning

schools of the 21st century face many challenges one of the greatest will be to fill the positions of the principals who will retire and leave their positions within the next ten years this study examined the beliefs of three educator groups assistant principals principals and district executive staff regarding the importance of specific skill sets identified through an analysis of evaluation tools used for administrators in the state of virginia these groups provided importance ratings on the skills both for beginning assistant principals and for more experienced assistant principals preparing to become the potential principals of the future in addition beginning assistant principals provided information on their pre training in the specific skills presented a mixed method analysis was completed combining the results of a quantitative analysis of survey results with qualitative analysis of interview results to look at the differences in belief systems of the three groups over the two time periods assistant principals had higher expectations for themselves in all of the presented skill sets as they started their careers there were statistical and practical differences between their scores and the scores of principals in most areas reviewed district executive staff generally rated the skills higher than the principals and lower than the assistant principals for first year skills all three groups demonstrated increased expectations over time with practical and statistical significance present only in budgeting and resource management for more experienced assistant principals assistant principals reported receiving instruction through their university preparation programs in the specific skill sets presented 27 to 100 of the time these findings provide useful information for helping principals and district executive staff provide supports to beginning assistant principals as well as professional growth opportunities university programs may also find the results helpful in developing pre training curriculum which addresses the skills needed for success as school administrators

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