

Principal Induction Program

Course of Study

The Principal Induction Program involves a comprehensive course of study designed to give school principals all the tools needed to be an effective and high-performing principal. This final step in the Hillsborough Principal Pipeline is comprised of two years of study.

Principals participate in:

- A two-day New Principal Institute covering the Entry and Transition session
- Eleven additional professional learning sessions
- Afterschool key topic sessions
- Professional development courses
- Weekly coaching from a certified, experienced Principal Induction Coach

Once appointed to a new school, each principal begins the program with a transition meeting, which serves as the official onboarding session. Participants in this session include their principal coach, a Area Superintendent, a Human Resources partner and the outgoing school principal. This meeting supports a smooth transition process for the new principal and their school. During this meeting, new principals learn more about the school, including school data, vacancies and teacher performance. After the transition meeting takes place, principals develop their 90-day entry plan and work to get all stakeholders on board to ensure a successful school year.

The Course of Study is comprised of 11 sessions that include a variety of topics that address the core functions of a principal. The sessions are designed to give principals an understanding of what their new daily responsibilities will include and strengthen their foundation of leadership practices in order to lead their school to higher levels of success.

Along with participating in sessions on course topics, principals also complete activities that offer a *hands-on approach to learning*. Each activity is linked specifically to the topic covered and is strategically designed to support *job-embedded learning*.

Throughout Year One, principals meet weekly with their certified principal coaches to reflect and dive deeper into what they are learning and to discuss how to apply it in their principal practice. Then in Year Two, principals meet biweekly with their coach.

Principal coaches provide ongoing feedback as the principals create and implement action plans to raise achievement within their schools. Coaches also accompany principals on site visits to other schools to strengthen peer collaboration and improved principal practice.

The content we focused on during the Principal Induction Program helped me successfully prepare for the challenges of being a new principal. My knowledge of the leadership core competencies has grown as a result of the course of study, thus helping me in my efforts to move our school forward. Additionally, the participation in this learning community of new and experienced leaders has created a strong support system I can lean on.”

SHERI L. NORKAS

Principal

Hammond Elementary School

Upon successful completion of the program, principals attend a graduation ceremony to celebrate their achievements. They have now completed the Hillsborough Principal Pipeline and are armed with all of the tools they need to be a successful principal in Hillsborough County. Following their graduation, principals are released from official Pipeline training and transition into self-directed learning, determined by each individual's learning plan and supported by their Area Superintendent.

New Principal Induction Impact Survey results have shown that 100 percent of respondents said that working with their principal coach has allowed them to more effectively manage their school and has helped to positively influence teacher practice. In the same survey, 100 percent of respondents felt that working with their coach has helped to positively influence student learning and that they were a more effective principal by the end of the school year because of the coaching and professional development received.

Through the Principal Induction Program, I have had the opportunity to build relationships with a network of principals and I have learned firsthand how the District views the role of a principal, which has given me a clear understanding of my role. In particular, the time invested by my coach, someone solely dedicated to supporting me as a principal, is by far the most beneficial part of the program. A level of trust has been built so well that I can discuss anything with her."

OLAYINKA ALEGE
Area Leadership
Area 5