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Ed-Leadership 540
Leadership Development Plan

This paper presents leadership development activities supported by the research assembled within *Qualities of Effective Principals* by James Stronge. Six of these qualities are outlined in detail including specific quality indicators. For each of the quality indicators, the writer has created a leadership development activity that has the potential to be implemented within their internship or ongoing professional development with the support of a mentor.

- I. Effective principals provide instructional leadership by:
 - a. Building and sustaining a school vision
 - i. I will sit down with my mentor and discuss our school's vision, how it came to be, and how we plan to implement it.
 - b. Sharing leadership
 - i. I will discuss with my mentor what role I could play in implementing the school's vision, and encourage colleagues to step up and accept roles in implementing this vision.
 - c. Leading a learning community
 - i. I will discuss with teachers in the school what the current best practices are, perhaps give them an article or two to read, and see what they thought about it.
 - d. Using data to make instructional decisions
 - i. I will use the MyVoice surveys from last year to analyze with my fellow Dean areas for improvement in the way we perform our job.
 - e. Monitoring curriculum and instruction
 - i. I will observe classrooms and compare what I see with what I know about current best practices, and discuss this with the classroom teacher.

- II. Effective principals build school climate by:
 - a. Fostering and sustaining school climate
 - i. I will analyze the MyVoice surveys from last year to evaluate the current school climate and develop a plan to improve it.
 - b. Attending to internal and external dynamics
 - i. I will discuss with teachers their level of trust with their colleagues (including teachers and administrators) and analyze the sources of these levels of trust or distrust.
 - c. Having high expectations and respect
 - i. I will discuss with my administrators what expectations they have for teachers in the school, ask some teachers what they believe is expected of them as teachers, and then analyze any differences.
 - d. Handling Conflict and Crisis
 - i. I will mediate a conflict among students and compare this to a conflict adults in the building may have, and analyze similarities and differences.

- e. Shared Decision Making
 - i. I will take on leadership of a school club (Fellowship of Christian Athletes) and then cultivate a leader in the group.
- III. Effective principals nurture a school's human resources by:
- a. Selecting quality teachers and other employees
 - i. I will discuss with my mentor what he looks for in a teaching candidate, and ask about the times he was wildly successful or when he made a big mistake in who he selected.
 - b. Inducting and Supporting New Employees
 - i. I will get involved with the induction process and present to new teachers how I operate as Dean and offer disciplinary/referral training/advice.
 - c. Mentoring novice teachers
 - i. I will meet with the school's teacher leaders and discuss their role in mentoring novice teachers.
 - d. Providing professional growth opportunities
 - i. I will sit in on and participate in an administrative meeting in which professional development is discussed.
 - e. Retaining quality staff
 - i. I will discuss with some of the school's veteran teachers if they have considered leaving and what could be done to retain them if they did decide to leave, or what "preventative maintenance" could have been employed to make them want to stay in the first place.
- IV. Effective principals assess instructional quality by:
- a. Evaluating teachers
 - i. I will discuss with my mentor what methods he has found to be useful and substantive in using the evaluation process as a means for improved instruction, and share with him what I've learned about current best practices.
 - b. Documenting performance of teachers
 - i. I will discuss with my mentor the current use of classroom observation, its role in the appraisal process, and his thoughts on how that can be improved within the scope of the current teacher contract (if possible).
 - c. Adhering to legal considerations
 - i. I will analyze the district's current appraisal process and determine where changes could be made that are both effective in evaluating teachers and legally defensible.
- V. Principals employ strong organizational management by:
- a. Coordinating facilities and operation
 - i. I will coordinate a plan to secure the doorways during the school day to ensure students do not improperly leave or enter the building, especially during lunch.

- b. Allocating fiscal resources
 - i. I will examine our school's budget, analyze any changes I might make, and then discuss this with my mentor.
 - c. Overseeing the use of technology resources
 - i. I will meet with our school's technology director and discuss possible innovations in educational technology that would work in our school.
- VI. Principals make use of communication and community relations by:
- a. Using effective communication
 - i. I will address a staff complaint and work at listening rather than rushing to a solution.
 - b. Communicating with parents and families
 - i. I already speak with parents on a regular basis when their children misbehave, so I will call a parent if their child does something positive.
 - c. Communicating with the larger community
 - i. I will write a piece to be possibly put out in the district newsletter.
- VII. Principals display professionalism by:
- a. Living up to standards and ethical behavior
 - i. I will try to not read the newspaper in the morning until I have spent 45 minutes patrolling the hallways.
 - b. Being a role model
 - i. I will respond with meekness and friendliness if confronted by a hostile person in the school.
 - c. Coordinating professional development
 - i. I will take part in the school's professional development days (not a requirement of my Dean of Students position) and then discuss how it went with the administration.
- VIII. Principals ensure student achievement by:
- a. Monitoring behaviors indirectly influencing student achievement
 - i. I will help students see the link between punctuality and classroom performance when I talk to them during tardy sweeps.
 - b. Focusing on goal setting and student achievement
 - i. I will observe different classrooms and then analyze whether what is happening in the classrooms is a reflection of our school's student achievement goals.
 - c. Using data to guide decision making
 - i. I will look at our school's test scores regarding English and discuss with an English teacher I know what is done to improve targeted areas.