

## Annotated Bibliography

### Chapter 11: Role of Principal

**Drago-Severson, E. (2004).** *Helping teachers learn: Principal leadership for adult growth and development*. Thousand Oaks, CA: Corwin Press.

This book offers multiple processes that school leaders and teams can use to develop a learning-oriented model of school leadership. The work comes from the author's study of 25 school principals who are making the school an organization devoted to learning — for everyone. Grounded in the assumptions of adult learning and development, the book presents professional development practices to manage the complexities of school work and life. Chapter 3 looks at the principal as a climate shaper and details strategies such as finding time and money, rewarding teachers in new ways while honoring their strengths and contributions, modeling “respect for all,” and encouraging teamwork. Chapter 4 is devoted to the impact of financial resources on support for learning. Chapters 5-8 look at teaming as learning opportunities for individuals and organizations, pointing to job-embedded professional development for personal and professional growth. Four “pillars” of practice support professional growth. The pillars are: 1) establishing teams, 2) providing leadership roles for teachers, 3) promoting collegial inquiry, and 4) relying on mentoring for new teacher induction and the further learning of experienced teachers.

*This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (2. Human growth and development; 4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 8. Communication; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; 10. Supported by intellectual and financial commitment; and 11. Supported by time for collegial learning and professional development).*

**Elmore, R. (2000).** *Building a new structure for school leadership*. Washington, DC: The Albert Shanker Institute.

Richard Elmore outlines five principles for a model of distributed leadership focused on large-scale education improvement: 1) the purpose of leadership is the improvement of instructional practice and performance, regardless of role; 2) instructional improvement requires continuous learning; 3) learning requires leaders that model the values and behavior that represent the collective good; 4) the roles and activities of leadership flow from the expertise for learning and improvement, not from the formal dictates of the institution; and 5) the exercise of authority requires reciprocity of accountability and capacity.

*This process aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (1. Subject knowledge; 2. Needs of learners and teachers for appropriate teaching skills; 4. Variety of classroom-based assessment skills; 5. Integrates new learning; 6. Adult learning and development;*

**Collaborative professional learning in school and beyond:** A tool kit for New Jersey educators

*and 9. School culture for continuous improvement and challenges traditional roles).*

**National Association of Elementary School Principals. (2002). *Leading learning communities: NAESP standards for what principals should know and be able to do*. Alexandria, VA: Author.**

This publication offers processes for principals as they develop and lead learning communities. Academic standards serve as a catalyst for re-examining the role of principals as school leaders, and NAESP merges its two sets of standards into one document of six standards. This guide is grounded in the assumption that principals will reflect on — and thus improve — their knowledge and skills through planning effective professional development for growth. Each standard section has Voices of Principals, an online learning community of principals organized for the creation of the guide; Focus on Practice, stories of real people in real schools; self-assessments, guiding questions, and strategies to meet the standard; and references to research that supports the guide's conclusions.

*This aligns with New Jersey's Core Curriculum Content Standards and Professional Standards for Educators (4. Instructional planning and strategies; 5. Assessment; 6. Learning environment; 9. Collaboration and partnerships; and 10. Professional development) and New Jersey's Professional Development Standards for Teachers (3. Best practices; 5. Integrates new learning; 6. Adult learning and development; 9. School culture for continuous improvement and challenges traditional roles; and 11. Supported by time for collegial learning and professional development).*