Great Principals Have Great Leaders
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AASA Webinar Presenters

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Today’s Webinar

▷ Wallace Research Findings
▷ The context of LBUSD
▷ The LBUSD journey
  ○ From Vision to System: Then & Now
  ○ Principal Supervision and Support
  ○ The Principal Supervisor PLC
▷ Preparing Future Leaders
▷ Creating a Culture of Coaching
▷ Impact in the Field
Pipelines are a strategic approach to developing and supporting principals.
Pipelines had widespread, positive effect on student achievement.

- Outperformance in math for elementary, middle and high school; for reading in elementary and middle school
- Pipelines benefited all schools in a district, not just those with pipeline principals
- Notably, effects were positive and statistically significant for schools in the lowest quartile of student achievement
- Benefits kicked in early, even beginning in the second year of implementation

“We found no other comprehensive district-wide initiatives with demonstrated positive effects of this magnitude on achievement.”
-- Principal Pipelines: A Feasible, Affordable, and Effective Way for Districts to Improve Schools, RAND, 2019
Pipelines *reduced* principal turnover.

- Principal turnover is costly for districts ($75,000 per principal) and disruptive for schools.
- For every 100 new principals, pipeline districts saw nearly 6 fewer losses after two years and nearly 8 fewer losses after three years, compared with similar schools getting new principals in other districts in their state.
Pipelines are feasible and adaptable.

• All six Principal Pipeline Initiative districts were able to implement the pipeline components aligned and at scale
• Each district adapted pipelines to their own local context
Pipelines are affordable.

- Pipelines are 0.4% of annual district budgets, according to a RAND study of the six districts in the initiative.
- Minimal cost for two “quick wins” – leader standards and selective hiring.
- Coaching/Mentoring: Average cost $1,500 per principal.

Pipelines and Principal Supervision

Investing in principal pipelines is the first step….Supporting principals by providing coaching, standards-aligned professional development and formative and summative feedback are essential to their success.

Today we will learn why the Long Beach Unified School District focused on leadership as a school improvement strategy and what they have learned by developing a leadership pipeline that includes Principals and Principal Supervisors.
The LBUSD Context

Dr. Jill Baker
Deputy Superintendent of Schools
Long Beach Unified School District
Why focus on leadership?

**LBUSD**

- Broad Prize Visit Feedback
  - Launching leadership development
- 90%+ of administrators are grown from within LBUSD
- “The Long Beach Way”
  - Teaching & Learning
  - Organizational culture

- Principals are “second only to classroom instruction among all school-related factors that contribute to what students learn at school.”
  
  -- How Leadership Influences Student Learning, Kenneth Leithwood, et al, University of Minnesota, University of Toronto, 2004

- “Principals are multipliers of effective teaching.”
  
“With the right training and support, principal supervisors can assess and evaluate principals’ current leadership practices and identify professional learning opportunities most likely to lead to improvements in the quality of teaching, learning and achievement. Moreover, they can ensure that the principals’ work and vision aligns with district goals, and that the central office effectively supports school leaders, schools and student success.”

(Model Principal Supervisor Standards, Council of Chief State School Officers, 2015)
The LBUSD Journey
The LBUSD PSI Journey

2014-2016
Principal Supervisor Focus
- Conceived
- K-12 ‘systemness’
- K-12 Principal Evaluation System is completed & deployed
- Establishing role of Principal Supervisor
- Wallace Foundation grant

2016-2017
Principal Supervisor PLC and practices are strengthened
- Significant increase in time spent in schools by all Principal Supervisors
- Lab Day developed and implemented
- Principal Supervisor Evaluation Framework developed

2017-2018
Standards of Practice and On-going Feedback
- Lab Day revised
- Differentiation in principal supervision
- Enhancing coaching skills with a focus on equity
- Increase in feedback across Principal Supervisors

2018-2019
- Coaching with an equity lens
- Increasing peer to peer learning
- Individual growth areas defined
From Vision to System

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<th>Then</th>
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<td>● Principal Supervisors and Principals ratio = 14:1 (with supervisors also leading district departments)</td>
<td>● Ratio between Principal Supervisors and Principals is 11:1</td>
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<td>● No common principal evaluation system</td>
<td>● Systematic approach to supporting/coaching and supervising principals</td>
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<td>● No common approach to principal coaching</td>
<td>● Principal Supervisor role defined</td>
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<td>● Principal Supervisor role undefined</td>
<td>● Leadership Development program to prepare aspiring principal supervisors/directors</td>
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<td>● Leadership pipeline did not extend beyond principalship</td>
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Purpose of the Principal Supervisor PLC

- Build equity driven supervision practices that positively impact student learning.
- Role alike learning & opportunities for sharing best practices.
- Opportunity to learn and practice the standards of effective principal coaching & supervision.
- Creation of ‘systemness’ across levels in service to school leaders and teachers.
- Learning and growing as systems leaders.
Principal Supervisor Professional Learning Community

● K-12 Lab/PD Days
  ○ coaching, equity, study, data

● Monthly Collaboration & Planning/Retreats
  ○ unified principal evaluation and supervision approach
    ■ differentiation
    ■ equity

● Executive Coaching - skills/disposition
Principal Supervisor Professional Learning Community

Principal Supervisors are multipliers of effective leadership practices.
Principal Supervisor Role Transformation

- K-12 systemness
- Standards & Indicators
  - Role definition and performance expectations
  - Connected to Principal feedback
- Coaching and support methodology
- Voice of schools
The LBUSD Pipeline

Dr. Kelly An
Director, Leadership Development
Long Beach Unified School District
Extending the Leadership Pipeline

- Exploring District Leadership Program
  - Distinguished Principals (Teaching & Learning)
  - System level experiences and exposure
  - Coaching with a new perspective

- New Director On-boarding Program
  - “Just in time” support
  - System thinking development
  - Mentor support
Preparing Future Principal Supervisors

- Goals
- Feedback
  - Perception
  - Survey
- Shadowing and Reflections
- Team Project
Supporting New Principal Supervisors

- New Director On-boarding
- In the field coaching & feedback
Creating a Culture of Coaching
Creating a Culture of Coaching

▷ Taking Coaching to Scale
▷ Coaching based evaluation systems
▷ Coaching the Coaches
Impact on the Field

▷ Lab Day featured at national Wallace PLC Convening (October 2016)
▷ A New Role Emerges for Principal Supervisors (PSI Wallace Research Study, 2018)
▷ LPI Study on Leadership Development (due out in September 2018)
▷ Growing Support for Principals (LBUSD Lab Day story)
Questions & Closure

Supporting hand-outs:

- LBUSD Principal Supervisor Standards (Summary)
- Exploring District Leadership Program flyer
- Growing Support for Principals (Baker and Bloom, 2017)
- Education Week article, Principals Say Coaching, Not Compliance, Is What They Need from Central Office (Superville, 2018)