



Assistant Principal Residency 2024-2025 Principal Mentor Coaching Guide

Program Overview

In an effort to continue developing a robust Educator Pipeline of future talent, the Assistant Principal Residency offers a coaching model that pairs successful Mentor Principals with aspiring administrators currently serving as Residents. The program is one of several layers of support provided to the Residents as they receive job-embedded training as administrators. Principal Mentors provide ongoing support through a variety of interactions.

Purpose

- Provide high-quality support for Residents for a successful and rewarding year, which advances the district's strategic plan, the campus improvement plan, and teacher and student success.
- Develop the skills and abilities of Residents in order to retain talented aspiring administrators.

Residents

Residents were selected collaboratively by HCISD and UT leaders in the spring of 2024. They will serve in the role of a Principal Resident for the 2024-2025 school year while attending classes at UT to complete their master's degree and principal certification requirements. Each Resident is assigned to a mentor principal and campus.

Expectations

Principal Mentors are assigned to Residents by the Office of Professional Learning and Teacher Pipelines. Residents are expected to meet weekly with their Principal Mentor for feedback and to discuss progress and assignments at a mutually agreed upon time.

Each Resident and campus has unique needs. Principal Mentors will differentiate the sessions to meet the needs of the campus and Residents. Principal Mentors and Principal Residents will work collaboratively to establish times and dates for coaching sessions.

Harlingen CISD Principal Mentor Expectations

It is the expectation of the Principal Mentor to provide the Resident with an array of campus leadership experiences that are aligned to the Harlingen Consolidated Independent School District (HCISD) leadership framework, as well as state and national competencies as identified by the University of Texas at Austin (UT) Texas principalship program.

The Principal Mentor should view the Resident as an integral part of the campus leadership team. Resident learning experiences and assignments should reflect data-driven decision-making and help

to support the needs of the campus. The Campus Improvement Plan (CIP), Target Improvement Plan (TIP), and other data sources should be referenced as a guiding document to craft meaningful experiences for the Resident. The principal Resident should share in duties and responsibilities as other campus administrators (assistant principals); however, duties and responsibilities should not exceed or compensate for other campus administrators.

Recommendations for Introductory Meeting with Resident

- Share your leadership story. Encourage Resident to share their story.
- Share background on campus (culture/climate).
- Share a high-level overview of campus data, academic standing, CIP, and/or TIP goals.
- Share campus organizational chart, roles and responsibilities of the campus admin team, and standing weekly priorities for the campus (PLC schedule, master schedule, etc.)
- Discuss ways in which the Resident will be seamlessly integrated into the campus leadership team.
- Allow the Resident to discuss their individual learning plan and strengths and opportunities for growth as an aspiring administrator.

The HCISD Principal Mentor is required to:

- Review the Resident's individual learning plan aligned to the state principal standards and design a mentoring plan to support the Resident.
- Support Resident assignments including the equity audit, internship documentation, observations, PAR/School Improvement Project.
- Meet with the Resident and UT field supervisor to review observation feedback and identify strengths and opportunities for growth.
- Support multiple opportunities for the Resident to address and resolve a problem/challenge in your school that influences instructional practices and student learning. Provide time to implement the plan and analyze the data collected. (Texas Certification Exam Task)
- Provide opportunities for the Resident to design a research-based PD plan that addresses the greatest need of the building-level teacher. Implement the plan and analyze the data. (Texas Certification Exam Task)
- Provide opportunities for the Resident to create a collaborative team with different levels/experiences. The Resident will lead the team to develop a plan to improve instruction, student achievement, and school culture. (Texas Certification Exam Task)
- Submit mid-year and end-of-year feedback on the program
- Assist Resident in crafting meaningful experiences that will help prepare him or her as an effective campus-level leader aligned to the Internship Log (160 hrs).
- Facilitate Resident leadership development through job shadowing, observations, reflection, and feedback as aligned to the Resident requirements listed above.
- Facilitate Resident's interactions with appropriate district-level personnel through introductions, inclusion at meetings, etc.

Coaching Skills and Strategies

In addition to the coaching by the Mentor Principal (coaching topics below), Residents will receive Leadership Coaching by Engage2Learn (E2L). Coaching will occur monthly based on the schedule set between Resident and the E2L coach. The Leadership Coaching is designed for the Resident to lead the learning process and decide the competencies in which to improve their practice. Principal Mentors should provide feedback on T-PESS Competencies in which the Resident has the opportunity to grow.

Possible Coaching Topics (by Month)

The coaching cadre developed the following list of possible conversation topics by month. The needs of each Resident will be unique. This is not an exhaustive list, nor is it a curriculum. The activities are not presented in an order of importance. This list is meant to guide Mentor Principals in coaching topics as they plan their sessions with their Residents. Coaches need to help their Residents prepare for upcoming events/tasks.

August

- Introduce Resident to faculty and staff as a part of campus leadership team
- Invite all assigned Residents to Admin Kickoff and Leadership Retreat
- Build relationship between Principal Mentor and Resident
- Communicate your philosophy, vision, and expectations for the campus and working together
- Analyze data analysis and set goals for the school year (share any systems in place or that need to be designed)
- Review the HCISD Leadership Model and campus expectations for each
- Review campus culture and the expectations for feedback to teachers to build and maintain trust and protect morale
- Provide expectations for working with New Teachers
- Review communication expectations when working with staff, students, and parents
- Share campus systems (ie: routines, schedules, duties)
- Empower Resident to create a Campus Professional Development Plan
- Review Staff and Student Handbooks
- Discuss expectations for T-TESS goals for teachers (must be done under the supervision of a certified administrator)
- Plan/communicate procedures for student safety

September

- Check-in with new teachers
- Discuss time management and current status for Resident
- Plan for Response to Intervention (RTI) and small group instruction to differentiate learning
- Guide Resident on monitoring the quality of instruction through walkthroughs and learning walks and how to give quality feedback
- Share expectations for following up on feedback given to teachers
- Review process for adjusting student schedules
- Communicate expectations for progress reports/report cards to staff

- Plan parent engagement opportunities
- Design Open House and parent/teacher conference expectations

October

- Evaluate campus, staff, and student culture and coideate ways to maintain and/or improve culture
- Review progress toward Campus Improvement Plan goals and strategies
- Establish expectations for role in benchmark or other testing
- Establish and share a system to monitor and address student attendance
- Review what enrichment opportunities are available for students and the recruitment plan for those programs

November

- Continue to monitor instruction and provide feedback to Resident on teacher feedback
- Design data review with staff post benchmark and other testing
- Build capacity in teacher leaders (grade level chairs, department chairs, team leads, etc.)
- Review priorities and progress toward goals
- Model T-TESS Observations (must be done under the supervision of a certified administrator)
- Continue to monitor student progress and design plans for improvement
- Celebrate and share successes with community (stakeholders)

December

- Plan second semester adjustments
- Review intervention plans
- Review staff professional learning and make necessary adjustments
- Review Budget
- Analyze progress of students in special populations (Data Analysis, RTI)
- Complete mid year feedback

January

- Review communication expectations when working with staff, students, and parents
- Check in with new teachers (NT)
- Support NT in setting expectations for second semester (especially those with new sets of students)
- Review process for adjusting student schedules
- Begin scheduling end of year activities

February

- Prepare budget including Title 1 for following school year

- Review teacher intervention plans and discuss contract recommendations
- Prepare for benchmarks and any additional testing
- Ensure all T-TESS observations are complete (must be done under the supervision of a certified administrator)
- Provide feedback on system(s) implementation – review effectiveness and provide recommendations
- Walk Through Look Fors and How to give quality feedback
- Prepare recruitment strategies for following school year

March

- Review expectations during state testing
- Begin planning for next school year
- Review progress toward Campus Improvement Plan goals and strategies
- Evaluate campus, staff, and student culture and coideate ways to maintain and/or improve culture

April

- Review personnel needs and plan for hiring
- Implement systems for testing
- Prepare close of school procedures
- Organize end of year celebrations

May

- Plan/communicate summer professional learning opportunities for staff
- Prepare graduation/promotion celebrations
- Review campus data and design modifications for the following school year
- Design campus reflection and next steps
- Develop appraisal for Resident
- Design summer interventions/enrichment opportunities for students
- Begin interviews for upcoming school year

Stipends

Each Principal Mentor will receive a stipend at the end of the school year.

Leadership Performance Planning Worksheet (LPPW)

The Leadership Performance Planning Worksheet (LPPW) will be introduced to the Resident during the initial coaching meeting. This document was developed by the New York City Leadership Academy and will be used throughout the year to help guide the Principal Mentor in coaching the Resident to ensure a competency-based program.

Suggested Reading/Resources

- Results Coaching: The New Essential for School Leaders by Kathryn Kee, et al (2010)
- The Principal Influence: A Framework for Developing Leadership Capacity in Principals by Pete Hall, et al (2016)
- The Art of Coaching: Effective Strategies for School Transformation by Elena Aguilar (2013)
- PASL Video, Guide, Handbook, and Tasks and Rubrics
- 268 Principal as Instructional Leader