



# Alliance FOR Leading AND Learning


**Aspiring Principal Development**

**First-Year Principal Support and Professional Development Second-Year Principal Support and Professional Development**

*A Partnership between the University of New Mexico and Albuquerque Public Schools*

*Dr. Russ Romans – University of New Mexico*



**Assistant  
Principal  
Pipeline  
Program**  




THE UNIVERSITY of  
NEW MEXICO

ALBUQUERQUE  
PUBLIC SCHOOLS





# Founding Goals (2009)

## **Goal 1:**

Recruit, support and collaborate in the preparation of aspiring teacher leaders, leading to administrative licensure and placement in principal and assistant principal positions in high needs schools.

## **Goal 2:**

To provide support, assistance and mentoring to novice principals in their induction years (first and second years).

## **Goal 3:**

To provide support, renewal and career enhancement for currently practicing principals.

# Title II Part A U.S. Department of Education Guidance

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified principals

Multiple Pathways

2. Developing and implementing strategies and activities to recruit, hire, and retain highly qualified principals.

Induction & Mentorship

4. Providing PD that improves the knowledge of principals regarding effective instructional practices.

3. Providing PD that improves the knowledge of principals in content knowledge

Meaningful Evaluation & Support

5. Developing and implementing initiatives to promote retention of highly qualified principals particularly in **under-achieving schools...** support for new principals during their first three years.

7. PD that is designed to improve the quality of principals and superintendents, including the development and support of academics to help them become outstanding managers and educational leaders.

Strong Leadership

Transformative Leadership

# Multiple Pathways:

## 1. APS/UNM Aspiring Principal Program

### APS Requirements to Apply – Coordinated admission to UNM Graduate School in Educational Leadership



Master's Degree



Hold a Level 3A New Mexico teaching license



Minimum of 5 years of teaching experience, at least 3 with APS



More rigorous requirements due to APS paying 50% tuition and providing internship.

# Multiple Pathways:

## 1. APS/UNM Aspiring Principal Program

### APS Program Requirements

- Selective admissions
- Willingness to sign a two-year contract of commitment to APS.
- Completion of 21-24 semester hours of graduate credit at UNM in the A.L.L. program cohort
- Completion of full-time semester-long administrative internship in a high need APS school (approx. 650 hours)
- Pass the administrative licensure exam

# Multiple Pathways:

## 1. APS/UNM Aspiring Principal Program

- Courses co-taught with UNM faculty member and APS Principal
- Classes held at APS school sites
- 50% tuition reimbursement upon completion of each semester with a “B” or better grade
- Cohorts of 10 – 12 students
- Paid sabbatical for full-time internship in a high need school
- Establishment of a professional network of fellow school leaders committed to improving education in APS

# Multiple Pathways:

## 1. APS/UNM Aspiring Principal Program -- **MENTORS**

### Cooperating Principal Requirements

- Attend mentor training and meetings
- Intern support: Meet daily and weekly with intern
- Provide gradual-release opportunities for intern to lead
- Provide opportunities for intern to participate in the NM teacher evaluation process
- Support intern in meeting internship assignment requirements (weekly seminar, school/community assignment, school improvement project)
- Provide time to meet with intern's principal support specialist
- Complete intern evaluations with APS and UNM



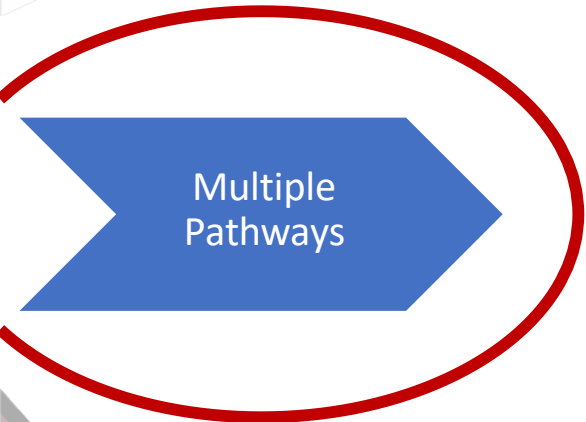
Multiple  
Pathways

# Multiple Pathways:

## 2. APS/UNM Assistant Principal Pipeline



- Invests in the professional learning of assistant principals by offering professional development to ensure their readiness to lead a school focused on improving student outcomes,
- And supports the development of the skills and dispositions of the culturally responsive school leader,





# Induction/Mentorship

## APS/UNM Beginning Principal Support

- A.L.L. internships
  - Fall: Home school experience w/ home principal/admin as mentor (100 hours)
  - Identify and prepare replacement for spring semester
  - Spring: Semester-long release for full-time immersion internship at a different school with principal as mentor (650 hours)
- First-year principals
  - 1:1 mentorship with sitting principal at a similar school
  - A.L.L. mentorship through twice-monthly site visits
- Second-year principals
  - Cohort principal support (monthly)
  - A.L.L. mentorship with monthly site visits



Induction & Mentorship

# Ongoing Professional Leadership Development:

## Summer Principal Institute – SPI-CON

Relevant, challenging, current speakers & seminars focused on equity-driven school transformation

- **Jimmy Casas**

*Recalibrate the Culture: Our Work... Our Why, Our Values and Culturize: Every Student, Every Day, Whatever it Takes)*

- **Muhammad Khalifa**

*Culturally Responsive School Leadership (Race and Education) and Becoming Critical: The Emergence of Social Justice Scholars*

- **Ken Williams:**

*Ruthless Equity: Disrupt the Status Quo and Ensure Learning for All Students*

- **Rosa Isiah**

*Beyond Conversations About Race*

- **Hector Montenegro**

*Promises Fulfilled: A Leader's Guide for Supporting English Learners –EL Students' Academic Success*

- **Bettina Love**

*We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom*

- **Sharroky Hollie**

*Culturally and Linguistically Responsive Teaching and Learning, The Will to Lead, the Skill to Teach: Transforming Schools at Every Level, and Beyond Conversations About Race: A Guide for Discussions With Students, Teachers, and Communities*



Transformative  
Leadership

# Transformative Leadership Program Reflection (Aspiring Principals)

129 aspiring principals (124 completed, 5 current, 8 entering)

Current status:

- 82% Leadership Positions
- 42% Principals
- 26% Assistant Principals
- 14% Other Leadership Positions (Executive Directors, Directors, Deans, Resource Teachers)

87% Retention Rate (7 retirees, 6 resignations (3 leaders in other locations – Santa Fe, Idaho, California))



“A.L.L. taught me to be a leader, and then continued building me up when I became a new principal. Supports in my first years helped me survive, and then helped me build my school community, competence, confidence, and capacity. It gave me the opportunity to reflect on my purpose, passion, and principles while learning the job. I was able to collaborate and connect with colleagues who shared that same experience. ”

- Fred March  
A.L.L. intern (2012)  
Principal (2013-  
current)  
A.L.L. mentor for first-year principals



Transformative  
Leadership

”Participation in the A.L.L. program is a true example of a continuous learning cycle. As an intern, I was able to gain real life exposure into the daily operations and management of a school while learning from an experienced principal. The yearlong internship enabled me to start my principalship with confidence in my abilities while feeling fully supported by a professional network of people with whom I built trusting relationships along the way.

- Cheryl Wheeler
  - A.L.L. intern (2015)
  - Principal (2016-current)
  - A.L.L. mentor principal for interns and new principals

“My A.L.L. internship allowed me to develop a new set of skills with structured guidance and gave me a more balanced picture of how to handle administrator responsibilities. Having dedicated seminars as a new principal allowed for a bond with other new administrators, and the coaching and mentorship from those early years created a support system for hard days, unknown situations, and knowledge that no administrator is alone in this position, even when it feels that way.

- Hannah Mainolfa  
A.L.L. Intern (2017)  
Assistant principal (2017-2019)  
Principal (2019-current)



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