

Professional Development Plan

One of my biggest strengths as a school leader is my ability to build trusting relationships across the school community. I intentionally seek to connect with students, staff, and families in meaningful ways. Whether I'm mentoring student leaders, supporting colleagues through instructional changes, or engaging with parents during events, I lead with empathy and approachability. I've learned that when people feel heard and supported, they are more willing to collaborate and grow together.

Another strength I bring is instructional leadership with a collaborative mindset. I enjoy empowering others—whether it's helping teachers adopt new tools, initiating PLCs, or guiding student teams through complex projects. I don't just focus on checking off tasks; I focus on capacity-building. I want to create systems that help others succeed even when I'm not in the room.

At the same time, I recognize areas where I need to grow. One challenge I've been reflecting on deeply is the need to find my own voice. Because of my cultural background, I've often carried the mindset that I'm not good enough or that I should stay in the background. While I know that humility and a growth mindset are important, I'm learning that confidence and presence matter just as much—especially in leadership. I want to become more assertive in sharing my ideas, advocating for what I believe in, and trusting that my voice has value.

Another area I'm working on is delegation. I tend to take on tasks because I know I can complete them quickly and correctly. But real leadership is about investing in others. It takes time to teach someone how to do something—and even more time to do it well—but that's how sustainable

leadership is built. I want to slow down, model more intentionally, and give others the tools to lead confidently in their own roles.

1. Read more leadership books and engage in reflective discussions with mentors.

To continue growing as a leader, I plan to intentionally read more books on leadership, school improvement, and organizational culture. I want to go beyond passive reading by engaging in meaningful discussions with my mentors and experienced school leaders. These conversations will help me reflect on what I've learned, apply it to real-life situations, and strengthen my ability to think critically and strategically. Some titles I plan to revisit or add to my reading list include *the 21 Irrefutable Laws of Leadership* by Maxwell (2022) and *Leading with Focus* by Schmoker (2016).

2. Attend professional development workshops, especially those focused on PLCs.

Professional Learning Communities (PLCs) are a key area I want to explore in greater depth. I believe a strong PLC can transform instruction, build teacher collaboration, and increase student achievement. Attending district- and state-level workshops on effective PLC practices will help me bring best practices back to my team. I want to learn how to lead data-informed discussions, facilitate goal setting with colleagues, and build a culture where reflection and collaboration are part of the daily routine.

3. Serve as department chair and seek mentorship from current school leaders.

As I transition into the role of department chair, I plan to treat this opportunity as a hands-on leadership experience. My goal is to establish clear norms, strengthen communication, and foster collaboration within the department. I also recognize that I have much to learn, so I will actively seek feedback and mentorship from my principal, assistant principals, and other school leaders. I

want to understand how to manage people with different perspectives, resolve conflicts productively, and align our work with the school's larger goals.

4. Participate in the Level Up Fulton leadership development program.

I recently applied to join Level Up, a district-based leadership training program offered in Fulton County. It is a highly respected, three-year program designed to develop future leaders through mentorship, collaborative learning, and hands-on leadership experiences. Level Up provides access to a strong network of educational leaders within Fulton and across Georgia. I look forward to learning from their experiences, sharing my own, and forming meaningful connections that will support my growth as an aspiring administrator.

5. Enroll in the Aspiring Assistant Principal Pathway through GLISI.

After completing the Level Up program, I intend to apply for the Aspiring Assistant Principal Pathway offered through GLISI (Georgia Leadership Institute for School Improvement). This program is known for its rigorous training, coaching, and real-world application. It will give me the tools I need to lead school-wide initiatives, support teacher growth, and navigate the complex challenges school administrators face every day. I see it as the next logical step in my leadership journey toward becoming an assistant principal and, eventually, a principal.

References

Maxwell, J. C. (2022). *The 21 irrefutable laws of leadership: Follow them and people will follow you* (25th anniversary ed.). HarperCollins Leadership.

Schmoker, M. (2016). *Leading with focus: Elevating the essentials for school and district improvement*. ASCD.