

Preparing For Your Principal Interview Nassp

Teacher Selection and Interview Portfolios Principal Leadership Resources in Education The Jewish Educational Leader's Handbook Evaluating Teaching Minnesota Principal Assessment Center (MNPAC) Secondary School Principal Leadership Scheduling and Traditional and Block Preparation of the Urban Principal Selecting American School Principals The Education Index The Middle Level Principalship: The effective middle level principal National Forum of Educational Administration and Supervision Journal Evaluating Administrative Performance Current Index to Journals in Education Inside Grade Eight The Role of the Principal in Effective Schools The Bulletin of the National Association of Secondary School Principals The Role of the Assistant Principal Administration of the Changing Secondary School The Principal Ronald K. Theel Robert E. Tornberg James H. Stronge David Alan Lange Carol Ann Kluznik Jean Marie Neuman D. Catherine Baltzell Margaret L. Carnes John H. Lounsbury Jack McCurdy National Association of Secondary School Principals (U.S.) Glen F. Ovard Gerald C. Ubben

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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

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