

Preparing New Principals Program

Year One Course of Study

The Preparing New Principals program involves a comprehensive course of study designed to give aspiring school leaders all the tools needed to become an effective and high-performing principal.

During Year One, assistant principals participate in:

- Six half-day Saturday sessions with a core focus on instructional leadership, human capital management and organizational/systems leadership along with job-centered, hands-on activities
- Key topic sessions that address the support functions of a principal, such as budgeting, operations, etc.
- Four required courses that span the five core competencies
- Daily mentoring by their current school principal



YEAR ONE

Participants attend six Saturday training sessions, each lasting a half-day. These sessions are designed to address critical areas of the principalship and were developed following research-based practices from experts in the field. An important part of these Saturday sessions is the extension activities that allow the participants to use a hands-on approach to learning. Some activities, such as assessing the implementation of a change strategy that has taken place at a school, are done during the session, while others, like leading your school's leadership team meetings for a month, are completed outside of the training sessions. Each activity is tied specifically to the topic covered and is strategically designed for job-embedded professional development.

Starting in Year One, participants also select three key topic sessions to attend that take place after the school day. These sessions cover the operational needs of a principal, including budgeting and facilities management. Participants also begin to attend the four required courses that span the five core competencies, including Haberman Star Teacher Interview Training and FEMA On-Line Safety Training. These courses take place over the course of one or two days.

Additionally, throughout the entire year, participants receive daily mentoring from their current school principal to help guide them along their journey of principal development.

The information that I garnered through the Preparing New Principals program forced me to focus and discover my school vision. An integral part of the exercise involved getting feedback from faculty and staff members, which enabled me to refine and clarify my leadership vision. As a result, I was prepared and able to communicate my vision, and my community of learners has been able to make connections to how each of us can work together for our common goal."

SHANNON V. BUTLER, ED.D.

Principal

Orange Grove Middle Magnet School of the Arts



YEAR ONE SATURDAY SESSION TOPICS	OVERVIEW
Leading Through Vision	Identifying a personal vision for leadership, creating a shared school vision, communicating and articulating both a personal and a school vision and getting buy-in from staff
Creating a Positive School Culture	Assessing current school culture and developing strategies for building and sustaining a positive school culture
Change Management that Leads to Effective Implementation and Buy-In from Stakeholders	Eight steps for effective change management, guidelines to getting others on board with any changes and the best ways to sustain change
Recruiting and Hiring Teacher Talent	Strategies for recruiting teachers and effective hiring practices, behavior-based interview questions and steps to follow before, during and after an interview
Development of Leadership Teams	Characteristics of effective leadership teams, planning productive meetings and distributing leadership
Developing Teachers Through Job-Embedded Professional Development	Characteristics of quality, job-embedded professional development and using data to create professional development activities

Preparing New Principals Program

Year Two Course of Study

The Preparing New Principals program involves a comprehensive course of study designed to give aspiring school leaders all the tools needed to become an effective and high-performing principal.

During Year Two, assistant principals participate in:

- Six half-day Saturday sessions with a core focus on instructional leadership, human capital management and organizational/systems leadership along with job-centered, hands-on activities
- Key topic sessions that address the support functions of a principal, such as budgeting, operations, etc.
- Four required courses that span the five core competencies
- Daily mentoring by their current school principal
- Monthly coaching from a District-trained, experienced principal coach
- Principal Entry Planning exit activity



YEAR TWO

Similar to Year One, participants again attend six half-day Saturday training sessions and take part in extension activities. Continuing to build on the foundation created in Year One, the final session culminates with the Transition to the Principalship, where participants will create a Principal Entry Plan that maps out the first 90 days of being principal after being appointed to a “mock school.” The entry plan encompasses the District school leader domains and competencies, as well as best practices learned throughout the entire course of the Preparing New Principals program.

In Year Two, participants select an additional three key topic sessions to attend that cover the operational aspects of being a principal. Applicants also finish attending the four required courses that cover the five core competencies.

Daily mentoring from the current principal continues through Year Two, and to assist with the development of the Principal Entry Plan, participants are assigned a principal coach. These coaches are fully released principals who are experienced and highly trained. Additionally, they facilitate the shadowing of a high-performing principal for each participant, as well as provide additional support through monthly coaching sessions.

The Preparing New Principals program helped prepare me for my role as a school principal by providing me with scenarios that I would not be faced with in my position of assistant principal. There were multiple sessions with current principals who provided personal testimonials, networking and assistance. It also allowed me to self-reflect and become aware of best practices that would empower me to be as effective as possible when granted the opportunity to lead at the next level.”

DANTÉ D. JONES
Principal
Burnett Middle School



YEAR TWO SATURDAY SESSION TOPICS	OVERVIEW
Leading for Instructional Improvement... Effective Observation and Feedback Practices	The steps to effective feedback practices, ways to improve student learning and how to coach teachers toward greatness
Staff Cultures and Working with Resistant Teachers	Strategies for a successful staff culture and tips on working with resistant staff
Leading for Equity	Creating a culture of success for all students and closing achievement gaps
Problem-Solving Practices that Improve Teaching and Learning	Steps for effective problem solving and using root cause analysis in problem solving
Putting It All Together: Managing Time for Effective Instructional Leadership	Prioritization and strategically scheduling for success
Transition to the Principalship	Session six content, including developing focused goals and listening to stakeholders, builds up to creating the 90-day Principal Entry Plan