

Chapter 1 : School Leadership / - Principal Handbook

The median annual wage for elementary, middle, and high school principals was \$94, in May The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less.

Universities The school principal is the highest-ranking administrator in an elementary, middle, or high school. The highest-ranking school level administrator in some private schools is called the head master. Head masters have many of the same responsibilities as principals, but they may engage in additional activities such as fund-raising. In some school districts, a single person functions as superintendent and principal. Principals, head masters, and others who are responsible for the overall operation of a school are often called school leaders. In an era of shared decision-making and site-based management, the term school leader may also be used in reference to other school administrators and leaders within the school such as assistant principals, lead teachers, and others who participate in school leadership activities. Schools have not always had principals. Around the beginning of the twentieth century, as schools grew from one-room schoolhouses into schools with multiple grades and classrooms, the need arose for someone to manage these more complex organizations. These teachers were called principal teachers. As schools continued to grow, principal teachers became full-time administrators in most schools. Most principals soon stopped teaching because of the many demands their management responsibilities placed on their time. As managers, principals were responsible for financial operations, building maintenance, student scheduling, personnel, public relations, school policy regarding discipline, coordination of the instructional program, and other overall school matters. The management role included some curriculum and instruction supervision, but overall school management was the primary role principals played until the early s. As the accountability movement gained momentum, the role of the principal changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, principals retained their management roles. Principals currently play multiple roles: The Role of Elementary and Secondary School Principals Principals are responsible for the overall operation of their schools. Some of their duties and responsibilities are delineated in state statutes. States and school districts have also set expectations for principals through their principal evaluation criteria and procedures. During the latter part of the twentieth century, as schools began to be held more accountable for the performance of their students on national and state assessments, the duties and responsibilities of principals changed. Principals became more responsible for teaching and learning in their schools. In particular, their duty to monitor instruction increased along with their responsibility to help teachers improve their teaching. With this change in responsibilities, principals discovered the need to more effectively evaluate instruction and assist teachers as they worked to improve their instructional techniques. Some state legislation requires the removal of principals when schools are classified as low performing students do not meet achievement expectations for a specified period of time. Principal Duties and Responsibilities With schools facing increased pressure to improve teaching and learning, the duties and responsibilities of principals expanded further to include the responsibility for leading school reform that would raise student achievement. Principals have discovered that engaging the entire school staff in making decisions results in more commitment to school reform initiatives. This responsibility includes working with parents when disciplinary issues arise, when students are not succeeding academically, and when parents have concerns. Principals report that they spent a significant part of their time working with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of IDEA. Principals continue to be responsible for the management of their schools even though their primary responsibility has shifted. One major management responsibility is school safety. This responsibility includes ensuring that facilities and equipment are safe and in good working order, the development of overall school discipline policies and the enforcement of those policies, and the assignment of supervisory responsibilities among school personnel. At the elementary level, principals are cognizant of their responsibility to ensure constant supervision of the very young children in the school. As students advance into the higher grades, the need for supervision changes as students mature. The responsibility for supervision remains high for older students

who are handicapped; who are in areas where the potential for injury is greater such as labs, shops, and athletic facilities; and who are in situations field trips, athletic events, etc. Principal Qualifications A license is required for those who seek employment as principals in most states. Licensure requirements vary from state to state, but the requirements generally include experience as a teacher, graduation from a state accredited principal preparation program, and a passing score on a nationally validated licensure exam. Principal qualifications have been the subject of considerable debate during the s and s as pressure increased to make schools more accountable for student achievement. The national organizations representing principals and other school administrators have actively engaged in the debate over appropriate qualifications for principals. This process focused on the leadership skills that were determined to most significantly impact their ability to effectively lead their schools, and the procedure was based on a task analysis conducted in cooperation with the American Psychological Association APA. The skills assessed through the NASSP Assessment Center included leadership, sensitivity, organizational ability, judgment, problem analysis, range of interest, motivation, decisiveness, educational values, oral and written communication, and stress tolerance. The NPBEA included most of the major national organizations that represent education administrators from state superintendents to principals. Working with the member associations and representatives from thirty-seven states, the CCSSO led the effort to identify a new set of standards for principals. The six standards that were created by ISLLC were designed to influence the preparation of principals, guide states in the development of their own state principal standards, and serve as a tool for licensure or evaluation. The creation and implementation of a shared school vision The nurturing and sustaining of a culture and instructional program conducive to learning and staff development The ensuring of the management of school operations to produce a safe and effective learning environment The collaboration with families and the diverse communities schools serve The promotion of integrity, fairness, and ethical behavior The interaction with larger political, social, legal, and cultural contexts of schooling The ISLLC Standards became the basis upon which the Educational Testing Service ETS developed a licensure assessment for use by ISLLC member states. Research on School Leadership Research has consistently shown that principals play a significant role in school reform efforts. As the accountability movement gained momentum during the s and s, research on school effectiveness, generally referred to as effective schools research, focused on principals and their role. These studies consistently found that the principal was the key to an effective school. Research found that the unique position principals hold, as the one person in a school who is responsible for and empowered to oversee the entire school, places them in a powerful position to coordinate the entire school operation and move it forward. The research further revealed that the most effective principals had a clear vision of how the school could serve its students; had aligned resources and priorities with the vision; and could engage other key players, within and outside the school, in achieving the goals embedded in the vision. These characteristics include high energy, initiative, tolerance for ambiguity, sense of humor, analytical ability, and common sense. Research on the principalship is focused on the changing role of school leaders in a changing society. This research was based upon an existing system of public and private education. As society continues to change and technological advances change the tools available for teaching, the role of the principal will likely change. Vouchers, charter schools, and technology have the potential to change schooling in fundamental ways. As these changes take place, the role of the principal will also change. The principal of an online school will function in very different ways than the principal of a traditional school. The National Center for Education Statistics collected data on the public and private school principal population in through , through , and through These data show a 2. There was no significant change in the number of private school principals over the same period. In through the number of public elementary school principals was almost triple the number of secondary school principals. The majority of principals at all three levels of public schooling elementary, middle, and high school are males; however, the percentage of female principals increased from The most significant increase in the number of female principals occurred at the elementary level during this period. In through , 41 percent of public elementary school principals were female. The number of female public school principals will continue to increase in the future based on data showing that Data on the principalship at the private school level shows that the majority of principals are female and the percentage of female principals is increasing. Female

elementary principals of private schools outnumber their male colleagues three to one; however, this ratio is reversed at the secondary level. The number of private school female principals has increased from through to through. Public and private school principals are predominately white non-Hispanics. The through survey revealed that 84 percent of public school principals and 92 percent of private school principals were white non-Hispanics. The percentage of minority principals in public schools increased between and and through from 13 percent to 16 percent. There are few minority principals in school districts with less than 1, students. The number of minority principals increases as school district size increases. The percentage of private school principals has remained consistent at around 8 percent, and the number of new minority private school principals indicates the percentage is not going to change significantly in the future.

Chapter 2 : Indian Springs Elementary / Homepage

The original Principals' Handbook was produced in by a group of award-winning principals serving on ACSA's Elementary Education Committee. The Handbook became a bestseller, and continues to serve as a resource for California principals.

Chapter 3 : New Edition: Elementary Principals' Handbook (e-book)

The Elementary School Principal's Handbook, authored by William Callison and Carol McAllister is a wonderful guidebook for new and experienced elementary principals.

Chapter 4 : Bennington Public Schools

Rosemont Elementary School and International Language Preparatory Middle School Rosie M. Collins Sorrells School of Education and Social Services at Yvonne A. Ewell Townv Rufus C. Burleson Elementary School.

Chapter 5 : School Leadership / - Principal Handbook

Page 4 | 25 Pre-Visit The pre-visit normally occurs six weeks to one month prior to the actual school visit. The pre-visit date is arranged between the chairperson and school principal and that date is communicated to the Elementary.

Chapter 6 : Little Rock School District / Homepage

Elementary, middle, and high school principals manage all school operations, including daily school activities. They coordinate curriculums, oversee teachers and other school staff, and provide a safe and productive learning environment for students.

Chapter 7 : Principal's Message - Wagner Elementary School

This bar-code number lets you verify that you're getting exactly the right version or edition of a book. The digit and digit formats both work.

Chapter 8 : New Edition: Elementary Principals' Handbook (binder & USB) - Publications

The purpose of this handbook supports leadership competencies as The Handbook for School Administrators Elementary School Principal. Elementary School.

Chapter 9 : Little Rock School District / Homepage

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Principal. P. erformance. E. valuation. S. ystem. March The Yourtown Public Schools Principal Performance Evaluation System Handbook is designed to provide a prototype of a principal evaluation handbook established by a fictitious Virginia school division.