**Changes in Principal Job Expectations**

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| Yesterday’s Expectations | Today’s Expectations |
| The principal functions as the sole authority figure in the building, often making decisions with little or no stakeholder involvement. Top down management is prevalent in the building. | The principal shares leadership and decision making with stakeholders. A culture of collaboration is encouraged throughout the building. |
| The principal manages the day to day operations of the school building. | The principal is fully engage in leading professional development and serves as an instructional leader. |
| The principal serves as the building disciplinarian. | The principals helps staff to reinforce behavior expectations within a system that promotes safety and social justice for all students. |
| The principal works within a system that promotes learning for some students. | The principal works within a system that promotes learning for all students. |
| The principal is a passive recipient of building data compiled by others. | The principal is an active participant in analyzing data trends, developing interventions and setting improvement goals. |
| The principal meets parents in a variety of school settings | The principal works to involve parents in student learning both in school settings and in other community forums. |
| The principal plans for staff professional development but is not an active participant. | The principal engages in collaborative planning for professional development and fully engages with staff in planned professional development. |
| The principal reacts to events in the building and administrative directives. The focus in on maintaining the status quo. | The principal is proactive in formulating building improvement plans with stakeholder input. The focus is on creating a clear vision with measurable goals and leading systems change. |
| The principal completes a summative evaluation of staff members in accordance with district policy. | In addition to completing a summative evaluation, the principal also provides formative feedback to staff on improvement strategies. |
| The principal manages a limited building budget. | The principal advocates for additional resources and leverages all available resources to support student learning. |

**Mentoring Versus Coaching**

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| Mentoring | Coaching |
| Mentoring focuses on individual growth. | Coaching is performance oriented with specific performance objectives. |
| Mentors provide extended support to help new principals learn the requisite knowledge, skills, behaviors and values needed for school leadership positions. | Coaches provide deliberate support to another individual to help him/her clarify and/or to achieve goals and achieve high levels of performance. |
| A mentor is an advisor, critical friend, guide, listener, role model, sounding board, strategist, and supporter. | Coaches are change agents who work with people to unlock their hidden potential. |
| A mentor asks questions, challenges productively, encourages risk taking, offers encouragement, provides feedback, promotes independence, and shares critical knowledge. | Coaches model, observe learner performance, and provide encouragement, diagnosis, directions, and feedback. |
| Outcomes for mentoring include providing support and empathy, counseling, sharing ideas. Problem solving, guiding professional development and improvement confidence. | Coaches encourage an action-oriented initiative focused on problem solving. |
| Mentors cultivate leadership skills and help bridge the gap between scholarship and practice. | Coaches have high levels of knowledge in specific skill areas and focus on learning and growth. |
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