Preparing New Principals Program

To recruit, hire and develop school Principals who are able to impact and improve teaching and learning in schools, and lead them to success.

The Preparing New Principals (PNP) program is the third program along the Hillsborough Principle Pipeline (HPP) and includes:

- Attend Eckerd College leadership seminar and courses with a focus on instructional leadership
- Key topics sessions
- Courses that expand the five core competencies

After completing the Future Leaders Academy and the Assistant Principal Induction Program, aspiring leaders are eligible to apply for the Preparing New Principals program.

Over the course of one year, Assistant Principals are prepared and trained on how to create positive school culture and working conditions for teachers, as well as how to positively impact teacher and student performance. The program involves job-embedded, real-world learning activities that are aligned to state leadership standards and district Principal competencies. It is designed to prepare leaders to successfully manage their time in order to effectively serve as instructional leaders, managers of human capital and organizational/systems leaders.

Preparing New Principals Core Competencies:

- Achievement Focus and Results Orientation
- Instructional Expertise
- Managing and Developing People
- Culture and Relationship Building
- Problem Solving and Strategic Change Management

Job-Centered, Hands-On Learning Activities

Developed to give participants an authentic sense of what the day-to-day job of a Principal will entail, these activities include, but are not limited to:

- Creating a school-wide professional development plan
- Conducting an equity walk
- Developing a hiring team to design interview questions and rubrics
- Facilitating one of the monthly leadership team meetings at their school, including creating the agenda, leading the meeting, and conducting follow up
Mentoring and Coaching
As an integral focus of the Preparing New Principals program, participants are mentored on a daily basis by their school Principal to provide ongoing support and feedback of hands-on activities.

National Excellence and Distinction
In 2019, a study completed by the Rand Corporation provided evidence that a comprehensive approach to leadership is effective in significantly improving student achievement. In 2012, the Preparing New Principals program was selected to join The George W. Bush Institute’s Alliance to Reform Education Leadership (AREL) Network. The Network is a first-of-its-kind Professional Learning Community of Principal preparation programs. Members are able to come together to share best practices and learnings, and network in an environment where programs have the sole focus to graduate highly effective leaders for the nation’s schools and children and will serve as a blueprint for how Principals can be effectively trained to positively impact student achievement across the nation. The Network has grown to include more than 25 programs in a number of different states, as well as the District of Columbia. The Network is comprised of universities, nonprofit organizations, nontraditional school leader preparation programs, school districts and statewide efforts.

Upon completion and successful exit of the Preparing New Principals program, Assistant Principals are eligible to enter the Principal applicant pool for Hillsborough County Public Schools, where they are eligible for school placement for up to five years. Once selected and upon transition into the role of Principal, individuals immediately begin the Principal Induction Program, the final step to becoming a Principal in Hillsborough County.

“Being a part of the Preparing New Principals program has given me significant in-depth knowledge that not only is researched-based but is presented by those who have learned from experience. All of the job-embedded, real-world learning activities the Preparing New Principals program offers ensures that I grow as an instructional leader who can lead a school.”

- Denise Savino, Principal, Lennard High School
Preparing New Principals Program

Application and Selection Process

Applying to the Preparing New Principals Program
The following criteria must be met in order to apply:

- Serve as a current Assistant Principal in Hillsborough County
- Successfully complete the Future Leaders Academy and the Assistant Principal Induction Program

Program Selection
The Preparing New Principals program was developed to ensure there is a pool of qualified, trained instructional leaders to fill Principal vacancies as they occur in Hillsborough County Public Schools. When selecting candidates for Preparing New Principals, five overall areas of school leader competencies are considered: Achievement Focus and Results Orientation, Instructional Expertise, Managing and Developing People, Culture and Relationship Building, and Problem Solving and Strategic Change Management.

Candidates must be able to demonstrate and exemplify achievement in these five core competency areas through their application, evaluation forms and in-person interviews.

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<thead>
<tr>
<th>Fall / Winter</th>
<th>Late Winter</th>
<th>Spring</th>
<th>Late Spring</th>
<th>Fall</th>
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<td>Attend a district-facilitated information session to discuss competencies, program requirements and the application process.</td>
<td>Applications are due, including the Assistant Principal evaluation summary, two reference forms and answers to essay questions.</td>
<td>In-person interviews take place. Participate in a 120-minute in-person selection activity with interview questions as well as two or three performance tasks/scenarios, and evaluation</td>
<td>Candidates are notified of their acceptance.</td>
<td>The program launches at the start of the school year.</td>
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Preparing New Principals Program
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 the Program, Assistant Principals Participate In:**

- Eleven sessions with a core focus on instructional leadership, human capital management and organizational/systems leadership along with job-centered, hands on activities
- Shadowing an experienced Principal
- Key topic sessions that address the support functions of a Principal such as budgeting and operations
- Required courses that span the five core competencies
- Principal entry planning exit activity

Participants attend sessions designed to address critical areas of the Principalship that are developed following research-based practices from experts in the field. Extension activities allow 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, such as leading your school’s leadership team meetings, 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.

Participants select 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 required courses that span the five core competencies, including Coaching for Success, Culturally Proficient Leadership, Fierce Conversations and FEMA online safety training. Additionally, throughout the entire year, participants receive daily mentoring from their current school Principal to help guide them along their journey of Principal development.

Continuing to build on the foundation, the final session culminates with the Transition to the Principalship. Participants will create a Principal Entry Plan which maps out the first 90 days after being appointed. 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.

“This helped prepare me for my role as a school Principal by providing me with scenarios that I would not be faced with as an Assistant Principal. Multiple sessions with current Principals provided personal testimonials, networking and assistance. It allowed me to 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.”

- Dante D. Jones, Principal, Mann Middle School
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<tr>
<th>Topics</th>
<th>Overview</th>
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<tr>
<td><strong>Leading Through Vision</strong></td>
<td>Identify a personal vision for leadership, create a shared school vision, communicate both and get buy-in from stakeholders.</td>
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<td><strong>Equity</strong></td>
<td>Creating a learning environment for all students. Learning Strategies to close the achievement gap.</td>
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<td><strong>Change Management</strong></td>
<td>Learning about Kotter’s 8 steps of change and how to apply it to a school scenario.</td>
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<td><strong>Problem-Solving to Improve Teaching and Learning</strong></td>
<td>Steps for effective problem-solving and using root cause analysis. Analyzing school data to solve school problems and learning about cage-busting leadership.</td>
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<td><strong>The Four Disciplines of Execution</strong></td>
<td>Focus on creating the right systems and structures to get the job done and how to monitor and execute a change-management plan.</td>
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<td><strong>Student Culture</strong></td>
<td>Assess current school culture and develop strategies for building and sustaining a positive school culture.</td>
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<td><strong>Staff Cultures and Working with Resistant Teachers</strong></td>
<td>Learn about strategies for a successful staff culture and tips on working with resistant staff.</td>
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<td><strong>Get Better Faster - Teacher Observation and Feedback</strong></td>
<td>Learn to provide effective feedback to impact greatest teacher potential.</td>
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<td><strong>Hiring and Onboarding Teacher Talent</strong></td>
<td>Learn about the “irreplaceable” teacher. Learn strategies for recruiting, hiring, and keeping quality teachers.</td>
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<td><strong>Developing teachers through job-embedded PD</strong></td>
<td>Characteristics of quality, job-embedded professional development activities, and action research-based project.</td>
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<td><strong>Bring it All Together</strong></td>
<td>Share change management plans, big rocks, 90-day plans, priorities, etc.</td>
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Note: All sessions are based on the 5 Core Competencies and incorporate a job-embedded component. The cornerstone of the teaching is from *Leverage Leadership 2.0* by Paul Bambrick-Santoyo.
Creating a Principal Entry Plan

In order to successfully exit the Preparing New Principals program and enter the Principal hiring pool in Hillsborough County Public Schools, Assistant Principals must complete, present and submit a Principal Entry Plan that achieves the target score using the competency rubric.

Through the creation of their Principal Entry Plan for their current school, participants will develop a plan which maps out the first 90 days on the job. The entry plan will encompass the district’s school leader domains and competencies, as well as best practices that have been learned throughout the course of the one-year Preparing New Principals program.

The purpose for creating this entry plan is for Assistant Principals to demonstrate their awareness and understanding of the role of a Principal as it relates to student achievement and teacher performance, as well as to demonstrate their ability to strategically plan for the first 90 days once they are appointed to the role of Principal. Once Assistant Principals have graduated from the program, they are eligible to enter the Principal applicant pool in Hillsborough County Public Schools.

The Next Step: Becoming a Principal

Upon selection from the applicant pool to become a Principal, participants immediately begin the Principal Induction Program.

Within the first year of becoming a Principal, program graduates are expected to:

- Articulate a strategic vision for learning that guides school improvement efforts and is embraced by the entire school community
- Create a positive learning environment which results in increased time on task, reductions in disciplinary referrals, and increases in student achievement for all core academic areas
- Establish the conditions for adult collaboration and learning that lead to improved and enhanced teacher practice and performance

“Completing an entry plan really helped me gain clarity to what goals and action steps could and should be implemented. I presented the plan on the first day of preplanning to my entire faculty and continue to refer to it at every faculty meeting.”

- Drew Olson, Principal, Greco Middle School