

Preparing For Your Principal Interview Nassp

Teacher Selection and Interview PortfoliosPrincipal LeadershipResources in EducationThe Jewish Educational Leader's HandbookSecondary School Principal LeadershipScheduling and Traditional and BlockEvaluating TeachingMinnesota Principal Assessment Center (MNPAC)Preparation of the Urban PrincipalSelecting American School PrincipalsThe Education IndexThe Middle Level Principalship: The effective middle level principalNational Forum of Educational Administration and Supervision JournalCurrent Index to Journals in EducationInside Grade EightThe Bulletin of the National Association of Secondary School PrincipalsThe PrincipalAdministration of the Changing Secondary SchoolThe Training and Development of School PrincipalsPupil Transportation and School Bus Safety in CanadaProfessional Development for School Improvement Ronald K. Theel Robert E. Tornberg Carol Ann Kluznik James H. Stronge David Alan Lange Jean Marie Neuman D. Catherine Baltzell John H. Lounsbury National Association of Secondary School Principals (U.S.) Gerald C. Ubben Glen F. Ovard Ward Sybouts Canadian Teachers' Federation Stephen P. Gordon

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the major research questions for this study were a what forms do teacher interview portfolios take b what meaning do school principals make of these portfolios c how if at all are teacher portfolios being used by principals in deciding whom to hire this was a case study using qualitative research procedures the study was situated in the hiring policies and practices of central city school district from 1995 to 1999 semi structured interviews of 18 k 12 principals and 4 key informants were primary means of data gathering document analyses supplemented interview data interview portfolios typically consisted of lesson plans photographs of projects activities and teacher student interactions and supporting examples of classroom practice statements of educational philosophy credentials letters of reference transcripts and other background information were also included most principals viewed portfolios as a way for candidates to express their educational beliefs illustrate skills and methods and supplement the interview with examples from applicants experience principals expressed a desire for more evidence of having used the

portfolio development process as a means of reflection and introspection overall interview portfolios were not key contributors to principals hiring decisions the reasons for this varied some principals mentioned time constraints during interviews others expressed skepticism that portfolios provided meaningful evidence of candidates teaching ability and people skills propositions and implications for future research center on portfolio format and assessment criteria authenticity and self knowledge selection interview procedures teacher preparation teacher recruitment and hiring and information management in central city school district perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession placing discussion and debate about what constitutes good teaching into a public forum

classroom teaching it addresses supplementary school settings and features a noticeably larger section devoted to the growing day school sector

foster the development of highly qualified teachers and improve your school s teaching and learning with solid teacher evaluations the connection between teacher evaluation fostering school improvement and the development of highly qualified teachers is receiving more attention than ever before just as there is a rational connection between school improvement and teacher performance there is a necessary and rational connection between supporting and cultivating highly qualified teachers through effective evaluations and improving relationships in the school in this updated edition top selling author james h stronge and his colleagues synthesize current teacher evaluation research and blend it with practice highlighting how to design a sound teacher evaluation system assess teacher performance thoroughly and accurately implement a successful teacher evaluation system incorporate student performance data teaching portfolios and classroom observation into the evaluation process by aligning teaching performance and improvement goals with your school s mission this text demonstrates how you can effectively encourage teachers to achieve a high standard of instruction at all levels

this text is organized around the isllc standards and provides a bridge from the theory of school administration to the practical problem solving in which school principals and other leaders engage the principal is organized into four parts centered on the six interstate school leaders licensure consortium isllc standards developed specifically for school leaders each of the four major parts of the book is framed with one or two of the standards as its major theme now in its fifth edition this text continues to be based on the research indicating linkages between educational leadership and productive schools especially in terms of outcomes for children it supports the understanding that formal leadership in schools is a complex multi faceted task that requires continual learning and that effective school leaders must be strong educators focused on the central issues of learning teaching and school improvement school leaders must also be moral agents and social advocates for the children and communities they serve while working with community stakeholders to create learning communities that value and care for others as individuals and as members of the educational community

the school principalship is one of the most demanding and misunderstood jobs in american education this professional reference offers practical advice on how to perform that job successfully the volume overviews the efficient management of resources the importance of strategic planning and the legal and business concerns

that principals must face the book also emphasizes the role of the principal as a leader in the educational community

this book integrates knowledge from professional development and school improvement to describe frameworks that can increase the capacity of individuals teams and organizations to grow and develop the text argues that both professional development and school improvement should have as their primary purpose the improvement of teaching and learning eleven frameworks for professional development are presented along with strategies for integrating multiple frameworks in comprehensive programs school leader development is addressed as a prerequisite for professional and school development

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