



Alliance FOR Leading AND Learning

Aspiring Principal Development

First-Year Principal Support and Professional Development

Second-Year Principal Support and Professional Development



**Assistant
Principal
Pipeline
Program**



THE UNIVERSITY of
NEW MEXICO

ALBUQUERQUE
PUBLIC SCHOOLS





Founding Goals (2009)

Goal 1:

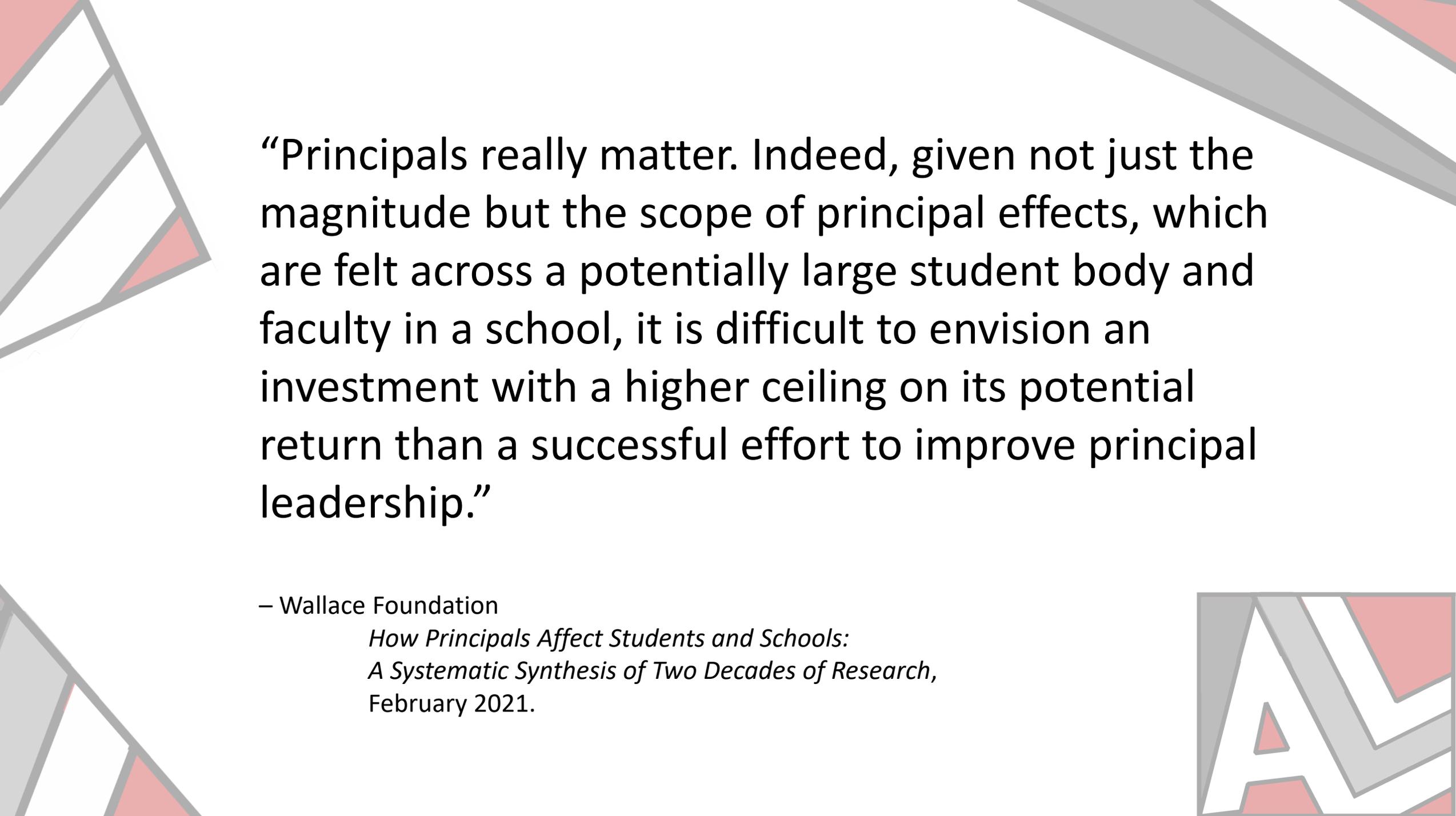
Recruit, support and collaborate in the preparation of aspiring teacher leaders, leading to administrative licensure and placement in principal and assistant principal positions in high needs schools.

Goal 2:

To provide support, assistance and mentoring to novice principals in their induction years (first and second years).

Goal 3:

To provide support, renewal and career enhancement for currently practicing principals.

The slide features decorative geometric shapes in the corners, consisting of overlapping triangles and polygons in shades of red, grey, and white. The main text is centered in a large, black, sans-serif font.

“Principals really matter. Indeed, given not just the magnitude but the scope of principal effects, which are felt across a potentially large student body and faculty in a school, it is difficult to envision an investment with a higher ceiling on its potential return than a successful effort to improve principal leadership.”

– Wallace Foundation

*How Principals Affect Students and Schools:
A Systematic Synthesis of Two Decades of Research,
February 2021.*

Title II Part A U.S. Department of Education Guidance

E-1

Funds can be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts in increasing student academic achievement.

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified principals;
2. Developing and implementing strategies and activities to recruit, hire, and retain highly qualified principals.
3. Providing PD that improves the knowledge of principals in content knowledge
4. Providing PD that improves the knowledge of principals regarding effective instructional practices.
5. Developing and implementing initiatives to promote retention of highly qualified principals particularly in under-achieving schools... support for new principals during their first three years.
7. PD that is designed to improve the quality of principals and superintendents, including the development and support of academics to help them become outstanding managers and educational leaders.

Title II Part A U.S. Department of Education Guidance

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified principals

Multiple Pathways

2. Developing and implementing strategies and activities to recruit, hire, and retain highly qualified principals.

3. Providing PD that improves the knowledge of principals in content knowledge

Meaningful Evaluation & Support

4. Providing PD that improves the knowledge of principals regarding effective instructional practices.

7. PD that is designed to improve the quality of principals and superintendents, including the development and support of academics to help them become outstanding managers and educational leaders.

Strong Leadership

5. Developing and implementing initiatives to promote retention of highly qualified principals particularly in under-achieving schools... support for new principals during their first three years.

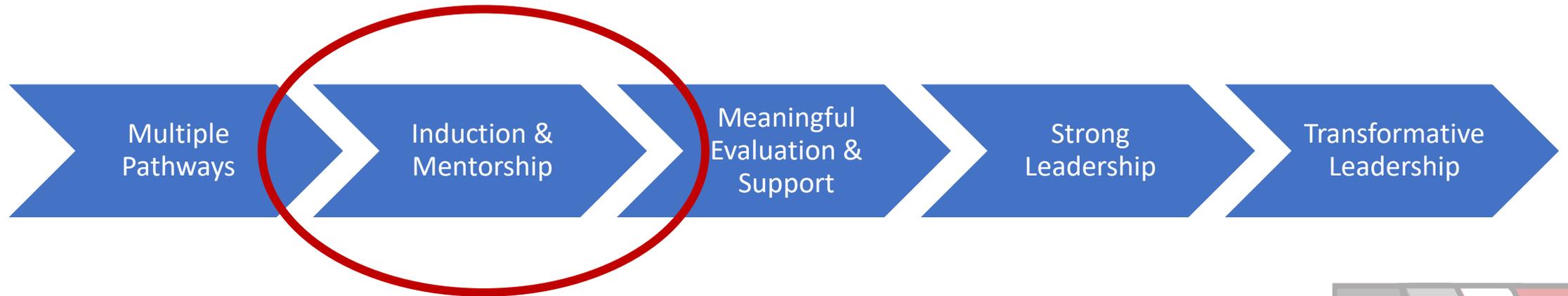
Transformative Leadership



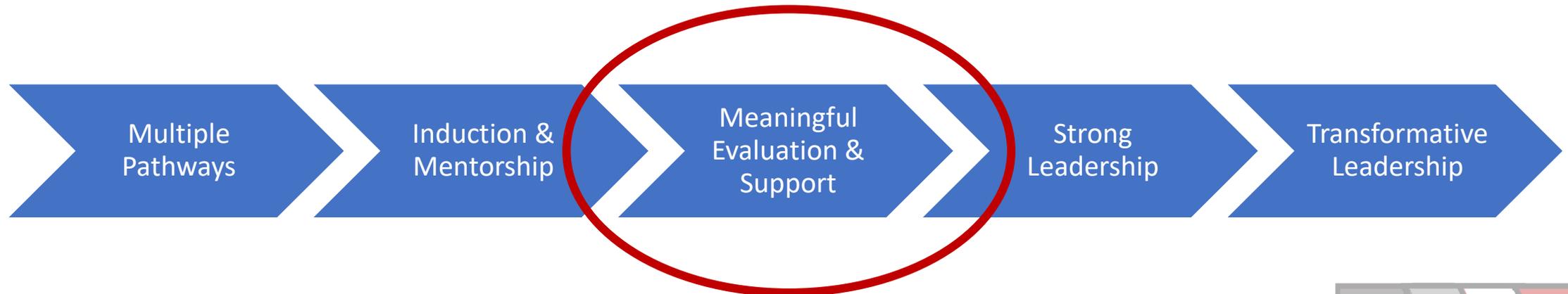
- APS/UNM Aspiring Principal Program
- Assistant Principal Pipeline for both A.L.L. graduates and aspiring principals from other programs
- First-year and second-year cohort principal support and PD for new principals.



- A.L.L. internships
- First-year principal mentorship and principal supports
- Second-year and second-year cohort principal support and PD for new principals.

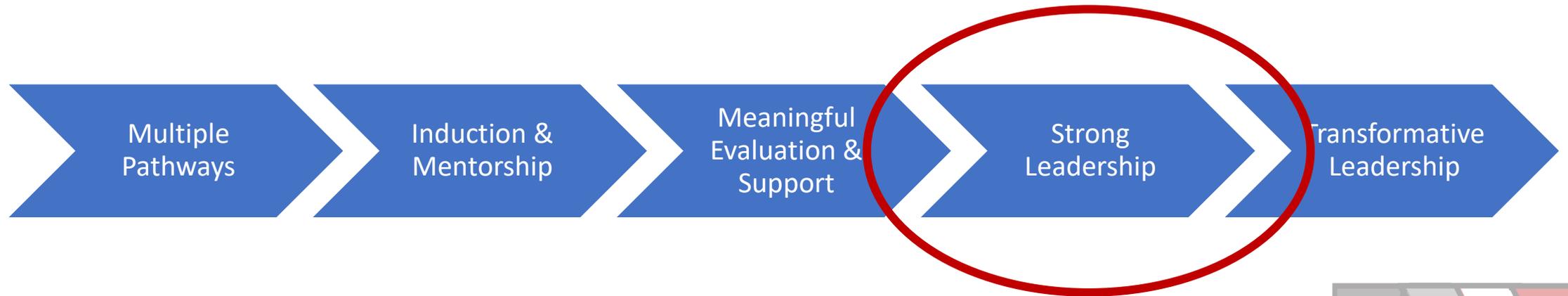


- First-year principal mentorship and principal supports
 - Professional development and peer/cohort supports twice a month
 - Site-visits to new principals twice a month
 - Peer mentorship with an experienced principal
 - Feedback, simulations, guidance, resources, etc.



- Second-year and second-year cohort principal support and PD for new principals.
 - Professional development once a month
 - Site-visits once a month

- First-year principal PD twice monthly
- Second-year principal PD once monthly



- SPI-Con and ongoing professional development (designed for A.L.L. participants, but open to all principals)
- Equity-focused, justice-directed
- Relevant, challenging, current speakers focused on equity-driven school transformation



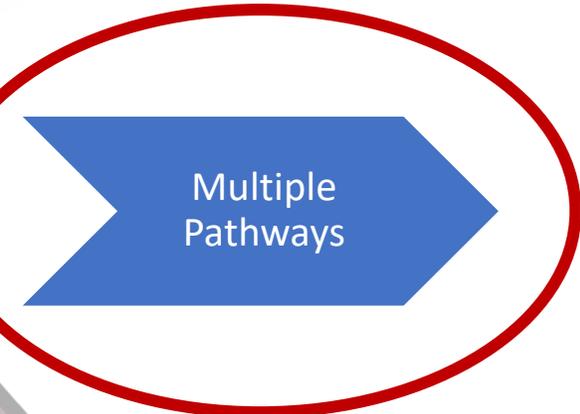
- Program reflection and evaluation

Multiple Pathways:

1. APS/UNM Aspiring Principal Program

APS Requirements to Apply

- Master's Degree
- Hold a Level 3A New Mexico teaching license
- Minimum of 5 years of teaching experience, at least 3 with APS
- More rigorous requirements due to APS paying 50% tuition and providing internship.



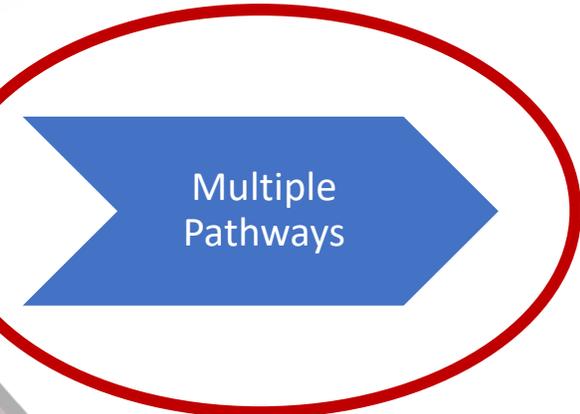
Multiple
Pathways

Multiple Pathways:

1. APS/UNM Aspiring Principal Program

APS Program Requirements

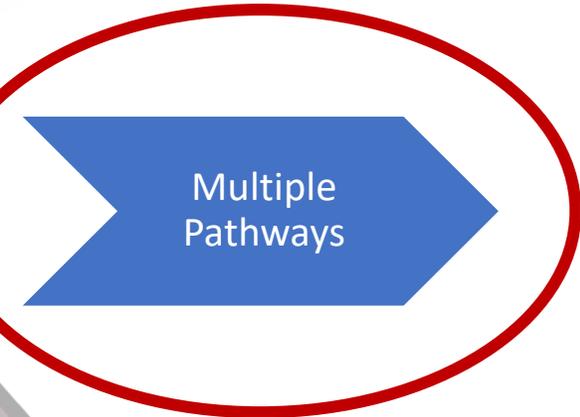
- Willingness to sign a two-year contract of commitment to APS.
- Completion of 21-24 semester hours of graduate credit at UNM in the A.L.L. program cohort
- Completion of full-time semester-long administrative internship in an APS school
- Pass the administrative licensure exam



Multiple
Pathways

Multiple Pathways:

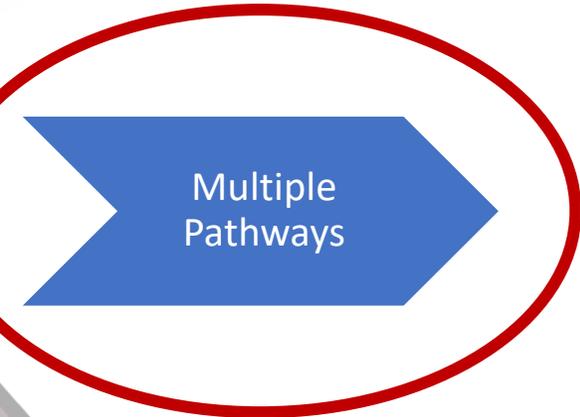
1. APS/UNM Aspiring Principal Program



Fall 2022	ALL Cohort 12 Data-Informed Inst Leadership course (LEAD 503) Inst Leadership, Supervision, Eval course (LEAD 560)
Spring 2023	Administrative Internship course (LEAD 596) School Finance & Resource Allocation (LEAD 521) Semester-Long Full-time Internship
Summer 2023	Legal Issues for School Leaders course (LEAD 561) Leadership and Org Change course (LEAD 509)

Multiple Pathways:

1. APS/UNM Aspiring Principal Program

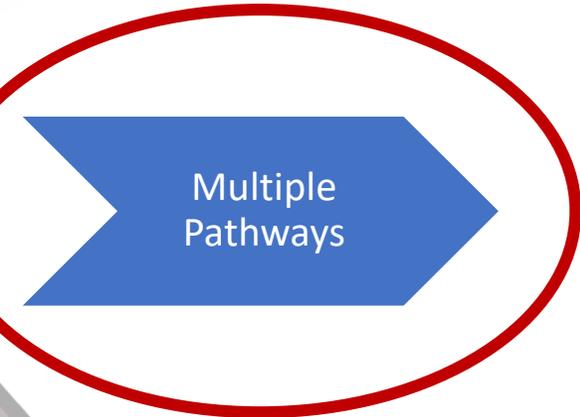


	Traditional Cohorts	Innovation/Design Cohorts
Fall 2022	<p>ALL Cohort 12</p> <p>Data-Informed Inst Leadership course (LEAD 503)</p> <p>Inst Leadership, Supervision, Eval course (LEAD 560)</p>	<p>A.L.L. Cohort 12.5</p>
Spring 2023	<p>Administrative Internship course (LEAD 596)</p> <p>School Finance & Resource Allocation (LEAD 521) ←→</p> <p>Semester-Long Full-time Internship</p>	<p>The <u>School</u> Principalship course (LEAD 520 online) *</p> <p>School Finance & Resource Allocation (LEAD 521)</p>
Summer 2023	<p>Legal Issues for School Leaders course (LEAD 561) ←→</p> <p>Leadership and Org Change course (LEAD 509) ←→</p>	<p>Legal Issues for School Leaders course (LEAD 561)</p> <p>Leadership and Org Change course (LEAD 509)</p>
Fall 2023	<p>ALL Cohort 13 ←→</p> <p>Data-Informed Inst Leadership course (LEAD 503) ←→</p> <p>Inst Leadership, Supervision, Eval course (LEAD 560)</p>	<p>Data-Informed Inst Leadership course (LEAD 503)</p> <p>Inst Leadership, Supervision, Eval course (LEAD 560)</p>
Spring 2024	<p>Administrative Internship course (LEAD 596) ←→</p> <p>School Finance & Resource Allocation (LEAD 521)</p> <p>Semester-Long Full-time Internship ←→</p>	<p>Administrative Internship course (LEAD 596)</p> <p>Innovation/Design micro-credential classes **</p> <p>Semester-Long Full-time Internship</p>
Summer 2024	<p>Legal Issues for School Leaders course (LEAD 561)</p> <p>Leadership and Org Change course (LEAD 509)</p>	

Multiple Pathways:

1. APS/UNM Aspiring Principal Program

- Partial reimbursement of tuition
- Paid sabbatical for internship/residency
- Courses co-taught with UNM Ed Leadership faculty
- Classes held at APS school sites
- 50% tuition reimbursement upon completion of each semester with a “B” or better grade
- Small cohorts of ≤ 12
- Paid sabbatical in for full-time internship in a school other than your own
- The establishment of a professional network of fellow school leaders committed to improving education in APS



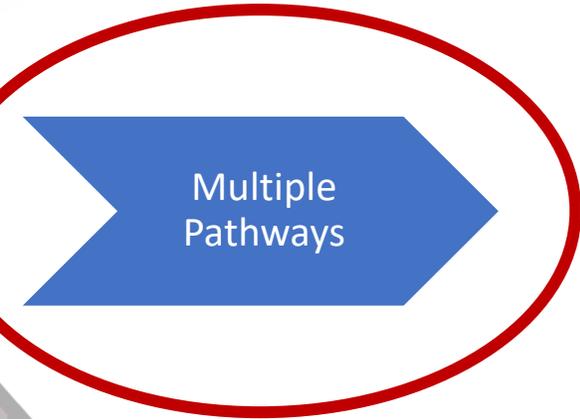
Multiple
Pathways

Multiple Pathways:

1. APS/UNM Aspiring Principal Program -- **MENTORS**

Cooperating Principal Requirements

- Attend mentor meetings
- Allow intern to shadow and assist full-time
- Intern support: Meet daily and weekly with intern
- Provide gradual-release opportunities for intern to lead
- Provide opportunities for intern to participate in the NM teacher evaluation process (interns with permission from the teacher can co-conduct observations, scoring must be completed with the supervisor)
- Support intern in meeting internship assignment requirements
- Provide time to meet with intern's principal support specialist
- Complete intern evaluations with APS and UNM



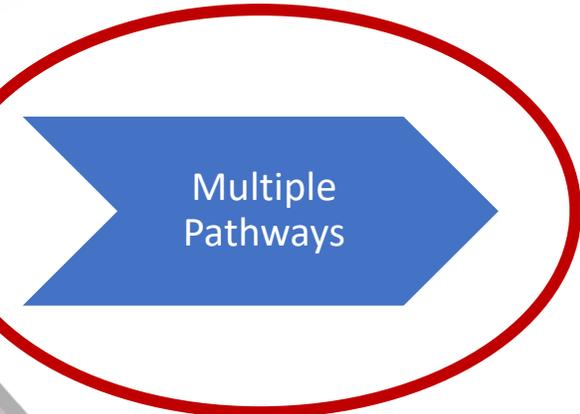
Multiple
Pathways

Multiple Pathways:

1. APS/UNM Aspiring Principal Program -- **MENTORS**

Answer these four questions:

1. Describe strengths you possess as an instructional leader and explain how they would support the administrative intern's leadership development.
2. Describe how you will engage the intern in the study of equity issues at our school.
3. Describe an initiative you have facilitated as the instructional leader of your school.
4. Describe how you will include your intern as a member of the school's leadership team.



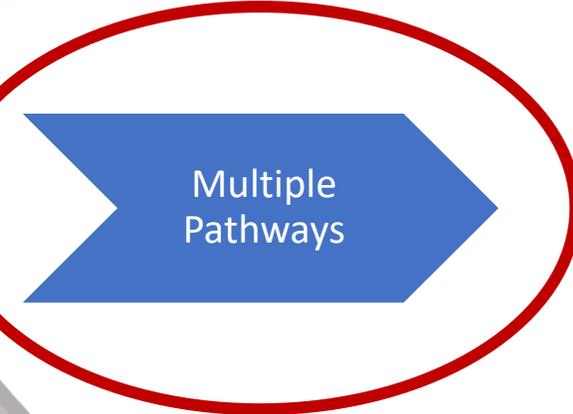
Multiple
Pathways

Multiple Pathways:

1. APS/UNM Aspiring Principal Program -- **MENTORS**

I understand that hosting an intern requires that I provide opportunities to apply what they are learning with regards to instructional leadership and operations management. Specifically, I will provide opportunities for the intern to:

- Plan and lead professional development
- Participate in budget spending and building process
- Model teacher observation and evaluation process
- Participate in challenging situations with student, parent/guardian, staff



Multiple
Pathways

Multiple Pathways:

2. APS/UNM Assistant Principal Pipeline

THEORY OF ACTION



If APS

- Invests in the professional learning of assistant principals by offering professional development to ensure their readiness to lead a school focused on improving student outcomes,
- And supports the development of the skills and dispositions of the culturally responsive school leader,

Then assistant principals will be prepared to lead schools with more equitable access to great educators, ensuring that every student graduates and is college and career ready.

Continued work with the district to create a strong principal pipeline. APP is a two-year program currently funded through ESSER funds.



**Assistant
Principal
Pipeline
Program**

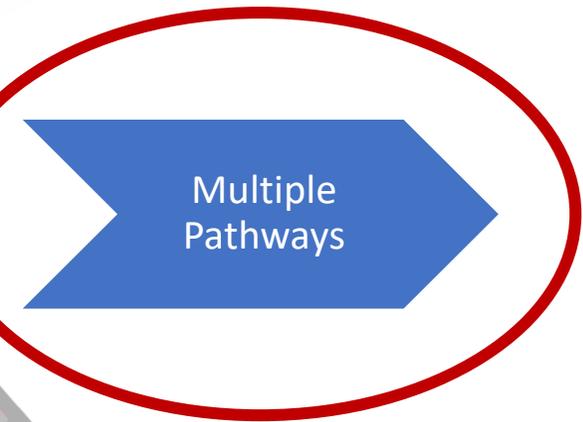
**Alliance
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Multiple
Pathways

Multiple Pathways:

3. APS/UNM New Principal Support

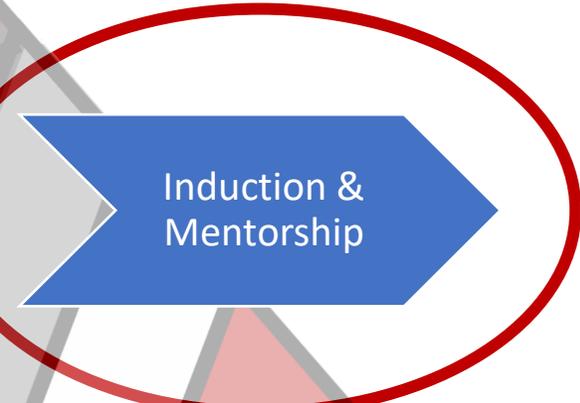
First-year principals who did not come through the A.L.L. program for aspiring principals, nor through the new assistant principal pipeline.



Induction/Mentorship

APS/UNM Beginning Principal Support

- A.L.L. internships
 - Home school experience w/ home principal/admin as mentor
 - Semester-long release for full-time immersion internship at a different school with principal as mentor
- First-year principals
 - 1:1 mentorship with sitting principal at a similar school
 - A.L.L. mentorship through twice-monthly site visits
- Second-year principals
 - Cohort principal support (monthly)
 - A.L.L. mentorship with monthly site visits



Induction & Mentorship

Induction/Mentorship

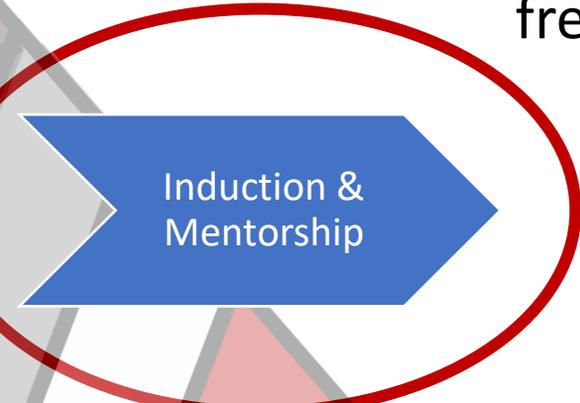
APS/UNM Beginning Principal Support -- **MENTORS**

Selected in collaboration with the Zone Associate Superintendent.

Things to consider:

- School demographics and programs
- School size
- School location
- Mentor strengths relative to new principal needs
- Mentor success in transformation, building culture, instructional design

Mentors are required to meet face-to-face at least every-other-week, plus frequent check-ins.



Induction &
Mentorship

Induction/Mentorship

APS/UNM Beginning Principal Support -- **MENTORS**

Operational/ Management Skills	Leadership skills	Human Resources
<p>Expectations:</p> <ul style="list-style-type: none">• Logs• Contact frequency• Share calendar/drive• Answer questions• Support with emergency plans, security/safety	<ul style="list-style-type: none">• Building climate and culture• Invite protégé to see how you support staff, lead PD, do observations, etc.• Goal setting• Leadership stance & North Star	<ul style="list-style-type: none">• Model grace and support.• Model how to talk about kids, staff, families, community.• Mutual accountability• Being real with each other• Asking for help

Induction & Mentorship

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- First-year principal supports
 - Professional development and peer/cohort supports twice a month
 - Site-visits to new principals twice a month
 - Feedback, simulations, guidance, resources, etc.
 - Reflective conversations about leadership practice



Meaningful
Evaluation &
Support

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- First-year principal supports
 - Professional development and peer/cohort supports twice a month
 - Operational/Management Skills



- Expectations: Logs, contact frequency, shared drive, answer questions that principal

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- First-year principal supports
 - Professional development and peer/cohort supports twice a month
 - Leadership skills



- Operations & building culture

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- First-year principal supports
 - Professional development and peer/cohort supports twice a month
 - Human resource skills



- Model grace and support

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- First-year principal supports
 - Instructional leadership professional development twice a month
 - Site-visits to new principals twice a month
 - Differentiated supports
 - Specific needs
 - Implementing district initiatives
 - Sharing evaluation/walkthrough systems and calibration
 - 20-day and 40-day reviews
 - Working with role groups, instructional council, staff
 - Compliance support
 - Identifying and using resources



Meaningful
Evaluation &
Support

Meaningful Evaluation & Support

APS/UNM Beginning Principal Support

- Second-year and second-year cohort principal support and PD for new principals.
 - Professional development once a month
 - Site-visits once a month



Meaningful
Evaluation &
Support

Strong Leadership

1st year Principal Professional Development

- First-year principal PD
 - Building productive school climate in schools
 - Facilitating productive collaboration in schools
 - Being strategic about resources and time (departments & operations)
 - Engaging in instructional conversations with teachers
- (Wallace Foundation, 2021)
- Alignment with district initiatives and professional development
- Developing principals as instructional leaders



Strong Leadership

2nd year Principal Professional Development

- Second-year principal PD
 - Continued and next-level work for school improvement
 - Refining leadership skills & sustaining high-quality school culture
 - Rigorous instructional leadership
 - Deep-dive into assessing school/student/community needs and aligning instructional practice



Transformative Leadership – SPI-Con

All A.L.L. participants plus all other APS leadership

Relevant, challenging, current speakers focused on equity-driven school transformation

- **Jimmy Casas**

Recalibrate the Culture: Our Work... Our Why, Our Values and Culturize: Every Student, Every Day, Whatever it Takes)

- **Muhammad Khalifa**

Culturally Responsive School Leadership (Race and Education) and Becoming Critical: The Emergence of Social Justice Scholars

- **Ken Williams:**

Ruthless Equity: Disrupt the Status Quo and Ensure Learning for All Students

- **Rosa Isiah**

Beyond Conversations About Race

- **Hector Montenegro**

Promises Fulfilled: A Leader's Guide for Supporting English Learners –EL Students' Academic Success

- **Bettina Love**

We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom

- **Sharroky Hollie**

Culturally and Linguistically Responsive Teaching and Learning, The Will to Lead, the Skill to Teach: Transforming Schools at Every Level, and Beyond Conversations About Race: A Guide for Discussions With Students, Teachers, and Communities



Transformative
Leadership

Transformative Leadership

A.L.L. Program Reflection

ALL First-Year Principals: End-of-Year Evaluation Questions

1. The content of the seminars was of high quality, relevance, and utility.
2. My leadership, knowledge, and skills increased from participation in seminars.
3. Seminar participation helped me increase my critical reflection and problem-solving skills.
4. The support received from the principal support specialists was timely, relevant, and of high quality.
5. Seminars and discourse during site visits resulted in an increase in my leadership competencies and skills.
6. The structure of seminars and instructional strategies supported my learning.
7. The support I received from my mentor principal was timely and relevant.
8. The advice, recommendations, and support from my mentor principal help me increase my leadership knowledge and skills.
9. Presentations from district departments were relevant and timely.
10. Seminar content and/or department presentations helped me improve my understanding and use of district systems, policies, and procedures.
11. What topics would you like covered in second-year principal seminars?
12. What recommendations would you make for improving the first-year principal seminars?



Transformative
Leadership

Transformative Leadership

A.L.L. Program Reflection

ALL Second-Year Principals: End-of-Year Evaluation Questions

1. The content of the seminars was of high quality, relevance, and utility.
2. My leadership, knowledge, and skills increased from participation in seminars.
3. Seminar participation helped me increase my critical reflection and problem-solving skills.
4. The support received from the principal support specialists was timely, relevant, and of high quality.
5. Participation and support from the zone principal support specialists resulted in an increase in my leadership competencies and skills.
6. Using a professional text to focus the work in seminars was valuable and contributed to improving my leadership skills.
7. What recommendations would you make for improving seminars?



Transformative
Leadership

Transformative Leadership Program Reflection (Aspiring Principals)

129 aspiring principals (119 completed, 5 current, 5 entering)

Current status:

- 82% Leadership Positions
- 42% Principals
- 26% Assistant Principals
- 14% Other Leadership Positions (Executive Directors, Directors, Deans, Resource Teachers)

87% Retention Rate (7 retirees, 6 resignations (3 leaders in other locations))



“A.L.L. taught me to be a leader, and then continued building me up when I became a new principal. Supports in my first years helped me survive, and then helped me build my school community, competence, confidence, and capacity. It gave me the opportunity to reflect on my purpose, passion, and principles while learning the job. I was able to collaborate and connect with colleagues who shared that same experience. The principals who went through the A.L.L. program are still my trusted colleagues, confidants, and friends now in year 10 of being school principals. We still communicate every single day about the work and its importance to our children’s future.”

- Fred March
- A.L.L. intern (2012)
- Principal (2013-current)
- A.L.L. mentor for first-year principals



Transformative
Leadership

”Participation in the A.L.L. program is a true example of a continuous learning cycle. As an intern, I was able to gain real life exposure into the daily operations and management of a school while learning from an experienced principal. The yearlong internship enabled me to start my principalship with confidence in my abilities while feeling fully supported by a professional network of people with whom I built trusting relationships along the way. Now as a seasoned principal, working with interns and first-year principals requires me to reflect deeply upon my own leadership practices as I share knowledge and experiences. The Summer Principal Institutes (SPI-Con) challenge me to examine my own practice and continue growing as a culturally-proficient instructional leader and strengthen my ability to lead my school forward and improve student outcomes.”

- Cheryl Wheeler

A.L.L. intern (2015)

Principal (2016-current)

A.L.L. mentor principal for interns and new principals



Transformative
Leadership

“My A.L.L. internship allowed me to develop a new set of skills with structured guidance and gave me a more balanced picture of how to handle administrator responsibilities. Having dedicated seminars as a new principal allowed for a bond with other new administrators, and the coaching and mentorship from those early years created a support system for hard days, unknown situations, and knowledge that no administrator is alone in this position, even when it feels that way. My mentors, first-year colleagues, and supports are still the people I go to when I have a question or need a thought partner. Ongoing PD from SPI-con leads to a renewed focus on the work each year, as well as a chance to stay up-to-date with current educational research and trends. With this support the focus stays on creating strong teachers and a high-quality educational experience for all students.”



- Hannah Mainolfa
A.L.L. Intern (2017)
Assistant principal (2017-2019)
Principal (2019-current)



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