

**Toronto Principals' Centre
Summer Institute Registration Form**

Name: _____

Position: _____

School: _____

Board: _____

Business Phone: _____

Home Phone: _____

Email: _____

Please indicate the Institute you plan to attend:

Professional Portfolios for Administrators

Tuesday August 24, 2004, 8:30am to 4:00pm

and / or

Action Research for School Administrators

Wednesday August 25, 2004, 8:30am to 4:00pm

and / or

**Creating Professional Learning
Communities in Schools**

Thursday August 26, 2004, 8:30am to 4:00pm

Fee: Includes morning refreshments and
delicious buffet lunch. Please check one:

Member \$125.00

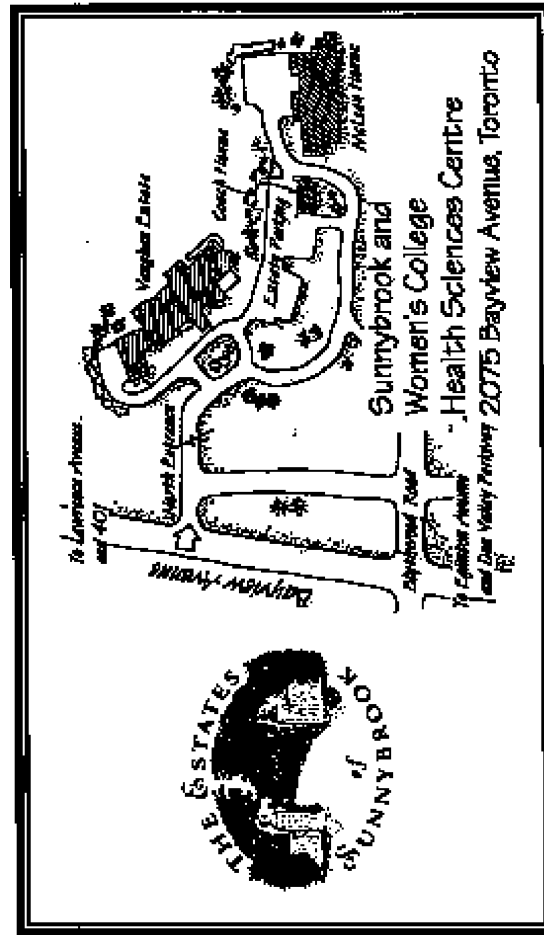
Additional School Team Member \$100.00

Non-Member \$175.00

Please mail this panel and a cheque payable to:

The Toronto Principals' Centre
c/o Jackalyn Scroggie
Northern Secondary School, Route SW
851 Mount Pleasant Road
Toronto, ON M4P 2L5

You may also register online at
www.torontoprincipalscentre.com.
Please send a cheque at the time of on-line
registration to the address above.



Who Should Attend?

School administrators, consultants and district wide co-ordinators. Principals may wish to invite members of their school team to these professional learning programs.

Toronto Principals' Centre

**The 9th Annual
Summer Institute**

*Creating Professional
Learning Communities
in Schools*

Three one-day Institutes

**August 24, 25 or 26, 2004
at**

**The Coach House
The Estates of Sunnybrook**



*Our vision is to create a community of
learners where administrators take
responsibility for their own learning
through skill development, personal
renewal and professional exchange.*

Professional Portfolios for Administrators

August 24, 2004

Presenter: Susan Schwartz

Susan Schwartz is a TDSB principal seconded to the teacher education program at Ontario Institute for Studies in Education of the University of Toronto. She is the co-author of 'Creating the Dynamic Classroom' and 'Retelling, Relating, Reflecting: Beyond the 3 R's', and is currently completing a doctoral thesis on school administrators' use of professional portfolios as a tool for reflective practice and school improvement.

Program

The program will focus on providing elementary and secondary school administrators and future leaders in their schools with an opportunity to learn about portfolios for their **own professional growth** as well as for the **teachers** and **students** in their schools. The role of portfolios in teacher performance appraisal and in improving student outcomes will be explored.

Participants will

- **Review** the different purposes of a professional portfolio and its value for educators
- Understand **reflective practice** and its role in the portfolio process
- **Participate** in a variety of activities involving reflective practice
- Learn how to begin and maintain a **professional portfolio**
- Learn **strategies** on how to use a professional portfolio for career advancement and during the interview process
- Develop a **plan** for a school-wide use of portfolios by teachers and students
- Meet other educators who will share their professional portfolios and answer questions about their process

Action Research for School Administrators

August 25, 2004

Presenter: Dr. Lindy Zaretsky

A former teacher, special education consultant and Program Coordinator and Research Associate for the Study of Values and Ethics at the Pennsylvania State University, **Lindy Zaretsky** is currently a principal in the York Region District Board. Lindy has worked with administrators and teachers in the York Region and Toronto District School Board to assist them with school-based research projects to improve professional practice. We are pleased to have Lindy back with us for a second year at our Summer Institute.

Program

Action Research is a model of professional development that honours an **educator's commitment to improving professional practice**. It is based on the assumption that school-based problem solving approaches to educational reform are more likely to succeed than externally imposed professional development efforts. Action Research projects involve a cycle of reflection, action, assessment, evaluation and reporting. This session is designed to enhance the research skills of school administrators and teachers.

Participants will learn how to

- **Define** action research and identify key issues in practitioner research
- Select an **area of focus** or a challenge in their school
- **Identify** the different sources and types of data that can be used in school planning
- Develop a **plan** that will identify different approaches to data collection and strategies for data generation
- **Gather** data and **identify** sources and methods
- Organize and analyze data

Some time will be allocated in this Institute to the preparation of a school based plan for implementing action research and a discussion of follow up sessions.

Creating Professional Communities in Schools

August 26, 2004

Presenter: Eleanor Adam

A former school principal, **Eleanor Adam** has taught leadership programs at OISE/UT, Harvard and Vanderbilt. Eleanor is currently working with the Chicago Public School District facilitating STARS: School Teams Achieving Results for Students...a program to improve classroom instruction through the creation of professional learning communities. Following a successful Winter Institute, our members requested additional opportunities to work with Eleanor on creating learning communities.

Program

The research is clear...when teachers **learn** and **work together**, student achievement increases. Through conversation, simulations and video case studies, school leaders will learn strategies to engage staff in the process of creating professional learning communities in school. This program will build on the Winter Institute. New participants are welcome. More time will be allocated for the development of a plan to create and support learning teams in schools

Participants will

- Review the **characteristics** of a professional Learning Community
- Learn about **the link** between professional learning communities and student achievement
- Understand the difference between professional development and professional learning
- Learn and “experience” the **strategies** that school administrators can use to create professional learning communities in their school
- Analyze the ways in which their school is like a leaning community
- Develop a **plan** for embedding professional learning in your school