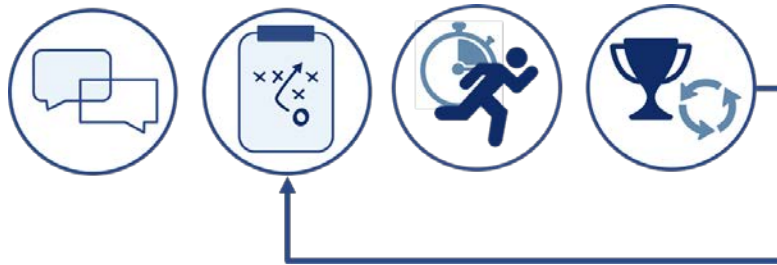


How To Ensure a Strong Assistant Principal Development Plan

This is the companion guide to the “Assistant Principal Development Plan” template and provides Assistant Principals, School Leaders and Regional Leaders with instruction on how to complete the plan as informed by best practices.

4 STEPS TO AP DEVELOPMENT



Part I: [Diagnose](#)

- AP and Manager discuss AP’s strengths and areas of development and agree upon start of year diagnosis against the KIPP School Leadership Progression and Readiness Criteria

Part II: [Plan for Strategic Development](#)

- AP and Manager set developmental goals with a focus on where the AP will be at the end of the year and where the AP should be at the first check-point of the year
- AP and Manager unpack the underlying competencies, technical and adaptive skills that will set the AP on a path towards development to the stated goals
- AP and Manager identify a stretch opportunity that will give the AP an opportunity to grow in the identified developmental area

Part III: [Establish 70/20/10 Development and Monitor Progress](#)

- At the beginning of the year, AP and Manager discuss a plan for the AP’s development and capture ideas for the next few week’s development
- Each week, AP and Manager revisit the plan to discuss progress, identify the following week’s action step and identify needed coach/manager support

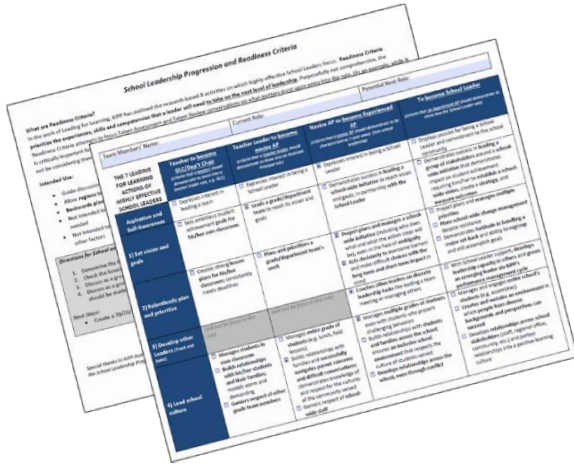
Part IV: [Celebrate Success and Adjust Plans \(restart at Part II\)](#)

- After completion of stretch opportunity or at pre-set regional “check-points”, AP and Manager re-evaluate against the KIPP School Leadership Progression and Readiness Criteria to see progress against goals
- AP and Manager set the next check-point goal and return to “Part II: Plan for Strategic Development” of the plan

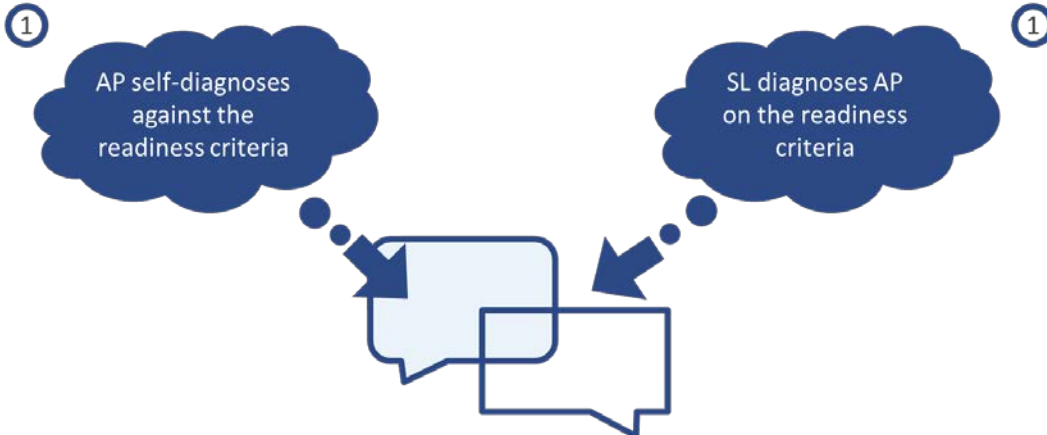


PART I: Diagnose

READINESS CRITERIA:



Use KIPP’s School Leadership Progression and Readiness Criteria to identify where an AP has demonstrated readiness for a current role or the next role.



- 1 AP self-diagnoses against the readiness criteria
- 2 SL diagnoses AP on the readiness criteria
- 2 Manager and AP discuss their diagnoses. Agree on shared understanding of diagnosis against readiness criteria grounded in evidence. *Please note that while “Aspiration and Self-Awareness” criteria are not explicitly included in the development plan template, this is a good opportunity to assess an AP’s self-awareness of his or her strengths and growth areas. Additionally, data from an AP’s peers or direct reports (i.e., through 360 reports or 2x2 assessments) could be considered in the diagnosis.*
- 3 For each “School Leader Progression and Readiness Criteria”, write where the leader falls in terms of role.

School Leader Progression and Readiness Criteria	Start of Year Diagnosis of AP
1) Set vision and goals	Novice AP
2) Relentlessly plan and prioritize	Experienced AP



PART II: Plan for Strategic Development

FOCUS CRITERION:

To identify a focus area, you should determine whether the AP should be growing in his/her current role or should be developing for a future role.

Some Guiding Questions to Help You:

Refer back to the person's "Current Role".

Name: <u>Dave Kippster</u>
Current Role: <u>Assistant Principal (2nd year)</u> Anticipated Role Next School Year: Assistant Principal

Is he/she performing at the level of his/her current role?

E.g. if this person has more than a year of experience as an AP, has he/she been diagnosed at "Experienced AP" level for all of the 7 criteria?

READINESS CRITERIA:

School Leader and AP agree on a start of year diagnosis against the *School Leadership Progression and Readiness Criteria*.

School Leader Progression and Readiness Criteria	Start of Year Diagnosis of AP
1) Set vision and goals	Novice AP
2) Relentlessly plan and prioritize	Experienced AP
3) Develop other leaders (train and trust)	Novice AP
4) Lead school culture	Experienced AP
5) Attract, hire and retain the best talent	Novice AP
6) Build expertise in instructional design (methods, time, curriculum) and standards	Experienced AP
7) Develop teachers to provide rigorous and high-quality instruction through the enabling systems	Experienced AP



Current Role:
Experienced AP
=
Performance:
Novice AP

If **NOT** performing at current role, focus on the development for **CURRENT ROLE**.

If he/she is performing at current role, and has aspirations to move to next role, focus on the development for the **NEXT ROLE**.



IMPORTANT TIP:

While all the Leading for Learning criteria are important to ensure readiness for your next role, our research indicates that there is an important order of operations to prioritize the criteria. Ensuring that APs can perform in the core functions of their job –instructional leadership required to develop teachers – should always be prioritized first!

First. . .

Action #7 (develop teachers) & **Action #6** (build expertise)

Second. . .

Action #4 (lead school culture), **Action #2** (plan and prioritize), & **Action #1** (set vision and goals)

Third. . .

Action #5 (attract, hire, & retain the best talent) & **Action #3** (develop other leaders)

UNPACK DEVELOPMENT PATH:

The Readiness Criteria identifies only whether an AP has or has not demonstrated success against a set standard; it does not identify WHY a person has been able or unable to demonstrate performance. To

help a leader develop, it's important to unpack why and how a leader has been successful or unsuccessful given the leaders' current competencies and skills.

For example, you might identify that an AP has not met the criteria: “**Demonstrates results from all teachers** he/she manages.” You will want to unpack why that is the case.

Can the leader identify the right instructional lever?	If not. . .	The leader may be missing technical content knowledge
Can the leader get to a bite-sized action step?	If not. . .	The leader may be missing an ability to prioritize
Can the leader coach the teacher to see the action step for him/herself, leading with inquiry while still being direct?	If not. . .	The leader may be missing the ability to show and not tell
Can the leader hold the teacher accountable for the action step?	If not. . .	The leader may be missing the ability to impact and influence or manage performance

As you can see, there are many reasons that an AP might not be able to demonstrate the result and it's important that you focus on building the underlying skillset to move readiness.

Some Guiding Questions to Help You:

- *What competencies, adaptive and/or technical skills have led to the leader's success in demonstrating criteria?*
- *What competencies, adaptive and/or technical skills might need to be developed to further the leader's success?*
- *Are there any competencies, adaptive and/or technical skills that have gotten in the way of demonstrating the readiness criteria? How?*



IMPORTANT TIP:

LEVERAGE STRENGTHS: Over 40 years of research and Gallup surveys of 10 million people worldwide have found that “people have several times more potential for growth when they invest energy in developing their strengths instead of correcting their deficiencies” (Tom Rath, *StrengthsFinder 2.0*). In helping an AP to unpack a development path that will help him/her to meet the demonstrated readiness criteria, it is critical to focus on what strengths can be leveraged.

STRETCH OPPORTUNITY:

What is a “stretch opportunity”? A “stretch opportunity” is an on-the-job project, responsibility, or task given to leaders that is beyond their current knowledge or skills level in order to “stretch” them developmentally. When coupled with proper coaching and support, the leader is able to develop new skills and improve their capabilities by trying out a real-world opportunity for increased leadership in a scaffolded way.

Guidance for Selecting the Right Stretch Opportunity:

S

Strategic – Good stretch opportunities strategically maximize learning for the leader and utility for the organization. The opportunity should be thoughtful and well-planned.

Stretch opportunities should not feel like an extra project on top of the leader’s current responsibilities but should feel integrated and aligned. Stretch opportunities should also not be about creating new projects within a school or region, but rather should drive an existing school or regional goal forward.

T

Time bound – Stretch opportunities are ultimately about “stretching” a leader outside of his/her comfort zone and can only be maintained for certain periods of time before learning begins to be lost. A good rule of thumb is to assign 2-4 month stretch opportunities.

R

Relevant – Stretch opportunities need to be relevant to the readiness criteria that the leader wants to develop in.

Use the “Stretch Opportunity Theory of Action” sentence starters to ensure that you can connect the opportunity to the development:

Stretch Opportunity Theory of Action:

If the leader is successful at X stretch opportunity, he/she will have demonstrated progress on his/her development goal Y and will move on the Readiness Criterion Z from this rating to this rating and we should see the following impact on the school. . .

E

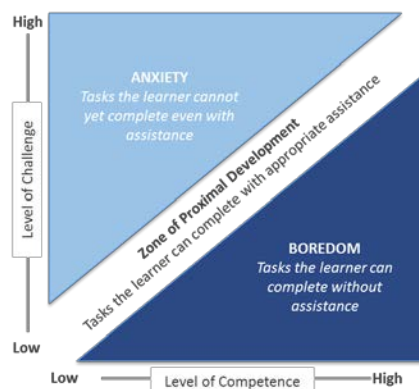
Empower – The developing leader needs to feel ownership for the stretch opportunity as a part of his/her development. To ensure ownership, employee and manager should talk about and agree on the assignment together.

T

Targeted – For leadership lessons to stick, stretch opportunities should be targeted to the specific readiness criteria and competency/skill that needs to be developed. The stretch opportunity should not try to develop too many skills at once.

CH

Challenge and Competence – Ultimately, a good stretch opportunity matches the level of challenge with the leader’s level of competence so that it is in his/her Zone of Proximal Development. This 100-year-old learning theory asserts that growth most occurs when a learner is attempting tasks that he/she can complete with assistance. If a learner can complete a task without any assistance, then learning is not occurring and you risk boredom. If the task is too challenging and can’t be completed even with assistance, you risk anxiety and over the long-term burnout.





PART III: Establish 70/20/10 Development and Monitor Progress

Why 70/20/10 development?

Over 30 years of research on leadership development has identified that the best way to develop leaders is 70% on-the-job learning, supported by 20% coaching, feedback and mentoring and 10% formal training. We also know from our research on talent development across KIPP, that 70/20/10 growth only really happens when development is a habit and progress is constantly monitored.

Creating the Habit of 70/20/10 Development:

Part III of the AP Development Plan is structured like an observation & feedback tracker that an instructional coach and a teacher would use in their weekly coaching sessions. By structuring this document as a weekly tracker with an expectation of checking in on the previous week's progress, it encourages both APs and Managers to build the habits of 70/20/10 development.

The Manager and AP will complete the template as follows:

The SL and AP write the AP's weekly, bite-sized action step to make progress on his/her development goals.

Example 1:
Developmental Goal = build relationships with peers
Action Step: practice active listening and take notes on colleagues' thoughts without interruptions

Example 2:
Developmental Goal = effectively lead grade level data meetings to drive results
Action Step: create a structure and approach to leading data meetings

The SL and AP identify the necessary support from the School Leader (see: "I do- We do – You do" below) to ensure growth on the development goal and success in the action step.

Example 1:
To support AP in action step, School Leader commits to modeling active listening in the upcoming leadership team.

Example 2:
AP will observe another grade level lead model a data meeting. AP will observe School Leader leading data meeting with team. AP will develop own structure for meetings and get feedback. School Leader will observe AP leading meeting and give feedback on the execution.

Not to be used frequently, the SL and AP identify if there is formal learning (self-study, course-work, etc.) that would support the AP's development.

Example 1:
AP reads about active listening strategies

Example 2:
AP attends emerging leaders cohort session on leading a data meeting

Date	70% On-The-Job Action Step	20% Coach or Manager I Do/We Do/You Do Support of Action Step	10% Formal Learning	Notes on Progress from Previous Week

The SL and AP reflect on the previous week's action step (70%) and support plan (20%). School Leader uses most recent observation of AP to guide discussion about following week's action step.

Each week, Manager and AP reflect on the previous week's action step and make note in the "Notes on Progress from Previous Week". Identify the following week's action step and the associated support required by the Manager/Coach.

Questions To Use In Your Weekly O3 to Discuss Development:

- **DEBRIEF:** How did the “action step” go?
Unpack success: Name the things that went well. How can the AP replicate these successes? How did the AP utilize his/her strengths to create success? *Continued areas of growth:* What might have been difficult? What supports might be helpful to continue to grow?
- **NAME IT:** Create an action step for next week.
What’s the upcoming action step that we can identify to ensure that the AP is making progress on his/her readiness criterion AND that the stretch opportunity is having an impact on the school?
- **SUPPORT IT:** What supports does the AP need to be successful in the action step?
What does it mean for the Manager to “Teach and Insist” here? What supports will the Manager provide to set the AP up for success? {see below “IMPORTANT TIP: What does it mean to “Teach and Insist” the I do – We do – You do Development Model”?}



IMPORTANT TIP:

What does it mean to “Teach and Insist”? The I do – We do – You do Development Model

Leading for Learning Action #3 and one of KIPP School Leader’s Vital Behaviors outlines that a critical action of a successful School Leader is to “teach and insist and develop the school’s leaders”. But what does that look like in practice?

Ultimately, there are 3 simple moves for how to “teach and insist” with adults and they are similar to the old-school student instructional framework, “I do – We do – You do”. A School Leader should be thoughtful about what supports will move the AP forward in his/her developmental goal and recognize that scaffolding will help to gradually build the AP’s skills.

Support	Tactics	What This Looks Like in Action (“I” = School Leader, “you” = AP)
I do	<i>I will model this for you and debrief with you</i>	<i>I model observing and giving feedback on Close Reading using the evidence guide. I explain why I made my choices in analysis and why I presented the feedback to the teacher in this way.</i>
We do	<i>We will co-plan or co-execute</i>	<i>You and I observe the Close Reading lesson together and we discuss where we believe the teacher falls on the evidence guide. We both share feedback with the teacher. We debrief afterwards.</i>
You do	<i>You will take this on and I will observe and give feedback</i>	<i>You observe the Close Reading lesson and evaluate the teacher on the evidence guide. I observe you observing or giving feedback to the teacher to provide you with feedback.</i>



PART IV: Celebrate Success and Adjust Plans

To ensure relevant development and good progress monitoring, the Manager and AP will want to take a step back and do a more comprehensive reflection on the development plan after a few months (likely coinciding with the completion of the stretch opportunity or a pre-set regional “check-point”).

Check Point 1

RESTART PART II: Plan and Progress Monitor

- Complete the boxes under “Check Point 1”
- You may also need to adjust your plans and revisit the following sections of this plan:
 - UNPACK DEVELOPMENT PATH
 - STRETCH OPPORTUNITY
 - CONTINUOUS 70/20/10 DEVELOPMENT

Check Point 2

RESTART PART II: Plan and Progress Monitor

- Complete the box under “Check Point 2”
- Ensure your EOY Goal is still in reach
- You may also need to adjust your plans and revisit the following sections of this plan:
 - UNPACK DEVELOPMENT PATH
 - STRETCH OPPORTUNITY
 - CONTINUOUS 70/20/10 DEVELOPMENT