



Providing Instructional Support to Principals: The Role of Principal Supervisor

AASA Webinar
February 6, 2020

Logistics

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Teleconference

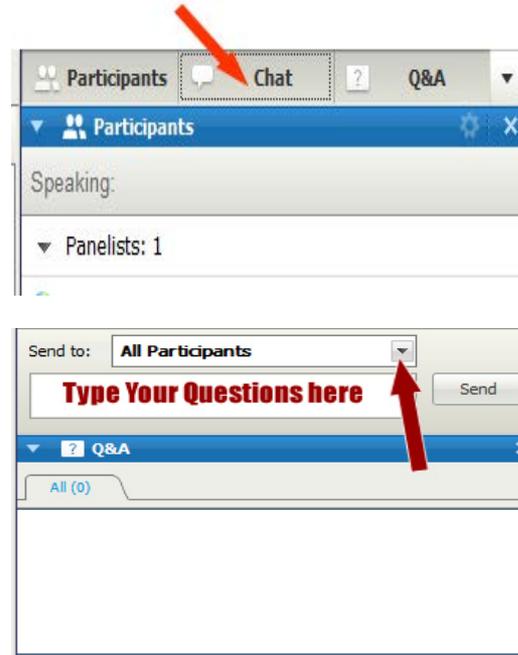
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2. Enter the access code:
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Participation

- We have allotted time for **Q&A**, but you can submit questions at any time.
- Please use the **chat window** to submit questions. In the dropdown menu, select “**All Participants**” and then type your question in the chat box.





AASA Webinar Presenters



Dr. Jill Baker
Deputy Superintendent
of Schools
Long Beach Unified
School District
jbaker@lbschools.net



Dr. Kelly An
Director,
Leadership
Development
Long Beach Unified
School District
kan@lbschools.net



Dr. Jackie Wilson
Executive Director
National Policy
Board for Educational
Administration
wilsonj@npbea.org

Director, Delaware
Academy for School
Leadership
jowilson@udel.edu

Essential Questions

- What can we learn from the Model Principal Supervisor Standards?
- How did one district go from model standards to implementation?
- How can pipeline programs support Principal Supervisor preparation?
- What does a Principal Supervisor PLC look like?

Model Principal Supervisor Standards



Model Principal Supervisor Standards

In December 2015, the Council of Chief State School Officers (CCSSO) released standards that provide a clear, practical definition of what the supervisors of school principals should know and be able to do to improve the effectiveness of principals. With support from The Wallace Foundation, a team of educators from across the nation spent more than a year developing the Model Principal Supervisor Professional Standards for a position long focused on bureaucratic compliance but now increasingly becoming critical to developing outstanding school principals who can improve teaching and learning.



The Question?

These new voluntary standards respond to the knowledge gap identified by a question in a recent report by The Wallace Foundation: “If principal supervisors in districts shift from overseeing compliance to sharpening principals’ instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, would this improve the effectiveness of the principals with whom they work?”

The Wallace Foundation, Building Principal Pipelines – A Strategy to Strengthen Education Leadership (New York, NY: The Wallace Foundation, 2015)

Theory of Action

Informed by that question, The Model Principal Supervisor Professional Standards 2015 are based on the following theory of action:

If principal supervisors shift from focusing on compliance to shaping principals' instructional leadership capabilities, and if they are provided with the right training, support and number of principals to supervise, then the instructional leadership capacity of the principals with whom they work will improve and result in effective instruction and the highest levels of student learning and achievement.

Research Points to New Direction for Principal Supervisors

- The supervision of principals should be a primary responsibility, not an afterthought.
- Principal supervisors should receive training in the supervision process and have ongoing opportunities for reflection and professional development to improve their practice.
- The primary focus of principal supervisors should be to improve principal performance.
- Principal supervision should be ongoing, connected to the principal's growth from year to year, and grounded in a coaching relationship.
- Principal supervision should be driven by a vision of the supervisor and principal as leaders of professional learning communities.
- Principal supervision should be informed by multiple data sources.
- Principal supervision should be consistent with adult learning and professional development best practices, including collaboration and a sense of shared ownership.

--Barry Vitcov and Gary Bloom, "A New Vision for Supervising Principals," School Administrator, December 2010.

Model Standards for Principal Supervisors



- Standard 1. Principal Supervisors dedicate their time to helping principals grow as instructional leaders.
- Standard 2. Principal Supervisors coach and support individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.
- Standard 3. Principal Supervisors use evidence of principals' effectiveness to determine necessary improvements in principals' practice to foster a positive educational environment that supports the diverse cultural and learning needs of students.
- Standard 4. Principal Supervisors engage principals in the formal district principal evaluation process in ways that help them grow as instructional leaders.



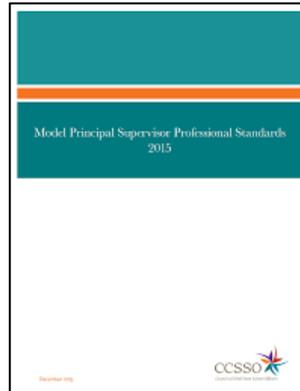
Model Standards for Principal Supervisors



- Standard 5. Principal Supervisors advocate for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
- Standard 6. Principal Supervisors assist the district in ensuring the community of schools with which they engage are culturally/socially responsive and have equitable access to resources necessary for the success of each student
- Standard 7. Principal Supervisors engage in their own development and continuous improvement to help principals grow as instructional leaders.
- Standard 8. Principal Supervisors lead strategic change that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

Link to the Model Principal Supervisor Standards

<https://www.wallacefoundation.org/knowledge-center/Documents/Model-Principal-Supervisor-Professional-Standards-2015.pdf>



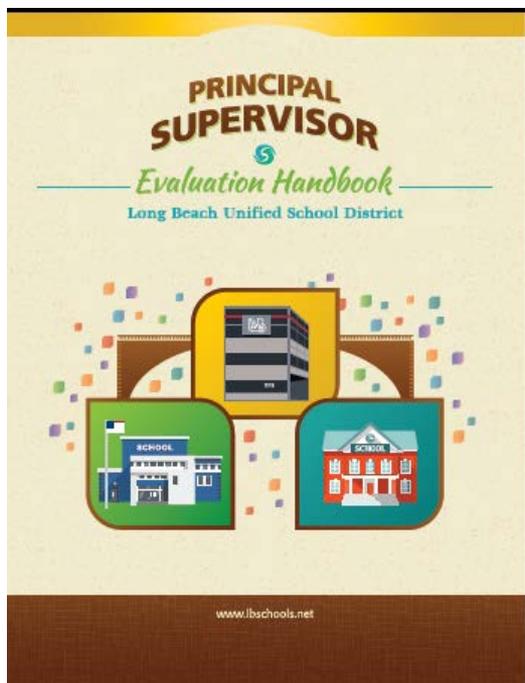
From Model Standards to Implementation



Shifting the role of a Principal Supervisor

- Standards & Indicators to create 'systemness'
 - Role definition, performance expectations & evaluation system
- Coaching methodology and support
- Feedback from Principals
- Pipeline Program Development






Long Beach Unified Principal Supervisor Framework & Rubric

Domain	Standards	Indicators
Principal Development	Teaching and Supports for Student Learning	<ul style="list-style-type: none"> Continually assess the quality and alignment of curriculum, instruction, and assessment at the school level Support effective teacher and staff supervision and evaluation practices ensuring teachers and other staff receive actionable feedback and participate in a quality evaluation process Identify specific and actionable steps for instructional improvement
	Coaching and Feedback	<ul style="list-style-type: none"> Monitor their use of time to ensure they are spending the majority of it in schools observing principals and developing principal practice Use evidence from a variety of sources to assess current levels of principals' practice, target areas for professional learning, and differentiate supports based on the needs of the principal and the school Provide purposeful, timely, goal-aligned, and actionable feedback to principals through formal principal evaluation structures and informal supervision and coaching methods
	Coherence, Strategy, and Planning	<ul style="list-style-type: none"> Support principals in developing school-level goals and plans aligned to district vision, goals, and strategies Communicate and support the implementation of the vision, goals, and strategies of the system with all stakeholders Coach principals to design effective school-level systems for improving teaching and learning, building strong school cultures, and efficiently managing operations
	Professional Learning and Collaboration	<ul style="list-style-type: none"> Establish and sustain effective collaboration and professional learning across principals and schools to provide peer feedback and promote innovative thinking Participate in the design and delivery of high-quality principal professional learning sessions aligned to identified needs
Personal Development	Professionalism and Personal Growth	<ul style="list-style-type: none"> Collaborate and develop consistent practice to advance their work as a unified K-12 principal supervisor team Continuously improve their leadership practice on behalf of principals Explicitly model professionalism, positive intentions, and community engagement when working with principals
System Development	Advocacy and Support	<ul style="list-style-type: none"> Advocate for resources to support school needs based on observations and school plans Connect principals to central office resources and personnel in ways that support principals' work Collaborate with central office staff to improve instruction across schools Provide input on the effectiveness of the central office systems for supporting schools
Equity	Environment and Equity	<ul style="list-style-type: none"> Monitor that all students and stakeholders are treated fairly and equitably at each school Support principals in developing school communities that meet the diverse cultural and learning needs of each student Within each school, confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status



LEADERSHIP DEVELOPMENT PIPELINE PROGRAMS

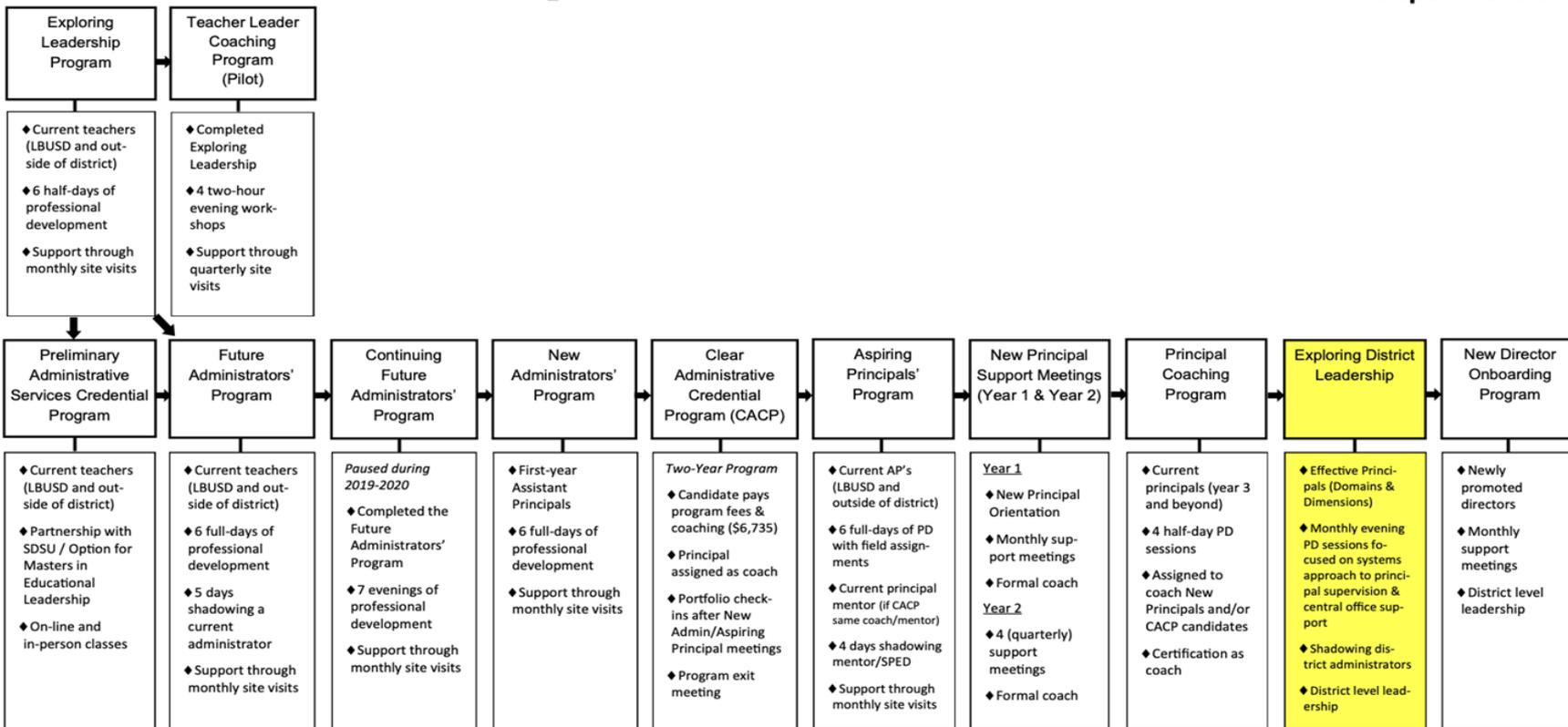


Teacher Leader

Assistant Principal

Principal

Assistant Superintendent



Extending the Pipeline

Exploring District Leadership Program

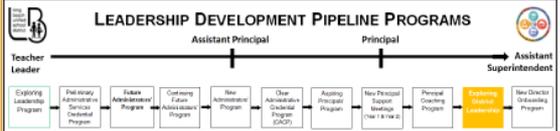
- Distinguished Principals
- System level experiences and exposure
- Coaching through a new lens
- Shadowing & Reflections
- Perception Data
- Group Project

Leadership Development
Supporting leaders to positively impact every student, every day

Exploring District Leadership Program

2019-2020 Professional Development

LEADERSHIP DEVELOPMENT PIPELINE PROGRAMS



The diagram shows a career path from Teacher to Assistant Superintendent. Key programs are placed along this path: Exploring Leadership Program (Teacher), Preliminary Administrative Services Credential Program (Teacher), Intern Administrative Program (Assistant Principal), Continuing Administrative Program (Assistant Principal), New Administrative Program (Assistant Principal), Clear Administrative Services Credential Program (Assistant Principal), Aspiring Principal Program (Assistant Principal), New Principal Support/Leadership New Hire (Principal), Personal Growth Program (Principal), and Exploring District Leadership Program (Principal). A final box for New District Leadership Program is shown at the end of the path, leading to Assistant Superintendent.

Program Overview

The purpose of the Exploring District Leadership Program is to prepare a steady stream of principals who are current in district philosophy and practice. Program participants engage in professional development throughout the year, including workshops, shadowing, coaching feedback, and field work.

Eligibility Requirements

- Current employment in a principal or program administrator position in LBUSD
- A valid Clear Administrative Services Credential
- Demonstrated effective leadership according to the LBUSD Principal Domains and Dimensions
- Recommendation and support of your current and/or previous supervisor
- Commitment to the inclusion of all members of a diverse school community

To Apply

1. Complete the Google Form Application via the link on the Leadership Development web page (www.lbschools.net, click "L" on the A-Z directory, select Leadership Development, go to Exploring District Leadership Program).
2. Submit your resume and letter of intent to the Leadership Development Office in the LBUSD Admin Building by 9/20/19.
3. Your supervisor(s) will be contacted to complete a recommendation form. It is *highly recommended* that you contact your current and previous supervisor(s) to ask for their support.

Office of the Deputy Superintendent of Schools Leadership Development

Long Beach Unified School District
Administration Building, 4th Floor
1515 Hughes Way
Long Beach, CA 90810
Phone (562) 997-8328

Contact
Kelly An, Ed.D
Director
kan@lbschools.net

Beverly Moutet, M.Ed, MPA
Assistant Director
bmoutet@lbschools.net

Jennifer Postma
Intermediate Office Assistant
jpostma@lbschools.net

Timeline

Application and Required Documents
Application, Resume, and Letter of Intent

Application window opens Tuesday, September 3, 2019. All documents are due no later than Friday, September 20, 2019, by 4:00pm

Exploring District Leadership Selection Notification
Friday, October 11, 2019

Required Program Workshops

10/28/19
12/13/19
1/31/20
4/6/20
5/1/20

3:00-5:00 p.m.
TRC Room B-16
6/16/20

8:00-10:00 a.m. (1:1)

Shadowing and Coaching Sessions
Dates TBD



Taking Coaching to Scale

- Coaching based evaluation systems
- LBUSD Coach Professional Development
- “Coaching the Coaches”



The Principal Supervisor PLC

- LBUSD Lab Day 4.0
- Collaboration & Planning
- Planning Retreats
- Executive Coaching

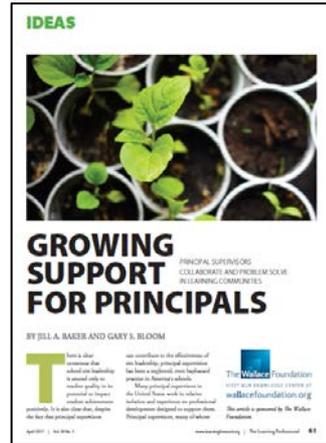
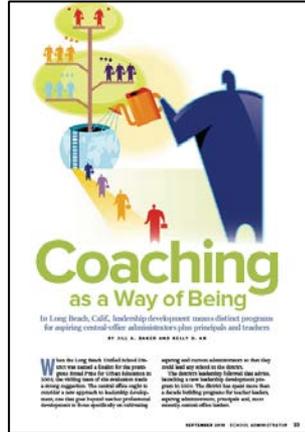
 LBUSD Principal Supervisor PLC 2019-2020	
Mission:	
Develop a culture of trust and collaboration as a unified K-12 PS PLC in order to build the capacity of members to support site leaders in closing the opportunity gap for marginalized and underserved students.	
Vision:	
Every member an engaged, inspired, and courageous equity-oriented leader.	
Objectives (working to achieve):	
<ol style="list-style-type: none"> 1. Build our individual and collective capacity as leaders for equity to be able to effectively develop, coach and evaluate principals to identify and address issues of equity. <i>(Principal Dev: C&F) (Personal Dev) (Equity)</i> 2. Develop consistent instructional practices across levels anchored in the Understandings Continuum. <i>(Principal Dev: TSSL) (Equity)</i> 3. Analyze the impact of key strategies to close the opportunity gap through the analysis of key school and level data. <i>(Principal Dev: CS&F) (Equity)</i> 4. Participate in a quarterly PS protocol to monitor and identify key achievement gap data to inform level action plans. <i>(System Development) (Equity)</i> 5. Build individual and collective capacity as leaders for equity. <i>(Personal Dev) (Equity) R</i> 	
Meeting Norms and Conditions	
Stable Norms: <ul style="list-style-type: none"> • Equity of voice • Be present and stay engaged (including technology) • Assume positive intentions • Seek to understand before being understood • Vulnerability, confidentiality - speak your truth • Enjoy the group - appropriate sense of humor • Experience discomfort and expect/accept non-closure when appropriate • Contribute to PS PLC meeting agendas through input and leadership • Maintain confidentiality that "honors" the group 	Learning Conditions: <ul style="list-style-type: none"> • Create/provide opportunities and/or structures for everyone to share their voice and participate • Take risks and be a public learner • Be accountable for your own learning and share accountability for the group's learning • Build psychological safety of the group • Value and leverage our interconnectedness

Focusing on Instructional Improvement

- Principal Supervisor as Coach & Evaluator
- Teaching & Learning + Strategy & Planning
 - Time spent together in classrooms
- District processes
 - Collaborative Inquiry Visits
 - Supervision as continuous improvement
 - Collaboration between School Supervision & Curriculum



Resources from the field



Questions?

Dr. Jackie Wilson
jowilson@udel.edu

Dr. Jill Baker
jbaker@lbschools.net

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