Hillsborough Principal Pipeline
Great Leaders, Great Schools

Building a Foundation of Strong Leaders

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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.
“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.”
Supporting & Developing Future Leaders

The Hillsborough Principal Pipeline consists of four integrated components:

1. **Defined Leadership**: Redesign job responsibilities for principals, assistant principals and area directors to encompass new leadership standards.

2. **Pre-Service Training**: Overhaul the recruitment, selection and training process to ensure the most effective leaders are included.

3. **Selective Hiring**: Recruit, hire and promote only the most effective and well-trained candidates.

4. **On-the-Job Evaluation and Support**: Evaluate principals regularly and provide professional development opportunities, including mentoring.
In Hillsborough County Public Schools, instructional leaders work to ensure there are positive and safe working and learning conditions in place for students and teachers while keeping a laser-like focus on student achievement by improving teacher effectiveness.
What do we expect of our principals in HCPS? What key levers drive teacher and student learning and school improvement?

- School Culture
- Instructional Leadership
- Human Capital Management
- School Operations

Domains of School Leadership
School Leader Selection Competencies

**Instructional Leadership**
- Achievement Focus
- Instructional Expertise
- Visionary Leadership

**Organizational Leadership / School Culture**
- Relationship Building
- Problem Solving and Strategic Thinking
- Change Management and Continual Learning

**Human Capital Management**
- Managing and Developing People
- Recruitment and Staffing

Selection Competency Sample
Instructional Leadership: Achievement Focus
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 (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.
Preparing New Principals Program (PNP)—After three years of successful performance as an assistant principal, qualified participants begin a two-year program to prepare them for the role of principal. During this time, they are paired with a principal coach for monthly coaching on the topic of entry planning and will participate in a course of study focused on hands-on experiences relevant to the role of principals. After successful completion of this program, assistant principals will be eligible for consideration for a principal position.
University Partnerships

- Convening of six local educational leadership providers
- Ongoing partnership with two partner providers
  - Quality Measures Review
  - Data Sharing
  - Program Improvements
Improving Hiring Practices

- Competency Based Interview Questions and Role Plays / Scenarios for APs and Principals
- 5 Year Vacancy Model
- School Profile
- Leader Tracking System and Data
Accelerating Principals’ Impact

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

Goal Trajectory

Typical Trajectory

Student Achievement

0 1 2 3 4 5 6

Time in Years

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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 (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.
Supporting District Priorities Through Coaching

### Good to Great Performance

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<th>Professional Development for School Leaders (SREB, Fierce, Book Studies, Summer Institutes)</th>
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From Area Director to Area Leadership Director (Supporting Principals to become More Effective Instructional Leaders)

- Monthly Training focused on effective supervision and coaching
- Monthly in the field coaching with executive leadership coaches
- Monthly planning with principal coaches to provide differentiated supports to principals
- Administrative Support Center to problem solve with parents and schools

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.
Transforming the Role of Principals

- Hillsborough County Public Schools is currently playing a decisive role in improving public education for the nation.

- Hillsborough Principal Pipeline aims to:
  - Transform leadership in Hillsborough County
  - Serve as a national model for effectively filling principal and AP vacancies with qualified candidates