



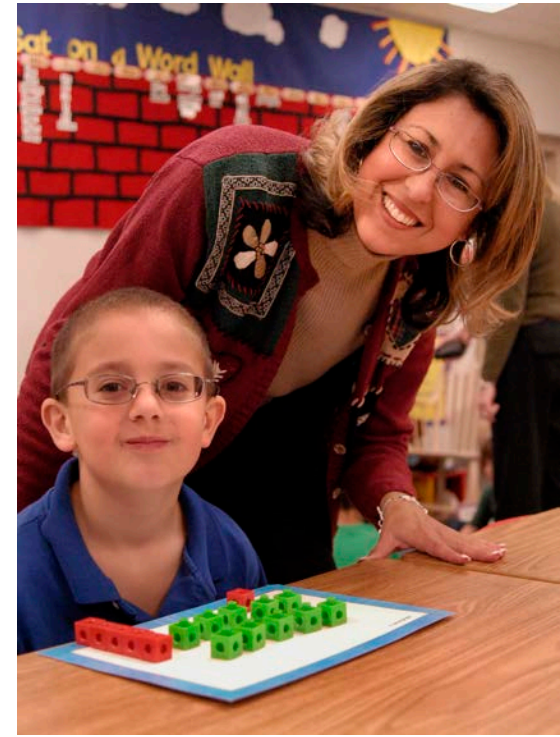
Creating the Link:

Strong Principal Pipelines and Teacher Effectiveness

Hillsborough County Public Schools

- ❖ 8th largest school district in the nation - 206,000 students
- ❖ Largest employer in Hillsborough County - 27,000 employees
- ❖ 142 elementary, 43 middle, 27 high schools, 3 K-8, 4 career centers, 47 charter schools

- ❖ Includes dense urban core, as well as farmland and suburban
- ❖ 62% of students economically disadvantaged
- ❖ 25% of families speak language other than English

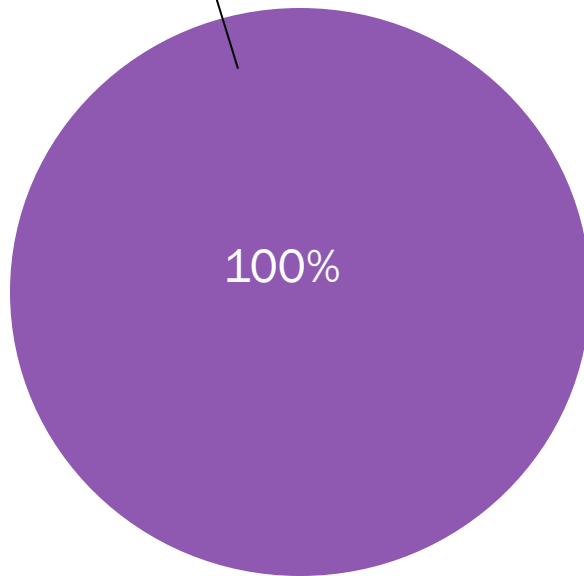


HCPS - large and diverse

Ensuring a Legacy of Student Success

- ❖ *We all win when our principals and teachers are empowered and provided with the right support.*
- ❖ *And we all benefit when our students are better prepared for college or a career.*
- ❖ *With these goals in mind, Hillsborough County Public Schools is transforming the way we identify and train our aspiring and new leaders, through the Hillsborough Principal Pipeline.*

Principal's Written
Evaluation

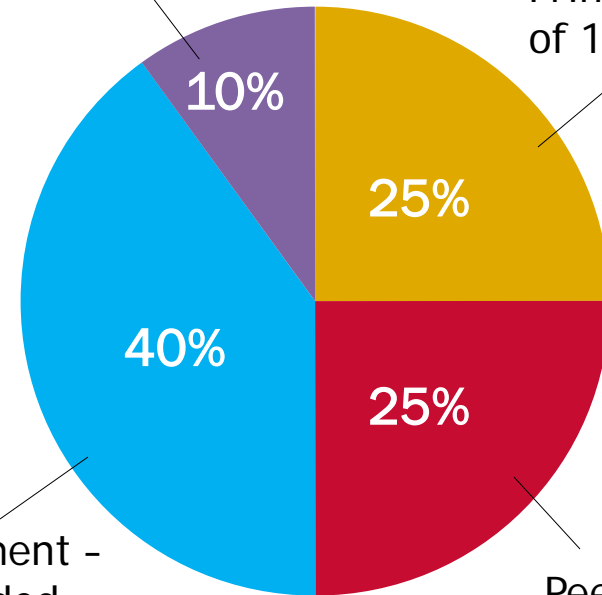


Before

Principal rating
of 4B-4F



Student
achievement -
Value Added

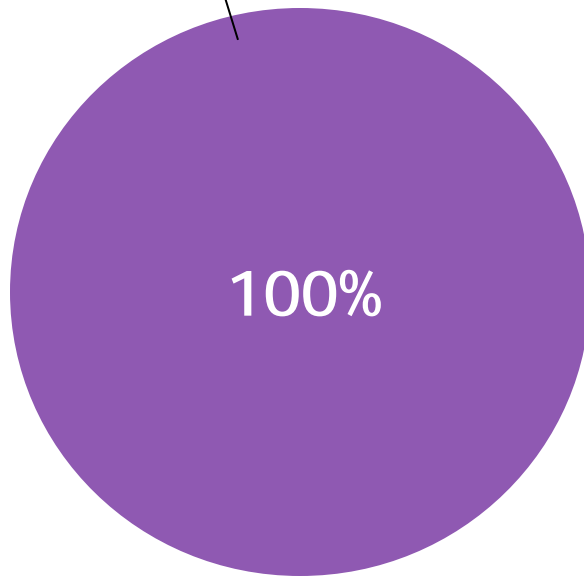


After

Principal rating
of 1A-4A

Peer rating of
1A-4A

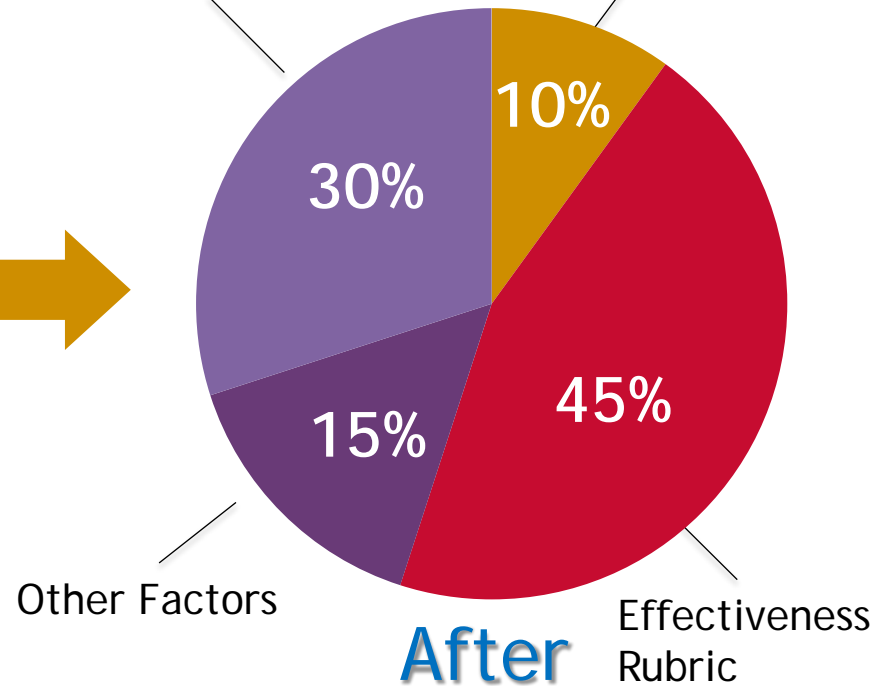
Area Leadership Director's
Written Evaluation



Before

Student Achievement
- Value Added

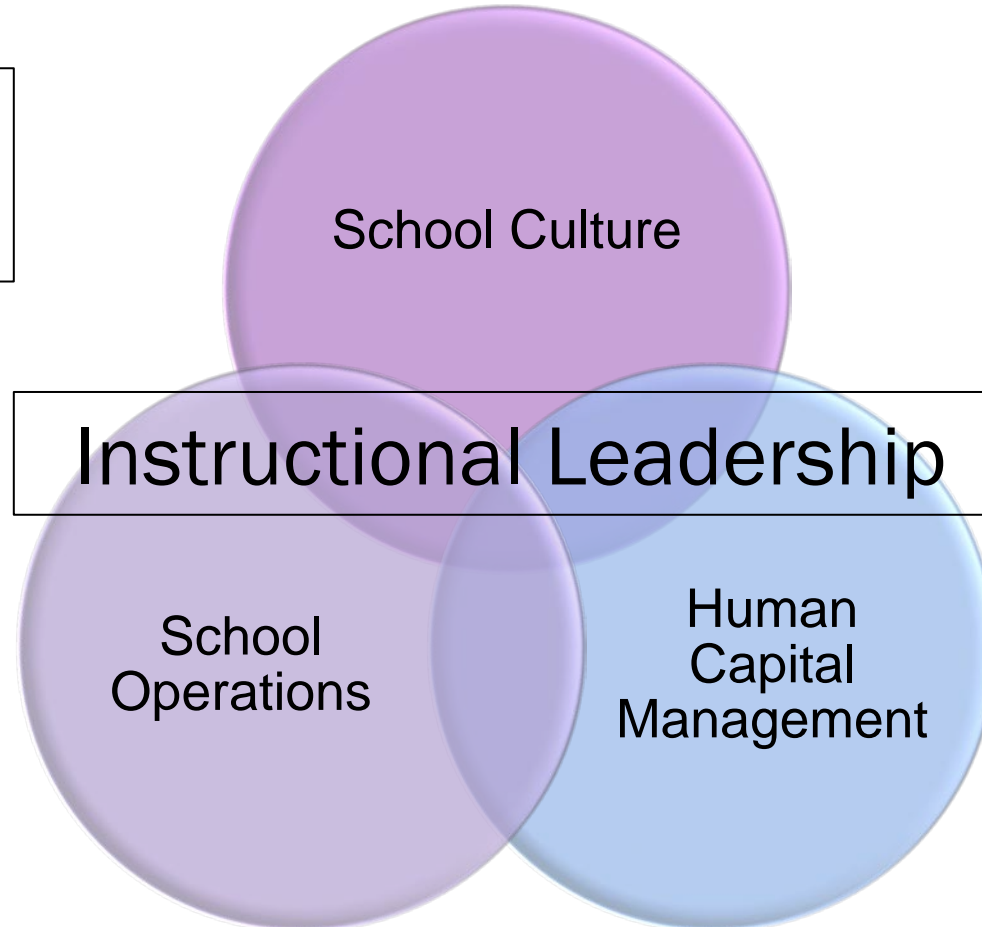
Gains by Level 1 & 2
Students



After

“You do not get high quality teaching in every classroom without principals functioning as instructional leaders. There will be pockets of excellence but it will not be taken to scale.”

Domains of
School
Leadership



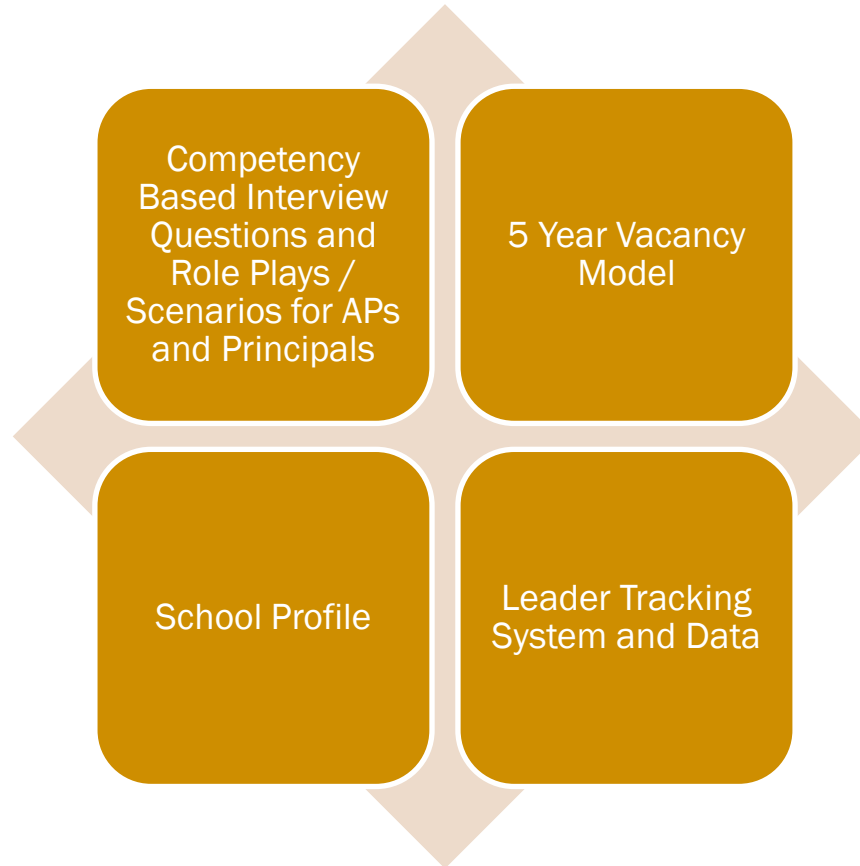
What do we expect of our principals in HCPS? What key levers drive teacher and student learning and school improvement?

Supporting & Developing Future Leaders

The Hillsborough Principal Pipeline consists of four integrated components:



Improving Hiring Practices



School Leader Selection Competencies

Instructional Leadership

- Achievement Focus
- Instructional Expertise

Organizational Leadership / School Culture

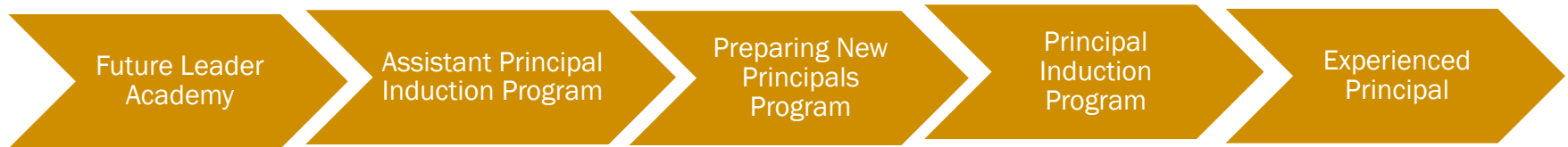
- Culture and Relationship Building
- Problem Solving and Strategic Change Management

Human Capital Management

- Managing and Developing People

Selection Competency Sample

Instructional Leadership: Achievement Focus and Results Orientation *Sets and Achieves Challenging Goals*



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

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

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

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

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

Future Leaders Academy

Future Leaders Academy (FLA)—This is the first step in the Hillsborough Principal Pipeline. In order to be added to the assistant principal applicant pool, aspiring leaders must participate in this six-month program. The FLA is designed to provide aspiring leaders with the tools and training they need to enhance their practice and be a successful assistant principal.



AP Induction Program



AP Induction Program (APIP)—All new assistant principals will participate in a two-year program geared towards introducing them to their new role. In addition to being paired with a trained mentor, new assistant principals will attend specific courses related to four domains of leadership: instructional leadership, human capital management, organizational leadership and operational leadership.

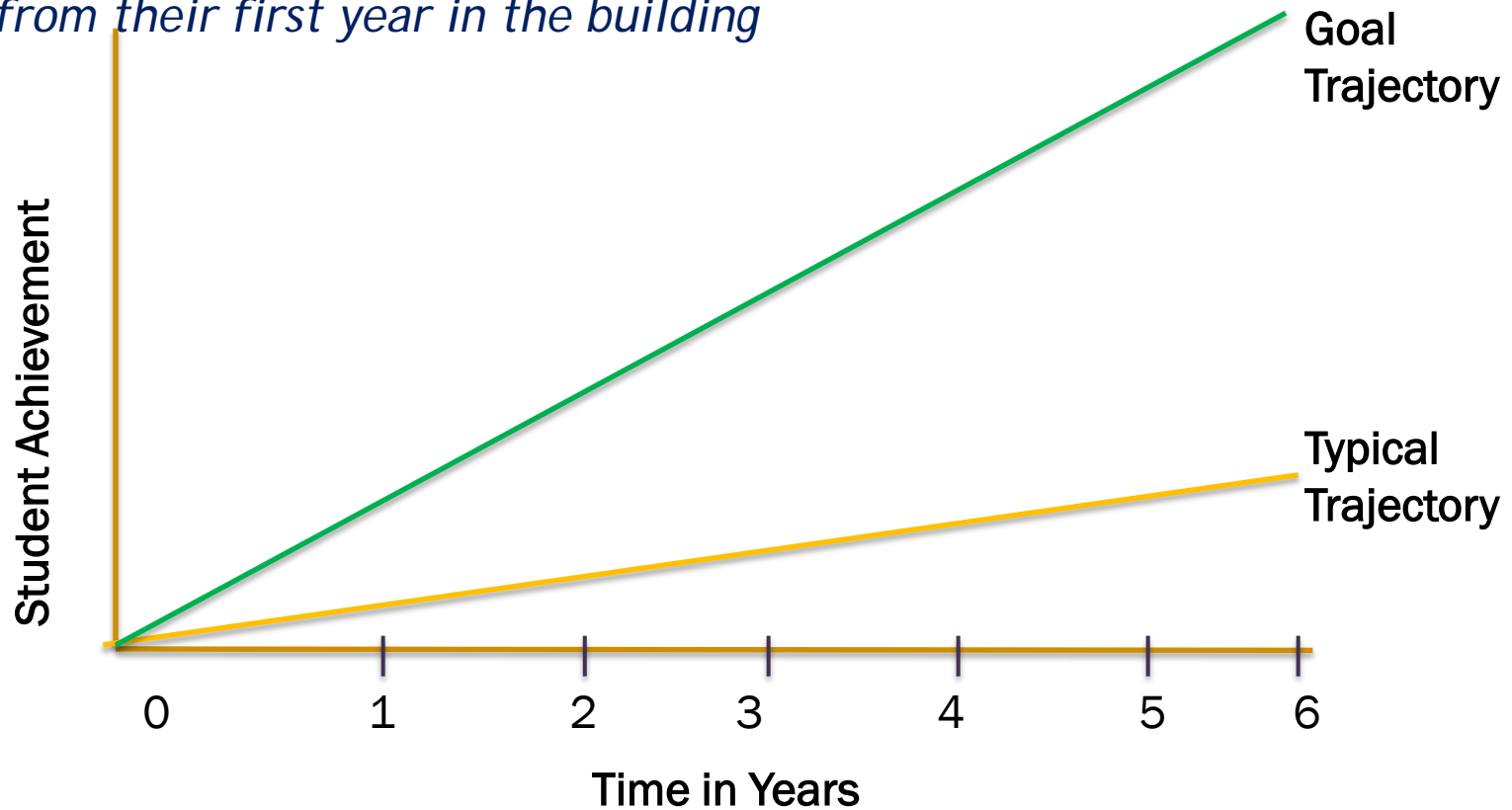
Principal Induction Program



Principal Induction Program (PIP)—Once an aspiring leader becomes a principal, they begin a two-year induction program. Here, they are paired with a principal coach for weekly coaching and participate in professional development sessions designed to increase their effectiveness as leaders of learning in their schools.

Accelerating Principals' Impact

Accelerating the impact principals have on student achievement from their first year in the building



Supporting District Priorities Through Coaching

Good to Great Performance

*Targeted
Coaching*

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

*Coaching
SAM
Principals*

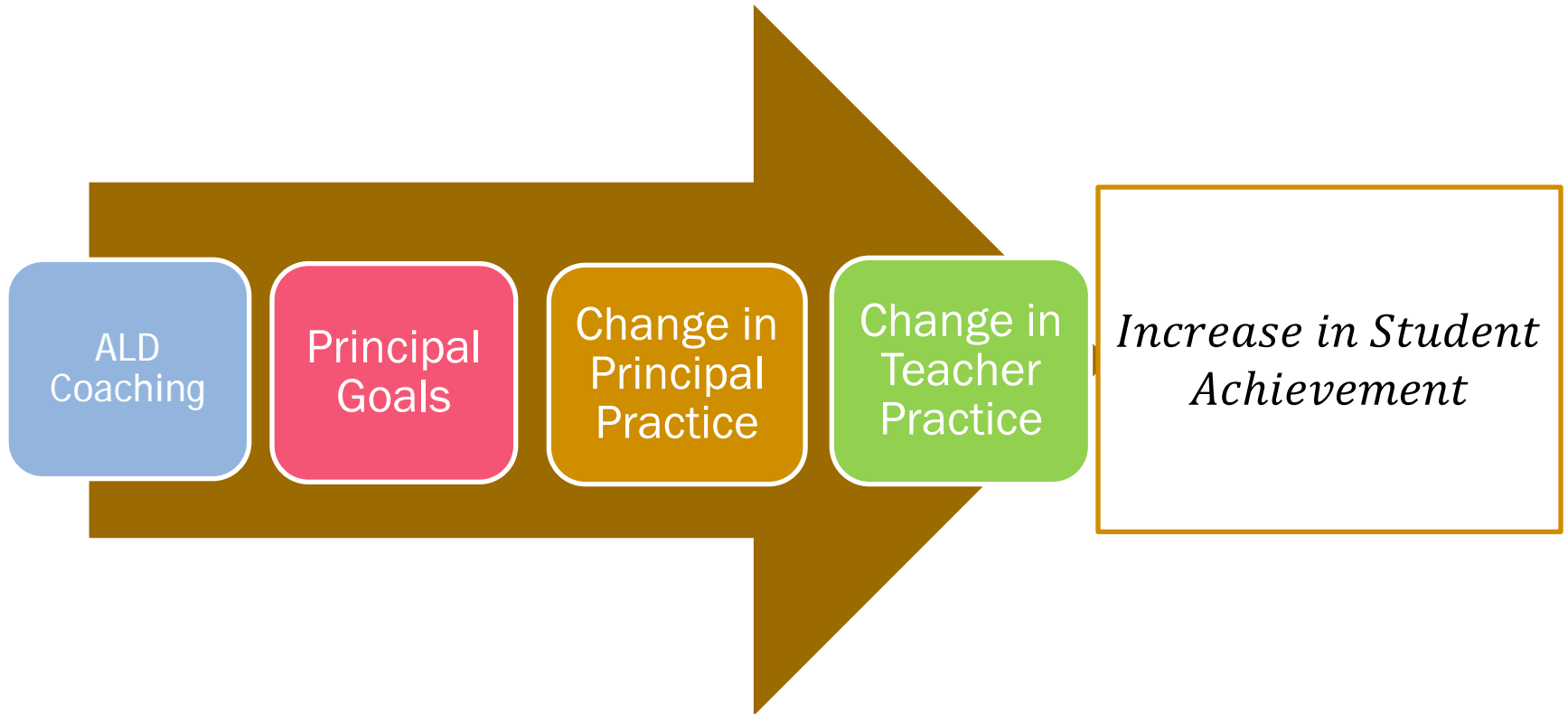
Principal PLCs

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



Coaching and Professional Development Post-Induction Program

ALD (Principal Supervisor) Theory of Action



School Administration Manager (SAM) Project

- *Change of Principal Time Use Leads to:*

Improved
teacher
practice

Increased
student
engagement

Increased
parent
engagement

Greater
Academic
Achievement

SAMs: a simple idea to redirect the power of principals by changing how they spend time. The average US principal spends less than 24% of the day on teaching and learning. SAM principals spend the majority of their time improving teaching and learning by using a SAM, a person trained in business skills or current staff member, to take the lead on management duties. Coaches work with the principal to not only increase the time spent on instructional leadership but make it effective. Reflective practice is a key element of this process and leads to a far more collegial relationship between administrators, teachers and parents.

On the Job Support for Principals

SAM Training
108 principals
currently trained

School Leaders
Network (TIF4
Principals &
members of
leadership team)

Instructional
Leadership Teams
and Florida
Standards training
for all principals

General courses
related to school
(offered every fall,
spring and summer)

Job-embedded
coaching (for all
principals through
coach or ALD)

Brown Bag Sessions
(Available to all
aspiring and current
principals –
operational topics)

TELL Inquiry Action
Study Teams
(Volunteer teams
each year)

Power Institute (TIF3
Principals and
members of
leadership team)

Principal Institute in
June (with key notes
and break-out
collaborative
sessions)

Principal PLC in
areas based on
goals and learning
plans

ED.S in School Turn
Around for principals
moving to high-
needs schools

Coaching and Mentoring in the Pipeline Programs

AP Induction

- Successful and experienced APs serve as mentors in addition to their AP role.
- Trained through 10 training modules.
- Mentors meet monthly for 90 minutes with new Assistant Principals for the first 2 years.
- They shadow one another as part of mentoring sessions.

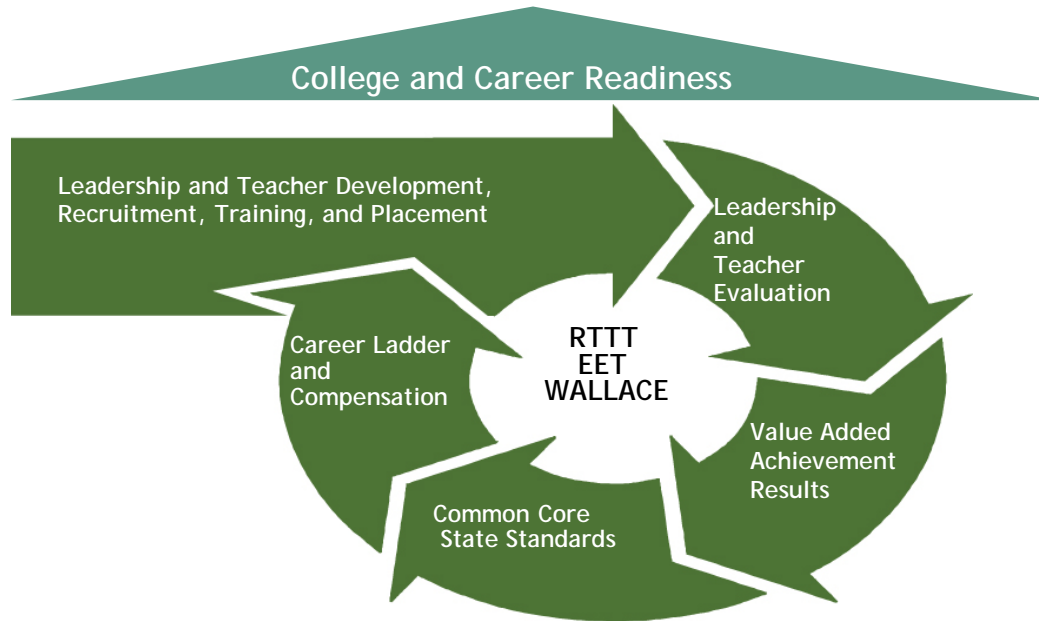
Principal Induction

- Successful and experienced principals serve as coaches and are released from their principal positions and coach full time.
- Year 1 Principals- weekly visits by Principal Coach for 90 minutes based on Principal goals.
- Year 2 Principals- bi-weekly visits by Principal Coach for 90 minutes based on Principal goals.

University Partnerships

- Convening of six local educational leadership providers
- Ongoing partnership with two of the educational leadership providers
 - Quality Measures Review (assess program quality)
 - Data Sharing (graduate placement and performance)
 - Program Improvements

Pulling It All Together: One Common Vision



Foundation of Support

- Performance Management System
- Human Resource Capabilities
- Employee communications
- Curriculum Alignment

Strategic Plan (supports all aspects)



Creating the Link:

Strong Principal Pipelines and Teacher Effectiveness