

Assistant Principal Leadership Academy for School Districts

The Assistant Principal Leadership Academy is a professional learning opportunity for 8-12 **selected** assistant principals in a district's *Principal Pipeline*. The selected assistant principals are 1-2 years away from their first principalship in the district. Participants attend five half-day (3-hour) sessions designed to improve and enhance their leadership knowledge, skills, and experiences in preparation as principals.

The selected assistant principals will attend **five (5) in-person** half-day sessions aligned with the following areas:

- Strategic Leadership
- Instructional Leadership
- Cultural Leadership
- Managerial Leadership
- Human Resource Leadership
- External Leadership
- Micro-political Leadership

Session Topics: All sessions begin with a 30-minute “in-basket” activity.

Session 1: Relationships and School Improvement

- Introductions and Purpose of the APLA
- *Review: Who Am I? - *True Colors Personality Assessment*, Report, and Book
- Establishing Productive Relationships
- AP Job Description: Is your current job description preparing you for a principalship?
- 45-Day School Improvement Project

Session 2: Leading vs. Managing in the School Improvement Process

- *S.I.E. Framework - “A Big Picture View of School Improvement”* and School Improvement Plans
- Mission, Vision, and Core Belief Statements
- *Define a “Good School”*
- 5-minute Summary of the 45-Day School Improvement Project – Goal/Topic/Why

Session 3: School Culture, Climate, and Change

- Define Culture and Climate
- Culture vs. Change
- Transitions and Change in the School Improvement Process
- School Improvement Project Presentation

Session 4: Instructional Leadership Part 1: Improving Teacher Performance

- Review of the North Carolina Teacher Evaluation Standards and Rubric
- *Define a “good teacher” – Skill and Will*
- *What is learning?*
- Teacher and student feedback
- *Classroom Walkthroughs*
- School Improvement Project Presentation

Session 5: Instructional Leadership Part 2: Monitoring Teaching and Learning

- Monitoring the C.I.A. (Curriculum, Instruction, and Assessment): Best Practices
- Using data to monitor teacher and student Performance
- Using student work to monitor learning and rigorous learning
- School Improvement Project Presentation

45-Day School Improvement Plan Project

Assistant principals are expected to create, monitor, and present a 45-day (or longer) school improvement project for their schools. They must select a goal or need to be identified in the current school improvement plan. **The goal/topic and project should support your school’s mission, vision, and shared beliefs/core values.**

Why? – This is an opportunity to:

- Demonstrate instructional leadership knowledge and skills
- Create an experience to **lead** a project that directly impacts teacher and student performance with a focus on improvement and growth
- Contribute to school’s success
- Demonstrate data analysis, interpretation, and decision-making to improve teacher and student performance