



Optional Principal Professional Development Plan Template

District Name	School Name	Date
Orange Board Of Education	Edinwood Avenue-Community School	June 15, 2015
Principal Name	Chief School Administrator/Designer Name	Plan Begin/End Dates
Robert L. Pettit	Ronald C. Lee	July 1, 2015 – June 30, 2016

L: Professional Learning Goals

PL Goal No.	Professional Learning Goals	Rationale/Sources of Evidence
1	To build capacity and develop a common language in K-2 staff in the area of Engaging Students in Learning. This will increase student communication, engagement, and instructional rigor, in the learning environment and ultimately prepare students for academic success on the PARCC Assessments.	- Analysis of teacher observation(s) indicates that 25% of teachers need to raise student engagement and rigor in the learning environment through active questioning and discussion techniques. - Results and feedback of administrative/teacher walk-throughs produced evidence and confirmed the need for professional development in this area.
2	Support teachers in creating and implementing high-quality Student Growth Objectives (SGOs).	- SGOs are a requirement of Achieve3000. - Staff average score of 3.5 on SGOs using the RUDOE rubric indicated teachers need to maintain/improve their skills in this area (reported to the District Evaluation Advisory Committee (DEAC)).
3	To effectively implement all aspects of the Balanced Literacy Program, not limited to but including, the effective use of leveled readers with a focus on Informational Text, and Readers/Writers workshop (Units of Study).	This goal aligns with the district's priority of implementing its newly adopted literacy initiatives. This goal will be measured by a "sustained and marked" increase in the following performance indicators as compared to 2015 end of year summative evaluation results and as documented in 2016 end of year summative evaluation results: 1a: Demonstrating Knowledge of Content and Pedagogy. 1c: Designing Coherent Instruction.

Sample Assistant Principal Professional Growth Plan

Wolfgang Guggemos



Sample Assistant Principal Professional Growth Plan:

The Assistant Principal's Guide M. Scott Norton, 2014-12-05 Though traditionally responsible for school operations assistant principals increasingly find themselves expected to provide academic leadership as students face a growing emphasis on academic performance This timely book helps current and aspiring assistant principals implement best practices for their evolving roles providing the knowledge and skills required to succeed in their schools Coverage includes Emphasis on competency based leadership requirements Research based models tips snapshots best practices and recommendations Unique discussion of the assistant principal as a student advocate Organizational strategies professional growth activities and operational models for program implementation Specific leadership responsibilities for school climate personnel administration professional development and performance appraisal Case studies and discussion questions to foster applied learning

Great Assistant Principals and the (Great) Principals Who Mentor Them Carole Goodman, Christopher Berry, 2013-09-13 Written for principals and assistant principals to read and reflect on together this book describes the most common challenges facing today's assistant principals and provides practical solutions Authors Carole Goodman and Christopher Berry examine how principals and assistant principals can develop the kinds of relationships that serve to meet the needs of students staff and parents Contents include The Difference between the Principal's Job and the Assistant Principal's Job The Assistant Principal Role What the Students Need The Assistant Principal Role What the Staff Needs and Principal and Assistant Principal Communication The Honest High Wire Act

The Principal Portfolio Genevieve Brown, Beverly J. Irby, 2001-02-22 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 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

Holistic Approaches to Teacher Development: Leadership, Pedagogical Practices, and Cognitive Insights

Yalçın, Mehmet Tufan, Uslukaya, Alper, Demirdiş, Bahaddin, 2025-04-22 Holistic approaches to teacher development emphasize the integration of leadership pedagogical practices and cognitive insights to foster growth among educators Rather than focusing on isolated skill building these approaches recognize the interconnectedness of various aspects of teaching This includes leadership strategies that inspire and guide educators innovative pedagogical methods that enhance student learning and cognitive frameworks that help teachers understand their own thought processes and decision making By nurturing these aspects holistic teacher development enhances individual teachers capabilities and cultivates a more

dynamic responsive and effective educational environment This growth enables teachers to better meet the diverse needs of students adapt to evolving educational landscapes and contribute to the broader mission of improving education Holistic Approaches to Teacher Development Leadership Pedagogical Practices and Cognitive Insights provides an in depth analysis of the multifaceted strategies necessary for teacher development in today s evolving educational landscape It bridges the gap between educational leadership psychology and pedagogy offering insights into how these areas can work synergistically to enhance teacher professionalism and student outcomes This book covers topics such as education policy literacy and classroom management and is a useful resource for educators policymakers computer engineers academicians researchers and scientists

Taking Action on Adolescent Literacy Judith L. Irvin, Julie Meltzer, Melinda Dukes, 2007-06-15 Literacy lies at the heart of student understanding and achievement Yet too many educators mistakenly assume that the reading writing speaking and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school The result Disappointing test scores high dropout rates and students unprepared for higher education citizenship and the world of work Taking Action on Adolescent Literacy An Implementation Guide for School Leaders presents a structured approach to using literacy as a lever for overall school improvement Literacy instruction is not an add on authors Judith L Irvin Julie Meltzer and Melinda Dukes insist it s an ongoing essential All adolescent students no matter what their level of achievement can benefit from direct instruction in reading writing speaking and thinking And all secondary school leaders can improve students literacy and learning by following the five action steps outlined in this book 1 develop and implement a literacy action plan 2 support teachers to improve literacy instruction 3 use data to make curricular decisions 4 build capacity for shared leadership and 5 creatively allocate resources to support the literacy plan The book also offers strategies to help educators integrate literacy and learning across the content areas provide targeted interventions for students who are struggling the most and develop a supportive school environment that involves parents community members and district leaders Practical tools helpful resources and vignettes based on the authors extensive work in school districts nationwide make this an indispensable guide for principals central office administrators literacy coaches department chairs and other school leaders committed to helping students succeed

Creating School Cultures That Embrace Learning John Bell, Franklin P. Schargel, Tony Thacker, 2013-11-20 This book brings together the insight and experience of successful leaders from over 60 schools on the issue of improving school culture in their very own words It provides the tools practices and examples that will help you in your own effort to improve school culture

The Principal as Instructional Leader Sally J. Zepeda, 2014-01-09 First Published in 2013 Routledge is an imprint of Taylor Francis an informa company

International Handbook on the Preparation and Development of School Leaders Jacky Lumby, Gary Crow, Petros Pashiardis, 2009-05-07 Sponsored by the University Council of Educational Administration UCEA the British Educational Leadership Management and Administration Society BELMAS and the

Commonwealth Council for Educational Administration and Management CCEAM this is the first book to provide a comprehensive and comparative review of what is known about the preparation and development of primary and secondary school leaders across the globe It describes current issues and debates and offers an assessment of where the field of leadership development is headed Key features include the following Global Focus this book provides the first comprehensive look at leadership preparation and development across the globe The chapter authors are distinguished scholars drawn from the US UK Europe Asia Canada Australia New Zealand and Africa Topical Geographical Focus provides researchers and policymakers with critical descriptions and assessments of both topical and geographical areas International Expertise chapter contributors are drawn from a variety of theoretical perspectives and represent all major continents *Instructional Supervision* Sally J. Zepeda, 2025-06-03 This essential text for prospective school leaders enrolled in instructional supervision and evaluation courses provides the knowledge and practical tools to improve teacher effectiveness Melding theory and practice this book is a definitive guide to successful classroom observations pre and post observation conferences and approaches such as action research peer coaching and mentoring The fifth edition of this text has been thoroughly updated to meet the needs of school leaders in today s educational climate Features new to this edition include Two new chapters on culturally responsive supervision and using virtual spaces and video analysis to improve instruction Expanded discussions of SEL differentiated instruction and addressing marginal teachers Updated chapter features including revised Extended Reflections Suggested Activities and Suggested Readings New citations and references throughout to reflect the current educational climate A wealth of downloadable classroom observation tools accessible by visiting www.routledge.com 9781032638003 This book offers effective and innovative strategies to work with teachers at all stages in their careers laying a strong foundation for effective instructional supervision in PreK 12 schools **Learning Opportunities for Principals** , Lee A. Westberry, 2022-06-06 School principals must continue to learn and grow in their positions as societal demands and accountability measures keep changing Principals have become inundated with increased responsibilities often without the benefit of continued learning opportunities Too often district personnel are not equipped to provide the learning needed in order to support school administrators Learning Opportunities for Principals Methods for Meeting the Needs of Today s Administrators is a compilation of best practices to support principal learning to include how to design and implement learning prospects that will not only help school administrators but also district personnel Learning opportunities include communities of practice mentoring programs coaching and the like Many districts have programs in place but they do not attain the desired results because of the program design and readiness of staff Each chapter will explain how to design an effective program and will also outline the district s responsibility in the learning With effective programs principals burnout will be decreased which minimizes turnover in leadership All of which will impact student achievement results *Charting the Course for Leaders* Sharon V. Kramer, 2021-04-23 This all encompassing anthology delivers clear steps that leaders can

take throughout the PLC at Work process to turn their priority schools around Every key topic is considered and discussed from prioritizing time for collaboration to implementing effective coaching to aligning school and district goals Over the course of thirteen chapters readers will grow in their role as leaders and gain a clear vision of how to evolve their priority school into a thriving place of learning Discover how to effectively reframe accountability so everyone buys into the collective aspect of student learning Focus on creating and aligning SMART goals schoolwide at the collaborative team level and at the individual teacher level Get ideas for extending work for proficient students which can help boost a school's grade Provide targeted feedback and effectively moderate and liaise within your professional learning communities Implement a strong collaborative coaching system to support teacher development

Contents Introduction Sharon V Kramer Chapter 1 Leading School Improvement Work With Intention Karen Power Chapter 2 Building District Culture Karen Power Chapter 3 Employing High Level Strategies From the District Office Gerry Petersen Incorvaia Chapter 4 Building Collaborative and Passionately Agreed to SMART Goals Jack Baldermann Chapter 5 Aligning the Arrows for Continuous Improvement Planning With SMART Goals Kimberly Rodriguez Cano Chapter 6 Focusing on Collective Responsibility Joe Cuddemi Chapter 7 Leveraging Shared Leadership in the Priority School Robin Noble Chapter 8 Ensuring the District Guiding Coalition and School Learning Team Have Impact Gerry Petersen Incorvaia Chapter 9 Monitoring Productivity Instead of Activity Rebecca Nicolas Chapter 10 Providing Feedback on the Right Work Sarah Schuhl Chapter 11 Giving All Teachers the Coach They Deserve Michelle Marrillia Chapter 12 Challenging Proficient Students Michael Roberts Chapter 13 Taking the First Five Steps in High School Improvement Tamie Sanders

The Assistant Principal L. David Weller, Sylvia J. Weller, 2002 A unique guidebook training tool and reference work for new and experienced administrators The role of the assistant principal is one of the least researched and least discussed topics in educational leadership but the importance of the position in the day to day operation of the school site is growing every day This first of its kind work addresses the multiple needs of students instructors and practitioners alike helping new and experienced assistant principals develop the skills they need to move up the leadership ladder A specially designed questionnaire was administered to 100 assistant principals to assess their needs and knowledge The Assistant Principal unlike any other book of its kind is the result of those field based research findings Educators and administrators L David Weller and Sylvia J Weller have created a practical and useful work that can help on a variety of levels As a comprehensive examination of the role The Assistant Principal provides a fresh and valuable exploration of this increasingly important administrative position identifying its strengths and potential weaknesses through real life research based data and the first hand experience of 100 administrators As a professional development program this book will be invaluable to teachers preparing for the role of assistant principal and assistant principals preparing for the principalship or related positions Theory and field based research are combined into one volume complete with case studies exercises and examples As a reference guide for practicing assistant principals Weller and Weller give readers a wealth of

best leadership practices and practical examples that work provided by practitioners in the field as well as samples of surveys evaluation instruments and more Designed for immediate application and easy use Weller and Weller address all the major issues that assistant principals face every day offering strategies tactics and exercises for improvement including Leadership knowledge and skills The transition from manager to leader Informal leaders and groups in the schools developing a power base Public relations and community power agents successful networking Effective communication and listening skills Leadership for instructional improvement Effective leadership through effective staff development As a reference guide a training tool and an examination of the profession this all in one volume is essential for every administrator

School Leader Internship Gary E. Martin,Arnold B. Danzig,William F. Wright,Richard A. Flanary,2013-10-02 School leadership internships are the bridge between classroom teachers and first time leadership positions Research shows that quality internships are equally as important as the graduate programs themselves in establishing leadership practices that improve teaching learning and school conditions This book was written as a stand alone graduate textbook and serves as a guide and support for creating and managing quality school leader internship programs It provides step by step guidance for interns their supervisors and their faculty on how to initiate an internship and evaluate interns work In this updated third edition the authors have aligned the internship to the revised ISLLC standards making this book critical for the over 500 leadership preparation programs nationwide and the thousands of school districts that support leadership candidates

Teachers with The Magic M. Scott Norton,2015-05-08 This book centers on the fact that needed improvements in our schools will not occur unless education is able to attract and retain great teachers in the school s classrooms Teachers with The Magic is directed to administrative leaders as well as those individuals that are seeking ways to become better teachers Great teachers themselves will be inspired by the book s discussion of what great teachers do the classroom to engage students in learning

Written Expression Disk with Workbook India Podsen,2013-12-17 This workbook provides principals with the tools they need to put into practice the concepts outlined in Written Expression the Principal s Survival Guide a volume in Eye On Education s hardcover series The School Leadership Library The workbook expands the topics covered in the hardcover book and provides additional examples On the diskette you will find many of the sample documents printed in both the hardcover book and this workbook You may use these files as templates for your own writing tasks

Literacy Program Evaluation and Development Initiatives for P-12 Teaching Lawrence, Salika A.,2016-09-01 Teacher leadership is a critical component of effective curriculum assessment and professional development With teacher led inquiry being utilized schools can better improve their learning programs Literacy Program Evaluation and Development Initiatives for P 12 Teaching is a pivotal resource for the latest research on the benefits of using teacher educators to facilitate the assessment and improvements of school literacy programs Highlighting a range of relevant topics on professional learning and teacher leadership this book is ideally designed for school administrators teachers researchers and academics *The*

Emerging Principals Linda Skrla, 2014-04-11 This book makes a distinction between the principal the man or woman who occupies the position and the principalship the entire leadership function which although overseen and coordinated by the principal also includes activities of assistant principals teachers counselors and others It explains and applies the 21 domains recommended by the National Policy Board and demonstrates how they relate to the ISLLC standards **Organize, Communicate, Empower!** Heidi Shaver, 2004-02-12 Are you frustrated by the little amount of time you have to serve as an instructional leader If so Organize Communicate Empower has been written just for you Instructional leaders need a wide range of skills and talents to be effective in today s schools and this resource will provide a variety of practical strategies and tools for efficiently handling all the details in order to increase your productivity Organize Communicate Empower will help you become the instructional leader you ve always planned to be This text highlights techniques skills and strategies related to Organization Communication and Empowerment three key areas essential for effective performance as an educational leader Readers will glean tips on Organization Systems for organizing files for easy retrieval of information Strategies for prioritizing and managing tasks as well as organizing and maintaining records related to staff performance Techniques for managing long range projects to meet deadlines Communication Practical strategies for assigning tasks and monitoring progress Processes for streamlining regular communication between staff and parents Techniques for efficiently communicating weekly events and schedules with staff Empowerment Strategies for the development of site leadership teams Techniques for collaborating with teams in the development of goals Processes for empowering staff to take on team leadership roles **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 **Educating Incarcerated Youth** Lynette Tannis, 2014-11-21 This book explores the perceptions and role of juvenile justice educators Through researching the support structures of educational facilities and analysing the positive features of these learning environments Tannis evaluates how best to educate incarcerated young people and prepare them for their transition back into society

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