Principal Pipeline Initiative Logic Model

Problem Statement: Districts struggle to develop and maintain a sufficient supply of highly capable principals.

**Inputs**
- Standards for principals
- State requirements for certification
- Research on effective principal preparation programs
- Data on individual histories of positions, training, and accomplishments
- State requirements for principal evaluation
- Existing support for principals from principal supervisors, mentors, coaches, and professional development

**Activities**
- Align principal job descriptions and evaluation rubrics with locally prioritized standards/competencies
- Launch and/or modify prep programs
- Strengthen clinical experience in prep programs
- Add selection stages and simulations to hiring process
- Organize and use data to inform recruitment, preparation, hiring, placement, and support for principals
- Refine leader evaluation system to gather relevant evidence and provide actionable feedback on priority competencies
- Hire and train principal supervisors, mentors, coaches
- Review and strengthen induction and professional learning for principals

**Short-term Outcomes**
- Aspiring principals, preparation programs, hiring managers, and principal evaluators know what competencies are prioritized
- Aspiring principals report that preparation gives them authentic leadership experiences and prepares them as instructional leaders
- Novice principals increasingly report a good fit between their skills and their school’s needs
- The evaluation system is seen as fair and appropriate
- Novice principals increasingly say principal supervisors, mentors, and coaches provide practical, tailored feedback and support
- Novice principals increasingly say professional learning opportunities address their identified needs

**Intermediate Outcomes**
- Across successive cohorts of novice principals, measured performance on priority competencies improves
- Fewer novice principals leave the district or their initial school placement due to unsatisfactory performance or poor fit
- School climate and culture improve
- Instructional quality improves

*Independent evaluators have found these short-term outcomes in districts participating in the Principal Pipeline Initiative. Intermediate outcomes are being assessed as the evaluation continues.*