



BENCHMARKING PRINCIPAL COACHING MODELS

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INTRODUCTION

School principals are responsible for creating the culture, systems, and instructional conditions for students to succeed, all while accounting for and adapting to the individual challenges and contexts of their school community.¹ However, many districts struggle with high principal turnover, which results in disruption for both students and school staff members and lags in progress towards school improvement. Inadequate preparation and professional development are among the main reasons principals leave their jobs.² Coaching-based principal preparation and professional development programs are one way that districts can support principals to be successful in their roles and encourage retention.

A Hanover partner plans to create a new, job-embedded coaching program to support principals in the district. The program is intended to be a partnership between principals and a district leader, as opposed to an expert and trainee coaching model. To support the partner in developing and launching its new principal coaching program, Hanover Research prepared this report to provide research-based best practices for principal coaching programs as well as information on similar programs offered by other districts nationwide. The report includes the following sections:

- **Section I: Best Practices for Principal Coaching** summarizes research-based best practices related to principal coaching programs and models.
- **Section II: Benchmarking Principal Coaching** provides profiles of principal coaching programs at aspirant districts nationwide.

KEY FINDINGS



Principal coaching programs are one aspect of an overall system of support for principals' success as school leaders. Existing secondary literature presents coaching as a helpful practice to strengthen principals' skills to succeed in their roles. However, these practices should coexist with comprehensive initiatives that provide a supportive environment, such as induction programs for new principals and ongoing professional development support for principals with longer tenure. Principal coaching programs at benchmarked districts align with this trend. Most of them include these practices as part of their pipeline and new principal support programs or their professional development offerings.



Effective principal coaching programs are goal-oriented and apply a set of skills and techniques to help principals set their own course of action. Adequate coaching models should focus on specific areas that the principal wants or needs to change, helping the principal's goal-setting process. Therefore, coaches must have strong data analysis, listening, observing, and questioning skills to help the principal conduct self-analysis, overcome the inherent challenges of the role, and act towards goals. Compelling coaching must also apply the right technique depending on the expected outcome. For instance, coaching programs to help principals learn something new should adopt an instructional approach, while programs aimed at helping principals achieve a specific goal should adopt a facilitative approach.



Principal coaching programs contribute to leadership skill development and principal turnover reduction. Empirical and perception studies suggest that coaching practices enhance principals' problem solving, goal planning, and staff supervision skills. Related research also indicates that principals receiving coaching enhances principal retention.

¹ "New Principal Mentoring." Association of Washington School Principals. <http://www.awsp.org/member-support/principal-support/new-principal-mentoring>

² Levin, S. et al. "Supporting a Strong, Stable Principal Workforce." 2020. p. 4. <https://www.nassp.org/wp-content/uploads/2020/08/LPI-and-NASSP-Research-Agenda-Final-Report.pdf>



Principal coaching programs at most districts are instructional, aiming to help new principals adjusting to their roles, especially during their first two years. Most of the benchmarked districts use both mentoring and coaching practices as part of their principal pipeline or preparation programs to help new principals learn the standards and procedures of the role. For instance, Hillsborough County Public School offers weekly coaching sessions for first-year principals and bi-weekly for second-year principals. Long Beach Unified School District certifies experienced principals as coaches to help incoming principals for up to 40 hours per year, for over two years.

SECTION I: BEST PRACTICES FOR PRINCIPAL COACHING

In this section, Hanover Research analyzes research-based best practices related to the effective implementation of principal coaching. This section starts with an overview of principal coaching models and expands on the necessary techniques and skillsets to develop effective programs. This section also summarizes recommended program design practices and some empirical studies assessing the impact of principal coaching programs. However, the existing literature is limited and when available often describe programs with aspects of both coaching, mentoring, and other training and professional development activities. According to a Wallace Foundation report from 2007, mentoring programs for new principals started to gain support in the early 2000s.³ However, it appears that principal coaching programs that provide ongoing support to more experienced principals is a more recent trend, with related publications from the same organization in 2018.⁴

OVERVIEW OF PRINCIPAL COACHING PRACTICES

Principal coaching models aim to support principals' development in their role as school leaders, particularly helping them set a path to goal setting and achievement. The Minnesota Department of Education defines principal coaching as “a type of human resource development aimed at improving professional effectiveness and maximizing performance as it relates to a defined set of professional tasks or specific professional goals.”⁵ Principal coaches can be other principals with more experience in the role and with specialized coaching training, or even principal supervisors acting as coaches, as reported by the Wallace Foundation.⁶

However, principal coaching models are usually part of an overall strategy to support principals in succeeding as school leaders. As the principal role becomes more complex, entailing not only administrative tasks but also instructional leadership, districts develop strategies to support principals in strengthening their leadership skills. These strategies include building pipelines for new principals and supporting principals throughout their careers, especially in their novice years.⁷ Therefore, principal coaching programs are usually part of comprehensive agendas aimed at supporting the development of principals. As the NYC Leadership Academy notes, “coaching works most effectively when it works in concert with, rather than isolated from, other leadership supports, such as induction and ongoing professional development.”⁸

Additionally, existing literature often distinguishes between coaching and mentoring, which are sometimes used as interchangeable terms. According to the Education Policy Center at American Institutes for Research, coaching happens over a specific period and focuses on a targeted set of skills, while mentoring refers to guidance and support for new principals.⁹ The Minnesota Department of Education also differentiates a coach's role from that of a mentor, as summarized in Figure 1.1. However, the agency acknowledges that incorporating mentoring techniques into coaching can be beneficial.¹⁰

³ Spiro, J., M. Mattis, and L.D. Mitgang. “Getting Principal Mentoring Right: Lessons from the Field.” The Wallace Foundation, 2007. pp. 5–6. <https://www.wallacefoundation.org/knowledge-center/Documents/Getting-Principal-Mentoring-Right.pdf>

⁴ Spiro, J. “Principals Need Coaches Too.” The Wallace Foundation, August 28, 2018. <https://www.wallacefoundation.org/news-and-media/blog/pages/principals-need-coaches-too.aspx>

⁵ Minnesota Department of Education. “Guide to Coaching School Principals in Minnesota: Incorporating Coaching Strategies into Principal Development and Evaluation.” Minnesota Department of Education, August 2016. p. 6. <https://education.mn.gov/MDE/dse/prev/supres/coach/>

⁶ Wallace Foundation, “Making the Most of the Principal Supervisor Role.” July 16, 2018. <https://www.wallacefoundation.org/news-and-media/blog/pages/making-the-most-of-the-principal-supervisor-role.aspx>

⁷ Mendels, P., and L.D. Mitgang. “Creating Strong Principals.” *Educational Leadership*, April 2013. p. 22.

⁸ “Taking Charge of Principal Support: An In-Depth Look at NYC Leadership Academy’s Approach to Coaching Principals.” p. 37. <https://www.nycleadershipacademy.org/wp-content/uploads/2018/06/coaching-guide.pdf>

⁹ Rowland, C. “Principal Professional Development. New Opportunities for a Renewal State Focus.” Education Policy Center at American Institutes for Research, 2017. p. 10. <https://www.air.org/sites/default/files/downloads/report/Principal-Professional-Development-New-Opportunities-State-Focus-February-2017.pdf>

¹⁰ Minnesota Department of Education, Op. cit., p. 12.

Figure 1.1: Coaching vs. Mentoring

COACHING	MENTORING
<ul style="list-style-type: none"> •A coach facilitates a learner's ability to successfully complete a task or a set of tasks, or achieve specific goals. •A coach helps a person learn essential attitudes, behaviors, and skills to perform a job successfully and reach agreed-upon roles. •The intended result of a coaching relationship is a measurable improvement of performance and defined outcomes 	<ul style="list-style-type: none"> •A mentor is a more experienced person working with a less experienced person to provide general career support or personal development. •The mentor serves as a role model, and the mentee tries to emulate or adopt the qualities of the mentor. •The mentorship relationship is intended to help generally improve work and life experiences for the mentee.

Source: Minnesota Department of Education¹¹

EFFECTIVE PRINCIPAL COACHING

Effective principal coaching programs are goal-oriented and apply a set of techniques and coaching skills. Principal coaching programs require a series of one-on-one meetings between coach and coachee over time. Due to time limitations, as coaches cannot support principals 24 hours a day, the coach must possess and apply the right skillset and techniques to make the most out of every meeting. Furthermore, effective coaching must have specific goals and time frames and should “focus on specific areas a principal wants or needs to change, which is why coaching is closely linked with a reflection and goal setting cycle.”¹²

COACHING TECHNIQUES

Coaches use four major techniques to help principals improve their performance and achieve their goals. According to the Minnesota Department of Education, effective principal coaches use this continuum of techniques depending on the coached principal's needs. For instance, coaches may use instructive techniques to help principals learning something new or apply collaborative coaching practices to work alongside a principal on a specific plan or solution.¹³ Figure 1.2 provides an overall description, examples, intended outcomes, and considerations of these four techniques.

Figure 1.2: Coaching Techniques

TECHNIQUE	DESCRIPTION	EXAMPLES	OUTCOMES	CONSIDERATIONS
Evaluative	Performance-based assessment methods used to judge work and achievement according to clearly defined external criteria and standards.	Performance-based ratings, evaluative feedback, rubrics, assessment reports.	<ul style="list-style-type: none"> • Rates performance level (exemplary, proficient, basic, unsatisfactory). • Attends to both development and accountability. 	<ul style="list-style-type: none"> • May focus more on judgment and accountability than development. • May reduce risk-taking and honesty.

¹¹ Figure contents quoted verbatim from: Ibid.

¹² Minnesota Department of Education, Op. cit., p. 16.

¹³ Ibid., pp. 20–21.

TECHNIQUE	DESCRIPTION	EXAMPLES	OUTCOMES	CONSIDERATIONS
Instructional	Didactic methods used when a coach needs a more direct teaching role; typically used to help a principal learn a new way of doing something.	Modeling, providing resources, and direct instruction (e.g., share an article, tips for scheduling, how to set up a system).	<ul style="list-style-type: none"> • Develop the knowledge and skills for job success • Clarify and commit to goals and take effective action. • We change who we are by changing what we do. 	<ul style="list-style-type: none"> • May build specific knowledge and skills, but not overall capacity.
Collaborative	Cooperative methods used when a project or task can benefit from shared work; best when the principal and coach each have a part of what is needed to do the job well.	The coach may offer a range of approaches or solutions, but the principal determines specific processes and tools that will best match her school.	<ul style="list-style-type: none"> • Provides scaffolding for principals to adopt new ways of doing and being. • Can help successfully achieve stated goals. • Eventually, the principal can complete these tasks and projects independently. 	<ul style="list-style-type: none"> • May undermine the authority of the principal. • May encourage the principal to give up power when the coach takes over.
Facilitative	Constructivist methods that draw out ideas and solutions from principals and help them make decisions and develop their capacity through reflective practice.	Observation, reflection, analysis, reinterpretation, and experimentation (e.g., the coach helps the principal gather and interpret data and feedback and select a course of action).	<ul style="list-style-type: none"> • Create new possibilities by reexamining perceptions and assessments. • Develop problem-solving skills and an inquiry approach to improvement. • Build a reflective practice • Shifts control from the coach to the principal. 	<ul style="list-style-type: none"> • May take time to do effectively. • May first require the establishment of a trusting coaching relationship.

Source: Minnesota Department of Education¹⁴




COACHING SKILLS

Principal coaches require a series of skills to facilitate achievement of principals’ leadership goals throughout the coaching process. Figure 1.3. summarizes the coaching skills highlighted in secondary literature as most important for effective principal coaching. Coaches should understand the principal’s and district’s needs and goals before starting coaching sessions, build trust and lead conversations to trigger the principal’s self-reflection during the coaching meetings, and support the principal in defining actions towards goals. Moreover, coaches need to participate in ongoing professional development activities to enhance their coaching skills.¹⁵

¹⁴ Table content quoted verbatim from: Minnesota Department of Education, Op. cit.

¹⁵ “Taking Charge of Principal Support: An In-Depth Look at NYC Leadership Academy’s Approach to Coaching Principals,” Op. cit., p. 55.

Figure 1.3: Coaching Skills

STAGE	SKILLS	DESCRIPTION
 Pre-Coaching Preparation	<ul style="list-style-type: none"> Data analysis 	<ul style="list-style-type: none"> Coaches need to understand district expectations, policies, procedures, standards, and culture.¹⁶ The coach should consider the principal's goals and the intended outcomes and design a plan for achieving those objectives.¹⁷
 During Coaching Meeting	<ul style="list-style-type: none"> Clear and effective communication Listening Observing Questioning Giving feedback 	<ul style="list-style-type: none"> Coaches must build trust. Principals must trust their coach's competence and confidentiality.¹⁸ Coaches must have strong listening and questioning skills. A coach's role is not to tell the principals what they would do but to listen from the principals' perspective and help them stay focused on their own learning. Principals come to their own solutions through the coach's exploratory questioning.¹⁹ Coaches should push for depth and reflection by listening, observing, questioning, giving feedback, encouraging reflection and critical thinking, and then using the data that emerges from that process to set goals, plan, implement, and assess.²⁰
 After Coaching Meeting	<ul style="list-style-type: none"> Action catalyst 	<ul style="list-style-type: none"> The coach should help the principal define action steps.²¹

Various sources cited in the table.²²

PRINCIPAL COACHING PROGRAM DESIGN

Designing principal coaching programs requires establishing new structures, making staffing decisions, and set coach selection parameters. The four stages for designing principal coaching programs are summarized in

Figure 1.4. These stages have been used for NYC Leadership Academy's own programs and serve as guidelines for other districts who want to create their own programs. Based on these practices, districts should design principal coaching programs that best serve their goals and intended audience (e.g., new or experienced principals), undertake a set of logistic processes to hire coaches and administrative staff, and establishing supporting structures around principals.

Figure 1.4: Principal Coaching Program Design

STAGE	COMPONENTS	DESCRIPTION
	Purpose	<ul style="list-style-type: none"> Programs succeed when purpose drives their structure.

¹⁶ Ibid., p. 54.

¹⁷ Minnesota Department of Education, Op. cit., p. 25.





¹⁸ Psencik, K. "Coaching Principals Is a Calling and a Commitment." *Learning Professional*, 40:5, October 2019. pp. 10–11. Retrieved from EBSCOhost.

¹⁹ Psencik, Op. cit.

²⁰ Minnesota Department of Education, Op. cit., p. 28.

²¹ Ibid., p. 32.

²² Table content adapted from: Ibid., pp. 24–35., combining information from other sources cited in the table.

 Structure	Audience	<ul style="list-style-type: none"> • Early-career principals: coaching provided by a more experienced principal. • Experienced principals: peer coaching model.
	Location	<ul style="list-style-type: none"> • In-site coaching or remote (phone, email, online platforms).
 Staffing	Required Staff	<ul style="list-style-type: none"> • Staffing considerations depending on program size and resource availability.
 Coach Selection	Hiring Process	<ul style="list-style-type: none"> • District should set coach competencies and qualifications.
 Reporting Structures	Confidentiality	<ul style="list-style-type: none"> • Coaching programs must determine the level of confidentiality of a coaching relationship (i.e., will observations be confidential, or will they be shared with other district leaders?)
	Coach Accountability	<ul style="list-style-type: none"> • Ongoing evaluation of principal performance based on progress towards program's goals.
	Supervisors as Coaches	<ul style="list-style-type: none"> • Redefine principal supervisors' role towards a more supportive and coaching role instead of evaluation and oversight.

Source: NYC Leadership Academy²³

Furthermore, the NYC Leadership Academy also undertakes ongoing evaluation of its principal coaching programs through yearly feedback surveys of principals who received coaching. The survey measures the principal's perception of coaching's impact on key areas and of the quality of coaching.²⁴

PRINCIPAL COACHING PROGRAM IMPACT



Empirical studies suggest that principal coaching programs positively impact leadership skills development and help reduce principal turnover, especially for novice principals. Studies analyzing the impact of these types of programs reiterate the benefits of improving key skills such as problem-solving and staff supervision; therefore, helping principals become more comfortable with their roles. As principals learn how to navigate the inherent challenges of their leadership positions, coaching programs help them stay in their jobs longer, thus decreasing the impacts of a high principal turnover, including a decline in student achievement and a rise in teacher turnover.²⁵ Figure 1.5. below displays a summary of the studies supporting the impacts of principal coaching programs.

²³ Table adapted from: "Taking Charge of Principal Support: An In-Depth Look at NYC Leadership Academy's Approach to Coaching Principals," Op. cit., pp. 43–52.

²⁴ Ibid., pp. 61–62.

²⁵ Ducker, K., J. Grossman, and N. Nagler. "Still in the Game: How Coaching Keeps Leaders in Schools and Making Progress." 6:2, 2019. pp. 16–17. http://eprints.iliauni.edu.ge/9249/1/2019_04_03%20LSI%20SIG%20Newsletter%20Spring%202019.pdf

Figure 1.5. Principal Coaching Program Impact

IMPACT	RELATED RESEARCH
 <p>Skills Improvement</p>	<ul style="list-style-type: none"> • An NCPEA study found that principals participating in coaching developed or enhanced valuable listening, problem-solving, goal planning, and focused leadership skills.²⁶ • A study found that 12 principals who received an average of 7.4 years of coaching improved their leadership practice skills, particularly in staff supervision, leadership distribution, communication, and resilience.²⁷
 <p>Decreased Principal Turnover</p>	<ul style="list-style-type: none"> • In the same study of principals participating in long-term coaching, principals attributed to coaching their ability to stay in their jobs longer, as most of them had a tenure double than the national average.²⁸ • Research on pipeline initiatives shows that “novice principals ranked mentoring as the support they value the most.”²⁹ • A study of coaching practices on new principals revealed that “coaching provides a safe place for first and second-year principals to express how they relate to demands from both a personal and professional perspective.”³⁰

Source: Various sources cited in the table.

²⁶ Farver, A.R. and C.R. Holt. “Value of Coaching in Building Leadership Capacity of Principals in Urban Schools.” *NCPEA Education Leadership Review of Doctoral Research*, 2:2, October 2015. p. 74.

²⁷ Ducker, Grossman, and Nagler, Op. cit.

²⁸ Ibid.

²⁹ Gill, J. “Lean on Me: To Help Principals Become Better Instructional Leaders, Districts Are Boosting on-the-Job Supports Such as Mentoring and Coaching.” *Educational Leadership*, 76:6, March 2019. p. 45. Retrieved from EBSCOhost

³⁰ Celoria, D. and I. Roberson. “New Principal Coaching as a Safety Net.” *Educational Leadership and Administration: Teaching and Program Development*, 26, March 2015. p. 86. <https://files.eric.ed.gov/fulltext/EJ1062267.pdf>

SECTION II: BENCHMARKING PRINCIPAL COACHING MODELS

In this section, Hanover Research profiles five school districts that utilize principal coaching as part of professional development or training for aspiring or current principals. This section begins with a brief review of the methodology Hanover Research used to identify districts to include in this benchmarking study before presenting case studies of individual school districts.

METHODOLOGY

Hanover Research identified four aspirant districts with expertise in coaching practices, as noted by secondary literature, to profile and benchmark. However, as noted in Section I, many programs that offer principal coaching are focused on early-career principals, with coaching imbedded within a larger career development program.

Figure 2.1 summarizes the four aspirant districts. The table provides a summary of available information related to their principal coaching programs. Note that coach-matching protocols or policies were not publicly available for any of the districts. Additional written summaries of principal coaching programs can be found below the summary table.

Figure 2.1: Summary of Principal Coaching Programs at Aspirant Districts

DISTRICT	LOCATION	ENROLLMENT (2018-19)	AUDIENCE	PROGRAM TYPE	DURATION	TIME FOR COACHING	GOALS	ADDITIONAL FEATURES
Cleveland Metropolitan School District	Cleveland, OH	38,012	Aspiring Principals (<i>Transitioning to New Principals</i>)	Mentoring (<i>Aspiring</i>) Coaching (<i>New</i>)	2 years	--	To advance managerial and instructional leadership skills of future principals.	Paid 11-month residency
Collier County Public Schools	Naples, FL	47,436	Aspiring, New, and Current Principals	Mentoring	1 year	--	To help new principals to adjust to their new job.	Principal Mentor Handbook
Hillsborough County Public Schools	Tampa, FL	220,252	New and Experienced Principals	Coaching	2 years (<i>new principals</i>)	Weekly and bi-weekly (<i>new principals</i>)	To build the capacity of new principals and to support the ongoing professional growth of all principals in the district.	Goal sheets, learning plans, and coursework

DISTRICT	LOCATION	ENROLLMENT (2018-19)	AUDIENCE	PROGRAM TYPE	DURATION	TIME FOR COACHING	GOALS	ADDITIONAL FEATURES
Long Beach Unified School District	Long Beach, CA	72,935	New and Experienced Principals	Coaching	2 years	Monthly (year 1) Every other month (year 2)	To support new principals in their new roles and to help experienced principals to become certified coaches.	Personalized support for new principals and a coaching stipend for experienced principals.

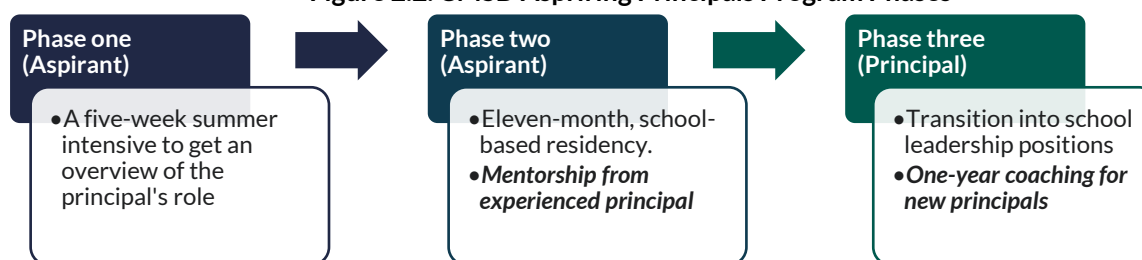
Source: Enrollment and Total Staff figures retrieved from NCES, corresponding to the 2018-19 school year

CASE STUDIES

CLEVELAND METROPOLITAN SCHOOL DISTRICT

Cleveland Metropolitan School District (CMSD)'s Aspiring Principals Program (APP) includes both mentorship and coaching components across a multi-year program. After an initial five-week summer intensive, aspiring principals complete an 11-month residency program with mentorship from an experienced principal in the district. After completion of the residency and placement in a principal position, participants then receive one year of coaching support across their first year in the role. Figure 2.2. shows the sequence and description of each phase. CMSD established the APP in partnership with the NYC Leadership Academy to advance future principals' management and instructional leadership skills. The program started in 2014, and the last cohort participated in the 2018-2019 school year, as per available information.³¹ CMSD's program stands out for including a paid residency during the second phase, as participants receive \$75,000 while being mentored by an experienced principal. Participants must succeed in evaluations on each phase and meet performance standards to progress to each successive stage. Graduates must commit to working at CMSD public schools for a minimum of five years.³²

Figure 2.2. CMSD Aspiring Principals Program Phases



Source: Cleveland Metropolitan School District³³

COLLIER COUNTY PUBLIC SCHOOLS

Collier County Public Schools (CCPS) has a mentorship program for new principals and provides mentors with suggested guidelines and tools for effective mentoring. The School Principal Program at CCPS includes initiatives to support aspiring, new, and current principals. The new principals' support includes a one-year mentoring program to help them adjust to the new job and CCPS' vision of the role.³⁴ CCPS provides a handbook with guidelines, standards, and suggestions to help mentors and mentees succeed in the program. Figure 2.3 below shows a list of contents in the handbook and contains a link to access the full document. Figure 2.4 shows an example of the recommended baseline survey to guide discussions and the mentoring feedback form.

³¹ "District Forms Academy for Aspiring Principals." Cleveland Metropolitan School District, January 24, 2014. <https://www.clevelandmetroschools.org/site/Default.aspx?PageType=3&DomainID=109&PageID=9904&ViewID=6446ee88-d30c-497e-9316-3f8874b3e108&FlexDataID=3250>

³² "Aspiring Principals / Welcome Aspiring Principals." Cleveland Metropolitan School District. <https://www.clevelandmetroschools.org/Page/3293>

³³ Ibid.



³⁴ "Professional Learning / Supporting New Principals." Collier County Public Schools. <https://www.collierschools.com/Page/4603>

Figure 2.3 CCOS Principal Mentor Handbook

LIST OF CONTENTS	
	<ul style="list-style-type: none"> • Code of Ethics for Leadership Mentors • Standards for Mentor Principals • Collier District Mentor Standards • MESP PALS Baseline Survey • Protégé Action Plan
	<ul style="list-style-type: none"> • Mentoring Feedback • Key Concepts and Questions for the Mentor • Florida Leadership Standards - Key Indicators • Definition of a Professional Learning Community

Source: Collier County Public Schools³⁵

Figure 2.4. CCPS Mentoring Tools



TOOL	SAMPLE QUESTIONS
 Baseline Survey	<ul style="list-style-type: none"> • Prior to becoming a principal, what position(s) did you hold? • How many years of teaching experience did you have prior to becoming an administrator? • Who had the greatest influence on you in your decision to become a principal? • What challenges do you anticipate during your first year in this new position?
 Feedback for Mentors	<ul style="list-style-type: none"> • In what areas of your principalship are you feeling most successful? • What are your greatest concerns and challenges? • What mentoring/coaching strategies do I use that are most helpful to you? • What additional ideas or suggestions do you have to help me be a better mentor?

Source: Collier County Public Schools³⁶

HILLSBOROUGH COUNTY PUBLIC SCHOOLS

The Hillsborough Principal Pipeline includes tailored coaching practices to support new and experienced principals in the district. The New Principals Program, the third stage of the Hillsborough Principal Pipeline, supports new principals during their first two years through coaching practices.³⁷ Moreover, Hillsborough County Public Schools (HCPS)'s leadership development programs also incorporate coaching models to create a supportive environment for all principals in the district, including those participating in the National SAM Innovation Project. Figure 2.5 summarizes how HCPS tailors coaching practices to target the specific needs of each type of principal involved.

Figure 2.5. HCPS Principal Coaching Practices by Audience Type

CATEGORY	NEW PRINCIPALS	DIFFERENTIATED COACHING FOR ALL PRINCIPALS	SAM PRINCIPALS
 Purpose	To build the capacity of first- and second-year principals to function as effective instructional leaders positively impact teaching, learning, school culture, and working conditions in their schools	To support all principals' ongoing professional growth in the district through differentiated coaching and job-embedded professional development based on performance	To use a facilitative coaching model to help SAM teams increase instructional time and improve teacher practice and student achievement
	First- and second-year principals	All principals in the area	SAM trained principals




³⁵"Principal Mentor Handbook." Collier County Public Schools. p. 2.

<https://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/114/PrincipalMentorHandbook.pdf>

³⁶ Ibid., pp. 6–9.

³⁷"The Path to School Leadership - Hillsborough County Public Schools." Hillsborough County Public Schools.

<https://www.sdhc.k12.fl.us/doc/list/leadership-development/about/142-633/>

Principals Involved			
 Coaching Time	Weekly for first-year principals. Bi-weekly for second-year principals	Based on the needs of each principal.	Monthly face-to-face coaching sessions and monthly email communication
 Coaching Focus	Based on goals related to leadership competencies	Based on data and learning plans for each principal	Based on needs of SAM team
 Tools	Goal sheets and learning plans, coaching logs, Coaching Agreement, Leadership Competencies	Goal sheets and learning plans, coaching logs, Coaching Agreement, Leadership Competencies	Time Track Calendar, SAM Rubric, Team agendas

Source: Hillsborough County Public Schools³⁸

LONG BEACH UNIFIED SCHOOL DISTRICT

Long Beach Unified School District (LBUSD) embraces a two-way coaching model in which experienced principals become certified coaches while supporting new principals. The LBUSD Equity, Leadership, and Talent Development Pipeline Programs provide professional development support to help instructional staff get into leadership positions, from teacher leader to assistant superintendent. Figure 2.6 shows some of the main features of the programs that comprise the pipeline section related to professional development focused on principals.

Figure 2.6. LBUSD Principal-Related Pipeline



Source: Long Beach Unified School District³⁹

The New Principals’ Support Program includes individualized coaching for two years. New principals receive guidance and advice from a LBSUD principal certified coach. Coaching happens every month in the first year and every other month in the second year, and include the development of goals, action plans, and one-on-one confidential meetings. The program also includes personalized (“just in time”) support via phone or email for up to 40 hours per year to support new principals with specific and urgent inquiries.⁴⁰

³⁸ Table content quoted verbatim from: “Role of Principal Coach in Hillsborough County Public Schools.” Hillsborough County Public Schools. https://www.k-12leadership.org/sites/default/files/3.2_hillsborough_principal_coach_role_table.pdf
³⁹ “Long Beach Schools - Equity Leadership & Talent Development: ELTD Pipeline Programs.” Long Beach Unified School District. https://lbschools.net/Departments/Leadership_Development/leadership_dev.cfm
⁴⁰ “Long Beach Schools - Equity Leadership & Talent Development: New Principals’ Support.” Long Beach Unified School District. https://lbschools.net/Departments/Leadership_Development/new_principal_induction.cfm

Through the Principal Coaching Program, experienced principals become certified coaches. Principals with over three years of experience can become certified coaches by the Association of California School Administrators. Participants must be willing to be off-site for one-on-one coaching with new principals, attend all coaches' professional development sessions, and provide 40 hours per coaching per year. Participants receive a 2,500 per year coaching stipend.⁴¹

⁴¹ "Long Beach Schools - Equity Leadership & Talent Development: Coaches Program." Long Beach Unified School District. https://lbschools.net/Departments/Leadership_Development/coaches-program.cfm

ABOUT HANOVER RESEARCH

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- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



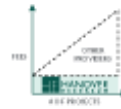
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



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