



Reform Support Network

BUILDING LEADERSHIP FOR RIGOROUS INSTRUCTION ALIGNING PRINCIPAL DEVELOPMENT WITH THE INSTRUCTIONAL FRAMEWORK

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PRINCIPALS AS INSTRUCTIONAL LEADERS

“Principals can no longer function as building managers. They have to be (or become) leaders of learning who can develop a team delivering effective instruction.”

-Wallace Foundation





HCPS KEY SCHOOL LEADER COMPETENCIES

Instructional Leadership

Achievement Focus

Instructional Expertise

Visionary Leadership

Problem Solving

Analytical Skills

Human Capital Management

Managing People

Recruitment and Staffing

Continuous Learning

Diversity Commitment

Team Leadership

Delegation

Organizational/ Systems Leadership

Relationship Building

Strategic Thinking

Change Management

Adaptability

Communications

Conflict Resolution

Leading with Integrity

Planning and Organization

Operational Leadership

Financial Responsibility

Safety and Security



HCPS SCHOOL LEADER SELECTION COMPETENCIES

Instructional Leadership

- Achievement Focus
- Instructional Expertise
- Visionary Leadership

Human Capital Management

- Managing People
- Recruitment and Staffing

Organizational Leadership

- Relationship Building
- Problem Solving and Strategic Thinking
- Change Management and Continual Learning



PROFESSIONAL DEVELOPMENT AT ALL LEVELS OF THE PIPELINE

| Future Leaders Academy (FLA) | AP Induction Program (APIP) | Preparing New Principals Program (PNP) | Principal Induction Program (PIP) |
|-------------------------------------|------------------------------------|---|--|
| 6 month Course of Study | 2 year Course of Study | 2 year Course of Study | 2 year Course of Study |
| Shadowing | Assigned Mentor | Assigned Coach for Entry Planning | Assigned Coach |



HCPS SELECTION COMPETENCY SAMPLE

FLA Entry

- Sets rigorous goals and growth targets for students in their classroom and is successful in meeting them.

AP Selection

- Supports other teachers to plan rigorous growth targets for their students.

PNP Entry

- Consistently and collaboratively sets rigorous goals for teachers and teams, aligned to the school's goals and SIP.

Ppl Selection

- Plans rigorous growth targets for a number of students, monitors progress against goals and has a track record of some success.

Experienced Ppl

- Establishes a rigorous, comprehensive system for whole school goal-setting and measurement of success; engages staff in closing gaps among student subgroups.



FOCUS OF PRINCIPAL PD DUE TO CHANGING ROLE

Teacher Evaluation
Rubric Training AND
Ongoing Observation
Calibration

Fierce Conversations
and Feedback
Training

SAM Project

Root Cause Analysis
to Improve Student
Failure

Building Instructional
Leadership Teams



TRAINING PRINCIPALS ON INSTRUCTIONAL FRAMEWORK

32 hours of training with two days in a training room and two days of shared observations in actual classrooms

One day of coached observations in actual classrooms followed by a certification rating

Two calibration exercises per year with certified trainers and other principals as well as ongoing practice at principal meetings using video

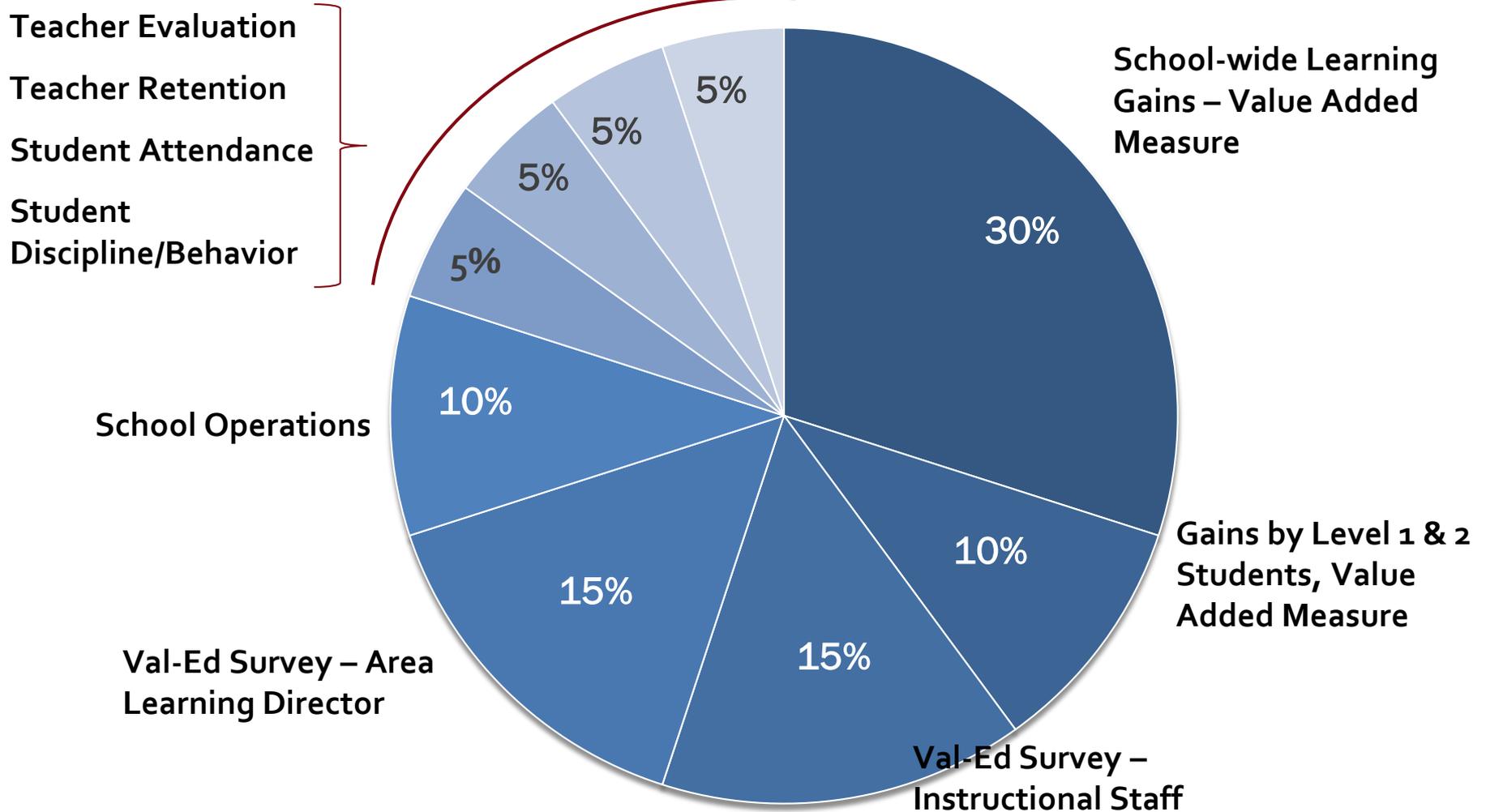


PRINCIPAL SUPERVISION

- ALDs observe principals a minimum of two times per year using a district observation protocol.
- Observations consist of walkthroughs with discussion to assess instructional expertise.
- Observations are also made during instructional leadership team meetings to assess use of data and facilitation.
- All principals complete a professional growth plan with two goals (one related to instructional leadership and one related to organizational leadership/school culture).



PRINCIPAL EVALUATION SYSTEM: OVERVIEW





SUPPORTING PRINCIPALS THROUGH HCPS

NEW PRINCIPAL INDUCTION

Year 1 Cohort

- New Principal Summer Retreat
- NTC Leadership Institute Series
- Weekly Coaching
- HCPS Training Modules
- Ongoing Key Topic Sessions

Year 2 Cohort

- New Principal Summer Retreat
- Professional Learning Communities focused on quick visits and effective feedback
- Bi-Weekly Coaching
- HCPS Training Modules
- Ongoing Key Topic Sessions



SUPPORTING PRINCIPALS THROUGH COACHING

Good to Great Performance

*Targeted
Coaching*

*Pipeline
Programs
(FLA, APIP,
PNP, PIP)*

*Coaching
SAM
Principals*

*Principal
PLCs*

*Professional
Development
for School
Leaders
(SREB,
Fierce, Book
Studies,
Summer
Institutes)*



INSTRUCTIONAL LEADERSHIP

“Instructional leadership is the moral responsibility, where leaders are unwaveringly committed to student success and teacher growth.”



SMALL GROUP DISCUSSION

The supports we are providing all school leaders from Future Leader Academy to sitting principals are aligned to our framework for teaching and centered on teacher ability to improve student outcomes.

Reflection:

- *How is your district or State ensuring principal development is aligned with your instructional framework?*
- *Is the support provided for principals to improve teaching and learning a thread that flows throughout pre-selection, selection and through induction programs?*
- *Discuss one key learning from today's session that you can take back to your teams as a proposal for how to better align principal support to your own framework.*



LARGE GROUP DISCUSSION

One member of each team will share out the key learning from today's session and small group discussion.



QUESTIONS?



THANK YOU