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PRINCIPAL PIPELINE SELF-STUDY GUIDE FOR DISTRICTS

Commissioned by:



PRINCIPAL PIPELINE SELF-STUDY GUIDE FOR DISTRICTS

**Daniel K. Aladjem
Leslie M. Anderson
Derek L. Riley
Brenda J. Turnbull**

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PRINCIPAL PIPELINE SELF-STUDY GUIDE FOR DISTRICTS

Introduction

About this guide

Recent research on implementation and effects demonstrates the important difference comprehensive and aligned principal pipelines can make in districts and schools. The implementation studies analyzed in depth how school districts can strategically put in place policies, processes, and infrastructures to strengthen school leadership ([Turnbull, et al., 2016](#); [Anderson & Turnbull, 2019](#)). Research on achievement effects showed that schools in these districts with newly placed principals outperformed comparison schools to a statistically significant and meaningful extent over three years ([Gates, et al. 2019](#)). This guide is built on the research evidence.

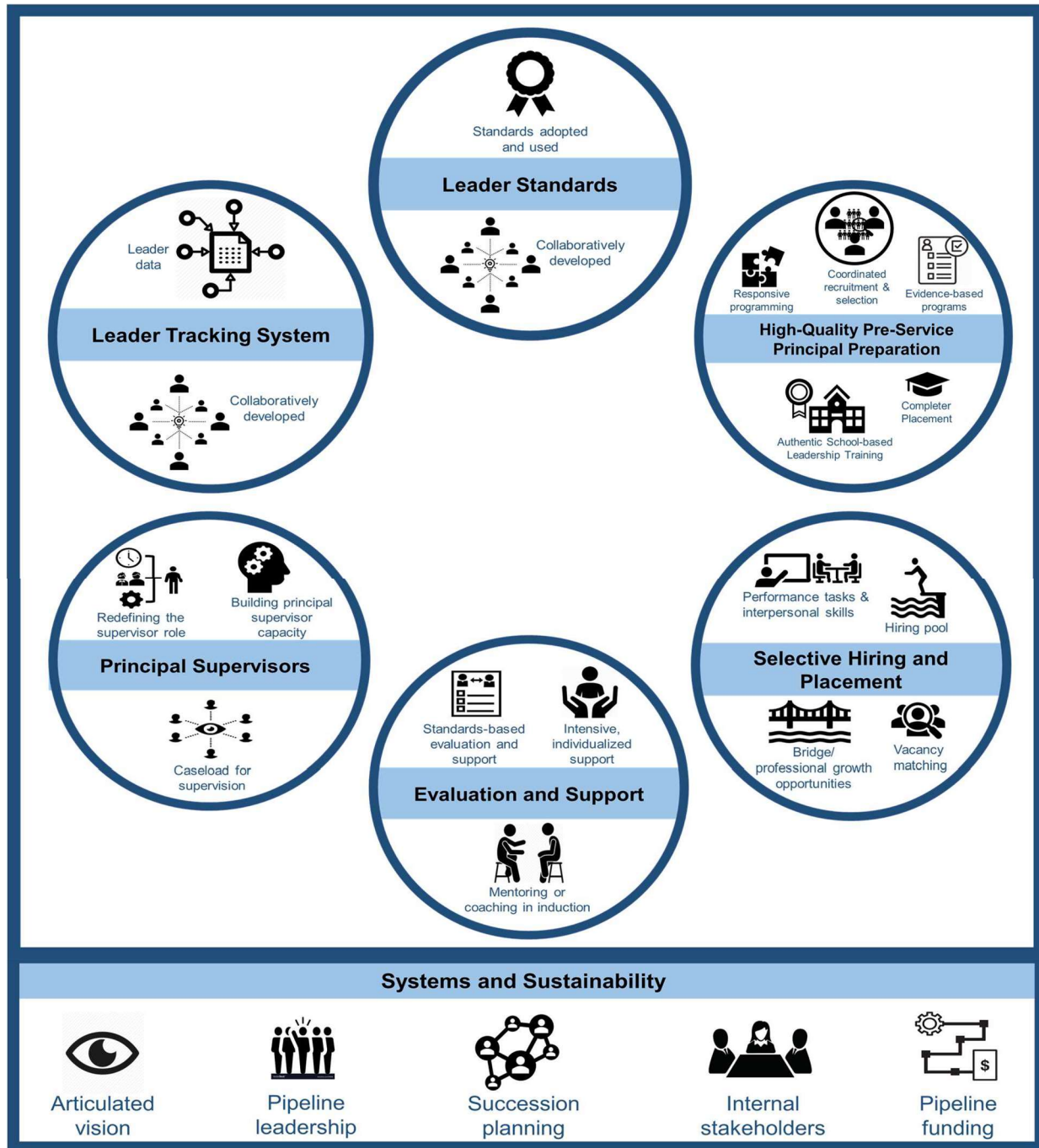
Because many districts have already put in place key pipeline elements and want to know where there is room for improvement, we created this guide to help districts reflect on their policies, processes, and infrastructures related to school leadership and begin planning for improvement. It provides a set of evidence-based indicators of pipeline functioning and a framework for applying the indicators through self-study. Districts rate their own status on each indicator as a step in their decision making and planning. Ninety districts have used an earlier edition of the guide in this way, with support from The Wallace Foundation, and we have updated the guide based on their experience.

Although some may think of a principal pipeline as a simple sequence of recruitment and hiring, districts actually work in seven interrelated domains to create and strengthen a pipeline in which each domain supports the others (Exhibit 1):

- Leader standards
- High-quality pre-service principal preparation
- Selective hiring and placement of principals
- On-the-job evaluation and support
- Principal supervisors
- Leader tracking systems
- Systems and capacity to support and sustain a principal pipeline

For each domain, this guide identifies indicators of implementation. For each indicator in the domain, it suggests discussion questions and local evidence for districts to consider as they rate the current state of their principal pipeline along a developmental progression. Tables allow districts, for their internal use, to note the results of their self-study and make plans for principal pipeline development.

Exhibit 1: Domains of a comprehensive, aligned principal pipeline



This guide is designed to help in improving any school district’s principal pipeline, recognizing that structures for advancement and support differ across districts. For example, some districts typically place newly licensed school leaders as deans or assistant principals, while others often place them as principals. Some offer coaching for sitting principals; some offer mentoring; and some offer both. The guide encourages district decision makers to consider the quality of the design and implementation of their own structural arrangements and how well these work as a system. Districts that have principal pipelines find that alignment across the domains of leadership development lends important coherence to their work and can advance district-wide progress.

How to use this guide

Step by step, a district can assess its principal pipeline and make a plan for improvement. Assistance from a facilitator who is familiar with principal pipelines can be very helpful. With or without facilitation, however, this guide supports districts in taking the following steps:

1. *Form a principal pipeline team.* A team approach is crucial for this work because principal pipelines touch so many aspects of school district responsibilities. Team members will establish norms for working together, collect and review evidence about current practices and results, and build stakeholder engagement around changes and investments. Rather than dividing up the tasks of pipeline assessment and planning among parts of the central office, a district will build a stronger pipeline if the work is collaborative and engages school-based leaders and outside partners as well as top district leaders. Designating a single project leader with authority to manage the effort will be desirable. Engagement of the superintendent (through direct participation or regular briefings) will be important for clarifying the district’s commitment in this work and expectations for team members. Members of a team could represent the following roles, for example:
 - Superintendent
 - Chief of Schools, Chief Academic Officer, or other supervisor of principal supervisors
 - Chief of Human Resources/ Director of Leadership Development
 - Equity Officer
 - Director of Information Technology
 - Director of Funded Programs
 - Principal supervisors
 - Mentors, coaches, and professional developers of principals
 - Principals and assistant principals (APs)
 - Representatives of partners such as preparation programs and unions

2. *Rate the current state of the district's pipeline on each indicator.* Teams will gather and discuss evidence about the district's principal pipeline, using suggestions under the "Look at" headings in this guide. District staff can easily overestimate the strength of their current pipeline, and the evidence prompts a more realistic assessment of the pipeline's current level on a developmental progression for each indicator. Rubrics for assessment appear in this guide. In general, the developmental levels are defined as follows:
 - Beginning – Discussing or planning policies, processes, or infrastructure to address the indicator.
 - Emerging – Taking steps such as piloting or partially implementing policies, processes, or infrastructure that address the indicator.
 - Advancing – Fully implementing and routinizing policies, processes, or infrastructure that address the indicator.
 - Refining – Using evidence of implementation and, as feasible, results to improve policies, processes, or infrastructure.
 - Not yet – Has not begun to discuss or plan to address the indicator.
3. *Look across indicators and domains.* Teams will review their ratings to ensure consistency in the assessments and begin to consider opportunities for action. A Self-Rating Summary form in the last section of this guide shows the ratings and types of evidence at a glance.
4. *Set a tight deadline and complete an "early win."* Teams will find that by carrying out a simple plan for an improvement related to one indicator within a month or two, they make valuable progress—and also uncover connections to other domains, questions they must ask, and more stakeholder voices they must hear. All of the self-assessment rubrics in this guide refer to specific action steps that can be targets for early wins.
5. *Build a workplan of actions for improvement.* Recognizing that pipeline improvement is a long-term process, teams will plan a comprehensive set of steps for strengthening the principal pipeline in all domains. Workplan templates in this guide suggest that teams map out several years of goals and associated action steps for a solid start. When teams see the benefits of actions taken during that period, they can identify opportunities for even longer-term work on strengthening all domains of their principal pipeline.



Domain 1: Leader standards

Districts that have built principal pipelines have adopted standards of professional practice and performance to guide preparation, hiring and placement, and evaluation and support. Research on these districts showed that:

- Defining standards and competencies for principals was a powerful step toward creating a solid principal pipeline.
- Principal standards shaped the design of preparation programs, hiring criteria, and on-the-job evaluation rubrics.
- Standards development or adoption was not a one-time event. Standards were living documents that districts continued to clarify based on experience in all pipeline domains.
- The wording of standards became a shared language about school leadership within districts.

Findings from [Building a Stronger Principalship, Volume 5: The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016).



1.A. Standards adopted and used

The district has standards of principal practice and uses them in each pipeline domain. The standards include competencies, or the concrete actions that define day-to-day work of principals.

DISCUSSION QUESTIONS:

1. In states that have issued leader standards for use statewide, what conversations, if any, has the district had about what the leader standards mean and how to prioritize or supplement them to fit current district needs?
2. Regardless of the origin of the standards, are the standards specific enough that they define behavioral actions, the things principals do every day?
3. If the district has defined competencies to supplement standards or to provide greater specificity about them, to what extent have the competencies been tested and refined in use, particularly with respect to whether they are a) readily understandable by stakeholders and b) measurable?

Look at: Current leader standards; past versions of standards or competencies showing a history of revisions for clarity, specificity, usability, and/or measurability; whether standards are aligned with (or based on) Professional Standards for Educational Leaders (PSEL); how standards and competencies address equity.

“In year one, I didn’t realize how important [standards] were... It’s the language that is now being used across the district.”

[PPI, Vol. 3, 2015, p. 20](#)



1.B. Collaboratively developed

Adoption and revision of standards reflect input and priorities of key stakeholders.

DISCUSSION QUESTIONS:

1. Does the district formally review or revisit the standards on a regular basis? How frequently? Who is involved?
2. Do the standards reflect input and priorities of key stakeholders, including principals, principal supervisors (who will evaluate and support principals), those involved in hiring principals, and the wider community?
3. Has the district revised its standards?

Look at: Board memos/reports and meeting agendas describing the standards adoption/revision process; lists of committee members or stakeholders who provided input; artifacts for communication of the standards to stakeholders.

One district used a small committee of central office staff and principals to develop a first draft of standards, and then vetted the draft with a broader group of district stakeholders. Another district started with a 20-person committee that included principals and APs, and had all administrators in the district provide feedback.

[PPI, Vol. 3, 2015, p. 18](#)

RUBRIC FOR DOMAIN 1: Leader standards

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>1.A. Standards adopted and used: The district has standards of principal practice and uses them in each pipeline domain. The standards include competencies, or the concrete, specific actions that define the day-to-day work of principals.</p>	<p>The district has adopted a set of principal standards, has plans to identify competencies, and is taking steps toward using standards in its policies and practices related to principal preparation, hiring, evaluation and support, and principal supervisors.</p>	<p>Standards include competencies and are used in district policies and practices related to at least two of these domains: principal preparation, hiring, evaluation and support, principal supervisors, and leader tracking systems.</p>	<p>Standards and competencies are used in all domains of policy and practice related to principals.</p>	<p>The district has critically reviewed the specificity and completeness of its standards and competencies, based on their use in all domains, and has tried to make improvements.</p>	
<p>1.B. Collaboratively developed: Adoption and revision of standards reflect input and priorities of key stakeholders.</p>	<p>The district has plans for engaging a variety of key stakeholders in reviewing standards and competencies for adoption or use.</p>	<p>A process of gathering input is under way but has not yet produced agreed-on standards and competencies.</p>	<p>The standards and competencies in use reflect stakeholder input and may have received formal board approval.</p>	<p>Communication with a variety of stakeholders about standards is ongoing and at times has resulted in refining the standards or how they are used.</p>	



Domain 2: High-quality pre-service principal preparation

Pre-service principal preparation is provided by one or more of the following: university partner(s), nonprofit partner(s), and in-house district program(s). Research on districts with pipelines showed:

- The districts reshaped principal preparation through new or revamped in-house programs and data-informed partnerships with other preparation providers.
- District staff used data and their school visits to identify potential leaders.
- Districts wanted to offer authentic, on-the-job leadership experience during preparation, although they struggled to mobilize enough sites and mentors for such experience.
- Improving partner preparation programs was not a quick fix for the quality of new principals because principal preparation took years: among the six PPI districts, the median time from starting preparation to becoming a principal ranged from 3 to 10 years.

Findings from [Building a Stronger Principalship, Volume 5: The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016).



2.A. Standards-based preparation

Partner preparation programs have aligned relevant domains to district leader standards.

DISCUSSION QUESTIONS:

1. How and to what extent do preparation programs align with the district’s leader standards?
2. What do preparation program documents tell you about the content of the programs and the experiences of candidates?
3. Is there a formal, written agreement, either a memorandum of understanding (MOU) or similar instrument, that defines the relationship(s) and relevance of leader standards?

Look at: Program syllabi, course descriptions, and related documents and their relationship with district standards; candidate assessment and feedback protocols; admission standards; completion criteria; MOUs.

“We have now a single consistent set of standards...that we’re using to select people for a principal preparation program, to evaluate their readiness to become a principal, and then to evaluate their work as a principal, as well as to drive the support that they’re given.”

[PPI, Vol. 3, 2015, p.22](#)



2.B. Responsive programming

One or more partner programs (in-house or external) are responsive to district input and needs, particularly in coursework.

DISCUSSION QUESTIONS:

1. Do the parties view the relationship as a partnership or client-vendor relationship? Is there a shared expectation for feedback and continuous improvement?
2. What aspects of the relationship and each partner's roles are covered in the MOU? Do the MOU(s) reflect the district's current needs?
3. How have preparation programs changed their coursework to reflect district leader standards, strategic priorities, expectations, and feedback?

Look at: MOUs or similar instruments; course descriptions and syllabi; extent to which these align with district standards and strategic priorities; records of communication between district and programs around standards and priorities.

"We've started working more closely with [preparation programs], especially more recently in looking at their course content. ...We've actually reached out to say, 'We have a certain expectation for our leaders and our schools, and we need you to help us get there.'"

[PPI, Vol. 1, 2013, p. 27](#)



2.C. Evidence-based programs

District policy calls for assessing programs in relation to research evidence on effective preparation and ensuring a logical sequence of content.

DISCUSSION QUESTIONS:

1. Has the district formally encouraged preparation programs to undergo an evidence-based self-study that assesses course content, instruction, performance assessment, and graduate outcomes against the research base on leader preparation?
2. Have preparation programs committed to and engaged in such a process?
 - o How have programs changed after self-assessment? Have programs addressed the sequencing of content?

Look at: District policy statement; artifacts of program self-assessment.



2.D. Coordinated recruitment and selection

The district has processes to recruit and select promising educators into leader preparation programs, and one of the purposes of these processes is ensuring that school leaders will reflect the student population.

DISCUSSION QUESTIONS:

1. In what ways do the district and preparation programs recruit and select program candidates (e.g., through fairs, word of mouth, writing prompts, interviews)? Are their efforts coordinated?
2. How does the process address the aim of preparing leaders who reflect the student population?
3. Do principals, principal supervisors, and other district officials have well-defined ways of recruiting potential leaders for preparation programs?
4. To what extent are the district’s candidate recommendations reflected in programs’ selection decisions?
 - o Has the selection process become better aligned with district priorities over time?

Look at: Records of recruitment events; selection criteria; MOUs; data on those recruited and selected.

“It’s allowing us to be very purposeful, very intentional, and taking [selected individuals] through a very supportive process.”

[PPI, Vol. 5, 2016, p. 18](#)



2.E. Authentic, school-based leadership training

With skilled support and guidance from experienced principals, coaches, or mentors, aspiring principals learn the job of principal by undertaking authentic leadership tasks during their pre-service preparation.

DISCUSSION QUESTIONS:

1. What proportion of aspiring principals have the opportunity to work in schools under the guidance of an experienced principal, coach, or mentor who has had preparation for guiding aspiring principals?
2. What sorts of authentic tasks must aspiring principals complete? What must they master?

Look at: Sample of authentic tasks given to aspiring principals; professional learning plans; selection criteria and professional learning for coaches or mentors; coaching/mentoring logs.

“[Principals] are accountable and responsible to develop [residents] and push them.”

[PPI, Vol. 2, 2013, p. 33](#)



2.F. Completer placement

Partner preparation programs (in-house or external) provide an increasing proportion of newly placed principals.

DISCUSSION QUESTIONS:

1. What proportion of preparation program completers go directly into principal positions?
 - What proportion go into assistant principal or other school administrator roles?
2. What proportion remain unplaced in leadership roles?
 - After one year? Longer?
3. Have preparation programs graduated the right number of candidates in relation to the available vacancies?
4. Are program completion and placement in principalships meeting district aims for diversity and equity?

Look at: Proportion of newly placed principals and other building leaders who have completed partner and non-partner preparation programs, over time; proportion of program graduates placed by program, over time.

"If you were to ask me what's the one thing that will sustain, will be a legacy, it is our work with university partners."

[PPI, Sustainability, 2019, p. 19](#)

RUBRIC FOR DOMAIN 2: High-quality pre-service principal preparation

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
2.A. Standards-based preparation: Partner preparation programs have aligned relevant domains to district leader standards.	The district has discussed program alignment to district standards with representatives of one or more preparation programs.	The district has entered into MOUs or similar agreements with one or more preparation programs for pursuing alignment of program domains (such as admissions, coursework, exit criteria) to district standards.	One or more preparation programs have taken steps to align program domains to district standards.	The district routinely works with one or more preparation programs to assess and improve the alignment of program domains to district standards.	
2.B. Responsive programming: Coursework in one or more partner programs (in- house or external) is responsive to district input and needs.	The district has discussed alignment of coursework to its school leadership needs with program representatives.	The district has entered into MOUs or similar agreements with one or more preparation programs addressing responsiveness to district input and needs through program coursework.	One or more preparation programs have adapted their coursework to district input and needs. “Courses articulate learning goals for candidates that identify both the leader behavior to be developed and the context within which the behavior will be performed” (King, 2018).	With one or more preparation programs, responsiveness to district input and needs is regularly assessed, at least informally, and further adaptations made in coursework.	
2.C. Evidence-based programs: District policy encourages programs to self-assess on the basis of evidence and to ensure logical sequencing of content.	The district has discussed self- assessment with one or more preparation programs and is at least developing a policy to encourage it.	The district has a policy, and one or more preparation programs have begun a self- assessment.	One or more preparation programs have completed a self-assessment process, and “courses are organized and sequenced to reflect an intentional developmental progression” (King, 2018).	The district has had discussions with one or more preparation programs regarding steps for improvement.	
2.D. Coordinated recruitment and selection: The district has processes to recruit and select promising educators who reflect its student populations into the leader preparation pipeline.	The district is reviewing processes for recruitment and selection into the leader preparation pipeline and has at least planned to discuss these processes with one or more preparation programs.	The district is working internally and/or with partner programs on strategically recruiting for preparation programs, with attention to reflection of student populations.	Recruitment strategically addresses district needs, including racial/ethnic/gender balance. Admission standards include evidence of experience in leading change, fostering collaboration, and contributing to staff professional growth (King, 2018).	Results of recruitment and selection processes are routinely scrutinized to identify strengths, weaknesses, and needed improvements.	

RUBRIC FOR DOMAIN 2: High-quality pre-service principal preparation (cont.)

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>2.E. Authentic, school-based leadership training: With skilled support and guidance from experienced principals, coaches, or mentors, aspiring principals learn the job of principal by undertaking authentic leadership tasks during their pre-service preparation.</p>	<p>The district is defining its expectations for quality of school-based experiences for aspiring principals, with attention to “the duration of the experience, relevant high-level leadership tasks, high-quality onsite guidance and modeling, coordination between academic program and school sites” (King, 2018).</p>	<p>The district is taking steps to promote assignment of high-level leadership tasks and to prepare principals, coaches, or mentors to provide skilled support and guidance. As appropriate, partner preparation programs may be part of this work.</p>	<p>The nature of tasks and the quality of support and guidance for aspiring principals have approached the expectations set by the district.</p>	<p>In partnership with external preservice programs as appropriate, the district has gathered data on the efficacy of school-based experiences as part of principal preparation and is using the data to improve these experiences.</p>	
<p>2.F. Completer placement: Partner preparation programs (in-house or external) provide an increasing proportion of newly placed principals.</p>	<p>The district is gathering data on the programs from which it draws newly placed principals, as well as those newly placed in other school leadership roles (assistant principal, dean, etc.) and those selected into a hiring pool.</p>	<p>Data are compiled as part of a Leader Tracking System.</p>	<p>The district has enough retrospective data to assess trends in the extent to which newly placed leaders graduated from partner programs, and trends in program graduates’ rates of movement into hiring pools and into positions.</p>	<p>An overall upward trend is evident in rates of career movement among graduates of partner programs; programs that do not show positive results receive feedback for improvement.</p>	



Domain 3: Selective hiring and placement of principals

Districts use multi-stage selective hiring and placement practices to match principal candidates' competencies with school needs. Research on pipeline implementation showed that:

- Districts acted quickly to make hiring, placement, and principal succession planning more systematic and informed by data.
- Policies and procedures for principal hiring were not hard to change.
- New hiring procedures required candidates to demonstrate skills aligned with principal standards.
- Districts still found it hard to spot candidates with the needed interpersonal skills.

Findings from [Building a Stronger Principalship, Volume 5: The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016).



3.A. Standards-based hiring

District hiring and placement practices are aligned to district leader standards.

DISCUSSION QUESTIONS:

1. Do district leaders believe that their current process will select candidates who best fit the leader standards?
2. What opportunities are there to better align the hiring process with the standards?

Look at: Job descriptions; sample performance tasks; hiring rubrics; placement criteria, and related documents.



3.B. Hiring pool

Selection includes entry into a talent/hiring pool that identifies promising candidates through a rigorous process.

DISCUSSION QUESTIONS:

1. Does the district have a hiring pool of leader candidates who have passed through a selection process to enter the pool? Is there a process for selecting leaders from the pool?
2. If the district has a hiring pool, does the selection process accurately identify candidates who can move into leader roles effectively? What data provide evidence of how the hiring pool is working, and how does the district use data for improving the hiring process?

Look at: Proportion of positions filled by candidates from the hiring pool; proportion of preservice program completers who qualify for the hiring pool; criteria and processes for selection into the pool and movement into leader positions.

“The screening process for candidates to enter into a pool has greatly increased the level of expertise and quality of principals. Doing all the pre-work up front has led to higher-level candidates.”

[PPI, Vol. 3, 2015, p.42](#)



3.C. Performance tasks and interpersonal skills

Candidates complete performance tasks and demonstrate the needed interpersonal skills as part of the hiring process.

DISCUSSION QUESTIONS:

1. What tasks do candidates perform as part of the hiring process?
2. What patterns are revealed by an analysis of candidate scores on performance tasks and interpersonal skills?
 - o Are candidates achieving mastery across tasks?
 - o Are they showing interpersonal or relationship-building skills?
 - o Are there certain standards that candidates consistently do not meet?

Look at: Candidate scores on performance tasks, by task and candidate background characteristics; tools used for assessing interpersonal skills; results of assessments.

“What we’re doing now that we weren’t doing [before] is the role play that brings to the surface a lot that we would not see in a normal interview.”

[PPI, Vol. 3, 2015, p.45](#)



3.D. Vacancy matching

The district has a process to fit/match candidates to schools that includes standardized candidate profiles and school profiles.

DISCUSSION QUESTIONS:

1. How does the district match candidates to principal vacancies?
 - o Does the district use standardized candidate and school profiles to make the match?
 - o What information is included in the candidate and school profiles, and what information is most useful for making a good match?
2. In what ways are community stakeholders (including teachers, staff, parents, and students) involved in developing the school profiles, and to what extent do they have voice in the selection of finalists?
3. How has the process evolved over time? In what ways are candidates’ perspectives considered?

Look at: Sample candidate and school profiles; community/school meeting agendas; recruitment flyers; data indicating the effectiveness of vacancy matching processes and profiles.

“When we’re looking at the potential candidates, it really is a district-wide view of who is this individual, what can they bring, where would be the best fit for them, is this the right role for them?”

[PPI, Sustainability, 2019, p. 23](#)



3.E. Bridge opportunities

The district provides professional growth opportunities for candidates in the hiring pool.

DISCUSSION QUESTIONS:

1. Do candidates remain in the hiring pool because of a mismatch between the size of the pool and the number of vacancies or because candidates do not fit the available vacancies?
2. What sorts of feedback and development plans, workshops, resources, and other professional learning opportunities are available for candidates in the hiring pool?
3. In what ways is the district creating a feedback loop for successful and unsuccessful candidates?

Look at: Number of candidates remaining in hiring pool for longer than 12 months; documents describing the professional learning offerings for candidates in the pool.

One district is trying to define a set of leadership pathway requirements and a highly coherent curriculum that will further develop the capabilities of aspiring principals while they wait in the pool.

Another district reworked its residency program to include a second year that offers aspiring leaders different content intended to help them continue “growing and learning even though there’s no opportunity for a principal job for them.”

[PPI, Sustainability, 2019, p.18](#)

RUBRIC FOR DOMAIN 3: Selective hiring and placement of principals

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
3.A. Standards-based hiring: District hiring and placement practices are aligned to district leader standards.	The district has begun to align some of the following to standards: job descriptions; sample performance tasks; hiring rubrics; placement criteria. <input type="checkbox"/>	Most of the following are aligned: job descriptions; sample performance tasks; hiring rubrics; placement criteria. <input type="checkbox"/>	All of the following are aligned: Job descriptions; sample performance tasks; hiring rubrics; placement criteria. <input type="checkbox"/>	The district has reassessed the alignment of hiring and placement practices to standards in order to improve results. <input type="checkbox"/>	<input type="checkbox"/>
3.B. Hiring pool: Selection includes entry into a talent/hiring pool that identifies promising candidates through a rigorous process.	The district is taking steps toward making the pool appropriately selective with respect to entry (so not all applicants qualify) or placement (the pool offers more than one qualified candidate for each vacancy). <input type="checkbox"/>	The pool is selective with respect to <i>either</i> entry or placement. <input type="checkbox"/>	The pool is selective with respect to <i>both</i> entry and placement. <input type="checkbox"/>	The district is using data to review the appropriateness of criteria and selection processes for entry and placement. <input type="checkbox"/>	<input type="checkbox"/>
3.C. Performance tasks and interpersonal skills: Candidates complete performance tasks and demonstrate needed interpersonal skills as part of the hiring process.	At least one performance task has been introduced (e.g., observing a lesson and giving feedback, reviewing data and devising a plan, leading a discussion). <input type="checkbox"/>	Tools for selection include both performance tasks and assessment of interpersonal skills. <input type="checkbox"/>	The district is reviewing patterns of candidate scores and/or calibration of scoring across reviewers. <input type="checkbox"/>	The district is assessing the validity of tools used in selection based on accumulated data, with the aim of improving the tools. <input type="checkbox"/>	<input type="checkbox"/>
3.D. Vacancy matching: The district has a process to fit/match candidates to schools that includes standardized candidate profiles and school profiles.	The district is planning for design and use of profiles and has begun compiling profile data on candidates and/or schools. <input type="checkbox"/>	Basic profile data on candidates and/or schools are compiled and sometimes used. <input type="checkbox"/>	The district routinely uses a data-based process of matching candidates to schools using profiles of both candidates and schools. <input type="checkbox"/>	The district is reviewing the predictive power of its matching process and beginning to identify improvements in profile design. <input type="checkbox"/>	<input type="checkbox"/>
3.E. Bridge opportunities: The district provides professional growth opportunities for candidates in the hiring pool.	The district plans to identify candidates who are in the hiring pool for longer periods (e.g., more than 12 months), and to provide learning opportunities for them. <input type="checkbox"/>	The district has identified candidates who may need bridge opportunities and has begun to pilot professional learning offerings for them. <input type="checkbox"/>	Most candidates who remain in the pool participate in professional learning offerings. <input type="checkbox"/>	The district is identifying implications for pool design, placement procedures, and/or professional learning that its system of bridge opportunities reveals. <input type="checkbox"/>	<input type="checkbox"/>



Domain 4: On-the-job evaluation and support

On-the-job evaluation and support for principals, especially novice principals, emphasizes ongoing support focused on leadership of instructional improvement. Research on pipeline implementation showed that:

- Supervisors took on pivotal roles in on-the-job evaluation and support for principals.
- Most new principals reported that evaluation systems were accurate and informed their practice.
- A large majority of new principals valued the support from supervisors, mentors, and coaches.
- Tailoring professional development to principals' individual needs was a continuing challenge for PPI districts.

Findings from [Building a Stronger Principalship, Volume 5: The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016).



4.A. Standards-based evaluation and support

The district evaluates and supports principals using a standards-based system.

DISCUSSION QUESTIONS:

1. Review the current evaluation and support process. Are evaluation criteria aligned with standards?
2. Who does what when?
3. Does the district have principal supervisors, coaches, and/or mentors? How are those roles defined and differentiated?
4. To what extent do the people providing support rely on evaluation results?
5. How does the district calibrate evaluation scores across principal supervisors?

Look at: Principal evaluation guidelines, procedures, rubrics, and/or manual; documents used to guide principal support. Principal evaluation scores by preparation program, school level, accountability status, and principal characteristics. (Principal evaluation data may not be available by preparation program. Regardless of availability, explore the extent to which the district has considered systematically the performance of graduates of different preparation programs using evaluation data.)

“When I sit down to do the summary evaluations, I can go through every one of those standards and I can tell you what every one of my principals is doing and where they’re strong and where their growth areas are. I think that’s pivotal.”

[PPI, Vol. 4, 2016, p. 40](#)



4.B. Intensive, individualized support

Principals receive intensive and ongoing feedback and support, based on individual needs identified through evaluation, at the school site.

DISCUSSION QUESTIONS:

1. Do principals get the support that they need to become better principals?
 - Is the intensity of support (how much and how often) appropriate?
 - Is the depth of support appropriate, in that it goes beyond platitudes to deliver concrete ways to improve performance?
 - Are the relevance and timeliness of support appropriate?
2. Does feedback to principals result in changed behavior? What data provide evidence of this?

Look at: Sample professional learning plans; individual goal records; coaching logs; perceptions of principals and of those providing support, potentially gathered through focus groups or surveys

“...you can learn a lot about how to be a principal before you take on the job, but where you really learn how to do the job is when you’re doing the job. And that the support that you receive in your first couple of years doing the job is critical. That was such a missed opportunity [in the past].”

[PPI, Sustainability, 2019, p. 33](#)



4.C. Mentoring or coaching in induction

Novice principals receive support through a mentor or coach.

DISCUSSION QUESTIONS:

1. Do novice principals get the support that they need to transition into the role of principals?
 - Is the intensity (how much and how often) of support appropriate?
 - Is the depth of support appropriate, in that it goes beyond platitudes to deliver concrete ways to improve performance?
 - Is the relevance and timeliness of support appropriate?
2. How long does induction support last, and does it change over time?
3. Does induction support to novice principals result in changed behavior? What data provide evidence of this?

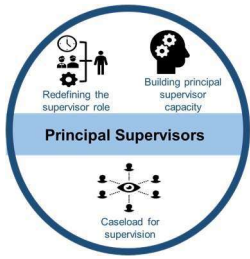
Look at: Ratio of novice principals to mentors/coaches; number of years novice principals receive mentoring/coaching; proportion of mentors/coaches with professional mentoring/coaching certification; induction program materials, individual goal records; coaching logs.

“...I know for my mentor, it’s a 24-hour-a-day job. I mean, I’ve had to have those middle of the night conversations with my mentor about things that keep me up at night, and she’s just been very open and very wise and given great advice. So that has probably been the number one [thing] for me as a new principal is having that [mentor].”

[PPI, Vol. 4, 2016, p. 46](#)

RUBRIC FOR DOMAIN 4: On-the-job evaluation and support

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
4.A. Standards-based evaluation and support: The district evaluates and supports principals using a standards-based system.	The district is developing an evaluation and support system tied directly to its leader standards. <input type="checkbox"/>	The district has begun to implement an evaluation and support system based on leader standards with some or all its principals. <input type="checkbox"/>	The district routinely evaluates and supports all principals using a system based on its leader standards. <input type="checkbox"/>	The district routinely examines evidence of improvement in the support provided to principals through the use of a standards-based evaluation and support system. <input type="checkbox"/>	<input type="checkbox"/>
4.B. Intensive, individualized support: Intensive and ongoing feedback and support, based on individual needs identified through evaluation, is provided to principals at the school site.	The district is developing systems, capacity, and staff to provide intensive and ongoing feedback and support to principals, at the school site, based on needs identified in evaluations. <input type="checkbox"/>	The district has developed systems, capacity, and staff to provide intensive and ongoing feedback and support to principals, at the school site, based on needs identified in evaluations, and has begun to do so with some of its principals. <input type="checkbox"/>	The district routinely provides intensive and ongoing feedback and support to all principals, at the school site, based on needs identified in evaluations. <input type="checkbox"/>	The district routinely examines data illustrating the performance of principals over time and uses those data to refine the standards-based system of evaluation and support. <input type="checkbox"/>	<input type="checkbox"/>
4.C. Mentoring or coaching in induction: Novice principals receive support through a mentor or coach.	The district is developing plans and capacity to provide mentoring and/or coaching to novice principals. <input type="checkbox"/>	The district provides mentoring and/or coaching to at least some novice principals. <input type="checkbox"/>	The district routinely provides mentors and/or coaches to all novice principals and has developed systems and capacity for principal induction. <input type="checkbox"/>	The district routinely examines data illustrating the performance of novice principals over time and uses those data to refine its induction program. <input type="checkbox"/>	<input type="checkbox"/>



Domain 5: Principal Supervisors

Districts regarded principal supervisors as pivotal levers in improving principal pipelines, and they invested in refining and supporting supervision to advance the districts’ visions for school leadership. Research on pipeline implementation and principal supervisors showed that:

- The roles of principal supervisors shifted to focus more on supporting principal growth and instructional leadership.
- There was no conflict between the role of evaluator and the role of coach.
- Districts assessed and adjusted the caseloads of supervisors or the size of their teams to enable them to carry out their roles better.
- New principals said their supervisors were helpful, although supervisor skills were still developing. Professional learning opportunities and hiring processes were aligned with redefined supervisor roles.

“...[Some supervisors] immediately jump into the role of super principal for the school, and we’ve learned that that does not work. You’ve got to actually work directly with the principal on their behaviors to affect instruction.”

[PPI, Sustainability, 2019, p. 27](#)

Findings from [Sustaining a principal pipeline](#) (Anderson & Turnbull, 2019); [Building a stronger principalship; Vol. 5 The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016) and [A new role emerges for principal supervisors: Evidence from six districts in the Principal Supervisor Initiative](#) (Goldring, et al., 2018).



5.A. Redefining the supervisor role

The district has job descriptions, performance standards, and deployment structures that focus principal supervision on supporting principal growth and instructional leadership.

DISCUSSION QUESTIONS:

1. What does the current supervisor role look like in practice and as codified in the job description? To what extent does it match the Model Principal Supervisor Professional Standards (MPSPS)?
2. Can the supervisor job description be revised to better focus supervisor work on supporting principal growth and instructional leadership?
3. Does the district have supervisor performance standards and evaluation criteria that align with the district’s vision for supervision?
4. What implications does a redefined supervisor role have for other responsibilities they previously performed, as well as for other central office roles?

Look at: Supervisor job descriptions, daily responsibilities, and time use; job descriptions of other central office staff; supervisor evaluation and performance standards; materials that guide supervisor support delivery. Compare with the MPSPS.



5.B. Building principal supervisor capacity

The district has systems of selection, induction, and professional learning for principal supervisors that are aligned with the role of supporting principal growth and instructional leadership.

DISCUSSION QUESTIONS:

1. In which areas do principal supervisors need to develop their skills and knowledge to carry out their role?
 - o How well do professional learning opportunities match a purposefully defined role and meet supervisor needs?
2. To what extent do hiring criteria and processes ensure new supervisors will be able to carry out their role?
3. Does supervisor induction prepare supervisors for their role?
4. What tensions exist in supervisors' ability to carry out all their responsibilities?

Look at: Supervisor job descriptions, hiring criteria, evaluation criteria, deployment arrangements, induction, and professional learning.

Some districts provided training on coaching and school visits that included school walkthroughs, feedback practice, and role-plays. One district provided supervisors with their own coaches to work on questioning skills. Some districts had supervisor "think tanks" to discuss challenges and plan supports.

[PPI, Vol. 4, 2016, p. 41](#)



5.C. Caseload for supervision

The caseload for each supervisor (and their team if they have one) is at a level that allows them to carry out their role.

DISCUSSION QUESTIONS:

1. How much person-time does each supervisor (or supervisor and team) spend on supporting principal growth and instructional leadership?
2. Are the time and resources adequate to support the schools and principals in their caseload?
3. How can the district redesign central office to alleviate conflicting time demands and provide complementary supports?
4. What challenges might the district face in reducing the caseloads of its principal supervisors?

Look at: Staffing of the supervisor role, either individually or as a team, in relation to numbers of principals supervised, over time; any available data on principals' and other stakeholders' perceptions of supervision.

A principal pointed to supervisors' conflicting obligations: "If their job is to be instructional coaches to us as school leaders and 35 percent of their time is taken up by meetings in [district headquarters], how are they coaching us?"

[PPI, Vol. 5, 2016, pp. 14-15](#)

RUBRIC FOR DOMAIN 5: Principal supervisors

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>5.A. Redefining the supervisor role: The district has job descriptions, performance standards, and deployment structures that focus principal supervision on supporting principal growth and instructional leadership.</p>	The district is developing job descriptions, performance standards, or deployment structures to move supervisor practice away from compliance and toward support of principal growth and instructional leadership.	The district has job descriptions, performance standards, and deployment structures that promote supervisor support of principal growth and instructional leadership, moving away from a focus on compliance.	Most supervisor behaviors reflect district job descriptions, performance standards, and deployment structures that drive supervisor support of principal growth and instructional leadership. Hiring is driven by these role expectations.	The supervisor role is broadly understood as one focused on supporting principal growth and instructional leadership, and this role is congruent with the work of other central office staff. The district reviews evidence on supervisor practice and stakeholder perceptions to assess and improve the supervisor role.	
<p>5.B. Building principal supervisor capacity: The district has systems of selection, induction, and professional learning for principal supervisors that are aligned with the role of supporting principals and instructional leadership.</p>	The district is exploring ways to build supervisor capacity to support principal instructional leadership through at least one of the following: selection, induction, professional learning.	At least two of the following are designed to build supervisor capacity to support principal instructional leadership: selection, induction, professional learning.	Supervisors engage in professional learning designed to improve their capacity to support for instructional leaders. Supervisor selection and induction produces supervisors who can carry out their roles.	The district reviews evidence to assess whether supervisors have the capacity to support principal instructional leadership, and it makes changes to professional learning, induction, and selection to improve supervisor capacity.	
<p>5.C. Caseload for supervision: The caseload for each supervisor (and their team, if they have one) is at a level that allows them to carry out their role.</p>	The district is planning to reduce caseload to levels that enables supervisors/ teams to carry out their role.	The district is taking steps to reduce caseloads or enlarge teams, but some supervisors/ teams struggle to address priorities because of their workload.	Supervisor/team workload is such that the job of supporting principals and instructional leadership is manageable.	The district reviews evidence to assess and improve the resources for supervision.	



Domain 6: Leader Tracking Systems

Districts systematically gather and compile longitudinal data on aspiring and sitting principals so as to improve individual opportunities and pipeline management. Data systems and dashboards present decision makers with individual-level data (e.g., for placement decisions) and aggregate data (e.g., for feedback to preparation programs and for overall pipeline planning). Research on pipeline implementation showed that:

- Leader Tracking Systems (LTS) facilitated the selection of the right principal for a school vacancy and generated data that helped district leaders build the leadership bench.
- Leader Tracking Systems offered insights into rising talent and emerging leadership needs.

Findings from [Leader tracking systems: Turning data into information for school leadership](#) (Anderson, et al., 2017).



6.A. Leader data

The district has a Leader Tracking System that provides accessible information for decisions about leader preparation, hiring, and evaluation and support.

DISCUSSION QUESTIONS:

1. Has the district used its leader data to improve decisions on:
 - matching candidates to vacancies; providing feedback for improving partner preparation programs (or terminating a partnership);
 - addressing priorities for support and professional development for sitting principals in the aggregate and/or individually; or
 - highlighting gaps in the racial/ethnic and language backgrounds of sitting principals and the hiring pool?
2. What challenges has the district faced in building and using leader data?
3. [For districts with less formal data systems] How does the district ensure the availability and validity of the data? Has the district considered more formal systems, even spreadsheets?

Look at: Example of an LTS product (e.g., a webpage, spreadsheet, dashboard, or tool); high-level documentation (e.g., from IT department) of data system architecture (e.g., data users, data sources, functionality and features); meeting agendas indicating use of LTS data to inform decisions.

Using a matching tool, "I'm trying not to screen out somebody who could be a good candidate. ... I want to capture somebody that I might have missed otherwise, so that we can get to [what we need]."

[PPI, LTS, 2017, p. 9](#)



6.B. Collaboratively developed

The LTS reflects input and the decision-making priorities of key stakeholders.

DISCUSSION QUESTIONS:

1. Did the district meet with key stakeholders/data users to determine their data requirements?
2. To the extent that the district is developing or has developed an LTS, did it engage in a process of pilot testing and gathering input from core data users?
3. Does the LTS reflect stakeholder input?
4. What challenges has the district faced in gathering user input?
5. What challenges has it faced in testing, updating, and refining the system to meet user needs?

Look at: Meeting agendas/minutes describing the LTS design and implementation process; lists of committee members or stakeholders who provided input.

"If I was a district and I was considering building a Leader Tracking System, I think the first thing I would be asking myself is, 'What problem am I seeking to solve? What will this system do that other systems won't be able to do?'"

[PPI, LTS, 2017, p. 25](#)

RUBRIC FOR DOMAIN 6: Leader tracking systems

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>6.A. Leader data: The district has a Leader Tracking System that provides accessible information for decisions about principal preparation, hiring, and evaluation and support.</p>	<p>The district has plans to develop an LTS and is taking steps toward developing a prototype to inform principal preparation, hiring, evaluation, and support.</p>	<p>An LTS prototype has been developed and is being used to inform decisions in at least one of these areas: principal preparation, hiring, evaluation, and support.</p>	<p>The LTS is fully operational and is used to inform decisions in at least two areas of policy and practice related to principals, including principal preparation, hiring, and evaluation and support.</p>	<p>The LTS is used to help districts implement types of principal preparation, selection, and support associated with greater success on the job. The district has critically reviewed the contents, functionality, and applications of its LTS and has tried to make improvements.</p>	
<p>6.B. Collaboratively developed: The LTS reflects input and priorities of key stakeholders.</p>	<p>The district has plans for engaging a variety of key stakeholders in specifying their data requirements.</p>	<p>A process of pilot testing and gathering input from core users is under way.</p>	<p>The LTS in use reflects stakeholder input.</p>	<p>Communication with a variety of stakeholders about the LTS is ongoing and has resulted in refining or expanding the LTS and how it is used.</p>	

Domain 7: Systems and Sustainability



Districts have a strategic vision for their principal pipeline and have built the infrastructure to support and sustain their principal pipeline. Research on pipeline implementation showed that:

- Three features of the PPI design—local latitude, engagement of top district leaders, and regular opportunities for project directors to learn and share—were particularly helpful to districts.
- Over time, districts built an ecosystem of talent development, engaging principals and central-office staff in spotting potential leaders and supporting their learning.
- Building capacity for principal pipelines took years; districts viewed their principal pipelines as a work in progress and continued to fine-tune them.
- Because the evidence of pipeline effectiveness meets Tier 2 evidence standards under the Every Student Succeeds Act, Title I Section 1003 funding can support pipelines as an intervention.

Findings from [Sustaining a principal pipeline](#) (Anderson & Turnbull, 2019); [Leader tracking systems: Turning data into information for school leadership](#) (Anderson, et al., 2017); [Building a stronger principalship; Vol. 5 The Principal Pipeline Initiative in Action](#) (Turnbull, et al., 2016).



7.A. Articulated vision

District leaders have articulated a vision for a principal pipeline that defines the long-term nature of ongoing improvement, the relevance of a pipeline to their professional lives, and the pipeline’s role in achieving key district priorities.

DISCUSSION QUESTIONS:

1. Can stakeholders describe the pipeline and its domains?
2. Consider the school board, central office staff from relevant divisions, principal supervisors, principals, aspiring leaders, and partners. Do they understand their roles in the pipeline, the ways the pipeline can improve leadership in the district, and the ways leadership can improve student learning?
3. What procedures and plans does the district have to support continuous improvement of the pipeline?

Look at: Description of principal pipeline domains provided for stakeholders; vision statements coupling the pipeline with key district priorities; inclusion of the pipeline in a strategic plan or superintendent’s goals; pipeline budget; implementation and staffing plans.

A district building a pipeline should “grow into it, always be thinking about ... what’s going to get your leaders to where the district needs them to go next.”

[PPI, Sustainability, 2019, p. 44](#)



7.B. Pipeline leadership

The principal pipeline is managed by a leader with explicit oversight responsibilities, decision-making authority, access to leaders of district divisions, and support of the superintendent.

DISCUSSION QUESTIONS:

1. For districts with a pipeline leader, what evidence is there that the leader has access and stature to champion the pipeline in the district? How has the district's pipeline leader advanced the work?
2. What challenges has the leader faced?
3. For districts that do not have a pipeline leader, why do they not?

Look at: Job description for pipeline leader; organizational chart showing pipeline leader's direct reports and direct supervisor.

"Have support, encouragement, and advocacy at the highest level of leadership in the district. ... Absent the superintendent, you're never going to have [a focus on leadership] become part of the water supply."

[PPI, Sustainability, 2019, p. 44](#)



7.C. Succession planning

The district has data-based procedures for forecasting principal vacancies and trends in candidate availability.

DISCUSSION QUESTIONS:

1. In addition to filling vacancies, does the district engage in longer-range succession planning that identifies potential openings and trends in the "bench" of future candidates?
2. What types of data are compiled and used in forecasting?
Consider:
 - o historical vacancy trends;
 - o anticipated pension eligibility of sitting principals;
 - o forecasted growth or decline in enrollment in the district;
 - o employment opportunities in nearby districts; and
 - o principal supervisors' insights into principals' and APs' career aspirations.

Look at: Succession meeting schedules or processes; lists of anticipated movers and leavers; reports on trends among aspiring leaders and other forecasting data.

Top district leaders held succession-planning discussions, reviewing data-based projections of principal vacancies and working toward agreement on their priorities for leader selection in the short term and leader development in the longer term.

[PPI, Vol. 5, 2016, p. 53](#)



7.D. Internal stakeholders

Key internal stakeholders, including school board, central office staff, principals, principal supervisors, and school administrators, are engaged with the pipeline.

DISCUSSION QUESTIONS:

1. Did the district meet with key internal stakeholders to determine their interest in and support for a pipeline?
2. To what extent do internal stakeholders representing federal programs, academics, human resources, and other divisions or offices support a pipeline initiative?
3. Are there pockets of resistance to a pipeline?
4. What has been the district's strategy to persuade stakeholders that a pipeline furthers their professional interests and the district's organizational goals?
5. What have been the most significant challenges to generating internal stakeholder support?
6. Does the pipeline vision reflect stakeholder input?

Look at: Meeting agendas/minutes describing the pipeline design and implementation process; lists of committee members or stakeholders who provided input.

"Having the right people think about what this work should look like is a way to start."

[*PPI, Sustainability, 2019, p. 44*](#)



7.E. Pipeline funding

The district has secured ongoing funding from diverse sources, has reallocated funding to support the pipeline, and has identified pipeline must-haves.

DISCUSSION QUESTIONS:

1. What pipeline domains does the district see as must-haves?
2. What funding challenges has the district faced or does it anticipate facing to support a pipeline initiative?
3. To what extent has the district allocated or reallocated resources to support pipeline domains, including preservice preparation, hiring and placement, evaluation and support, and data systems?
4. What funding sources does the district rely on—or does it anticipate relying on—to support a pipeline initiative?

Look at: District expenditures for the past 2-3 years; current district spending plan/budget; ways to include principal pipelines in Title I school improvement plans; local or regional philanthropy that could support pipeline improvement

"A major part of our strategic plan is continuing to invest in leadership development"

[*PPI, Vol. 3, 2015, p.62*](#)

RUBRIC FOR DOMAIN 7: Systems and sustainability

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>7.A. Articulated vision: District leaders have articulated a vision for a principal pipeline that defines the long-term nature of ongoing improvement, the relevance of a pipeline to the professional lives of stakeholders, and the pipeline’s role in achieving key district priorities.</p>	District leadership has drafted or begun drafting a broad vision for principal pipeline stakeholders that clearly articulates the process and timeline for pipeline implementation as well as the expected outcomes and relevance to the professional lives of stakeholders.	District leadership has refined the plan in collaboration with stakeholders including central office staff from relevant divisions, principal supervisors, school administrators, and preparation program leaders	Stakeholders support the vision and plan for pipeline implementation, and it is part of the district’s strategic plan or has school board approval. District leadership has reviewed and revised organizational structures, standard operating procedures, and lines of authority to support pipeline implementation in line with district priorities.	District leadership has critically reviewed the comprehensive plan for pipeline implementation and made improvements in the plan.	
<p>7.B. Pipeline leadership: The principal pipeline is managed by a leader with explicit oversight responsibilities, decision-making authority, access to leaders of district divisions, and support of the superintendent.</p>	District leadership has developed a job description for a project director (PD) to lead pipeline development and implementation. The description specifies where the PD fits in the district’s organizational structure and that the PD has decision-making authority and access to leaders.	The district has appointed a PD to lead the principal pipeline, possibly along with other responsibilities. For the pipeline, the PD has oversight responsibilities and some decision-making authority; access to some leaders of district divisions; and support of the superintendent.	The PD position for the pipeline initiative is full-time; the PD has oversight responsibilities, decision-making authority, and access to all leaders of district divisions; and the PD briefs the superintendent on pipeline progress.	Discussion with stakeholders about pipeline leadership is ongoing and at times has resulted in refining or expanding the role of the PD; the district is engaged in succession planning for the PD position.	
<p>7.C. Succession planning: The district has data-based procedures for forecasting principal vacancies and trends in candidate availability.</p>	The district compiles some data for forecasting and occasionally uses the data.	The district has begun building a system for using available data, such as reviews of potential vacancies or the “bench” of candidates.	The district has data on vacancies and the “bench” and uses both in a routinized system of succession planning.	The district has a routinized system of using data on vacancies and the bench in succession planning and is reviewing and expanding the kinds of data it gathers and uses.	

RUBRIC FOR DOMAIN 7: Systems and sustainability (cont.)

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>7.D. Internal stakeholders: Key internal stakeholders, including school board, central office staff, principals, principal supervisors, and school administrators, are engaged with the pipeline.</p>	District leadership has begun to discuss pipeline planning and design with the school board. <input type="checkbox"/>	District leadership has secured board approval for pipeline implementation and has involved other stakeholders, such as central office staff, principal supervisors, and school administrators, in reviewing the design of pipeline domains. <input type="checkbox"/>	Principals and principal supervisors report that the pipeline has helped them improve their practice; central office staff have restructured their office or department to better support pipeline implementation. <input type="checkbox"/>	District leadership has critically reviewed the pipeline and developed strategies to strengthen the support of internal stakeholders. <input type="checkbox"/>	<input type="checkbox"/>
<p>7.E. Pipeline funding: The district has secured ongoing funding from diverse sources, has reallocated funding to support the pipeline, and has identified pipeline must-haves.</p>	District leaders have begun to identify the potential costs of implementing a pipeline. <input type="checkbox"/>	District leaders have defined pipeline elements that are essential and those that are desirable. A range of funding sources has been explored. <input type="checkbox"/>	District leaders have identified the operating costs of the pipeline and have reallocated and/or garnered the needed resources to support it. <input type="checkbox"/>	The pipeline has been integrated into existing programs and no longer requires line-item budget allocations; no new funding required. <input type="checkbox"/>	<input type="checkbox"/>

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Self-Study Summary

Early Win

Self-Study Summary

Domain/indicator	Current developmental level (B.E.A.R) ¹	Summary of evidence	To be included in work plan (y/n)
1. Leader standards			
1.A. Standards adopted and used			
1.B. Collaboratively developed			
2. High-quality pre-service principal preparation			
2.A. Standards-based preparation			
2.B. Responsive programming			
2.C. Evidence-based programs			
2.D. Coordinated recruitment and selection			
2.E. Authentic, school-based leadership training			
2.F. Completer placement			
3. Selective hiring and placement of principals			
3.A. Standards-based hiring			
3.B. Hiring pool			
3.C. Performance tasks and interpersonal skills			
3.D. Vacancy matching			
3.E. Bridge opportunities			
4. On-the-job evaluation and support			
4.A. Standards-based evaluation and support			
4.B. Intensive, individualized support			
4.C. Mentoring or coaching in induction			
5. Principal supervisors			
5.A. Redefining the supervisor role			
5.B. Building principal supervisor capacity			
5.C. Caseload for supervision			
6. Leader tracking systems			
6.A. Leader data			
6.B. Collaboratively developed			
7. Sustaining principal pipelines			
7.A. Articulated vision			
7.B. Pipeline leadership			
7.C. Succession planning			
7.D. Internal stakeholders			
7.E. Pipeline funding			

¹ The acronym, BEAR, references the rubric's developmental levels, "Beginning," "Emerging," "Advancing," "Refining."

Early Win

Potential "early win":	
General characteristic	Evidence of this characteristic in your proposed early win
It can be accomplished within the timeframe	
Accomplishing this objective will meet the common understanding of what constitutes "success"	
There is a transparent, observable outcome, preferably data-informed	
It will be perceived as important by many constituencies	
It is an important symbol in the culture	
It will not garner major opposition	
Groups that may oppose change would perceive benefits if this objective were accomplished	
It is not merely "nice" to do, but necessary to move the work forward	
There are mechanisms to communicate the goal broadly, both at the beginning and at the promised deadline for results	

Spiro, J. (2018). *Leading change handbook: Concepts and tools*. New York: The Wallace Foundation. Available at: <https://www.wallacefoundation.org/knowledge-center/Documents/leading-change-handbook.pdf>

EARLY WIN Work Plan							
Date: _____	Current developmental level (B.E.A.R)	Start date	Actions: What will you do to achieve your early win?	Who is responsible for completion and success?	End date	Funding source (if applicable)	How will you know the results are high quality?
Indicator: _____							

Work Plans

RUBRIC FOR DOMAIN 1: Leader Standards

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
1.A. Standards adopted and used: The district has standards of principal practice and uses them in each pipeline domain. The standards include competencies, or the concrete, specific actions that define the day-to-day work of principals.	The district has adopted a set of principal standards, has plans to identify competencies, and is taking steps toward using standards in its policies and practices related to principal preparation, hiring, evaluation and support, and principal supervisors. <input type="checkbox"/>	Standards include competencies and are used in district policies and practices related to at least two of these domains: principal preparation, hiring, evaluation and support, principal supervisors, and leader tracking systems. <input type="checkbox"/>	Standards and competencies are used in all domains of policy and practice related to principals. <input type="checkbox"/>	The district has critically reviewed the specificity and completeness of its standards and competencies, based on their use in all domains, and has tried to make improvements. <input type="checkbox"/>	<input type="checkbox"/>
1.B. Collaboratively developed: Adoption and revision of standards reflect input and priorities of key stakeholders.	The district has plans for engaging a variety of key stakeholders in reviewing standards and competencies for adoption or use <input type="checkbox"/>	A process of gathering input is under way but has not yet produced agreed-on standards and competencies. <input type="checkbox"/>	The standards and competencies in use reflect stakeholder input and may have received formal board approval. <input type="checkbox"/>	Communication with a variety of stakeholders about standards is ongoing and at times has resulted in refining the standards or how they are used. <input type="checkbox"/>	<input type="checkbox"/>

WORK PLAN FOR DOMAIN 1: Leader Standards

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
1.A. Standards adopted and used					
1.B. Collaboratively developed					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 2: High-quality pre-service principal preparation

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>2.A. Standards-based preparation: Partner preparation programs have aligned relevant domains to district leader standards.</p>	<p>The district has discussed program alignment to district standards with representatives of one or more preparation programs.</p>	<p>The district has entered into MOUs or similar agreements with one or more preparation programs for pursuing alignment of program domains (such as admissions, coursework, exit criteria) to district standards.</p>	<p>One or more preparation programs have taken steps to align program domains to district standards.</p>	<p>The district routinely works with one or more preparation programs to assess and improve the alignment of program domains to district standards.</p>	
<p>2.B. Responsive programming: Coursework in one or more partner programs (in- house or external) is responsive to district input and needs.</p>	<p>The district has discussed alignment of coursework to its school leadership needs with program representatives.</p>	<p>The district has entered into MOUs or similar agreements with one or more preparation programs addressing responsiveness to district input and needs through program coursework.</p>	<p>One or more preparation programs have adapted their coursework to district input and needs. “Courses articulate learning goals for candidates that identify both the leader behavior to be developed and the context within which the behavior will be performed” (King, 2018).</p>	<p>With one or more preparation programs, responsiveness to district input and needs is regularly assessed, at least informally, and further adaptations made in coursework.</p>	
<p>2.C. Evidence-based programs: District policy encourages programs to self-assess on the basis of evidence and to ensure logical sequencing of content.</p>	<p>The district has discussed self-assessment with one or more preparation programs and is at least developing a policy to encourage it.</p>	<p>The district has a policy, and one or more preparation programs have begun a self- assessment.</p>	<p>One or more preparation programs have completed a self-assessment process, and “courses are organized and sequenced to reflect an intentional developmental progression” (King, 2018).</p>	<p>The district has had discussions with one or more preparation programs regarding steps for improvement.</p>	
<p>2.D. Coordinated recruitment and selection: The district has processes to recruit and select promising educators who reflect its student populations into the leader preparation pipeline.</p>	<p>The district is reviewing processes for recruitment and selection into the leader preparation pipeline and has at least planned to discuss these processes with one or more preparation programs.</p>	<p>The district is working internally and/or with partner programs on strategically recruiting for preparation programs, with attention to reflection of student populations.</p>	<p>Recruitment strategically addresses district needs, including racial/ethnic/gender balance. Admission standards include evidence of experience in leading change, fostering collaboration, and contributing to staff professional growth (King, 2018).</p>	<p>Results of recruitment and selection processes are routinely scrutinized to identify strengths, weaknesses, and needed improvements.</p>	
<p>2.E. Authentic, school-based leadership training: With skilled support and guidance from experienced principals, coaches, or mentors, aspiring principals learn the job of principal by undertaking authentic leadership tasks during their pre-service preparation.</p>	<p>The district is defining its expectations for quality of school-based experiences for aspiring principals, with attention to “the duration of the experience, relevant high- level leadership tasks, high- quality onsite guidance and modeling, coordination between academic program and school sites” (King, 2018).</p>	<p>The district is taking steps to promote assignment of high- level leadership tasks and to prepare principals, coaches, or mentors to provide skilled support and guidance. As appropriate, partner preparation programs may be part of this work.</p>	<p>The nature of tasks and the quality of support and guidance for aspiring principals have approached the expectations set by the district.</p>	<p>In partnership with external preservice programs as appropriate, the district has gathered data on the efficacy of school-based experiences as part of principal preparation and is using the data to improve these experiences.</p>	

RUBRIC FOR DOMAIN 2: High-quality pre-service principal preparation (cont.)

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
2.F. Completer placement: Partner preparation programs (in-house or external) provide an increasing proportion of newly placed principals.	The district is gathering data on the programs from which it draws newly placed principals, as well as those newly placed in other school leadership roles (assistant principal, dean, etc.) and those selected into a hiring pool.	Data are compiled as part of a Leader Tracking System.	The district has enough retrospective data to assess trends in the extent to which newly placed leaders graduated from partner programs, and trends in program graduates' rates of movement into hiring pools and into positions.	An overall upward trend is evident in rates of career movement among graduates of partner programs; programs that do not show positive results receive feedback for improvement.	

WORK PLAN FOR DOMAIN 2: High-quality pre-service principal preparation

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
2.A. Standards-based preparation					
2.B. Responsive programming					
2.C. QM alignment					
2.D. Coordinated identification, recruitment, and selection					
2.E. Authentic, school-based leadership training					
2.F. Completer placement					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 3: Selective hiring and placement of principals

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
3.A. Standards-based hiring: District hiring and placement practices are aligned to district leader standards.	The district has begun to align some of the following to standards: job descriptions; sample performance tasks; hiring rubrics; placement criteria.	Most of the following are aligned: job descriptions; sample performance tasks; hiring rubrics; placement criteria.	All of the following are aligned: Job descriptions; sample performance tasks; hiring rubrics; placement criteria.	The district has reassessed the alignment of hiring and placement practices to standards in order to improve results.	
3.B. Hiring pool: Selection includes entry into a talent/hiring pool that identifies promising candidates through a rigorous process.	The district is taking steps toward making the pool appropriately selective with respect to entry (so not all applicants qualify) or placement (the pool offers more than one qualified candidate for each vacancy).	The pool is selective with respect to <i>either</i> entry or placement.	The pool is selective with respect to <i>both</i> entry and placement.	The district is using data to review the appropriateness of criteria and selection processes for entry and placement.	
3.C. Performance tasks and interpersonal skills: Candidates complete performance tasks and demonstrate needed interpersonal skills as part of the hiring process.	At least one performance task has been introduced (e.g., observing a lesson and giving feedback, reviewing data and devising a plan, leading a discussion).	Tools for selection include both performance tasks and assessment of interpersonal skills.	The district is reviewing patterns of candidate scores and/or calibration of scoring across reviewers.	The district is assessing the validity of tools used in selection based on accumulated data, with the aim of improving the tools.	
3.D. Vacancy matching: The district has a process to fit/match candidates to schools that includes standardized candidate profiles and school profiles.	The district is planning for design and use of profiles and has begun compiling profile data on candidates and/or schools.	Basic profile data on candidates and/or schools are compiled and sometimes used.	The district routinely uses a data-based process of matching candidates to schools using profiles of both candidates and schools.	The district is reviewing the predictive power of its matching process and beginning to identify improvements in profile design.	
3.E. Bridge opportunities: The district provides professional growth opportunities for candidates in the hiring pool.	The district plans to identify candidates who are in the hiring pool for longer periods (e.g., more than 12 months), and to provide learning opportunities for them.	The district has identified candidates who may need bridge opportunities and has begun to pilot professional learning offerings for them.	Most candidates who remain in the pool participate in professional learning offerings.	The district is identifying implications for pool design, placement procedures, and/or professional learning that its system of bridge opportunities reveals.	

WORK PLAN FOR DOMAIN 3: Selective hiring and placement of principals

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
3.A. Standards-based hiring					
3.B. Hiring pool					
3.C. Performance tasks and interpersonal skills					
3.D. Vacancy matching					
3.E. Bridge opportunities					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 4: On-the-job evaluation and support

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>4.A. Standards-based evaluation and support: The district evaluates and supports principals using a standards-based system.</p>	The district is developing an evaluation and support system tied directly to its leader standards.	The district has begun to implement an evaluation and support system based on leader standards with some or all its principals.	The district routinely evaluates and supports all principals using a system based on its leader standards.	The district routinely examines evidence of improvement in the support provided to principals through the use of a standards-based evaluation and support system.	
<p>4.B. Intensive, individualized support: Intensive and ongoing feedback and support, based on individual needs identified through evaluation, is provided to principals at the school site.</p>	The district is developing systems, capacity, and staff to provide intensive and ongoing feedback and support to principals, at the school site, based on needs identified in evaluations.	The district has developed systems, capacity, and staff to provide intensive and ongoing feedback and support to principals, at the school site, based on needs identified in evaluations, and has begun to do so with some of its principals.	The district routinely provides intensive and ongoing feedback and support to all principals, at the school site, based on needs identified in evaluations.	The district routinely examines data illustrating the performance of principals over time and uses those data to refine the standards-based system of evaluation and support.	
<p>4.C. Mentoring or coaching in induction: Novice principals receive support through a mentor or coach.</p>	The district is developing plans and capacity to provide mentoring and/or coaching to novice principals.	The district provides mentoring and/or coaching to at least some novice principals.	The district routinely provides mentors and/or coaches to all novice principals and has developed systems and capacity for principal induction.	The district routinely examines data illustrating the performance of novice principals over time and uses those data to refine its induction program.	

WORK PLAN FOR DOMAIN 4: On-the-job evaluation and support

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
4.A. Standards-based evaluation and support					
4.B. Intensive, individualized support					
4.C. Mentoring or coaching in Induction					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 5: Principal supervisors

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>5.A. Redefining the supervisor role: The district has job descriptions, performance standards, and deployment structures that focus principal supervision on supporting principal growth and instructional leadership.</p>	<p>The district is developing job descriptions, performance standards, or deployment structures to move supervisor practice away from compliance and toward support of principal growth and instructional leadership.</p>	<p>The district has job descriptions, performance standards, and deployment structures that promote supervisor support of principal growth and instructional leadership, moving away from a focus on compliance.</p>	<p>Most supervisor behaviors reflect district job descriptions, performance standards, and deployment structures that drive supervisor support of principal growth and instructional leadership. Hiring is driven by these role expectations.</p>	<p>The supervisor role is broadly understood as one focused on supporting principal growth and instructional leadership, and this role is congruent with the work of other central office staff. The district reviews evidence on supervisor practice and stakeholder perceptions to assess and improve the supervisor role.</p>	
<p>5.B. Building principal supervisor capacity: The district has systems of selection, induction, and professional learning for principal supervisors that are aligned with the role of supporting principals and instructional leadership.</p>	<p>The district is exploring ways to build supervisor capacity to support principal instructional leadership through at least one of the following: selection, induction, professional learning.</p>	<p>At least two of the following are designed to build supervisor capacity to support principal instructional leadership: selection, induction, professional learning.</p>	<p>Supervisors engage in professional learning designed to improve their capacity to support for instructional leaders. Supervisor selection and induction produces supervisors who can carry out their roles.</p>	<p>The district reviews evidence to assess whether supervisors have the capacity to support principal instructional leadership, and it makes changes to professional learning, induction, and selection to improve supervisor capacity.</p>	
<p>5.C. Caseload for supervision: The caseload for each supervisor (and their team, if they have one) is at a level that allows them to carry out their role.</p>	<p>The district is planning to reduce caseload to levels that enables supervisors/ teams to carry out their role.</p>	<p>The district is taking steps to reduce caseloads or enlarge teams, but some supervisors/ teams struggle to address priorities because of their workload.</p>	<p>Supervisor/team workload is such that the job of supporting principals and instructional leadership is manageable.</p>	<p>The district reviews evidence to assess and improve the resources for supervision.</p>	

WORK PLAN FOR DOMAIN 5: Principal supervisors

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
5.A. Redefining the supervisor role					
5.B. Building principal supervisor capacity					
5.C. Caseload for supervision					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 6: Leader tracking systems

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
6.A. Leader data: The district has a Leader Tracking System that provides accessible information for decisions about principal preparation, hiring, and evaluation and support.	The district has plans to develop an LTS and is taking steps toward developing a prototype to inform principal preparation, hiring, evaluation, and support. <input type="checkbox"/>	An LTS prototype has been developed and is being used to inform decisions in at least one of these areas: principal preparation, hiring, evaluation, and support. <input type="checkbox"/>	The LTS is fully operational and is used to inform decisions in at least two areas of policy and practice related to principals, including principal preparation, hiring, and evaluation and support. <input type="checkbox"/>	The LTS is used to help districts implement types of principal preparation, selection, and support associated with greater success on the job. The district has critically reviewed the contents, functionality, and applications of its LTS and has tried to make improvements. <input type="checkbox"/>	<input type="checkbox"/>
6.B. Collaboratively developed: The LTS reflects input and priorities of key stakeholders.	The district has plans for engaging a variety of key stakeholders in specifying their data requirements. <input type="checkbox"/>	A process of pilot testing and gathering input from core users is under way. <input type="checkbox"/>	The LTS in use reflects stakeholder input. <input type="checkbox"/>	Communication with a variety of stakeholders about the LTS is ongoing and has resulted in refining or expanding the LTS and how it is used. <input type="checkbox"/>	<input type="checkbox"/>

WORK PLAN FOR DOMAIN 6: Leader tracking systems

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
6.A. Leader data					
6.B. Collaboratively developed data system					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?
Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

RUBRIC FOR DOMAIN 7: Systems and sustainability

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
<p>7.A. Articulated vision: District leaders have articulated a vision for a principal pipeline that defines the long-term nature of ongoing improvement, the relevance of a pipeline to the professional lives of stakeholders, and the pipeline’s role in achieving key district priorities.</p>	<p>District leadership has drafted or begun drafting a broad vision for principal pipeline stakeholders that clearly articulates the process and timeline for pipeline implementation as well as the expected outcomes and relevance to the professional lives of stakeholders.</p>	<p>District leadership has refined the plan in collaboration with stakeholders including central office staff from relevant divisions, principal supervisors, school administrators, and preparation program leaders</p>	<p>Stakeholders support the vision and plan for pipeline implementation, and it is part of the district’s strategic plan or has school board approval. District leadership has reviewed and revised organizational structures, standard operating procedures, and lines of authority to support pipeline implementation in line with district priorities.</p>	<p>District leadership has critically reviewed the comprehensive plan for pipeline implementation and made improvements in the plan.</p>	
<p>7.B. Pipeline leadership: The principal pipeline is managed by a leader with explicit oversight responsibilities, decision-making authority, access to leaders of district divisions, and support of the superintendent.</p>	<p>District leadership has developed a job description for a project director (PD) to lead pipeline development and implementation. The description specifies where the PD fits in the district’s organizational structure and that the PD has decision-making authority and access to leaders.</p>	<p>The district has appointed a PD to lead the principal pipeline, possibly along with other responsibilities. For the pipeline, the PD has oversight responsibilities and some decision-making authority; access to some leaders of district divisions; and support of the superintendent.</p>	<p>The PD position for the pipeline initiative is full-time; the PD has oversight responsibilities, decision-making authority, and access to all leaders of district divisions; and the PD briefs the superintendent on pipeline progress.</p>	<p>Discussion with stakeholders about pipeline leadership is ongoing and at times has resulted in refining or expanding the role of the PD; the district is engaged in succession planning for the PD position.</p>	
<p>7.C. Succession planning: The district has data-based procedures for forecasting principal vacancies and trends in candidate availability.</p>	<p>The district compiles some data for forecasting and occasionally uses the data.</p>	<p>The district has begun building a system for using available data, such as reviews of potential vacancies or the “bench” of candidates.</p>	<p>The district has data on vacancies and the “bench” and uses both in a routinized system of succession planning.</p>	<p>The district has a routinized system of using data on vacancies and the bench in succession planning and is reviewing and expanding the kinds of data it gathers and uses.</p>	

RUBRIC FOR DOMAIN 7: Systems and sustainability (cont.)

Indicator	Beginning (1)	Emerging (2)	Advancing (3)	Refining (4)	Not Yet
7.D. Internal stakeholders: Key internal stakeholders, including school board, central office staff, principals, principal supervisors, and school administrators, are engaged with the pipeline.	District leadership has begun to discuss pipeline planning and design with the school board.	District leadership has secured board approval for pipeline implementation and has involved other stakeholders, such as central office staff, principal supervisors, and school administrators, in reviewing the design of pipeline domains.	Principals and principal supervisors report that the pipeline has helped them improve their practice; central office staff have restructured their office or department to better support pipeline implementation.	District leadership has critically reviewed the pipeline and developed strategies to strengthen the support of internal stakeholders.	
7.E. Pipeline funding: The district has secured ongoing funding from diverse sources, has reallocated funding to support the pipeline, and has identified pipeline must-haves.	District leaders have begun to identify the potential costs of implementing a pipeline.	District leaders have defined pipeline elements that are essential and those that are desirable. A range of funding sources have been explored.	District leaders have identified the operating costs of the pipeline and have reallocated and/or garnered the needed resources to support it.	The pipeline has been integrated into existing programs and no longer requires line-item budget allocations; no new funding required.	

WORK PLAN FOR DOMAIN 7: Systems and sustainability

Date: _____	Current developmental level (B.E.A.R)	One-year target B.E.A.R.	Three-year target B.E.A.R.	Five-year target B.E.A.R.	Not an anticipated area of focus
7.A. Articulated vision					
7.B. Pipeline leadership					
7.C. Succession planning					
7.D. Internal stakeholders					
7.E. Pipeline funding					

One-year goal	Start date	Actions: What will you do to achieve your one-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Three-year goal	Start date	Actions: What will you do to achieve your two-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

Five-year goal	Start date	Actions: What will you do to achieve your three-year goal?	Who is responsible for completion and success?	End date	Funding source	How will you know the results are high quality?

