

Round 3

How Can Supervisors Shape Effective Principals?

April 19, 2017
2:00pm – 3:00pm ET

Welcome!

Thank you for joining
us for today's
webinar.



MODERATOR/HOST:

MaryAnn Jobe

AASA Director, Education and
Leadership Development

Logistics:

- Access the audio for today's webinar either via your computer or phone.



Teleconference



Teleconference

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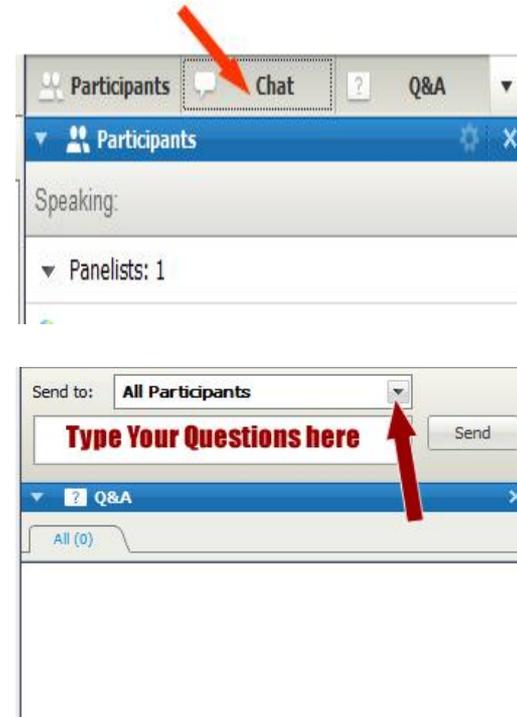
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Webinar Participation:

- 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.



Agenda

- Overview of the Standards
- The Wallace Foundation Principal Supervisor Initiative
- Standards 5, 6, 7 and 8
- Hillsborough County Public Schools
- Panel Discussion and Q & A
- Wrap Up

Presenters:

Frederick Brown, Deputy Executive Director, Learning Forward

Mary Canole, School Leadership Consultant

Tricia McManus, Assistant Superintendent of Educational Leadership and Professional Development, Hillsborough County Public Schools

MaryAnn Jobe, Director, Education and Leadership Development, AASA

Principal Supervisor Initiative

- \$30 Million dollar investment in a five-year effort
- 14 urban school districts
- Core districts: Long Beach, Calif., Des Moines, Iowa, Broward County, Fla., Minneapolis, Cleveland, and DeKalb County, GA.
- Initiative finances training and support for Principal Supervisors
- Two other districts will join the group, Tulsa, Ok., and Washington, D.C.
- Funding is also provided to the six districts in the Principal Pipeline Initiative:
 - Charlotte-Mecklenberg, N.C., Denver, Gwinnett County, GA., Hillsborough County, Fla., New York City and Prince Georges County, MD.

Lessons Learned So Far:

- The development of the Principal Supervisor Standards is the benchmark tool for school districts to use as an effective strategy to re-define principal supervision.
- Districts are starting to see ‘dramatic’ effects when the position is focused on teaching and learning.
- Central Office Transformation occurs which builds on the support to principals and schools.
- We envision principals staying longer in their positions when they see that they are valued and have the instructional coaching to do their job.

School Leadership Consultant



Mary Canole
School Leadership Consultant

Defining Instructional Leadership

Effective instructional leaders engage in a wide range of leadership activities that directly connect to student learning:

- ✓ **Model learning** for others, through reflection, personal growth, ethical practice and a focus on improvement
- ✓ **Confront issues of equity** that impede student learning
- ✓ Recognize and respond to the **diverse cultural and learning needs** of students
- ✓ **Increase the capacity** of staff to improve student learning
- ✓ **Make decisions** based on how they affect student success
- ✓ **Understand the systems** that affect student success
- ✓ **Share and distribute** responsibilities for student learning

STANDARDS

- 1** Principal Supervisors ***dedicate their time*** to helping principals grow as instructional leaders.
- 2** Principal Supervisors ***coach and support*** individual principals and engage in effective professional learning strategies to help principals grow as instructional leaders.
- 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.
- 4** Principal Supervisors ***engage principals*** in the formal district principal evaluation process in ways that help them grow as instructional leaders.
- 5** Principal Supervisors ***advocate*** for and inform the coherence of organizational vision, policies and strategies to support schools and student learning.
- 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.
- 7** Principal Supervisors ***engage in their own development*** and continuous improvement to help principals grow as instructional leaders.
- 8** Principal Supervisors ***lead strategic change*** that continuously elevates the performance of schools and sustains high-quality educational programs and opportunities across the district.

The Model Principal Supervisor Professional Standards - An Integrated Approach

Category One

Educational Leadership (Standards 1, 2, 3 and 4)

Category Two

District Operations (Standards 5 and 6)

Category Three

-District Leadership (Standards 7 and 8)

Category 2: District Operations

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.

Category 3: District Leadership

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.

Learning Forward

Frederick Brown
Deputy Executive Director

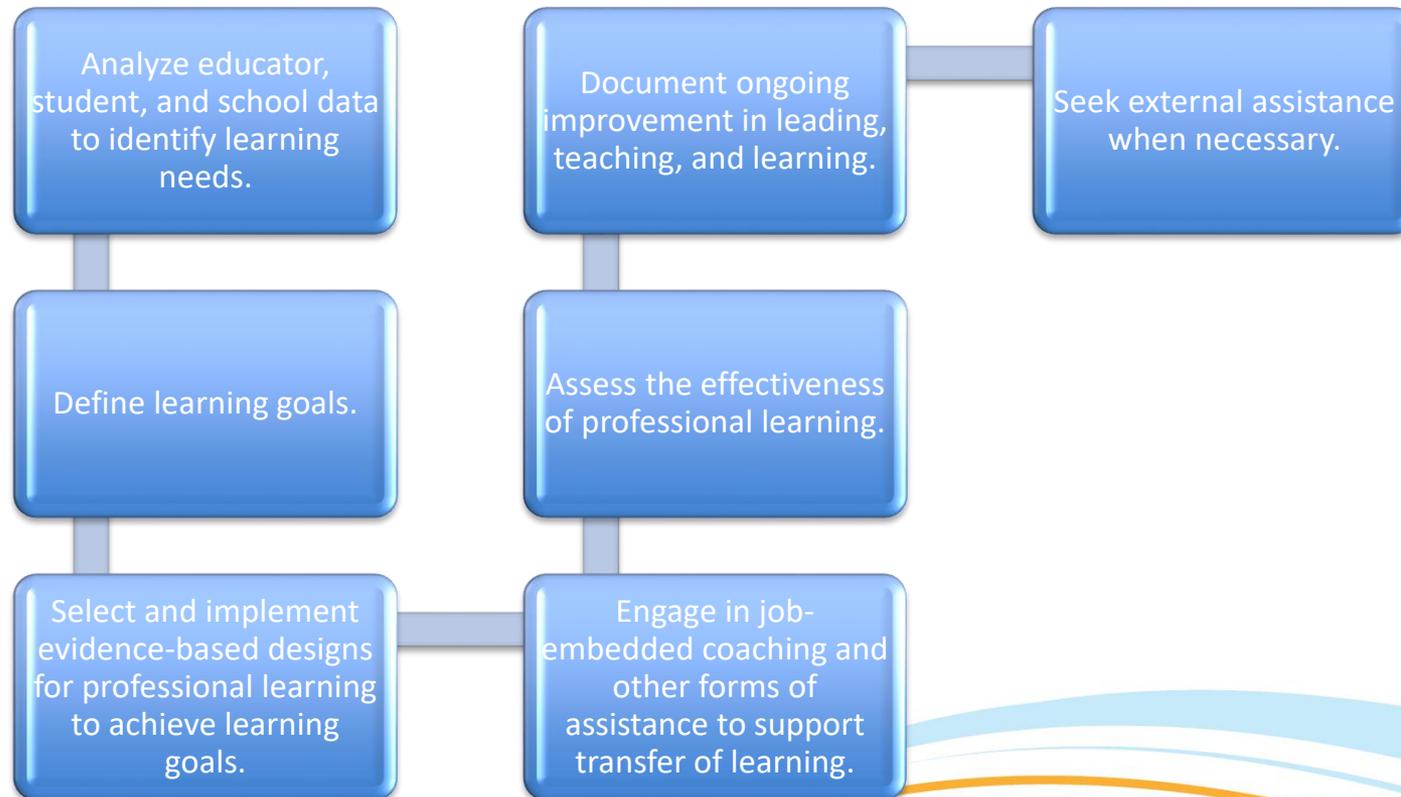


Principal Supervisors engage in their own development and continuous improvement...

Dispositions exemplified in Standard 7

- Growth-oriented
- Analytical
- Reflective

Continuous Improvement Model



| | District/school strengths | District/school challenges | Changes that will ensure shifts in practice |
|--|---------------------------|----------------------------|---|
| Analyze educator, student, and school data to identify learning needs. | | | |
| Define learning goals. | | | |
| Select and implement evidence-based designs for professional learning to achieve learning goals. | | | |
| Document ongoing improvement in leading, teaching, and learning. | | | |
| Assess the effectiveness of professional learning. | | | |
| Document ongoing improvement in leading, teaching, and learning. | | | |
| Seek external assistance when necessary. | | | |





Hillsborough County Public Schools



Tricia McManus
Assistant Superintendent,
Educational Leadership and
Professional Development
Hillsborough County Public Schools

Principal Supervisor 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.

Key Dispositions:

| | | | | |
|------------|---------|-------------|---------------|----------------|
| Analytical | Ethical | Perseverant | Equity-minded | System-focused |
|------------|---------|-------------|---------------|----------------|

Actions:

- Ensure that each student is treated fairly and equitably and has physical access to the learning environment and academic access to excellent teachers
- Protect students' equitable access to social capital within the school and to high-quality instructional practices

Equity Audits and Equity Learning Walks

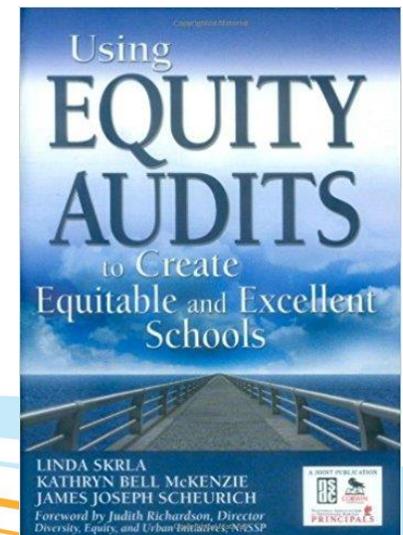
Teacher Equity

Programmatic Equity

Achievement Equity

Examples of questions asked during equity walks:

- *How is the learning environment inclusive and reflective of individual learning profiles?*
- *What evidence is there of a culture of high expectations?*
- *What evidence do you see of culturally relevant and responsive teaching and learning?*
- *Is there evidence of differentiated instruction?*
- *Is the learning environment intellectually challenging for all learners?*
- *What resources have been provided to support equity?*



Data Deep Dives with Principals and Leadership Teams

Diagnostic tests in
reading and
mathematics

Interim and
benchmark tests
aligned to state
standards

Early warning
systems data and
KPI data

Summative
assessment data

Student course
selections

External tests (PSAT,
SAT, ACT, AP, IB, etc.)

Grades

Observations of
students and
teachers at work

Attendance and
Discipline

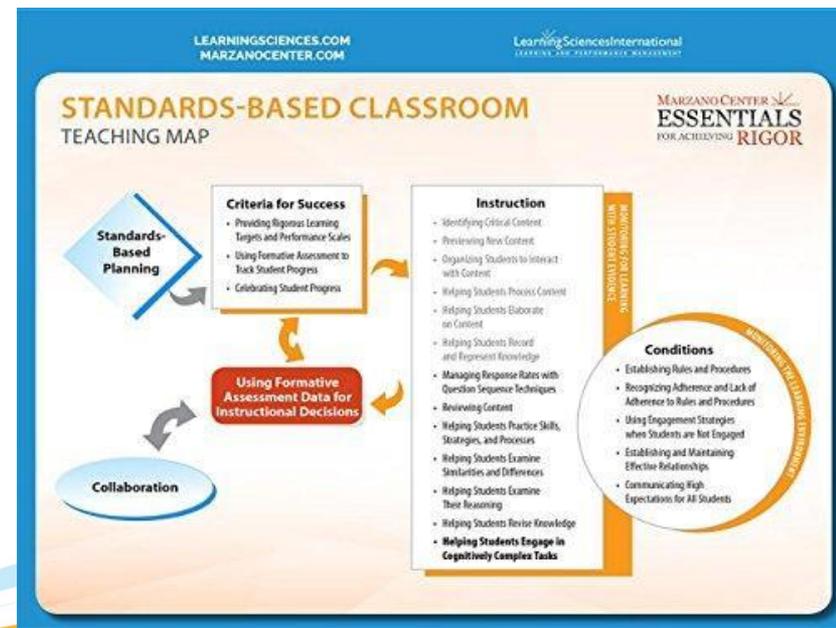
Student and Teacher
Surveys

Examples of Data Questions:

- *What is the trend in student achievement in reading/language arts and mathematics over the past five years?*
- *How are students achieving when looked at on a cohort-by-cohort basis?*
- *How are students achieving when one cohort is tracked over several years.*
- *In what subjects are students doing relatively well/poorly?*
- *How are particular student subgroups achieving relative to other subgroups?*
- *In what subjects is the least and greatest progress being made in closing achievement gaps between student subgroups?*

Principal Network Meetings

- School Culture; Connected and Engaged Students
- Standards Based Instruction and Grading



Panel Discussion

- What other strategies would you suggest to help principal supervisors support principal professional learning and growth?

- How do principal supervisors lead strategic change efforts in their schools and districts?

- How do principal supervisors serve as catalysts in the transformation of their district's central office?

- How are you using the Principal Standards in your district.

Contact Information:

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Additional Resources:

AASA, The School Superintendents Association

www.aasa.org/content.aspx?id=10536

Learning Forward

www.learningforward.org

The Wallace Foundation

www.wallacefoundation.org

***Thank you for your
participation!***