

Developing and Evaluating School Principals

Selecting, Developing, Supporting, and Evaluating School
Leaders

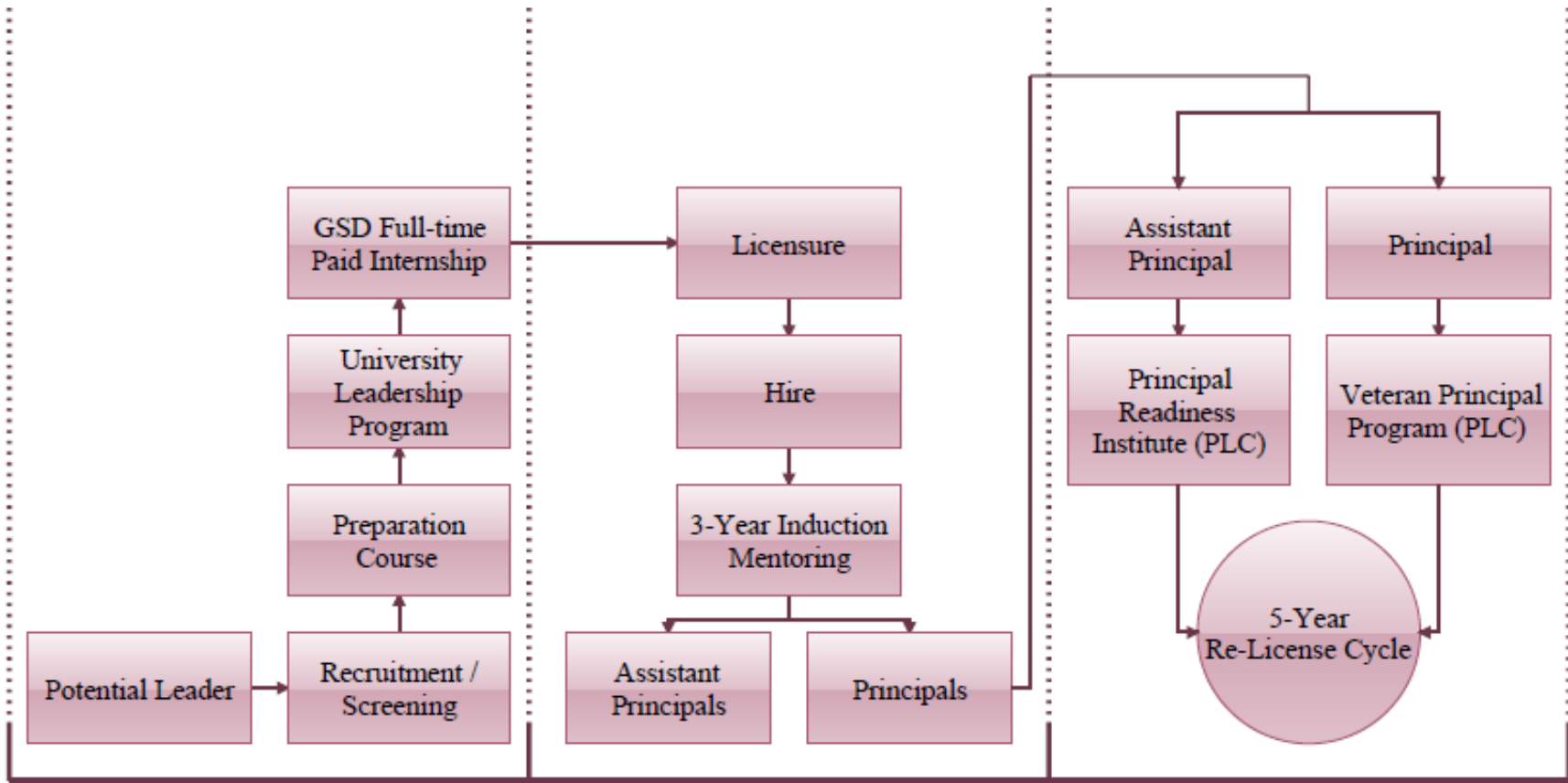
How Do We Meet these Increased Demands for Effective School Leadership?

- Granite School District has begun implementation of a succession management plan to help meet the demand for new principals and administrators. Through this succession management we hope to accomplish three things:
 - Identify potential leaders early and from various sources, and encourage their progress.
 - Provide meaningful, job embedded professional development opportunities to support their growth.
 - Focus instruction on the next possible position, rather than their current position.

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Succession Management Pipeline

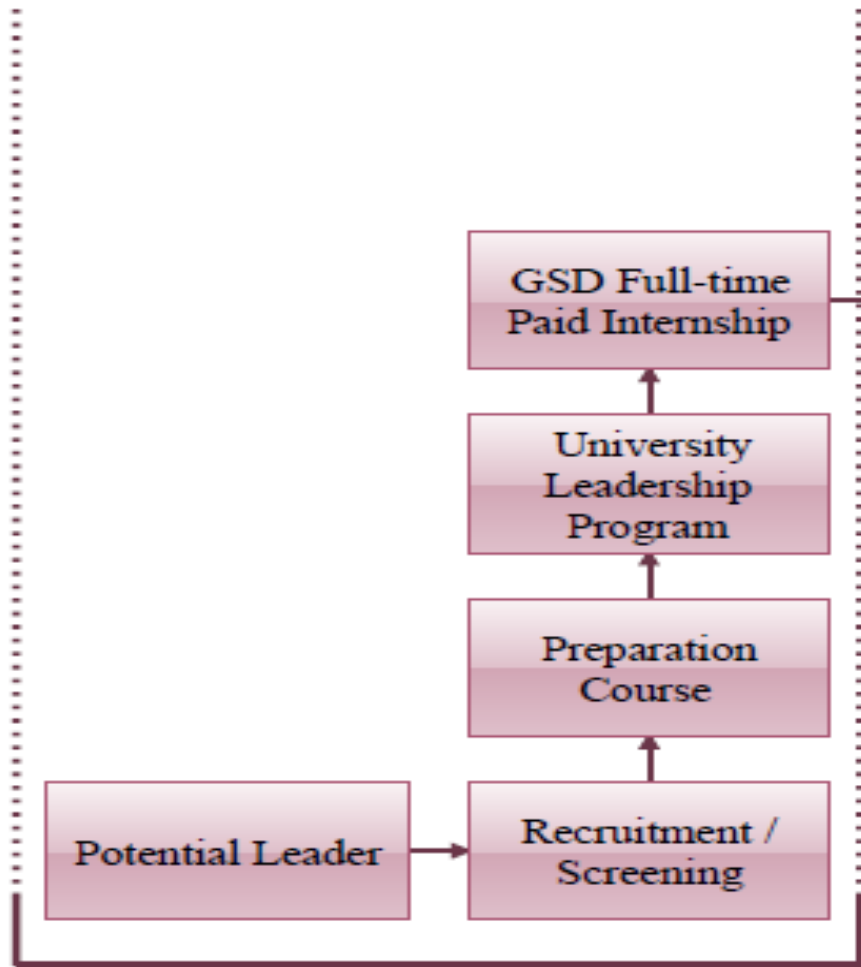


Emerging Leaders Academy (ELA)

New Leaders Induction Academy (NLIA)

Practicing Leaders Academy (PLA)

Succession Management Pipeline



Emerging Leaders Academy (ELA)

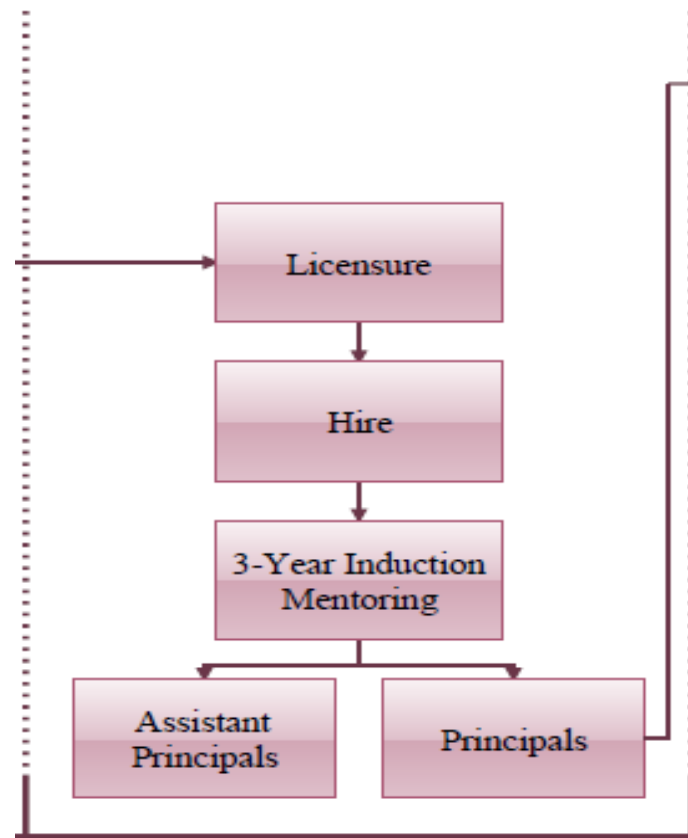
Key Components of Emerging Leader Academy Preparatory Course

- Early identification and nomination of potential leaders by principals.
- Rigorous application and screening process, similar to administrative application and screening.
- Monthly instruction in basic leadership skills and characteristics by district specialists and University of Utah instructors.
- Job shadowing opportunities with Granite School District Administrators.
- Introduction to local university programs, assistance with application process.

Key Components of Emerging Leader Academy Full-Time Internship

- 12 full-time internships at all three levels.
- 2 day summer institute with superintendency, district specialists, principals, and assistant principals.
- Meaningful, job-embedded instruction with carefully selected administrators.
- Clearly defined expectations for learning, with monthly assessment and support from district specialist.
- Monthly meetings with principals and district specialists to ensure meaningful internship experience.
- Preparation and instruction in implementation of district initiatives.

Succession Management Pipeline

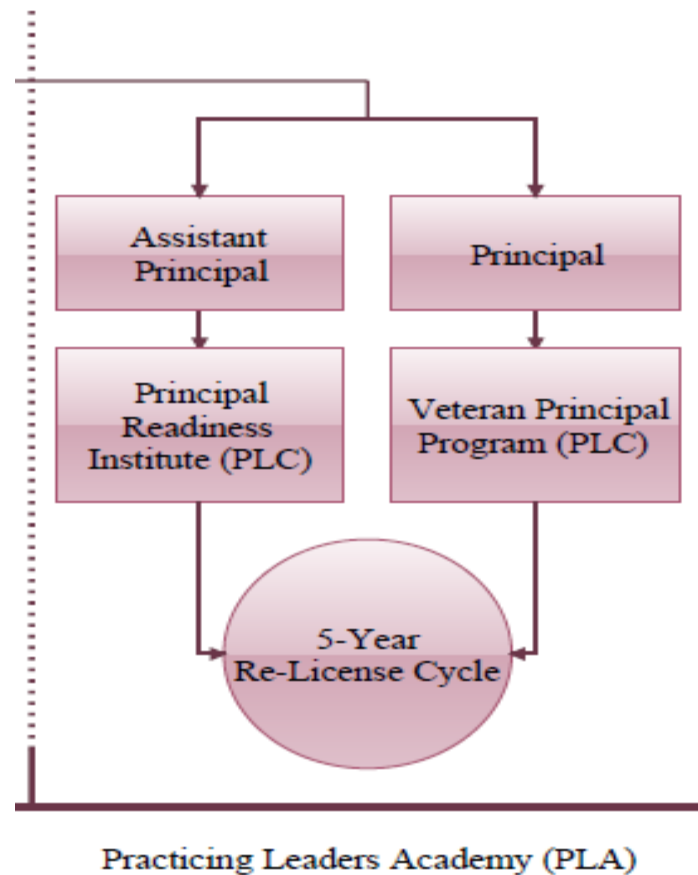


New Leaders Induction Academy (NLIA)

Key Components of New Leader Induction Academy

- Divided into first, second, and third year cadres for both principals and assistant principals.
- Two day summer training with district specialists, directors, and superintendency before each year.
- Monthly training meetings with district specialists to instruct in issues pertinent to each group.
- Individual meetings with district specialists to provide additional support and instruction.
- Building level mentors assigned for additional support and instruction.
- Specialty mentors also available for assistance in specific areas.

Succession Management Pipeline



Key Components of Practicing Leaders Academy

- Principal Readiness Institute focused on skills needed to become a principal
- Monthly instructional cadres
- Quarterly visits with principals from district specialists to assist principals in providing meaningful, job-embedded learning opportunities.
- Quarterly visits from district level specialists
- Gradual assumption of duties expected of principal
 - Master Schedule, FTE reports
 - Assuming leadership role of building leadership teams
 - Principal directed introduction into building finances
 - Greater role in observations and evaluations

Key Components of Practicing Leaders Academy

- Veteran Principal PLC to provide specific professional development opportunities that are focused on principal group needs
- PLCs facilitated by Granite School District principals, trained in the PLC process and district initiatives by district specialists and the University of Utah
- University partnership to provide resources and training in response to issues identified by PLCs
- Points available for relicensure

Sample of Cadre Scope and Sequence

Date	ELA	Interns	AP Year One	AP Year Two/Three
August		4 th and 11 th – 8-4		
		Two Day Institute Five Non-Negotiables Leadership Standards To Do's	Induction	Induction
September	10 th / 4:30-7:30 Aud D102	8 th / 7:30 – 9:30 HR Training Room	2 nd / 7:30 - 9:00 D202	2 nd / 10:00 – 11:30 D202
	Introduction to Educational Leadership	Developing a Culture of Academic Excellence – A Principal's Perspective (MTSS, PBIS, and Interventions)	Visionary Leadership – Creating and Sustaining a Culture of Academic Excellence (SpEd, ELL, MTSS, PBIS, data analysis, PLC's, and interventions)	Creating Culture – Driving Results (Achievement, Initiative, Monitoring, Planning)
October				
	Roles of Leadership (Site Visits)	Professionalism Philosophical Foundations (Educator Observation and Conversation) Superintendency Visits	Creating a Culture for Civility (Student achievement, student behavior, safety and security) Secret One: Love Your Employees	A Culture of Inclusiveness – Welcoming Stakeholders
	Oct. 8 - D220	Oct. 13 - GEC		
November	University Presentations	Development of Personal Leadership Philosophy Master Schedule (Screening Interview)	Instructional Practice , Observation, Student Achievement, Data Analysis Secret Two: Connect Peers with Purpose	A Culture of Safety – Do No Harm