

School Leader's Guide to AP Development



Purpose: Provide a “How-To Guide” for *Leading for Learning Action #3* (developing other leaders) so that School Leaders can apply the KIPP Performance Management Cycle to apprentice and develop his/her Assistant Principal.

- School Leader Managers use this as an observation rubric to provide feedback at least 1x month on a School Leader’s development of his/her APs.
- School Leaders and APs use this document to understand expectations and critical moves to develop APs.

Performance Management: “Clarify Roles and Responsibilities” + “Set Goals and Expectations”

Critical Moves:	School Leader Demonstration of Mastery	AP Outcomes
Knows his/her Assistant Principal (AP) and see his/her higher self	<ul style="list-style-type: none"> • Describes in detail the AP’s unique talents including strengths and areas of development, aspirations, motivations and career trajectory • Visualizes the colleague at his/her best, gleans strengths, and assists the AP in leveraging these strengths • Articulates where AP is on a career pathway using KIPP’s School Leadership Progression and Readiness Criteria 	<ul style="list-style-type: none"> • AP has deep self-awareness of strengths, motivations, perceptions, and development areas; can describe what he/she many need to do to shore up development areas • AP understands his/her performance in current role and can identify how to leverage strengths and evolve performance and mindset to be effective in future role
Defines AP role as another leader of the school and clarifies responsibilities with performance outcomes	<ul style="list-style-type: none"> • Publicly articulates Assistant Principal role as an apprentice leader; sets AP’s “big rocks” with responsibility for instruction, school culture, and developing other leaders • Ensures AP is accountable for quantifiable outcomes that support the school’s performance goals (e.g. “each teacher AP coaches will meet student growth goals as measured by Wheatley end-of-module assessments, which will lead us towards our school-wide goal of 75% proficiency by EOY”) 	<ul style="list-style-type: none"> • AP can articulate his/her role in terms of quantifiable outcomes and can explain how his/her goals drive the school’s performance goals • AP spends 75% of time on instructional leadership (focused on “Assistant Principal Power Moves”) • AP is responsible for managing at least 1 other academic leader
Provides AP with at-bats at school leadership based on needs of school and development needs of AP	<ul style="list-style-type: none"> • Thoughtfully plans for AP’s development through a balanced approach of 70% on-the-job learning, 20% coaching/feedback from manager, peers and direct reports, and 10% formal training opportunities (e.g. region-based training, KSLP, and self-study books/videos) • Assigns APs with one or more “soup-to-nuts” stretch assignments (e.g. a school-wide priority) that requires him/her to set a vision, project plan, communicate with a variety of stakeholders, do the heavy-lifting on problem solving, and includes accountability for outcomes 	<ul style="list-style-type: none"> • AP has a SMART 70/20/10 individualized development plan that leverages strengths to shore up development areas • AP can describe the why behind the stretch opportunity including: what success looks like, why the work matters both to the school and the AP’s development, when deliverables/outcomes are due, where to go to for resources, and who else to involve • AP’s successfully completes stretch opportunity

Performance Management: “Coach and Monitor”

Critical Moves:	School Leader Demonstration of Mastery	AP Outcomes
<p>I do: School Leader models and unpacks key leadership activities</p>	<ul style="list-style-type: none"> Judiciously chooses when AP will need to see a task/skill modeled (e.g. when AP is new to the task/skill) Selects modeling opportunity and breaks down the “key principles” for high-performance (e.g. to run an effective meeting, “send agenda in advance to get input from the team”) “Names the look-fors” (making intentions transparent and preparing AP for what they should be observing), “makes thinking visible” (outlining the criteria by which he/she is making decisions), and “debriefs” after a modeling session (clarifying the key lessons of the modeling) 	<ul style="list-style-type: none"> AP is able to replicate modeled task/skill AP understands the choices that School Leaders made and why AP is able to apply task/skill in new situations using understanding of School Leader’s decision making
<p>We do: Co-plans or co-executes with AP</p>	<ul style="list-style-type: none"> Judiciously chooses when AP will need co-planning or co-execution (including co-observation of teachers) of a task/skill (e.g. when the scope of the task/skill is large like rolling out a school-wide priority and co-planning will prevent roadblocks) Uses co-planning or co-execution to guide (not tell) AP, provides feedback and ensures AP is able to “encode success” (practice the right skills at right learning curve) 	<ul style="list-style-type: none"> AP is set up for success and can replicate or adapt task/skill
<p>You do: Observes APs leadership practices in action & provide strengths-based coaching</p> <p><i>Leadership practices may include:</i></p> <ul style="list-style-type: none"> - Instructional coaching - Engaging parents - Leading students in small/large groups - Leading a school-wide initiative - Coaching other leaders - Hiring staff 	<ul style="list-style-type: none"> Observes and provides feedback to AP at least 1 x week on a variety of leadership actions, ultimately observing every aspect of the AP’s job responsibilities in action Prioritizes action steps, ensures practice and follows-up on AP’s performance and development goals Provides developmental suggestions for growth in the next role, outlining how current performance is excellent for an AP but would need adaptation for the School Leader role Uses the KIPP Framework for Coaching to guide and model his/her own coaching and develop the AP as a coach 	<ul style="list-style-type: none"> Each week, AP has 1-2 action steps that are high-impact, can be achieved, observed, and practiced; can articulate the enduring leadership lesson that can be transferred to future leadership experiences AP can distinguish between what is “adjusting” feedback (needs to be corrected to meet expectations) versus “readiness” feedback (is a way to push to the next level)
<p>“Insists” and holds AP accountable for outcomes</p>	<ul style="list-style-type: none"> Progress monitors APs performance against his/her performance goals and connects his/her performance to overall school-wide success; celebrates AP’s wins Holds a firm line on agreed upon expectations for AP and provides immediate feedback when expectations not met 	<ul style="list-style-type: none"> AP knows whether they are on track to meet their performance goals and the effect that it has on the school’s performance AP knows when they have not met expectations and has a clear understanding of how to correct
<p>Connects APs to other resources</p>	<ul style="list-style-type: none"> Has self-awareness to know when he/she is not the expert on a competency/task/expectation and seeks support/help from others Creates a learning community among the leadership team so that the school’s leaders can learn from each other 	<ul style="list-style-type: none"> AP has access to resources to comprehensively support his/her development AP has access to a learning community of peers for his/her development and collaboration

Performance Management: "Evaluate"

Critical Moves:	School Leader Demonstration of Mastery	AP Outcomes
<p>Debriefs with AP regularly and provides comprehensive feedback on performance and readiness for next role. School Leader and AP have joint accountability for AP's development.</p>	<ul style="list-style-type: none">• Every month, checks-in on AP's progress on his/her development plan; debriefs development and stretch assignments providing affirming and adjusting feedback.• Every quarter, reassesses AP on his/her performance in current role and readiness for the School Leader role; provides holistic feedback on AP's progress on desired career trajectory and next steps• Completes a comprehensive mid-year and end-of-year evaluation assessing performance and competencies	<ul style="list-style-type: none">• AP has self-awareness of strengths and areas of growth• AP recognizes his/her successes and can unpack the strengths that he/she used to achieve success• AP understands what his/her career trajectory is and why