



WEST VIRGINIA CENTER FOR
PROFESSIONAL DEVELOPMENT

SUMMER 2010

PRINCIPALS' LEADERSHIP ACADEMY

FOR EXPERIENCED PRINCIPALS



208 Hale Street, Charleston, WV 25301
304-558-0539 (phone), 304-558-0989 (fax)
www.wvcpd.org, info@wvcpd.org

WVCPD is one of five agencies within the Office of Education
and the Arts, Kay Goodwin, cabinet secretary

Kay Goodwin, Cabinet Secretary

Joe Manchin III, Governor

Dr. Dixie Billheimer, CEO



About PLA

The Principals' Leadership Academy (PLA) is one of the Center for Professional Development's five core programs and it consists of two components – one for new principals and one for experienced principals. The mission of the Academy is to focus on instructional leadership and organizational management practices that:

- Promote higher achievement for all students
- Increase student engagement and motivation
- Encourage sustained professional development for teachers
- Build community connections
- Monitor improvement through assessment and accountability

WVCPD works under the leadership of the PLA Advisory Council to establish innovative methods to deliver training to experienced principals.

Summer 2010 Course Offerings

Registration information and deadlines are available at www.wvcpd.org.

Ruby Payne: A Framework for Understanding Poverty for Administrators

Administrators will expand their understanding of the impact of poverty on work habits, decision making and learning. The full-day session provides practical support and guidance for overcoming barriers and helping others. Administrators will find the information in this session helpful in dealing with students, their parents, and the school community. Principals of schools with a significant population of students on free or reduced lunch may find the session particularly useful. Participants receive three hours of credit in the culture/instruction standard and three hours of credit in the community standard.

- Wednesday, June 23, 2010 at St. Albans High School, St. Albans
- Wednesday, July 14, 2010 at Musselman High School, Inwood
- Wednesday, July 28, 2010 at University High School, Morgantown

Supporting Beginning Teachers: What Principals Can Do to Help

Keeping new teachers in focus is an important role of principals. Principals can support beginning teachers with tools and individual help from teachers in their own buildings, as well as from teachers in their county. The value of mentoring will be discussed in this one-day session, as well as clarifying expectations and the typical first-year issues of new teachers.

Charlotte Danielson's *Enhancing Professional Practice: A Framework for Teaching* will provide a basis for discussion and problem solving. Participants receive six hours of credit in the management standard.

- Tuesday, June 22, 2010 at St. Albans High School, St. Albans
- Tuesday, July 27, 2010 at University High School, Morgantown

Upcoming Sessions 2010-2011

- Talking to the Media: Communication Tools for Principals
- Solving Day-to-Day Dilemmas
- Expecting the Best: Setting Examples and Expecting Professionalism



Summer 2010 Course Offerings (continued)

Advanced Placement Sessions for Administrators

Session I: Building an AP Program: A Workshop for Administrators

Audience: High school administrators, counselors, and teachers

Dates/Locations: Tuesday, June 22, 2010 at St. Albans High School, St. Albans, WV
Tuesday, July 27, 2010 at University High School, Morgantown, WV

The *Building an AP Program* workshop provides an in-depth survey of effective ways to start and support an AP program. Beginning with a review of the benefits for the AP Program for schools, this workshop explores ways that administrators can provide support for their AP teachers and students. In addition, this workshop helps administrators learn how to use data effectively to promote equitable growth and provides tools for assessing strengths and weaknesses of existing AP programs, with an emphasis on areas for future growth. Finally, the workshop covers specific administrative topics, such as models for obtaining financial support from community organizations, effective school policies (grade weighting, setting expectations for exam taking), and effective use of block schedules in offering AP courses. Participants receive six hours of credit in the culture/instruction standard.

Session II: Pre-AP Instructional Leadership Strategies – Promoting Excellence and Equity in AP Courses

Audience: Middle and high school administrators, counselors, and teachers

Prerequisite: Middle school participants have no prerequisite for attending this session. High school participants must complete *Session I* before attending this session.

Dates/Locations: Wednesday, June 23, 2010 at St. Albans High School, St. Albans, WV
Wednesday, July 28, 2010 at University High School, Morgantown, WV

Designed for administrators, counselors and teachers, this workshop is for those interested in examining issues related to the development of instructional programs that reflect excellence and equity. The activities and discussions in this workshop are designed to help participants identify excellence and equity concepts that apply to all subject areas and further prepare students for AP courses. At the end of the workshop, participants will understand how to create high-achievement classrooms accessible to all students and how to make curricular decisions to increase student achievement and access to AP courses. Participants receive six hours of credit in the culture/instruction standard.

Session III: Instructional Leadership Strategies – Using Data to Improve Student Preparation for AP Courses

Audience: Middle and high school administrators, counselors, and teachers

Prerequisite: Middle school participants have no prerequisite for attending this session. High school participants must complete *Session I* before attending this session.

Dates/Locations: Thursday, June 24, 2010 at St. Albans High School, St. Albans, WV
Thursday, July 29, 2010 at University High School, Morgantown, WV

This workshop is for administrators, counselors, and teachers interested in collecting, organizing, analyzing, and using data for continuing school improvement and creating access to AP courses for all students. At the end of the workshop, participants will understand how to use data effectively to make placement and curricular decisions. Topics addressed include destroying achievement myths, using data to close achievement gaps, disaggregating data, and assessing policies and practices. Participants receive six hours of credit in the culture/instruction standard.