Providing Instructional Support to Principals:
The Role of Principal Supervisor

AASA Webinar
February 6, 2020
Logistics

• Access the audio for today’s webinar either via your computer or phone.
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

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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?”

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.

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

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
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<tr>
<th>Domain</th>
<th>Standards</th>
<th>Indicators</th>
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<tr>
<td>Principal Development</td>
<td>Teaching and Supports for Student Learning</td>
<td>Continuously assess the quality and alignment of curriculum, instruction, and assessment at the school level</td>
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<td>Support effective teacher and staff supervision and evaluation practices ensuring teachers and other staff receive actionable feedback and participate in a quality evaluation process</td>
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<td>Identify specific and actionable ideas for instructional improvement</td>
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<td>Coaching and Feedback</td>
<td>Monitor the use of time to ensure they are spending the majority of it in schools serving principals and developing principal leadership</td>
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<td>Use evidence from a variety of sources to assess current levels of principal practice, analyze areas for professional learning, and differentiate supports based on the needs of the principal and the school</td>
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<td>Coherence, Strategy, and Planning</td>
<td>Support principals in developing school-level goals and plans aligned to district vision, goals, and strategies</td>
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<td>Communicate and support the implementation of the vision, goals, and strategies of the system with all stakeholders</td>
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<td>Professional Learning and Collaboration</td>
<td>Establish and sustain effective collaboration and professional learning across principals and schools to provide peer feedback and promote innovative thinking</td>
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<td>Participate in the design and delivery of high-quality principal professional learning sessions aligned to identified needs</td>
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<td>Personal Growth</td>
<td>Professionalism and Personal Growth</td>
<td>Collaborate and develop consistent practice to advance their work as a unified K-12 principal supervisor team</td>
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<td>Continuously improve their leadership practice on behalf of principals</td>
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<td>Explicitly model professionalism, positive intentions, and community engagement when working with principals</td>
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<td>System Development</td>
<td>Advocacy and Support</td>
<td>Advocate for resources to support school needs based on observations and school plans</td>
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<td>Connect principals to central office resources and personnel in areas that support principals work</td>
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<td>Collaborate with central office staff to improve instruction across schools</td>
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<td>Provide input on the effectiveness of the central office systems for supporting schools</td>
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<td>Equity</td>
<td>Environment and Equity</td>
<td>Monitor that all students are treated fairly and equally in each school</td>
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<td>Support principals in developing school communities that meet the diverse cultural and learning needs of each student</td>
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<td>Within each school, ensuring that all students are supported consistently, school-based services, and the expectations associated with race, class, culture, and language, gender, and social orientation, and disability or special status</td>
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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

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 California 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

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.

Contact

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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
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

Mentoring vs. Coaching: A Distinction That Matters
Questions?

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