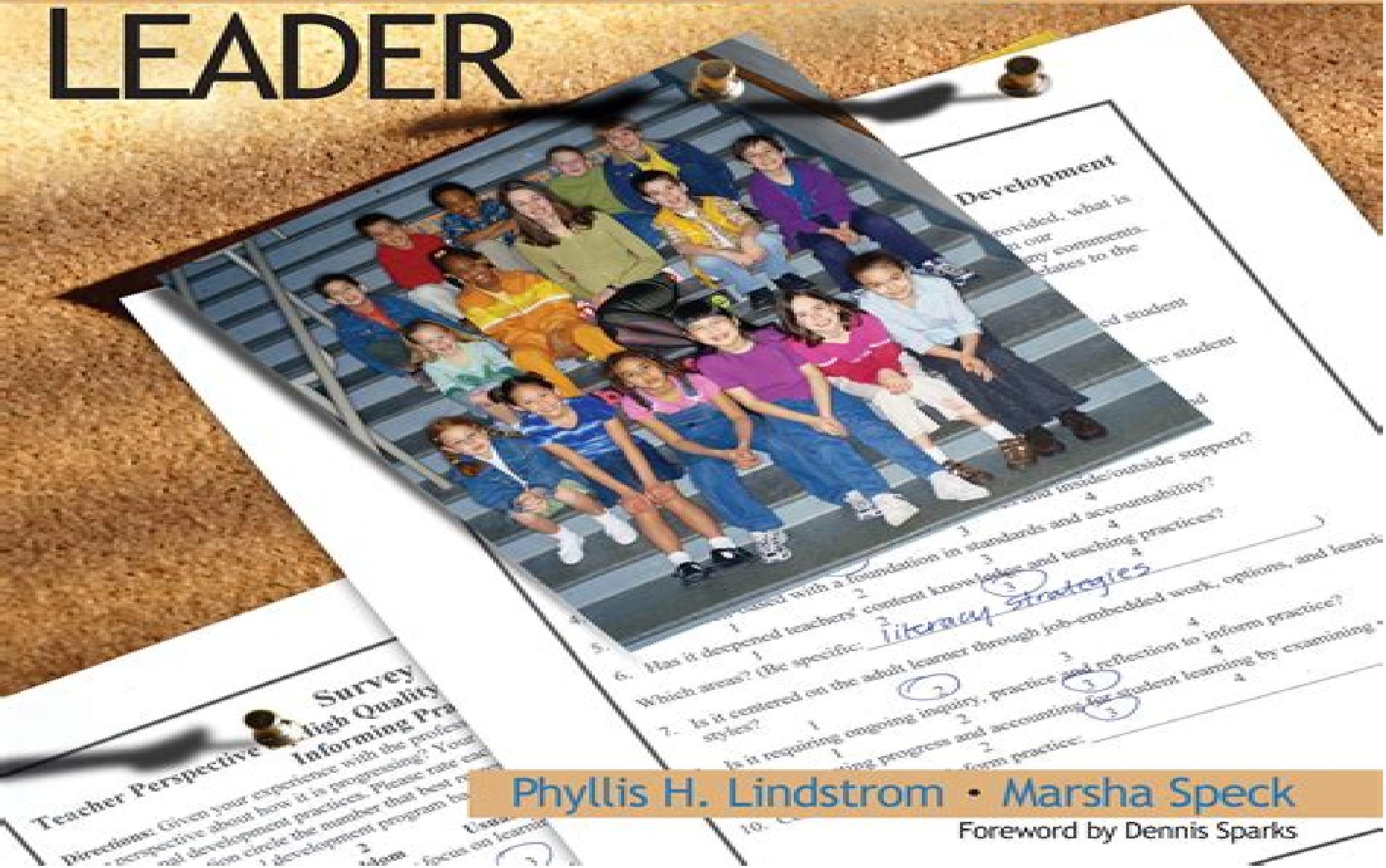


# THE PRINCIPAL AS PROFESSIONAL DEVELOPMENT LEADER



**Teacher Perspective** **Survey High Quality Informing Professional Development Practices**

Directions: Given your experiences with the professional development practices, please rate each development program by circling the number that best represents your perspective about how it is progressing? Your response should be a number from 1 to 4.

1 - focus on learning  
2 - focus on learning  
3 - focus on learning  
4 - focus on learning

**Development**

provided, what is your primary comment. Please indicate to the extent you agree or disagree with the statement.

1 - Strongly disagree  
2 - Disagree  
3 - Agree  
4 - Strongly agree

6. Has it deepened teachers' content knowledge and teaching practices? (Be specific: literacy strategies)

7. Is it centered on the adult learner through job-embedded work, options, and learning styles?

8. Is it requiring ongoing inquiry, practice and reflection to inform practice?

9. Is it requiring progress and accounting for student learning by examining form practice?

Phyllis H. Lindstrom • Marsha Speck

Foreword by Dennis Sparks

# The Principal As Professional Development Leader

**Eleanor Drago-Severson**



## **The Principal As Professional Development Leader :**

**The Principal as Professional Development Leader** Phyllis H. Lindstrom, Marsha Speck, 2004-02-20 The authors provide principals with the tools needed to help teachers and staff enhance their skills and improve student learning The Principal Influence Pete Hall, Deborah Childs-Bowen, Ann Cunningham-Morris, Phyllis Pajardo, Alisa Simeral, 2016-01-28 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 *Helping Teachers Learn* Eleanor Drago-Severson, 2004-03-12 Drago Severson presents case studies and examines strategies that help shape a school climate of teacher support growth and learning Leading for Professional Learning Anneke Markholt, Joanna Michelson, Stephen Fink, 2018-09-19 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 Principal as Professional Development Leader*  
Phyllis H. Lindstrom, Marsha Speck, 2004-02-20 At last we have a book that realistically empathically and interestingly describes leadership and the professional development work that needs to accompany it for principals It is all here readings web sites theory practice helpful forms to use vignettes of principals Lindstrom and Speck are both insiders and outsiders teaching us in the best of ways how to both think about and act on our new knowledge Ann Lieberman Senior Scholar Carnegie Foundation for the Advancement of Teaching This is the book to read I will recommend it to my colleagues the minute it is off of the press The authors should be very proud of their work and contribution to a pivotal need in the field Bottom line It will help improve what we do for children our ultimate purpose Becky J Cooke Principal Evergreen Elementary School Spokane WA Raise student achievement by developing leadership teamwork skills and knowledge in teachers Individual teachers have the greatest effect on student performance Principals as professional development leaders are in the best position to provide teachers with the professional development strategies they need to improve their skills and raise student achievement *The Principal as Professional Development Leader* guides readers through a step by step process to formulate implement and evaluate long term professional development Authors Phyllis H Lindstrom and Marsha Speck simplify and focus the function of the principal as professional development leader by providing scenarios processes context and content that principals can use to create an integrated collaborative learning environment Aligned with National Staff Development Council standards this user friendly resource includes Rubrics worksheets and surveys Professional development planners Sample forms for classroom visits and observations Calendars of professional development activities Recommended readings and reflective questions In order to improve learning for all students this unique text provides the strategies skills and tools necessary to build the capacity of professional development within the school The authors supply practical techniques for analyzing student achievement data evaluating professional development plans and achieving a culture of sustained improvement

*The Principal as Professional Learning Community Leader* Ontario Principals' Council, 2008-12-17 This resource provides principals with practical support step by step plans and hands on strategies to lead the development of thriving professional learning communities in their schools

*The Principal as Educator and Leader*  
Kathleen McLane, 2007 This collection draws from the best of the ERS Spectrum principalship literature over the past five years to provide K 12 principals with a guide to reflective practice The resource provided here is distinctive in the way it addresses the dual roles of the principal as instructional and managerial leader in a format that is designed both for

individual reflection and growth and for discussion in peer groups and mentoring support Each article is followed by a series of questions designed for reflection and discussion to assist principals whether new or experienced in examining their progress and goals in the evolving responsibility of leadership

The Principalship L. Joseph Matthews, Gary Monroe Crow, 2010 The Principalship allows readers to gain a broader more complex and accurate understanding of school administrator leadership in today's learning communities while presenting an expansive view of leadership within schools not limited to the responsibilities of the principal but including those of assistant principals administrators teachers and students This innovative first edition text presents a complete picture of the principal as school administrator community builder advocate manager mentor supervisor politician leader and learner The Principalship covers the importance of learning the learning of principals the learning of other professionals and especially the learning of students School improvement is not possible without this across the board learning and exploration and this text places a strong emphasis on this simple but often overlooked aspect of school communities Today's school systems are faced with a number of fresh challenges changing student populations rapidly expanding research knowledge increasing accountability requirements federal and state policy demands and escalating expectations for school services This book will help aspiring school leaders to bridge the gap between traditional conceptualizations of the principal and more innovative functional and multifaceted conceptualizations that respond to the changing conditions and higher demands of contemporary learning communities

**Supporting and Sustaining Teachers' Professional Development** Marilyn Tallerico, 2005-03-10 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 **Reexamining Professional Development Through Successful Principals' Perceptions** Dora Louise Renaud,2014 Principal professional development is vital to the field of education because the principal is expected to be the instructional leader of a school Even though principals do not provide instruction directly to students their instructional leadership practices can greatly affect teacher practice and student learning This descriptive case study examined the variety of professional development models created in Texas ISD a pseudonym to determine if one model is more effective than another in enhancing job performance This study highlighted the principals perceptions of a variety of components within professional development such as the delivery design how the learning needs are met and how they helped enhance principal job performance This qualitative case study design was seated within the constructs of Donald L Kirkpatrick s 2006 Four Levels of Learning and Evaluation Model that was utilized as the analytical tool to frame the initial and heuristic questions for the principal questionnaire and interviews This Model guided the data collection categorization and emergent themes Specifically this study investigated the following a aspects of principal professional development that enhance job performance as an instructional leader b types of delivery and the impact it has on instructional leadership and c comparisons of delivery models to identify the most effective Ultimately the findings of this study seek to provide supporting information to researchers and district leaders as they plan design and implement future effective principal professional development The study focused on a group of nine successful principals in a Texas urban school system identified as Texas ISD Examining the delivery models added to the body of literature regarding how to create effective principal professional development that helps principals enhance jobs performance and offer districts an alternative to the costly price of professional development In Texas ISD principal professional development was used as the vehicle for scale and sustainability of districtwide educational reform In addition the professional development assisted with K 12th grade vertical articulation of the school system s curriculum and educational plan To analyze the impact of professional development on instructional leadership practices questionnaires were given and interviews conducted in which individual perceptions of successful principals in Texas ISD were conducted *Reach the Highest Standard in Professional Learning: Learning Designs* Eleanor Drago-Severson,Patricia Roy,Valerie von Frank,2014-11-06 The right learning design can support professional growth Learning Forward is a leader in understanding and advancing professional learning that leads to student success This series explores Learning Forward s seven Standards for Professional Learning which outline the characteristics of effective professional learning that collectively advance teaching and learning In this volume you ll get original essays an inspirational case study and detailed guidance on implementing the Design standard Deepen your knowledge of standards with An original essay by Eleanor Drago Severson that offers a fresh take on designs for professional learning that is

grounded in adult developmental theory Practical tools that assist readers in selecting appropriate learning designs that promote educator growth Examples of powerful designs for professional learning that are job embedded promote active engagement and support implementation With this book educators will reach new heights of professional growth and students will reap the benefits [Reach the Highest Standard in Professional Learning](#) Karen Hawley Miles,Anna Sommers,Patricia Roy,Valerie von Frank,2016-02-24 Secure the resources needed to support educator professional growth Learning Forward is a leader in understanding and advancing professional learning that leads to student success This series explores Learning Forward s seven Standards for Professional Learning which outline the characteristics of effective professional learning that collectively advance teaching and learning In this volume you will learn creative strategies for prioritizing monitoring and coordinating the resources required for educator learning and student success This book includes An original essay by Karen Hawley Miles and Anna Sommers on how school systems can reconfigure people time technology and money to improve and sustain educator growth Implementation strategies practical tools and specific examples for maximizing resources especially time for teacher learning A case study of how Dearborn Public Schools Michigan shifted existing resources to drive professional learning despite tough economic times Learn how wise management of professional learning resources can help achieve stronger outcomes for your educators and students **The Principal as Curriculum Leader** Allan A. Glatthorn,Jerry M. Jallal,2009 I highly recommend this book to new and prospective principals Glatthorn and Jallal provide much food for thought to truly change what is done with curriculum Donnan Stoicovy Principal Park Forest Elementary School State College PA Create the best possible curriculum for your school Strong leadership in curriculum development is an essential element of any school improvement strategy and today s principals play a vital and ever expanding role in the process This revised edition of a best selling classic examines curriculum at the state district school and classroom level and shows how effective principals can incorporate curriculum leadership into their organizational strategy to influence curriculum at each level Based on the most up to date research this resource includes an expanded list of references as well as updated information on the effects of No Child Left Behind the influence of the Interstate School Leaders Licensure Consortium ISLLC the importance of state and national standards and more The authors examine New developments in curriculum standards including the importance of content standards in statewide reforms The gap between the taught and learned curriculum The need for team leadership and professional learning communities Packed with useful guidelines this practical how to guide helps principals collaborate with teachers and district leaders to create a more meaningful curriculum **Analysis of the School Principal's Professional Development in the Leader One Two Three Program** Jerry L. Cooper,1995 *Principal Professional Development* Joseph Sanfelippo,Tony Sinanis,2015-01-30 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 Why the Principalship? Dale L. Brubaker,Misti Williams,2010-08-16 This book provides step by step concrete advice for aspiring school administrators as they strive to achieve principal certification Each chapter s snapshots illustrate key challenges that face principal candidates The last third of the book includes exercises that help candidates and mentors as well as colleagues move through the program Written in an easy to read manner the book invites continued conversation **Lead with Me** Gayle Moller,Anita Pankake,2013-11-20 This practical guide explains the skills needed by teacher leaders and suggests ways principals can provide opportunities for teachers to learn these skills It shows practicing and aspiring principals who to involve in decision making and when how to anticipate and solve problems which might arise from the distribution of power and authority other tools to build teacher leadership *Professional Development in Learning-centered Schools* Sarah DeJarnette Caldwell,1997 Helping Educators Grow Eleanor Drago-Severson,2012-11-01 How can we prepare practicing and aspiring education leaders for the complex adaptive challenges they face In *Helping Educators Grow* Eleanor Drago Severson presents a new approach to leadership development Too often she argues we teach leadership development the same way we teach world history just the facts Instead we need to create professional learning environments that invite educational leaders to experience the conditions that support adult growth even as they are learning about them The book takes as its starting point the premise that adult development is leadership development that is the task of school leaders is to develop the capacities of adults as well as students Drawing on the principles of constructive developmental theory Drago Severson offers a framework for conceptualizing growth based on the core elements of care respect trust collaboration and intentionality Richly informed by examples of effective developmentally oriented learning experiences for aspiring and practicing leaders the book includes application exercises and reflective questions to help readers engage with the ideas presented Widely respected for her groundbreaking work in adult development leadership and capacity building in learning communities Drago Severson provides the tools and concepts to make any professional learning initiative a developmental opportunity for individuals and groups in a variety of contexts university based seminars professional development workshops professional learning communities or peer to peer networks **Leadership, Learning and School Change** Louisa M. Havlik,2007

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