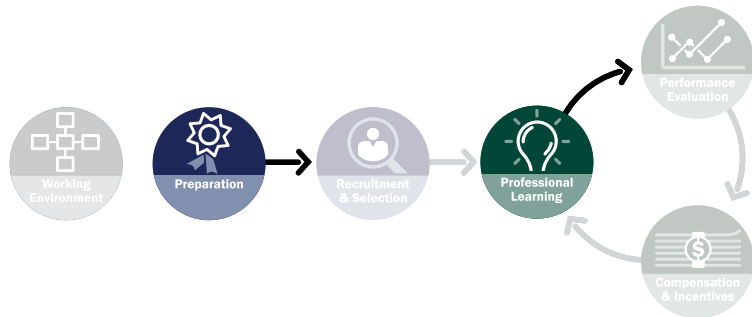


## IDEA Public Schools—Principal in Residence Program



**IDEA Public Schools is a network of Pre-K to 12th grade charter schools with 44 schools across Texas. Their *Principal in Residence (PIR) program*, launched in 2012-13, embodies key principal talent management practices. IDEA administrators describe the program’s philosophy as follows: “You don’t learn to lead by sitting in a classroom or practicing it – you learn by doing the work of a principal, seeing a strong principal do the work, and trying it out yourself.”**

### Practice Overview

In the PIR program, newly hired leaders are placed full time at a campus and will complete a residency in 1-2 years with the support of a mentor principal and a leadership coach. During this residency, they are fully integrated into the leadership team, overseeing teachers and taking on other campus management responsibilities.

During their residency years, leaders develop and complete an individualized learning plan that outlines the School Leadership Levers. They will focus on and set monthly targets to master these competencies. They also participate in ongoing skills-based evaluations with leadership coaches and receive intensive mentoring support from their principal at the residency site.

### Intensive Mentor Support

Residents are placed in schools with a mentor principal who models IDEA’s Core Values and embodies IDEA’s School Leadership Levers. Mentors provide access to two key elements of the PIR program—**principal moments and stretch assignments**.

**Principal moments** are experiences that typically only principals engage in—for example, dealing with emergency situations like school lockdowns, critical situations with students, or facilitating parent town halls. These moments provide residents the opportunity to observe or join in leadership during critical points in the principal experience, while also leveraging the support of the “safety net” of the mentor principal.

Mentors also provide residents with **stretch assignments**, which encompass areas for professional growth for residents. For example, a resident may enter the PIR program with extensive instructional experience but may be unfamiliar with special education law and programming. A stretch assignment, then, may serve as an opportunity to supervise special education teachers and coaches, lead their meetings, and generally oversee special education services.

### Leadership Coaching and Ongoing Evaluation

The resident’s leadership coach visits the resident’s campus 1-3 times a month to discuss the areas identified in the Individualized Learning Plan. IDEA manages PIR coaches, who each have a portfolio of residents that they support and evaluate through a repeated cycle of field observations.

### Collecting Data to Monitor Success

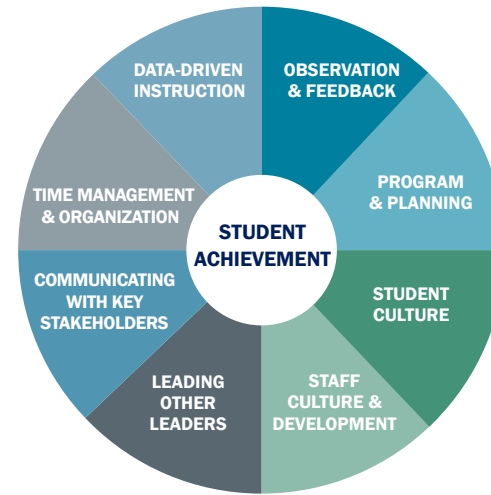
As of the 2016-17 school year, nearly 50 percent of principals who lead IDEA network schools (23 out of 50) are graduates of the PIR program. IDEA administrators collect and monitor PIR principal retention rates, including retention of teacher leaders and teachers at PIR-led schools. Since it was founded in 2012, IDEA has retained 100 percent of its PIR principals in the initial schools where they were placed. Teacher retention has improved across the IDEA network since the PIR program began, climbing from 71 percent in the 2011-12 school year to 84 percent in the 2014-15 school year.

IDEA administrators continue to collect and monitor student growth data in IDEA schools led by PIR and non-PIR leaders. As of 2014-15, schools led by new PIR graduates performed slightly better, on average, than IDEA schools led by other leaders. Yet, these differences are less apparent when comparing all PIR and non-PIR graduates, suggesting that the initial boost new PIR graduates give their schools normalizes over time.

Source: Information for this “District to Watch” example was collected through a phone interview with **Michael Hardy, Senior VP of Schools, and Bethany Solis, VP of Talent Development, IDEA Public Schools.** For more information, contact Bethany Solis.

### SCHOOL LEADERSHIP LEVRS

We look for leaders who believe in—and seek to grow in—the following areas that are critical for student and whole-school success. Each PIR’s Individualized Learning Plan is built around our robust rubric for these levers:



### CORE VALUES

SWEATING <i>-the small-</i> <b>STUFF</b>	TEAM <i>-and-</i> <b>FAMILY</b>
WHATEVER <i>-it-</i> <b>TAKES</b>	CLOSING <i>-the-</i> ACHIEVEMENT <b>GAP</b>
100% <b>EVERY DAY</b>	NO <b>EXCUSES</b>

LEARN MORE ABOUT THE FRAMEWORK