

MPA PROFESSIONAL DEVELOPMENT PLAN

*(Adopted by the Professional Executive Committee on January 22, 1997;
Revisions approved February 2, 2000; Revisions approved September 28, 2001;
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Introduction

The Maine Principals' Association (MPA) is a professional organization serving more than 900 elementary, middle level, and high school principals, technology center directors, and assistant principals throughout the State of Maine. Professional development is a major priority of the MPA. With a focus on assuring a quality education for all students, the first two goals in the MPA's mission statement are:

- 1) to promote the principalship; and
- 2) to support principals as educational leaders . . .

For Maine school administrators, professional development includes not only high-quality, ongoing training programs with intensive follow-up and support, but also other growth-promoting processes such as study groups, action research, and mentor/coaching. MPA members have a number of avenues for professional development, including statewide conferences and regional workshops. Since technology has become more prevalent within our schools, e-mail, the Internet, and ATM can all be considered viable avenues for providing professional development opportunities to the membership.

The MPA holds certain assumptions about adult learning:

- 1) Adults are motivated to learn as they experience needs and interests.
- 2) Adults bring with them a huge reservoir of experience, a rich resource for learning.
- 3) Adults have a deep need to be self-directing.
- 4) Individual differences among people increase with age; therefore, adult learning must make optimal provision for differences in style, time, place, and pace of learning. (Knowles, 1990)

In carrying out its charge to implement the MPA's comprehensive professional development plan, the Professional Development Committee recognizes that there are a number of organizations which provide professional development for Maine educators. The committee will continue to be guided by the research on the changing nature of the principalship and feedback from the membership.

Recommendations

1. While professional development is a major focus for the MPA, the MPA is only one of many organizations school administrators turn to for professional growth opportunities. The MPA should continue, therefore, to carve out its particular niche in providing professional development for its constituency. Based on member surveys, we suggest that the MPA should continue to address the following:
 - 1) Networking for school administrators;
 - 2) Informing the membership about the practical aspects of school leadership;
 - 3) Understanding of trends and theories in education that will influence the school leadership in the future;
 - 4) Assisting school administrators in the recertification process; and
 - 5) Inducting and mentoring new administrators.

The MPA provides continuous professional development opportunities by offering:

- 1) Annual conferences
 - 2) Focused seminars and institutes; and
 - 3) Publications and information.
2. The job of school administrator is complex with constantly changing priorities. Thus, the MPA's professional development offerings must, of necessity, be situational. Additionally, MPA professional development activities are based on guidelines developed by the Interstate School Leaders Licensure Consortium and known as ISLLC Standards for School Leaders (1996).
 - 1) Training and networking opportunities must be provided to new school administrators and administrators new to schools. This includes preparation and experience at quickly analyzing a school's culture, traditions, and politics.
 - 2) Seminars and workshops must be provided which support the school administrator's ability to set standards, implement the *Learning Results* and NCLB Standards, and provide professional development towards the goal of student mastery of the standards.
 - 3) Opportunities must be provided for school administrators to engage in meaningful activities which directly demonstrate the tie between the ISLLC Standards and administrative action plans written to satisfy the recertification process.

The MPA will provide opportunities for school administrators to increase their repertoire as leaders in the following domains:

- 1) A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

- 2) A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
- 3) A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
- 4) A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
- 5) A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.
- 6) A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

See Appendix A, the ISSLC Standards for School Leaders, for a helpful amplification of this terminology.

3. The Maine Principals' Association should continue to work in conjunction with other organizations to jointly plan and sponsor professional development activities and/or to communicate about the activities of these groups to the MPA membership.
4. The MPA recognizes the need to examine and strengthen current undergraduate and graduate preparation programs for teachers and administrators to ensure that people entering the profession are provided with high-quality training. The Maine Principals' Association must work closely with those responsible for developing courses and preparatory experiences for teachers and school administrators.
5. The MPA will continue to regularly survey its membership to collect information on professional development needs and will utilize other ways to assess those needs including:
 - 1) Holding regional round tables or focus groups;
 - 2) Gathering data from certification leaders by region;
 - 3) Engaging superintendents and other educators as appropriate in conversations about what they see as their school administrators' needs; and
 - 4) Tapping into organizations which assess national and state needs and trends.
6. Changes in certification and recertification standards and processes will continue to influence MPA professional development activities. While recertification is not the primary focus of professional development, the MPA should work with certification regions to provide offerings that meet areas of high need. Opportunities in the recertification area allow school administrators to link professional development to their assessed needs and thereby create an individual plan. (See Appendix B for a list of the thirteen areas.)

7. The MPA will continue to evaluate its offerings and use the data to plan future professional development activities.

The Future

The intent of the Professional Development Committee is to provide broad guidelines for the MPA staff to use in planning professional development offerings. We know issues will arise and trends develop which we today can only vaguely anticipate. The plan should be revisited on a regular basis to assess its continuing usefulness. The Professional Development Committee will continue to provide the Professional Management Committee a yearly update regarding progress in meeting the intent of the plan.

Finally, we recognize the vision of the Ad Hoc Committee on Professional Development whose outstanding work in 1996 resulted in the original plan. Members of that committee were Valjeane Olenn (deceased), Steven Bailey, Scott Drown, Elizabeth Johanson, and David Wing.

Appendix A

Interstate School Leaders Licensure Consortium

Standards for School Leaders

*Adopted by the Full Consortium
November 2, 1996*

Council of Chief State School Officers
State Education Assessment Center

Appendix A

Standard 1

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge

The administration has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies
- effective communication
- effective consensus-building and negotiation skills

Dispositions

The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions

- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

Standard 2

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement
- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions

The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances

The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

Standard 3

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge

The administration has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations
- current technologies that support management functions

Dispositions

The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances

The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- there is effective use of technology to manage school operations
- fiscal resources of the school are managed responsibly, efficiently, and effectively
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

Standard 4

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

The administration has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government, and higher education partnerships

Dispositions

The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students
- an informed public

Performances

The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals

- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

Standard 5

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge

The administration has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions

The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances

The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations

- considers the impact of one’s administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community
- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

Standard 6

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge

The administration has knowledge and understanding of:

- principles of representative governance that undergrid the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural, and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural, and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions

The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances

The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

Appendix B

PROFESSIONAL DEVELOPMENT - RECERTIFICATION

PROFESSIONAL DEVELOPMENT OPPORTUNITIES CAN BE FOCUSED IN COMPETENCY AREAS:

1. Community relations
2. School finance and budgeting
3. Supervision and evaluation of personnel
4. Federal and State civil rights and education laws
5. Organization and planning
6. Educational leadership
7. Educational philosophy and theory
8. Effective instruction
9. Curriculum development
10. Staff development
11. Teaching the exceptional student
12. The learner and the learning process
13. Equal employment practices

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