

# Principal Peer Partnership (P3)

**“Alone we can do so little; together we can do so much” – Helen Keller**

The Principal Peer Partnership (P3) is a system of collaboration and support for instructional leaders, intended to help administrators engage in reflective dialogue among peers to improve leadership practices.

Superintendents will select administrators who will be paired with a peer administrator in a neighboring district. This peer partnership can be used to improve refinement practices as identified in the administrator evaluation process and offer opportunities to observe students, teachers, and administrators in the school setting. District participation in P3 is optional. For more information, please contact [Pennye.Thurmond@tn.gov](mailto:Pennye.Thurmond@tn.gov).

## Guiding Principles

Effective instructional leadership practices are:

- **Visible and reciprocal** through peer site visits of building level practices
- **Actionable** based on new ideas and strategies learned from the peer coaching process to develop shared leadership capacity, such as:
  - Leadership teams
  - Teacher leader models
  - Professional learning communities
  - Teacher peer excellence groups (TPEG)
- **Measurable** through the recommended use and completion of the Individual Action Plan that is aligned with the TEAM administrator evaluation rubric

## Process

**Step 1:** Participating administrators will be matched by the department; the department will contact directors of schools with information concerning matches.

**Step 2:** Peer administrators will set up their first site visit. The recommended time window for the site visit is between two and four hours. Recommended activities include:

- Initial discussion of the recommended Individual Action Plan related to identified indicators for area of focus
- Observation of a leadership team or PLC meeting
- Observation of school leader engaged in any portion of the observation process
- Discussion of intervention schedules and plans
- Discussion of school culture
- Discussion of key school- and grade-level data in school improvement plan to identify strategies for gap closure
- Conversations with educators and students

**Step 3:** Peer administrators will conduct a 30-45 minute follow-up phone call will allow administrators to ask or answer any questions that may have arisen since the first site visit and continue work with the recommended Individual Action Plan.

**Step 4:** The second peer administrator will conduct a site visit to partner’s school. Recommended activities are the same as in Step 2.

**Step 5 (optional):** Peer administrators participate in a final meeting to discuss new information and strategies learned and to debrief the peer partnership process.