

A Principal Career Pathway in Guilford County Schools begins with the following guiding principles:



1. Principals with demonstrated success will be publicly recognized and will have the opportunity to share their best practices with other principals across the district. District leaders will seek out excellence not just in moving an entire school forward but also look for pockets of excellence within a school that principals can spotlight and share.



2. Training and development opportunities should help all principals, including high performers, improve performance, should encourage retention of successful principals, and support efforts to attract new leader principals into the district.



3. The Career Pathway model will support an ongoing effort to encourage regular, candid, and rich dialogue between professionals about their performance and their opportunities for development.



4. The focus of this effort is not to move effective educators out of the classroom, or out of school leadership roles, but rather, to expand their reach beyond the students they directly serve, to support their continued development, and to engage their expertise as the district implements its strategic plan.

This important work will begin the establishment of the Leading Principal role.

Leading Principal Criteria

- **Distinguished ratings on the principal evaluation for at least two years**
- **Multiple school measures, including:**
 - **At least three years of meeting or exceeding growth at the same school, exceeding growth for at least two of the three years**
 - **Evidence of narrowing achievement gaps between black and Hispanic students & their white peers**
 - **Retention of the majority of school's teachers having high-value added data**
 - **Improved equity in student discipline**
 - **Teacher working conditions**
 - **Positive parent & community engagement and feedback**

Incentives and Opportunities for Leading Principals

Expanded Reach by Supporting Professional Development of School Leaders	<ul style="list-style-type: none"> ▪ Mentor at least one principal per year ▪ Support the efforts of School Support Officers (SSOs) to grow and develop new leaders ▪ Mentor aspiring leaders to prepare to lead schools ▪ Host visits from other school teams to share best practices and promote cross-school collaboration
Differentiated Compensation and Incentives to Lead	<ul style="list-style-type: none"> ▪ 15% increase in salary; and ▪ Extra \$5,000 to lead our highest need schools
Celebration/Recognition	<ul style="list-style-type: none"> ▪ Serve on the Superintendent's principals' advisory group to inform the implementation of the strategic plan and other district initiatives.

- Publicly share school-level success by featuring the principal's school at district meetings, on the district's website or through other media.
- Create tools tied to the principal's best practice to share with other schools to help them replicate the work.
- Access to a professional learning community of Leading Principals and targeted development to continue to grow as a leader.

GCS may also consider the following positions and opportunities if the district wants to expand the principal career pathways in the future

Position Title	Criteria	Developmental Opportunities
Novice Principal	<ul style="list-style-type: none"> - 1 to 3 years in the role of principal - Leading data indicates student achievement gains during the principal's tenure in the school 	<ul style="list-style-type: none"> - Access to a Leading Principal as thought partner and coach - Access to induction supports and training - Participation in a professional learning community of peer Novice Principals
Model Principal	<ul style="list-style-type: none"> - At least two years of significant evidence of student achievement growth in the principal role - Deemed Accomplished on at least two years of evaluation results - At least one area of the school that is deemed to be a model for other schools as measured by significant student achievement gains. This may be in one grade or content area, or in the achievement of a particular group of students (e.g., ELL, special needs or narrowing/closing achievement gaps) 	<ul style="list-style-type: none"> - School-level success is profiled publicly during principal meetings, on the district's website or through other media - The principal and his/her team help create tools tied to their best practice that other schools can use to replicate their work - The principal and his/her team may present their success in public meetings or speak with a small group of principals focused on improving student performance in the area of this principal's success - The principal may host site visits for teachers or principals looking to see the school in action

Every component of the principal career pathway will be designed around the Guilford County School's theory of action and aligned with the instructional and human capital framework.

GCS Instructional Framework



Theory of Action and Definition of Excellence for Teachers & Principals

