

Principal Induction Program Coaching

At this stage in the Hillsborough Principal Pipeline, coaching and mentoring are familiar support systems for aspiring leaders. From the point they became assistant principals, they have benefited from an ongoing support system, which includes a robust coaching component.

During the Principal Induction Program, each new principal meets weekly (or a minimum of three times per month) in Year One and biweekly in Year Two with their dedicated principal coach. This consistent contact provides continual support that truly guides a principal's leadership and growth toward becoming an effective school leader. These coaches are experienced and highly skilled and commit their full time and attention to helping new and aspiring leaders on their pipeline journey. Prior to their coaching role, they previously served as principals and have demonstrated a proven track record for success.

The principal coach provides an all-encompassing, supportive experience for every new principal. This dedicated coach works to build a relationship with the principal and discusses their goals and vision for their school. Coaches not only work as a processing partner, but also provide current research and best practices to give principals a clear understanding of how to be successful in their role as school leader so that their impact truly improves student achievement. They immerse themselves in joint activities with their principals to observe, give feedback and see evidence of effective leadership practices. Coaches follow a blended coaching strategy that includes Instructional, Collaborative and Facilitative Coaching.

The Principal Induction Program has allowed me to create connections and develop friendships with other new principals. Having someone to talk to that is going through similar situations is priceless. Also, having leaders within our District share their experiences and expertise allows me to further develop my skills, making me a more effective leader."

BRIAN HARVEY

Principal

Summerfield Crossings Elementary

COACHING STRATEGY	DESCRIPTION
Instructional Coaching	Draws upon a variety of traditional teaching strategies to support the principal in taking effective leadership actions and in carrying out their school vision
Collaborative Coaching	Assists the principal in assessing needs and provides suggestions and resources, with a focus on issues and problems of professional practice
Facilitative Coaching	Helps the principal examine their own assessments, assists them in refining their thinking and builds self-reflective practice

During Year One, the weekly coaching sessions enable principals to collaborate with their coach for immediate and ongoing implementation, assessment and feedback. Coaches help principals to reflect on their professional development course content and dive deeper into the materials. Several key elements of principals' professional development include: effective entry into the principal role, how to manage meetings and time effectively, how to delegate responsibilities by distributing leadership and building collaborative relationships within their school, how to provide effective and ongoing feedback, how to influence and improve school culture and how to be a visionary leader that can effectively recruit, retain and develop successful talent.

As a coach, I bring knowledge, encouragement and energy to the principalship. I push the principals to be more effective leaders than they thought possible. This transfers to better schools, resulting in more effective teachers and increased student achievement. The principals I work with inspire me with their dedication to building successful schools for all children."

KIM Huff
Director
Leadership Development

Building strong, trusting relationships with the principals in my area, principals within the pipeline and the Area Leadership Team has allowed for the opportunity to collaborate at a high level to increase student achievement. These relationships have clearly impacted the climate and culture of a school, provided a laser-like focus on instruction through teacher feedback, fostered leadership in staff members with everyone sharing a role in the school vision, and created schools where teachers, students and parents want to come."

AMY L. ZILBAR
Principal
Pride Elementary School

In Year Two, coaches meet twice per month with the principals and build upon their skills and learnings. Coaching is biweekly in Year Two to build the capacity of the principal and to sustain their thinking and reflection of their practice independently, as they will not have a full-time coach in the next year. Coaches provide ongoing feedback as the principal creates and implements goals and action plans to raise achievement within their school. They may also accompany the principals on site visits to other schools to strengthen peer collaboration and improve principal practice.