Thank you for attending today’s webinar! We will be starting soon. If you have any questions, please ask them in the zoom chat. Enjoy!

WHAT WORKS: Supporting Principals in Preparing for Re-Entry

JULY 1, 2020
3PM EST–4PM EST
Forward from Valerie Truesdale, Ph.D.

Valerie joined AASA early in 2019 as an assistant executive director responsible for guiding leadership development services and programs. With years of experience in the superintendency and roles in instructional technology, she knows that AASA’s Leadership Network can be a substantial resource for school leaders trying to keep pace with the rapidly changing delivery of K-12 education.
Jackie Wilson has been advocating for state policy that supports standards, training and improved working conditions for school leaders for 20 years. She has over 40 years of experience in education including teaching, reading specialist, assistant principal and principal, Director of Professional Accountability at the Delaware Department of Education, and higher education. She was selected Delaware’s National Distinguished Elementary School Principal (2002) and a USDOE National Blue Ribbon School Principal (2001).

Dr. Wilson is an assistant professor in the School of Education where she teaches the School Leader Internship and Leadership Theory courses in the EDD School Leadership Program. She has also served as the director of the Delaware Academy for School Leadership (DASL) since 2010. Dr. Wilson was selected as the Executive Director of the National Policy Board for Educational Administration in April 2018.
W. Burke Royster, Ph.D., became the 10th Superintendent of Greenville County Schools, the 44th largest district in the nation, in 2012. A 39-year veteran of public education, his tenure as Superintendent has been marked by significant advances in student achievement, with a particular focus on improving the District’s graduation rate and ensuring that students are college and career ready. In a nod to the progress achieved under his direction, Dr. Royster was named an Education Week Leader to Learn From in February of 2017, was one of Greenville Business Journal’s 50 Most Influential in 2017, and was named 2018 Superintendent of the Year by the South Carolina Association of School Administrators and the South Carolina Association of Athletic Administrators.
Ms. Nerissa Lewis has served the students of Greenville County for more than 20 years as a teacher and administrator. She has been a successful principal, serving Baker’s Chapel Elementary, Mitchell Road Elementary, and Bethel Elementary. She received her Bachelor’s degree from Winthrop University and Master’s degree from Furman University. Under her leadership, Bethel Elementary achieved National Blue Ribbon School status. The school’s high achievement has also been recognized with a Palmetto Gold Award.
Panelist/Presenter:
Scott Rhymer, Assistant Superintendent for School Leadership - High Schools, Greenville County Schools

Scott Rhymer served as principal at Greer Middle School and Mauldin High School before being named Assistant Superintendent for High School Leadership. His energy level, knowledge of instructional leadership, high regard among his colleagues, and years of experience at both the middle and high school levels are tremendous assets to our students, teachers, and leadership team. Mr. Rhymer has the ability to translate achievement data into easily understood language and then build on that understanding to develop strategies to improve learning.
As a former English learner and Title I student in the Long Beach Unified School District, Dr. Camerino is a representative product of this diverse and award-winning school system. He made his way through as a college aide, teacher, site and district administrator with a commitment to closing the achievement and opportunity gap. Dr. Camerino has experience as a site administrator at all three levels.

For his five-year tenure as an elementary school principal, he led a school that was presented a Title I Academic Achievement Award by the California Department of Education every year. As a high school principal, he directly managed and succeeded in certifying pathways through the rigorous process established by the National Academy Foundation (NAF) and Linked Learning. Most recently, Dr. Camerino was the assistant superintendent of the middle and K-8 schools and now leads the high school office.
Panelist/Presenter:
Dr. Jill Baker, Incoming Superintendent of Schools, Long Beach Unified School District

Dr. Baker has worked for the Long Beach Unified School District for nearly 28 years, first as a teacher, then as a principal and central office administrator. She is currently deputy superintendent of schools, overseeing leadership development, curriculum and instruction, early learning, and supervision and support of schools. She is well known by community members and employees for her encouraging presence and her longtime commitment to systematically improving achievement for all students.

Baker’s work as an educator has been recognized with numerous awards and accolades, including the Education Champion Award from the Mayor’s Fund and Long Beach Mayor Robert Garcia, and the Secondary Education Award from the Long Beach Branch NAACP, which also recognized her with an Outstanding Women Award.
Leadership Matters

Amplify Learning Outcomes

Leaders Have a Multiplier Effect

1 Principal 20 Effective Teachers

500 Student Successes

Approximate numbers based on national averages

Attract Great Teachers

A high-quality principal will hire, develop and support talented teachers...

...and 24 out of 25 teachers say that the number one factor in whether or not they stay at a school is their principal.

Improved Teaching and Learning For Students
Strong public schools are crucial to ensuring equal opportunity for all Americans, an underpinning of our democracy. If headed by effective principals, schools stand a better chance of providing each and every student with the high-quality education essential for success in the 21st century.

The Problem
Despite years of education reform efforts, many urban public schools are falling short, unable to raise student achievement. An often-missing ingredient in improving public K-12 education is sound school leadership, cited in research as second only to teaching in school influences on student success.

How We Are Tackling It
Since 2000, Wallace has helped states and school districts develop and test ways to improve leadership by principals and others in schools. We have supported leadership development efforts in 30 states, the District of Columbia and numerous urban school districts as well as the publication of more than 90 research studies and other reports and materials to advance the field as a whole.
Seven Domains to Principal Pipelines

In 2011, The Wallace Foundation launched an effort to test whether six urban districts could put in place the key parts of a strong principal pipeline to produce a large corps of effective school leaders. By 2016, it was clear that they could. A study to be published in 2018 will assess the pipelines’ impact on schools and students.
7 Domains of Principal Pipelines

- Standards
- Pre-Service Principal Preparation
- Selective Hiring and Placement
- On the Job Evaluation and Support

**Principal Supervisor**

- Leader Tracking Systems
- Systems and Sustainability
What Are We Learning about Providing Support to Principals: Principal Supervisors

• Reduced principal supervisors’ span of control from an average of 17 to an average of 13
  – Supervisors with smaller spans of control visited principals more frequently and provided more intensive support

• Clarified their definitions of high-quality instruction and instructional leadership
  – Developed a more coherent approach to supporting principals
  – Provided training aligned to new expectations for the supervisor role

• Changed central office structures, roles, and culture to better support principal supervisors
More Support Led to Positive Changes for Principal Supervisors and Principals

• Principal supervisors
  – Spent more time on targeted walk-throughs, principal coaching, and developing coherence across school visits
  – Developed clarity about the purpose of their role

• Principals reported improved perceptions of
  – Support from the central office
  – Their supervisors’ practices and effectiveness
Greenville County Schools: The Essentials

- **44th largest** district in US
- **10,000** employees
- **77,000** students
- **6,000 teachers**
  - 696 National Board Certified Teachers = 13th highest of 14,000 districts nationwide
  - GCS turnover rate of 9% compared to SC rate of 12.6%
- **82,000** healthy meals served each day
- **50%** free & reduced meals
- **12** -member elected school board
- **64** languages spoken
- **27,966** PTA members highest in SC
## Greenville County Schools: The Scope

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>106</strong> active facilities</td>
<td></td>
</tr>
<tr>
<td><strong>82</strong> newly constructed or renovated since 2003</td>
<td></td>
</tr>
<tr>
<td><strong>800</strong> district spans square miles</td>
<td></td>
</tr>
<tr>
<td><strong>School Buildings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>12 Million+</strong> square feet of occupied space</td>
<td></td>
</tr>
<tr>
<td><strong>3,000</strong> acres of grounds</td>
<td></td>
</tr>
<tr>
<td><strong>Fountain Inn High School</strong></td>
<td>Opening Fall 2021 Student capacity of 1,000 students with possible expansion to 2,000</td>
</tr>
<tr>
<td><strong>RMSC Environmental Science Building</strong></td>
<td>Opening Fall 2020</td>
</tr>
<tr>
<td><strong>Buses Travel:</strong></td>
<td>40,000 miles each day</td>
</tr>
</tbody>
</table>
Long Beach Unified School District

83 schools
  • 45 Elementary Schools
  • 8 K-8 Schools
  • 1 K-12 School
  • 15 Middle Schools
  • 11 High Schools
  • 3 Alternative High Schools

2019-20 K-12 Enrollment: 71,800
Long Beach Unified School District

4th largest district in the state of California

10,000 certificated, certified and classified employees & the largest employer and landowner in the city

Five member Board of Education with an average tenure of 10+ years

OUR GRADUATION RATE IS TENDING UPWARD AND SURPASSING OTHERS
Focus Question One:

Since your coaching and support to principals typically depends on time spent in school buildings, in what ways did you adjust your own leadership practices and style to accommodate this time?
Focus Question Two:

How did you change the way that you provide information and resources to principals during the school closure?
Focus Question Three:

Principals experience a great deal of stress in their day to day work. The school closure likely exacerbated that stress. In what ways did you support principals in managing their own stress over the past four months?
Focus Question Four:

In order to continue to focus on teaching and learning, how did you support principals in their work with teachers who were teaching through distance techniques?
Focus Question Five:

What has been the greatest challenge of leading principals through a school closure?
Closing Questions:

When you think about the re-opening of schools and what you know right now, what are you imagining you will do to support principals in preparing for the reopening?

What advice do you have for other leaders who want to support principals to lead through crisis?
Questions or Comments?

- Dr. Jill Baker, Superintendent of Schools, Long Beach Unified School District
- Dr. Jackie Wilson, Director/Assistant Professor, University of Delaware
- Dr. Burke Royster, Superintendent, Greenville County Schools
- Nerissa Lewis, Assistant Superintendent for School Leadership - Elementary, Greenville County Schools
- Scott Rhymer, Assistant Superintendent for School Leadership - High Schools, Greenville County Schools
- Dr. Jay Camerino, Assistant Superintendent of High Schools, Long Beach Unified School District
THANK YOU FOR ATTENDING TODAY’S WEBINAR!

WE URGE YOU TO CONNECT WITH ONE ANOTHER VIA LINKEDIN, TWITTER, EMAIL, PHONE— INVESTING IN RELATIONSHIPS PAYS HUGE DIVIDEND
Focus Question Six:

What has surprised you about your own leadership over the past four months?
Focus Question Eight:

What advice do you have for other leaders who want to support principals to lead through crisis?